SOCIOLOGY 3006: The Web in Real Life
Spring Semester 2015

Time: T/Th 12:40-2:10
Place: Piskor 10
Instructor: Dr. Stephen Barnard
Office: Piskor 103
Office Hours: MW 1:15-2:15, T/Th 2:30-4:00, and by appointment
Email: sbarnard@stlawu.edu

Course Description

In this 200-level course, we ask: what does it mean to live in a networked world, where our offline lives are increasingly and irrevocably tied to digital spaces? Beyond the vast array of cat memes and Bieberisms, the World Wide Web provides seemingly endless opportunities for social interaction and identity maintenance. But, as the popular aphorism goes, with great privilege comes great responsibility. Thus, it is up to you—the most wired generation in history—to understand the weight of this opportunity and to contend with the significance of social life in a hyperconnected world. With these concerns in mind, this course will examine the metered role that digital media and communication technologies play in the organization and maintenance of present-day social life.

Learning Outcomes:

This class will provide students with the tools to:

- Think critically and reflexively about issues surrounding media, technology, and society.

- Learn to evaluate and apply diverse theoretical approaches to the study of the web.

- Develop and strengthen written, oral, and digital communication skills.

- Practice newly acquired skills in an active learning environment where writing, research, problem-posing, and discussion will shape the goals and activities of the seminar.

Required Texts

boyd, danah. 2014. *It's Complicated: the social lives of networked teens*. Yale University Press. ISBN: 9780300166316
[Also available as a free PDF here: http://www.danah.org/books/ItsComplicated.pdf]

Rainie, Lee and Barry Wellman. 2014. *Networked: The New Social Operating System*. MIT Press. ISBN: 9780262526166

Trottier, Daniel. 2014. *Identity Problems in the Facebook Era*. Routledge. ISBN: 9780415643450

Additional readings will be made available online or through Sakai.

Grading

200 points	Blog Posts (4 posts worth 50 points each)
75 points	Weekly Twitter questions and discussion—summary and reflection due Fri. 4/24
50 points	Group Discussion Leading using Storify (25 each points for Storify and in-class)
100 points	Group Research Project
50 points	Group Presentation
50 points	Contribution (in-class and on class blog)

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525 points Total

Your course grades are calculated as a percentage of points earned and then converted to 4.0 scale. See **conversion table**:

97-100 = 4.0 (A+)	87-89.9 = 3.25 (B+)	77-79.9 = 2.5 (C+)	67-69.9 = 1.75 (D+)	57-59.9 = 1.0 (F+)
93-96.9 = 3.75 (A)	83-86.9 = 3.0 (B)	73-76.9 = 2.25 (C)	63-66.9 = 1.5 (D)	Below 57 = 0.0 (F)
90-92.9 = 3.5 (A-)	80-82.9 = 2.75 (B-)	70-72.9 = 2.0 (C-)	60-62.9 = 1.25 (D-)	

Note Pass/Fail credit is not offered in this course.

Assignments

Blog Posts—Every member of the class is expected to author four **reflective essays** throughout the term, and to post those essays on our class blog. (Look for the link on the course Sakai site.) Each essay should be 350-500 words in length, and be properly titled, tagged, and categorized (further instructions to come). Be sure to stay on topic by using (and citing!) relevant course concepts. In addition to your written text, you are encouraged to incorporate links, video, audio, etc., so long as they are appropriate and relevant to the discussion.

You will be graded in part on how well you articulate an understanding of the course material and how well you express your own ideas. As a result, your grade may depend on your ability to write with clarity and logic. Comply with the directions for word length, stay relevant, integrate course materials, and always provide specific examples or evidence to support your argument. Blog posts are **due every few weeks by Friday at 5:00 PM** to our class blog: http://webinreallife.wordpress.com/ (See course schedule for due dates.) While each post will have unique requirements, all will be **graded based on the following factors**: meeting assignment requirements, use and understanding and application of material, critical thinking and engagement, writing and originality, and links and references.

In addition to authoring your own blog posts, each member of the class is expected to keep up with other blogs and to post a minimum of **two *substantive* comments during each blog assignment**. (NOTE: In order to receive credit, comments must be posted within two weeks of the blog due date.) Substantive comments may consist of additional questions, thoughtful agreement that adds to the discussion, and/or alternative perspectives that call into question parts of the post. You may disagree, but you must do so respectfully. As a general rule, comments should contain a well-supported argument with reference(s) to course materials.

*Example blog posts from an earlier semester; each have many strengths:
http://socsavvy.wordpress.com/2014/11/06/likeagirl/
http://socsavvy.wordpress.com/2014/09/18/21st-century-fox-its-more-than-just-slus-president/

**How to Create a Blog Post in WordPress:
https://www.youtube.com/watch?v=vX0DMAjtZZg&feature=youtu.be
***Want to use images on your blog? Here's all you need to know to ensure you don't violate copyright: http://theedublogger.com/2012/02/09/the-educators-guide-to-copyright-fair-use-and-creative-commons/ (The post also includes links to a number of sites where you'll find usable content.)

Weekly Twitter questions and discussion—Every member of the class is expected to join and actively participate in Twitter. It is up to you whether you use an existing Twitter account or create a new one for this class. Either way, it may be preferable to use an anonymous account, or at least have one suitable for class discussion (i.e. not too personal). All class-related tweets must **include the hashtag #webIRL** to ensure credit.
        You are required to **follow at least twenty unique, active Twitter accounts and/or hashtags**, which you deem relevant to this class. In addition to learning from those accounts, **you are expected to use Twitter to share your thoughts, questions, examples, conceptual applications related to readings and other course-related subject matter, and to engage fellow class members in discussion about these issues.** We will bring these questions, examples, and discussion into the day's class to drive group discussion.
Potential frames for questioning and discussion:
1) Find a recent event or news story and ask what relevant course readings/concepts may contribute to the conversation.
2) Compare readings and perspectives that are similar/different. How do they overlap? What may account for their differences? What are the strengths/weaknesses of each approach?
3) Consider how realities from digital and physical realms combine to shape social experiences, and unpack these issues using the tools of sociology. Where are cultural and technological influences distinct or intertwined? What about individual and institutional dynamics?
4) Discuss personal experiences and how they are similar/different to/from cases discussed in the readings. Ask **why** the two have such a relationship.

Additional tips for Twitter discussion:
        1) You must be concise (tweets are a mere 140 characters!), but beware of sacrificing too much context. It is better to make smaller, separate statements and to string them together in succession to raise a larger issue.
        2) If you need more than 140 characters for one statement, don't worry! You can post each portion as part of a series—for example, by including "(1of2): or "(1/2)."
        3) When you @reply to others, remember to also include the class #hashtag if it's relevant to course discussion
        4) Remember to stay focused on issues or concepts raised in class. You can analyze practically anything using the tools of sociology. This is your chance to practice.

IMPORTANT NOTE Although feedback will be provided periodically throughout the term, grading for this assignment will be done at the end of the semester. **You will be required to provide a summary of your Twitter usage, including diverse examples and reflection on**

what you learned, using the Storify platform. A link must be uploaded to Sakai by 5:00 PM on Friday 4/24.

**Need Help? See the following resources for how to sign up and use Twitter:
http://www.steamfeed.com/how-to-twitter-guide-for-twitter/
https://support.twitter.com/articles/100990-signing-up-with-twitter#

Group Discussion Leaders with Storify—During most weeks, one small group will be required to lead a 30-45 minute discussion. The leaders will be responsible for preparing and facilitating a discussion that both reflects upon course readings and is directly informed by the questions, examples, and insights shared on Twitter. Given these objectives, each group must create a Storify that covers the highlights from the week's readings and Twitter conversations. You may also use Storify to add additional thoughts and share resources from other relevant sources on the web. **The complete Storify must be published and tweeted to the class hashtag by 11:59 PM on the night before the scheduled presentation**. In addition to completing the assigned readings, all students are required to read the week's Storify before class and come prepared to discuss it.

For example storifies, see:
https://storify.com/socsavvy/newmediacc-week-6-part-2
https://storify.com/socsavvy/bosto | https://storify.com/socsavvy/my-breaking-news-experience

For information about Storify and how to use it, see:
https://storify.com/ | http://readwrite.com/2011/10/28/how_to_curate_conversations_with_storify
http://libroediting.com/2013/11/27/what-is-storify-and-how-do-i-use-it/

IMPORTANT NOTE All students are required to present on the day they are signed assigned. Without a properly documented excuse, failure to present on that day will result in a loss of all presentation points.

Group Research Project—Students will form groups of 3-4 and study an approved topic directly relevant to this course. Early in the term, I will elicit topical interests from all member of the class and assign groups based on common themes. Then, each group will be required to submit a brief **proposal** (between 200 and 500 words) clearly stating your focus, case of study, and guiding question(s). The proposal must also explain how your group will go about accomplishing your goals. What sources or theories might you use, and what might they help you accomplish? (Don't just speculate; do a bit of exploratory, library research.) Overall, this proposal should serve as a roadmap for your project. ***One member of each group must submit your proposal on Sakai by 5:00 PM on Friday, 2/20.**

Once proposals are approved, your group may begin working on your project. To start, this may entail formulating a concise research question to examine, reviewing academic and journalistic literature to identify pertinent examples and information, etc. Once your foundation is solid, you should work on analyzing those issues raised by applying relevant course concepts

Here are some things to keep in mind:
1) Your focus should be on *explaining* and *analyzing* pertinent sociological issues with the use of key course concepts.
2) You must cite a **minimum of three scholarly sources** (primary or secondary) that are not part of assigned readings for this course. (This assignment does NOT require your group to conduct original research.)
3) Don't be afraid to leverage the affordances of the technologies you are using! That means you should **link to supporting materials** and incorporate—perhaps even embed— multimedia (pictures, video, audio, etc.).
4) **University codes of conduct apply throughout this project.** Be sure to provide proper attribution for words, images, examples, and ideas, through linking and citation. Additionally, content must be respectful of all people and perspectives and should combat common stereotypes rather than perpetuate them. (If there is any uncertainty over whether or not a post is appropriate under these guidelines, it is better to ask first.)

Potential topics may include, but are not limited to:
- Augmented Reality
- Cyberbullying and Conflict
- Digital divides
- Digital Cultures
- Digital Deviance and Stigma
- Identity and Interaction
- Networked Individualism and the "New Social Operating System"
- Networked Publics and Digital Democracy
- Techno-cultures (i.e. Facebook, Google+, Instagram, Snapchat, Texting, Tumblr, Twitter, WeChat, YouTube, etc.)

The final project is **worth 100 points** and will be graded based on instructor- and peer-assessment. Your **project grade** will be determined based on the **following indices**: Focus; Application of Course Concepts; Detail & Context; Findings & Analysis; Engagement & Originality; Quality of Content; Quantity of Content; Use of Sources; Clarity; Appearance & Multimedia Use; Individual Contribution. Your group may **choose one of two options** to create your finished project.

Option 1: Digital Media Site
Your website should be public and user-friendly enough that all group members can contribute without having to learn HTML or other coding language. Keep in mind that your site should include writing, research, analysis, and applications of course concepts. Think of it as a course paper presented in an innovative, multimedia format. Given this multimedia format, there is no designated page/word lengths. Nevertheless, the project site should reach the same length and depth expected of a 12-15 page research paper. Your completed site **must be publicly available** and **posted to the course Sakai page.**

There is no shortage of options for free, user-friendly blog/wiki/website platforms. Here are a few that you may find worthy of consideration:| http://blogs.stlawu.edu/ | http://wordpress.com/ |

http://storify.com/ | https://www.blogger.com/home | http://www.tumblr.com/ | http://www.livejournal.com/ | http://www.wix.com/

Here are some examples of such sites: http://newmediamexico.wordpress.com/ | http://controlinchina.wordpress.com/ | http://syriannewmedia.wordpress.com/ | http://rapecultureedu.wordpress.com/

Option 2: Traditional Research Paper
Instead of a digital media site, your group may co-author a 12-15 page research paper conveying research, analysis, and applications of course concepts. The paper should follow the standard academic format. Begin with an introduction, statement of the problem and argument, and a discussion of relevant literature. (HINT: This may include information about the case of study in particular as well as relevant social dynamics, in general.) Next, apply insights gleaned from the literature (inside and outside) to your case of study and discuss their implications. You might weigh evidence, complications and counter-arguments. Most importantly, focus on thoroughly and logically examining this material and applying it in support of your argument. Finally, you should conclude with a brief review of your argument and a consideration of its implications—practical and/or theoretical.

All writing assignments should be double-spaced with 1-inch margins. All text should be in 12-point Times New Roman font. All references should be cited in text and accompanied by full citations in footnotes. You may use your major's preferred citation format, or whichever one you are comfortable with, so long as you remain consistent. Once complete, your paper must be **posted to the course Sakai page.**

Group Presentation—Each group presentation should last **approximately 15 minutes**. Your presentation should be an abstracted summary of your project's main points and accomplishments, and should use visual imagery from your project work. (However **DO NOT simply read all your content aloud**.) Keep in mind that showing and explaining a few examples from your project will help communicate the particulars of your project's focus as well as the sociological strides made through your written content.

Here are some questions that your presentation should address: What was your chosen topic? What is the current/recent state of the case? How does this case relate to the subject matter of this course? What course concepts were relevant to your inquiry? How did you apply them? What did they help reveal about your case of study? Did you come to any conclusions? What did you learn about the case and the dynamics of New Media, Conflict & Control discussed throughout the semester? What are you taking away from this experience?

Presentation **points will be awarded** for your success communicating the project's focus and accomplishments, findings, sources, application of course concepts, your presentation's utilization of visuals and examples, as well as the clarity, focus, and overall delivery of presentation. (Please time your presentation to be sure you do not exceed the 15-minute goal.)

<u>*IMPORTANT NOTE*</u> All group participants are required to present on the day they are signed up for. Without a properly documented excuse, failure to present on that day will result in a loss of all presentation points.

Contribution— Every student is expected to come to each class having read the material, and ready to contribute to discussion. You can earn up to 25 points for contribution to in-class discussion, and another 25 points for contribution to online (blog) discussion. These points are not automatic, but must be earned through sustained effort and engagement with the class. Keep in mind: quantity is important, but it is secondary to quality.

<u>Course Policies</u>
-**Be respectful.** This means treating the instructor as well as your fellow students with the same respect that you should require from others. Do not interrupt, make inappropriate gestures, engage in name-calling, or commit any other offense that may be taken as belittling or disrespectful. Failure to abide by this simple rule may result in the loss of contribution points, ejection from class, and if necessary, removal from the course.
-**Complete reading <u>before</u> coming to class.** Doing this will benefit you in numerous ways. Not only will you get more out of lecture, since you will already be familiar with the material, but you will also be better able to contribute to class discussion, retain more information, and will likely be better able to apply what you learn.
-**Try answering your own questions before asking**. Every semester, students email questions that have already been answered elsewhere (the syllabus, Sakai, etc.). Instead of wasting time, first do your "due diligence" by using your resources to see if you already have the answer, or can arrive at one yourself. If not, please feel free to contact me and ask away.
-**Use electronic devices <u>only for note-taking</u>, or not at all.** A recent study concluded that "participants who multitasked on a laptop during a lecture scored lower on a test compared to those who did not multitask, and participants who were in direct view of a multitasking peer scored lower on a test compared to those who were not. The results demonstrate that multitasking on a laptop poses a significant distraction to both users and fellow students and can be detrimental to comprehension of lecture content." (Sana et al., 2013; quoted in <u>Shirky, 2014</u>).
In order to create a distraction-less learning environment for everyone, electronic devices must be used only for note-taking and, occasionally, finding or sharing information relevant to class discussion. Distracting uses—like instant/text messaging, social media, emailing, web browsing, etc.—will not be tolerated and may result in students being ejected from class.
-**Step up, step back**. If you speak all the time, give others a chance. If you never speak, start!
-**Class time isn't 'nom nom' time.** The noise and smell of others eating (especially in our small room) can be distracting. Please refrain from eating in class unless granted permission.
-**Keep up with email and Sakai.** The web will be our main way of communicating outside of class. Make sure that your campus email account is open and working. This is the only account that I can reach from Sakai and you will be held accountable for all messages sent to your account. Also, it is in your best interest to use these resources. Besides meeting me in person, email is a great way to communicate, set up appointment times, and ask questions. Sakai is also a great tool. Be sure to check it regularly, as I will be posting announcements, readings, and other important course materials throughout the semester. If you cannot access the site, please let know so that I can fix the problem!

-**Make friends with your classmates.** I will not give you notes if you miss class. So, be sure that you have at least a few people with which you can share notes if necessary.

Attendance Policy

Regular attendance is an integral component of success in any institution, and university classes are no exception. Therefore, I will take attendance at the beginning of each class period. Each student is permitted three free, "unexcused" absences throughout the semester. I do not require an explanation of your absence (with the exception of illnesses, emergencies, and university-sponsored events, which may be excused with official documentation). For each additional unexcused absence, beginning with the fourth, your final grade will be deducted by 0.125 and rounded down to the nearest quarter-point. For example, if you have four unexcused absences, you will receive no deduction, but if you have five unexcused absences, your final grade will be reduced by 0.25. Tardiness and leaving class early may count as ½ an absence.

Late Policy

All assignments are expected to be turned in on the due date listed on the syllabus. All late assignments will be subject to a **5% penalty** for each day it is late. Exceptions will be made only for extreme and adequately documented cases.

Make-up Policy

Make-ups for exams, quizzes, presentations and other assignments will only be given for legitimate cases and proper documentation will be required. (Oversleeping is not a legitimate excuse!) Please note that non-emergency medical visits, meetings with advisors, and other similar appointments should be made around your academic requirements. Doctors (and especially advisors) should not expect you to miss class, and substantial effort should be made to avoid such schedule conflicts. In the event that you must miss class on a day an exam is administered or an assignment is due, come see me beforehand so that we can work out alternative arrangements.

Online Assignment Policy

Although there are many assignments which require utilizing the web, no student is expected to step outside of their comfort zone in regards to personal information. Thus, while much of the content you are required to create this semester will be posted on our course website, you will have the option to remain anonymous to the public by using author identification information that is meaningless to those outside the class (i.e. a pseudonym). **Keep in mind that all course and University policies regarding privacy and respectful language also apply to content posted online.**

Honor Code and Academic Dishonesty

A major commitment of the University is "to the intellectual development of the student" (St. Lawrence University Aims and Objectives) which can be achieved only by strict adherence to standards of honesty. At St. Lawrence, all members of the community have a responsibility to see that these standards are maintained. Consequently, St. Lawrence University students will not engage in acts of academic dishonesty as described below.

The following constitute **examples of academic dishonesty**:
   a. Plagiarism: Presenting as one's own work the work of another person—words, ideas, data, evidence, thoughts, information, organizing principles, or style of presentation—without proper attribution. Plagiarism includes paraphrasing or summarizing without acknowledgment by quotation marks, footnotes, endnotes, or other indices of reference (cf. Joseph F. Trimmer, A Guide to MLA Documentation).
   b. Handing in or presenting false reports on any experiment.
   c. Handing in or presenting a book report on a book one has not read.
   d. Falsification of records.
   e. Supplying information to another student knowing that such information will be used in a dishonest way.
   f. Submission of or presentation of work (papers, journal abstracts, oral presentations, etc.) which has received credit in a previous course to satisfy the requirement(s) of a second course without the knowledge and permission of the instructor/supervisor/mentor of the second course.
   g. Knowingly making false statements in support of requests for special consideration or special timing in the fulfillment of course requirements.

Plagiarism and other violations of the Academic Honor Code will be submitted to the Dean's office and the Academic Honor Council for investigation. **Students who commit academic dishonesty can expect to receive a zero on the assignment, and will be subject to more severe penalties as decided by the Academic Honor Council.** The University does not take cheating lightly, and the punishment if found guilty is often swift and severe. So, just don't cheat! I do not want to have to deal with the hassle, and you do not want to deal with the punishment and tarnished academic record. For more information about policies surrounding academic honesty, please consult the student handbook:
http://www.stlawu.edu/sites/default/files/resource/SLU%20Handbook%202013-2014.pdf

**HELPFUL CITATION RESOURCES:
When and Why to Cite Sources: http://library.albany.edu/usered/cite/citing.html
How to Cite Sources: http://www.wikihow.com/Cite-Sources

Students with Disabilities/Medical Issues
If you have a disability and need accommodations please be sure to contact the Disability and Accessibility Services Office (x5537) right away so they can help you get the accommodations you require. If you will need to use any accommodations in the class, please come speak with me at the beginning of the term so you can have the best possible experience this semester. Although not required, I would like to know of any accommodations that are needed at least 10 days before a quiz or test, so please see me ASAP. For more specific information visit the DASO website: http://www.stlawu.edu/disability-and-accessibility-services

Formatting
All writing assignments should be double-spaced with 1-inch margins. All text should be in 12-point Times New Roman font. All references should be cited in text and accompanied by full citations on the bibliography page. Students may use their major's preferred citation format, or whichever one they are comfortable with, so long as they remain consistent.

Course Schedule

<u>Week 1</u>—**Introduction**
Thurs. 1/15 – *Welcome to #WebIRL*
> **Reading:**
> Byrd, Steve. 2004. In a Grade-Obsessed Society. *The Christian Science Monitor.*
> http://www.csmonitor.com/2004/0525/p14s01-legn.html

<u>Week 2</u>**— Life in a Networked World**
Tues. 1/20 –
> **Reading:**
> boyd Introduction (pgs. 1-28)
>
> boyd, danah. (2012) Participating in the Always-On Lifestyle. Pp. 71-76 in *The Social Media Reader*, edited by Michael Mandiberg. https://archive.org/stream/TheSocialMediaReader/Mandiberg-theSocialMediaReader-cc-by-sa-nc#page/n3/mode/2up

Thurs. 1/22 – *Networked Individualism & The New Social Operating System*
> **Reading:**
> Rainie & Wellman ch. 1
>
> *Watch*: Frontline: Generation Like. http://www.pbs.org/wgbh/pages/frontline/generation-like/

<u>Week 3</u>—**Networked (R)evolution**
Tues. 1/27 -- *The Social Network Revolution*
> **Reading:**
> Rainie & Wellman ch. 2

Thurs. 1/29 -- *The Internet Revolution*
> **Reading:**
> Rainie & Wellman ch. 3

<u>Week 4</u>— **Networked (R)evolution**
Tues. 2/3 – *The Mobile Revolution*
> **Reading:**
> Rainie & Wellman ch. 4
>
> Rainie & Wellman pgs. 109-113: Interlude: A day in a connected life

Thurs. 2/5—
   Reading:
   Baym, Nancy K. 2014. "The perils and Pleasures of Tweeting with Fans." Pgs. 221-236
   in Twitter and Society, edited by Weller, Bruns, Burgess, Mahrt, Puschmann. Peter Lang.
   [eReserves]

**BLOG #1 DUE FRIDAY BY 5:00 PM

Blog Post #1—Read and Respond: The New Social Operating System
What is the "new social operating system" and how has it shaped your experience in the social
world? Draw upon insights and concepts from the reading to critically analyze what
technological shifts have taken place and how they contribute to changes in the dynamics of
social life. Be sure to draw upon an example or few to give you material to analyze and thus to
further illustrate your point.

Week 5— **Networked Culture**
Tues. 2/10
      Reading:
      boyd ch. 1

      Watch: Chris Poole, "High Order Bit" https://www.youtube.com/watch?v=e3Zs74IH0mc

Thurs. 2/12 Mid-Semester Break…NO CLASS!

Week 6— **Identity and Interaction in a Networked Society**
Tues. 2/17 –
   Reading:
   Davis, Jenny L. 2014. "Triangulating the Self: Identity Processes in a Connected Era:
   Triangulating the Self." *Symbolic Interaction,* 37:4, pgs. 500-523.
   http://onlinelibrary.wiley.com/doi/10.1002/symb.123/abstract

Thurs. 2/19 --
   Reading:
   Trottier ch's 1-3

**GROUP PROJECT PROPOSALS DUE FRIDAY BY 5:00 PM

Week 7— **The Networked Self(ie)**
Tues. 2/24 --
   Reading:
   Papacharissi Z and Easton E (2013) In the Habitus of the New: Structure, Agency, and
   the Social Media Habitus. In: Hartley J, Burgess J and Bruns A (eds) *A Companion to*
   New Media Dynamics. Wiley-Blackwell, 171-184. [eReserves]

Papacharissi, Z. (2014). A Networked Selfie. *Medium*. Retrieved from
https://medium.com/p/cb4e929af3ee

Thurs. 2/26 – Library Research Session

<u>Week 8</u>— **Digitality is the new Reality**
Tues. 3/3-- Welcome to Augmented Reality
  Reading:
  Jurgenson, Nathan. 2012. "When Atoms Meet Bits: Social Media, the Mobile Web and
  Augmented Revolution." *Future Internet* 4(4):83–91.
  (http://www.mdpi.com/1999-5903/4/1/83)

Thurs. 3/5--Digital Dualism and the 'IRL Fetish'
  Reading:
  Jurgenson, Nathan. 2012. "The IRL Fetish." *The New Inquiry*. June 28.
  (http://thenewinquiry.com/essays/the-irl-fetish/)

  Jurgenson, Nathan. 2012. "Strong and Mild Digital Dualism" » Cyborgology."
  (http://thesocietypages.org/cyborgology/2012/10/29/strong-and-mild-digital-dualism/).

  Jurgenson, Nathan. 2013. The Problem With The 'I Forgot My Phone' Video »
  Cyborgology." Retrieved August 27, 2013
  (http://thesocietypages.org/cyborgology/2013/08/26/the-problem-with-the-i-forgot-my-
  phone-video/).

**BLOG #2 DUE FRIDAY BY 5:00 PM

<u>Blog Post #2—Digital Dualisms?</u>
*First, select one of the following videos or articles to analyze (Note: You may also propose your
own, unique source to analyze if you come across something suitable) Then, critically examine
the material's representation of networked reality in light of concepts and perspectives presented
in class as well as your own personal experiences. Most significantly, Jurgenson argues that
digital dualism and the IRL fetish encourage a fallacious view of social relations in the digital
age. Given the argument and evidence he presents, do you agree? Why or why not? How does
the video you watched represent this 'reality' in a networked society? What core assumptions
and biases underlie the video? Which perspective (digital dualism or augmented reality) does
the video appear to subscribe to? How would you respond to the video's creators?*
https://www.youtube.com/watch?v=OINa46HeWg8
https://www.youtube.com/watch?v=Z7dLU6fk9QY&feature=youtube_gdata_player
https://www.youtube.com/watch?v=dRl8EIhrQjQ
https://www.youtube.com/watch?v=8-xk7YunVhc | http://nyti.ms/Ymv67N
http://www.theatlantic.com/health/archive/2014/10/online-relationships-are-real/380304/
https://medium.com/@mathewi/ubiquitous-connectivity-is-more-of-a-good-thing-than-it-is-a-
bad-thing-14b502ae498c

<u>Week 9</u>— **Networked Individuals in Context**
Tues. 3/10-- *Privacy*
     Reading:
     boyd ch. 2

Thurs. 3/12-- *Networked Families*
     Reading:
     Rainie and Wellman ch. 6

<u>Week 10</u>
*Spring Break…no class until Monday, 3/23

<u>Week 11</u>— **Affordances and Limitations of Digital Media**
Tues. 3/24—
     Reading:
     boyd ch. 3

Thurs. 3/26 –
     Reading:
     boyd ch. 4

<u>Week 12</u>— **Bullying and Conflict**
Tues. 3/31
     Reading:
     boyd. ch. 5
     Haskell, Will. 2014. "A Gossip App Brought My High School to a Halt - The Cut."
     Retrieved May 6, 2014 http://nymag.com/thecut/2014/04/gossip-app-brought-my-high-school-to-a-halt.html

Thurs. 4/2-- *Challenges to Identity Management*
     Reading:
     Trottier ch's 4-6

     Watch: "Bad Behavior Online: Bullying, Trolling & Free Speech" | Off Book | PBS
     Digital Studios. https://www.youtube.com/watch?v=RVSAFhTjAdc&app=desktop

**BLOG POST #3 DUE FRIDAY BY 5:00 PM

Blog Post #3—*Interaction and Identity Management in an Augmented World*
*First, select a social interaction that 1) involved digital media, and 2) you have detailed
knowledge of—it could be something you were involved in, witnessed, or simply learned about
through media stories. Next, briefly describe and analyze that interaction in light of course
concepts. Here is an incomplete list of questions you might consider: What social actors were
involved? What interests, identities, and/or institutions do they represent? What was the
"definition of the situation" and how was it affected by networked technologies? What norms*

and values were at play? How were they invoked, and where did they come from? (i.e. Did they have an institutional origin? What interests did they serve?) What interactional strategies did the actors employ to manage their identities? Was the identity construction based on mutual cooperation, conflict, or a combination of both? What does this analysis reveal about social relations in the networked era?

*NOTE: Be sure to respect others' privacy and avoid oversharing specific details, attributing them to specific people, or painting them in an unnecessary light. In other words, do not identify, ridicule, or "publicly shame" them.

Week 13— **Digital Divides, Digital Natives**
Tues. 4/7
> **Reading:**
> boyd ch. 6

> Ingram, Mathew. "When It Comes to Social Media, Teens Are Not All Created Equal," January 12, 2015. https://gigaom.com/2015/01/12/when-it-comes-to-social-media-teens-are-not-all-created-equal/.

Thurs. 4/9
> **Reading:**
> boyd ch. 7

> Rainie and Wellman, Interlude: The Conversation Never Ends (pgs. 245-251)
> Watch: A Magazine Is an iPad That Does Not Work.
> https://www.youtube.com/watch?v=aXV-yaFmQNk&feature=youtube_gdata_player

Week 14— **Networked Publics**
Tues. 4/14
> **Reading:**
> boyd ch. 8

Thurs. 4/16
> **Reading:**
> Rainie and Wellman ch. 8

Week 15— **Constraints of the Network**
Tues. 4/21
> **Reading:**
> Rainie & Wellman ch. 9

Thurs. 4/23
> **Reading:**
> Marwick, Alice. 2012. "The Public Domain: Surveillance in Everyday Life."
> *Surveillance & Society* 9(4):378–93. http://library.queensu.ca/ojs/index.php/surveillance-and-society/article/view/pub_dom/pub_dom

**TWITTER SUMMARY AND REFLECTION DUE FRIDAY BY 5:00 PM.

Week 16— **The Future of Networked Individualism**
Tues. 4/28
> **Reading:**
> Rainie & Wellman ch. 10

Thurs. 4/30- Wrapping Up
> **Reading:**
> Rainie & Wellman ch. 11

**BLOG POST #4 DUE FRIDAY BY 5:00 PM

Blog Post #4—*Reflecting on the Web in Real Life*
All semester, we have been wrangling with the implications of networked technologies for modern social relations. Given the ground we have covered, what do you think are the most compelling issues—they could be lessons, perspectives, questions, challenges, etc.—emerging from this discussion? Why are these issues remarkable? What can they help us understand about social life in the digital age? Do your best to demonstrate what you have learned throughout the semester by raising one or more key issues and connecting them to main points from this semester.

Week 17
Fri. 5/8 1:30-4:30 PM -- FINAL EXAM DATE
> **Group Project Presentations**

**FINAL PROJECT DUE BY 1:30 ON FRIDAY, 5/8

*DISCLAIMER: This syllabus is subject to change (with notice) at the discretion of the professor.