

COMM 633 MEDIATED COMMUNICATION
Rutgers, The State University of New Jersey

Spring 2016

Mon 3:10-5:50pm (HU 101)

Prof. Keith Hampton

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Office Hours: Mondays 1:00-2:00 (SC&I Annex, Room 204)

All course correspondence, including posted grades, announcements, additional readings, etc. will be posted on the Sakai website for this course: <http://sakai.rutgers.edu>

COURSE DESCRIPTION

This course examines how emerging communication technologies (e.g., mobile phones, Internet, social media, video games, locative media) affect social relationships and society, and how social forces affect adoption and usage patterns of mediated technologies.

This course provides an overview of recent research on how new information and communication technologies influence community, social relationships, political engagement and public and private spaces. The course is heavily weighted towards the evaluation of empirical work, the study of social networks, and research that address sociological research questions. Examples of questions that will be explored in this course include:

- Are new forms of communication responsible for large-scale social change? That is, are they undermining morality, destroying institutions, increasing surveillance and control, and advancing the decline of community?
- Will new media replace existing forms of communication, such as face-to-face and telephone contact?
- Does the use of mobile information and communication technologies increase privatism?
- Are people cut off from their social networks as a result of in-home computer and Internet use?
- Will public participation, democratic engagement or civil society atrophy as a result of new media use?

PREREQUISITS

No prerequisites.

LEARNING OBJECTIVES

At the end of the course students will be able to critically review the theory, methodology, and findings of a research study published on the topic of new information and communication technologies; contribute to a blog; describe the history of studies on new media; and determine and apply appropriate theory and methodologies to the study of new forms of mediated communication.

ASSESSMENT

Students are not expected to have personal experience with the technologies discussed in this course. A major component of the course will involve the development and use of a personal blog. Students will receive access to the necessary blogging software and will be provided with basic instruction on how to maintain a blog.

Final grades will be based on an evaluation of 10 blog postings on the subject of the weekly course readings (20%), 20 comments on other students' blog postings (10%), a presentation outlining the final project (10%), a final group project (50%), and class participation (10%). Students are urged to pay close attention to due dates, late assignments will not be graded. A grade of "incomplete" will not be assigned except in the most unusual, extreme (and generally emergency) circumstances.

Final grades will be assigned according to the following scale:

A:	90-100%
B+	85-89%
B	80-84%
C+	75-79%
C	70-74%
F	below 70%

Participation

Class meetings will be in a seminar format, there will be a limited amount of lecturing, instead students and instructor will explore key concepts through a guided dialogue. Students are expected to have read all of the week's readings in advance of the course meeting. Participation grades will be based on demonstrated familiarity and critical reflection on the readings, involvement in classroom activities and exercises, and engagement in discussions. You must do the readings, or this class will be a waste of time. You can expect that the instructor will call on students at random to provide a summary of specific readings and to provide a basic comparison to prior course content.

Use of mobile phones and computing devices in class, for purposes unrelated to note taking and direct class participation, will adversely affect your grade (I do notice and I will keep track). Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website – <https://sims.rutgers.edu/ssra/> – to indicate the date and reason for your absence. An email will automatically be sent to the instructor from this system. Note that if you miss classes for longer than one week, you should contact a dean of students to help verify your circumstances. Students are never granted permission to make audio, photographic or video recordings of the class.

Blogs

Students are responsible for submitting short commentaries on 10 of the weeks' readings (700-900 words). Blog posts are intended to be less formal than a class paper (but must follow traditional guidelines for academic integrity). Students are encouraged to include pictures, videos, and links to external content. Commentaries should focus on a minimum of 4 of the readings from each week and should consist of limited summary; focusing on an evaluation of the readings and identifying 2-3 questions for discussion during the class meeting (focus on the papers' key issues, strengths and limitations, and a comparison to previous weeks' readings). Each commentary must be submitted as a post to the student's personal class blog by 5:00pm the day before class meeting. Students are welcome to make additional posts on their blog on class related subjects.

Each student is responsible for contributing 20 comments on fellow students' blogs. Comments should be a minimum of 250 words and offer a critique of that week's posting, seek clarification, compare or contrast postings, or provide additional evidence or new information (such as a link to a related article, website, etc.). Each student must contribute a minimum of 20 comments, credit will be given for a maximum of two comments per blogging assignment, students will not receive credit for commenting on the same blog more than three times over the duration of the course. Comments must be posted by noon on the day of class for posts related to that week's readings. Students are encouraged to reply to comments and discuss with their classmates.

Blogs are graded as pass/fail. If you submit your blog post on time, if it meets the minimum requirements for length, and it fulfills the terms of the assignment (i.e., commentary not summary!) you will receive 100%. If the blog post is not submitted, submitted late, does not meet the minimum length, is not on the assigned subject matter, or otherwise does not meet the terms of the assignment, you will get a zero. I will occasionally send you feedback on your blog posts to let you know how you are doing, but given the volume of posts/comments and the size of the class, do not expect feedback on all of your posts. Blogs are intended to be a peer driven and a peer evaluated exercise. To receive credit for blog posts/comments, before the last day of class students must submit a log with permalinks to all posts/comments using the online form provided by the instructor.

Proposal Presentation

The in-class presentation is as an opportunity for students to explore individual interests and to receive immediate feedback from the instructor and classmates on plans for their final project. The presentation should be 10 minutes long, use PowerPoint (or something similar), and follow the format of a formal conference presentation. A copy of your presentation (on paper) must be given to the instructor at the time of your presentation. Presentations should include the following elements:

- A research question.
- A justification for why the question is of sufficient social importance and/or scientific relevance.
- Three citations and a brief review of key research in the area.
- Hypotheses (if appropriate).
- Research methods and procedure.
- Main strengths and weaknesses of your methods.

Final Project

The final project can take on one of a number of different forms to be negotiated individually with the instructor. Projects should deal with course themes focusing on a topic of interest to the student. Possibilities for the final paper/project include a full research proposal, software or a website, or a paper of near publishable quality based on the analysis of existing data or data collected as part of an original research project (20-25 double spaced pages).

Academic Integrity

The consequences of scholastic dishonesty are very serious. Evidence of plagiarism, cheating, fabrication, facilitation of dishonesty, academic sabotage, criminal activity, or other violations of research or professional ethics will be dealt with severely – at a minimum students will receive a grade of “F” in the course. Rutgers academic integrity policy is at <http://academicintegrity.rutgers.edu>.

COMMUNICATING WITH THE INSTRUCTOR

I’m here to help, please ask questions, share your ideas, and visit me often during office hours. However, keep in mind that when seeking advisement and support, email is no substitute for an in person meeting. Students seeking help with the content of this course should consult with me at the start of class, during office hours, or by requesting a separate appointment. Plan ahead and consult with me in advance of any due dates. Do not expect a detailed response by email to requests for advice or review of materials (some things are still best done in person!)

COURSE MATERIALS

All readings, files, and grades will be available from the course website (generally in the form of a PDF or a link to content): <http://sakai.rutgers.edu>.

COURSE OUTLINE

This portion of the syllabus is subject to change as the course evolves. I may add or remove material based on the interests and pace of the class. At times, I will distribute new and timely material that appears in the news or has been recently published. It is your responsibility to learn of any changes by regularly attending class, visiting the course website, and reading your email.

WEEK 1: Introduction and Blogging 101

Jan 25

Readings: None

WEEK 2: Harmful Effects?

Feb 1

Readings: Ablow, Keith (2014, March 22). Pull the plug on naked Twitter teens. *Fox News*.
<http://www.foxnews.com/opinion/2014/03/22/pull-plug-on-naked-twitter-teens/>

Turkle, Sherry (2012, April 21). The Flight From Conversation. *New York Times*.
<http://www.nytimes.com/2012/04/22/opinion/sunday/the-flight-from-conversation.html>

Eiser, A. R. (2015). Postmodern Stress Disorder (PMSD): A Possible New Disorder. *The American Journal of Medicine*, 128(11), 1178-1181.

Konrath, S. (2012). The Empathy Paradox: Increasing Disconnection in the. *Handbook of Research on Technoself: Identity in a Technological Society: Identity in a Technological Society*, 204-228.

Kuss, Daria J., Antonius J. van Rooij, Gillian W. Shorter, Mark D. Griffiths, and D. van de Mheen. (2013). Internet Addiction in Adolescents: Prevalence and Risk Factors. *Computers in Human Behavior* 29:1987-1996.

Kraut, R., Lunmark, V., Patterson, M., Kiesler, S., Mukopadhyay, T., & Scherlis, W. (1998). "Internet Paradox: A Social Technology That Reduces Social Involvement and Psychological Well-Being?" In *American Psychologist* 53(9): 1017-1031.

McPherson, M., Smith-Lovin, L., & Brashears, M. E. (2006). Social Isolation in America: Changes in Core Discussion Networks over Two Decades. *American Sociological Review*, 71, 353-375.

WEEK 3: Foundations

Feb 8

Readings: Colleran on Bicycle Morals. (1899, May 16). *Chicago Daily Tribune*.

Wants the Electric Lights Put Out. (1888, Nov 25). *The New York Times*.

Rheingold, H. (1993). A slice of life in my virtual community. In L. M. Harasim (Ed.), *Global Networks: Computers and International Communication* (pp. 37-80). Cambridge, MA: MIT Press.

Putnam, R. (1995). Bowling Alone: America's Declining Social Capital. *Journal of Democracy*, 6(1), 65-78.

Norris, Pippa. (1996). Does Television Erode Social Capital? A Reply to Putnam. *PS: Political Science and Politics* 29:474-480.

Rainie, Lee and Barry Wellman. (2012). *Networked: The New Social Operating System*. Cambridge, MA: MIT Press. (Ch 2).

Hampton, K. N. (2016). Persistent and Pervasive Community: New Communication Technologies and the Future of Community. *American Behavioral Scientist*, 60(1), 101-124.

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Markus, M. L. (1987). Toward a Critical Mass Theory of Interactive Media: Universal Access, Interdependence and Diffusion. *Communication Research*, 14(5), 491-511.

Norman, Donald (1988). *The Psychology of Everyday Things*. Basic Books. (Ch1).

Video: Norman, Donald. (1994). Affordances. http://youtu.be/NK1Zb_5VxuM

WEEK 4: Close Relationships / Intimacy

Feb 15

Readings: Khrais, Reema. (2012, September 25). Phone Home. *NPR*.

Haythornthwaite, C. (2005). Social Networks and Internet Connectivity Effects. *Information, Communication & Society*, 8(2), 125 - 147.

Hampton, K. N., Sessions, L., & Ja Her, E. (2011). Core Networks, Social Isolation, and New Media: Internet and Mobile Phone Use, Network Size, and Diversity. *Information, Communication & Society*, 14(1), 130-155.

Burke, Moira and Robert Kraut. (2014). Growing Closer on Facebook: Changes in Tie Strength through Social Network Site Use. in *CHI 2014*, edited by M. Jones and P. Palanque. Toronto, Canada.

Toma, C., Hancock, J., & Ellison, N. (2008). Separating fact from fiction: An examination of deceptive self-presentation in online dating profiles. *Personality and Social Psychology Bulletin* 34: 1023-1036.

Cacioppo, John T, Stephanie Cacioppo, Gian C Gonzaga, Elizabeth L Ogburn, and Tyler J Van der Weele. (2013). Marital Satisfaction and Break-Ups Differ across On-Line and Off-Line Meeting Venues. *Proceedings of the National Academy of Sciences*.

Klofstad, Casey A, Rose McDermott, and Peter K Hatemi. (2013). The Dating Preferences of Liberals and Conservatives. *Political Behavior* 35:519-538.

WEEK 5: Close Relationships / Intimacy II

Feb 22

Readings: Morris, A. (2011, Feb 7). They Know What Boys Want. *New York Magazine*. Pp 32-37.

Rothbart, Davy. (2011, Jan 30). He's Just Not That Into Anyone.

<http://nymag.com/news/features/70976/>

Facebook 'linked to rise in syphilis'. (2010). *The Telegraph*.

<http://www.telegraph.co.uk/technology/facebook/7508945/Facebook-linked-to-rise-in-syphilis.html>

Draper, N. R. A. (2012). Is your teen at risk? Discourses of adolescent sexting in United States television news. *Journal of Children and Media* 6(2): 221-236.

Mitchell, Kimberly J., David Finkelhor, Lisa M. Jones, and Janis Wolak. (2011). Prevalence and Characteristics of Youth Sexting: A National Study. *Pediatrics*.

Wright, Paul J. (2011). U.S. Males and Pornography, 1973–2010: Consumption, Predictors, Correlates. *The Journal of Sex Research* 50:60-71.

McFarlane, M, Bull, SS, and Rietmeijer, CA. (2000). The Internet as a newly emerging risk environment for sexually transmitted diseases. *JAMA* 284(4): 443-6.

Beymer, M. R., Weiss, R. E., Bolan, R. K., Rudy, E. T., Bourque, L. B., Rodriguez, J. P., et al. (2014). Sex on demand: geosocial networking phone apps and risk of sexually transmitted infections among a cross-sectional sample of men who have sex with men in Los Angeles county. *Sexually Transmitted Infections* 90(7): 567-572.

WEEK 6: Mobile Life

Feb 29

Readings: Merz, Theo (2013, August 27). 'Nomophobia' affects majority of UK. *The Telegraph*. <http://www.telegraph.co.uk/technology/news/10267574/Nomophobia-affects-majority-of-UK.html>

Ling, Rich, and Leslie Haddon. "Mobile telephony, mobility, and the coordination of everyday life." *Machines that become us: The social context of personal communication technology* (2003): 245-265.

Humphreys, L. (2005). Cellphones in public: social interactions in a wireless era. *New Media & Society*, 7(6), 810-833.

Gergen, K. J. (2010). Mobile Communication and the New Insularity. *QWERTY* 5(1), 14-28.

Hampton, K. N., Livio, O., & Goulet, L. S. (2010). The Social Life of Wireless Urban Spaces: Internet Use, Social Networks, and the Public Realm. *Journal of Communication*, 60(4), 701-722.

Kobayashi, T., & Boase, J. (2014). Tele-Cocooning: Mobile Texting and Social Scope. *Journal of Computer-Mediated Communication*, 19(3), 681-694.

Campbell, Scott (2015). Mobile Communication and Network Privatism: A Literature Review of the Implications for Diverse, Weak, and New Ties. *Review of Communication Research* 3(1).

Hampton, K. N., Goulet, L. S., & Albanesius, G. (2015). Change in the social life of urban public spaces: The rise of mobile phones and women, and the decline of aloneness over thirty years. *Urban Studies*, 52(8), 1489-1504.

WEEK 7: Place and Space

Mar 7

Readings: Hampton, K.N. and Wellman, B. (2003). Neighboring in Netville: How the Internet Supports Community and Social Capital in a Wired Suburb. *City and Community* 2(4), 277-311.

Gad, Samah, Naren Ramakrishnam, Keith Hampton & Andrea Kavanaugh (2012). Bridging the Divide in Democratic Engagement: Studying Conversation Patterns in Advantaged and Disadvantaged Communities. ASE/IEEE International Conference on Social Informatics, Washington D.C.

Hampton, K. N., Lee, C. J., & Her, E. J. (2011). How New Media Afford Network Diversity: Direct and Mediated Access to Social Capital Through Participation in Local Social Settings. *New Media & Society* 13(7), 1031-1049.

Lane, J. (2016). The Digital Street: An Ethnographic Study of Networked Street Life in Harlem. *American Behavioral Scientist*, 60(1), 43-58.

Katz, V. S., & Gonzalez, C. (2016). Community Variations in Low-Income Latino Families' Technology Adoption and Integration. *American Behavioral Scientist*, 60(1), 59-80.

WEEK 8: SPRING BREAK.

Mar 14

WEEK 9: Presentations (NOTE: Extra class meeting)

Mar 21

Presentation of final project proposal.

Mar 24

Attend lecture by Lance Bennett (University of Washington) "The Logic of Connective Action: Democratic Mobilization in the Digital Age" 4:30-6pm, Alexander Library, 4th floor.

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WEEK 10: Political Engagement

Mar 28

Readings: Goggin, Gerard. (2006, August 29). SMS Riot. *M/C Journal*.

Gladwell, Malcolm (2010, October 4). Small Change: Why the Revolution Will Not be Tweeted. *The New Yorker*.

Tufekci, Zeynep and Christopher Wilson. (2012). Social Media and the Decision to Participate in Political Protest: Observations from Tahrir Square. *Journal of Communication* 62:363-379.

Kim, Yonghwan, Hsuan-Ting Chen, and Homero Gil de Zúñiga. (2013). Stumbling Upon News on the Internet: Effects of Incidental News Exposure and Relative Entertainment Use on Political Engagement. *Computers in Human Behavior* 29:2607-2614.

Hargittai, Eszter and Aaron Shaw. (2013). Digitally Savvy Citizenship: The Role of Internet Skills and Engagement in Young Adults' Political Participation around the 2008 Presidential Election. *Journal of Broadcasting & Electronic Media* 57:115-134.

Bond, Robert M, Christopher J Fariss, Jason J Jones, Adam DI Kramer, Cameron Marlow, Jaime E Settle, and James H Fowler. (2012). A 61-Million-Person Experiment in Social Influence and Political Mobilization. *Nature* 489:295-298.

Bakshy, E., Messing, S., & Adamic, L. (2015). Exposure to ideologically diverse news and opinion on Facebook. *Science*.

Hampton, K. N., Shin, I., & Lu, W. (2016). Social Media and Political Discussion: When Online Presence Silences Offline Conversation. *Working Paper*.

WEEK 11: Social Media I

Apr 4

Readings: Steinfield, C., Ellison, N. B., & Lampe, C. (2008). Social Capital, self-esteem, and use of online social network sites: a longitudinal analysis. *Journal of Applied Developmental Psychology* 29: 434-445.

Marwick, Alice E. and danah boyd. (2010). I Tweet Honestly, I Tweet Passionately: Twitter Users, Context Collapse, and the Imagined Audience. *New Media & Society*.

Eslami, M., Rickman, A., Vaccaro, K., Aleyasen, A., Vuong, A., Karahalios, K., ... & Sandvig, C. (2015, April). I always assumed that I wasn't really that close to [her]": Reasoning about invisible algorithms in the news feed. In *Proceedings of the 33rd Annual SIGCHI Conference on Human Factors in Computing Systems* (pp. 153-162).

Hampton, K. N., Goulet, L. S., Rainie, L., & Purcell, K. (2011). Social Networking Sites and Our Lives: How People's Trust, Personal Relationships, and Civic and Political Involvement are Connected to Their Use of Social Networking Sites and Other Technologies. Washington, DC: Pew Research.

Himelboim, Itai, Stephen McCreery, and Marc Smith. (2013). Birds of a Feather Tweet Together: Integrating Network and Content Analyses to Examine Cross-Ideology Exposure on Twitter. *Journal of Computer-Mediated Communication* 18:40-60.

WEEK 12: Social Media II

Apr 11

Readings: Utz, S. (in press). Is LinkedIn making you more successful? The informational benefits derived from public social media. *New Media & Society*.

Dunbar, R. I. M. (2016). Do online social media cut through the constraints that limit the size of offline social networks? *Royal Society Open Science*, 3(1).

Coviello, L., Sohn, Y., Kramer, A. D. I., Marlow, C., Franceschetti, M., Christakis, N. A., et al. (2014). Detecting Emotional Contagion in Massive Social Networks. *PLoS ONE*, 9(3), e90315.

Lu, W., & Hampton, K. N. (in press). Beyond the Power of Networks: Differentiating Network Structure from Social Media Affordances for Perceived Social Support. *New Media & Society*.

Hampton, K. N., Lu, W., & Shin, I. (2016). Digital Media and Stress: Cost of Caring 2.0. *Working paper*.

WEEK 13: NO CLASS

Apr 18

WEEK 14: Video Games

Apr 25

Readings: Anderson, C. A., Bushman, B. J., Donnerstein, E., Hummer, T. A., & Warburton, W. (2015). SPSSI Research Summary on Media Violence. *Analyses of Social Issues and Public Policy*, 15(1), 4-19.

Greitemeyer, T., & Mügge, D. O. (2014). Video Games Do Affect Social Outcomes: A Meta-Analytic Review of the Effects of Violent and Prosocial Video Game Play. *Personality and Social Psychology Bulletin*, 40(5), 578-589.

Jenkins, H. (1999). Testimony before the U.S. Senate Commerce Committee.
<http://commerce.senate.gov/hearings/0504jen.pdf>

Norton, James. (2013, August 26). Former 'video game czar' weighs in on 8-year-old shooter. *The Christian Science Monitor*. <http://www.csmonitor.com/The-Culture/Family/Modern-Parenthood/2013/0826/Former-video-game-czar-weighs-in-on-8-year-old-shooter>

WEEK 15: Locative Media

May 2

Readings: Kliman-Silver, C., Hannak, A., Lazer, D., Wilson, C., & Mislove, A. (2015). *Location, Location, Location: The Impact of Geolocation on Web Search Personalization*. Paper presented at the Proceedings of the 2015 ACM Conference on Internet Measurement Conference.

Zraick, Karen (2010). Phone Apps Aim to Fight Harassment. *New York Times*.
<http://www.nytimes.com/2010/11/08/nyregion/08hollaback.html>

Gordon, Eric & de Souza e Silva, Andriana (2011). *Net Locality: Why Location Matters in a Network World*. Malden, MA: Wiley-Blackwell. (Introduction & Ch 3).

Humphreys, L. (2007). Mobile social networks and social practice: A case study of Dodgeball. *Journal of Computer-Mediated Communication*, 13(1), article 17.

de Souza e Silva, A. A., & Frith, J. (2015) Location-based mobile games: Interfaces to urban spaces. *Homo Ludens 2.0.: Play, Media, Identity*.

WEEK 16: Final projects due

May 9

Catchup and discussion of final projects.