

# JOUR 8675

## Issues in Information Access and Communication

**M 2:30pm – 5pm,  
Murphy Hall 200**  
3 Credits

### **INSTRUCTOR:**

Matthew Weber  
Murphy Hall 230  
[maw@umn.edu](mailto:maw@umn.edu)

### **OFFICE HOURS**

M, T, W, Th by appointment

### **COURSE WEBSITE**

Access the Canvas site via MyU Portal – <http://myu.umn.edu>  
For help call the computer helpline at 612-301-4357 (1-HELP)

### **COURSE OVERVIEW**

One of the central themes in news media and advertising is the need to better understand how to communicate to consumers in a complex media environment, and to understand how consumers gain access to information. This graduate seminar explores information ecosystems and will take a two-fold approach to understanding information access and communication.

First, we will take a practical approach to understanding complex information environments by examining industry trends and reviewing state-of-the-art research on the ways in which consumers engage with and consume information today as compared to prior generations. Our focus will be on understanding what the key differences are with regards to information access, as well as understanding in what ways consumption patterns have remained the same.

Second, we will study theories from communication, management and information science to better understand how to explain and predict consumer behavior. Our theoretical focus will drill down from the ecosystem level, to examine how consumers interact with complex media choices, and to examine how information and knowledge are constructed and shared via media. Throughout the course, we will explore relevant theories and develop a project examining local media ecosystems in Minnesota.

### **COURSE LEARNING OBJECTIVES**

- Understand and articulate key theories pertaining to information access and communication
- Understand relevant methods for analyzing and examining modern information ecosystems, and for addressing the complexity of these systems
- Discuss current issues of information access and the role of communication
- Develop and articulate appropriate research pertaining to information ecosystems
- Develop an appropriate and defensible design that will address your research questions

## TEXTBOOK / READINGS

All course readings are available via Canvas unless otherwise noted.

## COURSE PROCEDURES

Students are expected to have all required reading and exercises completed prior to class. Class time is for discussion of the relevant reading content and exercises. Your active reading, preparation, and participation will be critical to your success.

This course is reading-intensive; prior to each week, we will discuss the upcoming readings and talk about strategies for handling the reading load. My expectation is that you will have completed all readings for a given week, and that you will have taken the time to dive deep into at least 1 – 2 of the readings (e.g. a close reading).

Students who do not read before class will find themselves poorly prepared to participate in the class discussion. We will operate the course as part seminar and part workshop. The instructor will lecture and provide expert advice earlier in the term in order to introduce new concepts in the course.

Articles selected for inclusion in this course are not necessarily selected for their recency or quality, but for their ability to generate “teachable moments” around research problems in the classroom the instructor also believes graduate students have a major role to play in course communication and interactions.

Although the primary purpose of this course is to prepare you for dissertation research and research inquiry, the role of your dissertation chair and research supervisor is critical to the dissertation proposal and/or research analysis process. This course and this instructor are not substitutes for the direction of your chair or supervising faculty member.

## WORKLOAD POLICY

One credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a three credit course that meets for three hours a week should expect to spend an additional six hours a week on coursework outside the classroom. Students should expect to spend about nine hours in learning efforts per week (inside and outside of class) to satisfactorily complete this course. Students are expected to attend every class and should expect to read the equivalent of one chapter per week.

## GRADES

Grades will be assigned based on the following percentage of total points:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
≥93%	90	87	83	80	77	73	70	67	63	60	<60

A – Represents achievement that significantly exceeds expectations in the course

B – Represents achievement that is above the minimum expectations in the course

C – Represents achievement that meets the minimum expectations in the course

D – Represents achievement that partially meets the minimum expectations in the course. Credit is earned but it may not fulfill major or program requirements  
F - Represents failure in the course and no credit is earned.  
S - Achievement that is satisfactory, which is equivalent to a C- or better.  
N - Represents no credit and signifies that work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete) - assigned at the discretion of the instructor when, due to extraordinary circumstances (as determined by the instructor), the student who has successfully completed a substantial portion of the course's work with a passing grade was prevented from completing the work of the course on time. The assignment of an I requires a written agreement between the instructor and student. The written agreement must require the student to complete the course requirements no later than the day grades are due for the subsequent regular (fall or spring) term (except for students called to active military duty.)

If students have University-based conflicts or complaints, including course-related issues, the Student Conflict Resolution Center ([sos@umn.edu](mailto:sos@umn.edu) or 612-624-7272) offers free and confidential assistance.

Gradebook and login information from this course's Canvas site is being made available to your academic advisor to assist in outreach efforts to support your success as a student. The information will remain confidential to you, your instructor, your advisor, and to technical staff who are responsible for maintaining this project. Advisors may occasionally use this information to reach out to students who are struggling academically, or who require additional support to be successful in their courses.

### **ATTENDANCE**

This is a graduate seminar and attendance is expected. Note that you will be allowed 1 unexcused absence for semester (based on our class meeting once per week). For each additional unexcused absence after this initial unexcused absence, your final grade will be reduced by 10%, per each additional unexcused absence.

### **MOBILE DEVICE AND LAPTOP POLICY**

Please do not place your cell phones on the table during class. Laptops may be used, but the wireless network should be turned off. Students should bring electronic or paper copies of all readings and notes to class the day that they are scheduled for discussion.

All slide presentations will be available on the course Canvas site.

*Note: if the Disability Resource Center determines that you require a laptop as a course accommodation, you are welcome to use one with appropriate notice to the instructor.*

### **SALE OF NOTES**

Students may not distribute instructor-provided notes or other course materials, except to other members of the same class or with the express (written) consent of the instructor. Students may not engage in the widespread distribution or sale of transcript-like notes or notes that are close to verbatim records of a lecture or presentation. Students are not permitted to record any part of a class/lab/other session unless

explicitly granted permission by the instructor. If the student does not comply, the student may be asked to leave the classroom.

### **ACADEMIC FREEDOM AND RESPONSIBILITY:**

Academic freedom is a cornerstone of the University and it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help: The instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

When conducting research, pertinent institutional approvals must be obtained, and the research must be consistent with University policies.

### **STUDENT CONDUCT CODE AND DEFINITIONS**

Students are responsible for understanding and following the [Student Conduct Code](#). According to the University's Student Conduct Code, scholastic dishonesty means *“plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using course materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.”*

The HSJMC has its own policy on plagiarism and fabrication, which are considered extremely serious breaches of academic conduct AND professional practice in the media industries. See <http://cla.umn.edu/hsjmc/about/plagiarism-fabrication-policy>. If you are unsure what constitutes plagiarism or fabrication, you may complete a tutorial on the topic found here: <https://canvas.umn.edu/courses/83197>

Proven scholastic misconduct in this course will result in a minimum of assignment grade of F to a maximum of course grade of F, depending on severity (as determined by the instructor). A report also will be filed with HSJMC's Director of Undergraduate Studies and/or the Director of Graduate Studies as well as with the University's Office for Community Standards.

### **EXCUSED ABSENCES**

Students are responsible for planning their schedules to avoid excessive conflict with course requirements. Students will not be penalized for absence during the academic term due to unavoidable or legitimate circumstances. Such circumstances do not include voting in a regional, state, or national election. Such circumstances do include: illness, physical or mental, of the student or his or her dependent; medical conditions related to pregnancy; participation in intercollegiate athletic events (but travel or intercollegiate

athletic competition during study days and finals week are prohibited, except under certain circumstances); subpoenas; jury duty; military service; bereavement, including travel related to bereavement; religious observances; and activities sponsored by the University if identified by the senior academic officer for the campus or his or her designee as the basis for excused absences

The instructor has the right to request, and the student must provide if requested, verification for absences, with the exception of a single episode medical absence that does not require medical services. The instructor has the right to request verification for a single episode medical absence if (i) the student has had more than one single episode medical absence in the class, or (ii) the single episode medical absence involves missing laboratory sessions, exams or important graded in-class assignments. Students must notify their instructors of circumstances leading to a request for makeup work as soon as possible and provide information to explain the absence. Some situations will be sufficiently urgent that arrangements for makeup work cannot be made prior to the date of an absence. In such cases, arrangements should be made as soon as possible following the student's return. Instructors are not obligated to accommodate a student who has missed so much of the critical components of a course, even for legitimate reasons, that arrangements for makeup work would not be reasonable.

### **STUDENT WRITING SUPPORT**

15 Nicholson Hall and 9 Appleby Hall – call 612-625-1893 for an appointment or go to <http://writing.umn.edu/sws>

Student Writing Support offers face-to-face consulting for *all* University of Minnesota students working on any writing project. Consulting is available by appointment online and in Nicholson Hall, and on a walk-in basis in Appleby Hall. In addition, SWS offers a number of web-based resources on avoiding plagiarism, documenting sources, and planning and completing a writing project. See <http://writing.umn.edu/sws/quickhelp/index.html>

Also, if you feel you need help with writing, you may want a copy of one of the many books that help writers hone their skills. These include:

- The University's *Student Writing Guide* provides detailed, step-by-step guidance through the writing process and lists numerous writing resources. Available at: <http://writing.umn.edu/sws/assets/pdf/2010swg.pdf>
- Kessler, Lauren and Duncan McDonald, *When Words Collide*. Belmont, CA: Wadsworth, most current edition.
- Strunk, William Jr. and E. B. White, *The Elements of Style*. New York, NY: Macmillan Publishers, most current edition.

These are just a few of the many books you can find about quality writing techniques. Your work in this class will be judged, at least in part, on your ability to communicate well.

### **HSJMC WRITING EXPECTATIONS**

Writing is a core competency in every course at the HSJMC. The school's commitment to student writing is reflected in its participation in the University's "Writing-enriched Curriculum" program. Students are expected to consistently improve their writing as they progress through the curriculum. Proper grammar, punctuation, spelling, style and construction are among the most basic expected competencies. Writing should be concise, and papers should be well organized, reflecting thoughtful consideration of an

effective introduction, valid arguments supported by evidence, clear analysis and an effective conclusion. It should display an ability to synthesize information from a variety of credible sources. Students should read the [Expected Writing Competencies for Mass Communication Courses](#) for more about these and other writing skills that students are expected to master before graduating.

### **ADVISOR ACCESS TO CANVAS GRADEBOOK**

Gradebook and login information from this course's Canvas site is being made available to your academic advisor to assist in outreach efforts to support your success as a student. The information will remain confidential to you, your instructor, your advisor, and to technical staff who are responsible for maintaining this project. Advisors may occasionally use this information to reach out to students who are struggling academically, or who require additional support to be successful in their courses.

### **DISABILITIES**

*The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.*

- *If you have, or think you have, a disability in any area such as mental health, attention, learning, chronic health, sensory, or physical, please contact DRC at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.*
- *If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.*
- Students are responsible for requesting accommodations as early in the term as possible, because the DRC does NOT require instructors to provide retroactive accommodations.

*Additional information is available at: <https://diversity.umn.edu/disability/> Note: Students with special needs may receive this syllabus and other course materials in alternative formats upon request. Contact the HSJMC Student Services Center for more information, 612-625-0120.*

### **STUDENT MENTAL HEALTH AND STRESS MANAGEMENT**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via <http://www.mentalhealth.umn.edu>

### **SEXUAL HARASSMENT**

University policy prohibits sexual harassment and retaliation as defined in the Oct. 13, 2017 policy statement. "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's

work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

[https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual\\_Harassment\\_Sexual\\_Assault\\_Stalking\\_Relationship\\_Violence.pdf](https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual_Harassment_Sexual_Assault_Stalking_Relationship_Violence.pdf)

Any individual who believes they have been subjected to sexual harassment or retaliation for reporting sexual harassment can report their concerns to the Office for Equal Opportunity and Affirmative Action (EOAA) at [eoaa@umn.edu](mailto:eoaa@umn.edu) or 612-624-9547.

### **EQUITY, DIVERSITY, EQUAL OPPORTUNITY, AFFIRMATIVE ACTION**

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

### **EMAIL PROTOCOL**

A University assigned student email account is the University's official means of communication with all students. Students are responsible for all information sent to them via their University assigned email account: You are expected to check your umn.edu email account regularly. Email only works for logistics, such as questions with yes/no answers or arranging a meeting with an instructor or a TA. Email does not work for anything that requires explanation, and most questions do. Therefore, visit office hours to get your questions answered. Also, provide full context in your email message, including your full name and a very clear question.

## ASSIGNMENTS

The following provides a breakdown of the assignments and weighting for this course:

- Class preparation and contribution (10%)
- Reading discussion guides (20%)
- Research proposal (10%)
- Completed research project (60%)

### ***Class preparation and contribution (10%)***

Participation points are earned through ongoing participation in the week-to-week course discussion:

- Attendance and attention for the full class period
- Thoughtful and appropriate verbal participation (more does not always equal better)
- Listening alertly and taking notes
- Providing supportive interaction with your peers

Graduate seminars are a collective and communal learning experience. In other words, be an active and constructively critical participant during each session.

Preparation for each class session requires reading and often re-reading the assigned articles and chapters. My expectation is that you will have read each article, and closely read at least half the readings. Close reading will require you to think about the following questions:

- What is *good* about this paper?
- What is the basic formulation of the theory (constructs and relationships among the theories), and what drives the theory?
- What are the theoretical foundations of the research?
- What assumptions does this paper make? How tenable are the assumptions?
- What is the main contribution of this paper? What are the important ideas?
- What could be improved in the paper?
- Do you believe the arguments (about the theory and the conclusions drawn from the data)? What would it take to convince you?
- For whom and under what circumstances does the argument apply and not apply?
- What are the critical differences between this author's argument and others you have read? Can these differences be resolved through an empirical test? What would this study look like?



***Reading discussion guides (20%)***

***Due on a rotating basis via email to the course no later than 24 hours before the class***

Students will be responsible for leading discussion in a given week. Students assigned to a particular reading will explain the reading plus the empirical studies in terms, and help to generate discussion based on:

- Topic overview and objectives of the study
- Theories addresses in the research
- Aspects of the design and implementation of the study
- Key contributions of the study and questions/issues it provokes
- Ways in which the reading connects to other research

We will follow “Amazon” rules for discussion; each student(s) leading reading will be expected to provide a summary of the articles for that week and the key questions raised by each article. Bullets are encouraged. Your outline should be no more than two pages in length (single spaced). Your job is to identify key aspects of the readings explained in plain language (your own words-- i.e., no direct quotes), and find common themes, discoveries, controversies, etc., across articles. Include an opening comment on the connections among the articles.

***Research proposal (10%)***

***Proposal due – via email – to the professor by March 11, 2019, by 5PM. The professor will confirm receipt.***

Each student will draft a research proposal consisting of a literature review and methods section, and an initial discussion of data to be collected. The research proposal should be approximately 10 pages single-spaced, which also addresses the theoretical/conceptual framework of the research study. The research proposal will specify the problem to be addressed, including the problem statement, the purpose, the significance of the study, a small literature review, as well as conceptual or theoretical framework (s), and an initial bibliography.

If you anticipate collecting human subjects data, you will need to talk with the professor and work to meet the February 22<sup>nd</sup> IRB submission deadline for early March review. Initial IRB submission should occur before this date for all data collection plans.

***Completed research project (60%)***

***Completed research project due – via email – to the professor by Monday, May 13, 2019, by 5pm. The professor will confirm receipt.***

The term paper should develop or elaborate a theory, method or application of your choice, explicitly incorporating a network perspective. It should review the relevant research literature and include a research design that tests network hypotheses or makes novel methodological or computational contributions. Papers need to be prepared according to the guidelines specified in the *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.), or the guidelines for a specific journal of your choosing. You are free to use this as an opportunity to develop ideas you have worked on in other courses. The term paper is due on May 13 by 5pm. We will follow ICA guidelines for the paper, in that the text of the paper may be no longer than 25 pages, double-spaced, 1" margins (excluding references, figures and images; page limit is for body text).

Students will present their research at the end of the semester. Presentations will be 30 minutes in length, including discussion. The presentations are meant to be a forum for sharing the knowledge you've developed; although you do not need to share your paper ahead of time, feel free to do so. Plan to assign one reading to the class in order to give your peers background on your topic.

## COURSE SCHEDULE AND READINGS

### **Week 1: Overview**

**January 28, 2019**

**This week will start with introductions and an overview of the course. We will talk about key questions of information access and introduce the research project.**

Buckland, M. (1991). Information as thing. *Journal of the American Society for Information Science*, 42, 351-360.

Powers, M., Vera Zambrano, S., & Baisnée, O. (2015). The news crisis compared: The impact of the journalism crisis on local news ecosystems in Toulouse (France) and Seattle (US). *Local journalism: The decline of newspapers and the rise of digital media*, 31-50.

### **Week 2: Information, knowledge and communication (AS)**

**February 4, 2019**

Hislop, D. (2002). Mission impossible? Communicating and sharing knowledge via information technology. *Journal of Information Technology*, 17(3), 165-177.

Argote, Linda, and Paul Ingram. 2000. Knowledge transfer: A basis for competitive advantage in firms. *Organizational Behavior and Human Decision Processes*, 82: 150- 169.

Hansen, M. 1999. "The Search-Transfer Problem: The Role of Weak Ties in Sharing Knowledge across Organizational Subunit," *Administrative Science Quarterly*, 44(1).

Szulanski, Gabriel. 1996. Exploring internal stickiness: Impediments to the transfer of best practice within the firm. *Strategic Management Journal*, 17: 27-43.

Boisot, M., & Canals, A. (2004). Data, information and knowledge: have we got it right? *Journal of Evolutionary Economics*, 14(1), 43-67.

**Week 3: Information ecosystems (JA)**  
**February 11, 2019**

Review Abernathy's data and report on US News Deserts

<https://www.usnewsdeserts.com/reports/expanding-news-desert/>

Anderson, C. W., Coleman, S., & Thumim, N. (2015). How news travels: A comparative study of local media ecosystems in Leeds (UK) and Philadelphia (US). *Local journalism: The decline of newspapers and the rise of digital media*, 73-93. (available via UMN library as online text)

Starbird, K. (2017, May). Examining the Alternative Media Ecosystem Through the Production of Alternative Narratives of Mass Shooting Events on Twitter. In *ICWSM* (pp. 230-239).

Lotan, G., Graeff, E., Ananny, M., Gaffney, D., & Pearce, I. (2011). The Arab Spring| the revolutions were tweeted: Information flows during the 2011 Tunisian and Egyptian revolutions. *International journal of communication*, 5, 31.

Hess, K. (2013). Breaking boundaries: Recasting the "local" newspaper as "geo-social" news in a digital landscape. *Digital Journalism*, 1(1), 48-63.

**Week 4: The ecology of information ecosystems (HX)**  
**February 18, 2019**

Powell, Walter W., White, Douglas R., Koput, Kenneth W., & Owen-Smith, Jason. (2005). Network dynamics and field evolution: The growth of interorganizational collaboration in the Life Sciences. *American Journal of Sociology*, 110(4), 75.

Weber, Matthew S. (2012). Newspapers and the Long-Term Implications of Hyperlinking. *Journal of Computer-Mediated Communication*, 17(2), 187-201.

Anderson, C. W. (2016). News ecosystems. *The SAGE handbook of digital journalism*. London: SAGE, 410-423.

Dimmick, J. W. (2002). *Media competition and coexistence: The theory of the niche*. Routledge. (Ch. 1 & 2)

Friedland, L. A. (2001). Communication, community, and democracy: Toward a theory of the communicatively integrated community. *Communication research*, 28(4), 358-391.

**Week 5: Mapping information ecosystems (EL)**  
**February 25, 2019**

Stronbely, Sarah (2018). Mapping the Local News Ecosystem – With Detail but Scale. Nieman Labs. Access at: <http://www.niemanlab.org/2018/12/mapping-the-local-news-ecosystem-with-scale-but-detail/>

See also, a more detailed post on Medium:  
<https://medium.com/centerforcooperativemedia/local-news-ecosystem-mapping-balancing-depth-vs-scale-8841da2199b1>

See also, related Knight Foundation post: <http://www.niemanlab.org/2018/12/a-year-of-local-collaboration/>

Internews (2018). “MÁS INFORMACIÓN”: An Information Needs Assessment of Latino Immigrants in Oakland California. Access at:  
[https://internews.org/sites/default/files/2018-07/INA\\_Oakland%20California\\_7.11.18\\_for-web.pdf](https://internews.org/sites/default/files/2018-07/INA_Oakland%20California_7.11.18_for-web.pdf)

[https://dewitt.sanford.duke.edu/wp-content/uploads/2018/08/Assessing-Local-Journalism\\_100-Communities.pdf](https://dewitt.sanford.duke.edu/wp-content/uploads/2018/08/Assessing-Local-Journalism_100-Communities.pdf)

Weber, M. S., & Napoli, P. M. (2018). Journalism History, Web Archives, and New Methods for Understanding the Evolution of Digital Journalism. *Digital Journalism*, 1-20.

**Week 6: Sharing information and knowledge I (RM)**  
**March 4, 2019**

Paek, H. J., Yoon, S. H., & Shah, D. V. (2005). Local news, social integration, and community participation: Hierarchical linear modeling of contextual and cross-level effects. *Journalism & Mass Communication Quarterly*, 82(3), 587-606.

Singh, Jasjit. 2005. Collaborative networks as determinants of knowledge diffusion patterns. *Management Science*, 51: 756-770.

Ali, C., Schmidt, T. R., Radcliffe, D., & Donald, R. (2018). The Digital Life of Small Market Newspapers: Results from a multi-method study. *Digital Journalism*, 1-24.

Udo Zander and Bruce Kogut. 1995. Knowledge and the Speed of the Transfer and Imitation of Organizational Capabilities. *Organization Science*, 76-92.

Kümpel, A. S., Karnowski, V., & Keyling, T. (2015). News sharing in social media: A review of current research on news sharing users, content, and networks. *Social media+ society*, 1(2), 2056305115610141.

**Week 7: Sharing information and knowledge II (HX)**  
**March 11, 2019**

- Dimmick, J., Chen, Y., & Li, Z. (2004). Competition between the Internet and traditional news media: The gratification-opportunities niche dimension. *The Journal of Media Economics*, 17(1), 19-33.
- Lee, C. S., & Ma, L. (2012). News sharing in social media: The effect of gratifications and prior experience. *Computers in human behavior*, 28(2), 331-339.
- Hermida, A., Fletcher, F., Korell, D., & Logan, D. (2012). Share, like, recommend: Decoding the social media news consumer. *Journalism Studies*, 13(5-6), 815-824.
- Platon, S., & Deuze, M. (2003). Indymedia journalism: A radical way of making, selecting and sharing news?. *Journalism*, 4(3), 336-355.
- Oeldorf-Hirsch, A., & Sundar, S. S. (2015). Posting, commenting, and tagging: Effects of sharing news stories on Facebook. *Computers in Human Behavior*, 44, 240-249.

**Week 8: Spring Break**  
**March 18, 2019**

**Week 9: A network perspective (AS)**  
**March 25, 2019**

- Lusher, Dean, & Ackland, Robert. (2010). A relational hyperlink analysis of an online social movement. *Journal of Social Structure*, 11.
- Graeff, E., Stempeck, M., & Zuckerman, E. (2014). The battle for 'Trayvon Martin': Mapping a media controversy online and off-line. *First Monday*, 19(2).
- C. W. Anderson (2010) Journalistic Networks and the Diffusion of Local News: The Brief, Happy News Life of the "Francisville Four", *Political Communication*, 27:3,289-309, DOI: [10.1080/10584609.2010.496710](https://doi.org/10.1080/10584609.2010.496710)
- Kim, K., & Barnett, G. A. (1996). The determinants of international news flow: A network analysis. *Communication Research*, 23(3), 323-352.
- Howard, P. N. (2002). Network ethnography and the hypermedia organization: New media, new organizations, new methods. *New media & society*, 4(4), 550-574.

**Week 10: Information access I (SW)**  
**April 1, 2019**

- Stieglitz, S., & Dang-Xuan, L. (2013). Emotions and information diffusion in social media—sentiment of microblogs and sharing behavior. *Journal of management information systems*, 29(4), 217-248.
- Messing, S., & Westwood, S. J. (2014). Selective exposure in the age of social media: Endorsements trump partisan source affiliation when selecting news online. *Communication Research*, 41(8), 1042-1063.
- Costera Meijer, I., & Groot Kormelink, T. (2015). Checking, sharing, clicking and linking: Changing patterns of news use between 2004 and 2014. *Digital Journalism*, 3(5), 664-679.
- Holton, A. E., & Chyi, H. I. (2012). News and the overloaded consumer: Factors influencing information overload among news consumers. *Cyberpsychology, Behavior, and Social Networking*, 15(11), 619-624.
- Hermida, A. (2011). Mechanisms of participation: How audience options shape the conversation. *Participatory journalism: Guarding open gates at online newspapers*, 11-33.

**Week 11: Information access II (RM)**  
**April 8, 2019**

- Hamilton, J. (2004). *All the news that's fit to sell: How the market transforms information into news*. Princeton University Press. (Ch. 1)
- d'Haenens, L., Koeman, J., & Saeys, F. (2007). Digital citizenship among ethnic minority youths in the Netherlands and Flanders. *New Media & Society*, 9(2), 278-299.
- Tsfati, Y. (2007). Hostile media perceptions, presumed media influence, and minority alienation: The case of Arabs in Israel. *Journal of Communication*, 57(4), 632-651.
- Tewksbury, D. (2005). The seeds of audience fragmentation: Specialization in the use of online news sites. *Journal of broadcasting & electronic media*, 49(3), 332-348.
- Bertot, J. C., Jaeger, P. T., & Grimes, J. M. (2010). Using ICTs to create a culture of transparency: E-government and social media as openness and anti-corruption tools for societies. *Government information quarterly*, 27(3), 264-271.

**Week 12: Dynamics of information ecosystems (EL)**  
**April 15, 2019**

Gomez Rodriguez, M., Leskovec, J., & Schölkopf, B. (2013, February). Structure and dynamics of information pathways in online media. In *Proceedings of the sixth ACM international conference on Web search and data mining* (pp. 23-32). ACM.

Leskovec, J., Backstrom, L., & Kleinberg, J. (2009, June). Meme-tracking and the dynamics of the news cycle. In *Proceedings of the 15th ACM SIGKDD international conference on Knowledge discovery and data mining* (pp. 497-506). ACM.

Papacharissi, Z., & de Fatima Oliveira, M. (2012). Affective news and networked publics: The rhythms of news storytelling on# Egypt. *Journal of Communication*, 62(2), 266-282.

Thorson, E. (2008). Changing patterns of news consumption and participation: News recommendation engines. *Information, Communication & Society*, 11(4), 473-489.

Costera Meijer, I., & Groot Kormelink, T. (2015). Checking, sharing, clicking and linking: Changing patterns of news use between 2004 and 2014. *Digital Journalism*, 3(5), 664-679.

**Week 13: Access, information and politics (MW)**  
**April 22, 2019**

Eveland Jr, W. P., & Scheufele, D. A. (2000). Connecting news media use with gaps in knowledge and participation. *Political communication*, 17(3), 215-237.

Schudson, M. (2002). The news media as political institutions. *Annual review of political science*, 5(1), 249-269.

Gil de Zúñiga, H., Jung, N., & Valenzuela, S. (2012). Social media use for news and individuals' social capital, civic engagement and political participation. *Journal of Computer-Mediated Communication*, 17(3), 319-336.

Moy, P., McCluskey, M. R., McCoy, K., & Spratt, M. A. (2004). Political correlates of local news media use. *Journal of Communication*, 54(3), 532-546.

Oberholzer-Gee, F., & Waldfogel, J. (2009). Media markets and localism: Does local news en Espanol boost Hispanic voter turnout?. *American Economic Review*, 99(5), 2120-28.

Prior, M. (2005). News vs. entertainment: How increasing media choice widens gaps in political knowledge and turnout. *American Journal of Political Science*, 49(3), 577-592.



**Week 14: Policy and information access (JA)**  
**April 29, 2019**

Rispoli, Mike and Aaron, Craig (2018). Government Funds Local News and That's a Good Thing. Nieman Labs. Access at:  
<http://www.niemanlab.org/2018/12/government-funds-local-news-and-thats-a-good-thing/>

Napoli, P. M. (2015). Social media and the public interest: Governance of news platforms in the realm of individual and algorithmic gatekeepers. *Telecommunications Policy*, 39(9), 751-760.

Gans, H. J. (1983). News media, news policy, and democracy: Research for the future. *Journal of Communication*, 33(3), 174-184.

Yanovitzky, I. (2002). Effects of news coverage on policy attention and actions: A closer look into the media-policy connection. *Communication research*, 29(4), 422-451.

Sayre, B., Bode, L., Shah, D., Wilcox, D., & Shah, C. (2010). Agenda setting in a digital age: Tracking attention to California Proposition 8 in social media, online news and conventional news. *Policy & Internet*, 2(2), 7-32.

**Week 15: Research presentations**  
**May 6, 2019**