

Social Media and Social Networking

Global Program on Economics and Finance

Course Title	Social Media and Social Networking		
Credit	3	Credit Hours	54 credit hours (one credit hour is 45 minutes)
Course Objectives	<p>After taking this class, students will:</p> <ul style="list-style-type: none"> • gain and advance their knowledge in this area for a better understanding of the role that social media and social networking currently play in our daily life in both societies; • obtain and improve their independent- and critical-thinking ability; • be able to review and criticize the influence and implications of social media and social networking from a cross-national, cross-cultural, and a comparative perspective; and • get prepared as would-be pursuers of further knowledge in relevant courses at higher levels as well as of a career in the most viable field of media and communication now and in the future. 		
Course Description	<p>This issue-driven, student-centered graduate course discusses both the theories and practices regarding social networking and converged/integrated communication via social media today.</p> <p>This course also examines interrelationships among media, communication, politics, economy, technology, business, social institutions, and individuals, as well as a variety of issues concerning the role and influence of social media and social networking in the society as a whole.</p> <p>This course is designed for would-be researchers or pursuers of a career in the most viable fields of employment now and in the future.</p>		
Course Requirements:			
Teaching Methods:			
<p>This course is devoted to creating a student-centered learning environment, by adopting a balanced approach to covering both the breadth and depth of the subjects. Course activities mainly include lectures, reading assignments, student-led discussions, substantial discussions in an all-class or small group setting based on assigned readings, social media activity, group project, and final presentation.</p> <p>The class meets twice a week; three hours per class meeting. Tentatively the course will cover 9 weeks in fall 2020. All course content will be delivered and all class meetings will be hold online through Zoom or similar videoconferencing platform.</p>			

Instructor's Academic Background:

Prof. HAN Gang obtained his Ph.D. in Mass Communications from S. I. Newhouse School of Public Communications, Syracuse University in 2007, Master of Arts in Journalism, Journalism School, Fudan University in 2000 and Bachelor in Economics from International Business School, Nankai University in 1994. His interested filed focuses in mediated health risk communication, news framing and framing effects, public relations, and strategic communication. He has been teaching Social Media and Social Networking for Fudan International Summer Session since 2016.

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Course Schedule

Week 1

- Self-introduction
- Introduction to the course: syllabus, schedule, assignments, expectations
- Reading/Course reserve
- Grouping
- Discussion assignments
- Guideline for student-led discussion
- Overview of social media and social networking
- History of social media and cultural of connectivity

Reading

Book chapters:

Jose van Dijck. (2013). *The Culture of Connectivity: A Critical History of Social Media*. Oxford University. (available for online reading through e-Library)

- Chapter 1 “Engineering Sociality in a Culture of Connectivity”
- Chapter 2 “Disassembling Platforms, Reassembling Sociality”

Jacob Silverman. (2015). *Terms of Service*. HarperCollins.

- Chapter 1 “The Ideology of Social”

Week 2

- Social networking-basics, conceptions, concerns and psychological foundations

Reading

Book chapters:

Zizi Papacharissi (Ed.) (2011). *A Networked Self: Identity, Community, and Culture on Social Network Sites*. Routledge.

- “Introduction”

Borko Furht. (Ed). (2010). *Handbook of Social Network Technologies and Applications*. Springer.

- Chapter 1 “Social network analysis: History, Concepts and Research”

Charles Kadushin. (2012). *Understanding Social Networks: Theories, Concepts and Findings*. Oxford University Press.

- Chapter 1 “Introduction”

Nicholas A. Christakis, & James H. Fowler. (2009/2011). *Connected: The Surprising Power of Our Social Networks and How They Shape Our Lives -- How Your Friends' Friends' Friends Affect Everything You Feel, Think, and Do*. NY: Little, Brown and Co.

- Chapter 1 “In the Thick of It”

Charles Kadushin. (2012). *Understanding Social Networks: Theories, Concepts and Findings*. Oxford University.

- Chapter 2 “Basic Network Concepts, Part I”
- Chapter 3 “Basic Network Concepts, Part II”
- Chapter 5 “Psychological foundations”

Week 3

- Connected and networked society
- Networked public and networked self

Reading

Book chapters:

Nicholas A. Christakis, & James H. Fowler. (2009/2011). *Connected: The Surprising Power of Our Social Networks and How They Shape Our Lives -- How Your Friends' Friends' Friends Affect Everything You Feel, Think, and Do*. NY: Little, Brown and Co.

- Chapter 2 “When You Smile, the World Smiles with You”
- Chapter 8 “Hyperconnected”

Lee Rainie, & Barry Wellman. (2012). *Networked: The New Social Operating System*. Cambridge, MA: MIT Press.

- Part 1 “The Triple Revolution” (four chapters)

Book chapters:

Lee Rainie, & Barry Wellman. (2012). *Networked: The New Social Operating System*. Cambridge, MA: MIT Press.

- Part 2 “How Networked Individualism works” (five chapters)

Zizi Papacharissi (Ed.) (2011). *A Networked Self: Identity, Community, and Culture on Social Network Sites*. Routledge.

- Chapter 1 “Interaction of Interpersonal, Peer, and Media Influence Sources Online”
- “Conclusion”

Unpublished paper

Alise Tifentale. (2014). The Selfie: Making sense of the “Masturbation of Self-Image” and the “Virtual Mini-Me.” The Graduate Center, The City University of New York.

Week 4

- Social media and social networking sites-1
- Facebook, connected friendship and mediated intimacy
- Twitter, Firechat, and civic engagement

Reading

Book chapters:

Jose van Dijck. (2013). *The Culture of Connectivity: A Critical History of Social Media*. Oxford University.

- Chapter 3 “Facebook and the Imperative of Sharing”

Deborah Chambers. (2013). *Social Media and Personal Relationships: Online Intimacies and Networked Friendship*. Palgrave MacMillan.

- Chapter 1 “Introduction”
- Chapter 2 “Technologically Mediated Personal Relationships”
- Chapter 4 “Self-Presentation Online”

- Chapter 7 “Digital Dating and Romance”

- Chapter 9 “Mediated Intimacies”

Alex Lambert. (2013). *Intimacy and Friendship on Facebook*. Palgrave MacMillan.

Zizi Papacharissi (Ed.) (2011). *A Networked Self: Identity, Community, and Culture on Social Network Sites*. Routledge.

- Chapter 2 “Social Network sites as Networked Publics”

- Chapter 3 “Social Networking”

- Chapter 4 “Social Network Sites as Virtual Communities”

Jacob Silverman. (2015). *Terms of Service*. HarperCollins.

- Chapter 2 “Engineered to Like”

Nicholas A. Christakis, & James H. Fowler. (2009/2011). *Connected: The Surprising Power of Our Social Networks and How They Shape Our Lives -- How Your Friends' Friends' Friends Affect Everything You Feel, Think, and Do*. NY: Little, Brown and Co.

- Chapter 3 “Love the One You’re With”

Journal articles:

Paul S. N. Lee, Clement Y. K. So & Louis Leung (2015). Social Media and Umbrella Movement: insurgent public sphere in formation. *Chinese Journal of Communication*[Special Issue: Media Communication and the Umbrella Movement]. DOI: 10.1080/17544750.2015.1088874

Book chapters:

Jose van Dijck. (2013). *The Culture of Connectivity: A Critical History of Social Media*. Oxford University.

- Chapter 3 “Twitter and the Paradox of Following and Trending”

Paolo Gerbaudo. (2012). *Tweets and the Streets: Social Media and Contemporary Activism*. Pluto Press. (available online reading at e-library)

- Chapter 1 “Friendly Reunion”

- Chapter 4 “The hashtag which did (not) start a revolution”

Zizi Papacharissi (Ed.) (2011). *A Networked Self: Identity, Community, and Culture on Social Network Sites*. Routledge.

- Chapter 9 “United We Stand?”

Therese F. Tierney. (2013). *The Public Space of Social Media: Connected Cultures of the Network Society*. Routledge.

- Chapter 1 “Reappropriating Social Media”

John M. Roberts. (2014). *New Media and Public Activism: Neoliberalism, The State and Radical Protest in The Public Sphere*. Policy Press.

- Chapter 8 “Global social movements”

Jessica L. Beyer. (2014). *Expect Us: Online Communities and Political Mobilization*. Oxford University Press.

- Chapter 1 “Online Communities and Political Mobilization”

Week 5

- Social media and social networking sites-2
- Instagram, Pinterest, Snapchat vs. Flickr
- YouTube, UGC and integration of broadcasting networks
- TicTok, and beyond

Reading

Articles:

Yuheng Hu, Lydia Manikonda, & Subbarao Kambhampati. (2014). *What We Instagram: A First Analysis of Instagram Photo Content and User Types*. Proceeding of ICWSM.

Raphael Ottoni, et al. (2013). *Ladies First: Analyzing Gender Roles and Behaviors in Pinterest*. Association for the Advancement of Artificial Intelligence.

Joseph B. Bayer, et al. (2015). Sharing the small moments: ephemeral social interaction on Snapchat. *Information, Communication & Society*. DOI: 10.1080/1369118X.2015.1084349

Book chapters:

Jose van Dijck. (2013). *The Culture of Connectivity: A Critical History of Social Media*. Oxford University.

- Chapter 5 “Flickr between Communities and Commerce”

Jacob Silverman. (2015). *Terms of Service*. HarperCollins.

- Chapter 3 “Pics or It Didn’t Happen”

- Chapter 11 “The Myth of Privacy”

Book chapters:

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

- Chapter 1 “How YouTube Matters”

- Chapter 2 “YouTube and the Mainstream Media”

- Chapter 3 “YouTube’s Popular Culture”

Pelle Snickars & Patrick Vonderau. (Eds.). (2009). *The YouTube reader*. Stockholm: National Library of Sweden.

- Chapter “The Entrepreneurial Vlogger” (in Part II)

- Chapter “The Political Economy of YouTube” (in Part V)

Jose van Dijck. (2013). *The Culture of Connectivity: A Critical History of Social Media*. Oxford University.

- Chapter 6 “YouTube: The Intimate Connection between Television and Video Sharing”

Week 6

● Social Media, Journalism and News Use

● Social Media Use, and Privacy

Reading

Pew Research Center (2015). *Social Media Usage: 2005-2015*.

<http://www.pewinternet.org/2015/10/08/social-networking-usage-2005-2015/>

Pew Research Center (2014). *How social media is reshaping news*.

<http://www.pewresearch.org/facttank/>

2014/09/24/how-social-media-is-reshaping-news/

Pew Research Center (2015). *The Evolving Role of News on Twitter and Facebook*.

<http://www.journalism.org/2015/07/14/the-evolving-role-of-news-on-twitter-and-facebook/>

Pew Research Center (2013). *News Use Across Social Media Platforms*.

<http://www.journalism.org/2013/11/14/news-use-across-social-media-platforms/>

Pew Research Center (2015). *How do Americans use Twitter for news?*

<http://www.pewresearch.org/fact-tank/2015/08/19/how-do-americans-use-twitter-for-news/>

More on Pew reports on social networking: <http://www.pewinternet.org/topics/social-networking/>

Journal articles:

Teresa Correa, Amber Willard Hinsley, & Homero Gil de Zúñiga. (2010). Who interacts on the Web?: The intersection of users’ personality and social media use. *Computers in Human Behavior*

26, 247–253.

Book chapters:

Jacob Silverman. (2015). *Terms of Service*. HarperCollins.

- Chapter 11 “The Myth of Privacy”

Zizi Papacharissi (Ed.) (2011). *A Networked Self: Identity, Community, and Culture on Social Network Sites*. Routledge.

- Chapter 7 “Typology of Social Network Site Usage”

- Chapter 12 “Look at Us”

Rena Bivens. (2014). *Digital Currents: How Technology and the Public are Shaping TV News*. University of Toronto Press.

- Chapter 1 “UGC and Citizen Journalism” (pp.19-22);

“Social Networking Service” (pp. 22-28)

Jacob Silverman. (2015). *Terms of Service*. HarperCollins.

- “Churnalism and the Problem of Social News”

Eugenia Siapera & Andreas Veglis. (2012). *The Handbook of Global Online journalism*. Wiley-Blackwell.

- Chapter 13 “The Economics of Online Journalism”

- Chapter 14 “Crowdsourcing Investigative Journalism”

- Chapter 17 “Social Journalism”

Week 7

- Sharing ideology and sharing economy
- Social media and strategic communication: AD, PR, MKT and political campaigns

Reading

Articles:

Uber, Airbnb and consequences of the sharing economy: Research roundup.

<http://journalistsresource.org/studies/economics/business/airbnb-lyft-uber-bike-share-sharingeconomy-research-roundup>

Eyal Ert, Aliza Fleischer, & Nathan Magen. (2015). Trust and Reputation in the Sharing Economy: The Role of Personal Photos in Airbnb. *Available at SSRN 2624181*.

Shu-Chuan Chu. (2011). Viral advertising in social media: participation in Facebook groups and responses among college-aged users. *Journal of Interactive Advertising*, 12, 1 (Fall), 30-43.

Rowena L. Briones, Beth Kuch, Brooke Fisher Liu, & Yan Jin. (2011). Keeping up with the digital age: How the American Red Cross uses social media to build relationships. *Public Relations Review*, 37, 37–43.

Lee Rainie. (2012). Social media and voting. Pew Research Center Internet and American Life.

Available https://mktcom.net/PDFs/PIP_TheSocialVote_PDF.pdf

Book chapters:

Karine Nahon, & Jeff Hemsley. (2013). *Going Viral*. Polity. (choose four chapters)

Jacob Silverman. (2015). *Terms of Service*. HarperCollins.

- “Life and Work in the Sharing Economy”

Victoria A. Farrar-Myers, & Justin S. Vaughn. (Eds.). (2015). *Controlling the Message: New Media in American Political Campaigns*. New York, NY: New York University Press.

- Chapter 1 “Strategic Communication in a Networked Age”

- Chapter 2 “Congressional Campaigns” Motivations for Social Media Adoption”

- Chapter 8 “The Influence of User-Controlled Messages on Candidate Evaluations”

Week 8

- Social influence and diffusion of information
- Social network and health communication

Reading

Journal articles:

Gang (Kevin) Han, & Wen Wang. (2015). Mapping user relationships for health information diffusion on microblogging in China: A social network analysis of Sina Weibo. *Asian Journal of Communication*, 25 (1), 65-83, DOI: 10.1080/01292986.2014.989239

Robert M. Bond, et al. (2012). A 61-million-person experiment in social influence and political mobilization. *Nature*. doi:10.1038/nature11421.

Pew Research Center (2014). *Mapping Twitter Topic Networks: From Polarized Crowds to Community Clusters*.

<http://www.pewinternet.org/2014/02/20/mapping-twitter-topic-networks-from-polarizedcrowds-to-community-clusters/>

Book chapters:

Nicholas A. Christakis, & James H. Fowler. (2009/2011). *Connected: The Surprising Power of Our Social Networks and How They Shape Our Lives -- How Your Friends' Friends' Friends Affect Everything You Feel, Think, and Do*. NY: Little, Brown and Co.

- Chapter 4 “This Hurts Me As Much As It Hurts You”
- Chapter 5 “The Buck Stars Here”
- Chapter 6 “Politically Connected”

Charles Kadushin. (2012). *Understanding Social Networks: Theories, Concepts and Findings*. Oxford University.

- Chapter 9 “Networks, Influence and Diffusion”

Thomas W. Valente (2010). *Social Networks and Health: Models, Methods, and Applications*. Oxford University.

- Chapter 10 “Diffusion of Innovations”

Brian G. Southwell. (2013). *Social Networks and Popular Understanding of Science and Health: Sharing Disparities*. Johns Hopkins University Press.

- Chapter 3 “Information-Sharing Behavior”
- Chapter 4 “Individual-Level Factors”
- Chapter 5 “Community-Level Factors”
- Chapter 6 “Content-Level Factors”

Thomas W. Valente (2010). *Social Networks and Health: Models, Methods, and Applications*. Oxford University.

- Chapter 3 “Methods”
- Chapter 4 “Network Effects”
- Chapter 5, 6, 7, 8, 9, 11, 12

Week 9

- **Term paper due** Presentation on term paper
- Course wrap-up

The design of class discussion or exercise, practice, experience and so on:

Lectures, reading assignments, student-led discussions, substantial discussions in an all-class or small group setting based on assigned readings, social media activity, group project, and final presentation.

Grading & Evaluation:

	DATE/DEADLINE	TOTAL POINTS	% OF GRADE
Student-led discussion	(weekly)	200	20
In-class discussion	(weekly)	200	20
Class attendance	(weekly)	100	10
Social media activity	(before the last class)	50	5
Group project	(before the last class)	300	30
Final presentation	(The last class)	100	10
Peer-evaluation		50	5

Final grade scale

A 950-1000	C+ 770-799
A-900-949	C 730-769
B+870-899	C- 700-729
B 830-869	D 600-699
B-800-829	F 0-599

IN-CLASS DISCUSSION (20%)

Class formats will primarily be based on class discussion. Asking and answering questions is the key to your success in this class. We will have in-class discussion in every class meeting, focusing on the issues/topics covered in that week. The purpose of the discussion is to encourage you to actively get involved in critical thinking. You will receive credit only if you are in class. No make-up.

Your active class participation, therefore, will be highly expected, as well as graded. Your appearance in the classroom without answering or being willing to answer any questions (e.g., saying “I don’t know” to the instructor’s questions) or actively working with your group members will tremendously and negatively affect your final grade. The instructor welcomes questions to clarify the material, and will expect your informed perspective to be shared through comments in class. The instructor will also call on those who have not voluntarily participated. Your active class participation, therefore, will be highly expected, as well as graded.

The instructor RESERVES ALL THE RIGHT to assign the grade in this category according to your performance in class discussion—1) level of cooperation with your groupmates, and team work; 2) level of cooperation with the instructor; 3) level of engagement and level of concentration; 4) overall attitude (e.g., respectful to each other; no whispering or chatting while others are answering questions), and 5) quantity and quality of answers or inputs, etc.—partially based on the instructor’s observation and impression. Attendance (even missing no class) while keeping silence or showing negative attitude to participation in class discussion will negatively affect the scores received for

this category.

Grouping. Two or three students will work together in groups on discussions. They will then combine to be one group working on the term paper and the final presentation. Grouping will be arranged first according to your preference. You need to talk to one another for the possibility of working as members in the same group, as you wish, during the first class meeting of the semester. Grouping will be confirmed once the class size is fixed. Those who cannot find preferred group members would be randomly assigned.

CLASS ATTENDANCE (10%)

Your attendance to all classes or team meetings is REQUIRED unless you have an excused absence for athletic competition, medical or family emergency. Documentation is required for these cases. Giving the instructor a heads-up via email is REQUIRED to avoid misinformation on this matter. If you have an ongoing medical issue that affects your attendance in class consecutively, please make sure that the instructor is made aware of it earlier rather than later, and this will be handled on a case-by-case basis under the school's policy and guidance.

Every student is REQUIRED to stay in class throughout the whole class meeting. NO leaving early without excuse or instructor's permission is allowed. In the case that you have to leave the class earlier, the instructor must be informed in advance through an email heads-up with excuse explained at a minimum of 12 hours but preferably one day ahead. A verbal request for leaving early in classroom just before the class starts is NOT acceptable.

At the end of the semester if you have missed, or, if you leave early from, more than three classes for which you have not been excused, your final course grade will be reduced by a notch, for example from a B to a B-. Habitual lateness, absences and leaving early more than three times will also be dealt with on a case-by-case basis.

It will be necessary for each group to meet outside class to work together to meet deadlines.

SOCIAL MEDIA ACTIVITY (5%)

All students in this class are required to have a Twitter and/or a Weibo account. You are encouraged to play with it and to follow some accounts/folks for learning purpose. You must initiate at least 5 tweets/posts relevant to communication over the period covered by the class. You can post your own tweets/messages, or retweet/forward those posted by your "followings/fans" although you can retweet/forward the messages that are posted by your classmates. Use "#2020socialmedia" or "#FIS20socialnetworking" as the hashtag every time when you tweet/retweet, or "#20复旦国际学期#" on Weibo. This activity will be summarized and reported to the instructor by the end of the last class meeting in early August.

STUDENT-LED DISCUSSION (20%)

We will have a student-led discussion every week since the second week. Each two- or three-member group will lead one formal discussion session on certain topics/issues over this semester. Each group member will work as a presenter/discussant. Workload should be shared evenly and fairly. Topics/issues and scheduling will be randomly assigned to each group at the beginning of the semester. The student-led discussion sessions will be evaluated by the instructor.

Each group in the session will lead a 20-minute presentation/discussion by criticizing the different aspects regarding the theory/topic/issue presented, supplementing what is thought to be missed from the previous lecture or discussion, additional examples/cases, expanding areas, application of theory in profession and practice, and the ongoing debates over relevant issues. In preparation, all members need to work together by sharing the workload evenly and fairly.

The rest of the class, or those who are not scheduled for the discussion in a particular class need to read assigned materials, get familiar with the issue and ask questions as required. Following group presentation, everyone in other groups must ask at least one specific questions for the presentation group for all-class discussion.

The discussion cannot be a repetition of the previous lecture or questions already discussed in class. After the all-class discussion based on audience's questions, the leading group then needs to provide at least ONE specific question, by the choice of the group, for all-class discussion, in order to encourage fellow students' critical thinking and interaction (Additional guideline on the format of the discussion session will be provided, if needed, in a separate handout).

The topic chosen must be confirmed by the instructor **two days ahead of the class meeting assigned**. PPT slides and other visual aid(s) are required. Questions and PPT slides should be sent to the instructor for a preview **via email**.

GROUP PROJECT (30%)

Each combined six-member group needs to choose a topic/issue, as the examples suggested below, to develop a social marketing campaign proposal, including research plan, objectives/strategies and tactics, by applying social media platforms as the main communication channels to a hypothetical yet specific scenario.

More detailed guidelines will be provided in a separate handout.

Every group member should contribute to each part of the project equally. Please indicate who did which part when you turn in your assignment.

Due dates. Assignments are always due at the beginning of class on the designated due date. **No** extensions will be granted for written assignments except for documented medical or other emergencies, **not** including computer or printer problems. Be familiar with the location of computer labs on campus and save your work frequently. Late papers will be downgraded 10% — one full grade — for each day that you don't turn them in.

FINAL PRESENTATION (10%)

Every combined six-member group will give a final presentation to the class bases on their group project. The final presentation will be evaluated by the instructor. Handout will be provided separately.

PEER EVALUATION (5% of total)

In the last week of class, each group member will evaluate the contributions of other members on

the discussion session and the term paper. Scores will be factored into the final grade.

GENERAL POLICIES FOR GRADES/CLASS

The “non-negotiable” policy. Please note that assigned grades are not a “basis for negotiation.” No grade re-evaluations request will be considered. Email messages or face-to-face communication discussing an expected grade or requesting an increase of grade or saying that “I am an A student in other classes;” “I should receive an A for this class,” and the like, are **NOT** acceptable.

The “no re-write” policy. Once an assignment has been submitted, no “re-writes” or submission of additional work for higher grades will be accepted.

Keeping in Touch. Email is the best way to contact the instructor.

ACADEMIC HONESTY

According to the University policy, any form of academic misconduct—cheating in exams, falsification of data, plagiarism, etc. (examples are given in the catalog)—will result in a grade of "F" for the course and we will have to pursue the academic misconduct grievance procedures. In addition, unless you are instructed to work in groups, you are expected to submit your own work.

DISCLAIMER

Any elements of this syllabus are subject to change. Changes will be announced in class, or by e-mail.

Teaching Materials & References:

No required textbooks. Book chapters, journal articles, news stories or industry information, and up-to-date research findings will be assigned for reading.

All are photocopied or available online. Additional readings will be provided as the semester progresses (The tentative reading list is included in the class schedule).

You are required to go through the reading assignments **BEFORE** each class meeting.

Please try to stay current with the reading so that you will have a context for the class, although we may also cover different material in the lectures than in the readings.