

Social Media and Globalization

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Course Description

The course introduces students to social media and how they operate in a globalized context. Through the relevant literature, students will be able to use key theoretical tools to understand and critically analyze implications of globalization and social media on issues related to communication, social inequalities, citizenship, and youth cultures. The students will navigate the relationship between globalization and social media processes through practical examples including media texts, audiovisual material, social media content, etc. In class, the students will be expected to fully engage in discussions and group activities designed to emphasize their individual, professional, and academic growth.

Students Learning Outcomes

At the end of the course students will be able to:

- 1- Understand the processes of globalization and social media and their interaction.
- 2- Engage in critical analysis of social media and globalization trends.
- 3- Understand different social media tools and how different audiences use these tools.
- 4- Explain how social media affect and shape societies and social issues.
- 5- Demonstrate an understanding of the diversity of peoples and cultures.
- 6- Evaluate the intersection between social, political, economic, and cultural factors and the flow of social media in a globalized world.
- 7- Articulate an awareness of how globalization affects people in diverse ways.
- 8- Articulate an awareness of how social media affect people in diverse ways.
- 9- Demonstrate the ability to work collaboratively

Required Readings

All readings will be posted on the course's webpage.

Occasionally, the instructor will distribute reading material in class or add/modify the reading assignments in the course schedule. Students will be notified ahead of time of any schedule changes.

Course Requirements

Attendance

Attending Course Lectures and actively participating in class interaction are major components of the learning process in this course. We will engage in group activities, discuss major concepts, and use media texts (video clips, social media content, music videos, documentaries, news reports, etc.) that won't be available on the course webpage. Attending the class means being engaged and active. You must be attentive, ask and answer questions, and participate in the class activities. Therefore, regular attendance is crucial to your success in this course. Absences are only excused in circumstances that are deemed acceptable by the instructor according to university policy. Any illness will have to be verified in writing by a doctor. You **MUST** notify the instructor, beforehand, if possible, of all excused absences. You must present the necessary documentation to the instructor upon returning to class. You are allowed 2 unexcused absences. The third absence and any absence thereafter will result in a point off your final total average. Habitual tardiness will affect your overall points as three tardies will be counted as one absence.

Moreover, Students who are repeatedly disruptive in class will be marked absent for that day. This includes but is not limited to: constant talking/whispering, reading the paper, talking/text-messaging on a phone, sleeping, noisily packing your books before class has ended, and the distracting use of a laptop computer.

Class Participation (15%)

For each class, students will have to do the assigned readings before coming to class. You will also have to submit three questions related to the reading content as your contribution to the class discussion. Selected questions will be used for the lecture and for the group activities. You will submit the questions through the course webpage.

Group Assignments

In groups of 3, students will choose a topic related to social media and thoroughly examine it throughout the course of the semester. Students will write about the topic, collect observations of the trend, conduct a brief questionnaire, design a research poster to be presented in class and displayed on campus at the end of the course. The Instructor will discuss every part of the project at length in class as well as provide guidelines and a rubric for each assignment.

The project will be distributed as follows:

1- Short paper (20%)

In 3 or 4 pages, the groups will write a short literature review of the topic of their choice. You have to include at least 3 scholarly articles. The paper should address the definition, history, and major research trends on the topic.

3- Pilot study- Questionnaire (25%)

The groups will develop a 10-question survey to be conducted through a social network site of their

choice. The data collected will be used to write a descriptive analysis.

4- Research Poster 25%

At the end of the course, students will design a research poster to present their projects and the accumulation of their work throughout the semester. The posters will be used during the group presentations and will also be displayed on campus.

5- Group project presentations 15%

The groups will use their posters to present their work to their classmates.

Grading Distribution

Participation	15%
Paper	20%
Questionnaire	25%
Research Poster	25%
Presentations	15%
<i>Total</i>	100%

More Information about the Course:

Reading assignments should be done prior to the class meeting for which they are listed. Students who fall behind in the readings will find it difficult to succeed in this course.

Academic misconduct: I simply don't tolerate cheating. Expect me to pursue every instance of suspected academic misconduct in this course. Two kinds of academic misconduct are **cheating** on exams, and **plagiarism** (such as turning in someone else's work, downloading a paper from the Web in part or in whole, or paraphrasing or quoting sources without citation). Penalties range from a zero on the assignment to disciplinary measures according to University policy.

The work that you turn in should honestly and accurately demonstrate your own academic efforts. Your assignments should reflect work done for this course. Do not turn in assignments done for another course or attempt to pass off readings or screenings from another course as your own research or analysis.

Tentative Daily Schedule

Date	Modules
7/9	Course Orientation
Class1 7/10	Introduction to Globalization Reading: <ul style="list-style-type: none"> - Guillén, Mauro F. 2001. "Is Globalization Civilizing, Destructive or Feeble? A Critique of Five Key Debates in the Social Science Literature." Annual Review of Sociology 27:235-260. - Arsenault, Amelia and Manuel Castells. 2008. "The Structure and Dynamics of Global Multi-Media Business Networks". International Journal of Communication 2: 707-748. Friday
Class2 7/11	Digital Literacy and Media Literacy <ul style="list-style-type: none"> - Selwyn, N. (2004). Reconsidering political and popular understandings of the digital divide. New Media & Society, 6(3), 341-362. - Livingstone, S. (2004). Media Literacy and the Challenge of New Information and Communication Technologies. The Communication Review, 7(1), 3-14.
Class3 7/12	Globalization and New Media <ul style="list-style-type: none"> - Henry Jenkins, "Eight Traits of the New Media Landscape" (2006). - Henry Jenkins, 2001. "Convergence? I Diverge", Technology Review. June 2001. p 93
Class4 7/16	Capital and Social Networks <ul style="list-style-type: none"> - Robert Putnam (1995). "Bowling Alone: America's Declining Social Capital". Journal of Democracy 6.1 (1995) 65-78 - Lin, Nan. 1999. "Building a Network Theory of Social Capital." Connections 22(1), 28-51. <p><i><u>Paper due</u></i></p>
Class5 7/17	Social Media <ul style="list-style-type: none"> - Kaplan, A.M. & Haenlein, M. (2010). User of the World, Unite! The challenges and opportunities of social media. Business Horizons, 53(1), 59-68.
Class6 7/18	Social Networking Sites <ul style="list-style-type: none"> - Boyd, D. M., & Ellison, N. B. (2007). Social network sites: Definition, history,

	<p>and scholarship. Journal of Computer-Mediated Communication, 13(1).</p> <ul style="list-style-type: none"> - Livingstone, S., & Brake, D. R. (2010). On the Rapid Rise of Social Networking Sites: New Findings and Policy Implications. Children & Society, 24(1), 75-83.
Class7 7/19	<p>Digital Citizenship</p> <ul style="list-style-type: none"> - Bennett, W.L. (2008). Changing citizenship in the digital age. Civic Life Online: Learning How Digital Media Can Engage Youth. Edited by Lance Bennett.
Class8 7/23	<p>Social Media and Social Change</p> <ul style="list-style-type: none"> - Tufekci, Z. & Wilson, C. (2012). Social media and the decision to participate in political protest: Observations from Tahrir Square. Journal of Communication, 62(2), 363-379 <p><u>Questionnaire due</u></p>
Class9 7/24	<p>Journalism and Public Sphere and Social Media</p> <ul style="list-style-type: none"> - Miel, P. & Faris, R. (2008). Media Re:Public: News and information as digital media come of age. Berkman Center for Internet and Society at Harvard University
Class10 7/25	<p>Youth Culture</p> <ul style="list-style-type: none"> - Jenkins, H., Purushotma, R., Clinton, K., Weigel, M. & Robison, A. (2006). Confronting the Challenges of Participatory Culture: Media Education for the 21st Century. Chicago, IL: The John d. And Catherine T. MacArthur Foundation, Digital Media and Learning Initiative. - Boyd, d. (2008). Why Youth Heart Social Network Sites: The Role of Networked Publics in Teenage Social Life. In D. Buckingham (Ed.), Youth, Identity, and Digital Media Culture & Society (pp. 119-142). The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning, Cambridge, MA: The MIT Press
Class11 7/26	<p>Online Gaming</p> <ul style="list-style-type: none"> - Williams, D., Yee, N., & Caplan, S. E. (2008). Who plays, how much, and why? Debunking the stereotypical gamer profile. Journal of Computer-Mediated Communication, 13(4), 993-1018. - Lindtner, S. et al., 2008. A Hybrid Cultural Ecology: World of Warcraft in China . CSCW'08, November 8-12, 2008, San Diego, California, USA. <p><u>Questionnaire analysis due</u></p>
Class12	<p>Social Media, Immigration, and Diaspora</p>

7/30	<ul style="list-style-type: none"> - Elias, N., & Lemish, D. (2009). Spinning the web of identity: the roles of the internet in the lives of immigrant adolescents. <i>New Media Society</i>, 11(4), 533-551.
Class13 7/31	Social Media and Fan Cultures <ul style="list-style-type: none"> - Click, M.A., Lee, H. & Holladay, H.W. (2013). Making monsters: Lady Gaga, fan identification, and social media. <i>Popular Music and Society</i>, 36(3), 360-379.
Class14 8/1	Collective Transnational Media Consumption <ul style="list-style-type: none"> - Mukherjee, P. & Jansen, B.J. (2015). Evaluating pattern for group interactions using second screens. <i>International Conference on Computing, Networking and Communications</i>.
Class15 8/2	Students presentations <u>Poster due</u>