

**COMS 354 Youth and Media**  
Concordia University  
Department of Communication Studies  
Dr. Stefanie Duguay  
Winter 2018  
Thursday 1:15pm – 4:00pm, CJ 4.240

**Office Location:** CJ 4.425

**Office Hours:** Wednesdays 3:00pm – 5:00pm or by appointment

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*Include COMS354 in subject line; responses generally sent within 24 business hours.*

**Calendar Description**

This course explores the forms of communication that have developed between media and youth, including children and adolescents. Topical areas include future policies and planning in the light of developmental needs, ethical parameters, and experiments in creative empowerment.

**Prerequisites**

300-level courses, unless otherwise indicated, are open to students who have successfully completed 24 university credits or who have received permission from the Department.

**Course Description**

While the topics of youth and media encompass a broad range of areas, this course will focus on young people's engagement with new media. It will explore shifting concepts of youth with respect to emerging communications technologies. This will give rise to discussion about the production and regulation of young people's media practices: who determines policies and regulations? How are these deployed? How do young people forge their own approaches to constructing identity and connecting with others through digital and mobile media? The course will examine the involvement of new and digital media in young people's everyday lives, from their role in young people's participation in communities and public dialogue to their potential to drive new forms of civic engagement.<sup>1</sup>

**Course objectives/learning outcomes**

- Gain an understanding of shifting concepts and perspectives related to youth and media;
- Grasp the perceptions, stakeholders, and processes involved in production and regulation of youth media and young people's media practices;
- Cultivate a critical lens and repertoire of perspectives for examining and discussing youth-related media and practices;
- Investigate youth-driven media and the role of media in young people's everyday lives, public participation, and civic engagement;
- Strengthen critical thinking, formal writing, and digital communication skills.

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<sup>1</sup> This course has been developed with input from scholars who have taught similar courses and experts in this area, including Stuart Poyntz, Meryl Alper, Elizabeth Dubois, Jarrod Walczar, Michael Dezuanni, Stephen Harrington, Dan Greene, and Ian Reilly. Thank you for your suggestions and sharing past syllabi.

### Course materials

All readings and related materials will be available through Concordia Reserve. Required readings are marked and listed first for each week; additional readings are provided for further exploration and for application to course assignments. I reserve the right to make changes to the syllabus during the semester as necessary, with the goal of fully addressing class needs and improving your learning experience.

### Assignments and Grading

Assignment	Weighting (%)	Due date
Course participation	15	
Examining youth media practices and regulation: <ul style="list-style-type: none"><li>• Critical response essay</li><li>• “Youth Media Issue” analytical paper</li></ul>	10 20	February 1 March 8
Investigating youth-driven media: <ul style="list-style-type: none"><li>• Youth-driven media online profile</li><li>• In-class presentation</li><li>• Peer evaluation</li><li>• Individual reflection</li></ul>	15 15 5 20	April 11 April 12 April 13 April 19

#### Course participation – 15%

Students are expected to participate in every class. Participation requires that students have read the required course materials for that week and are prepared to participate in class discussions and activities. This is an interactive class that focuses on active learning through participation, which will require you to discuss topics with other students and contribute to group work. Through this format, you will learn from each other as well as the lectures and course readings. Attendance is necessary for participation. If it is unavoidable that you will miss a class, you may be absent **one time** during the semester without notifying me. If you will miss any further classes, you will need to notify me in advance and I may request a doctor’s note or other official documentation. Any more than one unexcused absence or late arrival (more than 10 minutes) will reduce your participation grade by one grade interval per unexcused absence.

- **Discussion facilitation** – As part of your participation grade, you will demonstrate your understanding and critical analysis skills by facilitating a class discussion around one of the readings. On the first day of class, I will pass around a sign up sheet where you can select a reading that interests you and is assigned for a week that works with your schedule. When it is your turn to facilitate the discussion, you must: introduce and summarise the reading, review its key concepts, and pose two questions for the class to discuss. You may want to discuss aspects you found were challenging about the reading or points that you disagree with so that we may debates these ideas. Non-attendance, unpreparedness, or an incomplete review of the reading will result in a lower participation grade.

#### Examining youth media practices and regulation – 30%

This is a two-step assignment: the Critical Response Essay will contribute to your “Youth Media Issue” Analytical Paper. When choosing a topic for the Critical Response Essay,

keep in mind that it will need to relate to an area of media policy and regulation for the second part of the assignment.

### **Step 1. Critical Response Essay – 10%**

Select a news article, op-ed, or other piece that you think perpetuates a “moral panic” or “media panic” (discussed in Week 2) relating to young people and communication technology. You will write a critical essay that identifies:

- a) How the author perceives young people (what stereotypes, assumptions, biases are they relying on?)
- b) How the author characterizes new media/communication technology (what views of technology and users are they applying?)

Then critically respond to the article with your analysis of whether these perceptions of young people and communication technology are founded. Cite at least two scholarly articles that support your critical analysis.

*850-1,000 words (excluding references)*

**DUE IN MOODLE AND IN CLASS ON FEBRUARY 1**

### **Step 2. Youth Media Issue Analytical Paper – 20%**

In this paper, you will identify, explain, analyse, and make recommendations about a topic of public concern regarding young people and media. Your paper will consist of three main parts:

- a) Introduction and background – drawing from your Critical Response Essay, explain the area of concern and the contrasting viewpoints surrounding it. Include an explanation of how different stakeholder groups (e.g., researchers, government, teachers, parents, broadcast media outlets) view the topic.
- b) Analysis of the issue – Using readings and concepts from class, critically analyse major perspectives on the issue (you may build on the initial argument from your Critical Response Essay). Then incorporate additional research about the topic to support your analysis of these perspectives; cite at least four scholarly articles (in addition to and different from those used in your Critical Response Essay).
- c) Recommendations for key stakeholders – Provide at least three recommendations for how stakeholders should respond to the topic. These recommendations should be detailed and involve a course of action.

*1,800-2,000 words (excluding references)*

**DUE IN MOODLE AND IN CLASS ON MARCH 8**

## **Investigating Youth-Driven Media – 55%**

### **Group projects**

You will be allocated to a group with the task of investigating a form of youth-driven media. Your group will identify a topic, issue, or cause around which young people are producing or using media for various purposes (e.g., connection, organising, activism, protesting). As a group, you will create a Youth-Driven Media Online Profile and deliver an in-class presentation.

#### **1. Youth-Driven Media Online Profile – 15%**

An online resource that profiles youth-driven media relating to an issue or topic. This can be designed using any digital tools, website, platform, and presentation style that you prefer, so long as the profile will be available to the public via the internet. Your media profile should showcase at least 6 (ideally 6-12 or more) different youth-generated forms of media about the topic, considering local and global contexts. You will provide me with a link to this online profile prior to your group presentation so that I can compile the class' media profiles together as an online resource regarding youth-driven media. Some class time will be dedicated to this project.

DUE IN MOODLE ON APRIL 11 – Each group member should paste the link into the text box provided for the assignment.

### **2. In-Class Presentation – 15%**

You will present findings from compiling your Youth-Driven Media Online Profile. Your presentation will include walking the class through your online media profile, discussing *why* young people have decided to use particular forms of media to address this topic, and assessing whether this media is effective given the young people's goals.

DUE IN CLASS ON APRIL 12: Presentations will take place during the final class of the semester.

### **3. Peer Evaluation – 5%**

Each group member will complete an evaluation of their own and each other's contribution to this group work. Complete and clear evaluation forms will receive full marks.

DUE IN MOODLE ON APRIL 13

### **Individual Reflection – 20%**

On your own, you will write a paper reflecting on your group project and the course's discussion of youth-driven media. The paper will consist of two parts:

- a) Reflect on your group's findings about the youth-driven media surrounding a topic. What appeared to be effective approaches? Which forms of media received a lot of attention and which received little attention? What problems or challenges do you think young people face in producing and circulating media about this topic? You may discuss these topics with your group but you must compose your responses individually.
- b) Apply similar observations to your own production of media and the media-related practices that you engaged in when you were younger (ages 16-19). Discuss the media you produced to participate in everyday life, contribute to public dialogue, and, if applicable, for civic engagement. What challenges did you face? What did you find to be effective? What has changed about your media production and practices since then?

Cite at least 6 scholarly articles that relate to your reflections, drawing from class readings and sources that you find on your own.

*1,500-1,800 words (excluding references)*

DUE IN MOODLE ON APRIL 19

**Late assignments** – 2 grade points will be deducted from the total grade for every 24 hours that an assignment is late for up to 72 hours (accumulating a maximum 6 point deduction). Assignments more than three days late will receive a **zero** grade. Extensions

may be granted only in rare and unavoidable circumstances (at the instructor's discretion). If you will require an extension, speak to me about this a week or more in advance of the deadline (as soon as you know you will need an extension). Late papers may not receive written comments or feedback.

**Questions, emails, and grade reassessment** – If you have a question about any aspect of the course, assignments, readings, or concepts, please ask it in class. It is true that if you have a question, there are likely others in the class with that question too. If you do not wish to ask your question during the class, please discuss it with me immediately following the class or during my office hours. I will stay for 5-10 minutes after class or until I have addressed all questions. Discussing questions in person is the easiest and quickest way to ensure we are on the same page. If you must send a question by email, please be clear and expect to wait up to 24 business hours for a response. I will not discuss grades over email. If you wish for an assignment to be reassessed, you will need to see me face-to-face, during office hours or after class, with a written (one paragraph) argument for why the piece should be reassessed.

**[Official university policies removed from this version – if you are a student in this course, please use the version distributed to you]**

## Schedule

### WEEK 1: JANUARY 11 – How can we think about youth and media?

To kick off the course, we will discuss how “youth” and “media” can be defined individually and in relation to each other. We will consider how these concepts are defined in different contexts and who contributes to such definitions. We will then broadly discuss the concepts and perspectives that will be explored throughout the course. Tentative groups and topics for the Youth-Driven Media Online Profile will be chosen.

#### Required reading:

Chapter 1: Defining the Issues. In Banaji, B. & Buckingham, D. (2013). *The civic web: Young people, the Internet, and civic participation*, pp. 1-14. Cambridge, MA: MIT Press.

#### Additional readings and resources:

- a) Baym, N. (2015). Chapter 2: Making new media make sense. In *Personal connections in the digital age (2<sup>nd</sup> ed)*, pp. 24-56). New York: Polity.
- b) Poyntz, S.R. & Hoechsmann, M. (2011). Children's media culture in a digital age. *Sociology Compass*, 5(7), 488-498.
- c) Canadian Radio-Television and Telecommunications Commission. (2015). *Communications monitoring report*. Ottawa, ON: CRTC.  
<http://crtc.gc.ca/eng/publications/reports/PolicyMonitoring/2016/cmri.htm>
- d) Sensis. (2017). Sensis social media report 2017. Australia: Sensis.  
<https://www.sensis.com.au/about/our-reports/sensis-social-media-report>
- e) Pew Research Center. (2010, February). Millennials: A portrait of generation next. Retrieved November 9, 2017, from

<http://www.pewsocialtrends.org/files/2010/10/millennials-confident-connected-open-to-change.pdf>

- f) *And more recent data from PEW about “online Americans.”* Pew Research Center. (2017). Social media fact sheet. Retrieved November 9, 2017, from <http://www.pewinternet.org/fact-sheet/social-media/>

## **WEEK 2: JANUARY 18 – Examining perceptions of youth and media**

We will analyse popular beliefs and reactions that often circulate regarding childhood, youth, and the introduction of new communication technologies. This week’s discussion will emphasise the historical continuity of some of these beliefs, revealing moral panics in relation to old and new media forms, from comics to smartphones. We will explore these perceptions in relation to the “Critical Response Essay” assignment.

### **Required readings:**

- a) Twenge, J. M. (2017) Have smartphones destroyed a generation? *The Atlantic*. <https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/>

AND one of:

- Samuel, A. (2017, August 8). Yes, smartphones are destroying a generation, but not of kids. *JSTOR Daily*. Retrieved November 8, 2017, from [https://daily.jstor.org/yes-smartphones-are-destroying-a-generation-but-not-of-kids/?utm\\_content=buffer19b78&utm\\_medium=social&utm\\_source=twitter.com&utm\\_campaign=buffer](https://daily.jstor.org/yes-smartphones-are-destroying-a-generation-but-not-of-kids/?utm_content=buffer19b78&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer)
- Cavanagh, S. R. (2017, August 6). No, smartphones are not destroying a generation. *Psychology Today*. Retrieved November 8, 2017, from <https://www.psychologytoday.com/blog/once-more-feeling/201708/no-smartphones-are-not-destroying-generation>

### **Additional readings and resources:**

- a) Drotner, K. (1999). Dangerous media? Panic discourses and dilemmas of modernity. *Paedagogica Historica*, 35(3), 593-619. DOI: 10.1080/0030923990350303
- b) Postman, N. (1982). Chapter 8: The disappearing child. In *The disappearance of childhood*, pp. 120-142. New York, Vintage.
- c) EU Kids Online Report: <http://www.lse.ac.uk/media@lse/research/EUKidsOnline/Home.aspx>
- d) Cassell, J. & Cramer, M. (2008). High tech or high risk: Moral panics about girls online. In T. McPherson (Ed.), *Digital youth, innovation, and the unexpected* (pp. 53-76). Cambridge, MA: MIT Press.

## **WEEK 3: JANUARY 25 – More perceptions: Digital “natives” vs digital “immigrants”**

Today we will debate the perception that young people are digital “natives” – innately skilled and literate in relation to digital technology. We will commence the class with a debate and you must be prepared to put forth arguments on either side of the case: for

or against the concept of digital “native.” To further critically analyse this concept, we will look at some literature about digital divides and inequalities among young people.

**Required readings:**

- a) Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon*, 9(5), 1-6. Available online: <http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf>
- b) Selwyn, N. (2009). The digital native – myth and reality. *Aslib Proceedings*, 61(4), 364-379. doi. 10.1108/00012530910973776

**Additional readings and resources:**

- a) Excerpt from: Palfrey, J. & Gasser, U. (2008). *Born digital: Understanding the first generation of digital natives*. NY: Basic Books. <http://www.borndigitalbook.com/excerpt-2.php>
- b) Shah, N. (2011, October 24). In search of the other: Decoding digital natives. *DMLcentral*. <https://dmlcentral.net/in-search-of-the-other-decoding-digital-natives/>
- c) Helsper, E. & Eynon, R. (2009). Digital natives: Where is the evidence? *British Education Research Journal*, 36(3), 503-520. [http://eprints.lse.ac.uk/27739/1/Digital\\_natives\\_\(LSERO\).pdf](http://eprints.lse.ac.uk/27739/1/Digital_natives_(LSERO).pdf)
- d) Livingstone, S. & Helsper, E. (2007). Gradations in digital inclusion: Children, young people and the digital divide. *New Media & Society*, 9(4), 671-696.
- e) Hargittai, E. & Hsieh, Y.P. (2013). Digital inequality. In W.H. Dutton (Ed.), *Oxford Handbook of Internet Studies*, pp. 129-150. Oxford University Press. 129-150.

**WEEK 4: FEBRUARY 1 – Regulating youth media**

We will discuss the different stakeholders involved in shaping policy and regulating young people’s media and media-related practices. These stakeholders range from government departments to NGOs, researchers, schools, and parents. We will examine the controversy surrounding sexting and young people, considering different policy and stakeholder responses. This will help you to gain a sense of the kind of investigation required for the “Youth Media Issue” Analytical Paper.

**CRITICAL RESPONSE ESSAYS DUE IN MOODLE AND IN CLASS**

**Required readings:**

- a) Roumeliotis, I. (2016, October 5<sup>th</sup>). 'Think about the future': Kids face up to the dangers of sexting. *CBC News*. WATCH the 15-minute documentary at the bottom of the page: <http://www.cbc.ca/news/canada/teens-sexting-education-1.3789913>

**Additional readings and resources**

- a) Hasinoff, A. A. (2012). Sexting as media production: Rethinking social media and sexuality. *New Media & Society*, 15(4), 449-465. doi.10.1177/1461444812459171
- b) Albury, K. (2016). Politics of sexting revisited. In A. McCosker, S. Vivienne, & A. Johns (Eds.), *Negotiating digital citizenship: Control, contest, and culture*, pp. 213-230. London: Roman & Littlefield International.
- c) Media Smarts. (n.d.). Sexting. Retrieved from: <http://mediasmarts.ca/digital-media-literacy/digital-issues/sexting>

- d) CCSO Cybercrime Working Group. (2013). *Report to the federal/provincial/territorial ministers responsible for justice and public safety: Cyberbullying and the non-consensual distribution of intimate images*. Department of Justice: Canada. <http://www.justice.gc.ca/eng/rp-pr/other-autre/cndii-cdncii/index.html>
- e) Salter, M. (2016). Privates in the online public: Sex(ting) and reputation on social media. *New Media & Society*, 18(11), 2723-2739.
- f) Langlois, G. & Slane, A. (2017). Economies of reputation: The case of revenge porn. *Communication and Critical/Cultural Studies*, 14(2), 120-138. (relevant for next week too)

## **WEEK 5: FEBRUARY 8 – Programmed, algorithmic, and platformed regulation of youth media**

Ever since Lawrence Lessig declared, “Code is law,” it has become increasingly apparent that digital architectures and infrastructures play a role in what young people can and cannot do with digital media. We will examine how software programs, algorithmic curation, and commercial social media platforms shape the regulation of youth media and young people’s media practices. Jarrod Walczer, a Research Associate and PhD student at the Queensland University of Technology, will give a guest presentation via Skype about social media platforms as regulators of youth media.

### **Required reading:**

Bridle, J. (2017, November 6). Something is wrong on the internet. *Medium*. Retrieved from: <https://medium.com/@jamesbridle/something-is-wrong-on-the-internet-c39c471271d2>

### **Additional readings and resources:**

- a) Gillespie, T. (2013). Tumblr, NSFW porn blogging, and the challenge of checkpoints. *Culture Digitally*. Retrieved from: <http://culturedigitally.org/2013/07/tumblr-nsfw-porn-blogging-and-the-challenge-of-checkpoints/>
- b) boyd, d., Hargittai, E., Schultz, J., & Palfrey, J. (2011). Why parents help their children lie to Facebook about age: Unintended consequences of the ‘Children’s Online Privacy Protection Act.’ *First Monday* 16(1). Retrieved from: <http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/viewArticle/3850/3075>
- c) Lessig, L. (2006). *Code. Version 2.0*. New York: Basic Books. **Especially Chapters 1 & 2**. Available for download through a Creative Commons license: <http://codev2.cc/download+remix/>

## **WEEK 6: FEBRUARY 15 – Young people, digital media, and public participation**

This week focuses on young people’s participation in public life through digital media. It starts with observations about the changing nature of young people’s involvement in public dialogue and then examines the opportunities for participation that new media and communication technologies present.

**Required readings:**

- a) boyd, d. (2011). Social network sites as networked publics: Affordances, dynamics, and implications. In Z. Papacharissi (Ed.), *A networked self: Identity, community, and culture on social network sites*, pp. 39-58. New York: Routledge.
- b) WATCH – Edutopia. (2013). Henry Jenkins on Participatory Culture (Big Thinkers Series) [7:53]. Retrieved from:  
<https://www.youtube.com/watch?v=1gPm-c1wRsQ>

**Additional readings and resources:**

- a) Jenkins, H., Ito, M., boyd, d. (2015). *Participatory culture in a networked era*. Cambridge, UK: Polity. Especially **Chapters 1 & 2**.
- b) boyd, d. (2014). *It's complicated: The social lives of networked teens*. New Haven & London: Yale University Press. Open access version:  
<https://www.danah.org/books/ItsComplicated.pdf>
- c) Livingstone, S. (2007). From family television to bedroom culture: Young people's media at home. In E. Devereux (Ed.), *Media studies: Key issues and debates*, pp. 302-321. London, UK: Sage.
- d) LISTEN: CBC Radio. (2015). Disposable Youth – Interview with Henry Giroux. *Ideas with Paul Kennedy* [54 minutes]. <http://www.cbc.ca/radio/ideas/disposable-youth-1.3036140>

**FEBRUARY 19-23 – MID-TERM BREAK****WEEK 7: MARCH 1 – Youth-driven media and civic engagement**

Considering a long history of youth-led alternative media, from zines to community radio stations, we will focus on debates about the efficacy of digital media for facilitating civic engagement and activism among young people.

**Required reading:**

Jenkins, H. (2016). Youth voice, media, and political engagement: Introducing core concepts. In H. Jenkins, S. Shresthova, L. Gamber-Thompson, N. Kligler-Vilenchik, & A.M. Zimmerman (Eds.), *By any media necessary: The new youth activism*. New York: NYU Press. **Only p. 1-11 & 17-28 required reading, the rest as supplementary.**

**Additional readings and resources:**

- a) Bennett, W. L., & Segerberg, A. (2012). The logic of connective action: Digital media and the personalization of contentious politics. *Information, Communication & Society*, 15(5), 739–768.
- b) Couldry, N. (2014). The myth of “us”: Digital networks, political change and the production of collectivity. *Information, Communication & Society*, 18(6), 608-626.
- c) Vromen, A., Xenos, M. A., & Loader, B. (2015). Young people, social media and connective action: From organizational maintenance to everyday political talk. *Journal of Youth Studies*, 18(1), 80-100.
- d) Callison, C. & Hermida, A. (2015). Dissent and resonance: #IdleNoMore as an emergent middle ground. *Canadian Journal of Communication*, 40, 695-716.

- e) Chapter 8: Conclusion. In Banaji, B. & Buckingham, D. (2013). *The civic web: Young people, the Internet, and civic participation*, pp. 153-165. Cambridge, MA: MIT Press.
- f) Hoffman, C. P., & Lutz, C. (2017). Spiral of silence 2.0: Political self-censorship among young Facebook users. Conference paper presented at *Social Media & Society*, July 28-30, Toronto, ON: ACM. Retrieved from: [https://www.researchgate.net/publication/318475350\\_Spiral\\_of\\_Silence\\_20\\_Political\\_Self-Censorship\\_among\\_Young\\_Facebook\\_Users](https://www.researchgate.net/publication/318475350_Spiral_of_Silence_20_Political_Self-Censorship_among_Young_Facebook_Users)

## **WEEK 8: MARCH 8 – Identity, vernacular creativity, and everyday activism**

We will examine how young people develop their identity online and how their everyday activities can constitute public participation and even activism. Through creative production and networked self-representation, young people produce media and use media technologies to engage in informal politics and public dialogue.

### **YOUTH MEDIA ISSUE ANALYTICAL PAPER DUE IN MOODLE AND IN CLASS**

#### **Required readings:**

- a) Chapter 1: Introduction. Vivienne, S. (2015). *Digital identity and everyday activism: Sharing private stories with networked publics*, pp. 1-17. Basingstoke, UK: Palgrave Macmillan.
- b) Stechyson, N. (2017). Women are tweeting scarf selfies to condemn Quebec's Bill 62. *Huffington Post*. Retrieved from: [http://www.huffingtonpost.ca/2017/10/19/women-scarf-selfies-bill-62\\_a\\_23249363/](http://www.huffingtonpost.ca/2017/10/19/women-scarf-selfies-bill-62_a_23249363/)

#### **Additional readings and resources:**

- a) Jenkins, H. (2007). "Vernacular creativity": An interview with Jean Burgess (Part One). *Confessions of an Aca/Fan*. Retrieved from: [http://henryjenkins.org/blog/2007/10/vernacular\\_creativity\\_an\\_inter.html](http://henryjenkins.org/blog/2007/10/vernacular_creativity_an_inter.html)
- b) Nemer, D. & Freeman, G. (2015). Empowering the marginalized: Rethinking selfies in the slums of Brazil. *International Journal of Communication*, 9, 1832-1847. Open access: <http://ijoc.org/index.php/ijoc/article/view/3155/1403>
- c) Nahon, K. (2015, November 12). Political viral memetics: Challenging institutions of power. *Culture Digitally*. Retrieved from: <http://culturedigitally.org/2015/11/memeology-festival-06-political-viral-memetics-challenging-institutions-of-power/>
- d) LISTEN: CBC Radio. (2013). Meaning in memes with Limor Shifman [11:04]. *Spark with Nora Young*. Retrieved from: <http://www.cbc.ca/radio/spark/spark-231-1.2847939/meaning-in-memes-with-limor-shifman-1.2847951>

## **WEEK 9: MARCH 15 – Privacy and identity management**

This week examines young people's strategies for managing their digital participation and production of identity-related media. It builds on notions of medium-specificity and media multiplexity to look at how young people negotiate the use of multiple digital platforms and media forms.

**Required reading:**

Marwick, A. E. & boyd, d. (2014). Networked privacy: How teenagers negotiate context in social media. *New Media & Society*, 16(7), 1051-1067.

**Additional readings and resources:**

- a) Bayer, J. B., Ellison, N. B., Schoenebeck, S. Y. & Falk, E. B. (2016). Sharing the small moments: Ephemeral social interaction on Snapchat. *Information, Communication & Society*, 19(7), 956-977.
- b) Duguay, S. (2016). "He has a way gayer Facebook than I do": Investigating sexual identity disclosure and context collapse on a social networking site. *New Media & Society*, 18(6), 891-907.
- c) Chapter 1: The end of the virtual: Digital methods (specifically pages 24-27). In Rogers, R. (2013). *Digital methods*. Cambridge, MA: MIT Press.
- d) Chapter 7. Contexts, informational norms, actors, attributes, and transmission principles. Nissenbaum, H. (2009). *Privacy in context: Technology, policy, and the integrity of social life*, pp. 129-157. Stanford, CA: Stanford University Press.
- e) Haythornthwaite, C. (2005). Social networks and internet connectivity effects. *Information, Communication & Society*, 8(2), 125-147.

**WEEK 10: MARCH 22 – Young people, microcelebrity, and the commercialization of youth media**

A great deal of media targets youth as consumers while many of the communications technologies young people use today are steered by commercial interests. We will discuss the commercialization of media for and by youth with attention to recent trends relating to social media and personal branding. We will examine whether commercialization precludes civic engagement.

**Required reading:**

- a) Introduction and Chapter 1: Exploited or empowered? In Buckingham, D. (2013). *The material child: Growing up in consumer culture*, pp. 1-24. Cambridge, UK: Polity.
- b) LISTEN: ABC News. (2017). How social media videos turn children into viral sensations [14 minutes]. Retrieved from: <http://www.abc.net.au/radionational/programs/lifematters/viral-kids-youtube-instagram-micro-celebrities/8886520>

**Additional readings and resources:**

- a) Abidin, C. (2016). "Aren't these just young, rich women doing vain things online?": Influencer selfies as subversive frivolity. *Social Media + Society*, 2(2), 1-17. Open access: <http://journals.sagepub.com/doi/full/10.1177/2056305116641342>
- b) Duffy, B. E. & Wissinger, E. (2017). Mythologies of creative work in the social media age: Fun, free, and "Just being me." *International Journal of Communication*, 11, 4652-4671. Open access: <http://ijoc.org/index.php/ijoc/article/view/7322>
- c) Senft, T. (2013). Microcelebrity and the branded self. In J. Hartley, J. Burgess, & A. Bruns (Eds.), *A companion to new media dynamics*, pp. 346-354. Malden, MA: Blackwell Publishing.

## **WEEK 11: MARCH 29 – Gendering of youth media and practices**

Taking into consideration the historical gendering of media and media practices, this class will focus on the role of gender in young people's digital media production. We will discuss how gendered cultural conceptions and practices are transferred into digital environments or embedded in online representations. We will consider how issues of gender shape and affect individuals' participation in these environments.

### **Required reading:**

Olszanowski, M. (2015). The 1x1 common: The role of Instagram's hashtag in the development and maintenance of feminist exchange. In N. Rambukkana (Ed.), *Hashtag publics: The power and politics of discursive networks*, pp. 229-242. New York: Peter Lang.

### **Additional readings and resources:**

- a) Chapter 4: Representations of gender today. In D. Gauntlett. (2008). *Media, gender and identity: An introduction*, pp. 62-98. London and New York: Routledge.
- b) Braithwaite, A. (2016). It's about ethics in games journalism? Gamergaters and geek masculinity. *Social Media + Society*, 2(4), 1-10. Open access: <http://journals.sagepub.com/doi/abs/10.1177/2056305116672484>
- c) Banet-Weiser, S. (2004). Girls rule!: Gender, feminism, and Nickelodeon. *Critical Studies in Media Communication*, 21(2), 119-139.
- d) Dobson, A. (2015). *Postfeminist digital cultures: Femininity, social media, and self-representation*. New York: Palgrave Macmillan.

## **WEEK 12: APRIL 5 – Topic to be selected by the class and/or guest speaker LINK TO YOUTH-DRIVEN MEDIA ONLINE PROFILE DUE IN MOODLE APRIL 11**

## **WEEK 13: APRIL 12 – Class presentations and wrap up**

Youth-Driven Media Online Profile presentations in class

**PEER EVALUATION DUE IN MOODLE ON APRIL 13  
INDIVIDUAL REFLECTION DUE IN MOODLE APRIL 19**