AN 341

VIRTUAL WORLDS, DIGITAL REALITIES

THE SOCIAL IMPACTS OF THE DIGITAL REVOLUTION

Inst: Richard Bordner

Off: Upper (*mauka)* Beh. Science Bldg. #114, MWF 11:30-2, TR 11:30-12:20 or by app't.
Ph: 739-4644 (wk) e-mail= rbordner@chaminade.edu or bordnerr001@hawaii.rr.com

Website: www.socialresearchsystems.com.

Required Texts: Boellstorff, Tom 2008. Coming of Age in Second Life: An Anthropologist Explores the Virtually Human. Princeton: Princeton Univ. Press.

Van Dijck, Jose 2013. The Culture of Connectivity: A Critical History of Social Media. London: Oxford Univ. Press.

Recommended: Ivory, James D. 2012. Virtual Lives. Santa Barbara: ABC-CLIO.

Meadows, Mark S. 2008. I, Avatar: The Culture and Consequences of Having a Second Life. Berkeley: New Riders.

Miller, Daniel 2011. Tales from Facebook. Cambridge: Polity Press.

Course Description:

Individually these games, apps, programs and devices modify social behavior. Collectively they have made dramatic changes in collective behavior, social expressions of the self and self-identity. Yet the changes have been so diverse and rapid that social sciences are just now starting to examine some of the consequences of these new technologies. We will look at the current discussions in anthropology, sociology, communications and geography and use theoretical constructs to make predictive models for the near future.

The course will specifically be examining some of the key technologies that by 2017 have changed social interaction and personal identity, along with several that appear poised to make dramatic change in the next 5 years. We will move through different areas of digital reality, initially examining communication technologies in a chronological order including smartphones and tablets. We will then move onto an examination of social media, looking at both the apps that mediate social interaction and the diverse ways these have been modified by users. The next area will be that of computer-based social media and structured social environments such as World of Warcraft, Everquest and Eve Online. Lastly we will examine current and near-future unstructured virtual worlds such as Second Life, Blue Mars and High Fidelity. A central theme throughout the course will be the ways in which these media have been modified by different societies and how these media are changing social patterns.

Skill Competencies you must have to take the course:
- Access to a computer (NOT a tablet or smartphone) Note that several programs must load on your computer (Second Life, Google Earth) so you must have Administrator privileges on your machine.
- You will have to open a Second Life account if you don't have one already
- You must join the Google Group for this course
- You consider getting one or more social media accounts if you don't already have some—BUT BE WARNED that they are very privacy-intrusive and very difficult to actually delete completely

BS-DIV Student Learning Outcomes

Behavioral Science

1. Ability to apply the scientific method to the study of human behavior in various contexts

2. An understanding of human behavior, both societal and universal relative to various contexts

3. An understanding of human behavior relative to adapting to various changing contexts

Course Objectives: This course meets the following Behavioral Science program student learning outcomes : 1) the role of theory in cross-cultural studies from anthropology and sociology; 2) demonstrate an understanding of the reciprocal relationships between the individual and the group (ethnic or society); 3) demonstrate the use of appropriate methodology and data analysis from anthropology and sociology in social research; 4) demonstrate an understanding of anthropological and sociological concepts and appropriate use of the discipline terminology; 5) demonstrate the understanding of basic knowledge, questions and issues in substantive areas of sociology and anthropology

This course has the following general objectives:

1) Increase your awareness of the importance of various digital media in the dynamic changes in contemporary societies;
2) Gain some understanding of how patterns of social ritual reinforce social relationships even in digital media;
3) To directly address the Program goal of providing students with the tools they need to provide leadership roles and competency in a complex multicultural world, through understanding the social dynamics present in apparently global digital media;
4) To directly address the Marianist goals of building collaborative learning communities and also integrating diverse viewpoints and values, through broadening your horizons as to the motivations and attitudes of individuals from cultural and ethnic backgrounds outside of your own experience.

This course is grounded in the Marianist Values of Chaminade University, which we strive to incorporate into these classes:
1) Educate in formation of faith
2) Provide an integral quality education

3) Educate in family spirit
4) Educate for service, justice and peace
5) Educate for adaptation and change

Chaminade University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade University. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, I must report the matter to the Title IX Coordinator. **Should you want to report to a confidential source you may contact the following:**

Dr. June Yasuhara, Counseling Center 808.735.4845

Course Requirements:
<u>**GRADING**</u>:
- <u>COMPETENCY MEASURES</u>: 2 competency measures, both essay and take home.
  - o <u>They will cover both the readings and the lectures</u>
  - o You will have roughly a week to work on them
  - o The <u>mid-semester one counts for 10%</u> of your course grade;
  - o the <u>final competency measure for 30%</u> of your course grade.
- <u>CRITICAL ANALYSIS</u>:
  - o For **Two (2)** of the concepts (one for each half of semester) that we cover in class, you will be required to turn in a written explanation of the: 1) the definition and application of the concept in anthropology, 2) its relevance to your intended career and your personal life; and 3) how it will be manifest in social behavior here in 10 years.
    - The content must be based on and reflect the course materials. In the schedule you will find the acceptable concepts that you must choose from and their due dates.
    - There is a three page minimum length requirement with citations where appropriate. Late papers will not be accepted.
    - Multiple individuals with the same content will be counted as plagiarism and will result in you receiving an F.
    - The critical analyses count for 20% [10% each] of the course grade.
- <u>POWERPOINT PRESENTATION</u>:
  - o You work solo or as a team of 2
  - o In this course we have a number of concepts linked to each of the modules.
  - o You will lead the class in a guided discussion about one concept covered in the course
  - o Your presentation will be based on Powerpoint or some other media/public display (your choice) and should take approximately 10 minutes to view. You will generate 2 reaction questions based on your presentation for your colleagues to work through that should be thought-provoking and make them consider some implications of your presentation.
  - o It must include: 1) the definition and use of the concept in this course; 2) the relevance of the concept to you and your classmates [why they should learn and use it]; 3) 2-3 points to ponder to drive discussion at the end of the Presentation.
  - o The material must be submitted in electronic format at least 1 week prior to your presentation so that your colleagues will have time to view the presentation and react to it.

- o You will also have to choose one or two article(s) that the rest of the class will read. You must explain why you chose those articles. You must have the articles approved by me.
  - o The Guided Presentation will be worth 20% of the course grade
- **LEARNING ASSESSMENT ASSIGNMENTS**:
  - o I am changing a number of components of the course, specifically geared towards enhancing your ability to learn and self-regulate. I can guide you, but no one can make you learn—it's a cooperative venture.
  - o There will be various tasks during the semester directed at learning, both readings and tasks. You will be graded on the completion of the assigned tasks.
  - o Learning Assignments count for 5% of your course grade.
- **REACTION PAPERS**:
  - o You will write a number of reaction papers
  - o These will be on questions posed in class, usually related to videos
  - o You will not be graded on grammar
  - o They will be from 1-2 pages in length
  - o Reaction Papers count for 5% of the course grade.
- **ATTENDANCE:**
  - o Attendance is mandatory in all CUH courses
  - o Attendance counts for 5% of your course grade

Competency Measures (2).. 40%   A= 90-100   D= 60-69
Critical Analysis (2)......... 20%   B= 80-89   F= -60
Guided Presentation............20%   C= 70-79
Learning Assignments…… 10%
Reaction Papers……..5%
Attendance.......……..5%
THERE IS NO POSSIBILITY OF EXTRA-CREDIT WORK IN THIS CLASS

MODULE	DATES	TOPICS COVERED	ASSIGNMENTS
I	Jan. 17-27	Intro / Definitions / Short History	Read: Boellstorff Ch. 1; van Dijck Ch. 1
II	Jan. 30-Feb. 10	Theory-Method / Continuum of Realities	Read: Boellstorff Ch. 3; van Dijck Ch. 2
III	Feb. 13-17	Mobile-Smartphones	
IV	Feb. 20-24	Application World-Big Data	Read: van Dijck Ch. 3-8
V	Feb. 27—March 3	Social Media-Impacts	**Mid-Term Comp Measure Out**
VI	March 6-17	Internet / Web 1.0-3.0	
VII	March 20-Ap. 7	Virtual Worlds-Second Life-MMORPGs	Read: Boellstorff Ch. 2, 4-9
VIII	Ap. 10-21	Multiple Modes to Reality	
IX	Ap. 24-May 5	Education / Learning / Cognition Impacts	**Final Comp Measure Out / DUE 5/10, 3pm**

TERMS AND CONCEPTS WE WILL EXAMINE IN THIS COURSE:

MODULE 1-INTRO= Number of users (US-global)   Popularity-persistence of use (daily)

Impacts-changes in use patterns   Impacts outside of pure social media-digital [self-driving cars]

Digital Reality   Culture   Digital Social media

Synchronic to a-synchronic   Communication-written-audial-texting

Causal factors   Effects   Indicators

Individual-Collective-Group

MODULE 1A-DEFS= Culture vs Ethnicity   Community   Physical Reality

Digital Reality   Virtual Worlds-Synthetic Worlds

MMORPGs   Virtual Reality   Augmented Reality

Commodify   Monetize   Apps [Applications]

APP Generation   Avatar   Like Button implications

MODULE 1B-HISTORY= literacy vs memory Social Impacts of technology

Electric Comm [telegraphy-telephone-radio-TV]   Internet-WWW [Web 1.0]

Personal Computing   Mobile Phones-Smartphones

Gaming Consoles   Software-Applications= NOTE SHORT TIMEFRAME

Social Networking   RPGs   Social Gaming

Freemium

MODULE 2A: THEORY-METHODS= Theory-Operational-Method   Business Models

MODULE 2B: PHYSICAL-DIGITAL BLURRING= Merging of Physical-Digital

Emotional-perceptual connection to Digital   Making the Digital "Real"

Economic Implications

MODULE 3: MOBILE PHONES= Smartphone numbers-distribution

Demographic use patterns

MODULE 4A: APP WORLD= Use persistence/change   Demographic popularity

Facebook   Twitter   Instagram

LinkedIn   Pinterest   Dating APPs-Social Impacts

MODULE 5A: SOCIAL MEDIA= Popularity-persistence

MODULE 5B: SOCIAL MEDIA IMPACTS= Social Implications

Changes in social dynamics, social network structure   Behavioral-Perceptual changes

Perceptual Bubble of Facebook Likes

MODULE 5C: APP BEHAVIOR= APP as Addiction

User lack of distinction between physical-real in social context

Emotional impact of APP behavior   Social Norm changes in APP behavior

APP Generation impacts   Facebook specifics   Twitter specifics

YouTube specifics

MODULE 6A: WEB 2.0= Social-Behavioral impacts

MODULE 7A: VIRTUAL WORLDS= Virtual Social Worlds   'Reality' of Virtual worlds

MODULE 7AB: SECOND LIFE PROJECT RESULTS= Second Life specifics

SL Avatar Identity-Resident Identity   SL Resident Quotes-Perceptions

MODULE 7B: MMORPGs= 'Reality' of Gaming Worlds

Cultural Variation in Gaming perception-usage [Korean]

MODULE 8: MULTIPLE REALITIES= Virtual Reality-Augmented Reality Implications

MODULE 9: EDUCATION IMPACTS= Changes in Learning Styles

Social Media Addiction   Changes in Time-Task Perception

ED Pedagogy and Changing Perception of ED

SCIENTIFIC METHOD DEFINITIONS

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

<u>Research Design And Counseling</u>

Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

<u>Research Method In Social Relations</u>

Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

<u>Methods In Behavioral Research</u>; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

http://allpsych.com/researchmethods/replication.html