Spring 2022

37356   GAM 208-601   Virtual Worlds and Online Communities
      MW 10:10AM-11:40AM   LEWIS 01108

42516   UXD 208-601 Virtual Worlds and Online Communities
(Formerly Ism 208)   MW 10:10AM-11:40AM   LEWIS 01108

Monday and Wednesdays

Please note: Monday May 30, 2022   Memorial Day - University officially closed – There will be NO CLASS.

Instructor: Jonathan W. Hey

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Office: CDM 635

M, T, W, TH 3 PM – 5 PM

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 in nearly every class in addition to a significant final project.

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

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

Much of the discussion work will be moved into short writing assignments to avoid too much time in close quarters (still battling against Covid-19).

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 Zoom recordings, 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: The numbers in parentheses after presentations, readings, activities, and assignments correspond to the following descriptions):

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 at least 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 to 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"

Course Policies

Changes to Syllabus
This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted under Announcements in D2L and sent via email.

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. Please see https://resources.depaul.edu/teaching-commons/teaching/Pages/online-teaching-evaluations.aspx for additional information.

Academic Integrity and Plagiarism
This course will be subject to the university's academic integrity policy. More information can be found at https://resources.depaul.edu/teaching-commons/teaching/academic-integrity/Pages/default.aspx.

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: http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx

Incomplete Grades
An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval. Information about the Incomplete Grades policy can be found at http://www.cdm.depaul.edu/Current%20Students/Pages/Grading-Policies.aspx

Students with Disabilities

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

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

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

Students who register with the Center for Students with Disabilities are also invited to contact Dr. Gergory Moorhead, Director of the Center, privately to discuss how he may assist in facilitating the accommodations to be used in a course. This is best done early in the term. The conversation will remain confidential to the extent possible.
Please see https://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx for Services and Contact Information.

Attendance Students are expected to attend each class and to remain for the duration. Coming 15 minutes late or leaving 15 minutes early constitutes an absence for the student. The overall grade for participation drops one-third after any absence. Three absences for any reason, whether excused or not, may constitute failure for the course. If during a lab period, you are on social media instead of attending to the current project, to a level that you must be asked to cease the social media, it may be considered an absence as you are not actually present in the class work.

Class Discussion Student participation in class discussions will be measured in two ways. First, students are highly encouraged to ask questions and offer comments relevant to the day's topic. Participation allows the instructor to "hear" the student's voice when grading papers. Secondly, students will be called upon by the instructor to offer comments related to the reading assignments. Students must keep up with the reading to participate in class discussion.

Attitude A professional and academic attitude is expected throughout this course. Measurable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when the instructor is speaking, mocking another's opinion, cell phones ringing, emailing, texting or using the internet whether on a phone or computer. If any issues arise a student may be asked to leave the classroom. The professor will work with the Dean of Students Office to navigate such student issues.

Civil Discourse DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be Socially Responsible Leaders. It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

Cell Phones/On Call If you bring a cell phone to class, it must be off or set to a silent mode. Should you need to answer a call during class, students must leave the room in an undisruptive

manner. Out of respect to fellow students and the professor, texting is never allowable in class. If you are required to be on call as part of your job, please advise me at the start of the course.

Important Dates

Saturday March 26, 2022	Begin SQ2022 Classes
Friday April 1, 2022	11:59 PM Deadline to add classes to SQ2022 schedule
Friday April 8, 2022	**Last day to drop SQ2022 classes with no penalty (100% refund of tuition if applicable and no grade on transcript)**
Saturday April 9, 2022	Grades of "W" assigned for SQ2022 classes dropped on or after this day
Monday April 11, 2022	Last day to select pass/fail option for SQ 2022 classes
Friday April 15, 2022	Good Friday - University officially closed
Saturday April 16, 2022	Easter Holiday - University officially closed
Sunday April 17, 2022	Easter Holiday - University officially closed
Monday April 18, 2022	Last day to select auditor status for SQ2022 classes
Saturday April 23, 2022	Begin SQ2022 optional mid-term exam week
Friday April 29, 2022	End SQ2022 optional mid-term exam week
Friday May 13, 2022	Last day to withdraw from SQ2022 classes
Monday May 30, 2022	**Memorial Day - University officially closed**
Friday June 3, 2022	End SQ2022 Day & Evening Classes
Saturday June 4, 2022	Begin SQ2022 Day & Evening Final Exams
Friday June 10, 2022	Baccalaureate Mass
Friday June 10, 2022	End Spring Quarter 2022

For more dates information: https://academics.depaul.edu/calendar/Pages/default.aspx

Class Schedule – Highly subject to change this quarter as I update the course.

Week 1 – Introduction

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

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

IRB Training REMOVED from the Spring 2022 course.

Readings –

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

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

Day 2: To be announced

Week 2 – Module #2 – Research Ethics and Methods

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

Read Seidman's (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 and 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), 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 –

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: Design Considerations (1, 2, a, b)

• Read Chapman,

• Newbie Induction

• 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

Day 2: Recorded Presentation: Media People (1, 2, a, b)

Week 7 – Module #7 Social Roles (or TBD)

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)

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)

Week 8 – Module #8 – Interview Analysis and Online Cooperation (or TBD)

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)

Week 9 – Module #9 -- Social, Technical and Political Considerations (or TBD)

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)

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

Read Pearce (1, a, b)

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 uploaded to the Submission Folder on D2L by Midnight Wednesday June 8th, 2022

There will be NO meeting for "Finals" on June 8th,2022 8:30am-10:45am	

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

- Societal Bonds / Aragorn
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

- 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