

GL/COMS 2000
Social Media, Marketing and Advertising
Glendon College – Communications
York University
Winter 2018

Course Instructor: Roberta Buiani
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Office: Monday, 12:00-2:00 pm or by appointment

Time and Location

Monday 9:00-12:00 York Hall B202

Expanded Course Description

This course examines the relationships between society and the computer-mediated communication technologies known as “social media”. More specifically, by presenting the way that social media may take different forms, histories and uses this course will demonstrate how they can be both used to communicate and to disrupt communication; to inform and misinform; as forms of self-expression and self-promotion; for mainly commercial and for strictly personal purposes.

Course Objectives

Overall, the course encourages students to examine social media in the broader context of communication and media studies and to achieve a more critical and sophisticated understanding of their imports for individuals and their social environment.

learning outcomes

to gain a better comprehension of the variety of social media circulating today;
to understand the origins and the potentials of social media;
to analyze their current usage and users, as well as their demographics

Course Text / Readings

All readings, instructions and rubrics can be found on Moodle

Evaluation *

Assignment	weight	Due date	Group or individuals
Class Participation	20%	ongoing	Individual
Case Study #1	25%	Due Jan 29	Individual
Case Study #2	25%	Due Feb.28	Individual
Research paper/report (7-10)	Proposal 10% Paper 20%	Due Mar. 12 Due Apr. 2	Group

Grading, Assignment Submission, Lateness Penalties

Grading: The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will

bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - <http://calendars.students.yorku.ca/>)

Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment.

Lateness Penalty: Assignments received later than the due date will be penalized **1 grade point per each 3 days** that the assignment is late. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor's letter).

IMPORTANT COURSE INFORMATION FOR STUDENTS

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) <http://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust20121.pdf>

- Senate Policy on Academic Honesty and the Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

Course Outline

Week 1 – Jan. 8 – Introduction to the course and assignments

Introduction and Workshop: What are social media for?

Watch in Class: Cederberg, P., & Woodman, W. (2013). *NOAH - 17m Award Winning Short Film*.

Week 2 – Jan. 15 – Definitions

Watch in class: Black Mirror (Season 1 Episode 2) – *Fifteen Million Merits*

Meikle, G. (2016). What are Social Media? In *Social media: communication, sharing and visibility* (1 Edition., pp. 1–23). New York: Routledge, Taylor & Francis Group.

danah boyd. (2015). Social Media: A Phenomenon to be Analyzed. *Social Media + Society*, 1(1), 2056305115580148. <https://doi.org/10.1177/2056305115580148>

Week 3 – Jan. 22 – Histories

Standage, Tom. (1998). "Codes, Hackers and Cheats", *The Victorian Internet: The Remarkable Story of the Telegraph and the Nineteenth Century's On-line Pioneers*. New York: Walker and Company. Pgs. 105-126.

Baym, Nancy K. (2015). "New forms of personal connection", *Personal Connections in the*

Digital Age. Malden, MA: Polity Press, Pgs. 1-23.

Week 4 – Jan. 29 – The social in social media

Nancy K. Baym. (2015). Social Media and the Struggle for Society. *Social Media + Society*, 1(1), 2056305115580477. <https://doi.org/10.1177/2056305115580477>

Nick Couldry, & José van Dijck. (2015). Researching Social Media as if the Social Mattered. *Social Media + Society*, 1(2), 2056305115604174. <https://doi.org/10.1177/2056305115604174>

Week 5 – Feb. 5 – between advertising and self-promotion

Watch in class: *PBS Frontline - Generation Like*. (2017).

Williams, Raymond. (2005 [1980]). “Advertising: The Magic System”, *Culture and Materialism*. London: Verso. Pgs. 170-195.

Daniel Carter. (2016). Hustle and Brand: The Sociotechnical Shaping of Influence. *Social Media + Society*, 2(3), 2056305116666305.

Week 6 – Feb 12 – social media, alternative media and media jamming

Gehl, Robert W. (2015). “The Case for Alternative Social Media”. *Social Media + Society*, July-December.

Reilly, I. (2013). From critique to mobilization: the yes men and the utopian politics of satirical fake news. *International Journal of Communication*, 1243.

FEB. 19 NO CLASSES – FAMILY DAY

Week 7 – Feb. 26 – algorithmic self

Marwick, Alice E. and danah boyd. (2014). “Networked privacy: How teenagers negotiate context in social media.” *New Media & Society*, Vol 16 (7), Pgs. 1051-1067.

Cheney-Lippold, J. (2011). A New Algorithmic Identity Soft Biopolitics and the Modulation of Control. *Theory, Culture & Society*, 28(6), 164–181. <https://doi.org/10.1177/0263276411424420>

Week 8 – Mar. 5 google is not your friend – privacy, ideology, and social media

Fuchs, C. (2014). Google: good or evil search engine? In *Social Media: A Critical Introduction* (pp. 126–149). London: SAGE Publications Ltd. <https://doi.org/10.4135/9781446270066>

Senft, T. M., & Noble, S. U. (2014). Race and Social media. In J. Hunsinger & T. M. Senft (Eds.), *The social media handbook* (pp. 107–125). New York: Routledge.

Week 9 – Mar. 12 – going viral

Mills, A. J. (2012). Virality in social media: the SPIN Framework. *Journal of Public Affairs*, 12(2), 162–169. <https://doi.org/10.1002/pa.1418>

Munster, A. (2013). Going Viral: Contagion as Networked Affect, Networked Refrain. In *An Aesthesis of Networks: Conjunctive Experience in Art and Technology* (pp. 99–123). Cambridge, Mass: The MIT Press.

Week 10 – Mar. 19 – between producer and consumer: a labor dilemma?

Bruns, A. (2013). Beyond the Producer/consumer divide: key principles of produsage and opportunities of innovation. In M. Peters, T. Besley, & D. Araya (Eds.), *The New Development Paradigm: Education, Knowledge Economy and Digital Futures* (2nd ed. edition, pp. 52–65). New York: Peter Lang Inc., International Academic Publishers.

Terranova, T. (2000). Free Labor. Producing culture for the digital economy. *Social Text*, 18(2 63), 33–58.

Week 11 – Mar. 26 – social media and politics in a post-truth world

Deana A. Rohlinger, & Leslie Bunnage. (2017). Did the Tea Party Movement Fuel the Trump-Train? The Role of Social Media in Activist Persistence and Political Change in the 21st Century. *Social Media + Society*, 3(2), 2056305117706786.

Kate M. Miltner, & Tim Highfield. (2017). Never Gonna GIF You Up: Analyzing the Cultural Significance of the Animated GIF. *Social Media + Society*, 3(3), 2056305117725223.

Week 12 – Apr. 2 Conclusion

Groups present their work and final discussion