

10143 GAM 208-401 Virtual Worlds and Online Communities Fall 2020-2021 TuTh 3:10PM-4:40PM

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10066 UXD 208-401 Virtual Worlds and Online Communities (Formerly ISM 208) Fall 2020-2021 TuTh 3:10PM-4:40PM

## **Virtual Worlds and Online Communities**

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Mobile number: (773) 443-7877 (voice and text) - You are encouraged to use this.

Office: Virtual for general class questions, technical issues, and general observations. You are encouraged to call/email if you need clarification, help, or video meeting (such as Zoom).

### **Course Description**

Environments such as social networking sites, multiplayer online games and other online communities are becoming an increasingly large part of how we work, play, and learn. This course introduces the fundamentals for the interdisciplinary study of cyberculture and online social behavior. By examining core scholarship in this area, together with analyzing an existing virtual world, game, or online community, students will learn to research and understand new technologically-enabled social forms as they are emerging.

Students will obtain from this course a set of conceptual tools, vocabulary, and an analytical framework with which to recognize, understand, and more effectively manage new social practices online, together with a familiarity with the literature regarding social media and identity, community, public sphere, and social capital. At the completion of this course, students will be able to:

- a) Understand important features of online interactions,
- b) Analyze online interactions critically, and
- c) Understand how to ethically conduct research in online environments.

This is a time intensive course with extensive readings and web surfing assignments nearly every class in addition to a significant final project.

**Lecture material and assignments explanations will be delivered via Panopto videos. They will be delivered in time for viewing at the listed class times. They also will be available after that class time as designated.**

**Assignments with clear due dates will be on D2L and submission folders will have the correct due dates.**

**Because of the Remote Teaching (due to the Covid-19) Pandemic, much of the discussion work will be moved into short writing assignments.**

Each student will participate in a virtual community for a significant amount of time.

This syllabus is likely to be modified at any time and will be clearly detailed in the Panopto recording, and on D2L and emails.

### **Learning Domain Description**

GAM / UXD 208 is included in the Liberal Studies program as a course with credit in the Social, Cultural, and Behavioral Inquiry domain. Courses in the Social, Cultural and Behavioral Inquiry domain focus on the mutual impact of society and culture on individuals, and of individuals on society and culture. Particular attention is given to human relationships and behavior as they are influenced by social, economic and political institutions, spatial and geographical factors, and the events and social and cultural forces at play in the contemporary world. The domain emphasizes the pursuit of knowledge through the development of theory and empirical investigation of the contemporary world. Courses in the domain explore such particular issues as poverty and economic opportunity, the environment, nationalism, racism, individual alienation, gender differences, and the bases of conflict and consensus in complex, urban societies and in global relations.

### **Learning Outcomes**

NOTE: In the daily breakdown and assignment sheet, the Arabic numbers in each parenthesis corresponds to the following learning outcomes.

Students will be able to:

1. analyze and reflect upon arguments about the contemporary world using relevant theory, methods, and/or empirical evidence.
2. analyze interdependent relationships between contemporary society and individuals.

**How Learning Outcomes Will Be Met** (NOTE: The letters in parentheses after presentations, readings, activities, and assignments correspond to the following descriptions):

The first of the domain learning outcomes will be accomplished via:

- a) online modules and discussion of relevant issues (Deviance, Governance, Privacy, Children, and Transformative Culture),
- b) observation (written assignments using checklists and structured questionnaires),

- c) research methods (each student conducts at least 1 interview using the methodology in the Seidman text (about qualitative research),
- d) examination (combination of objective terms and essay responses with regard to theories and characteristics of community, third places, and personal identity),
- e) response essays (debating issues of privacy such as Snowden vs. NSA, submitted online), and
- f) the final paper (Each person or group [3 maximum] observes and analyzes an existing site and its members under pseudonyms for site and unique pseudonyms to protect identities of interviewees.).

The second of the domain learning outcomes will be descriptive analysis of the site. You (or group) will be describing the behavior discovered in their personal observations of interaction (posting, trolling, governance, online and offline activities and accomplishments, etc.)

### **Writing Expectations:**

Students in SCBI Learning Domain courses will demonstrate that they have mastered one or more of the learning outcomes through writing. It is expected that the equivalent of ten pages (which may be distributed across a series of assignments including papers, exams, journals, problem-sets and other writing assignments) will be required.

### **Changes to Syllabus**

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed in the News Section of the course home on D2L and sent via email.

Prerequisites

### **WRD 104**

### **Textbook**

Most of the readings will be provided under the Content tab on d2l. However, you will need access on D2L of the PDF 3rd edition of: Seidman, Irving, Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences, Teachers College Press, 2006. There is a quiz on the reading and a question on the mid-term built upon this book's content. We will primarily use the book during the second week and as a resource when you begin your own research. You may purchase this book if you want a "hard copy"

### **College Policies**

### **Online Course Evaluations**

Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not

track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Students complete the evaluation online in CampusConnect.

### **Academic Integrity and Plagiarism**

This course will be subject to the university's academic integrity policy. More information can be found at <http://academicintegrity.depaul.edu/>. If you have any questions be sure to consult with your professor.

### **Academic Policies**

All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the University Academic Calendar. Information on enrollment, withdrawal, grading and incompletes can be found at: [cdm.depaul.edu/enrollment](http://cdm.depaul.edu/enrollment).

### **Students with Disabilities**

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at: [csd@depaul.edu](mailto:csd@depaul.edu).

Lewis Center 1420, 25 East Jackson Blvd.

Phone number: (312)362-8002

Fax: (312)362-6544

TTY: (773)325.7296

CSD will be functioning during the Autumn Quarter 2020 REMOTELY. Here is the most recent email from CSD:

*"It's Fall Quarter 2020! I want to take this opportunity to remind you of the support available to you, and the accommodations available to students with documented disabilities in your courses. While most classes have switched to remote learning formats for this term, I want you to know that our staff continues to be available to support you and your students. Like most university personnel at this time, we are teleworking from home and can be reached at:*

*Loop Campus Staff 773-325-1677*

*[www.tinyurl.com/CSDVirtualOffices](http://www.tinyurl.com/CSDVirtualOffices)*

*9am.-5pm. Monday through Friday, except holidays*

*Website: <http://go.depaul.edu/csd>*

### ***Exam Accommodations***

*Whenever possible this Fall Quarter, we encourage you to make your exams available to students online because Center for Students with Disabilities (CSD) campus offices will be closed this term. We've made this temporary change to our policy to encourage social distancing and to reduce the footprint students and faculty will have on campus.*

*This means that students approved for extended time for their exams will need you to adjust the amount of time allotted for the exercise. Please send an email to [fits@depaul.edu](mailto:fits@depaul.edu) if you need assistance with adjusting the time for your students' exams.*

*Please contact our office if you have any questions about how to proceed, or other questions about students' accommodations.*

### ***General Information***

*At the start of each new term, we ask that faculty check to see the names and accommodations of CSD students identified in your courses. For more information on how to identify those students on your roster, go to the link below. If you have difficulty seeing student accommodations on your class roster, please contact our office.*

### ***Faculty Resources Link***

*Students with disabilities who have not already registered with the CSD, may also self-disclose themselves to you during their participation in your course or advising session. As DePaul has legal obligations regarding students with disabilities, we ask that rather than working with these students to assess reasonable accommodations yourself, you direct students who have not already done so to get in contact with CSD to discuss their options. We encourage you to include in your syllabi a statement which advises students with disabilities to contact our office if they are interested in accommodations. Below is a sample statement that you may modify as you deem appropriate in light of our staff working remotely from home.*

*Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations:*

*Loop Campus - Lewis Center #1420 - (312) 362-8002*

*Lincoln Park Campus - Student Center #370 - (773) 325-1677*

*Students can also email the office at [csd@depaul.edu](mailto:csd@depaul.edu)*

*Students who are registered with the Center for Students with Disabilities are also invited to contact me privately to discuss how I may assist in facilitating the accommodations you will use in this course. This is best done early in the term. Our conversation will remain confidential to the extent possible.*

*In closing, the CSD coordinates the university's provision of accommodations and other services to students pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. As such we regularly work with students diagnosed with a range of disabilities such as learning disabilities, AD/HD, medical conditions, chronic illness, mental health disorders, and physical/visual disabilities, amongst others. The CSD is also available as a resource for faculty and staff who may have questions about accommodating, or otherwise working with students with disabilities. For more information about our department please follow the link below.*

*<http://go.depaul.edu/csd>*

*We welcome you to contact our staff and discuss effective strategies for implementing accommodations that have been assigned by CSD for students in your course(s) as well as to discuss DePaul's obligations and services regarding students with disabilities. Thank you for your continued support."*

Gregory A. Moorehead, Director, Center for students with Disabilities

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**Class Schedule – Highly subject to change this quarter (in response to Remote teaching because of the Covid-19 pandemic)**

**Day 1 -- Module #1 – Overview, Syllabus, Introduction to Community**

Recorded Presentation – Building Virtual Communities (1, 2, a, b)

Take the IRB training online and post a screenshot to the Submission folder by no later than midnight of **Tuesday November 17, 2020**

I will be explaining how to take the IRB training on the first day of class.

*Readings –*

*Read excerpt from Jason Ohler, Digital Community, Digital Citizen (1, a, b)*

*Read article by Robert D. Putnam (1, a, b)*

**Week 2 – Module #2 – Research Ethics and Methods**

Day 1: Recorded Presentation: Ethics in Human Research (2, a, b, c)

*Read Seidman's (Usually Chapter 5) on "Institutional Review Board and Informed Consent"*

*Read Bruckman article about research (2, a, b, c)*

Day2: Recorded Presentation: Research Methodologies (2, b, c)

*Read Seidman (Usually Chapters 4, 6, 7) on Access, Technique, and Interviewing and "Strategies for Participant Participation" (2, b, c)*

**Take a quiz on Research Ethics and Methodologies**

**Examine [www.comicbookplus.com](http://www.comicbookplus.com) and [www.hitrecord.org](http://www.hitrecord.org) and complete the K.I.M. sheets on these two sites. You may use the Excel, Word, PDF or plain text versions of the K.I.M. Template.**

### **Week 3 – Module #3 Third Places and Identity**

Day 1: Recorded Presentation: The Great Good Place (1)

*Read Oldenburg Chapter (1, a, b, c, d)*

*Read Crick, “Rethinking Oldenburg” (1, a, b, d)*

Participate in the discussion on lessons to be learned from and lessons to be revised on third places

Join the Hollywood Stock Exchange ([www.hsx.org](http://www.hsx.org)), purchase (with the play money provided on the site) securities to attempt highest money net worth by quarter’s end, find types of interaction and evidence of community.

Fill-in the Hollywood Stock Exchange K.I.M. Template and upload that to D2L

Day 2: Recorded presentation on Identity (1, 2, a)

*Listen to Psychology Podcast listed below and respond by filling out a survey.*

*<http://www.psychologyofgames.com/2016/06/podcast-16-the-qualities-of-online-relationships/>*

*Read Magdoff, Psychology article*

*Read Turkle, Aspects of Self article*

Take a survey about persons/avatars and sign-identifiers

Submit your (self or up to 3 people) project’s preliminary protocol in the Submission folder

*Read Goffman article*

*Re-read (Usually Chapter 7) on Interviewing in Seidman (1, 2, a, b)*

*Take the Facial Emotion Test and upload a .jpg or .png of your results to the Submission Folder (1, a, b --You are not graded on your score on this activity).*

*<https://www.proprofs.com/quiz-school/story.php?title=facial-expression-recognition-test>*

### **Week 4 -- Module #4 – Participation, Deviance, and Lurking**

Day 1: Recorded Presentation on Participation and Lurking (1, 2, a, b, c) and Prep for Mid-Term

*Read Nonnecke and Preece (1, 2, a, b, c)*

*Read Wellman and Giulia (1, 2, a, b, c)*

Take a quiz on Seidman chapters, Bruckman, Crick, Magdoff, Oldenburg and Goffman (1, 2, a, b, c)

Complete and submit the Observation Sheet on a Virtual Community of Your Choice (2, a, b, c)

Complete an experiment using Faciloscope and a page from one of your research papers. Submit a screenshot of your result to the Submission Folder—Faciloscope.You.

In preparation for the next module, find a site which contains lively debate. Copy one of the longer responses and use Faciloscope to rate it. Submit a screenshot of your result.

Day 2: Recorded Presentation: Deviant Behavior (1, 2, a, b)

*Read Dibbels, “A Rape in Cyberspace”*

*Read Quite-Oh article on Copybot use in Second Life*

*<https://quiteoh.wordpress.com/2008/10/24/how-to-steal-anything-in-second-life/> (1, a, b)*

*Read Telford, Taylor. “Councilwoman pushes back at anonymous...” Chicago Tribune, August 29, 2018. (1, 2, a, b)*

*Read Van Gelder, “The Strange Case of the Electronic Lover” (1, 2, a, b)*

Complete the Reading Assistant for Deviant Behavior Sheet (2, b)

## **Week 5 – Module #5 – Mid-Term and Online Privacy**

Day1: Take-Home Mid-Term Examination (2, a, b, c)

Recorded Presentation: Laws and Privacy (1, 2, a, b)

Read EFF Report (1, 2, a, b)

Read Video Privacy article from 2015 Chicago Tribune (1, 2, a, b)

Day 2: View three short videos on privacy and contribute to the discussion.

View two (2) TedTalks (Snowden and NSA)

Complete the K.I.M. Template for the Snowden-Leggett videos Complete and K.I.M. Template for wikileaks.org

## **Week 6 – Module #6 – Design Factors and Governance (1, 2, a, b)**

Day 1: Recorded Presentation: Uses and Abuses of Website Design (1, 2, a, b)

*Read Chapman, Newbie Induction, and Morningstar and Farmer (1, 2, a, b, c)*

Listen to a Podcast about Disney Imagineering and Design

(Ludology 129: “Mr. Rogers’ Wild Ride” <http://ludology.libsyn.com/ludology-219-professor-scotts-wild-ride>)

Take a survey of site designs and identify problem factors

Day 2: Recorded Presentation: Why Governing is Hard! (1, 2, a, b)

*Read Castranova, Chapter 9 (1, a, b)*

*Read Krotoski article (1,2, a)*

Participate in a controversial activity demonstrating the problem with filtering as it currently exists (Analyzing the AOL Solution) (1, 2, a, b)

Analyzing the AOL Solution

### **Week 7 – Module #7 Social Roles**

Day 1: Recorded Presentation: Where Do We Fit In? (2, a, b)

*Read Duchenaut article (1, a, b)*

*Feenberg Article (1, a, b)*

*Read Kim Article (1, 2, a, b)*

First move in the “Public Good” game (1, a)

Complete and submit the Social Roles Response Sheet in the Submission Folder (1, 2, a, b)

Day 2: Recorded Presentation: What Do We Do About the Children? (1, 2, a, b, c)

*Read Banschick article (1, 2, a, b, c)*

*Read Children\_addiction (Tribune article) (1, 2, a, b, c)*

*Read Light/Web / Dark/Web (1, 2, a, b, c)*

Explore several children’s sites and write an essay where you analyze potential problems and suggest solutions (one page) <https://youtu.be/fCUTX1jurJ4>

### **Week 8 – Module #8 – Interview Analysis and Online Cooperation**

Day 1: Recorded Presentation: Improving Interview Techniques and Content (2, b)

View a filmed interview

(<https://video.search.yahoo.com/search/video?fr=mcafee&p=Daniel+Craig+interview+questions+and+answers#id=1&vid=c018f1fca35a5598e5f4b1e5a18ff390&action=click> from 0:00-3:20) )

Listen to an episode of NPR’s Fresh Air where Reese Witherspoon doesn’t really answer the interviewer’s questions (<https://www.npr.org/programs/fresh-air/2019/11/14/778865995/fresh-air-for-nov-14-2019-reese-witherspoon>) and submit an essay of at least one-page suggesting what you might do.

Day 2: Recorded Presentation: Making it Better (1, 2, a, b)

*Read Kollock and Raymond (1, 2, a, b)*

*Read MacKechnie on Belbin Roles (1, a, b)*

Submit an essay describing the strengths and weaknesses of [www.charitynavigator.org](http://www.charitynavigator.org) using the prompt in the Submission Folder.

Submit your second move in the Public Good Game

### **Week 9 – Module #9 – Social, Technical and Political Considerations**

Day 1: Recorded Presentation: What's Political About Websites? (1, 2, a, b)

*Read Lee and Light, Law and Regulation (1, 2, a, b)*

*Read Winner, Do Artifacts Have Politics? (1, 2, a, b)*

Analyze <https://www.reddit.com/r/harrypotter/> and provide answers about recreating fictional social-political structure and activities.

Day 2: Recorded Presentation: Trans-Ludic Migration (1, a, b)

*Read Pearce (1, a, b)*

*Written: Essay about a time you didn't feel welcome in a site or MMORPG. (one page)*

Complete and submit the K.I.M. Template for [www.cosplay.com](http://www.cosplay.com) in the Submission Folder.

### **Week 10 – Module #10 – Summary Film and Summary Presentation**

(1, 2, a, b)

View Second Skin film (1, 2, a, b)

Recorded Presentation: What I HOPE You Have Learned

### **Week 11 – Final Papers Due by Midnight Tuesday November 24<sup>th</sup>, 2020**

#### Video Reference

Society (Wonderful 1) <https://www.youtube.com/watch?v=TNQ76UyurLA>

Society (Wonderful 2) <https://www.youtube.com/watch?v=u56OqFjs1dg>

Virtue (Hard Boiled) <https://www.youtube.com/watch?v=pNP45KnEwdk>

Virtue

[https://www.youtube.com/watch?list=RDZ9EjOCyyCWg&v=Z9EjOCyyCWg&feature=emb\\_rel\\_end](https://www.youtube.com/watch?list=RDZ9EjOCyyCWg&v=Z9EjOCyyCWg&feature=emb_rel_end)

Societal Bonds / Aragorn

[https://www.youtube.com/watch?time\\_continue=52&v=EXGUNvIFTQw&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=52&v=EXGUNvIFTQw&feature=emb_logo)

Faith (Inherit) <https://www.youtube.com/watch?v=vtNdYsoool8>

Faith (Doubt 1) <https://www.youtube.com/watch?v=FuJ2soRp1VI>

Faith (Doubt 2) <https://www.youtube.com/watch?v=TAOUtgdcjik>

Social Contract/jus naturale (Logan's Run) [https://www.youtube.com/watch?v=4M2vx\\_RCwSs](https://www.youtube.com/watch?v=4M2vx_RCwSs)

NOT Utilitarianism (Zorg) <https://www.youtube.com/watch?v=PW9suGUySvQ>

Little Mis Sunshine Proust clip <https://www.youtube.com/watch?v=7VbYokM9dY4>

Being There clip <https://www.youtube.com/watch?v=Bow1ZJTV4L4>