

SOC356Y1Y: Technology & Society 2015-2016

Mon. 11:00-13:00 / GB405 (Fall) and BA1120 (Winter)

Course Instructor: Dr. Guang Ying Mo guangying.mo@mail.utoronto.ca

Office Hours: 2:30 – 4:00 pm, Room 389, Department of Sociology

TA: Chang Lin chang.lin@utoronto.ca

TA Office Hours: Room 225, Department of Sociology

2015

Oct. 23, 1:00pm-3:00pm

ROOM 225e

Nov. 10, 1:00pm-2:30pm

ROOM 225d

Nov. 13, 1:00pm-2:30pm

ROOM 225e

Dec. 4, 1:00pm-3:00pm

ROOM 225e

2016

Jan. 8, 1:00pm-2:00pm

ROOM225e

Feb. 5, 1:00pm-3:00pm

ROOM225e

Mar. 1, 1:00pm-3:00pm

ROOM 225e

Mar. 4, 1:00pm-3:00pm

ROOM 225e

Apr. 1, 1:00pm-3:00pm

ROOM 225e

Introduction

This course analyzes the interplay between new communication technologies and society. You will learn and engage in discussions about how technological developments affect current social systems, including political economy, and conversely, how social systems affect the nature and use of technology. This course approaches the dialectical relations between technology and society from two perspectives - one is information society, the other is network society.

Examining technology's impact on the development of information society, the first semester will use political economy approach and critical theories to understand how technology exacerbates or alleviates social inequality. During the second half of the course, we will focus on technology's impact on the development of the network society. We will also *do* sociology as in addition to talking about it, with two hands-on research assignments.

The course will address four overarching questions:

1. How has Society Changed with (and Shaped) Technology?

There was life before the Internet and mobile phones. To place in context the current use of information and communication technologies (ICTs), we start by examining how technological development – along with industrialization, urbanization and bureaucratization – has affected the nature of societies, cities, work organizations and communities since the nineteenth century? How did the pre-computer technological development of trains, cars, planes, phones, etc. affect the ways in which people found community and worked together?

2. How Do ICTs Affect Everyday Life?

How have the development of ICTs been shaped by governmental and organizational actions and desires? What are the implications of the information highway for privacy, autonomy, social stratification, democracy, and other important social issues? We're now in the third phase of thinking about the Internet. Phase 1 was "wow, what a brave new world." Phase 2 was doing systematic documentation of who is online when, where, why, how, and for what? The current Phase 3 looks at how the Internet fits into everyday life. We are now entering Phase 4: the turn towards mobile, personal, always-on technology, where ICTs are at your fingertips. We look at *person-to-person* sociability, civic involvement, social capital, the global village, and how the Internet has affected households. We will also discuss how research, both qualitative and quantitative is conducted using the Internet.

3. What is the Nature of Computer-Mediated Communities?

To what extent can people find "virtual community" at a distance when connected by the Internet, the Web, videoconferencing and other parts of the information highway? How do such on-line relationships fit in with people's overall sets of community ties? To what extent do online communities function as all-encompassing worlds? What can we learn about communities by studying their network structure or the collective behavior of the participants?

4. How Do Digital Media Intersect with Social Control and Inequality?

ICTs are often heralded for their potential to cut across class, gender and ethnic boundaries. But, do new technologies merely recreate old inequalities in a new context? Do some segments of society benefit or suffer disproportionately because of the introduction of new technologies? How do race, class and gender influence the adoption and use of technology? How do those in power use technologies to surveil, discipline or constrain? How do citizens subvert this power using technology? What can you do to protect your privacy?

Prerequisite

Completion of SOC200H1 or equivalent methods course in Social Science is required to take this course. Students without this prerequisite will be removed from the course.

Evaluation

Type	Description	Date due	Weight
Test 1	Short answers	Oct. 26, 2015	10%
Paper 1	Literature review (6-8 p.)	Nov. 16, 2015	15%
Test 2	Short answers and long answers	Dec. 7, 2015	20%
Test 3	Short answers	Feb. 8, 2016	15%
Paper 2	Independent research project (8-10 p.)	Mar. 7, 2016	20%
Test 4	Short answers and long answers	Apr. 4, 2016	20%

Email and the Course Webpage

Email and the ability to access the course webpage is important. The instructor and TA's will use email for reminders, clarifications, and notifications, etc. Feel free to contact us via your utoronto e-mail account with questions, requests or problems. Any email sent to the instructor or TA's should have SOC356Y in the subject to ensure that it gets read. With that said, it is essential that you follow a few rules:

- **Assignments will not be accepted via email.** You must submit assignments to Turnitin and Blackboard.
 - All emails should be signed with the student's full name and student number.
 - Emails from students will generally be answered within one business day of receipt.
- Always e-mail your questions to **one** member of the course staff (either the instructor or a TA). Sending the same question to more than one recipient will just delay an answer, because it makes it unclear whom you expect to answer your message.
- Treat emails as you would with any other professional communication.
 - Emails that ask questions that are answered in the course syllabus or website (e.g., "how much is assignment X worth") will not receive a response.
 - Complex, in-depth questions **cannot be answered** well by e-mail. Please raise any such questions during lectures or come to my office hours.

Make-Up Tests

Students who miss a test will receive a mark of zero unless **within three days** of the missed test he/she contacts the instructor requesting special consideration and explaining why the test was missed. The instructor or TA will communicate the time and location of the make-up test. In order to take the make-up test, students must bring **proper documentation from a physician or college registrar** to the make-up test.

- In case of **illness**, you must supply a duly completed **Verification of Student Illness** or Injury form (available at www.illnessverification.utoronto.ca). A doctor's note is not acceptable. The form must be placed in a sealed envelope, addressed to the instructor, and submitted when you take the make-up test.
- If a **personal or family crisis** prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a

crisis is interfering with your studies). The letter must be placed in a sealed envelope, addressed to the instructor, and submitted when you take the make-up.

Deadlines for Submitting Papers

Students are required to submit their assignments **electronically to Blackboard and Turnitin**. Late work will not be accepted without proper documentation from a student's physician or college registrar (described above). The penalty for a late assignment is a grade deduction of **5% per calendar day**. Submission **later than one week** after the deadline will **not** be accepted.

Plagiarism

Cheating and misrepresentation will not be tolerated. Students who commit an academic offense face serious penalties. To avoid plagiarism, you must give credit whenever you use:

- Another person's idea, opinion, or theory;
- Any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
- Quotations of another person's actual spoken or written words; or
- Paraphrase of another person's spoken or written words.

Know where you stand by reading the "Code of Behaviour on Academic Matters" in the Calendar of the Faculty of Arts and Science. To remind you of these expectations, and help you avoid accidental offences, you are requested to **include a signed Academic Integrity Checklist with every assignment**. If you do not include the statement, your work will **not be graded**.

All cases of plagiarism will be reported to the Dean's office.

Turnitin.com

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Class ID: 10210878 Password: SOC356

Accessibility Needs

If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

Readings

Most of the readings are academic papers from peer-reviewed journals, book chapters, or reports. The readings are available either as web links in the class schedule below, or as downloadable files on our course webpage.

In the Spring Semester, you will use the course textbook – *Networked: The New Social Operating System* written by Lee Rainie and Barry Wellman (2012, MIT Press), which can be purchased at the University Bookstore or Amazon.ca.

Comments on Writing

The instructor and TA's are willing to help you with your assignments during visits to office hours. However, we are more able to help students who come early. All too often, papers are one or two drafts short of excellence when time expires. Revisions can make the difference between "C" and "A" work. We also encourage you to use the university's writing resources.

Schedule

Week 1: [Sept. 14] Introduction

Fischer, Claude. 1992. Ch.1. "Technology and Modern Life," pp.1-21 *America Calling*. University of California Press.

Bliss, Wesley, L. 1952. "In the Wake of the Wheel". In Spicer, E. H., editor, *Human Problems in Technological Change: A Casebook*. Russell Sage Foundation Publications.

Week 2: [Sept. 21] Technology's power and influence

Barbrook, Richard and Andy Cameron. 1996. "The Californian Ideology," *Science as Culture* 6(1):44-72. <http://www.imaginaryfutures.net/2007/04/17/the-californian-ideology-2/>

Ibrus, Indrek. 2015. "History of Web Standardization," Pp. 97-114 in *The Ubiquitous Internet: User and Industry Perspectives* edited by Anja Bechmann and Stine Lomborg. New York and London: Routledge.

Week 3: [Sept. 28] Internet and public sphere

Papacharissi, Zizi. 2002. "The Virtual Sphere: The Internet as a Public Sphere," *New Media & Society* 4:9-27.

Stoddart, Mark C. J. and Laura MacDonald. 2011. "'Keep it Wild, Keep it Local': Comparing News Media and the Internet as Sites for Environmental Movement Activism for Jumbo Pass, British Columbia," *The Canadian Journal of Sociology* 36(4):313-35.

Week 4: [Oct. 5] Digital capitalism; In-class tutorial

Castells, Manuel. 2010 (1996). Ch. 2 "The New Economy: Informationalism, Globalization, Networking," pp. 77-162 in *The Rise of the Network Society*, 2nd Edition, Volume 1. Blackwell, Oxford, UK.

Schiller, Dan. 2011. "Power Under Pressure: Digital Capitalism in Crisis," *International Journal of Communication* 5: 924-41.

Dufour, Paul. 2010. "Supplying Demand for Canada's Knowledge Society: A Warmer Future for a Cold Climate?" *American Behavioral Scientist*, Special issue: Science and Technology Workforce. 53(7):983-96.

Assignment 1

Thanks-Giving Oct. 12

Week 5: [Oct. 19] Quality and diversity of content online

Graham, Mark, Matthew Zook, and Andrew Boulton. 2013. "Augmented Reality in Urban Places: Contested Content and the Duplicity of Code," *Transactions of the Institute of British Geographers* 38:464-79.

Hier, Sean P. 2000. "The Contemporary Structure of Canadian Racial Supremacism: Networks, Strategies and New Technologies," *The Canadian Journal of Sociology* 25(4):471-94.

Week 6: [Oct. 26] Mid-Term Test in Class, 90 min.

Week 7: [Nov. 2] Technology and inequality

Guillén, Mauro F. and Sandra L. Suárez. 2005. "Explaining the Global Digital Divide: Economic, Political and Sociological Drivers of Cross-National Internet Use," *Social Forces* 84(2):681-708.

Howard, Philip N., Laura Busch, Penelope Sheets. 2010. "Comparing Digital Divides: Internet Access and Social Inequality in Canada and the United States," *Canadian Journal of Communication* 35(1):109-28.

Nahon, Karine, Jeff Hemsley, Shawn Walker, and Muzammil Hussain. 2011. "Fifteen Minutes of Fame: The Power of Blogs in the Lifecycle of Viral Political Information," *Policy & Internet* 3(1):1-28.

Class Break [Nov. 9]

Week 8: [Nov. 16] Mass media

Anderson, Monica and Andrea Caumont. 2014. *How Social Media is Reshaping News*.

<http://www.pewresearch.org/fact-tank/2014/09/24/how-social-media-is-reshaping-news/>

Waterman, David, Sung Wook Ji. 2012. "Online Versus Offline in the United States: Are the Media Shrinking?" *The Information Society* 28(5):285-303.

Assignment 1 submission

Week 9: [Nov. 23] Identity and Online community

Nakamura, Lisa. 2014. Gender and Race Online. Pp. 81-95 in *Society and the Internet: How Networks of Information and Communication are Changing Our Lives*. Oxford University Press.

Sessions, Lauren F. 2010. "How Offline Gatherings Affect Online Communities? When Virtual Community Members 'Meetup'," *Information, Communication & Society* 13(3):375-95.

Hutchings, Tim. 2011. "Contemporary Religious Community and the Online Church," *Information, Communication & Society* 14(8):1118-35.

Week 10: [Nov. 30] Law and regulation

May, Christopher. 1998. "Capital, Knowledge and Ownership: The 'Information Society' and Intellectual Property," *Information, Communication & Society* 1(3):246-69.

Gow, Gordon A. 2005. "Public Safety Telecommunications in Canada: Regulatory Intervention in the Development of Wireless E9-1-1," *Canadian Journal of Communication* 30(1).

Week 11: [Dec. 7] Final Test in Class, 100 min.

Week 12: [Jan. 11] Triple Revolutions and network society

Castells, Manuel. 2000. Ch. 5 "The Culture of Real Virtuality: The Integration of Electronic Communication, the End of the Mass Audience, and the Rise of Interactive Networks," pp. 355-406 in *The Rise of the Network Society*, 2nd Edition, Volume 1. Blackwell, Oxford, UK.

Lee Rainie & Barry Wellman. 2012. *Networked*. Chapter 1: "The New Social Operating System of Networked Individualism."

Assignment 2

Week 13: [Jan. 18] The Social Network Revolution and social capital

Rainie & Wellman. 2012. Chapter 2, "The Social Network Revolution."

Putnam, Robert. 1995. "Bowling Alone: America's Declining Social Capital," *Journal of Democracy* 6 (1): 65-78. <http://xroads.virginia.edu/~HYPER/DETOC/assoc/bowling.html>

Marsden, Peter V. 1987. "Core Discussion Networks of Americans," *American Sociological Review* 52(1):122-31.

Week 14: [Jan. 25] The Internet Revolution and personal networks

Rainie & Wellman. 2012. Chapter 3: "The Internet Revolution."

Wang, Hua and Barry Wellman. 2010. "Social Connectivity in America: Changes in Adult Friendship Network Size from 2002 to 2007," *American Behavioral Scientist* 53 (8):1148-1149.

Hampton, Keith and Richard Ling. 2013. "Explaining Communication Displacement and Large-Scale Social Change in Core Networks: A Cross-National Comparison of Why Bigger is Not Better and Less Can Mean More," *Information, Communication and Society* 16(4), 561-589.

Week 15: [Feb. 1] The Mobile Revolution and multiplexity

Rainie & Wellman, Chapter 4, "The Mobile Revolution."

McEwen, Rhonda N. 2010. *On My Own: Mobile Phone Practices of Young People in Times of Transition*, Conference proceedings at the Association of South East Asian Nations Conference, Manila.

Boase, Jeffrey. 2008. "Personal Networks and The Personal Communication System: Using Multiple Communication Media to Connect with Personal Networks," *Information, Communication and Society* 11(4):490-508.

Week 16: [Feb. 8] Mid-Term Test in Class, 90 min.

Week 17: [Feb. 15] Technology and work; In-class tutorial

Rainie & Wellman. 2012. Chapter 7, "Networked Work."

Chen, Wenhong and Steve McDonald. 2015. "Do Networked Workers have more Control? The Implications of Teamwork, Telework, ICTs and Social Capital for Job Decision Latitude," *American Behavioral Scientist* 59(4):492-507.

Maclarkey, Robert L. 1997. "Information Technology and the Workplace: An Empirical Investigation of Anti-Technology Theory," *International Review of Modern Sociology* 27(2):33-44.

Week 18: [Feb. 22] Technology and organization

Burt, Ronald. 2003. "Structural Holes and Good Ideas," *American Journal of Sociology* 110:349-399.

Tremblay, Diane-Gabrielle Tremblay. 2003. "Telework: A New Mode of Gendered Segmentation? Results from a Study in Canada," *Canadian Journal of Communication* 28(4): 461078.

Week 19: [Feb. 29] Technology and innovations

Mo, Guang Ying. 2015. *Does Diversity Foster Innovation? A Case Study with GRAND*. American Sociological Association Annual Conference. Chicago, August 22-26.

Chamakiotis, Petros, Elies A. Dekoninck and Niki Panteli. 2013. "Factors Influencing Creativity in Virtual Design Teams: An Interplay between Technology, Teams and Individuals," *Creativity & Innovation Management* 22(3):265-79.

Week 20: [Mar. 7] Technology and families

Rainie & Wellman, Chapter 6, "Networked Families."

Rudi, Jessie, Jodi Dworkin, Susan Walker, and Jennifer Doty. 2015. "Parents' Use of Information and Communications Technologies for Family Communication: Differences by Age of Children," *Information, Communication & Society* 18(1): 78-93.

Turcotte, Martin. 2010. "Time Spent with Family during a Typical Work Day, 1986 to 2006," *Statistics Canada, Canadian Social Trends* April 13.

Assignment 2 submission

Week 21: [Mar. 14] Technology and agency

Rainie & Wellman. 2012. Chapter 8, "Networked Creators."

Burt, Ronald, 2012. "Network-Related Personality and the Agency Question: Multirole Evidence from a Virtual World," *American Journal of Sociology* 118(3):543-91.

Hampton, Keith, Lee Rainie, Weixu Lu, Maria Dwyer, Inyoung Shin, Kristen Purcell. 2014. *Social Media and the Spiral of Silence*. Pew Research Center.

Week 22: [March. 21] Technology, privacy, and surveillance

Rainie & Wellman, Chapter 9, "Networked Information."

Young, Alyson Leigh and Anabel Quan-Haaseg. 2013. "Privacy Protection Strategies on Facebook: The Internet Privacy Paradox Revisited," *Information, Communication & Society* 16(4):479-500.

Tewksbury, Doug. 2012. "Crowdsourcing Homeland Security: The Texas Virtual Border Watch and Participatory Citizenship," *Surveillance & Society* 10(3/4): 249-62.

Week 23: [Mar. 28] Technology and political participation

Obar, Jonathan A. 2014. "Canadian Advocacy 2.0: An Analysis of Social Media Adoption and Perceived Affordances by Advocacy Groups Looking to Advance Activism in Canada," *Canadian Journal of Communication* 39(2):211-33.

Dubois, Elizabeth and William H. Dutton. 2013. "Empowering Citizens of the Internet Age: The Role of a Fifth Estate," pp.238-53 in Dutton, W.H. and Graham, M. (eds) *Society and the Internet: How Information and Social Networks are Changing Our Lives*, Oxford: Oxford University Press.

Week 24: [Apr. 4] Final Test in Class, 100 min.
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