

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



COURSE OUTLINE

TCOM 310 – IDENTITY IN THE DIGITAL AGE

Prepared By: Kirk Jones

**SCHOOL OF BUSINESS AND LIBERAL ARTS
ENGLISH AND HUMANITIES DEPARTMENT
April 2016**

- A. **TITLE:** Identity in the Digital Age
- B. **COURSE NUMBER:** TCOM 310
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** No
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Fall
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:** 3 lecture hours per week
- H. **CATALOG DESCRIPTION:** Students explore theories of identity and their evolution in the digital era, noting how self-presentation has changed through the use of multi-media communication, and how social interaction in digital spaces has changed. In the course, students read and interpret multi-media texts, noting how image, sound, and language affect self-presentation. The course closes with an applied learning unit in which students employ ethnographic methodologies to explore identity in digital spaces.
- I. **PRE-REQUISITES/CO-REQUISITES:**
a. Pre-requisite(s): ENGL 101 and TCOM 101
- J. **GOALS (STUDENT LEARNING OUTCOMES):**
By the end of this course, the student will be able to:

<i>Course Objectives</i>	<i>Institutional SLO</i>
a. <i>Analyze</i> real-world accounts of identity negotiation, highlighting how digital media is used to express and articulate identity.	1. Communication 2. Crit. Thinking
b. <i>Apply</i> ethnographic methodologies to explore social group dynamics and social identity negotiation in digital settings.	1. Communication 2. Crit. Thinking
c. <i>Analyze</i> multi-media self presentation and describe how digital media is used to establish social identity.	1. Communication 2. Crit. Thinking
d. <i>Explain</i> the history and development of social groups in digital spaces.	1. Communication

- K. **TEXTS:**
(Representative texts; texts chosen by instructor)

Denzin, N.K., & Lincoln, Y.S. (2011). *The SAGE Handbook of Qualitative Research*. Los Angeles, CA: SAGE.

Foshay, R. (2016). *The Digital Nexus: Identity, Agency, and Political Engagement* (Cultural Dialectics). UBC Press.

Tajfel, H. (1982). *Social identity and intergroup relations*. New York, NY: Cambridge

University Press.

L. **REFERENCES:**

Anderson, B. (2006). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso.

Anderson, L. (2006). Analytic autoethnography. *Journal of Contemporary Ethnography*, 35(4), 373-395.

Bargh, J.A. & McKenna, K.Y.A. (2004). The internet and social life. *Review in Advance*.
Doi: 10.1146/annurev.psych.55.090902.141922

Blackledge, A. & Pavlenko, A. (2001). Negotiation of identities in multilingual contexts. *The International Journal of Bilingualism* 5(3), 243-257.

Descartes, R. (1988). *Descartes: Selected Philosophical Writings*. Cambridge; New York: Cambridge University Press.

Ellis, C., Adams, T. E., & Bochner, A. P. (2010). Autoethnography: An Overview [40 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 12(1), Art. 10, <http://nbn-resolving.de/urn:nbn:de:0114-fqs1101108>.

Hall, J.A., Park, N., Song, H., Cody, M.J. (2010). Strategic misrepresentation in online dating: the effects of gender, self-monitoring, and personality traits. *Journal of Social and Personal Relationships*, 27. DOI: 10.1177/0265407509349633.

Jenkins, H. *Textual Poachers: Television Fans and Participatory Culture*. (1992). New York: Routledge.

Leippe, M. (1991). A self-image analysis of persuasion and attitude involvement. In R. Curtis (Ed.) *The Relational Self: Theoretical convergences in psychoanalysis and social psychology*. New York: Guilford Press.

Manago, A.M., Graham, M.B., Greenfield, P.M., Salimkhan, G. (2008) Self-presentation

and gender on MySpace *Journal of Applied Developmental Psychology* 29, 446-458

Rheingold, H. (2000). *The Virtual Community*. Retrieved from

<http://www.rheingold.com/vc/book/intro.html>

Rimskii, V. (2011). The influence of the internet on active social involvement and the formation and development of identities. *Russian Social Science Review*, 52(1), 79-101.

Stone, B., & Richtel, M. (2007, July 16). The hand that controls the sock puppet could get slapped. *The New York Times*. Retrieved from

<http://www.nytimes.com/2007/07/16/technology/16blog.html?pagewanted=all>

Tajfel, H. (1981). *Human Groups and Social Categories*. London: Cambridge University Press.

Whittaker, L. & Gillespie, A. (2013). Social networking sites: Mediating the self and its communities. *Journal of Community & Applied Social Psychology*, 23, 492-504.

M. EQUIPMENT: Technology-enhanced computer lab

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS:

- Exams
- Quizzes
- Papers
- Participation

P. DETAILED COURSE OUTLINE: (must use the outline format listed below)

I. Identity: An Introduction

A. Dualism

B. Psyche

C. Persona

D. Relational Identity

E. Social Identity

i. Tajfel & Turner – Social Identity as a Process

ii. Social Groups

iii. Intergroup Relations & Cognitive Dissonance

iv. Social Identity as a Performative Act

v. Negotiation of Selves

- II. Social Identity in Digital Environments
 - A. Overview
 - B. Cybercrime & Strategic Misrepresentation
 - C. Textual Communication and Identity
 - D. Photographic Expression and Identity
 - E. Multi-Media Portrayals of Self
 - F. In-Group/Out-Group Relations on Social Media
 - G. The Failure of Traditional Modes of Reading & Understanding Identity

- III. Research Methods - Ethnography
 - A. Ethnography
 - i. Participant Observation
 - ii. Non-participant Observation
 - iii. Data Collection
 - iv. Data Analysis
 - B. Online Ethnography
 - i. Complications of the Traditional Model
 - ii. Facebook
 - iii. Fanpages
 - iv. Forums
 - C. Autoethnography
 - i. Evocative Autoethnography
 - ii. Analytic Autoethnography
 - D. Final Project – Ethnographic Research Project
 - i. Topic Proposal
 - ii. Data collection
 - iii. Data Analysis
 - iv. Data Presentation (Verbal & Written)

Q. **LABORATORY OUTLINE:** None