

## COM634 Social Media

Spring 2012

### Course Information

**Meetings:** Wednesday, 3-5:30pm, Business Admin E204

**Instructor:** Wayne Buente

**Office hours:** Thursdays, 3-5pm or by appointment

**Contact:** wbuente@hawaii.edu

(808) 956-3360 (phone)

### Course description

This course surveys recent research on social media with particular attention to the idea of the networked self. Interactive technologies have "generated new forms of communication, in social networking sites and other systems, which bridge the structural and functional characteristics of mass/interpersonal/peer communication" (Walther et al., 2011, p. 18). As a result, there is an emerging pattern of networked sociality that "combine old and newer social habits, reform and remediate several social routines of the past, and reflect social tendencies and tensions that take shape on networked planes of social activity" (Papacharissi, 2011, p. 316).

Social media affords the opportunity to construct, validate, and remix one's identity online by providing a stage for self-presentation and social connection. As a result, social media allows one to take on a number of roles such as citizens in networked publics and students as social connectors.

By the end of the semester, you will be able to:

- Understand the idea of the networked self and networked sociality.
- Familiarize yourself with a wide range of issues raised by contemporary online social networks.
- Engage in research that explores the major issues in social media.

### Readings

Readings will be provided through Laulima. We will read a few chapters from the following titles.

Burgess, J., & Green, J. (2009). *YouTube: Online video and participatory culture*. Cambridge; Malden, MA: Polity.

Papacharissi, Z. (Ed.). (2011). *A networked self: Identity, community and culture on social network sites*. New York: Routledge.

### Course assignments

Readings will typically be assigned for each class period and the latest information about reading will be listed in Laulima. Please come prepared. Class discussions are important especially for small class sizes. Your grade will be based on the following:

Participation	10%
Book assignment	15%
Lead discussant	30%
Emails	10%
Final Paper	35%

#### In-class participation

Class participation is expected. Class participation takes form in asking and answering questions, summarizing and adding insights related to readings, debating issues, and other forms of "active" involvement in class. Attendance, though expected, does not constitute participation.

#### Lead discussant

The professor will lead the class discussion the first few sessions. Starting on the third session, students will take on this responsibility for the remaining classes during the semester. Students, thus, will take turns being the lead discussant for the remaining weeks of the semester. We will set a beginning schedule on the first day of class. If students miss one of their "lead discussant" days, they will receive a "0" for that portion of the assignment.

On days that you are the lead discussant, you should do the following:

1. Create a single-sided one-page overview of each reading (double-sided two-page overview for each book). Bring enough copies to class for each student and the professor.
2. Plan what you will do in the class. You should begin with at least 10-12 minutes of "lecture" type

material--where you lay out the basic theory/topic and direction of the article. You should make sure that students understand clearly the concepts and their relationships present in the study. What are the conceptual and operational definitions? What is "new" about the study? You should also have a plan for a discussion to follow, with questions to ask and other means of spurring class discussion.

3. This is your class. Come prepared to be the teacher.

### **Emails related to class readings**

Students need to send an email related to each set of assigned readings to the professor and the lead discussant. The email should include two things. First, it should answer the question, "What's new?" In other words, you should consider the reading and explain what advancement the study offers. Second, you should pose two questions that can be potentially used to generate class discussion, as well as related thoughts. These emails must be sent by 6pm on Tuesday.

### **Book analysis**

Suggest a book that analyzes a particular aspect of social media that is relevant to your interests. If you need assistance, I have a list of books to guide your search. You will present your book analysis in class along with a double-sided two page overview of the book. Your book analysis should present its main arguments along with demonstrating how the book ties into the course.

### **Research papers**

The research assignment is designed to give students the opportunity to create a research paper appropriate for journal submission. The paper can focus on any aspect of social media broadly defined. The paper, which will be constructed as a journal article, will attempt to add to the literature in the field. The paper should be about 20 pages long, 12 size font, double-spaced, using APA style.

Completed papers will be presented in class at the end of the semester. Students should treat the presentations as though they are conference presentations.

## **Evaluation**

The grading criteria are taken from Appendix C in Enerson, D. M., Johnson, R. N., Milner, S., & Plank, K. M. (1997). *The Penn State Teacher II*. University Park, PA: Center for Excellence in Teaching and Learning. Retrieved August 22, 2011, from <http://www.schreyerinstitute.psu.edu/pdf/PennStateTeacherII.pdf>

### **Grading Criteria**

These grading standards establish four major criteria for evaluation at each grade level: rhetorical situation, reasoning and content, organization and expression. Since papers may have some characteristics of "B" and others of "C," the final grade depends on the weight the instructor gives to each criterion. A paper grossly inadequate in one area may still receive a very low grade even if it successfully meets the other criteria. A brief summary of the grading criteria is provided below. Please consult the grading criteria in Appendix C for a more detailed explanation.

The "A" Paper: An "A" paper is clear and consistent and the content is appropriate for the assignment. It also demonstrates clear organization and expression.

The "B" Paper: The "B" paper shows an awareness of the audience and purpose. Its content is reasonably well developed with adequate evidence. The organization is clear and expression is competent.

The "C" Paper: The "C" paper has a clear purpose but lacks originality in topic selection. The content is adequately developed and supported with valid reasoning. Organization is clear with mechanical but appropriate transitions. The paper also demonstrates mastery of most conventions of edited English.

The "D" Paper: The "D" paper has a unclear purpose and an inappropriate topic for its intended audience. The content is inadequately developed and evidence is insufficient. The paper also shows flawed reasoning. Organization is deficient and the paper exhibits poor grammar.

The "F" Paper: The "F" paper has no clear purpose or remotely appropriate for its intended audience. The content is not developed nor adequately supported. The paper has no organization and serious errors with English comprehension.

## **Attendance**

I expect you to be at all class sessions. Excessive absences that are not excused will lower your final grade.

## **Course schedule**

### **Week 1**

January 11, 2012

Class introduction and review syllabus

### **Week 2** Convergence

January 18, 2012

Introduction and Chapter 1, *A Networked Self*

Jenkins chapter (pp. 109-125), *YouTube*

*Titanpad* for lead discussant

*Titanpad* for book selections

### **Week 3** Social Network Sites

January 25, 2012

boyd, d. m., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13(1), article 11. Retrieved from <http://jcmc.indiana.edu/vol13/issue1/boyd.ellison.html>

Chapter 2 and Chapter 5 *A Networked Self*

### **Week 4** Online Communities

February 1, 2012 (Joanne)

Bender, J. L., Jimenez-Marroquin, M. C., & Jadad, A. R. (2011). Seeking support on Facebook: A content analysis of breast cancer groups. *Journal of Medical Internet Research*, 13(1), e16. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3221337/?report=printable>

Chou, S. W.-Y., Hunt, Y., Folkers, A., & Augustson, E. (2011). Cancer survivorship in the age of YouTube and social media: A narrative analysis. *J Med Internet Res*, 13(1), e7. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3221357/?report=printable>

Hampton, K. N., Sessions, L. F., & Her, E. J. (2010). Core networks, social isolation, and new media. *Information, Communication & Society*, 14(1), 130-155.

Gray, K. L. (2012). Intersecting oppressions and online communities: Examining the experiences of women of color in Xbox Live. *Information, Communication & Society*, forthcoming.

### **Week 5** Communication and Marketing in Social Media

February 8, 2012 (Brian)

Briones, R. L., Kuch, B., Liu, B. F., & Jin, Y. (2011). Keeping up with the digital age: How the American Red Cross uses social media to build relationships. *Public Relations Review*, 37(1), 37-43.

Messinger, P. R., Stroulia, E., Lyons, K., Bone, M., Niu, R. H., Smirnov, K., et al. (2009). Virtual worlds — past, present, and future: New directions in social computing. *Decision Support Systems*, 47(3), 204-228.

Ransbotham, S., & Kane, G. C. (2011). Membership turnover and collaboration success in online communities: Explaining rises and falls from grace in Wikipedia. *MIS Quarterly*, 35(3), 613-627.

Taylor, D. G., Lewin, J. E., & Strutton, D. (2011). Friends, fans, and followers: Do ads work on social networks? *Journal of Advertising Research*, 51(1), 258-275.

### **Week 6** Political Engagement and Social Media

February 15, 2012 (Uayporn)

Chapter 9 and Chapter 10 in *A Networked Self*

Howard, P. N., Agarwal, S. D., & Hussain, M. M. (2011). When do states disconnect their digital networks? Regime responses to the political uses of social media. *Communication Review*, 14(3), 216-232.

### **Week 7** Guest speaker: Cliff Lampe

February 22, 2012

Chapter 6 in *A Networked Self*

### **Week 8** Twitter, Community, and Audience

February 29, 2012

Gruzd, A., Wellman, B., & Takhteyev, Y. (2011). Imagining Twitter as an imagined community. *American Behavioral Scientist*, 55(10), 1294-1318.

Marwick, A., & boyd, d. (2011). To see and be seen: Celebrity practice on Twitter. *Convergence: The International Journal of Research into New Media Technologies*, 17(2), 139-158.

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

**Week 9** Social Media Strategy, Guest speakers: Cassie Harris and Colin Burns

March 7, 2012

Wilson, H., Guinan, P. J., Parise, S., & Weinberg, B. D. (2011). What's Your Social Media Strategy?. *Harvard Business Review*, 89(7/8), 23-25.

**Week 10** Social Media and Collective Action

March 14, 2012 (Kathie)

Blodgett, B., & Tapia, A. (2011). Do avatars dream of electronic picket lines?: The blurring of work and play in virtual environments. *Information Technology & People*, 24(1), 26-45.

Payton, F. C., & Kvasny, L. (2012). Considering the political roles of Black talk radio and the Afrosphere in response to the Jena 6: Social media and the blogosphere. *Information Technology & People*, 25(1), 81-102.

Seeger, A., & Bennett, W. L. (2011). Social media and the organization of collective action: Using Twitter to explore the ecologies of two climate change protests. *The Communication Review*, 14(3), 197-215.

**Week 11** Social Media and Sport Culture

March 21, 2012 (Nick)

Hutchins, B. (2010). The acceleration of media sport culture. *Information, Communication & Society*, 14(2), 237-257.

Hutchins, B., & Mikosza, J. (2010). The Web 2.0 Olympics: Athlete blogging, social networking and policy contradictions at the 2008 Beijing Games. *Convergence: The International Journal of Research into New Media Technologies*, 16(3), 279-297.

Rowe, D., Ruddock, A., & Hutchins, B. (2010). Cultures of complaint: Online fan message boards and networked digital media sport communities. *Convergence: The International Journal of Research into New Media Technologies*, 16(3), 298-315.

**Spring Break Week**

March 28, 2012

Spring Break

**Week 12** Phatic Culture and Narcissism

April 4, 2012

Chapter 12 in A Networked Self

Mehdizadeh, S. (2010). Self-presentation 2.0: Narcissism and self-esteem on Facebook. *Cyberpsychology, Behavior, and Social Networking*, 13(4), 357-364.

Miller, V. (2008). New media, networking and phatic culture. *Convergence: The International Journal of Research into New Media Technologies*, 14(4), 387-400.

**Week 13** Guest speaker: Bryan Seeman - Social Media and the Citizen Response to Crisis

April 11, 2012

Readings in Lulima

**Week 14** Social Media, Prosumer, and Exploitation

April 18, 2012

Chapter 4 in A Networked Self

Rey, P. J. (2012). Alienation, exploitation, and social media. *American Behavioral Scientist*, 56(4), 399-420.

Ritzer, G., Dean, P., & Jurgenson, N. (2012). The coming of age of the prosumer. *American Behavioral Scientist*, 56(4), 379-398.

**Week 15** Nonprofit Use of Twitter

April 25, 2012 (Suria)

Lovejoy, K., & Saxton, G. D. (2012). Information, community, and action: How nonprofit organizations use social media\*. *Journal of Computer-Mediated Communication*, 17(3), 337-353.

Waters, R. D., & Jamal, J. Y. (2011). Tweet, tweet, tweet: A content analysis of nonprofit organizations' Twitter updates. *Public Relations Review*, 37(3), 321-324.

Book presentations.

**Week 16**

May 2, 2012

Final paper presentations