SI 315 Interpersonal & Psychological Implications of Social Media

Fall 2019 Course Syllabus
Instructor: Dr. Oliver Haimson
(course designed by Nicole Ellison)

Overview

This course provides students with a strong theoretical foundation for understanding:

- ★ how existing and new social media platforms can shape interpersonal relationships' initiation, maintenance, and development
- ★ social media sites' implications for psychological and social human processes

Contact Information and Office Hours

Class meetings: Tuesdays and Thursdays, 10-11:30am, North Quad room 1255
Instructor: Dr. Oliver Haimson
Office Hours: Mondays 3:30-5:30pm (optional sign-up), or by appointment
3380 North Quad
Email: haimson@umich.edu (put **[SI 315]** in the subject line so that I am sure to see your email)

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 understanding and analyzing: 1) how newer social media platforms impact interpersonal relationships' initiation, maintenance, and development, and 2) social media sites' implications 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 technologically-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.
- ★ Be 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.
- ★ Be knowledgeable about 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* 2nd edition (2015) by Nancy Baym (ISBN 0745670342).

All other 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 and Points (100 points total)
All assignments are due at the beginning of class on the due date, unless announced otherwise.

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.

Midterm 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 24** 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 should 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)

A more detailed description will be provided. **Due Oct. 10**

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 10am on the day the reading is due. Students will sign up for each reading online.

Your short paper should be 3 double-spaced pages (no less than 2 and no more than 4), plus a bibliography that is not included in your page limit. Please use a standard font size, typeface, and margins.

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

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. Please send me a copy of your slides the night before.

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. 10** – we will discuss them in class.

Grading Scheme

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

- ★ Participation (15 points)
- ★ Midterm Exam (15 points)
- ★ Media Analysis Short Paper (15 points)
- ★ Research Report Short Paper (15 points)
- ★ Research Report 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 11, the only basis for changing your grade will be to correct instructor errors in recording or calculating your grades. No petitions for grade adjustments will be considered after December 11. **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.**

Final grades will be recorded as letter grades using the following scale:

A+   97 - 100
A   93 - 96
A-   90 - 92
B+   87 - 89
B   83 - 86
B-   80 - 82
C+   77 - 79
C   73 - 76
C-   70 - 72
D+   67 - 69
D   63 - 66
D-   60 - 62
F   50 - 59

Grading Appeals and Late Policy

If students have questions about feedback on an assignment, they should review their performance with the instructor. Students should prepare a document stating their rationale for the grade appeal, which should be submitted via email to the instructor within one week of receiving the grade in question. The instructor 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 (e.g., death in the family, severe illness), extensions may be granted. Students must communicate with the instructor *before* the deadline if at all possible.

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.

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 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."

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

Academic Integrity
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 cannot be 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.

Accommodations for Students with Disabilities

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Services for Students with Disabilities (SSD) office to help us determine appropriate academic accommodations. SSD (734-763-3000; http://ssd.umich.edu) typically recommends accommodations through a Verified Individualized Services and Accommodations (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. Any information you provide is private and confidential and will be treated as such.

Student Mental Health and Wellbeing

The University of Michigan is committed to advancing the mental health and wellbeing of its students, while acknowledging that a variety of issues, such as strained relationships, increased anxiety, alcohol/drug problems, and depression, directly impact students' academic performance. 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 (732) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. For a more comprehensive listing of the broad range of mental health services available on campus, please 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 each 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 10am on the date specified below.

Date	Week	Topic	Reading due (on first date listed)
9/3/19	1	Welcome, introductions, overview of syllabus	none
9/5/19	1	Personal relationships and computer-mediated communication	📖 Nancy K. Baym. 2015. Personal Connections in the Digital Age. (Chapter 1) 📖 Carolina Kuepper-Tetzel. 2017. How Social is Social Media?
9/10/19	2	Personal relationships and computer-mediated communication (continued)	📖 Nancy K. Baym. 2015. *Personal Connections in the Digital Age*. (Chapters 5 and 6) 📖 danah boyd. 2014. It's Complicated: The Social Lives of Networked Teens. (Introduction)
9/12/19	2		
9/17/19	3	Perceptions of Social Media	📖 Nancy K. Baym. 2015. Personal Connections in the Digital Age. (Chapter 2) 📖 Sherry Turkle. 2012. The Flight from Conversation. *The New York Times*. 📖 Zeynep Tufekci. 2012. Social Media's Small, Positive Role in Human Relationships. *The Atlantic*. 📖 Katie Davis, Emily Weinstein, & Howard Gardner. 2017. In Defense of Complexity: Beware of Simplistic Narratives about Teens and Technology. Medium 📖 Monica Anderson, Skye Toor, Lee Rainie, and Aaron Smith. 2018. Activism in the Social Media Age. Pew Research Center. (NOTE: Be sure to click through and read pages 2 and 3; stop at "Acknowledgements" which is page 20 of the PDF)
9/19/19	3		
9/24/19	4	What is Social Media?	📖 Nicole B. Ellison and danah boyd. 2013. Sociality through Social Network Sites. In *The Oxford Handbook of Internet Studies*. Oxford University Press, 151- 172. 📖 Caleb T. Carr and Rebecca A. Hayes. 2015. Social Media: Defining, Developing, and Divining. *Atlantic Journal of Communication*, 23(1). [**okay to skim**] 📖 Aaron Smith and Monica Anderson. 2018. Social Media Use in 2018. Pew Research Center. 📖 Pew Research Center. 2018. Social Media Fact Sheet. 📖 Lee Humphreys. 2018. The Qualified Self: Social Media and the Accounting of Everyday Life. (Chapter 2)
9/26/19	4		
10/1/19	5	Affordances	📖 danah boyd. 2010. Social network sites as networked public: Affordances, dynamics, and implications. In

			Networked Self: Identity, Community, and Culture on Social Network Sites. Routledge, 39–58. 📖 Michael A. DeVito, Jeremy Birnholtz, and Jeffery T. Hancock. 2017. Platforms, People, and Perception: Using Affordances to Understand Self-Presentation on Social Media. In *Proceedings of the 2017 ACM Conference on Computer Supported Cooperative Work and Social Computing* (CSCW '17), 740–754.
10/3/19	5	Algorithms	📖 Kate Crawford. "The Trouble with Bias" (video). 2017. Neural Information Processing Systems conference keynote. 📖 Motahhare Eslami, Aimee Rickman, Kristen Vaccaro, Amirhossein Aleyasen, Andy Vuong, Karrie Karahalios, Kevin Hamilton, and Christian Sandvig. 2015. "I Always Assumed That I Wasn't Really That Close to [Her]": Reasoning About Invisible Algorithms in News Feeds. In *Proceedings of the 33rd Annual ACM Conference on Human Factors in Computing Systems* (CHI '15). 📖 [Recommended] Tarleton Gillespie. 2014. The relevance of algorithms. In *Media technologies: Essays on communication, materiality, and society*. MIT Press, 167–194.
10/8/19	6	Data and Misinformation	📖 Kate Starbird. 2018. The Surprising Nuance Behind the Russian Troll Strategy. *Medium*. 📖 Carole Cadwalladr. 2018. The Cambridge Analytica Files 'I made Steve Bannon's psychological warfare tool': meet the data war whistleblower. *The Guardian*. 📖 danah boyd and Kate Crawford. 2012. Critical Questions for Big Data. *Information, Communication & Society* 15, 5: 662–679.
10/10/19	6	Content Moderation **Media Analysis Paper due October 10**	📖 Sarah T. Roberts. 2019. *Behind the Screen: Content Moderation in the Shadows of Social Media*. Yale University Press. (Chapter 1: Behind the Screen) 📖 Tarleton Gillespie. 2018. *Custodians of the Internet: Platforms, Content Moderation, and the Hidden Decisions That Shape Social Media*. Yale University Press. (Chapter 8: What Platforms Are, and What They Should Be)
10/15/19	7	NO CLASS – fall break	none
10/17/19	7	Wellbeing **Guest lecture and Q&A by Jessica Pater on 10/22**	📖 Moira Burke and Robert E. Kraut. 2016. The Relationship Between Facebook Use and Well-Being Depends on Communication Type and Tie Strength. *Journal of Computer-Mediated Communication* 21, 4: 265–281. 📖 Adam D.I. Kramer, Jamie E. Guillory, and Jeffrey T. Hancock. 2014. Experimental evidence of massive-scale emotional contagion through social networks.
10/22/19	8		

			Proceedings of the National Academy of Sciences 111, 29: 8788–8790.
			📔 Jessica A. Pater, Brooke Farrington, Alycia Brown, Lauren E. Reining, Tammy Toscos, and Elizabeth D. Mynatt. 2019. Exploring Indicators of Digital Self-Harm with Eating Disorder Patients: A Case Study. *Proc. ACM Hum.-Comput. Interact.* 3, CSCW.
			📔 [Recommended] Maria Konnikova. 2013. [How Facebook Makes Us Unhappy](#). *The New Yorker*.
10/24/19	8	Midterm Exam	Exam may cover any material discussed in class or in readings through today's date
10/29/19	9	Social Support and Self-Disclosure **Guest lecture and Q&A by Nazanin Andalibi**	📔 Nazanin Andalibi and Andrea Forte. 2018. Announcing Pregnancy Loss on Facebook: A Decision-Making Framework for Stigmatized Disclosures on Identified Social Network Sites. In *Proceedings of the 2018 CHI Conference on Human Factors in Computing Systems* (CHI '18), 158:1–158:14. 📔 Nazanin Andalibi and Andrea Forte. 2018. Responding to Sensitive Disclosures on Social Media: A Decision-Making Framework. *ACM Trans. Comput.-Hum. Interact.* 25, 6: 31:1–31:29.
10/31/19	9	Privacy and Audience	📔 Eden Litt. 2012. Knock, Knock. Who's There? The Imagined Audience. *Journal of Broadcasting & Electronic Media* 56, 3: 330–345. 📔 Brooke Erin Duffy and Ngai Keung Chan. 2019. "You never really know who's looking": Imagined surveillance across social media platforms. *New Media & Society* 21, 1: 119–138. 📔 Lauren Goode. 2019. [Private Messages Are the New (Old) Social Network](#). *Wired*.
11/5/19	10	Social Media Likes and Reactions	📔 Lauren Scissors, Moira Burke, and Steven Wengrovitz. 2016. What's in a Like?: Attitudes and Behaviors Around Receiving Likes on Facebook. In *Proceedings of the 19th ACM Conference on Computer-Supported Cooperative Work & Social Computing* (CSCW '16), 1501–1510. 📔 Rebecca A. Hayes, Caleb T. Carr, & Donghee Yvette Wohn. 2016. One click, many meanings: Interpreting paralinguistic digital affordances in social media. *Journal of Broadcasting & Electronic Media, 60*(1), 171-187. 📔 Choose one of [Ben Grosser's projects](#), and read/explore it.
11/7/19	10		
11/12/19	11	CLASS CANCELED – OLH out of town for CSCW conference	none

11/14/19	11	Self-Esteem and Social Comparison	📖 Erin A. Vogel, Jason P. Rose, Lindsay R. Roberts, and Katheryn Eckles. 2014. Social comparison, social media, and self-esteem. *Psychology of Popular Media Culture* 3, 4: 206–222. 📖 Emily Weinstein. 2017. Adolescents' differential responses to social media browsing: Exploring causes and consequences for intervention. *Computers in Human Behavior* 76: 396–405.
11/19/19 11/21/19	12 12	Romantic Relationships Online	📖 Nicole B. Ellison, Jeffrey T. Hancock, and Catalina L. Toma. 2012. Profile as promise: A framework for conceptualizing veracity in online dating self-presentations. *New Media & Society* 14, 1: 45–62. 📖 Rena Bivens and Anna Shah Hoque. 2018. Programming sex, gender, and sexuality: Infrastructural failures in the "feminist" dating app Bumble. *Canadian Journal of Communication* 43, 3: 441–459. 📖 Douglas Zytko, Sukeshini A. Grandhi, and Quentin Jones. 2014. Impression Management Struggles in Online Dating. In *Proceedings of the 18th International Conference on Supporting Group Work* (GROUP '14), 53–62. 📖 Ebony-Renee Baker. 2018. I Tried Facebook's New Dating App and it Was Exhausting. *Vice*.
11/26/19	13	Marginalized Identities and Social Media	📖 André Brock. 2012. From the Blackhand Side: Twitter as a Cultural Conversation. *Journal of Broadcasting & Electronic Media* 56, 4: 529–549. 📖 Oliver L. Haimson. 2018. Social Media as Social Transition Machinery. *Proc. ACM Hum.-Comput. Interact.* 2, CSCW: 63:1–63:21.
11/28/19	13	NO CLASS - holiday	none
12/3/19	14	Videos and Stories **Guest lecture and Q&A by Penny Trieu**	Pick **two** of these four articles to read: 📖 Patricia G. Lange. 2007. Publicly Private and Privately Public: Social Networking on YouTube. *Journal of Computer-Mediated Communication* 13, 1: 361–380. 📖 Sarah McRoberts, Haiwei Ma, Andrew Hall, and Svetlana Yarosh. 2017. Share First, Save Later: Performance of Self through Snapchat Stories. In *Proceedings of the 2017 CHI Conference on Human Factors in Computing Systems*. 📖 Hana Habib, Neil Shah, and Rajan Vaish. 2019. Impact of Contextual Factors on Snapchat Public Sharing. In *Proceedings of the 2019 CHI Conference on Human Factors in Computing Systems* (CHI '19), 26:1–26:13. 📖 Penny Trieu and Nancy Baym. Private Responses for Public Sharing: Understanding Self-Presentation and Relational Maintenance via Stories in Social Media

12/5/19	14	Visual Aspects of Social Media	📖 Kate M. Miltner and Tim Highfield. 2017. Never Gonna GIF You Up: Analyzing the Cultural Significance of the Animated GIF. *Social Media + Society* 3, 3. 📖 Andrew G. Reece and Christopher M. Danforth. 2017. Instagram photos reveal predictive markers of depression. *EPJ Data Science* 6, 1: 1–12. [**okay to skim**]
12/10/19	15	Wrap up and discussion of final papers	**Final Paper due Dec. 10**