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.
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Website: https://anthgeog.wordpress.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.

Gardner, Howard & Katie Davis  2014.  The App Generation: How Today's Youth Navigate Identity, Intimacy, and Imagination in a Digital World.  Cambridge: Yale Univ. Press.

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

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

## Grading

**Skill Competencies you must have to take the course:**
- You must join the Canvas Group to receive course materials

**Course Grading:**
GRADING:
- COMPETENCY EXERCISES: You will complete a competency exercise for each class module [see schedule].
  - Each exercise will consist of a minimum of 6 paragraphs in a specific format [attached]
  - Each exercise is due within a week of that module being covered in class
  - The exercises count for 50% of your course grade;

- FINAL COMPETENCY EXAM:
  - The final competency exam is an assessment of your knowledge of the course material. It will be given out during the last week of the semester, and will be due the Wednesday of Finals Week.
  - It will cover both the readings and the lectures
  - The exam or service project will count for 20% of your course grade

- PRESENTATION/BLOG POST:
  - You do this by yourself [solo]—NO GROUP WORK
  - Presentation/blog will be based a specific concept or topic from the course materials
  - You will develop the presentation for future classmates
  - Your presentation will be based on Powerpoint, blog post or website (your choice) and cover the topic in detail. The goal will be to further educate next term's students. Estimate 4-5 Powerpoint slides or 4-5 paragraph blog post as a normal presentation.
  - It must include: 1) clarification of any technical terms and explanation; 2) examples that clarify the question; 3) one or two final thoughts that show the importance of the issue.
  - A short abstract (hardcopy) must be submitted by the time of completion
  - The Presentation will be worth 10% of the course grade

- LEARNING ASSESSMENT ASSIGNMENTS:
  - 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 10% of the course grade.

- **ATTENDANCE:**
  - o Attendance is mandatory in all CUH courses
  - o Attendance counts for 5% of your course grade

| | | |
|---|---|---|
| Competency Exercises….. 50% | A= 90-100 | D= 60-69 |
| Blog-Presentation...........10% | B= 80-89 | F= -60 |
| Reaction Papers……..10% | C= 70-79 | |
| Final Competency Exam… 20% | | |
| Attendance.......……..5% | | |
| Learning Assignments…… 5% | | |

**THERE IS NO POSSIBILITY OF EXTRA-CREDIT WORK IN THIS CLASS**


**COMPETENCY EXERCISE TEMPLATE   1/18**

**CE FORMAT:**

4 Parts:

1) Concept or topic covered—specify and define [1 PARAGRAPH]
2) Put into a context—what is it's importance w/in course material [1 PARAGRAPH]
3) Go into detail on 1-2 specific aspects of the concept/topic NOT covered in the class materials—but your course READINGS CAN BE USED [so for example you could relate the class materials to the same concept/topic as it's presented in one of the assigned readings][3-4 PARAGRAPHS]
4) Discuss the utility and/or importance of the concept/topic outside of the class [1-2 PARAGRAPHS]
5) Citations at end of paper [APA format preferred]

**RULES:**

PARAGRAPH= defined as having 2 or more sentences; maximum should be less than one page.

CITATIONS= You must show where you got your material from.  You MUST support your material with citations.

<u>**WAYS TO LOSE POINTS:**</u>

**1 Use internet/generic definition rather than discipline [course] specific definition= 1 grade down**

Logic= If you can't remember that the course is within a discipline, which has specific definitions attached to terms, then you're not engaging in the class. Also if you forget this rule, you need to be reminded to focus on task.

**2 Merely repeating class [powerpoint/talks] materials= 1 grade down minimum**

Logic= If you can't be organized time-wise to look for outside sources, then you're not completing the assignment—you're merely repeating my materials back to me.

**3 Opinion-Only Writing= If your writing only shows your opinion on the concept/topic; no citations= 1 grade down minimum**

Logic= No one really cares about opinions—they want proof to back up your assertions/analyses so that you are more convincing. If you really need to vent, that's what social media is for.

**4 Working on exercises with others= minimum 1 grade down**

Logic= Sharing material means either you're putting in ½ the effort, or, more likely, one member is doing all the work and the other are entertaining (hopefully) parasites.

**5 Bogus citations/sources= 1 grade down minimum**

Logic= If you only pull your sources from the immediate [Wikipedia-only for example] then just as with the generic definition, you're not engaging with the material and showing any effort to process the class materials.

| 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. 2-8 |
| III | Feb. 13-17 | Mobile-Smartphones | Read Gardner all |
| IV | Feb. 20-24 | Application World-Big Data | |
| V | Feb. 27—March 3 | Social Media-Impacts | |
| 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 | **Comp EXAM DUE 5/9, 3pm** |

**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


We comply with all federal laws and guidelines including Title 9.

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• Chaminade Counseling Center| 808 735-4845.

• Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.


**Academic Honesty**

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.


Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.


Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.


**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.

<p align="right">Research Design And Counseling</p>

<p align="right">Heppner, Kivlighan, and Wampold</p>

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.

<p align="right">Research Method In Social Relations</p>

**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