LIS 855, Social Media for Information Agencies

School of Library and Information Studies
University of Wisconsin-Madison
Spring 2016

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Course link page: `http://pinboard.in/u:dsalo/t:socialmedia`

Course Description

This course offers context on the use of social media in libraries, archives, museums, and other cultural-heritage agencies. It will provide an overview of currently-available platforms and tools, discuss social-media policy and assessment, offer plactical implementation ideas as well as creative opportunities, and investigate particular contexts and applications of social media. The course also investigates theory, commentary, and critiques of social media.

Course objectives

Upon completing the course, you will:

➢ Have a broad sense of the history of the social web and the networked information structures and knowledge paths that have arisen from it
➢ Understand the role of social media in participatory culture
➢ Understand social-media challenges such as maintaining privacy and negotiating power imbalances
➢ Have investigated several social-media applications
➢ Have analyzed how cultural-heritage organizations have used social media, and assessed their success from organizational and user perspectives
➢ Be able to match affordances of specific social-media applications to user and organizational needs
➢ Have created a social-media initiative for a specific context
➢ Have demonstrated innovation, leadership, and best-practice management of social media

This course is designed to assess the following SLIS learning outcomes: 1a, 1b, 2a, 3c, 3d, 4a, 4b, and 4d.

Course Policies

I intend to fully include persons with disabilities in this course. Please let me know within one week how I can best meet your needs. I will try to maintain the confidentiality of this information.

Academic Honesty: I follow the academic standards for cheating and plagiarism set forth by the University of Wisconsin.

Contacting me

READ THE SYLLABUS before asking a question, please; the syllabus may answer it! For any difficulty with the course that is not private or confidential, please bring it up in class or use the Learn@UW help forum; *I will not answer such questions by email.* Please also do your best to assist your classmates on the forum. I am not available weekends; otherwise, I do my level best to answer forum questions and email within two business days.

Should you see dead links (it does happen, usually with no notice), weird due dates, or other syllabus problems, please post them to the "Syllabus problems" forum on Learn@UW as soon as you see them.

Textbooks

There are no required textbooks for this course. All readings will be available from Learn@UW.

Course week

For convenience, our course week will run from Monday to Sunday (except Week 1, which starts Tuesday January 19). Content will open Sunday of the course week.

All readings are to be finished by the beginning of the week under which they are listed, except for Week 1.

Week 1: Social media's identity, history, and controversies

Learning objectives: What is social media? Why is social media important? Information dissemination on social media; hoaxes, news stories, credit and attribution, filter bubbles. Career opportunities involving social media.

boyd and Ellison. "Social network sites: definition, history, and scholarship." *Journal of Computer-Mediated Communication*, 2007. `http://www.danah.org/papers/JCMCIntro`

Perrin. "Social media usage: 2005-2015." `http://www.pewinternet.org/2015/10/08/social-networking-usage-2005-2015/`

Lenhart. "Teens, social media & technology overview 2015." `http://www.pewinternet.org/2015/04/09/teens-social-media-technology-2015/` (click through to read entire report)

Taube. "We got a look inside the 45-day planning process that goes into creating a single corporate tweet." `http://www.businessinsider.com/huge-social-media-manager-does-all-day-2014-5`

Werner. "It's history, not a viral feed." `http://sarahwerner.net/blog/2014/01/its-history-not-a-viral-feed/`

Johannson. "Does Facebook's anti-fake news approach create a new problem?" `http://www.socialmediatoday.com/content/does-facebooks-anti-fake-news-approach-create-new-problem-0`

Ingram. "Twitter vs. Facebook as a news source." `https://gigaom.com/2014/08/18/twitter-vs-facebook-as-a-news-source-ferguson-shows-the-downsides-of-an-algorithmic-filter/`

Nikolov et al. "Measuring online social bubbles." `https://peerj.com/articles/cs-38/`

Week 2: Sizing up social-media platforms

Learning objectives: Social media platforms past and present; types of platforms. Social-media conventions (hashtags, friending, memes, etc). The business of social media, and how it impacts social-media users. Evaluating social-media platforms. Tools for maintaining social-media presence. Social-media strategy, policy, assessment.

Duggan et al. "Social media update 2014." `http://www.pewinternet.org/2015/01/09/social-media-update-2014/`

Schaefer. "What are the best social media platforms for your business?" `http://www.businessesgrow.com/2015/06/01/best-social-media-platforms/`

Lee. "How do you manage multiple social media accounts?" `https://blog.bufferapp.com/how-to-manage-multiple-social-media-accounts`

Schneier. "Surveillance is the business model of the Internet." `http://www.securityweek.com/surveillance-business-model-internet-bruce-schneier`

Sherer and McLellan. "Social media's not for you—it's about you." `http://www.dataprivacymonitor.com/wp-content/uploads/sites/188/2015/04/2015-01-02_J.-Sherer-M.-McLellan-Social-Medias-Not-For-You-Its-Ab....pdf` (Pay special attention to the social-media policy recommendations.)

Folger. "Implementing a small-business social media strategy." `http://www.investopedia.com/university/implementing-small-business-social-media-strategy/` (click through entire report)

Thomas. "You will notice less of NIU Rare Books on social media these days..." `http://lynnemthomas.com/?p=1041` and `http://www.niu.edu/social-media/policy.shtml` (How NOT to do social-media strategy, policy, and assessment.)

Brooklyn Museum. "Social change." `https://www.brooklynmuseum.org/community/blogosphere/2014/04/04/social-change/`

Week 3: Social media, social justice, and social change

Learning objectives: How socioeconomic class, race/ethnicity, gender, and sexuality affect social-media use and user experience. Avoiding insensitivity while maintaining a social-media presence. Social-media use among children and teens; moral panics and genuine concerns. Social media in education; "creepy-treehouse syndrome." Social media in activist communities; "slacktivism."

Watkins. "Addressing race, inequity issues through social media power." `http://dmlcentral.net/addressing-race-inequity-issues-through-social-media-power/`

Center for Media Justice. "The digital culture shift: from scale to power." `http://centerformediajustice.org/wp-content/uploads/2015/08/digital_culture_shift_report.pdf` (pp 4-14, 50-54; reading the rest encouraged!)

Weinberger. "Micah Sifry: why the Net's effect on politics has disappointed us." `http://www.hyperorg.com/blogger/2014/12/02/micah-sifry-why-the-nets-effect-on-politics-has-disappointed-us/` (Contrast with the previous readings.)

"#myNYPD's epic fail." *Boston Globe*. `https://www.bostonglobe.com/opinion/editorials/2014/05/06/nypd-twitter-failure-offers-lessons-law-enforcement-social-media/o5bwtCs0kXxshH2GLQhq0L/story.html`

Rosenberg. "Why Seth Farlane and the Onion's jokes about Quvenzhané Wallis are so gross." `http://thinkprogress.org/alyssa/2013/02/25/1633981/why-seth-macfarlane-and-the-onions-jokes-about-quvenzhane-wallis-are-so-gross/`

Naidu. "What brands can learn from IBM's #HackAHairDryer campaign fiasco." `http://lighthouseinsights.in/ibm-hackahairdryer-backfires.html/`

Cheng. "What inner-city kids know about social media and why we should listen." `https://medium.com/i-m-h-o/what-inner-city-kids-know-about-social-media-and-why-we-should-listen-53ea514c9ec0`

boyd. "What if social media becomes 16-plus?" `https://medium.com/bright/what-if-social-media-becomes-16-plus-866557878f7`

Watters. "Top ed-tech trends for 2015: social media, campus activism, and free speech." `http://hackeducation.com/2015/12/19/trends-social-media/`

Young. "When professors create social networks for classes, some students see a 'creepy treehouse.'" `http://chronicle.com/blogs/wiredcampus/when-professors-create-social-networks-for-classes-some-students-see-a-creepy-treehouse/4176`

Week 4: Social-media use in information and cultural-heritage organizations

Learning objectives: Social media in information and cultural-heritage organizations; the "Library 2.0" era. Social media for patron service. Social media for advocacy. Social media for digital-collections outreach. Researching social media. Preserving social media. Crisis management on social media; the Streisand effect; handling parody accounts.

Crawford. "Five years later: Library 2.0 and balance." `http://citesandinsights.info/l2d.pdf` (until "Bibs and Blather" on p. 26)

Young and Rossmann. "Building library community through social media." `http://ejournals.bc.edu/ojs/index.php/ital/article/view/5625/pdf`

Holzer. "How to make people fall in love with your Instagram." `http://www.nypl.org/blog/2014/12/23/20-ways-make-people-fall-love-your-instagram-guide-libraries-and-other-cultural`

Werner. "How to destroy special collections with social media." `http://sarahwerner.net/blog/2015/07/how-to-destroy-special-collections-with-social-media/`

Jaffe. "The book-burning campaign that saved a public library." `http://www.citylab.com/politics/2012/06/book-burning-campaign-saved-public-library/2412/`

Simon. "An open letter to museums on Twitter." `http://museumtwo.blogspot.com/2008/12/open-letter-to-museums-on-twitter.html`

North Carolina State University. "Archiving social media: environmental scan." `http://www.lib.ncsu.edu/social-media-archives-toolkit/environment`

Week 5: Being individually social

Learning objectives: Context collapse. Privacy affordances on social media. Pseudonymity. Maintaining an individual professional social-media presence; social media as personal-learning network (conference hashtags, tweetchats). Tone and humor on social media.

Goffman. "The presentation of self in everyday life (selections)." `https://books.google.com/books?id=TlIAzT5uT-IC&lpg=PA120&ots=IsI8glGkld&dq=erving%20goffman&lr&pg=PA120#v=onepage&q=erving%20goffman&f=false`

Marwick. "In defense of getting personal on Twitter." `http://chronicle.com/article/In-Defense-of-Getting-Personal/145945`

Lewis. "Context collapse, performance piety and civil inattention." *The Guardian*. `http://www.theguardian.com/technology/2014/dec/31/web-concepts-need-understand-2015-guide-netiquette`

Grimmelmann. "The virtues of moderation." `http://yjolt.org/sites/default/files/Grimmelmann_The-Virtues-of-Moderation.pdf`

Doctorow. "You are not a digital native: privacy in the age of the Internet." `http://www.tor.com/2014/05/27/you-are-not-a-digital-native-privacy-in-the-age-of-the-internet/`

Madrigal. "Why Facebook and Google's concept of 'real names' is revolutionary." `http://www.theatlantic.com/technology/archive/2011/08/why-facebook-and-googles-concept-of-real-names-is-revolutionary/243171/`

Rogers. "IOLUG speaker's notes on online identity." `http://www.attemptingelegance.com/?p=652`

ASSIGNMENTS

All assignments are due **at 5pm CT** on the dates listed in the table below (the week designations below are mostly for me). One final-grade percentage point will be lost per day or fraction thereof late. If you are comfortable working ahead, feel free.

Weekly due-date table

	Dates	Due this week
Week 1	1/20-1/24	1/21 Writing-prompt response 1
Week 2	1/25-1/31	1/27 Writing-prompt response 2; 1/29 Wisdom Wall post
Week 3	2/1-2/7	2/3 Writing-prompt response 3
Week 4	2/8-2/14	2/10 Writing-prompt response 4; 2/12 Social-media policy critique
Week 5	2/15-2/21	2/21 Social-media plan, Wisdom Wall response

Assignment grades and due dates

	% of final grade	Due date
Writing-prompt responses	40%	(Thursday Week 1; Wednesday Weeks 2–4)
Social-media policy critique	20%	Friday of Week 4
Social-media plan	30%	Final day of class
Wisdom Wall post	5%	Friday of Week 2
Wisdom Wall response	5%	Final day of class

No extra credit opportunities are available in this class.

Final grade scale: 100-93.5 A; 93.4-89.5 AB; 89.4-83.5 B; 83.4-79.5 BC; 79.4-73.5 C, 69.5-73.4 D, below 69.5 F

Writing-prompt responses

For each of the first four weeks of class, a writing prompt is listed below; each has a corresponding discussion forum on Learn@UW. Answer the prompt thoughtfully, using support from class readings (an in-text citation is fine, no need to re-link or re-cite) as well as your own experience and outside readings (cite these with a link to online material OR a citation to offline material), but do not pad your answer to meet an arbitrary length limit—be kind to your classmates and instructor!

The discussion board will be closed (moderated) until after the response due date (Thursday for Week 1; Wednesday for weeks 2–4) so that responses will not be unduly influenced by prior responses. After that, I will open the responses for reading and further discussion. (You are not obligated to read all responses, but I do suggest at least skimming them.) You may prepare responses before the week they are due if you wish, but I ask that you not do so until you have finished the week's readings.

Week 1: Pick two of the websites/apps Slack, LibraryThing, Ravelry, Academia.edu, and StackExchange (those you are least familiar with, please) and decide whether they "count" as social media. Justify your response with reference to readings, but *feel free to disagree with the readings* about the definition of social media.

Week 2: Pick a social-media platform unfamiliar to you (honor system!) from the Week 1 list or Google+, Tumblr, Pinterest, Instagram, SnapChat, YikYak, Kik, WeChat. Find out whatever you can about its user demographics, adoption level, platform-specific conventions, known privacy/security issues, and API/tool integration. Offer an educated recommendation regarding who should use this platform professionally ("no one" is an acceptable answer when justified), how, and why.

Week 3: When and how should a professional interact with a demographic or activist community the professional does not belong to? How can an outsider professional keep the interaction worthwhile for all parties?

Week 4: Your workplace has decided to build a social-media presence. One of your colleagues strongly disagrees with this decision, is flatly refusing to participate in any way, and is influencing other colleagues to refuse their support as well. What do you do, and why?

Social media policy critique

Select a social-media policy from an organization you can imagine working for (you may start from `http://socialmediagovernance.com/policies/`, but feel free to find a different one). Evaluate the policy's comprehensiveness, fairness (to organization staff as well as patrons), handling of privacy concerns, patron/user-centeredness (please consider issues of representation here), and feasibility of implementation. Give your sense of whether and how this policy will lead to an effective (whatever that means; check for mission statement and available strategy documents) social-media presence for the organization. Suggest one especially good feature of the policy and one improvement to it. Post your critique to the designated discussion forum on Learn@UW, listing the organization as the post's subject line. If someone else has already posted a policy critique from the organization you chose, please post your critique as a REPLY to theirs (deleting any quoted material from their post) to keep things tidy.

Social media plan

I will divide you into groups of 3-4 for this. Choose one of the organizations/situations listed on Learn@UW **OR** an organization that a group member is familiar with (decide this by the close of Week 1, please). Make the organization a social-media outreach plan, addressing:

 - which specific population(s) the organization should try to reach via social media (n.b. think more broadly than patrons/users! and remember that listening/responding can also be a method of reaching people!)
 - which social media platform(s) are best-suited to reach those population(s) and why
 - key social-media policy considerations
 - a social-media workflow that is feasible to accomplish given the organization's staffing (recommend tools as appropriate)
 - when and how the organization should assess results, and how it might pivot if results are less impressive than hoped

Deliver your plan as though you were consulting for the organization and this plan represents your main deliverable. (The exact format is up to you, but whatever you choose, make sure they'll want to pay you for it!) Have one group member turn in your plan to the designated Learn@UW dropbox; for my grading convenience, please put all group members' names in the dropbox memo field.

I challenge you to do as much of this assignment as possible *via social media*. Let's eat our own dog food!

Wisdom Wall post and response

This assignment is intended to build all class members' current-awareness sources and strategies. By the close of Week 2, post a link, the title, and a one-sentence description of a *just-released* social-media–related resource (new platform, tool, news story, blog post, whitepaper or other gray literature, journal article) to the Wisdom Wall discussion forum on Learn@UW.

First-come-first-served! If someone else has already posted something you found, find something else. There is certainly no shortage of social-media coverage! I do ask, however, that you wait to post any additional resources you find until Week 3, to give classmates a chance to post a resource. Once Week 3 starts, anything new is fair game!

By the close of the course, post a short reflection (roughly 200-250 words) replying to one of the posted resources: (justified) agreement, (justified) disagreement, related anecdotes, an idea for applying something learned from the resource, and similar are all welcome.

There will be a separate Learn@UW forum for current-awareness strategies. If you're curious about how or where someone found something, feel free to ask there!

Learning outcomes table

SLIS Goals	855 Objectives	855 Measurable Outcomes
1a. Students apply key concepts with respect to the relationship between power, knowledge, and information.	Have a broad sense of the history of the social web and the networked information structures and knowledge paths that have arisen from it Understand the role of social media in participatory culture Understand social-media challenges such as maintaining privacy and negotiating power imbalances	Wisdom Wall posts and responses may address these relationships. Social-media policy critique invites consideration of these relationships. Social-media plan demands consideration of these relationships.
1b. Students apply key concepts with respect to theories and practices of literacies, reading, and the information use of others.	Have a broad sense of the history of the social web and the networked information structures and knowledge paths that have arisen from it Understand the role of social media in participatory culture Understand social-media challenges such as maintaining privacy and negotiating power imbalances Be able to match affordances of specific social-media applications to user and organizational needs Have created a social-media initiative for a specific context	Wisdom Wall posts and responses may address these concepts. Social-media policy critique invites consideration of these concepts. Social-media plan demands consideration of these concepts.
2a. Students evaluate and debate information policy and ethics applicable in local, national, or global contexts.	Have analyzed how cultural-heritage organizations have used social media, and assessed their success from organizational and user perspectives Have a broad sense of the history of the social web and the networked information structures and knowledge paths that have arisen from it Understand the role of social media in participatory culture	Wisdom Wall posts and responses may address these concepts. Social-media policy critique invites consideration of these concepts. Social-media plan demands consideration of these concepts.

SLIS Goals	855 Objectives	855 Measurable Outcomes
3c. Students analyze information needs of diverse individuals and communities.	Understand the role of social media in participatory culture Understand social-media challenges such as maintaining privacy and negotiating power imbalances Be able to match affordances of specific social-media applications to user and organizational needs Have created a social-media initiative for a specific context	Week 3 writing prompt directly confronts diversity challenges. Social-media policy and plan involve user-facing analysis of social-media platforms.
3d. Students understand and use appropriate information technologies.	Have investigated several social-media applications Have created a social-media initiative for a specific context	Weeks 1 and 2 writing prompts require students to investigate unfamiliar social-media platforms and tools. Social-media plan requires students to assess and recommend social-media platforms and tools.
4a. Students evaluate, problem solve, and think critically, both individually and in teams.	Understand the role of social media in participatory culture Understand social-media challenges such as maintaining privacy and negotiating power imbalances Be able to match affordances of specific social-media applications to user and organizational needs Have created a social-media initiative for a specific context	All assignments in this course involve critical thinking and problem solving.
4b. Students demonstrate good oral and written communication skills.	Have created a social-media initiative for a specific context	All assignments in this course involve written (and possibly oral, depending on the form the social-media plan takes) communication.
4d. Students demonstrate innovation and skills necessary for leadership.	Have analyzed how cultural-heritage organizations have used social media, and assessed their success from organizational and user perspectives Have created a social-media initiative for a specific context Have demonstrated innovation, leadership, and best-practice management of social media	Week 4 writing prompt discusses a common leadership challenge. Social-media policy critique and plan train students to take the lead on new initiatives.

SLIS Goals	855 Objectives	855 Measurable Outcomes