

Topics in Texts and Technology: Social Media Research

ENG 6939 – 0001

Dr. Mel Stanfill

Fall 2018

Office: TCH 236-D

Office Hours: M 10-12,

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or via Webcourses

Thursdays 6-8:50pm

Trevor Colbourn Hall, Room 211

3 Units

Course Description

Social media is a key contemporary site of activity for politics, entertainment, and relationships, but how can we study it? This course combines theory and practice; students will both read canonical and contemporary social media research from leading scholars and learn to engage with social media platforms to collect and analyze their own data. PR: Graduate standing.

Course Objectives

In this course, students will:

- Gain an understanding of key concepts for research on social media.
- Become familiar with canonical and contemporary scholarship in social media research.
- Recognize and navigate key ethical questions in social media research.
- Learn data collection and analysis tools for select platforms.
- Practice scholarly judgment about research practices for social media

Required Texts

This course has no required textbooks. We will be reading academic articles and some selected book chapters (posted on Webcourses or available through the library).

However, students are encouraged to bring a laptop to class if they have one, as this will help with hands-on practice with research tools.

Evaluation and Grading

Grading Scale

A	=	94-100	B-	=	80-83	D+	=	68-69
A-	=	90-93	C+	=	78-79	D	=	64-67
B+	=	88-89	C	=	74-77	D-	=	60-63
B	=	84-87	C-	=	70-73	F	=	0-59

Assignments

100 points 10x Weekly Questions

In 10 weeks of their choice, students will write 3 discussion questions focused on how the researcher conducted their research. This is due 3 hours before class time to allow me to collate them.

200 points	Twitter Analysis Students will collect data, analyze, and write up a 2-4 page summary of preliminary findings.	October 4
200 points	YouTube Analysis Students will collect data, analyze, and write up a 2-4 page summary of preliminary findings.	October 25
200 points	Social Media in the Press Students will collect data, analyze, and write up a 2-4 page summary of preliminary findings.	November 15
300 points	Reflection paper Students will write a 10-12 page paper reflecting on the semester and laying out their perspective on research design for social media.	December 6
1000 points	Total	

Policies

- During the first week, there is a required **Academic Activity Verification**, due August 24 by 11:59pm.
 - Faculty members are required to document students' academic activity at the beginning of each course. To document that you began this course, please complete the Academic Activity Verification by the end of the first week of classes, or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.
- **Grades will be reported via Webcourses.**
- **I do not accept late work.** All work must be turned in on time. If you have a situation that prevents you from being able to turn work in on time, you must ask for an extension before the due date.
 - Extension requests must be made in writing, with a clear explanation and documentation of the problem preventing you from making the due date and a clear proposed date for when you will be able to turn in the assignment.
- All work that you submit for this class must be your own, and it must be written exclusively for this course. Also, any sources consulted for your writing must be properly documented. "Rewriting," in which a student consults a source, changes a few words, and presents the ideas as his/her own, is plagiarism. **Plagiarism and cheating of any kind on an assignment will result at least in an "F" for that assignment** and may also lead to an "F" for the entire course. Plagiarism and cheating subjects a student to referral to the Office of Student Conduct for further action. See the UCF Golden Rule (<http://www.goldenrule.sdes.ucf.edu/>).
- The University of Central Florida is committed to providing reasonable **accommodations for persons with disabilities**. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons, Bldg. F7, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, sas@ucf.edu, before requesting accommodations.
- Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety

and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/workplacesafety.html>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video <https://youtu.be/NIKYajEx4pk>.

Weekly Schedule

Week	Date	Reading	Assignment
1	August 23	<ol style="list-style-type: none"> 1. boyd, danah, and Nicole B. Ellison. 2008. “Social Network Sites: Definition, History, and Scholarship.” <i>Journal of Computer-Mediated Communication</i> 13 (1): 210–30. 2. Baym, Nancy K., and danah boyd. 2012. “Socially Mediated Publicness: An Introduction.” <i>Journal of Broadcasting & Electronic Media</i> 56 (3): 320–29. doi:10.1080/08838151.2012.705200. 3. Markham, Annette, and Nancy K. Baym, eds. 2008. <i>Internet Inquiry: Conversations About Method</i>. Los Angeles: SAGE Publications, Inc. Introduction, Hine, Orgad, Baym 	Academic Activity Verification
2	August 30	<p style="text-align: center;">Ethics</p> <ol style="list-style-type: none"> 1. Markham, Annette, and Elizabeth Buchanan. 2012. “Ethical Decision-Making and Internet Research: Recommendations from the AOIR Ethics Committee.” <i>Association of Internet Researchers</i>. http://aoir.org/reports/ethics2.pdf 2. Markham, Annette. 2012. “Fabrication as Ethical Practice.” <i>Information, Communication & Society</i> 15 (3): 334–53. doi:10.1080/1369118X.2011.641993. 	

		<ol style="list-style-type: none"> 3. boyd, danah, and Kate Crawford. 2012. "Critical Questions for Big Data: Provocations for a Cultural, Technological and Scholarly Phenomenon." <i>Information, Communication & Society</i> 15 (5): 662–79. 10.1080/1369118X.2012.678878. 4. Fiesler, Casey, and Nicholas Proferes. 2018. "'Participant' Perceptions of Twitter Research Ethics." <i>Social Media + Society</i> 4 (1). 10.1177/2056305118763366. 5. Massanari, Adrienne L. 2018. "Rethinking Research Ethics, Power, and the Risk of Visibility in the Era of the 'Alt-Right' Gaze." <i>Social Media + Society</i> 4 (2). 	
3	September 6	<p style="text-align: center;">Historical Platforms</p> <ol style="list-style-type: none"> 1. boyd, danah, and Jeffrey Heer. "Profiles as Conversation: Networked Identity Performance on Friendster." In <i>Hawaii International Conference on System Sciences</i>, 2006. 2. Kendall, Lori. "Shout Into the Wind, and It Shouts Back: Identity and Interactional Tensions on LiveJournal." <i>First Monday</i> 12, no. 9 (2007). http://www.ojphi.org/ojs/index.php/fm/article/view/2004. 3. Tufekci, Zeynep. "Grooming, Gossip, Facebook and Myspace." <i>Information, Communication & Society</i> 11, no. 4 (2008): 544–64. https://doi.org/10.1080/13691180801999050. 4. Marwick, Alice E. "To Catch a Predator? The MySpace Moral Panic." <i>First Monday</i> 13, no. 6 (2008). http://www.firstmonday.dk/ojs/index.php/fm/article/view/2152. 5. Koltsova, Olessia, and Sergei Koltcov. "Mapping the Public Agenda with Topic Modeling: The Case of the Russian Livejournal." <i>Policy & Internet</i> 5, no. 2 (2013): 207–27. https://doi.org/10.1002/1944-2866.POI331. 	
4	September 13	<p style="text-align: center;">Twitter 1</p> <ol style="list-style-type: none"> 1. Bruns, Axel, and Yuxian Eugene Liang. 2012. "Tools and Methods for Capturing Twitter Data during Natural Disasters." <i>First Monday</i> 17 (4). 	

		<p>http://uncommonculture.org/ojs/index.php/fm/article/view/3937.</p> <ol style="list-style-type: none"> 2. Brock, André. 2012. "From the Blackhand Side: Twitter as a Cultural Conversation." <i>Journal of Broadcasting & Electronic Media</i> 56 (4): 529–49. doi:10.1080/08838151.2012.732147. 3. Driscoll, Kevin, and Shawn Walker. 2014. "Working Within a Black Box: Transparency in the Collection and Production of Big Twitter Data." <i>International Journal of Communication</i> 8: 20. 4. Highfield, Tim, Stephen Harrington, and Axel Bruns. 2013. "Twitter as a Technology for Audiencing and Fandom." <i>Information, Communication & Society</i> 16 (3): 315–39. doi:10.1080/1369118X.2012.756053. 5. Jackson, Sarah J., and Brooke Foucault Welles. "Hijacking #myNYPD: Social Media Dissent and Networked Counterpublics." <i>Journal of Communication</i> 65, no. 6 (2015): 932–52. https://doi.org/10.1111/jcom.12185. 	
5	September 20	<p style="text-align: center;">Twitter 2</p> <ol style="list-style-type: none"> 1. Marwick, Alice E., and danah boyd. "I Tweet Honestly, I Tweet Passionately: Twitter Users, Context Collapse, and the Imagined Audience." <i>New Media & Society</i> 13, no. 1 (2011): 114–33. 10.1177/1461444810365313. 2. Papacharissi, Zizi. "Without You, I'm Nothing: Performances of the Self on Twitter." <i>International Journal of Communication</i> 6 (2012): 18. 3. Florini, Sarah. "Tweets, Tweeps, and Signifyin' Communication and Cultural Performance on 'Black Twitter.'" <i>Television & New Media</i> 15, no. 3 (2014): 223–37. 10.1177/1527476413480247. 4. Geiger, R. Stuart. "Bots, Bespoke, Code and the Materiality of Software Platforms." <i>Information, Communication & Society</i> 17, no. 3 (2014): 342–56. 10.1080/1369118X.2013.873069. 5. Navar-Gill, Annemarie, and Mel Stanfill. "'We Shouldn't Have to Trend to Make You Listen': Queer Fan Hashtag Campaigns as Production Interventions." <i>Journal of Film and Video</i> 70, no. 3–4 (2018): 85–100. 	
6	September 27	Facebook 1	

		<ol style="list-style-type: none"> 1. Acquisti, Alessandro, and Ralph Gross. "Imagined Communities: Awareness, Information Sharing, and Privacy on the Facebook." In <i>Privacy Enhancing Technologies</i>, edited by George Danezis and Philippe Golle, 36–58. Lecture Notes in Computer Science. Springer Berlin Heidelberg, 2006. 2. Papacharissi, Zizi. "The Virtual Geographies of Social Networks: A Comparative Analysis of Facebook, LinkedIn and ASmallWorld." <i>New Media & Society</i> 11, no. 1–2 (2009): 199–220. https://doi.org/10.1177/1461444808099577 3. boyd, danah, and Eszter Hargittai. 2010. "Facebook Privacy Settings: Who Cares?" <i>First Monday</i> 15 (8): n.p. 4. Gerlitz, Carolin, and Anne Helmond. "The like Economy: Social Buttons and the Data-Intensive Web." <i>New Media & Society</i> 15, no. 8 (2013): 1348–65. https://doi.org/10.1177/1461444812472322 5. Bivens, Rena. "The Gender Binary Will Not Be Deprogrammed: Ten Years of Coding Gender on Facebook." <i>New Media & Society</i> 19, no. 6 (2017): 880–98. https://doi.org/10.1177/1461444815621527 	
7	October 4	<p style="text-align: center;">Facebook 2</p> <ol style="list-style-type: none"> 1. boyd, danah. "White Flight in Networked Publics? How Race and Class Shaped American Teen Engagement with MySpace and Facebook," 2009. http://www.danah.org/papers/2009/WhiteFlightDraft3.pdf. 2. Young, Alyson Leigh, and Anabel Quan-Haase. "Privacy Protection Strategies on Facebook." <i>Information, Communication & Society</i> 16, no. 4 (2013): 479–500. https://doi.org/10.1080/1369118X.2013.777757. 3. Portwood-Stacer, Laura. "Media Refusal and Conspicuous Non-Consumption: The Performative and Political Dimensions of Facebook Abstention." <i>New Media & Society</i> 15, no. 7 (2013): 1041–57. https://doi.org/10.1177/1461444812465139 	10/4 Twitter

		<p>4. Hoffmann, Anna Lauren, Nicholas Proferes, and Michael Zimmer. "Making the World More Open and Connected': Mark Zuckerberg and the Discursive Construction of Facebook and Its Users." <i>New Media & Society</i> 20, no. 1 (2018): 199–218. https://doi.org/10.1177/1461444816660784</p>	
8	October 11	<p style="text-align: center;">YouTube</p> <p>1. Gillespie, Tarleton. "The Politics of 'Platforms.'" <i>New Media & Society</i> 12, no. 3 (2010): 347–64. https://doi.org/10.1177/1461444809342738</p> <p>2. Kettrey, Heather Hensman, and Whitney Nicole Laster. "Staking Territory in the 'World White Web' An Exploration of the Roles of Overt and Color-Blind Racism in Maintaining Racial Boundaries on a Popular Web Site." <i>Social Currents</i> 1, no. 3 (2014): 257–74. https://doi.org/10.1177/2329496514540134</p> <p>3. Postigo, Hector. "The Socio-Technical Architecture of Digital Labor: Converting Play into YouTube Money." <i>New Media & Society</i> 18, no. 2 (2016): 332–49. https://doi.org/10.1177/1461444814541527</p> <p>4. Shifman, Limor. "An Anatomy of a YouTube Meme." <i>New Media & Society</i> 14, no. 2 (March 1, 2012): 187–203. https://doi.org/10.1177/1461444811412160</p> <p>5. Bärthel, Mathias. "YouTube Channels, Uploads and Views: A Statistical Analysis of the Past 10 Years." <i>Convergence</i> 24, no. 1 (2018): 16–32. https://doi.org/10.1177/1354856517736979</p>	
9	October 18	<p style="text-align: center;">Instagram</p> <p>1. Hochman, Nadav, and Lev Manovich. 2013. "Zooming into an Instagram City: Reading the Local through Social Media." <i>First Monday</i> 18 (7). http://firstmonday.org/ojs/index.php/fm/article/view/4711.</p> <p>2. Schwartz, Raz, and Germaine R Haleboua. 2015. "The Spatial Self: Location-Based Identity Performance on Social Media." <i>New</i></p>	

		<p>Media & Society 17 (10): 1643–60. https://doi.org/10.1177/1461444814531364.</p> <p>3. Highfield, Tim, and Tama Leaver. 2015. “A Methodology for Mapping Instagram Hashtags.” <i>First Monday</i> 20 (1). http://firstmonday.org/ojs/index.php/fm/article/view/5563.</p> <p>4. Ging, Debbie, and Sarah Garvey. 2018. “‘Written in These Scars Are the Stories I Can’t Explain’: A Content Analysis of pro-Ana and Thinspiration Image Sharing on Instagram.” <i>New Media & Society</i> 20 (3): 1181–1200. https://doi.org/10.1177/1461444816687288.</p> <p>5. Pearce, Warren, Suay M. Özkula, Amanda K. Greene, Lauren Teeling, Jennifer S. Bansard, Janna Joceli Omena, and Elaine Teixeira Rabello. 2018. “Visual Cross-Platform Analysis: Digital Methods to Research Social Media Images.” <i>Information, Communication & Society</i> 0 (0): 1–20. https://doi.org/10.1080/1369118X.2018.1486871.</p>	
10	October 25	<p style="text-align: center;">Reddit</p> <p>1. Massanari, Adrienne. 2017. “#Gamergate and The Fapping: How Reddit’s Algorithm, Governance, and Culture Support Toxic Technocultures.” <i>New Media & Society</i> 19 (3): 329–46. https://doi.org/10.1177/1461444815608807.</p> <p>2. Robards, Brady. 2018. “‘Totally Straight’: Contested Sexual Identities on Social Media Site Reddit.” <i>Sexualities</i> 21 (1–2): 49–67. https://doi.org/10.1177/1363460716678563.</p> <p>3. Haythornthwaite, Caroline, Priya Kumar, Anatoliy Gruzd, Sarah Gilbert, Marc Esteve del Valle, and Drew Paulin. 2018. “Learning in the Wild: Coding for Learning and Practice on Reddit.” <i>Learning, Media and Technology</i> 43 (3): 219–35. https://doi.org/10.1080/17439884.2018.1498356.</p> <p>4. Topinka, Robert J. 2018. “Politically Incorrect Participatory Media: Racist Nationalism on r/ImGoingToHellForThis.” <i>New Media & Society</i> 20 (5): 2050–69.</p>	10/25: YouTube

		<p>https://doi.org/10.1177/1461444817712516.</p> <p>5. Massanari, Adrienne L. 2017. "Come for the Period Comics. Stay for the Cultural Awareness': Reclaiming the Troll Identity through Feminist Humor on Reddit's /r/TrollXChromosomes." <i>Feminist Media Studies</i> 0 (0): 1-19. https://doi.org/10.1080/14680777.2017.1414863.</p>	
11	November 1	<p style="text-align: center;">Snapchat</p> <p>1. Clark, Lynn Schofield. "Constructing Public Spaces Participants on the Margins: Examining the Role That Shared Artifacts of Engagement in the Ferguson Protests Played Among Minoritized Political Newcomers on Snapchat, Facebook, and Twitter." <i>International Journal of Communication</i> 10, (2016): 26.</p> <p>2. Soffer, Oren. "The Oral Paradigm and Snapchat." <i>Social Media + Society</i> 2, no. 3 (2016): 2056305116666306. https://doi.org/10.1177/2056305116666306.</p> <p>3. Bayer, Joseph B., Nicole B. Ellison, Sarita Y. Schoenebeck, and Emily B. Falk. "Sharing the Small Moments: Ephemeral Social Interaction on Snapchat." <i>Information, Communication & Society</i> 19, no. 7 (2016): 956-77. https://doi.org/10.1080/1369118X.2015.1084349.</p> <p>4. Billings, Andrew C., Fei Qiao, Lindsey Conlin, and Tie Nie. "Permanently Desiring the Temporary? Snapchat, Social Media, and the Shifting Motivations of Sports Fans." <i>Communication & Sport</i> 5, no. 1 (2017): 10-26. https://doi.org/10.1177/2167479515588760.</p> <p>5. Handyside, Sarah, and Jessica Ringrose. "Snapchat Memory and Youth Digital Sexual Cultures: Mediated Temporality, Duration and Affect." <i>Journal of Gender Studies</i> 26, no. 3 (2017): 347-60. https://doi.org/10.1080/09589236.2017.1280384.</p>	
12	November 8	<p style="text-align: center;">Online dating</p> <p>1. Brubaker, Jed R, Mike Ananny, and Kate Crawford. 2016. "Departing Glances: A Sociotechnical Account of 'Leaving' Grindr."</p>	

		<p>New Media & Society 18 (3): 373–90. https://doi.org/10.1177/1461444814542311.</p> <p>2. David, Gaby, and Carolina Cambre. 2016. “Screened Intimacies: Tinder and the Swipe Logic.” <i>Social Media + Society</i> 2 (2). https://doi.org/10.1177/2056305116641976.</p> <p>3. Liu, Tingting. 2016. “Neoliberal Ethos, State Censorship and Sexual Culture: A Chinese Dating/Hook-up App.” <i>Continuum</i> 30 (5): 557–66. https://doi.org/10.1080/10304312.2016.1210794.</p> <p>4. Duguay, Stefanie. 2017. “Dressing up Tinderella: Interrogating Authenticity Claims on the Mobile Dating App Tinder.” <i>Information, Communication & Society</i> 20 (3): 351–67. https://doi.org/10.1080/1369118X.2016.1168471.</p> <p>5. Light, Ben, Peta Mitchell, and Patrik Wikström. 2018. “Big Data, Method and the Ethics of Location: A Case Study of a Hookup App for Men Who Have Sex with Men.” <i>Social Media + Society</i> 4 (2): 2056305118768299. https://doi.org/10.1177/2056305118768299.</p>	
13	November 15	<p style="text-align: center;">Pinterest</p> <p>1. Zarro, Michael, Catherine Hall, and Andrea Forte. 2013. “Wedding Dresses and Wanted Criminals: Pinterest.Com as an Infrastructure for Repository Building.” In <i>Proceedings of the Seventh International AAAI Conference on Weblogs and Social Media</i>, 650–58.</p> <p>2. Lui, Debora. 2015. “Public Curation and Private Collection: The Production of Knowledge on Pinterest.Com.” <i>Critical Studies in Media Communication</i> 32 (2): 128–42. https://doi.org/10.1080/15295036.2015.1023329.</p> <p>3. Scolere, Leah, and Lee Humphreys. 2016. “Pinning Design: The Curatorial Labor of Creative Professionals.” <i>Social Media + Society</i> 2 (1): 2056305116633481. https://doi.org/10.1177/2056305116633481.</p> <p>4. Jones, Hillary A. 2016. “New Media Producing New Labor: Pinterest, Yearning, and Self-</p>	11/15: News coverage

		<p>Surveillance." Critical Studies in Media Communication 33 (4): 352-65. https://doi.org/10.1080/15295036.2016.1220017.</p> <p>5. Friz, Amanda, and Robert W Gehl. 2016. "Pinning the Feminine User: Gender Scripts in Pinterest's Sign-up Interface." Media, Culture & Society 38 (5): 686-703. https://doi.org/10.1177/0163443715620925.</p>	
14	November 22	No Class - Thanksgiving	
15	November 29	No new reading. Bring to class the 5 articles you think are the best in terms of methods. See Reflection Paper assignment sheet for full directions.	
16	December 6	No class meeting	Reflection Paper