CMJ 593: Topics in Communication
Social Media and Digital Culture

Fall 2019
Wednesday 6:00-8:30pm
Dunn Hall 424

Instructor: Judith Rosenbaum-Andre, PhD
Dunn Hall 414
Judith.Rosenbaumandre@maine.edu
Office Hours: T 2-4pm, by appointment

Course description

This course explores the digital cultures created through social media, the processes that go into their creation, and the impact these cultures have on society at large. We will take a close look at how participation in social media such as Facebook, Twitter, and Instagram contributes to these collaborative, user-driven cultures, and examine the extent to which these cultures interact, impact, and reflect mainstream cultures.

The creation of digital cultures is inexorably tied to identity performance and the conceptualization of social media as a potential virtual public sphere. Social media platforms are also often seen as a space for marginalized groups to connect, be heard, and influence dominant narratives. At the same time, corporations, hackers, and trolls are active players on social media sites as well, creating a space that is characterized by a wide array of voices and goals. In this this course, we will examine the role these different variables play in the creation of digital cultures through a consideration of relevant theories, extant research, and specific case studies.

Learning goals and outcomes

CMJ 593 combines the exploration of various theories with the examination of empirical research to improve your insight into the role played by social media in today's society and, more specifically, the creation and maintenance of digital cultures. You will develop sufficient familiarity with relevant theoretical concepts and research methods to critically consider the relationship between social media, digital cultures, and society at large, and design research that examines certain aspects of this relationship.

By the end of this course, you will be able to:
- Discuss theories about media use, citizenship, identity construction and performance, fan labor, and convergence cultures;
- Apply these theories and related concepts to specific case studies involving social media and digital cultures;

- Situate your own scholarly perspective in the debate surrounding the creation of culture and the maintenance of democracy on social media platforms;
- Write about the relationship between social media and digital cultures in a critical and theoretically founded manner;
- Develop a familiarity with the research methods most commonly used to research social media;
- Prepare and lead a group discussion;
- Collect data from social media platforms;
- Perform basic research analysis of social media data;
- Conduct research that examines a specific aspect of the relationship between social media and digital cultures.

Texts and technologies

Your reading for this course consists of a packet of articles. This packet will be made available through a Google Drive folder shared with the class as well as Blackboard. You will also find a list of readings for each week in the course schedule.

Course policies

Class attendance
University policy states that students are responsible for attending all class meetings. Failure to regularly attend class may impact your ability to successfully complete this course. This capstone course aims to prepare you for life as a professional. Therefore, you are expected to treat this class as you would your job: Be in class on time, prepared, and ready to start work.

If you have to miss class, please read through the following information carefully. Your number of absences (excused or unexcused) may not exceed the number of credit hours of the class. If your absences exceed this number (in the case of this class, that is three absences), the instructor may drop your final grade by 5 points. Accepted excuses include: sickness, jury duty, court summons, or health-related emergencies. Please note that personal circumstances such as car problems, family problems, and work scheduling issues do not count as excused absences. Absences will only be excused with appropriate medical and/or legal documentation. This documentation will be accepted up to a week after missing class. If you have an excused absence, please note that you are expected to turn in missed work the day you return to class. If you believe you have extenuating circumstances that should permit you to turn your work in later, it is your responsibility to provide documentation proving this. If you miss class without an excuse, you are not allowed to turn your work in late. If you have to miss class because of a University-sponsored athletic event or other activity, you must provide appropriate documentation, preferably in advance. Accruing extensive absences (even if these absences are for legitimate reasons), may mean you are not be able to meet the course objectives. In that case, please schedule a meeting with me so we can discuss your options. If you have an unexcused absence on the day of a presentation or other in-class activity, you will not be permitted to make this up. When you miss class, you are responsible for catching up on any notes and/or classroom material. Attendance will be taken at the start of class. In the professional world being late to a

meeting is unacceptable and unprofessional. Hence, if you are not present when roll is taken, you will be counted as absent.

Classroom behavior
You are expected to be in the classroom on time, prepared to begin, and stay throughout the entire class period. Arriving to class late is disruptive and unprofessional, as is leaving early. If you know you will be late to class due to a reason outside of your control, you will need to let me know in advance. Failure to do so will mean you may be marked absent (see above). If you leave early without discussing this with me in advance, you will also be marked as absent.
Even though this is a class about social media, I expect all cell phones to be put away at the beginning of class. Using a laptop to take notes is acceptable, using it to message, text, or check your social media accounts is not, and will distract you and your peers from learning. Any constructive contributions to the class are highly encouraged. However, side-conversations will not be tolerated.
Please note that late work is not accepted. If you believe you have an acceptable excuse for turning your work late, you will need to provide documentation proving this as soon as possible (but no later than a week after missing the deadline. Note: This does not apply to the final project).
You are expected to attend class and behave in a responsible and mature manner. This class will address sensitive topics related to race, ethnicity, gender, and identity, and I expect you to discuss these in a civil and responsible way. Your contributions to class discussion should not merely consist of your personal opinion, but should instead reflect the body of knowledge accrued throughout this and other classes. The use of any sort of racial slurs and demeaning language will not be tolerated. Students who use inappropriate language in any context other than for illustrative purposes will be asked to leave the classroom. Having said this, I encourage all dialogue, as long as it is carried out in a respectful manner

Academic Honesty Statement
Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

Students with disabilities statement
If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me privately as soon as possible.

Sexual Discrimination Reporting
The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of **sexual assault, sexual**

harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, **your teacher is required to report** this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For *confidential resources on campus*: **Counseling Center: 207-581-1392** or **Cutler Health Center: at 207-581-4000**.
For *confidential resources off campus*: **Rape Response Services:** 1-800-310-0000 or **Spruce Run**: 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For *support services on campus*: **Office of Sexual Assault & Violence Prevention: 207-581-1406**, **Office of Community Standards: 207-581-1409**, **University of Maine Police: 207-581-4040 or 911**. Or see the OSAVP website for a complete list of services at
http://www.umaine.edu/osavp/

Observance of Religious Holidays/Events
The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

Librarian's Office Hours
Jen Bonnet, the liaison librarian for the Department of Communication and Journalism, will have weekly office hours in Dunn 429. In Fall 2019, the office hours will be on Tuesdays and Wednesdays, 2:00–3:00pm. This is an excellent opportunity to get help with research for your assignments, as well as develop your information literacy.

Grading and assignments

Participation
Attend all classes, active and critical participation in discussion	15%

Discussion leader (incl. prep)	15%
Weekly response papers (10/11)	10%
Critical reflections (4)	20%
In-class work	10%

Thinking-Aloud technique (week 2)
Analyzing visual images (week 4)
Grounded theory analysis (week 7)
Data collection (week 9)
Risk communication and selfies (week 10)

Research Project		30%
Prospectus	5%	
Presentation	5%	
Final paper	20%	

Grading Scale:
A: 94-100%	B+: 87-89%	C+: 77-79%	D: 60-69%
A-: 90-93%	B: 83-86%	C: 73-76%	F: 59% and below
	B-: 80-82%	C-: 70-72%	

Please note that any work that receives a grade in the C-range is not considered adequate for a graduate course.

Participation
Coming to class and participating is essential for your success in this course. Participation involves more than simply showing up, however. As a seminar course, CMJ 593 hinges on your active, informed, and critical participation. Active involvement with the material is also essential to the success of any graduate student. Asking questions, debating concepts, and engaging with the themes presented each week will help you develop a better understanding of the role social media play in the development of digital cultures. As with any graduate seminar, this course is built on the assumption that you have prepared that week's class. You are expected to complete your reading and submit your weekly response paper on time, and be ready and willing to engage in discussion about it. Come prepared with questions and comments about that week's reading, as well as any other information that you may have uncovered and you think is relevant.

Weekly responses
Each week (with the exception of weeks 1, 13, 14, and 15) you will turn in a short response to the weekly readings. The purpose of this response is to show that you have read and given thought to the assigned materials and to help you organize your thoughts for class on Wednesdays. This response will consist of two parts: 1) A brief discussion of ideas and concepts that stood out to you in the readings (absolutely no more than 150 words) and 2) 3-4 questions that can be addressed in class. This weekly response must meet the following criteria:
- Adheres to APA standards

- In a .doc format (or its equivalent – if I can't open it, I can't grade it).
- Emailed to me by Wednesday morning 9am

Critical reflection

Four times during this semester, you must turn in a critical reflection of that week's readings. You will sign up for the weeks for which you will write this reflection in week 1. In this reflection, you will respond to that week's readings by reflecting on the theories and concepts discussed in the reading. Please note that these reflections need to be more than a summary of the readings. The point of this reflection is to show that you have read and given thought to the assignment materials. You may discuss how the theories and concepts relate to the empirical research that is part of the readings, and/or discuss how the material you read for this week relates concepts and theories introduced in previous classes or other courses. You may also discuss how the readings connect to your own research interests, provide a critical reflection of the value of the theories/ concepts, or critique the research that is part of the reading. You should also include a few questions you would like to address in class. If a certain topic is of particular interest to you, I highly encourage you to venture outside the assigned reading. I am always open to suggest additional readings.

Each critical reflection has to meet the following criteria:
- Between 250-500 words long, double-spaced, Times New Roman, 12-point font
- Adheres to APA standards
- In a .doc format (or its equivalent – if I can't open it, I can't grade it).
- Emailed to me by Tuesday morning 9am

When grading your critical reflections, I will be looking for
- Understanding of the reading (as shown through a reflection on a relevant selection of theories, concepts, and research findings)
- A critical perspective of the theory/empirical research
- And as the semester progresses, I expect to see you tie the new concepts and ideas into those already discussed

Discussion leader

Every student will be asked to lead the class discussion at least once this semester, possibly together with one (or more) other student(s), depending on class enrollment. The discussion leader is expected to:
- Meet with the instructor prior to the class (at least 24 hours prior to the class which the student leads) to discuss their ideas for the class;
- Submitting an extended response paper that will include: 1. A normal response paper, 2. A set of discussion questions, 3. A set of key ideas that the class will explore, 4. Supplemental materials to augment the discussion (e.g., YouTube videos, news clips), 5. A bibliography that will include additional readings. This is due Tuesday, 9am;
- Starting the class in discussion by providing a brief overview of that week's readings, to include the theoretical concepts and the empirical research, and presenting any supplemental materials;
- Leading the class in a discussion of that week's topic.

Final project
The goal of the final project is for you to use the course content to further your own research agenda. For the final project, you can choose from the following options:

1. Research paper
   If you select this option, you will conduct original research on a set of <u>publicly available social media posts</u> using either qualitative or quantitative analysis. This paper will consist of a clear introduction, outlining your topic and its relevance, a discussion of related literature, one or more research questions, a methods section, and then your findings as well as a conclusion. You must receive clearance from the instructor regarding your topic and chosen methodology. The paper should be written so that it could be submitted for publication and/or a conference presentation

2. Theoretical paper
   This option involves writing a paper that contributes new knowledge to the field by exploring a specific theme or concept, connecting concepts discussed in class to ideas and theories from other areas, and/or critically surveying a specific area. This is an opportunity for you to connect the ideas presented in the class to your own research interests. The paper should be written so that it could be submitted for publication and/or a conference presentation.

Both options need to meet the following criteria:
   - 4,000-5,000-word count, double-spaced, Times New Roman, 12-point font
   - Adheres to APA standards
   - In a .doc format (or its equivalent)
   - Emailed to me by the deadline Friday December 8 at noon.

Prospectus: This is a short paper (3-4 pages) that describes your plans for your final project. You have to provide a preliminary literature review, bibliography, and a general overview of the outline of your paper. **Due Friday November 8 at noon**

Final presentation: You will present your final project in a conference-style presentation in the last two weeks of class. This means you have to prepare a ten-minute presentation and be ready for about 5 minutes of Q & A. **Due: Weeks 14 and 15**

Final project: **Due Friday December 6 at noon**

Course schedule

Below is a tentative schedule for the semester. It is your responsibility to keep up with any changes, which may be announced in class or posted on Blackboard. Readings will be available on Blackboard and via the class Dropbox.

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Week 1: Web 2.0 and participatory cultures
Required reading
Song, F.W. (2010). Theorizing Web 2.0. *Information, Communication, & Society, 13*(2), 249-275.
Barassi, V., & Treré, E. (2012). Does Web 3.0 come after Web 2.0? Deconstructing theoretical assumptions through practice. *New Media & Society, 14*(8), 1269-1285.
Arora, P. (2012). Typology of Web 2.0 spaces: Understanding the cultural dimensions of social media spaces. *Current Sociology, 60*(5), 599-618. doi: 10.1177/0011392112440439
Jenkins, H. (2006). *Convergence culture: Where old and new media collide*. New York: New York University Press. (pp. 131-139 – remained of the chapter is suggested reading).
Deuze, M. (2006). Participation, remediation, bricolage: Considering principal components of digital culture. *The Information Society, 22*, 63-75. doi: 10.1080/01972240600567170
Recommended reading
Howard, R.G. (2008). The vernacular web of participatory media. *Critical Studies in Media Communication, 25*(5), 490-513.
Bird, S.E. (2011). Are we all produsers now? Convergence and media audience practices. *Cultural Studies: 25*(4-5), 502-516.
Jarrett, K. (2008). Interactivity is evil! A critical investigation of Web 2.0. *First Monday, 13*(3). Retrieved from http://firstmonday.org/ojs/index.php/fm/article/view/2140/1947
Jenkins, H. (2014). Rethinking "rethinking convergence/culture". *Cultural Studies, 28*(2), 267-297.

Week 2: Autonomy on social media: Privacy, agency, and affordances
Required reading
Andrejevic, M. (2002). The work of being watched: Interactive media and the exploitation of self-disclosure. *Critical Studies in Media Communication, 19*(2), 230-248.

Marwick, A., & boyd, d. (2014). Networked privacy: How teenagers negotiate context in social media. *New Media & Society, 16*(7), 1051-1067.

Van Dijck, J. (2009). Users like you? Theorizing agency in user-generated content. *Media, Culture, & Society,31*(1), 41-48.

Weber, R. (2013). Constrained agency in corporate social media policy. *Journal of Technical Writing and Communication, 43*(3), 289-315.

Comunello, F., Mulargia, S., & Parisi, L. (2016). The "proper" way to spead ideas through social media: Exploring the affordances and constraints of different social media platforms as perceived by Italian activists. *The Sociological Review, 64*, 515-532.

Recommended reading

Trepte, S. (2015). Social media, privacy, and self-disclosure: The turbulence caused by social media's affordances. *Social Media + Society, April-June 2015*, 1-2.

Hanckel, B., Vivienne, S., Byron, P., Robards, B., & Churchill, B. (2019). "That's not necessarily for them": LGBTIQ+ young people, social media platform affordances, and identity curation. *Media, Culture, & Society,* Online preprint.

Pearce, K., & Vitak, J. (2016). Performing honor online: The affordances of social media for surveillance and impression management in an honor culture. *New Media & Society, 18*(11), 2595-2612.

In-class activity: Using the thinking aloud technique

Week 3: How do people connect: Networked (counter)publics
Required reading

Parks, M. R. (2011). Social networking sites as virtual communities. In Z. Papacharissi (Ed.), *A networked self: Identity, community, and culture on social network sites* (pp. 105-123). New York: Routledge (Read pp. 105-111).

Van Dijck, J. (2012). Facebook and the engineering of connectivity: A multi-layered approach to social media platforms. *Convergence: The International Journal of Research into New Media Technologies, 19*(2), 141-155.

Ellison, N., B., Lampe, C., Steinfield, C., & Vitak, J. (2011). With a Little Help From My Friends: How Social Network Sites Affect Social Capital Processes. In Z. Papacharissi (Ed.), *A networked self: Identity, community, and culture on social network sites* (pp. 124-145). New York: Routledge

boyd, d. (2011). Social networking sites as networked publics. In Z. Papacharissi (Ed.), *A networked self: Identity, community, and culture on social network sites* (pp. 39-58). New York: Routledge.

Fraser, N. (1992). Rethinking the public sphere: A contribution to the critique of actually existing democracy. In C. Calhoun (Ed.), Habermas and the public sphere (pp. 109-142). Cambridge, MA: MIT Press. (pp. 109-132).

Recommended Reading

Jackson, S.J., & Foucault Welles, B. (2015). Hijacking #MyNYPD: Social media dissent and networked counterpublics. *Journal of Communication, 65*, 932-952.

Kuo, R. (2018). Racial justice activist hashtags: Counterpublics and discourse circulation. *New Media & Society, 20*(2), 495-515.

Chan, M. (2018). Networked counterpublics and discursive contestation in the agonistic public sphere: Political jamming a police force Facebook page. *Asian Journal of Communication, 28*(6), 561-578.

Week 4: Identity, authenticity, and well-being

Required reading

Howard, J.A. (2000). Social psychology of identities. *Annual Sociological Review, 26*, 367-393 **(pp. 367-374 only)**

Hogan, B. (2010). The presentation of the self in the age of social media: Distinguishing performances and exhibitions online. *Bulletin of Science , Technology, and Society, 30*(6), 377-386.

Marwick, A., & boyd, d., (2011). I tweet honestly, I tweet passionately: Twitter users, context collapse, and the imagined audience. *New Media & Society, 13*(1), 114-133.

Friedman, M. (2018). Insta-judgment: Irony, authenticity and life-writing in mothers' use of Instagram. *Interactions: Studies in Communication & Culture, 9*(2), 169-181.

Reer, F., Tang, W.Y., & Quandt, T. (2019). Psychological well-being and social media engagement: The mediating roles of social comparison orientation and fear of missing out. *New Media & Society, 21*(7), 1486-1505.

Recommended reading

Salisbury, M., & Pooley, J.D. (2017). The #nofilter self: The contest for authenticity among social networking sites, 2002-2016. *Social Sciences, 6*(10), 1-24.

Liu, Y., Rui, J.R., & Cui, X. (2017). Are people willing to share their political opinions on Facebook? Exploring roles of self-presentational concern in spiral of silence. *Computers in Human Behavior, 76*, 294-302.

Chen, H.-T., & Li, X. (2017). The contribution of mobile social media to social capital and psychological well-being: Examining the role of communicative use, friending, and self-disclosure. *Computers in Human Behavior, 75*, 958-965.

Page, R. (2012). The linguistics of self-branding and micro-celebrity in Twitter: The role of hashtags. *Discourse & Communication, 6*(2), 181-201.

In-class activity: Analyzing visual images

Week 5: Social media and democracy: The virtual public sphere

Required reading

Habermas, J., Lennox, S., & Lennox, F. (1974). The public sphere: An encyclopedia article (1964). *New German Critique, 3*, 49-55.

Mouffe, C. (1999). Deliberative democracy or agonistic pluralism? *Social Research, 66*(3), 745-758.

Dahlgren, L. (2001). Computer-mediated communication and the public sphere: A critical analysis. *Journal of Computer-Mediated Communication, 7*(1), 0

Bennett, W.L. (2012). The personalization of politics: Political identity, social media, and changing patterns of participation. *American Academy of Political and Social Science, 644*, 20-39.

Kruse, L.M., Norris, D.R., & Flinchum, J.R. (2018). Social media as a public sphere? Politics on social media. *The Sociological Quarterly, 59*(1), 62-84.

Fenton, N. (2011). Alternative Media and Social Networking Sites: The Politics of Individuation and Political Participation. *The Communication Review, 14*(3), 179-196.

Recommended reading

Paparachissi, Z. (2009). The virtual sphere 2.0: The internet, the public sphere, and beyond. In A. Chadwick & P.N. Howard (Eds.), *Routledge Handbook of Internet Politics* (pp. 230-245). New York: Routledge.

Castells, M. (2007). Communication, power, and counterpower in the network society. *International Journal of Communication, 1*, 238-266.

Gross, J. H., & Johnson, K.T. (2016). Twitter taunts and tirades: Negative campaigning in the age of Trump. *PS: Political Science and Politics, 49*(4), 748-754.

Halpern, D., & Gibbs, J. (2013). Social media as catalyst for online deliberation. Exploring the affordances of Facebook and YouTube for political expression. *Computers in Human Behavior, 29*, 1159-1168.

Colleoni, E., Rozza, A., & Arvidsson, A. (2014). Echo chamber or public sphere? Predicting political orientation and measuring political homophily in Twitter using big data. *Journal of Communication, 64*, 317-332.

Week 6: Trolls, fake news and the alt-right: The tragic flaw of social media?
Required reading
McCosker, A. (2014). Trolling as provocation: YouTube's antagonistic politics. *Convergence: The International Journal of Research into New Media Technologies, 20*(2), 201-217. Nikitina, S. (2012). Hacksters as tricksters of the digital age: Creativity in hacker culture. *The Journal of Popular Culture, 45*(1), 133-152. Heikkila, N. (2017). Online antagonism of the alt-right in the 2016 election. *European Journal of American Studies, 12*(2), 1-22. Persily, N. (2017). Can democracy survive the internet? *Journal of Democracy, 28*(2), 63-76. Milhailidis P., & Viotty, S. (2017). Spreadable spectacle in digital culture: Civic expression, fake news, and the role of media literacies in "post-fact" society. *American Behavioral Scientist, 61*(4), 441-454.
Recommended reading
Burroughs, B. (2013). Obama trolling: Memes, salutes, and agonistic politics in the 2012 presidential election. *The Fibreculture Journal, 22*. Retrieved from http://twentytwo.fibreculturejournal.org/fcj-165-obama-trolling-memes-salutes-and-an-agonistic-politics-in-the-2012-presidential-election/ Lamerichs, N., Nguyen, D., Peurta Melguizo M.C., Radojevic, R., & Lange-Böhmer, A (2018). Elite male bodies: The circulation of alt-right memes and the framing of politicians on social media. *Participations: Journal of Audience and Reception Studies, 15*(1), 180-206. Zimmer, F., Scheibe, K., Stock, M., & Stock, W.G. (2019). Fake news in social media: Bad algorithms or biased users? *Journal of Information Science Theory and Practice, 7*(2), 40-53. Talwar, S., Dhir, A., Kaur, P., Zafar, N., & Alrasheedy, M. (2019). Why do people share fake news? Associations between the dark side of social media use and fake news sharing behavior. *Journal of Retailing and Consumer Services, 51*, 72-82.
Week 7: Hear me roar: Marginalized voices and social media
Required reading
Florini, S. (2014). Tweets, tweeps and signifyin': Communication and cultural performance on "Black Twitter". *Television & New Media, 15*(3), 223-237. Right-McDaniels, J.L., & Hendrickson, E.M. (2014). Hoes and hashtags: Constructions of gender and race in trending topics. *Social Semiotics, 24*(2), 175-190. Kim, L. & Johnson, B. (2018). Contesting race in YouTube's *K-Town*: "It's white people in Asian disguises". *Journal of Social Media in Society, 7*(1), 78-105.

Maragh, R. S. (2016). "Our struggles are unequal": Black women's affective labor between television and Twitter. *Journal of Communication Inquiry, 40*(4), 351-369.

Cisneros, J.D., & Nakayam, T. K. (2015). New Media, old racisms: Twitter, Miss America, and cultural logics of race. *Journal of International and Intercultural Communication, 8*(2), 108-127.

Recommended reading

Maragh, S. (2018). Authenticity on "Black Twitter": Reading racial performance and social networking. *Television & New Media, 19*(7), 591-609.

Balance, C.B.B. (2012). How it feels to be viral me: Affective labor and Asian American YouTube performance. *Women Studies Quarterly, 40*(1&2), 138-152.

Vivienne, S. (2017). "I will not hate myself because you cannot accept me": Problematizing empowerment and gender-diverse selfies. *Popular Communication, 15*(2), 126-140.

In class activity: Grounded theory and social media data

Week 8: Who tells your story: Activism and Social Media
Required reading

Morozov, E. (2009, May 19). *The brave new world of slacktivism.* Retrieved from
http://neteffect.foreignpolicy.com/posts/2009/05/19/the_brave_new_world_of_slacktivism

Shirky, C. (2011). The political power of social media. Technology, the public sphere and political change. *Foreign Affairs*. Retrieved from
https://www.foreignaffairs.com/articles/2010-12-20/political-power-social-media

Ganesh, S., & Zoller, H.M. (2012). Dialogue, activism, and democratic social change. *Communication Theory, 22*(1), 66-91.

Juris, J.S. (2012). Reflections on #Occupy everywhere. Social media, public space, and emerging logics of aggregation. *American Ethnologist, 39*(2), 259-279

Brunner, E. (2017). Wild public networks and affective movements in China: Environmental activism, social media, and protest in Maoming. *Journal of Communication, 67*, 665-677.

Recommended reading

Solow-Niederman, A.G. (2010). The power of 140 characters? #IranElection and social movements in Web 2.0. *Intersect, 3*(1), 30-39.

Howard, P.N., & Hussain, M.H. (2011). The upheavals in Egypt and Tunisia: The role of the digital media. *Journal of Democracy, 22*(3), 35-48.

Carney, N. (2016). All lives matter but so does race: Black lives matter and the evolving role of social media. *Humanity & Society, 40*(2), 180-199.

Xion, Y., Cho, M., & Boatwright, B. (2019). Hashtag activism and message frames among social movement organizations: Semantic network analysis and thematic analysis of Twitter during the #MeToo movement. *Public Relations Review, 45*, 10-23.

Week 9: Social media use in practice: The digital divide

Required reading

Büchi, M., Just, N., & Latzer, M. (2016). Modeling the second-level digital divide: A five-country study of social differences in internet use. *New Media & Society, 18*(11), 2703-2722.

Srinivasan, R. (2012). Rethinking digital cultures and divides: The case for reflective media. *The Information Society, 28*, 24-36.

Schradie, J. (2011). The digital production gap: The digital divide and web 2.0 collide. *Poetics, 39*, 145-168

Recommended reading

Van Deursen, A.J.A.M., & van Dijk, J.A.G.M. (2014). The digital divide shifts to differences in usage. *New Media & Society, 16*(3), 507-526.

Wei, L., & Blanks Hindman, D. (2011). Does the digital divide matter more? Comparing the effects of new media and old media use on the education-based knowledge gap. *Mass Communication and Society, 14*, 216-235.

In-class activity: Learning how to collect social media data

Week 10: Risk and crisis communication

Required reading

Neely, L. (2013). Risk communication in social media. In J. Arvai & L. Rivers III (Eds.), *Effective Risk Communication* (pp. 143-164). Taylor & Francis.

Rains, S.A., Brunner, S.R., & Oman, K. (2015). Social media and risk communication. In H. Cho, T. Reimer, & McComas, K.A. (Eds.), *The Sage Handbook of Risk Communication* (pp. 228-241). Sage.

Vafeiadis, M., Bortree, D.S., Buckley, C., Diddi, P., & Xiao, A. (2019). Refuting fake news on social media: Nonprofits, crisis response strategies, and issue involvement. *Journal of Product and Brand management,* Online pre-print.

Kasperson, R.E., Renn, O., Slovic, P., Brown, H.S., Emel, J., Goble, R., Kasperson, J.X., Ratick, S. (1988). The social amplification of risk: A conceptual framework. *Risk Analysis, 8*(2), 177-187.

Vijaykumar, S., Jin, Y., & Nowak, G. (2015). Social media and the virality of risk: The Risk Amplification through Media Spread (RAMS) model. *Homeland Security & Emergency Management, 12*(3), 653-677.

Recommended reading

Veil, S.R., Buehner, T., & Palenchar, M.J. (2011). A work-in-process literature review: Incorporating social media in2 and crisis communication. *Journal of Contingencies and Crisis Management, 19*(2), 110-122.

Fellenor, J., Barnett, J., Potter, C., Urquhart, J., Mumford, J.D., & Quine, C.P. (2018). The social amplification of risk on Twitter: The case of ash dieback disease in the United Kingdom. *Journal of Risk Research, 21*(10), 1163-1183.

Flaherty, G.T. (2019). Taking the edge out of high-risk selfies in adventure tourists. *Wilderness & Environmental Medicine, 30*(2), 218-220.

Metzner-Szigeth, A. (2009). Contradictory approaches? On realism and constructivism in the social sciences research on risk, technology, and the environment. *Futures, 41*, 156-169.

Rickard, L., McComas, K., & Newman, S. (2011). Visitor proficiency profiling and risk communication at a national park. *Environmental Communication, 5*(1), 62-82.

Strekalova, Y.A., & Krieger, J.L. (2017). Beyond words: Amplification of cancer risk communication on social media. *Journal of Health Communication, 22*(10), 849-857.

Rickard, L. N. (2014). Perception of risk and the attribution of responsibility for accidents. *Risk Analysis*, *34*(3), 514-528

In-class activity: Risk communication and selfies

Week 11: Controlling the narrative: Corporate influence on digital cultures
Required reading

Dahlberg, L. (2005). The Corporate Colonization of Online Attention and the Marginalization of Critical Communication? *Journal of Communication Inquiry, 29*(2), 160-180.

Ritzer, G., & Jurgensen, N. (2010). Production, Consumption, Prosumption. *Journal of Consumer Culture, 10*(1), 13-36.

Deuze, M. (2008). Corporate Appropriation of Participatory Culture. In N. Carpentier, & S. Livingstone (Eds.), *Participation and Media Production: Critical Reflections on Content Creation* (pp.27-40). Newcastle upon Tyne: Cambridge Scholars.

Gil de Zúñiga, H., Copeland, L., & Bimber, B. (2013). Political consumerism: Civic engagement and the social media connection. *New Media & Society, 16*(3), 488-506.

Logan, N. (2016). The Starbucks Race Together initiative: Analyzing a public relations campaign with critical race theory. *Public Relations Inquiry, 5*(1), 93-113.

Recommended reading

Abidin, C. (2016). Visibility Labour: Engaging with influencers' fashion brands and OOTD advertorial campaigns on Instagram. *Media International Australia, 16*(1), 86-100.

Rokka, J., & Canniford, R. (2016). Heterotopian selfies: How social media destabilizes brand assemblages. *European Journal of Marketing, 50*(9/10), 1789-1813.

Week 12: Reflecting on Popular Culture: Cultural citizenship

Required reading

Burgess, J., Foth, M., & Klaebe, H. (2006). *Everyday creativity as civic engagement: A cultural citizenship view of new media.* Paper presented at the Communication Policy & Research Forum, September 25-26, Sydney, Australia.

McGuian, J. (2005) The cultural public sphere. European Journal of Cultural Studies, 8(4) 427-443.

Selva, D. (2016). Social television: Audience and political engagement. *Television & New Media, 17*(2), 159-173.

Shifman, L. (2011). An anatomy of a YouTube meme. *New Media & Society, 14*(2), 187-203.

Xu, W.W., Park, J.Y., Kim, J.Y., & Park, H.W. (2016) Networked cultural diffusion and creation on YouTube: An analysis of YouTube memes. *Journal of Broadcasting & Electronic Media, 60*(1), 104-122.

Recommended reading

Burgess, S. (2011). YouTube on masculinity and the founding fathers: Constitutionalism 2.0. *Political Research Quarterly, 64*(1), 120-131.

Highfield, T. (2016). News via Voldemort: Parody accounts in topical discussions on Twitter. *New Media & Society, 18*(9), 2028-2045.

Williams, A. & Gonlin, V. (2017) I got all my sisters with me (on Black Twitter): second screening of How to Get Away with Murder as a discourse on Black Womanhood. *Information, Communication & Society, 20*(7), 984-1004.

Assignments: Prospectus due Friday November 8, 12noon

Week 13: Thanksgiving break: No class

Week 14: Final presentations

Week 15: Final presentations
Assignments: Final paper due Friday December 6, 12noon