

# **SOC356H1S: SOCIOLOGY OF TECHNOLOGY**

**Summer 2019 (July-August)**

**University of Toronto, St. George**

**Instructor:** Andrew D. Nevin ([andrew.nevin@mail.utoronto.ca](mailto:andrew.nevin@mail.utoronto.ca))

**Office Hours:** Tuesdays 2:15-3:45pm (Soc Dept, 725 Spadina Ave., rm 335) or by appointment

**Class Time and Location:** Tuesdays and Thursdays (4:00-6:00pm), rm SS1074

**Optional Workshops:** Select Thursdays (6:00-7:00pm), rm SS1074

**Teaching Assistant:** Chang Lin ([chang.lin@utoronto.ca](mailto:chang.lin@utoronto.ca))

**TA's Office Hours:** Thursdays 1:00-2:00pm (Soc Dept, 725 Spadina Ave., rm 225F)

## **Course Description and Objectives**

This course invites students to critically examine the interplay between technology and society. We will discuss how our interactions with technologies, including computers and the Internet, ICTs, social media, and other digital technologies, have become central for our understanding of contemporary social life. This course provides an overview of the sociology of technology, encompassed by various topics in which technology intersects with other areas of sociological inquiry, such as social stratification, community and networks, criminology and social control, work and labour, health and aging, and many others. Students will also learn various theoretical perspectives regarding the technology-society relationship, as well as how our understanding of the social implications of technology is influenced by the unique affordances of digital data and research methods. The goal of this course is to highlight that the Internet and other technologies should not be taken for granted—they are pervasive in our day-to-day lives and are a driving force behind social change. Overall, the basic learning objectives and outcomes are as follows:

- To demonstrate knowledge of important concepts related to the sociology of technology and to understand how they shape everyday experiences, interactions, and relationships
- To critically examine and compare theories on the complex interrelationship between technology and society
- To improve academic writing skills and the ability to synthesize theoretical and empirical evidence to articulate a compelling argument and to motivate future research

## **Prerequisites**

The prerequisite to take this course is 1.0 FCE at the SOC 200+ level. Students without this requirement will be removed at any time discovered and without notice.

## **Course Web Site**

The course website is on the Quercus system, which contains the syllabus, announcements, lecture outlines, readings, discussion boards, and grades. The calendar function on Quercus has been updated to reflect the assignment schedule and other course deadlines. Students are responsible for regularly checking both Quercus and their official utoronto.ca email addresses.

## Course Materials

There is one required textbook for this course:

Quan-Haase, Anabel. 2016. *Technology and Society: Inequality, Power, and Social Networks*. 2<sup>nd</sup> ed. Don Mills, ON: Oxford University Press. ISBN: 9780199014712.

New and used copies of the textbook are available for purchase at the UofT bookstore. The second edition is required due to important updates since the first edition in 2012. Alternatively, students can rent the e-textbook through [Vitalsource](#) or [Redshelf](#). Two copies of the book will also be placed on reserve at Robarts Library for temporary access by students during the term.

Other course reading material, including assigned and supplementary journal articles and book chapters, can be found on Quercus under “Files”. Students are expected to read the week’s readings prior to class and be prepared to engage in class discussions. Readings marked as supplementary are not required and are not testable, although they are a great resource for those interested in reading more deeply about a particular topic and can be used as sources for the assignments.

Since this is a course about the sociology of technology, some interactive tools will be used in the presentation of course material and group discussions. We will be using online discussion boards on Quercus to continue our conversations outside of class time. Furthermore, I will utilize the software *Poll Everywhere* in class to solicit anonymous contributions to discussion, for content review, and for feedback purposes. Students may use their laptops or phones to participate in these polls. You can view the set-up instructions (and download the app) from the following website: <https://www.polleverywhere.com/guides/student/getting-started>. Please note that you do not have to register an ID for the course since participation in this regard is optional.

## Course Evaluations

| Assignment                                       | Weight         | Due Date    |
|--|----------------|-------------|
| Project Component 1: Research Topic and Question | 10%            | July 16     |
| Position Paper                                   | 15%            | July 30     |
| Project Component 2: Research Proposal           | 30%            | August 8    |
| Final Exam                                       | 40%            | Exam Period |
| Participation in Online Discussion Boards        | 5% (10 x 0.5%) | Bi-weekly   |
|  | 100% (total)   |             |

### *Research Project (Components 1 and 2) – 40%*

The major assignment for this course is a research proposal. Students will choose a topic related to the intersection of sociology and technology (broadly defined) from the list of course material in the syllabus and then write a research proposal for a future empirical study. The steps in the process involve writing a strong research question, doing background research in the literature, choosing a hypothetical methodology to collect and analyze data, and then discussing the expected findings and their implications.

This assignment is split into two main components. The first is a short exercise in which students outline their intended topic and tentative research question for the purposes of receiving feedback (10%). The second is the longer research proposal that involves setting up a prospective research

study and drawing on course material and some outside scholarly sources to discuss the theoretical framework, methodology, and contribution of the developed research question (30%). More detailed instructions are forthcoming.

To assist with this project, this course will have a series of **optional** skill-building workshops. These will take place on select Thursdays after lecture (see course schedule) and are value-added for those students who wish to attend. The three workshops will be on the following topics:

- Writing research questions (July 4)
- Finding and reading scholarly sources (July 11)
- Academic writing and citing sources (July 25)

#### *Position Paper – 15%*

Students will write one position paper based on a choice between two topics provided by the instructor. The topics will reflect a statement to which students must take a stance and argue in agreement or disagreement using material from lectures and the course readings. More details for this assignment will be discussed in class and posted on Quercus.

#### *Final Exam – 40%*

The final exam format is a combination of multiple-choice, short answers, and long answers. It will be cumulative based on all the content presented in the course. The focus will be mainly on lecture material; however, students will have the option to draw on the readings to supplement their answers. Supplementary course materials will not be tested unless their content is discussed in lecture. The exam will be 3 hours in duration and worth 40% of the final grade. It is a restricted exam scheduled by Registrar's Office for a time and date during the summer final exam period (August 15-22), which will be announced as soon as possible.

#### *Online Participation – 5%*

Each lecture will have an associated online discussion board on Quercus. The instructor will post 1-2 discussion questions for each lecture to which students can respond. Students will also have the opportunity to pose their own questions (until there is a maximum of 3 open questions per lecture). Students will make 10 contributions to these online discussions which can occur at any time over the course of the term. Students can choose to participate at times that best fit their schedules; however, open discussion boards close every two weeks to be graded, so this should be kept in mind. Each post will be worth 0.5%, culminating in a total of 5% when all are completed. In order to get credit for a post, students should write at least 150 words and should offer a meaningful contribution to the discussion, including any of the following: reflections on course content, insights from other courses, sharing of relevant media, or sharing first-hand experiences. Students are allowed to post multiple responses per question. Questions or comments about administrative aspects of the course are not eligible for online participation credit.

### **Course Policies and Resources**

This section outlines the course policies related to communication, classroom etiquette, personal technology use, deadline extensions and late penalties, and academic integrity, as well as resources for accessibility and writing support.

### *Communication*

When emailing your instructor or TA, please use your utoronto.ca address. Include “SOC356” and a brief description in the subject line, so your email can be easily prioritized. Emails will typically be answered within 48 hours. Students should bear this in mind if last minute questions or issues arise, especially before any tests/examinations or assignment deadlines.

Please note that for simple questions, email is the preferred method of communication. However, for more in-depth questions, students should attend office hours and/or schedule an appointment with the instructor or TA. Your TA is your first point of contact for discussing course material, so we recommend taking advantage of their scheduled office hours. Contact your instructor by email for any personal questions regarding illness, special accommodations, missed assignments, deadline extensions, grading inquiries, or anything else you might want to discuss privately. Emails which ask questions that are answered in the course syllabus will not receive a response—always ensure you carefully read through the syllabus first.

### *Classroom Etiquette*

For this course, there are a few rules that must be followed:

- Be respectful to other speakers or posters
- Arrive to class on time
- Ask questions and contribute to discussions when appropriate
- Videotaping, audio recording, or taking photos in class is strictly forbidden without the instructor's permission

### *Personal Technologies*

Students will have the opportunity to use their personal devices (e.g., laptops, smartphones, tablets, etc.) to engage with the lectures and to assist with note-taking and learning. However, students must only use their devices for these purposes and should avoid distracting others around them. If a student is being disruptive in this way, they may be asked to put away their technologies or leave the classroom. Repeated issues with these rules may lead to an adjustment during the course on policies related to personal technologies.

### *Missed Lectures, Deadline Extensions, and Late Penalties*

Students who are unable to attend class are responsible for obtaining notes on all material covered, as well as information regarding administrative announcements. I encourage you to get the contact information for two classmates in case you need notes.

Students must provide a written excuse within 3 days after a missed assignment. Deadline extensions may be available only in documented cases of illness or family tragedy that took place before a given deadline. In cases of illness, you must supply a duly completed Verification of Student Illness Form (available at [www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca)). A doctor's note is also acceptable and, while it does not need to specify the illness, it MUST state the start and anticipated end date of the illness. The Verification of Student Illness form or doctor's note MUST also state that you were ill on the due date of the assignment for a one-day extension. For a longer extension, you must prove you were sick during a longer period. If a personal or family crisis prevents you from meeting a deadline, you must get a letter from your college registrar. Students eligible to get

an extension will be informed by email. The policy for missed and deferred exams is set by FAS and found here: <http://www.artsci.utoronto.ca/current/petitions/>.

Hard copies of assignments are due at the beginning of lecture on the due dates, while electronic copies are due by 11:59pm on the due dates. Late assignments are penalized at a rate of 5% per day (24-hr period, including weekends and holidays). After 10 days, the late assignment is no longer accepted or graded. Alternatively, late assignments will also not be accepted once the graded ones have been returned to students. Exceptions for late penalties will only be considered in cases that align to the previously outlined deadline extension policies. Hard copies of late assignments are to be time stamped and submitted to the 300-level drop-box in rm 225 of the Sociology department (725 Spadina Ave.). Please note that the department is open Monday to Friday from 9:00am to 4:30pm.

### *Grade Appeals*

Instructors and teaching assistants take the marking of assignments very seriously and will work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. In the case of a mathematical error, simply alert the TA and instructor of the error.

For more substantive appeals you must adhere to the following policies. To appeal a grade and have your work re-assessed, you must provide written justification to your TA explaining the basis for this reconsideration and, where relevant, attach your original assignment with comments. You should specifically address how you believe your assignment better met the criteria from the assignment guidelines while also taking into account the individual comments or community feedback. To start this re-assessment process, students must wait 24 hours following the return of the grades and comments—any grade appeals within this timeframe will not be considered. Note, that as per FAS policy, once your work has been re-assessed, the grade can go up, down, or remain the same based on this second evaluation. Subsequent appeals will go to the course instructor. Furthermore, no requests for grade appeals will be granted after two weeks following the return of the test or assignment's grade and feedback.

### *Academic Integrity*

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the University of Toronto degree that you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves. Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* found here: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>. To avoid issues related to plagiarism, please see the advice on documentation format and methods of integrating sources found at <http://advice.writing.utoronto.ca/using-sources/>.

Students agree that by taking this course, submitted works may be subjected to processing through *Turnitin* 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* 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* service are described on the *Turnitin.com* website. Assignments not submitted through *Turnitin* will receive a grade of zero (0%) unless a student

instead provides, along with their paper, sufficient secondary material (e.g. reading notes, outlines of paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own. The alternative (not submitting via Turnitin) is in place because, strictly speaking, using *Turnitin* is voluntary for students at the University of Toronto.

### *Accessibility*

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility>. Please see me as soon as possible to discuss how best to assist you in the course.

### *Writing Support*

All students are encouraged to visit and make use of the available writing centres at the University of Toronto. For information about appointments in the summer session, check out the following website: <http://writing.utoronto.ca/news/writing-centre-summer-openings/>. Students may book up to two appointments per week.

Writing tutors may help you brainstorm ideas, develop a thesis, structure and organize your paper, present your evidence effectively, argue logically, cite appropriately and express yourself clearly and concisely. However, proofreading and copyediting for spelling, grammar, or format are not within the primary scope of the writing centres. More general information regarding the writing centres can be found at <http://writing.utoronto.ca/writing-centres/learning/>.

There are also more than 60 advice files on all aspects of academic writing available from <http://advice.writing.utoronto.ca>. Furthermore, students can take advantage of the resources offered through the [English Language Learning \(ELL\) Program](#).

## Lecture and Reading Schedule

Please note that every attempt will be made to follow this schedule; however, it is subject to change at the discretion of the instructor. Any adjustments to topics or readings will be posted on Quercus and announced in lecture. All readings outside of the textbook are accessible on the course website.

| Date   | Topics  |
|--|---|
| <p><b>Class 1: July 2</b></p>  | <p><u>Topic: Introduction</u></p> <ul style="list-style-type: none"> <li>• Syllabus: Course overview and learning objectives</li> <li>• Defining “technology”</li> <li>• History of technological development</li> </ul> <p><u>Required Reading(s):</u></p> <ul style="list-style-type: none"> <li>• Quan-Haase (2016) – Chapter 1 (selections: pp. 1-10, 16-17)</li> <li>• Quan-Haase (2016) – Chapter 2 (pp. 19-40)</li> </ul> <p><u>Supplementary Reading(s):</u></p> <ul style="list-style-type: none"> <li>• Bargh, John A. and Katelyn Y. McKenna. 2004. “The Internet and Social Life.” <i>Annual Review of Psychology</i> 55:573-590.</li> <li>• DiMaggio, Paul, Eszter Hargittai, W. Russell Neuman, and John P. Robinson. 2001. “Social Implications of the Internet.” <i>Annual Review of Sociology</i> 27(1):307-336.</li> <li>• Haigh, Thomas. 2011. “The History of Information Technology.” <i>Annual Review of Information Science and Technology</i> 45(1):431-487.</li> </ul>   |
| <p><b>Class 2: July 4</b></p> <p><i>Workshop 1:<br/>Writing Research<br/>Questions</i></p> | <p><u>Topic: Theory and Research Methods</u></p> <ul style="list-style-type: none"> <li>• Theoretical perspectives on technology</li> <li>• Digital research methods and the affordances of digital data</li> <li>• Ethical dimensions of technology</li> </ul> <p><u>Required Reading(s):</u></p> <ul style="list-style-type: none"> <li>• Quan-Haase (2016) – Chapter 3 (pp. 42-60)</li> <li>• Quan-Haase (2016) – Chapter 12 (selections: pp. 241-249)</li> <li>• McCay-Peet, Lori and Anabel Quan-Haase. 2017. “What is Social Media and What Questions Can Social Media Research Help Us Answer” (pp. 13-26). In <i>The Sage Handbook of Social Media Research Methods</i>. London: Sage.</li> </ul> <p><u>Supplementary Reading(s):</u></p> <ul style="list-style-type: none"> <li>• boyd, danah and Kate Crawford. 2012. “Critical Questions for Big Data.” <i>Information, Communication, &amp; Society</i> 15(5):662-679.</li> <li>• Golder, Scott A. and Michael W. Macy. 2014. “Digital Footprints: Opportunities and Challenges for Online Social Research.” <i>Annual Review of Sociology</i> 40(1): 129-152.</li> <li>• Wajcman, Judy. 2008. “Life in the Fast Lane? Towards a Sociology of Technology and Time.” <i>The British Journal of Sociology</i> 59(1):59-77.</li> <li>• Zeller, Frauke. 2017. “Analyzing Social Media Data and Other Data Sources: A Methodological Overview” (pp. 386-404). In <i>The Sage Handbook of Social Media Research Methods</i>. London: Sage.</li> </ul> |
| <p><b>Class 3: July 9</b></p>  | <p><u>Topic: Technological Adoption and Digital Inequalities</u></p> <ul style="list-style-type: none"> <li>• Design, adoption, and diffusion of technological innovations</li> <li>• Digital divide and related inequalities</li> </ul> <p><u>Required Reading(s):</u></p> <ul style="list-style-type: none"> <li>• Quan-Haase (2016) – Chapter 6 (pp. 105-123)</li> <li>• Quan-Haase (2016) – Chapter 8 (pp. 147-166)</li> </ul>  |

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|  | <p><u>Supplementary Reading(s):</u></p> <ul style="list-style-type: none"> <li>• Epstein, Dmitry, Nisbet, Erik C., and Tarleton Gillespie. 2011. “Who's Responsible for the Digital Divide? Public Perceptions and Policy Implications.” <i>The Information Society</i> 27(2): 92-104.</li> <li>• Haight, Michael, Quan-Haase, Anabel, and Bradley Corbett. 2014. “Revisiting the Digital Divide in Canada.” <i>Information, Communication, &amp; Society</i> 17(4):503-519.</li> <li>• Quan-Haase (2016) – Chapter 4: Gendered Technology (pp. 62-80)</li> <li>• Robinson, Laura et al. 2015. “Digital Inequalities and Why They Matter.” <i>Information, Communication, &amp; Society</i> 18(5):569-582.</li> </ul>  |
| <p><b>Class 4: July 11</b></p> <p><i>Workshop 2:<br/>Finding and<br/>Reading Scholarly<br/>Sources</i></p> | <p><u>Topic: Community, Networks, and Relationships in the Digital Age</u></p> <ul style="list-style-type: none"> <li>• Social capital and online social networking</li> <li>• From the “global village” to “networked individualism”</li> <li>• Technology-mediated social relationships</li> </ul> <p><u>Required Reading(s):</u></p> <ul style="list-style-type: none"> <li>• Quan-Haase (2016) – Chapter 9 (selections: pp. 168-180)</li> <li>• Quan-Haase (2016) – Chapter 10 (selections: pp. 193-196, 200-210)</li> </ul> <p><u>Supplementary Reading(s):</u></p> <ul style="list-style-type: none"> <li>• Barbosa Neves, B. 2013. “Social Capital and Internet Use: The Irrelevant, the Bad, and the Good.” <i>Sociology Compass</i> 7(8): 599–611.</li> <li>• boyd, danah. 2006. “Friends, Friendsters, and MySpace Top 8: Writing Community into Being on Social Network Sites.” <i>First Monday</i> 11(12).</li> <li>• Putnam, Robert D. 2000. “Bowling Alone: America's Declining Social Capital.” In <i>Culture and Politics</i>. New York: Palgrave MacMillan.</li> <li>• Rainie, Lee and Barry Wellman. 2012. “The New Social Operating System of Networked Individualism” (pp. 3-20). In <i>Networked</i>. Cambridge: The MIT Press.</li> <li>• Wellman, Barry, Anabel Quan-Haase, James Witte, and Keith Hampton. 2001. “Does the Internet Increase, Decrease, or Supplement Social Capital? Social Networks, Participation, and Community Commitment.” <i>American Behavioral Scientist</i> 45(3):436-455.</li> <li>• Wilding, Raelene. 2006. “‘Virtual’ Intimacies? Families Communicating Across Transnational Contexts.” <i>Global Networks</i> 6(2):125-142.</li> </ul> <p><u>Supplementary Media:</u></p> <ul style="list-style-type: none"> <li>• Documentary - Life 2.0 (2010)</li> </ul> |
| <p><b>Class 5: July 16</b></p> <p><i>Assignment Due:<br/>Research Topic<br/>and Question</i></p>           | <p><u>Topic: Technology across the Life Course</u></p> <ul style="list-style-type: none"> <li>• Aging with technology: Experiences of youths and seniors</li> <li>• Technology and education</li> <li>• Implications for health, mental health, and healthcare</li> </ul> <p><u>Required Reading(s):</u></p> <ul style="list-style-type: none"> <li>• Jones, Chris, Ramanau, Ruslan, Cross, Simon, and Graham Healing. 2010. “Net Generation or Digital Natives: Is There a Distinct New Generation Entering University?” <i>Computers &amp; Education</i> 54(3): 722-732.</li> <li>• Pantic, Igor. 2014. “Online Social Networking and Mental Health.” <i>Cyberpsychology, Behavior, and Social Networking</i> 17(10): 652-657.</li> <li>• Quan-Haase, Anabel, Martin, Kim, and Kathleen Schreurs. 2016. “Interviews with Digital Seniors: ICT Use in the Context of Everyday Life.” <i>Information, Communication &amp; Society</i> 19(5): 691-707.</li> </ul> <p><u>Supplementary Reading(s):</u></p> <ul style="list-style-type: none"> <li>• Cotten, Shelia R., Ford, George, Ford, Sherry, and Timothy M. Hale. 2014. “Internet Use and Depression Among Retire Older Adults in the United States: A Longitudinal Analysis.” <i>Journals of Gerontology, Series B</i> 69(5):763-771.</li> </ul>  |



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|                                | <ul style="list-style-type: none"> <li>• Hargittai, Eszter. 2010. “Digital Na(t)ives? Variation in Internet Skills and Uses among Members of the ‘Net Generation’.” <i>Sociological Inquiry</i> 80(1):92–113.</li> <li>• Prensky, Marc. 2001. “Digital Natives, Digital Immigrants.” <i>On the Horizon</i> 9(5):2–6.</li> <li>• Quan-Haase, Anabel., Mo, Guang Ying., and Barry Wellman. 2017. “Connected Seniors: How Older Adults in East York Exchange Social Support Online and Offline.” <i>Information, Communication &amp; Society</i> 20(7): 967-983.</li> </ul> <p><u>Supplementary Media:</u></p> <ul style="list-style-type: none"> <li>• PBS Frontline Film - Digital_Nation: Life on the Visual Frontier (2010)</li> </ul>  |
| <p><b>Class 6: July 18</b></p> | <p><u>Topic: Work, Labour, and Digital Creators</u></p> <ul style="list-style-type: none"> <li>• Technology and the division of labour</li> <li>• The digital workplace: Work extending technologies, automation, etc.</li> <li>• Digital and immaterial labour (e.g., Web 2.0)</li> </ul> <p><u>Required Reading(s):</u></p> <ul style="list-style-type: none"> <li>• Quan-Haase (2016) – Chapter 7 (pp. 125-145)</li> <li>• Quan-Haase (2016) – Chapter 12 (selections: pp. 251-255)</li> <li>• Ritzer, George. 1983. “The ‘McDonaldization’ of Society.” <i>Journal of American Culture</i> 6(1):100-107.</li> </ul> <p><u>Supplementary Reading(s):</u></p> <ul style="list-style-type: none"> <li>• Chesley, Noelle. 2014. “Information and Communication Technology Use, Work Intensification and Employee Strain and Distress.” <i>Work, Employment, and Society</i> 28(4):589–610.</li> <li>• Coté, Mark and Jennifer Pybus. 2007. “Learning to Immaterial Labour 2.0: MySpace and Social Networks.” <i>Ephemera</i> 7(1): 88-106.</li> <li>• Murray, William C. and Adam Rostis. 2007. “Who’s Running the Machine? A Theoretical Exploration of Work Stress and Burnout of Technologically Tethered Workers.” <i>Journal of Individual Employment Rights</i> 12(3):249–63.</li> <li>• Ritzer, George. 2004. “McDonaldization and Its Precursors.” In <i>The McDonaldization of Society</i> (pp. 24-42). Thousand Oaks: Pine Forge Press.</li> </ul> <p><u>Supplementary Media:</u></p> <ul style="list-style-type: none"> <li>• Documentary - The Startup Kids (2012)</li> <li>• Website - <a href="https://willrobotstakemyjob.com/">https://willrobotstakemyjob.com/</a></li> </ul> |
| <p><b>Class 7: July 23</b></p> | <p><u>Topic: Internet Culture</u></p> <ul style="list-style-type: none"> <li>• Presentation of ‘self’ on the Internet</li> <li>• Production and consumption of Internet culture (e.g., memes)</li> <li>• Online subcultures and collective identities</li> <li>• Ideological polarization on the Internet (e.g., “echo chambers” and “culture wars”)</li> </ul> <p><u>Required Reading(s):</u></p> <ul style="list-style-type: none"> <li>• Boero, Natalie and C.J. Pascoe. 2012. “Pro-Anorexia Communities and Online Interaction: Bringing the Pro-Ana Body Online.” <i>Body &amp; Society</i> 18(2):27-57.</li> <li>• Hogan, Bernie. 2010. “The Presentation of Self in the Age of Social Media: Distinguishing Performances and Exhibitions Online.” <i>Bulletin of Science, Technology, &amp; Society</i> 30(6): 377-386.</li> </ul> <p><u>Supplementary Reading(s):</u></p> <ul style="list-style-type: none"> <li>• Bail, Christopher A. et al. 2018. “Exposure to Opposing Views on Social Media can Increase Political Polarization.” <i>Proceedings of the National Academy of Sciences</i> 115(37):9216-9221.</li> <li>• Barberá, Pablo et al. 2015. “Tweeting from Left to Right: Is Online Political Communication More Than an Echo Chamber?” <i>Psychological Science</i> 26(10):1531-1542.</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Ferreday, Debra. 2003. "Unspeakable Bodies: Erasure, Embodiment and the Pro-Ana Community." <i>International Journal of Cultural Studies</i> 6(3):277-295.</li> </ul> <p><u>Supplementary Media:</u></p> <ul style="list-style-type: none"> <li>• Documentary - Catfish (2010)</li> </ul>   |
| <p><b>Class 8: July 25</b></p> <p><i>Workshop 3:<br/>Academic Writing<br/>and Citing Sources</i></p> | <p><u>Topic: Crime, Deviance, and Social Control on the Internet</u></p> <ul style="list-style-type: none"> <li>• Explanations of cyber-crime, cyber-deviance, cyberbullying</li> <li>• Social control: Criminal justice, docility, governmentality, surveillance, censorship</li> </ul> <p><u>Required Reading(s):</u></p> <ul style="list-style-type: none"> <li>• Quan-Haase (2016) – Chapter 11 (pp. 212-234)</li> <li>• Stalans, Loretta J. and Mary A. Finn. 2016. "Understanding How the Internet Facilitates Crime and Deviance." <i>Victims &amp; Offenders</i> 11:510-518.</li> </ul> <p><u>Supplementary Reading(s):</u></p> <ul style="list-style-type: none"> <li>• Buckels, Erin E., Trapnell, Paul D., and Delroy L. Paulhus. 2014. "Trolls Just Want to Have Fun." <i>Personality and Individual Differences</i> 67:97-102.</li> <li>• Hinduja, Sameer and Justin W. Patchin. 2008. "Cyberbullying: An Exploratory Analysis of Factors Related to Offending and Victimization." <i>Deviant Behavior</i> 29(2): 129-156.</li> <li>• Jaishankar, K. 2010. "The Future of Cyber Criminology: Challenges and Opportunities." <i>International Journal of Cyber Criminology</i> 4(1):26-31.</li> <li>• Raynes-Goldie, K. 2010. "Aliases, Creeping, and Wall Cleaning: Understanding Privacy in the Age of Facebook." <i>First Monday</i> 15(1):1-8.</li> <li>• Stratton, Greg, Powell, Anastasia and Robin Cameron. 2016. "Crime and Justice in Digital Sociology: Towards a Digital Criminology?" <i>International Journal for Crime, Justice and Social Democracy</i> 6(2):17-33.</li> </ul> <p><u>Supplementary Media:</u></p> <ul style="list-style-type: none"> <li>• Documentary - The Internet's Own Boy: Story of Aaron Swartz (2014)</li> <li>• Documentary – Deep Web (2015)</li> </ul> |
| <p><b>Class 9: July 30</b></p> <p><i>Assignment Due:<br/>Position Paper</i></p>                      | <p><u>Topic: Political Sociology in the Digital Age</u></p> <ul style="list-style-type: none"> <li>• Power and politics in digital spaces: Democratizing power, technocracy, and the new public sphere</li> <li>• Digital policies, jurisdiction, and online rights (e.g., net neutrality)</li> <li>• Civic engagement: Online social movements, hacktivism, slacktivism</li> </ul> <p><u>Required Reading(s):</u></p> <ul style="list-style-type: none"> <li>• Quan-Haase (2016) – Chapter 9 (selections: pp. 180-188)</li> <li>• Brym, Robert, Godbout, Melissa, Hoffbauer, A., Menard, Gabriel, and Tony H. Zhang. 2014. Social Media in the 2011 Egyptian Uprising. <i>The British Journal of Sociology</i> 65(2):266-292.</li> </ul> <p><u>Supplementary Reading(s):</u></p> <ul style="list-style-type: none"> <li>• Brym, Robert, Slavina, Anna, Todosijevec, Mina, and David Cowan. 2018. "Social Movement Horizontality in the Internet Age? A Critique of Castells in Light of the Trump Victory." <i>Canadian Review of Sociology</i> 55(4):624-634</li> <li>• Castells, Manuel. 2008. "The New Public Sphere: Global Civil Society, Communication Networks, and Global Governance." <i>The Annals of the American Academy of Political and Social Science</i> 616(1):78-93.</li> <li>• Tufekci, Zeynep. 2017. "Introduction." In <i>Twitter and Tear Gas: The Power of Fragility and Networked Protest</i>. New Haven: Yale University Press.</li> <li>• Zhuo, Xiaolin, Wellman, Barry, and Justine Yu. 2011. "Egypt: The First Internet Revolt?" <i>Peace Magazine</i> 27(3):6-10.</li> </ul> <p><u>Supplementary Media:</u></p> <ul style="list-style-type: none"> <li>• Documentary - We are Legion (2012)</li> </ul>   |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Documentary - Citizenfour (2014)</li> <li>• Documentary - We Steal Secrets: The Story of WikiLeaks (2013)</li> </ul>   |
| <b>Class 10: August 1</b>   | <p><u>Topic: Critical Media Studies</u></p> <ul style="list-style-type: none"> <li>• Digital media and communication</li> <li>• Fake news, misinformation, and advertising</li> <li>• Tailored online environments: Web 3.0, filter bubble, serendipity</li> </ul> <p><u>Required Reading(s):</u></p> <ul style="list-style-type: none"> <li>• Quan-Haase (2016) – Chapter 9 (selections: pp. 191-193)</li> <li>• McLuhan, Marshall. 1964. “The Medium is the Message”. <i>In Understanding Media: The Extensions of Man</i> (pp. 1-10). New York: Signet.</li> <li>• Tandoc Jr, Edson C., Lim, Zheng W., and Richard Ling. 2018. “Defining ‘Fake News’: A Typology of Scholarly Definitions.” <i>Digital Journalism</i> 6(2):137-153.</li> </ul> <p><u>Supplementary Reading(s):</u></p> <ul style="list-style-type: none"> <li>• Fuchs, Christian. 2011. “A Contribution to the Critique of the Political Economy of Google.” <i>Fast Capitalism</i> 8(1).</li> <li>• Pariser, Eli. 2011. “Introduction.” <i>In The Filter Bubble: How the New Personalized Web is Changing What We Read and How We Think</i>. New York: Penguin Press.</li> <li>• Rubin, Victoria. L., Burkell, Jacqueline, and Anabel Quan-Haase. 2010. “Everyday Serendipity as Described in Social Media.” <i>Proceedings of the American Society for Information Science and Technology</i> 47(1):1-2.</li> </ul> <p><u>Supplementary Media:</u></p> <ul style="list-style-type: none"> <li>• Documentary - Slave to the Algorithm (2018)</li> </ul> |
| <b>Class 11: August 6</b>   | <p><u>Topics: New Directions in the Sociology of Technology</u></p> <ul style="list-style-type: none"> <li>• Developing technologies and their impact on the environment</li> <li>• Sci-Fi or reality? Augmentation, transhumanism, artificial intelligence, self-driving vehicles</li> <li>• Future questions and challenges facing society</li> </ul> <p><u>Required Reading(s):</u></p> <ul style="list-style-type: none"> <li>• Quan-Haase (2016) – Chapter 1 (selections: pp. 10-15)</li> <li>• Quan-Haase (2016) – Chapter 12 (selections: pp. 249-251)</li> <li>• Bonnefon, Jean-Francois, Shariff, Azim and Iyad Rahwan. 2016. “The Social Dilemma of Autonomous Vehicles.” <i>Science</i> 352(6293):1573-1576.</li> <li>• Cyborg Rights: <a href="https://biohackinfo.com/cyborg-rights/">https://biohackinfo.com/cyborg-rights/</a></li> </ul> <p><u>Supplementary Reading(s):</u></p> <ul style="list-style-type: none"> <li>• Chen, Angela. 2017. “They Want to Be Literally Machines”. <i>The Verge</i>. Retrieved (<a href="https://www.theverge.com/2017/2/25/14730958/transhumanism-mark-oconnell-interview-cyborg-hacker-futurist-biohackers">https://www.theverge.com/2017/2/25/14730958/transhumanism-mark-oconnell-interview-cyborg-hacker-futurist-biohackers</a>).</li> </ul> <p><u>Supplementary Media:</u></p> <ul style="list-style-type: none"> <li>• Film - Ex Machina (2014)</li> <li>• Ted Talk – Steve Mann: The Father of Wearable Computing (2016)</li> </ul>                               |
| <b>Class 12: August 8</b><br><br><i>Assignment Due:<br/>Research Proposal</i> | <p><u>Topic: Conclusions</u></p> <ul style="list-style-type: none"> <li>• Course themes and takeaways</li> <li>• Online course evaluations</li> <li>• Exam review</li> </ul> <p><u>Required Reading(s):</u></p> <ul style="list-style-type: none"> <li>• Quan-Haase (2016) – Chapter 12 (selections: pp. 238-241)</li> </ul>  |
| <b>Exam Period</b><br>August 15-22  | <p><u>Final Exam</u></p> <ul style="list-style-type: none"> <li>• Date TBD</li> <li>• Format: Multiple choice, short answers, long answers (3 hrs)</li> </ul>   |

# July 2019

| June '19 |    |    |    |    |    |    | August '19 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|------------|----|----|----|----|----|----|
| S        | M  | T  | W  | T  | F  | S  | S          | M  | T  | W  | T  | F  | S  |
|          |    |    |    |    |    | 1  |            |    |    |    | 1  | 2  | 3  |
| 2        | 3  | 4  | 5  | 6  | 7  | 8  | 4          | 5  | 6  | 7  | 8  | 9  | 10 |
| 9        | 10 | 11 | 12 | 13 | 14 | 15 | 11         | 12 | 13 | 14 | 15 | 16 | 17 |
| 16       | 17 | 18 | 19 | 20 | 21 | 22 | 18         | 19 | 20 | 21 | 22 | 23 | 24 |
| 23       | 24 | 25 | 26 | 27 | 28 | 29 | 25         | 26 | 27 | 28 | 29 | 30 | 31 |
| 30       |    |    |    |    |    |    |            |    |    |    |    |    |    |

| Sun | Mon                                   | Tues  | Wed | Thurs                         | Fri | Sat |
|-----|---------------------------------------|---|-----|-------------------------------|-----|-----|
| 30  | 1                                     | 2<br>Lecture 1                                    | 3   | 4<br>Lecture 2<br>Workshop 1  | 5   | 6   |
| 7   | 8                                     | 9<br>Lecture 3                                    | 10  | 11<br>Lecture 4<br>Workshop 2 | 12  | 13  |
| 14  | 15<br>Discussion Board Closes (Set 1) | 16<br>Lecture 5<br>Assignment Due: RQ/Topic       | 17  | 18<br>Lecture 6               | 19  | 20  |
| 21  | 22                                    | 23<br>Lecture 7                                   | 24  | 25<br>Lecture 8<br>Workshop 3 | 26  | 27  |
| 28  | 29<br>Discussion Board Closes (Set 2) | 30<br>Lecture 9<br>Assignment Due: Position Paper | 31  | 1                             | 2   | 3   |

# August 2019

| July '19 |    |    |    |    |    |    | September '19 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|
| S        | M  | T  | W  | T  | F  | S  | S             | M  | T  | W  | T  | F  | S  |
|          | 1  | 2  | 3  | 4  | 5  | 6  | 1             | 2  | 3  | 4  | 5  | 6  | 7  |
| 7        | 8  | 9  | 10 | 11 | 12 | 13 | 8             | 9  | 10 | 11 | 12 | 13 | 14 |
| 14       | 15 | 16 | 17 | 18 | 19 | 20 | 15            | 16 | 17 | 18 | 19 | 20 | 21 |
| 21       | 22 | 23 | 24 | 25 | 26 | 27 | 22            | 23 | 24 | 25 | 26 | 27 | 28 |
| 28       | 29 | 30 | 31 |    |    |    | 29            | 30 |    |    |    |    |    |

| Sun | Mon   | Tues            | Wed | Thurs   | Fri | Sat |
|-----|---|-----------------|-----|---|-----|-----|
| 28  | 29  | 30              | 31  | 1<br>Lecture 10   | 2   | 3   |
| 4   | 5   | 6<br>Lecture 11 | 7   | 8<br>Lecture 12<br><br>Assignment Due:<br>Research Proposal | 9   | 10  |
| 11  | 12<br><br>Discussion<br>Board Closes<br>(Set 3) | 13              | 14  | 15<br>Exam Period<br>Begins                                 | 16  | 17  |
| 18  | 19  | 20              | 21  | 22<br>Exam Period Ends                                      | 23  | 24  |
| 25  | 26  | 27              | 28  | 29  | 30  | 31  |