



CIEE Prague, Czech Republic

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| Course Name: | Social Media's Revolutionary Impact on Journalism and Society |
| Course Number: | JOUR 3004 PRAG |
| Programs offering course: | CES, CNMJ |
| Language of instruction: | English |
| U.S. Semester Credits: | 3 |
| Contact Hours: | 45 |
| Term: | Fall 2019 |

Course Description

This course will examine the tremendous impact of social media on many walks of life, with a special emphasis on how social media have been transforming the profession of journalist and how the public now consumes news and information. We will, however, look beyond the field of journalism to consider how social media and online communities are profoundly affecting the ways in which young people form their identities and then how those identities develop later in life. Special sessions will tackle the influence of social media on relationship building and gender differences; race relations and racial identity; activism; the law; and marketing. We will look at many of these issues in the context of Central and Eastern Europe and compare the "Western" experience of social media with the situation in the post-communist world.

Questions we will consider include: What falls under the definition of "social media"? How can social media enable the formation of community? Does social media bring societies closer together or divide them? Does the consumption of social media differ in Central and Eastern Europe, and if so, how? How are constructions of youth, gender, race, ethnicity, and sexuality mediated through social media technologies? Are social media improving or harming the state of journalism? How has the role of the journalist changed with the advance of social media? And how has the traditional "role" of the reader undergone a makeover in recent years?

Learning Objectives

By the end of the term, students will have achieved the following learning outcomes:

- They will have transformed from mere social media users/consumers into practitioners familiar with this phenomenon in a much broader and theoretical sense.
- They will be able to analyze the transformation of the journalist profession as a result of social media and online communities.
- They will compare social media consumption in the "West" and East Central Europe.
- They will have improved their writing and social media skills through feedback from the instructor on blog posts, Twitter practice, and other course contributions.



Course Prerequisites

No prerequisites, just a healthy curiosity in how social media is rapidly transforming the world around us.

Methods of Instruction

Students will receive information through lectures, readings, discussions, and from writing assignments. The class will be informal and interactive, with a heavy emphasis on class participation and presentations.

Assessment and Final Grade

- Midterm presentation 20%
- Class blog posts 20%
- Final research presentation 10%
- Final research paper 25%
- Class participation 25%

Course Requirements

Midterm presentation: Each student group will present on a topic related to one of the class sessions in the first half of the class. Presentations will last a maximum of 15 minutes, and each member of the group should participate.

Class blog posts: These posts will require you to make connections between course readings/theories and your own observations/experiences of social media. You are also encouraged to post responses to other students' blog posts. You will be required to post a total of two blog posts, each between 500-700 words. Each student will be required to post according to the deadlines below, with a penalty of one grade for each week of lateness.

Final presentation: You will create a multimedia presentation of your research, which you will share with the class as well as post online. You may choose to make a video, an audio podcast, and/or a slide presentation. The presentation should 1) explain the topic you researched, 2) describe the methods you used to conduct your research, 3) summarize your findings, and 4) point to directions for further research on the topic.

Final research paper: You will conduct research on a specific topic of your choosing related to social media, with at least part of your paper analyzing the situation in Central and Eastern Europe. Your research may either be a review of literature or an empirical study (we will discuss



this more in class). You will write up your study in a paper ranging from 2,000-2,500 words that will be due the week before the final exam period.

You are expected to do the required reading before class and to be an active participant during the class debates/presentations indicated below. If students do not keep up with the reading, the instructor may initiate reading quizzes at the beginning of selected classes. As part of the participation grade, each student will be asked to present two readings from the assigned list according to her/his choice over the course of the semester, with one presentation before the midterm. You should present a summary of the reading not lasting more than five minutes, and then your own interpretation of the main findings of the reading and their relevance to the main topic of that particular session. Each presentation will be worth 10% of the final participation grade. Please note, however, that **all students, not just the discussion facilitators, are expected to read and discuss the assigned reading each week.**

Failure to submit or fulfill any required course component results in failure of the class.

CIEE Prague Class Participation Policy

Assessment of students' participation in class is an inherent component of the course grade. Participation is valued as **meaningful contribution in the digital and tangible classroom**, utilizing the resources and materials presented to students as part of the course. Students are required to actively, meaningfully and thoughtfully contribute to class discussions and all types of in-class activities throughout the duration of the class. Meaningful contribution requires students to be prepared, as directed, in advance of each class session. This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Students are responsible for following the course content and are expected to ask clarification questions if they cannot follow the instructor's or other students' line of thought or argumentation.

The use of electronic devices is only allowed for computer-based in-class tests, assignments and other tasks specifically assigned by the course instructor. Students are expected to take notes by hand unless the student is entitled to the use of computer due to his/her academic accommodations. In such cases the student is required to submit an official letter issued by his/her home institution specifying the extent of academic accommodations.

Class participation also includes students' active participation in Canvas discussions and other additional tasks related to the course content as specified by the instructor.

Students will receive a partial participation grade every three weeks.



CIEE Prague Attendance Policy

Regular class attendance is required throughout the program, and **all absences are treated equally regardless of reason** for any affected CIEE course. Attendance policies also apply to any required co-curricular class excursions or events, as well as Internship.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

Missing classes will lead to the following penalties:

90-minute semester classes:

| <i>Number of 90-minute classes</i> | <i>Equivalent percentage of the total course hours missed</i> | <i>Minimum penalty</i> |
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| one to two 90-minute classes | up to 10% | no penalty |
| three 90-minute classes | 10.1–15% | reduction of the final grade by 3% |
| four 90-minute classes | 15.1–17% | reduction of the final grade by 5%; written warning |
| five 90-minute classes | 17.1–20% | reduction of the final grade by 7%; written warning |
| six and more 90-minute classes | more than 20% | automatic course failure and possible expulsion |

180-minute semester classes:

| <i>Number of 180-minute classes</i> | <i>Equivalent percentage of the total course hours missed</i> | <i>Minimum penalty</i> |
|--|---|--|
| one 180-minute class | up to 10% | no penalty |
| two 180-minute classes | 10.1–20% | reduction of the final grade by 5%; written warning |
| three and more 180-minute classes | more than 20% | automatic course failure and possible expulsion |



Persistent absenteeism (students approaching 20% of the total course hours missed, or violating the attendance policy in more than one class) will result in a written warning, a notification to the student's home school, and possibly a dismissal from the program.

Missing more than 20% of the total class hours will lead to a **course failure**, and **potential program dismissal**. This is a CIEE rule that applies to all CIEE courses and is in line with the Participant Contract that each CIEE student signs before arriving on-site.

Late arrival to class will be considered a partial (up to 15 minutes late) or full (15 or more minutes late) absence. **Three partial absences due to late arrivals will be regarded as one full class absence.**

Students must notify their professor and Program Coordinators (PC) beforehand if they are going to miss class for any reason and are responsible for any material covered in class in their absence.

If missing a class during which a test, exam, the student's presentation or other graded class assignments are administered, **make-up assignment will only be allowed in approved circumstances**, such as serious medical issues. In this case, the student must submit a local doctor's note within 24 hours of his/her absence to the PC, who will decide whether the student qualifies for a make-up assignment. Doctor's notes may be submitted via e-mail or phone (a scan or a photograph are acceptable), however **the student must ensure that the note is delivered to the PC.**

Should a truly **extraordinary situation** arise, the student must contact the PC immediately concerning permission for a make-up assignment. Make-up assignments are not granted automatically! The PC decides the course of action for all absence cases that are not straightforward. **Always contact the PC with any inquiry about potential absence(s) and the nature thereof.**

Personal travel (including flight delays and cancelled flights), handling passport and other document replacements, interviews, volunteering and other similar situations are not considered justifiable reasons for missing class or getting permission for make-up assignments.

For class conflicts (irregularities in the class schedule, including field trips, make-up classes and other instances), **always contact the Academic Assistant** to decide the appropriate course of action.

Course attendance is recorded on individual Canvas Course Sites. **Students are responsible for checking their attendance regularly to ensure the correctness of the records.** In case of discrepancies, students are required to contact the Academic Assistant **within one week of the discrepancy date** to have it corrected. Later claims **will not** be considered.



CIEE staff does not directly manage absences at FAMU and ECES, but they have similar attendance policies and attendance is monitored there. Grade penalties may result from excessive absences.

CIEE Academic Honesty Policy

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will preside. Three important principles are considered when defining and demanding academic honesty. These are related to the fundamental tenet that one should not present the work of another person as one's own.

The first principle is that final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information (unless the professor has explicitly announced that a particular test is to be taken on an “open book” basis).

The second principle applies specifically to course work: the same written paper may not be submitted in two classes. Nor may a paper for which you have already received credit at your home institution be submitted to satisfy a paper requirement while studying overseas.

The third principle is that any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another's work or including information told to you by another person. The general rule is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it.

The penalty ranges from an F grade on the assignment, failure in the course to dismissal from the program. The Academic Director is consulted and involved in decision making in every case of a possible violation of academic honesty.

Weekly Schedule

Week 1 **Class 1: Class Introduction**

Class 2: Studying and Defining Social Media and Online Communities
Reading:



Boyd, Ellison, 2007, pp. 210-230.
Baym, 2010, selections.
Donath, Boyd, 2004, pp. 71-82.
Sandvig, *The Oversharer (and Other Social Media Experiments)*, 2011.
Assignment: First blog post due

Week 2

Class 1: Online Communities and Social Capital

Reading:

Everyone should read, in its entirety: Gardner & Davis by Week 3: Gardner & Davis, 2013.
Stevens, Chattopadhyay & Rill, 2008.

Class 2 Introduction to WordPress

How to use WordPress, the class blogging platform. This lecture will introduce you to WordPress (if you don't know it already), and show you how to post to the class blog.

Week 3

Class 1 Youth Development

Be sure to have read by this date: Gardner & Davis, 2013.

Class 2 Class debate: Were social media a positive or negative influence on your pre-teen and teen years?

Twenge, "Have Smartphones Destroyed a Generation"
Cavanagh, "No, Smartphones are Not Destroying a Generation."
Samuel, "Yes, Smartphones are Destroying a Generation, But Not of Kids."

First blog post due

Week 4

Class 1 Gender/Sexuality

Gudelunas, 2012

Class 2 Excursion to Prague Center for Civil Society for a lecture on gamification

Week 5

Class 1 Dating/Online Relationships

Shafir, 2015.
Finkel, 2015.
Feuer, 2015.
McCarthy, 2012.

Class 2 Race

Boyd, 2007.
 Manjoo, 2010.
 Freelon, McIlwain, Clark, 2016.
 Reynolds, 2016

Week 6 **Class 1 Midterm Presentations**
 Midterm
 Exam Period **Class 2 Midterm Presentations**

Week 7 **Class 1 Individual Discussions about paper topics and movie:**
 Midterm **The Internet's Own Boy: The Story of Aaron Swartz**
 Exam Period Filmmaker Brian Knappenberger explores the life and work of programming prodigy and information activist Aaron Swartz.

Class 2 The Debate Over the Power of Social Media for Change
 Gladwell, 2010.
 Shirky, 2011.
 Tufekci, 2010.
 Madrigal, 2011.

Week 8 **Class 1 Social Media Activism case studies**
Assignment: Come to class with your own examples

Class 2 Field Trip to Bloomberg
Second blog post due!

Week 9 **Class 1 Trolling, Social Media and Terrorism**
 Morozov, 2011.
 Mooney, 2014.
 Manjoo, 2017.
 Please read this overview and the excerpt summaries that follows Journalist's Resource:
<http://journalistsresource.org/studies/society/social-media/social-media-violent-extremism-isis-online-speech-research-review>

Class 2 Guest lecture: Jaroslav Valuch, Online Hate Speech
 Jaroslav is Czech expert in social media activism and communication with crisis-affected populations. He has worked with dozens of initiatives from all over the world. Recently he led a Czech governmental campaign against hate crimes and hate speech.



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| Week 10 | Class 1 Fake News, Propaganda, and Disinformation Pomerantsev, 2014. Silverman and Alexander, 2016. Wardle, 2017. Smoleňová, 2015: 3-4 & 11-12. |
| | Class 2 Social media's impact on Journalism. Verification, problems, techniques, examples. Nieman Reports, 2012: 1-31, |
| Week 11 | Class 1 Excursion to Respekt (the best Czech weekly newsmagazine) |
| | Class 2 Social Media Marketing Clemons, 2009. Mangold and Faulds, 2009. |
| Week 12 | Class 1 Guest Speaker: Zuzana Zahorova: Online Marketing Specialist Social media marketing in the Czech Republic |
| | Class 2 Final paper presentations |
| Final Exam Week | Class 1 Final paper presentations (all papers due) Class 2 Wrap Up |

Course Materials

Readings

Baym, Nancy K. *Personal Connections in the Digital Age*. Cambridge: Polity, 2010. (selections)

Boyd, Danah. "White Flight in Networked Publics? How Race and Class Shaped American Teen Engagement with MySpace and Facebook." In *Race After the Internet*, Routledge, 2011, pp. 203-222.

Boyd, Danah M., Ellison, Nicole B. *Social Network Sites: Definition, History, and Scholarship*, vol. 13, no. 1, 2007, pp. 210- 230.



Byrne, Dara N. "The Future of (the) 'Race': Identity, Discourse, and the Rise of Computer-mediated Public Spheres." *Learning Race and Ethnicity: Youth and Digital Media*. Cambridge, MA: The MIT Press, 2008, pp. 15–38.

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Clemons, Eric K. "The complex problem of monetizing virtual electronic social networks." *Journal Decision Support Systems*, vol. 48, no. 1, Dec 2009, pp. 46-56.

Donath, Judith & Boyd, Danah. "Public Displays of Connection." *BT Technology Journal*, vol. 22, no. 4, October 2004, pp. 71- 82, <http://smg.media.mit.edu/papers/Donath/PublicDisplays.pdf>. Accessed 27 July 2017.

Dunn, Understanding How Social Media Fueled The Kony 2012 Craze, <http://edudemic.com/2012/04/understanding-how-social-media-fueled-the-kony-2012-craze/>

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Feuer, Alan: "On Tinder, Taking a Swipe at Love or Sex, or Something, in New York." *The New York Times*, 13 Feb 2015
https://www.nytimes.com/2015/02/15/nyregion/on-tinder-taking-a-swipe-at-love-or-sex-or-something-in-new-york.html?_r=0. Accessed Dec. 10, 2018.

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Freelon, Deen, Charlton D. McIlwain and Meredith D. Clark. "Beyond the Hashtags." 2016
http://archive.cmsimpact.org/sites/default/files/beyond_the_hashtags_2016.pdf. Accessed Dec. 10, 2018.

Gardner, Howard and Davis, Katie: *The App Generation: How Today's Youth Navigate Identity, Intimacy, and Imagination in a Digital World*. New Haven: Yale University Press, 2013.
Gladwell, Malcolm, "Why the revolution will not be tweeted." *The New Yorker*, 4 Oct 2010,
http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell. Accessed 27 July 2017. Accessed Dec. 10, 2018.



Gillin, Paul. *The New influencers: A Marketer's Guide to the New Social Media*. Quill Driver Books, 2007.

Gladwell, Malcolm. "Why the revolution will not be tweeted." *The New Yorker*, 4 Oct 2010 http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell. Accessed Dec. 10, 2018.

Gudelunas, David. "There's an App for that: The Uses and Gratifications of Online Social Networks for Gay Men." *Springer*, vol. 16, no. 4, Dec 2012, pp. 347-365. <https://link.springer.com/article/10.1007/s12119-012-9127-4>. Accessed 27 July 2017.

Kony 2010 and the Potential of Social Media Activism, *New York Times*, <http://www.nytimes.com/roomfordebate/2012/03/09/kony-2012-and-the-potential-of-social-media-activism>. Accessed 28 July 2017

Macpherson, John. "The front of the crowd," <http://duckrabbit.info/blog/2013/07/the-front-of-the-crowd/>. Accessed Dec. 10, 2018.

Madrigal, Alexis C, "Gladwell on Social Media and Activism." *The Atlantic*, 27 Sep 2010, <http://www.theatlantic.com/technology/archive/2010/09/gladwell-on-social-media-andactivism/63623/>. Accessed 28 July 2017

Mangold, Glynn W., Faulds, David J. "Social media: The new hybrid element of the promotion mix." *Science Direct*, vol. 52, no. 4, 15 May 2009, pp. 357-365.

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McCarthy, Ellen. "Online dating has its pros and cons, meta-analysis says" *The Washington Post*, 5 Feb 2012. https://www.washingtonpost.com/lifestyle/style/online-dating-has-its-pros-and-cons-meta-analysis-says/2012/02/04/gIQAQDnpysQ_story.html. Accessed Dec. 10, 2018.

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<https://slate.com/technology/2014/02/internet-troll-personality-study-machiavellianism-narcissism-psychopathy-sadism.html>. Accessed Dec. 10, 2018.

Morozov, Evgeny “The Net Delusion,” Chapter 1:
<http://www.publicaffairsbooks.com/morozovch1.pdf>

Morozov, Evgeny. “First thoughts on Tunisia and the role of the Internet”:
[http://neteffect.foreignpolicy.com/posts/2011/01/14/first thoughts on tunisia and the role of the internet](http://neteffect.foreignpolicy.com/posts/2011/01/14/first_thoughts_on_tunisia_and_the_role_of_the_internet). Accessed Dec. 10, 2018.

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<http://www.nieman.harvard.edu/assets/pdf/Nieman%20Reports/backissues/NRSummer2012.pdf>. Accessed 28 July 2017.

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http://www.nj.com/essex/index.ssf/2015/03/could_senders_of_sexually_explicit_tweets_about_curt_schillings_daughter_face_charges.html. Accessed 28 July 2017.

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