<div align="center">

Sociology 4002—Capstone: Twitter and Society
Spring Semester 2015

</div>

Time: M/W 2:30-4:00
Place: Piskor 117
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

This course will explore the sociological significance of Twitter as a platform for personal expression, interaction and networked communication. The breadth of meanings various user communities ascribe to the service, as well as the access and usage patterns found among this and other digital tools, pose obvious challenges for how sociological research may approach or explain Twitter users and the data they help produce. Nevertheless, the apparent diversity of Twitter use and users also provides an opportunity to reveal significant insights about how users leverage the affordances of the service, and to what effects. Thus, this course will begin with an introduction to Twitter and its significance for various sectors of society. Then, we will learn to ask sociological questions about Twitter usage and to develop theoretically and methodologically grounded approaches to answering those questions. This will allow us to design and conduct exploratory analyses of Twitter data. The coursework will culminate with students creating digital presentations to showcase their work in engaging and innovative formats.

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 methodological approaches to the study of the web.

- Develop and strengthen written, oral, digital, and visual 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

Murthy, Dhiraj. *Twitter: Social Communication in the Twitter Age*. 1 edition. Cambridge: Polity, 2013. **[Hereafter referred to as "Murthy"]**

Weller, Katrin, Axel Bruns, Jean Burgess, and Merja Mahrt, eds. *Twitter and Society*. New York: Peter Lang Publishing Inc., 2013. **[Hereafter referred to as "T&S"]**

Additional readings will be made available online or through Sakai.

100 points   Reading Reflections Blog (25 points each)
75 points   Weekly Twitter questions and discussion
50 points   Research Report and In-class facilitation (25 points each)
100 points   Research Practices (20 points each)
25 points   Project Proposal
100 points   Twitter Research Project
50 points   Project Presentation
50 points   In-Class Participation
_____

550 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
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 #twitsoc** 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.
**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#

Research Report and In-class presentation/facilitation—During the final few weeks, each student will be required to read an additional research article of their choice (see list on Sakai), to write a report (follow the guidelines below) and to lead a 30-45 minute discussion about their report and the connections to issues and examples raised in class (worth 25 points). (You may also use Storify to add additional thoughts and share resources from other relevant sources on the web.) The **complete report/Storify must be posted on the class blog and tweeted to the class hashtag by 11:59 PM on the night before the scheduled presentation**. All students are required to read the week's Storify before class and come prepared to discuss it. The report will be worth an additional 25 points, and should be between 800 and 1000 words.

Report Guidelines
  You should begin with bibliographic information: Author's name(s), Year, Title, Place published and Publisher. Below that, list your name and the name of this class (SOC 4002: Twitter and Society).
  The first paragraph or two should communicate the focus and main argument(s) of the article or chapter. What are their primary questions? What answers or conclusions do they come to? What concepts do they use (or create) and what do they mean? (HINT: This information is most likely to be found in the introductory and concluding sections, but will be clarified by reading the remainder of the material.) Try to pay special attention to what the author's intent seems to be.
  Next, discuss the significance of the work. Where does it fit into the conversation—with other related issues, authors, and concepts, like those discussed in class or in the text itself? Are there a few key authors or perspectives to which they compare or contrast their work? If so, provide full citations in footnotes. What issues or examples does this work relate to, and what can it help reveal?
  Third, discuss the empirical basis of the work. On what evidence is the analysis based? What data is analyzed and what methods are used? Does the analysis appear flawed in some way? Do the author's conclusions appear to fit the data presented?

Last, discuss your reaction to the reading. What did you like about it? What didn't you like? Are there important issues that are left out, glossed over, or misrepresented? Be sure to tie this together with the main points discussed in your report, as this will help you conclude.

<u>*IMPORTANT NOTES*</u>
1) 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.
2) Remember that you **<u>must use your own words</u>** and resist the urge to rely on quotes. Rare exceptions could be to explain a concept or the author's concise thesis statement, etc.
3) There are examples and further materials on Sakai, which you may find useful. They are not to be used as a standard of comparison, but rather as additional examples for how you might think about approaching your reading of the material and writing of the report.

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/

Research Practices—After each of five methods is demonstrated in class, you will be required to put that method into practice using a small portion of data made available to you. After selecting the data, you will decide on a question/focus, analyze the data using appropriate tools, and produce some results. You will turn in a write-up including the above components along with your analysis of and conclusions derived from this process. The final product will be due on our class blog on the dates specified on the course schedule. Below you will find brief descriptions of each method. Additional description and instructions will be provided at a later date.

<u>Method 1: Exploring Data with Word Clouds</u>
Each student:
1. Decides on a search
2. Generates url for Word Cloud
3. Goes to Tagul.com an makes the Word Cloud
4. Uses design principles to make it pretty
5. Saves the Word Cloud as a .png file
6. Posts visualization, a caption, and word frequency data to Sakai
7. The best ones get developed / published in a course collection

Read a portion of those tweets by eye, summarize and predict what's important, then contrast with what the word cloud says.

Method 2: Online Participant-Observation
Identify and follow at least 25 users (an alternative would be to find an appropriate "list" or "hashtag") directly tied to a topic of interest. Then, make regular observations of these accounts for a week's time. While you're "in the field" start collecting interesting data, taking field notes, and interpreting what you find. Here are some questions to keep in mind: Who are the users? How are they using Twitter? Are they being serious or joking? Are they just posting messages for a broad audience? Are they interacting with (mentioning) other users? If so, who? Remember, your goal here is to create a "thick description" that includes commentary, and interpretation.

Method 3: Data Exploration with Tagging, Filtering: Using the course website
Use the class website to more deeply examine a greater portion of the tweets (100?) from your Word Cloud. Identify and examine themes in the data by tagging, filtering, and exploring the data.

Method 4: Using DiscoverText for Textual Analysis
Each student will be required to use DiscoverText code a selected portion of the group dataset using a set of defined codes.

Method 5: Curating and Analyzing a User Set
Each student will learn and apply tools to curate and analyze a portion of our data to discover information about Twitter users.

Weekly Blog Reflection—In order to facilitate reflection, each student is expected to write 500-750 word blog posts for our course website. A typical reflection may incorporate your thoughts on the readings, examples and discussions on Twitter, and connections to additional issues you deem relevant. In the first eleven weeks, each student must complete 8-10 blogs, including your four Research Practice write-ups. Each post should be 500-750 words in length, and be properly titled, tagged, and categorized (further instructions to come). 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.

Each post will be worth 20 points, with a total of 200 points (100 for five Research Practices and another 100 for the other top four Reflection posts). Reflection posts must be published on the class website by Friday at 5:00 PM during the week the discussed material is covered. Additionally, each member of the class is expected to keep up with other posts on the class website and to come to class prepared to discuss them.

*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/

Research Project—Once we have introduced each of the Twitter research methods, you will have the chance to work in-depth with one of your choosing. Each student will be required to submit a brief **proposal** (between 200 and 500 words) clearly stating your chosen method, data sample, and guiding question(s). The proposal must also explain how you 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 = research.) Overall, this proposal should serve as a roadmap for your project. ***You must submit your proposal on Sakai by 5:00 PM on Friday, 4/3.**

Once proposals are approved, your may begin working on your project. To start, this may entail formulating a concise research question to examine, reviewing academic and popular media literature to identify pertinent examples and information, etc. Once your foundation is solid, you should work on doing your analysis using the methodological tools you've learned. Then, work on analyzing and interpreting your findings by applying relevant course concepts.

Finally, you will write a detailed blog post that documents your research, displays some of your most remarkable findings, and examines them in greater depth. The goal is to have a diverse array of projects that can collectively characterize what we have learned by examining our data sociologically.

Your final project is **worth 100 points** and will be graded 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.

*HINT: It is better to start small (in regards to sample size and specificity of your research questions) and expand if necessary.

Project Presentation—Each 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 Twitter & Society 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.)

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

In-Class Participation—Every student is expected to come to each class having read the material, and ready to contribute to discussion. You can earn up to 50 points for contribution to in-class 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.

Course Policies

-**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, or not at all.</u>** 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 [Shirky, 2014](#)). **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

Week 1: Course Introduction
Wed. 1/14— Go over syllabus; Byrd, Steve. 2004. In a Grade-Obsessed Society. The Christian Science Monitor. http://www.csmonitor.com/2004/0525/p14s01-legn.html

Week 2: Introduction to Twitter
Mon. 1/19—Murthy chs. 1 & 2
*DUE: First tweets due to class hashtag: #twitsoc
Wed. 1/21— T&S chs. 3, 5 & 6

Week 3: Introduction to Digital Sociology; Introduction to #Ferguson
Mon. 1/26— Murthy ch. 3
Tinati, Ramine, Susan Halford, Leslie Carr, and Catherine Pope. "Big Data: Methodological Challenges and Approaches for Sociological Analysis." *Sociology*, February 18, 2014, 0038038513511561. doi:10.1177/0038038513511561.
Barry Ritholtz. January 1, 2015. "The Year In News | The Big Picture." Accessed January 4, 2015. http://www.ritholtz.com/blog/2015/01/the-year-in-news/.
METHOD 1: Exploring data with Word Clouds
Class Visit: Matt Lavin

Wed. 1/28—Anderson, Carol. "Ferguson Isn't about Black Rage against Cops. It's White Rage against Progress." *The Washington Post*, August 29, 2014. http://www.washingtonpost.com/opinions/ferguson-wasnt-black-rage-against-copsit-was-white-rage-against-progress/2014/08/29/3055e3f4-2d75-11e4-bb9b-997ae96fad33_story.html.
Lopez, German. 2015. "12 Things You Should Know about the Michael Brown Shooting." *Vox*. January 9. http://www.vox.com/cards/mike-brown-protests-ferguson-missouri.

Watch: Media Education Foundation. *White like Me*. Videorecording. Media Education Foundation, 2013.

Additional Resources:
http://www.huffingtonpost.com/2014/11/25/ferguson-timeline_n_6220166.html
http://www.pbs.org/newshour/rundown/timeline-events-ferguson/
http://www.npr.org/blogs/thetwo-way/2014/11/24/364103735/ferguson-timeline-grief-anger-and-tension

Week 4: Method: Participant-Observation Online
Mon. 2/2— Murthy, Dhiraj. "Digital Ethnography An Examination of the Use of New Technologies for Social Research." *Sociology* 42, no. 5 (October 1, 2008): 837–55. doi:10.1177/0038038508094565.
 "Question one: How can qualitative Internet researchers define the boundaries of their projects? Christine Hine, Lori Kendall, Danah Boyd" Available at: http://0-search.ebscohost.com.library.stlawu.edu/login.aspx?direct=true&db=nlebk&AN=477911&site=ehost-live&ebv=EB&ppid=pp_1
*DUE: Method 1 in Practice

Wed. 2/4—T&S ch. 9;
Twitter Ethnography, *the theoryblog*: http://theory.cribchronicles.com/tag/twitter-ethnography/
METHOD 2: Online Participant-Observation

Week 5: **Case Study: Digital Culture on Twitter**
Mon. 2/9— Analytical Activity
Wells, Georgia. "Ferguson to New York, Social Media Is the Organizer's Biggest Megaphone."
WSJ Blogs - Digits, December 4, 2014. http://blogs.wsj.com/digits/2014/12/04/ferguson-to-new-york-social-media-is-the-organizers-biggest-megaphone/.
Method 3: Data Exploration with Tagging, Filtering: Using the course website
Class Visit: Matt Lavin

Wed. 2/11—http://ethnographymatters.net/blog/2013/06/30/why-weird-twitter-part-1/
*DUE: Method 2 in Practice

*Mid-Semester Break (class unaffected)

Week 6: **Method: Content Analysis**
Mon. 2/16— T&S ch. 8;
Hughey, Matthew W., and Jessie Daniels. "Racist Comments at Online News Sites: A
Methodological Dilemma for Discourse Analysis." *Media, Culture & Society* 35, no. 3 (April 1,
2013): 332–47. doi:10.1177/0163443712472089. http://mcs.sagepub.com/content/35/3/332

Wed. 2/18—Altheide and Schneider 2013, ch's. 2 and 3 [eReserves]
*DUE: Method 3 in Practice

Week 7: Case Study—Discourse Analysis and Journalistic Practice
Mon. 2/23—
Watch: http://www.screencast.com/t/BtBDsBTtw
http://www.screencast.com/t/J1P7R6thJUFR
http://blog.texifter.com/index.php/2014/08/07/update-1-sorting-the-fccs-open-internet-public-comments/
CLASS VISIT: Stu Shulman from DiscoverText
METHOD 4: Using DiscoverText for Textual Analysis

Wed. 2/25— Barnard, forthcoming; T&S ch. 26, 29

Week 8: Analytical Activity
Mon. 3/2— Lachlan, Kenneth A., Patric R. Spence, Xialing Lin, Kristy M. Najarian, and Maria
Del Greco. "Twitter Use During a Weather Event: Comparing Content Associated with
Localized and Nonlocalized Hashtags." *Communication Studies* 65, no. 5 (October 23, 2014):
519–34. http://www.tandfonline.com/doi/full/10.1080/10510974.2014.956940#.VLVCZns2ffc

Brock, André. "From the Blackhand Side: Twitter as a Cultural Conversation." *Journal of
Broadcasting & Electronic Media* 56, no. 4 (October 1, 2012): 529–49.
http://www.tandfonline.com/doi/abs/10.1080/08838151.2012.732147#.VLVCfHs2ffc

Wed. 3/4— T&S ch. 23; García-Jiménez, Leonarda, Rocío Zamora-Medina, and Rebeca Martínez-Fernández. "The Construction of Symbolic Power: Comparing Offline and Online Media Representations of Occupy the Street in Spain." *International Journal of Communication* 8, no. 0 (November 14, 2014): 21. http://ijoc.org/index.php/ijoc/article/view/2259
*DUE: Method 4 in Practice

Week 9: Method: User Information
Mon. 3/9— T&S ch. 23;
Meraz, Sharon, and Zizi Papacharissi. "Networked Gatekeeping and Networked Framing on #Egypt." *The International Journal of Press/Politics*, January 27, 2013, 1940161212474472. doi:10.1177/1940161212474472. http://hij.sagepub.com/content/18/2/138
METHOD 5: Curating and Analyzing a User Set
Class Visit: Matt Lavin

Wed. 3/11— Smith, Marc A., Lee Rainie, Ben Shneiderman, and Itai Himelboim. "Mapping Twitter Topic Networks: From Polarized Crowds to Community Clusters." *Pew Research Center's Internet & American Life Project*. Accessed December 2, 2014. http://www.pewinternet.org/2014/02/20/mapping-twitter-topic-networks-from-polarized-crowds-to-community-clusters/.

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

Week 11: Case Study: The Structure of the Journalistic Field on Twitter
Mon. 3/23— T&S ch. 25; Adamic, Lada A., and Natalie Glance. "The Political Blogosphere and the 2004 U.S. Election: Divided They Blog." In *Proceedings of the 3rd International Workshop on Link Discovery*, 36–43. LinkKDD '05. New York, NY, USA: ACM, 2005. www2.scedu.unibo.it/roversi/SocioNet/AdamicGlanceBlogWWW.pdf
*DUE: Method 5 in Practice

Wed. 3/25—
Salaita, Steven. 2014: U. of I. destroyed my career. *Chicago Tribune*. September 29. http://www.chicagotribune.com/news/opinion/commentary/ct-steven-salaita-tenure-jews-twitter-tweets-unive-20140929-story.html
CLASS VISIT: Steven Salaita

Week 12: Project Design and Management
Mon. 3/30— Himelboim, Itai, Kaye D. Sweetser, Spencer F. Tinkham, Kristen Cameron, Matthew Danelo, and Kate West. "Valence-Based Homophily on Twitter: Network Analysis of Emotions and Political Talk in the 2012 Presidential Election." *New Media & Society*, November 2, 2014. http://nms.sagepub.com/content/early/2014/10/29/1461444814555096.full.pdf+html

Wed. 4/1—TBD
*DUE: Project Proposals due Friday by 5:00 PM

Week 13: **Reading Presentations & Project Workshop**
Mon. 4/6—
Wed. 4/8—

Week 14: **Reading Presentations & Project Workshop**
Mon. 4/13—
Wed. 4/15—

Week 15: **Reading Presentations & Project Workshop**
Mon. 4/20—
Wed. 4/22—

Week 16: **Project Workshop**
Mon. 4/27—
Wed. 4/29—
***DUE: Final Project due on course website by Friday, 5/1 at 5:00 PM.**

Week 17:
Tues. 5/5 8:30-11:30 AM -- Final day: Project Presentations

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