

## SI315 Interpersonal & Psychological Implications of Social Media

### Fall 2018 Course Syllabus

Instructor: Dr. Nicole Ellison

#### Overview

This course provides students with a strong theoretical foundation for approaching the ways in which new social media platforms can shape how interpersonal relationships are initiated, maintained, and developed, as well as their implications for psychological and social processes.

#### Contact Information and Office Hours

Meets Tuesdays & Thursdays 2:30 pm to 3:50 pm in 2185 NQ

**Instructor:** Dr. Nicole Ellison

Office Hours: 1-2 pm Wednesdays and Thursdays, or by appointment

3384 North Quad

Email: [enicole@umich.edu](mailto:enicole@umich.edu)

#### Course communication

The best way to reach me is by email. Office hours are a great opportunity to ask questions or just to chat about course content. If you can't make the assigned times, email me and we can set up another time to meet.

#### Learning Objectives

This course provides students with a strong theoretical foundation for analyzing the ways in which newer social media platforms shape how interpersonal relationships are initiated, maintained, and developed as well as the implications of these tools for psychological, cognitive, social, and emotional human processes. In addition to providing an overview of relevant theories and empirical findings, it will provide insights about students' daily mediated experiences and a critical lens through which to interpret popular press coverage of new online technologies.

At the end of this course, a student should be able to:

- Apply interpersonal, social, and psychological theories, concepts, and empirical research to explore how social media technologies are being used by individuals to initiate, maintain, develop, and terminate their interpersonal connections with romantic partners, family members, friends, and professional ties.
- Become familiar with prominent theories and research which address psychological aspects of social media use such as social comparison, selective self-presentation, and self-esteem
- Describe the basic principles of computer-mediated communication theories and how they can be applied to social and interpersonal dynamics online
- Become conversant with the state-of-the-art research on online relationships

- Critique how popular press coverage presents and frames research on social media
- Apply empirical and theoretical work to one's own social media practices and interpersonal relationships

## Texts

The required textbook for this class is *Personal Connections in the Digital Age* (2015) by Nancy Baym.

All readings will be available on the Canvas website for this class, unless they are available online, in which case a URL will be provided. See the schedule at the end of the syllabus for the list of readings. (Note this may change; any changes will be announced via Canvas.)

If you cannot access a reading for some reason, please let me know ASAP via email so I can correct the problem for the entire class.

Please note: **everyone in the class is expected to come to class having read the required readings for that class.** If you do not do the required readings, your understanding of the course material will suffer, as will your grade and the classroom discussions. Please plan on spending ten hours of work outside class meeting times on course assignments and readings.

Reading quizzes may be introduced at the discretion of the instructor. If it appears that students aren't doing the reading before class and class discussions are suffering, reading quizzes will be offered and these scores will be included in the 'participation' component of student grades.

You will need regular access to a computer with Internet access in order to get the online readings. Students are responsible for checking Canvas and their email accounts regularly to stay up-to-date on announcements. Students are responsible for any information distributed via email and/or Canvas. Any changes to this syllabus and reading schedule will be announced via Canvas and in class.

## Assignments & Points (100 pts total)

### Participation (15%)

This class will be run as a seminar, meaning each student is expected to be present and engaged (not just "there") and to contribute to class discussions in meaningful ways. While I do not want to encourage talk just for the sake of talk, I do encourage every student to come to class prepared (having completed and thought about the readings) and ready to engage. I strongly encourage students to apply course readings and ideas to their own lives and use of social media, and to share these insights with the class.

If you are not physically present in the classroom or you are physically present but mentally absent, you will not be able to participate in a meaningful way. I will take attendance periodically and I will note who is multi-tasking. Either form of absence will be reflected in your participation grade. Your participation grade reflects your physical presence and attention practices within the classroom and your contributions to the intellectual climate of the classroom.

### **Exam (15%)**

We will have one in-class exam which will assess your familiarity and mastery with class readings, concepts, and discussions. It will be held October 25 in class; please bring a laptop computer. If you don't have one, let me know two weeks before and I will arrange to have one for you.

### **Media Analysis Short Paper (15%)**

You will write a short (750 – 1000 words) paper that analyzes how an academic research paper is presented in the popular press. For this project, you will critically assess popular press coverage of a research article that addresses the social or psychological implications of some form of communication technology. Your materials for this paper will be a popular press story that focuses on a research article (i.e., describes a study) and the research article it describes. You will want to assess the accuracy, framing, and tone of the popular press coverage of the article by asking questions such as:

- Is the description of the research/study and its findings accurate?
- Are the conclusions or implications suggested by the popular press article justified and warranted by the research paper's findings and methods?
  - Be especially critical of claims regarding causality. If the research article shows that two variables are correlated (related in way that doesn't establish that one has caused or is responsible for the other) but the popular press article suggests that one *caused* the other, this is probably an issue you will want to write about in your paper.
- Do you think the popular press story offers the reader enough information about the research? If not, what are the important things that are not mentioned?
- Do you think the tone of the popular press article is appropriate? Some scholars have discussed the "moral panic" that often accompanies coverage of technology research. Do you see any evidence of that here? (e.g., see Marwick, 2008 at <http://firstmonday.org/ojs/index.php/fm/article/viewArticle/2152>)

A more detailed description will be provided. **Due Oct. 11.**

### **Research Report Short Paper (15%)**

You will write a short (2-3 page) paper focusing on one of the readings we will be discussing this semester. This is due in Canvas at 2:30 pm on the day the reading is due. Students will sign up for each reading online.

Your short paper should be 3 pages (no less than 2 and no more than 4), plus a bibliography that does not count against your page limit. Please use a standard font size, typeface, and margins.

Your paper should:

- Briefly summarize the study or article in your own words
- Offer a thoughtful, detailed critique of the work (strengths, weaknesses)
- Highlight one aspect of the study that you want to focus on (e.g., you find it particularly interesting, important, unresolved, or salient).

- Now for the fun part! You will extend the work in some interesting and relevant way. This will be the bulk of your paper and presentation.

You will also do a short presentation about the reading (see below). More information will be provided.

### **Presentation (10%)**

On the day their reading is discussed, each student will prepare a short presentation. A more detailed description will be provided. You must be in class the day your reading is discussed and be an active participant, with presentation prepared, in order to get full credit. Please send me a copy of your slides the night before.

Please prepare a 5 minute presentation about your short paper for the class. It should not be less than 4 minutes or more than 6 minutes long.

Your presentation should be interesting, professional, and informative. You do not need to spend a lot of time summarizing the article as your peers will have read it, but you may wish to review any particularly important points quickly.

If you have a creative idea for a class activity, let me know! If we can, we will implement it.

The quality (and grade) of your paper will correspond to the quality (and grade) of your presentation, as they both should reflect your engagement with the reading and your proposed extension. Your presentation should convey the basic ideas of your paper—including a short summary, critique of the work, and the extension, but you will also want to think about what would make a presentation that will be interesting and engaging to your audience.

### **Final Paper (30%)**

This final term paper (8-10 pages) will ask you to apply everything you have learned throughout the semester to analyzing your own social media practices, incorporating insights from relevant theories and empirical research. A more detailed description will be provided. Due Dec. 11 – we will discuss them in class.

### **Grading Scheme**

The final grade of record will be based on the following:

- Participation (15 points)
- Midterm Examination (15 points)
- Media Analysis Short Paper (15 points)
- Research Report Short Paper (15 points)
- Presentation (10 points)
- Final Paper (30 points)

TOTAL: 100 points possible

Students are responsible for viewing their grades in Canvas and informing the instructor of any discrepancies. Students must keep copies of any work submitted until final grades are submitted. If you are concerned about your grade, please make an appointment to discuss the situation with the instructor as early in the semester as possible. After December 12, the only

basis for changing your grade will be to correct errors on our part in recording or calculating your grades. No petitions for grade adjustments will be considered after December 12. **For all graded activities, students must check Canvas frequently and inform the instructors within seven days if there are any problems with the scores entered in Canvas. After seven days, no adjustments will be made to grades.**

Grades will be recorded as letter grades using the standard conversion tables, which translate to:

Grade	Minimum points
A+	100
A	95
A-	90
B+	87
B	83
B-	80
C+	77
C	73
C-	70
D+	67
D	63
D-	60
F	50

### Grading Appeals and Late Policy

If students have questions about feedback on an assignment, they should review their performance with the professor. Students should prepare a document stating their rationale for the grade appeal, which should be submitted via email to the professor within one week of receiving the grade in question. The professor reviews all grade appeals. **Grades can increase, decrease, or stay the same. The re-grade is final, even if it is lower than the original grade.**

**Late papers will not be accepted for credit after 48 hours. Before then, papers will be accepted, but there will be a penalty of 20% for each 24-hour period after the time it is due (the beginning of class on the due date specified in the syllabus, unless announced otherwise).**

**In extreme cases (death in the family, severe illness), extensions may be granted. Students must communicate with instructors *before* the deadline if at all possible, and provide documentation upon request, unless the nature of the emergency makes this impractical.**

## Effort

This is a 3-credit course, so you should expect to spend, on average, 9-12 hours per week on the course over the course of the semester.

## Courtesy to Fellow Students and Instructors & Laptop Policy

Please try to come to class on time so your arrival is not disruptive. If you do come in late, please enter from the back and choose a seat quietly. If you need to have a conversation with your neighbor, please step outside the classroom or pass a short note so that others in the classroom are not distracted. When you are in the classroom, it is expected that you are actively engaged in the class and not another activity, such as texting or reading the newspaper. **Bringing your laptop and engaging in non-class related activities is distracting to your fellow students and to the instructor. Additionally, it hinders your ability to understand and retain material as well as your ability to contribute to classroom discussions (as reflected in the “participation” portion of your grade).**

During class, students should not be using laptops for anything other than note-taking or looking through course-related materials. Students who engage in activities that detract from the educational experience of other students (including laptop use unrelated to class goals and materials) will be asked to leave the classroom or close their laptop. Please let instructors know if other students are multi-tasking and it is interfering with your learning experience. Research shows that students sitting near other students who are using laptops have lower grades, so don't be afraid to bring this up if it happens. The study, titled “Laptop multitasking hinders classroom learning for both users and nearby peers,” found “found 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.” See <https://www.sciencedirect.com/science/article/pii/S0360131512002254> for more information.

I am an enthusiastic proponent of technology in educational contexts, but the research literature is unambiguous about the detrimental effect that multi-tasking, laptop use, and divided attention have on outcomes such as comprehension, peer learning, and factual recall.

## Extra Credit

Extra credit assignments may be assigned throughout the semester at the instructor's discretion. Students are responsible for checking that Canvas has correctly registered their participation and will have one week after extra credit grades are uploaded to inform the instructor about any problems. After this, scores will not be adjusted. Regardless of how many extra credit opportunities are offered, students can receive a maximum of 3 points in extra credit during the semester.

## Academic Integrity

### Collaboration

Unless otherwise specified in an assignment all submitted work must be your own, original work. Any excerpts, statements, or phrases from the work of others must be clearly identified as a quotation, and a proper citation provided. Any violation of the School's policy on Academic and Professional Integrity (see BSI Student Handbook and elsewhere) will result in serious penalties, which might range from failing an assignment, to failing a course, to being expelled from the program. Violations of academic and professional integrity will be reported to UMSI Student Affairs. Consequences impacting assignment or course grades are determined by the faculty instructor; additional sanctions may be imposed by the assistant dean for academic and student affairs.

### Plagiarism

All written submissions must be your own, original work. Original work for narrative questions is not mere paraphrasing of someone else's completed answer: you must not share written answers with each other at all. At most, you should be working from notes you took while participating in a study session. Largely duplicate copies of the same assignment will receive an equal division of the total point score from the one piece of work.

You may incorporate selected excerpts, statements or phrases from publications by other authors, but they must be clearly marked as quotations and must be attributed. If you build on the ideas of prior authors, you must cite their work. You may obtain copy editing assistance, and you may discuss your ideas with others, but all substantive writing and ideas must be your own, or be explicitly attributed to another. See the BSI student handbook available on the UMSI intranet for the definition of plagiarism, resources to help you avoid it, and the consequences for intentional or unintentional plagiarism.

Please note: Signing another students' names on an attendance sheet constitutes a violation of academic integrity principles. This activity will be reported to the Assistant Dean for Academic and Student Affairs.

### Accommodations for students with disabilities

The University of Michigan is committed to providing equal opportunity for participation in all programs, services and activities. Request for accommodations by persons with disabilities may be made by contacting the Services for Students with Disabilities (SSD) Office (<http://ssd.umich.edu>) located at G664 Haven Hall. The SSD phone number is [734-763-3000](tel:734-763-3000). Once your eligibility for an accommodation has been determined you will be issued a verified individual services accommodation (VISA) form. Please present this form to me at the beginning of the term, or at least two weeks prior to the need for the accommodation (test, project, etc.).

I will treat any information that you provide in as confidential a manner as possible.

## Student Mental Health and Well being

The University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see [www.uhs.umich.edu/aodresources](http://www.uhs.umich.edu/aodresources). For a listing of other mental health resources available on and off campus, visit: <http://umich.edu/~mhealth/>.

## Some Guidelines for Dialogue within the Classroom:

### We will do our best to:

1. Maintain confidentiality. We want to create an atmosphere for open, honest exchange.
2. Commit to learning from each other. We will listen to other and not talk at each other. We acknowledge differences among us in backgrounds, skills, interests, identities and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
3. Not demean, devalue, or "put down" people for their experiences, lack of experiences, or difference in interpretation of those experiences.
4. Trust that people are always doing the best they can. We will give each other the benefit of the doubt. We will assume we are all trying our hardest and that our intentions are good even when the impact is not.
5. Challenge the idea and not the person. If we wish to challenge something that has been said, we will challenge the idea or the practice referred to, not the individual sharing this idea or practice.
6. Speak our discomfort. If something is bothering us, we will share this with the group. Often our emotional reactions to this process offer the most valuable learning opportunities.
7. Step Up, Step Back. We will be mindful of taking up much more space than others. On the same note, empower ourselves to speak up when others are dominating the conversation.
8. Not to freeze people in time. We are all works in progress. We will be willing to change and make space for others to do so. Therefore we will not assume that one comment or one opinion made at one time captures the whole of a person's character.

--The Program on Intergroup Relations, University of Michigan, 2012

## Reading and Assignments Schedule

**Note: Any aspect of this syllabus, including the content and reading schedule, may be adjusted throughout the semester. Any changes will be announced in class and/or via Canvas. Students are responsible for checking Canvas on a regular basis.**

*Papers and assignments are due in Canvas at 2:30 pm on the date specified below.*

Date	Topic	Reading due (on first date listed)
9/4/18	<b>Welcome; Intros; Overview of syllabus</b>	None
9/6/18	<b>Personal Relationships &amp; CMC</b>	Baym, N. K. (2015). <i>Personal connections in the digital age</i> . Malden, MA: Polity Press. (Chapter 1)
		Kuepper-Tetzl, C. (2017). How Social is Social Media? Online: <a href="http://www.learningscientists.org/blog/2017/6/12-1">http://www.learningscientists.org/blog/2017/6/12-1</a>
9/11/18 and 9/13/18	<b>Personal Relationships &amp; CMC (Continued)</b>	Baym, N. K. (2015). <i>Personal connections in the digital age</i> . Malden, MA: Polity Press. (Chapters 5 and 6)
		boyd, d. (2014). <i>It's complicated: The social lives of networked teens</i> . New Haven, CT: Yale University Press. (Introduction)
		Sundar, S.S. et al., (2018, March 18). Why it's so hard to #DeleteFacebook: Constant psychological boosts keep you hooked. <i>The Conversation</i> . Online: <a href="https://theconversation.com/why-its-so-hard-to-deletefacebook-constant-psychological-boosts-keep-you-hooked-92976">https://theconversation.com/why-its-so-hard-to-deletefacebook-constant-psychological-boosts-keep-you-hooked-92976</a>
9/18/18 and 9/20/18	<b>Perceptions of Social Media</b>	Baym, N. K. (2015). <i>Personal connections in the digital age</i> . Malden, MA: Polity Press. (Chapter 2)
		Turkle, S. (2012, April 21). The flight from conversation. <i>The New York Times</i> . Online: <a href="http://www.nytimes.com/2012/04/22/opinion/sunday/the-flight-from-conversation.html?_r=0">http://www.nytimes.com/2012/04/22/opinion/sunday/the-flight-from-conversation.html?_r=0</a>
		Tufekci, Z. (2012, April 25). Social Media's Small, Positive Role in Human Relationships. <i>The Atlantic</i> . Online: <a href="http://www.theatlantic.com/technology/archive/2012/04/social-medias-small-positive-role-in-human-relationships/256346/">http://www.theatlantic.com/technology/archive/2012/04/social-medias-small-positive-role-in-human-relationships/256346/</a>
		Davis, Weinstein, & Gardner (2017). In Defense of Complexity: Beware of Simplistic Narratives about Teens and Technology. Online: <a href="https://medium.com/@kedavis/in-defense-of-complexity-beware-of-simplistic-narratives-about-teens-and-technology-f9a7cb59176">https://medium.com/@kedavis/in-defense-of-complexity-beware-of-simplistic-narratives-about-teens-and-technology-f9a7cb59176</a>

		Anderson, Toor, Rainie, and Smith (2018). Activism in the Social Media Age. Online: <a href="http://www.pewinternet.org/2018/07/11/activism-in-the-social-media-age/">http://www.pewinternet.org/2018/07/11/activism-in-the-social-media-age/</a> (NOTE: Be sure to click through and read pages 2 and 3; stop at "acknowledgements" which is page 20 of the PDF)
9/25/18 and 9/27/18	<b>What is Social Media?</b>	Ellison, N. B. and boyd, d. (2013). Sociality through Social Network Sites. In Dutton, W. H. (Ed.), <i>The Oxford Handbook of Internet Studies</i> . Oxford, UK: Oxford University Press, pp. 151-172.
		Smith & Anderson (2018). Social Media Use in 2018. Online: <a href="http://www.pewinternet.org/2018/03/01/social-media-use-in-2018/">http://www.pewinternet.org/2018/03/01/social-media-use-in-2018/</a>
		Carr, C. T., & Hayes, R. A. (2015). Social media: Defining, developing, and divining. <i>Atlantic Journal of Communication</i> , 23(1), 46-65. (Ok to skim.)
		Social Media Fact Sheet (2018). Pew Research Center. Online: <a href="http://www.pewinternet.org/fact-sheet/social-media/">http://www.pewinternet.org/fact-sheet/social-media/</a>
		Humphreys, L. (2018). <i>The qualified self: Social media and the accounting of everyday life</i> . (Chapter 2)
10/2/18 and 10/4/18	<b>Affordances; Romantic Relationships online</b>	Ellison, N. B., & Vitak, J. (2015). Social media affordances and their relationship to social capital processes. In S. Sundar (Ed.), <i>The handbook of psychology of communication technology</i> (pp. 205–237). Boston, MA: Wiley-Blackwell.
		DeVito, M. A., Birnholtz, J. P., & Hancock, J. T. (2017, February). Platforms, People, and Perception: Using Affordances to Understand Self-Presentation on Social Media. In <i>Proceedings of the 20th ACM Conference on Computer-Supported Cooperative Work &amp; Social Computing</i> (pp. 740-754).
		Ellison, N. B., Hancock, J. T. & Toma, C. L. (2012). Profile as Promise: A Framework for Conceptualizing Veracity in Online Dating Self-Presentation. <i>New Media &amp; Society</i> , 14 (1), 45-62.
		Recommended: Evans, S. K., Pearce, K. E., Vitak, J., & Treem, J. W. (2017). Explicating affordances: A conceptual framework for understanding affordances in communication research. <i>Journal of Computer-Mediated Communication</i> , 22(1), 35-52. Online: <a href="http://onlinelibrary.wiley.com/doi/10.1111/jcc4.12180/full">http://onlinelibrary.wiley.com/doi/10.1111/jcc4.12180/full</a>
10/9/2018 and 10/11/18	<b>Romantic Relationships and Social Media</b>	Sales, N. J. (2015, September). Tinder and the Dawn of the "Dating Apocalypse." <i>Vanity Fair</i> . Retrieved from <a href="http://www.vanityfair.com/culture/2015/08/tinder-hook-up-culture-end-of-dating">http://www.vanityfair.com/culture/2015/08/tinder-hook-up-culture-end-of-dating</a>

	<b>Research Analysis Paper Due Oct. 11</b>	Singal, J. (2015, August 12). Has Tinder Really Sparked a Dating Apocalypse? <i>New York Magazine</i> . Retrieved from <a href="http://nymag.com/scienceofus/2015/08/has-tinder-really-sparked-a-dating-apocalypse.html">http://nymag.com/scienceofus/2015/08/has-tinder-really-sparked-a-dating-apocalypse.html</a>
		Ansari, A. Everything you thought you knew about L-O-V-E is wrong. <i>Time</i> . Retrieved from <a href="http://time.com/aziz-ansari-modern-romance/">http://time.com/aziz-ansari-modern-romance/</a>
		Fox, J., Warber, K. M., & Makstaller, D. C. (2013). The role of Facebook in romantic relationship development: An exploration of Knapp's relational stage model. <i>Journal of Social and Personal Relationships, 30</i> (6), 771-794.
		Recommended: Fox, J., & Warber, K. M. (2013). Romantic relationship development in the age of Facebook: An exploratory study of emerging adults' perceptions, motives, and behaviors. <i>Cyberpsychology, Behavior, and Social Networking, 16</i> (1), 3-7.
10/16/18	<b>FALL BREAK - no class</b>	
10/18/18 and 10/23/18	<b>Why we click: "Likes" and other forms of one-click feedback</b>	Scissors, L., Burke, M., & Wengrovitz, S. (2016). What's in a Like?: Attitudes and behaviors around receiving Likes on Facebook. In <i>Proceedings of the 19th ACM Conference on Computer-Supported Cooperative Work &amp; Social Computing</i> (pp. 1501-1510).
		Sumner, E. M., Ruge-Jones, L., & Alcorn, D. (2018). A functional approach to the Facebook Like button: An exploration of meaning, interpersonal functionality, and potential alternative response buttons. <i>New Media &amp; Society, 20</i> (4), 1451-1469.
		Trieu, P. & Ellison, N. B. (2018). Channel navigation in interpersonal communication: Contemporary practices and proposed future research directions. In Papacharissi, Z. (Ed.). <i>A Networked Self and Love</i> . New York: Routledge.
10/25/18	<b>Exam</b>	Exam may cover any material discussed in class or in readings through today's date
10/30/18	<b>Social Support &amp; Self-Disclosure</b>	Bazarova, N. N. (2012). Contents and contexts: disclosure perceptions on Facebook. In <i>Proceedings of the ACM 2012 conference on Computer Supported Cooperative Work</i> (pp. 369-372).
		Recommended: Bazarova, N. N., & Choi, Y. H. (2014). Self-disclosure in social media: Extending the functional approach to disclosure motivations and characteristics on social network sites. <i>Journal of Communication, 64</i> (4), 635-657.

		Recommended: Hayes, R. A., Carr, C. T., & Wohn, D. Y. (2016). One click, many meanings: Interpreting paralinguistic digital affordances in social media. <i>Journal of Broadcasting &amp; Electronic Media</i> , 60(1), 171-187.
		Recommended Grinberg, N., Kalyanaraman, S., Adamic, L. A., & Naaman, M. (2017, February). Understanding Feedback Expectations on Facebook. In <i>CSCW</i> (pp. 726-739).
11/1/18	<b>Algorithms</b>	[Video] "The Trouble with Bias" NIPS 2017 Keynote by Kate Crawford, online at <a href="https://www.youtube.com/watch?v=fMym_BKWQzk">https://www.youtube.com/watch?v=fMym_BKWQzk</a>
		Gillespie, T. (2014). The relevance of algorithms. In T. Gillespie, P. Boczkowski, & K. Foot (Eds.), <i>Media technologies: Essays on communication, materiality, and society</i> (pp. 167–194). Cambridge, MA: MIT Press.
11/6/18	<b>Class Cancelled - NE out of town for CSCW</b>	Consider using this time to vote.
11/8/18	<b>Fear of Missing Out</b>	Przybylski, A. K., Murayama, K., DeHaan, C. R., & Gladwell, V. (2013). Motivational, emotional, and behavioral correlates of fear of missing out. <i>Computers in Human Behavior</i> , 29(4), 1841-1848. <a href="http://www.demandsivas.com/yonetim/tarifediger/erzurum/deneme-fomos.pdf">http://www.demandsivas.com/yonetim/tarifediger/erzurum/deneme-fomos.pdf</a>
11/13/18 and 11/15/18	<b>Well-Being</b>	Burke, M., & Kraut, R. E. (2016). The relationship between Facebook use and well-being depends on communication type and tie strength. <i>Journal of Computer-Mediated Communication</i> , 21(4), 265-281.
		Kramer, A. D., Guillory, J. E., & Hancock, J. T. (2014). Experimental evidence of massive-scale emotional contagion through social networks. <i>Proceedings of the National Academy of Sciences</i> , 111(24), 8788-8790.
		Toma, C. (2016). Taking the good with the bad: Effects of Facebook self-presentation on emotional well-being. In L. Reinecke. & M. B. Oliver (Eds.), <i>The Routledge Handbook of Media Use and Well-Being</i> (pp. 170 - 182). London, UK: Taylor & Francis Ltd.
		Recommended: Konnikova, M. (2013, September 10). How Facebook makes us unhappy. <i>The New Yorker</i> . Retrieved from <a href="http://www.newyorker.com/tech/elements/how-facebook-makes-us-unhappy">http://www.newyorker.com/tech/elements/how-facebook-makes-us-unhappy</a>

11/20/18	<b>Privacy &amp; Audience</b>	Duffy, B. E. and N. K. Chan "“You never really know who’s looking”": Imagined surveillance across social media platforms." <i>New Media &amp; Society</i> 0(0): 1461444818791318.
		Litt, E. (2012). Knock, knock. Who's there? The imagined audience. <i>Journal of Broadcasting &amp; Electronic Media</i> , 56(3), 330-345.
		Recommended: Vitak, J., & Kim, J. (2014). You can't block people offline: Examining how Facebook's affordances shape the disclosure process. In <i>Proceedings of the 17th ACM conference on Computer-supported cooperative work &amp; social computing</i> (pp. 461-474).
11/22/18	<b>No class</b>	<b>Enjoy the holiday!</b>
11/27/18	<b>Virtual Reality</b>	Novak, K. (2017). Race & Otherness: The Utopian Promise and Divided Reality. In Banks, J. (Ed.). <i>Avatar, Assembled: The Social and Technical Anatomy of Digital Bodies</i> . Peter Lang International Academic Publishers.
		Bailenson, J. (2018). <i>Experience on Demand: What Virtual Reality is, How it Works, and What it can do</i> . Chapter 3.
11/29/18	<b>Self-Esteem and Social Comparison on Social Media</b>	Vogel, E. A., Rose, J. P., Roberts, L. R., & Eckles, K. (2014). Social comparison, social media, and self-esteem. <i>Psychology of Popular Media Culture</i> , 3(4), 206-222.
		Weinstein, E. (2017). Adolescents' differential responses to social media browsing: Exploring causes and <i>consequences for intervention</i> . <i>Computers in Human Behavior</i> , 76, 396-405.
		Recommended: Barry, C. T., Doucette, H., Loflin, D. C., Rivera-Hudson, N., & Herrington, L. L. (2015, June 29). “Let me take a selfie”: Associations between self-photography, narcissism, and self-esteem. <i>Psychology of Popular Media Culture</i> . Advance online publication. <a href="http://dx.doi.org/10.1037/ppm0000089">http://dx.doi.org/10.1037/ppm0000089</a>
12/4/18	<b>TBD</b>	To Be Determined
12/6/18	<b>Visual Aspects of Social Media</b>	Miltner, K. M., & Highfield, T. (2017). Never Gonna GIF You Up: Analyzing the Cultural Significance of the Animated GIF. <i>Social Media+ Society</i> , 3(3), 2056305117725223.
		Reece, A. G., & Danforth, C. M. (2017). Instagram photos reveal predictive markers of depression. <i>EPJ Data Science</i> , 6(1), 15. [OK to skim]
12/11/18	<b>Wrap up and Discussion of final papers</b>	<b>Final Papers due Dec. 11</b>

