



UNIVERSITY OF
CENTRAL FLORIDA

ENG 6624 - Social Media Research for Humanities

Section: 0001

College of Arts and Humanities

Dean's Office CAH

Course Information

Term: Spring 2025

Class Meeting Days: R

Class Meeting Time: 06:00PM - 08:50PM

Class Meeting Location: TCH 0351

Modality: P

Credit Hours: 3.00

Instructor Information

Mel Stanfill

Office Location: TCH236D

Office Hours:

Thursday 3:30-4:45

Email: mel.stanfill@ucf.edu

Course Description

ENG 6624 CAH 3(3,0) Social Media Research for Humanities: PR: Graduate standing or C.I. Fundamentals of humanist research in social media. Students read canonical and contemporary social media research and learn to collect and analyze social media data. Occasional

Student Learning Outcomes

In this course, students will:

- Become familiar with core terms and concepts in social media research.
- Survey a variety of methods for conducting social media research.
- Learn tools to collect and analyze social media data.
- Engage in scholarly conversation about the course texts and concepts they take up, in the process improving interpretation, writing, design, and argumentation skills.

Course Materials and Resources

There are no required books to purchase for this course.

Course Assessment and Grading Procedure

Assignments

100 points 10x Weekly Questions

In 10 weeks of their choice, students will write three discussion questions about the required readings. This is due 3 hours before class time to allow me to compile them.

200 points Lab 1 February 6

Students will use either interface or platform analysis to interpret social media data and write up a brief findings report.

200 points Lab 2 March 6

Students will use CTDA or critical code sStudies to interpret social media data and write up a brief findings report.

200 points Lab 3 April 3

Students will use either computational or network analysis to interpret social media data and write up a brief findings report.

300 points Analysis paper April 24

At the end of the semester, students will expand one of their lab assignments into a more substantive analysis of 4500-5000 words.

1000 points Total

Grading Scale

Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	61-63%
F	0-60%

Policies for Course Grade

Late Work Policy

No late work will be accepted without an extension requested before the original deadline. Extensions are always available. You do not need to give me a reason. We will work out an alternative deadline. But you have to take responsibility to tell me.

Struggling with keeping up with work in general? Let's talk about it. You are never required to tell me personal information, but I can't help you if I don't know that you're struggling, and getting out in front of a problem gives us more options.

AI Policy

As a baseline, you should only use generative AI tools when you have the expertise to verify the quality of the output and are willing to take full responsibility for any problems in the output (adapted from Aleksandr Tiulkanov

https://www.linkedin.com/posts/tyulkanov_a-simple-algorithm-to-decide-whether-to-use-activity-7021766139605078016-x8Q9). We will be learning some AI analysis tools in this course. Beyond that, in general the work I am asking you to do in this course is to interpret social media and make an argument about it. How you then write up that work can vary, but the underlying process is where what I'm assessing. You may use generative tools to rewrite your own words or as part of a brainstorming or drafting process, but this must be clearly acknowledged in your assignment and you must be the final editor of everything you turn in.

Syllabus Amendment

A syllabus is a living document, and some readings may change as the semester develops. In addition, changes to the syllabus may become necessary, due to hurricane or other extenuating circumstances. Changes will be communicated via Webcourses.

Course Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible.

Students should also connect with [Student Accessibility Services \(SAS\)](#) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS,

a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Academic Integrity

Students should familiarize themselves with UCF's Code of Conduct at [Student Conduct and Integrity Office](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.
- b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.
- c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.
- d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay

another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct and Academic Integrity, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at [Let's Be Clear](#) and [UCF Cares](#).

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – [Office of Institutional Equity](#) & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – [Student Accessibility Services](#) & sas@ucf.edu
- [Access and Community Engagement](#) (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – [Compliance, Ethics, and Risk Office](#) & complianceandethics@ucf.edu
- The [Ombuds Office](#) is a safe place to discuss concerns.

Reporting an Incident or Issue

If you believe you have experienced abusive or discriminatory behavior by any faculty or staff member, contact the Office of Institutional Equity [online](#) or at 407-823-1336. You can also choose to report using the UCF Integrity Line and can report anonymously or as yourself at 1-855-877-6049 or using the [online form](#). UCF cares about you and takes every report seriously. For more information see the [Reporting an Incident or Issue Webpage](#).

Deployed Active-Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Campus Safety

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.

- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online [here](#).
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video [here](#) to learn more.
 - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
 - **DENY**. When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.
 - **DEFEND**. When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the [UCF Alert](#) system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your [contact information is up to date](#).

Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity 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.

Class Schedule

Weekly Schedule

January 9 – Introduction to Social Media Research

- Sweeney, Miriam E. 2012. "How to Read for Grad School." <http://miriamsweeney.net/2012/06/20/readforgradschool/>.
- D'Ignazio, Catherine, and Lauren F. Klein. 2020. *Data Feminism*. Cambridge, Massachusetts: The MIT Press. (CORE) <https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=6120950&pq-origsite=primo> Intro, Ch6
- Baym, Nancy K. 2008. "What Constitutes Quality in Qualitative Internet Research?" In *Internet Inquiry: Conversations About Method*, edited by Annette Markham and Nancy K. Baym, 173–89. Los Angeles: SAGE Publications, Inc.
- Baym, Nancy K., and danah boyd. 2012. "Socially Mediated Publicness: An Introduction." *Journal of Broadcasting & Electronic Media* 56 (3): 320–29. <https://doi.org/10.1080/08838151.2012.705200>.
- Baym, Nancy K., and Annette Markham. 2008. "Introduction: Making Smart Choices on Shifting Ground." In *Internet Inquiry: Conversations About Method*, edited by Annette Markham and Nancy K. Baym, vii–xix. Los Angeles: SAGE Publications, Inc.

January 16 – Ethics

- franzke, aline shakti, Anja Bechmann, Michael Zimmer, Charles M. Ess, and the Association of Internet Researchers. "Internet Research: Ethical Guidelines 3.0," 2020. pp. 1-31 <https://aoir.org/reports/ethics3.pdf>.
- Fiesler, Casey, and Nicholas Proferes. 2018. "'Participant' Perceptions of Twitter Research Ethics." *Social Media + Society* 4 (1): 2056305118763366. <https://doi.org/10.1177/2056305118763366>.
- Locatelli, Elisabetta. 2020. Academy/Industry partnership and corporate data: ethical considerations, IRE 3.0 Companion 6.2, Association of Internet Researchers, pp. 50-63. <https://aoir.org/reports/ethics3.pdf>
- Markham, Annette. 2012. "Fabrication as Ethical Practice." *Information, Communication & Society* 15 (3): 334–53. <https://doi.org/10.1080/1369118X.2011.641993>.
- Pater, Jessica, Casey Fiesler, and Michael Zimmer. 2022. "No Humans Here: Ethical Speculation on Public Data, Unintended Consequences, and the Limits of Institutional Review." *Proc. ACM Hum.-Comput. Interact.* 6 (GROUP): 38:1-38:13. <https://doi.org/10.1145/3492857>

January 23 – Interface Analysis

- Nakamura, Lisa. 2008. *Digitizing Race: Visual Cultures of the Internet*. Minneapolis: University of Minnesota Press. (CORE) <https://muse-jhu-edu.eu1.proxy.openathens.net/pub/23/monograph/chapter/1143655> Intro.
- Stanfill, Mel. 2015. "The Interface as Discourse: The Production of Norms through Web Design." *New Media & Society* 17 (7): 1059–74. <https://doi.org/10.1177/1461444814520873>.

Hesmondhalgh, David, and Amanda D. Lotz. 2020. "Video Screen Interfaces as New Sites of Media Circulation Power." *International Journal of Communication* 14: 24. <https://ijoc.org/index.php/ijoc/article/view/13261>

Hasinoff, Amy A., and Rena Bivens. 2021. "Feature Analysis: A Method for Analyzing the Role of Ideology in App Design." *Journal of Digital Social Research* 3 (2): 89–113. <https://doi.org/10.33621/jdsr.v3i2.56>.

Pettis, Ben T. 2022. "Know Your Meme and the Homogenization of Web History." *Internet Histories* 6 (3): 263–79. <https://doi.org/10.1080/24701475.2021.1968657>.

January 30 – Platform Analysis 1

Bogost, Ian, and Nick Montfort. 2009. "Platform Studies: Frequently Questioned Answers." In *Digital Arts and Culture*. <https://escholarship.org/uc/item/01r0k9br>.

Gillespie, Tarleton. 2010. "The Politics of 'Platforms.'" *New Media & Society* 12 (3): 347–64. <https://doi.org/10.1177/1461444809342738>.

Costanza-Chock, Sasha. 2020. *Design Justice: Community-Led Practices to Build the Worlds We Need*. Cambridge, MA London: The MIT Press. (CORE) Intro, Ch1. <https://direct.mit.edu/books/oa-monograph/4605/Design-JusticeCommunity-Led-Practices-to-Build-the>

Johnson, Shannon Fay. 2014. "Fan Fiction Metadata Creation and Utilization within Fan Fiction Archives: Three Primary Models." *Transformative Works and Cultures* 17. <https://doi.org/10.3983/twc.2014.0578>.

February 6 –Platform Analysis 2

Bivens, Rena. "The Gender Binary Will Not Be Deprogrammed: Ten Years of Coding Gender on Facebook." *New Media & Society* 19, no. 6 (2017): 880–98. <https://doi.org/10.1177/1461444815621527>.

Light, Ben, Jean Burgess, and Stefanie Duguay. 2018. "The Walkthrough Method: An Approach to the Study of Apps." *New Media & Society* 20 (3): 881–900. <https://doi.org/10.1177/1461444816675438>.

Makhortykh, Mykola, Aleksandra Urman, Felix Victor Münch, Amélie Heldt, Stephan Dreyer, and Matthias C Kettmann. 2022. "Not All Who Are Bots Are Evil: A Cross-Platform Analysis of Automated Agent Governance." *New Media & Society* 24 (4): 964–81. <https://doi.org/10.1177/14614448221079035>.

Pearce, Warren, Suay M. Özkula, Amanda K. Greene, Lauren Teeling, Jennifer S. Bansard, Janna Joceli Omena, and Elaine Teixeira Rabello. 2020. "Visual Cross-Platform Analysis: Digital Methods to Research Social Media Images." *Information, Communication & Society* 23 (2): 161–80. <https://doi.org/10.1080/1369118X.2018.1486871>.

Rettberg, Jill Walker. 2020. "Situated Data Analysis: A New Method for Analysing Encoded Power Relationships in Social Media Platforms and Apps." *Humanities and Social Sciences Communications* 7 (1): 1–13. <https://doi.org/10.1057/s41599-020-0495-3>.

Lab 1 due

February 13 – Critical Technocultural Discourse Analysis

Brock, Jr., André. 2020. *Distributed Blackness: African American Cybercultures*. New York: NYU Press. (CORE) Intro, Chapter 3 <https://www.jstor.org/stable/jj.13944228>

Lawson, Caitlin E. 2021. "Skin Deep: Callout Strategies, Influencers, and Racism in the Online Beauty Community." *New Media & Society* 23 (3): 596–612. <https://doi.org/10.1177/1461444820904697>.

Moreshead, Abigail, and Anastasia Salter. 2023. "Knitting the In_visible: Data-Driven Craftivism as Feminist Resistance." *Journal of Gender Studies* 32 (8): 875–86. <https://doi.org/10.1080/09589236.2023.2258068>.

Recommended:

Brock, André. 2018. "Critical Technocultural Discourse Analysis." *New Media & Society* 20 (3): 1012–30. <https://doi.org/10.1177/1461444816677532>

February 20 – Critical Code Studies

Marino, Mark C. 2006. "Critical Code Studies." Electronic Book Review. <https://electronicbookreview.com/essay/critical-code-studies/>.

Marino, Mark C., and Jeremy Douglass. 2023. "Introduction: Situating Critical Code Studies in the Digital Humanities." *Digital Humanities Quarterly* 17 (2). <https://www.digitalhumanities.org/dhq/vol/17/2/000713/000713.html>.

Fan, Lai-Tze. 2023. "Reverse Engineering the Gendered Design of Amazon's Alexa: Methods in Testing Closed-Source Code in Grey and Black Box Systems." *Digital Humanities Quarterly* 17 (2). <https://www.digitalhumanities.org/dhq/vol/17/2/000700/000700.html>.

Hua, Minh, and Rita Raley. 2023. "How to Do Things with Deep Learning Code." *Digital Humanities Quarterly* 17 (2). <https://www.digitalhumanities.org/dhq/vol/17/2/000684/000684.html>.

Berry, David M., and Mark C. Marino. 2024. "Reading ELIZA: Critical Code Studies in Action." Electronic Book Review, November. <https://electronicbookreview.com/essay/reading-eliza-critical-code-studies-in-action/>

Network Analysis

TBD

Computational Analysis

TBD

March 20 – Spring Break

No class

Combining Methods

TBD