

UNIVERSITY OF TORONTO
Faculty of Arts and Science
Department of Sociology
June - August 2016

Technology and Society
SOC356H1S

Course Instructor: Maria Majerski, Ph.D. Candidate
Email: majerski@chass.utoronto.ca
Office: Department of Sociology, 725 Spadina Ave., Room 389
Office Hours: 2:30-3:30pm on *Mondays* and by appointment

Lecture Sessions

12-2:00pm on *Mondays* and *Wednesdays* in WO 25

Teaching Assistant

Chang Lin (chang.lin@mail.utoronto.ca)

TA's Office Hours - Room 225E, Department of Sociology, 725 Spadina Avenue

2:30 - 4:00pm June 29th
1:00 - 2:30pm June 30th
2:00 - 3:30pm July 5th
11:00am - 12:30pm July 12th
3:00 - 4:30pm July 19th
1:00 - 2:30pm July 26th
12:00pm - 1:30pm July 29th
10:00am - 11:30am August 2nd

Course Description

This course analyzes the interplay between technology and society. It will consider how technological developments affect social systems, and conversely, how social systems affect the nature and use of technology. While social structures and processes may inform and shape the innovation and diffusion of technologies, technology fuels social change. The course identifies and critically examines:

- Autonomous technology theories (e.g. technological determinism)
- Utopian and dystopian perspectives on the relationship between technology and society
- Key concepts and theoretical debates and contributions in the field of Science and Technology Studies (STS). Special attention will be given to two approaches in the field: Social Construction of Technology (SCOT) and Actor Network Theory (ACT)
- Research on the intersecting relationship between technology and the community, social relationships, human agency, ethics, surveillance, the body, labour, inequality and gender

Some topics covered in the course include: augmentation (e.g., cyborgs and transhumanism); simulation (or artificial intelligence); information and communication technologies - specifically, the democratizing role of contemporary social media and technologies (e.g., hacker culture and 'hacktivism'); immaterial labour; globalised networks and networked individualism; the digital divide; technocracy; and everyday life in the virtual panopticon. Much of the course will be

devoted to studying the impact of computerization and the advent of the information superhighway.

Prerequisite

The prerequisite to take this course is a 200+ level SOC course. Students without this requirement will be removed at any time discovered.

Required Textbooks

Quan-Haase, A. (2016). *Technology and Society: Inequality, Power, and Social Networks*, 2nd Canadian Ed. Don Mills: Oxford University Press. ISBN: 9780195437836.

Study guides and practice tests are available on the textbook's companion site:

http://www.oupcanada.com/higher_education/companion/sociology/9780199014712/student_resources.html

The printed textbook is available for purchase at the UofT bookstore. Students can also rent the e-textbook for 180 days at <https://www.vitalsource.com/referral?term=9780199014729>

COURSE EVALUATION

	Total percent of final mark
Participation	10%
Assignment 1: Research paper proposal (due July 6 th at 12:10pm)	10%
Assignment 2: Research paper (due August 3 rd at 12:10pm)	30%
In-class test 1 (July 13 th)	25%
In-class test 2 (August 8 th)	25%
	100% (total)

Participation

In order to be successful in this course, it is important that students thoroughly involve themselves in the course material. There are two ways students can gain participation marks in this class. Students may regularly and meaningfully contribute to the class discussion. Alternatively (or additionally) students may select one critical thinking question to answer from the assigned chapter for that week/class and hand it in at the start of class. These can be hand-written or typed and will be graded for effort and synthesizing the reading materials, not accuracy. Please note that poor attendance, excessive tardiness, routinely leaving class early and using class time to socialize will result in a lower participation grade.

In-class tests

There are two in-class tests. The first test covers material from the first half of the course. The second test covers material from the second half of the course. Further details will be provided in class. The two tests will be held in class during regularly scheduled classes (see the list of dates above). You will have 100 minutes to complete the test. **ALL in-class test questions must be answered in Pen.**

Research paper proposal

This short assignment is designed to enable you to get some feedback about your final paper as you are developing it. This proposal should be 2 - 3 pages long and should include a brief

description of your topic, a working outline of your argument, and a list of sources that you have located in your preliminary research.

Research paper

Write a research paper in which you develop and support an argument relating to any theme of the course or readings concerning the relationship between technology and society. Further guidelines for the research paper and proposal will be provided in class.

Note that all undergraduate students taking summer courses in the Faculty of Arts and Science are eligible to use any of the six college writing centres that remain open in the summer: Innis College, New College, University College, St. Michael's College, Victoria College, and Woodsworth College Writing Centres.

Students may book up to TWO appointments per week. For information about writing centre appointments in the summer session, visit <http://writing.utoronto.ca/news>. To learn more about how writing centres work, visit <http://www.writing.utoronto.ca/writing-centres/learning>. Also note that more than 60 advice files on all aspects of academic writing are available from www.writing.utoronto.ca/advice.

POLICIES AND PROCEDURES

Classroom etiquette

Full and complete attendance is required for learning the material in this course. Students are expected to arrive at class on time. By remaining in the course, you are signaling your commitment to attend class (on time) and satisfy all requirements. I realize that many students work or have other obligations. However, if you have a scheduling conflict, I encourage you to consider other course options to avoid such conflicts. Please note that if you have paid employment, you must make the necessary job-related scheduling arrangements to meet this course's requirements – including meetings with the TA during scheduled office hours to review course materials and tests. It is your responsibility to arrive to class on time. Your mobile devices must be turned off during class.

Electronic communication and electronic learning technology

The University of Toronto Blackboard system will contain the course syllabus, assignments, discussion board, and course announcements. Students are responsible for the content of all course materials and for checking their official utoronto.ca email address regularly. Emails sent to the utoronto.ca email address on file are deemed to have been received. Discussion boards will be enabled on the course web site. Students using these boards must behave respectfully. You are encouraged to use email to enhance your learning and experience in the course. With that said, it is essential that you follow a few rules:

- Questions related to the course material should be addressed to your TA first. All other email queries should be addressed to the course instructor (e.g., grade appeals, missed tests, needed accommodations, and etc.).
- Course communication should be conducted through Blackboard or your Utormail account.
- Emails must include the course code SOC356 in the subject line, and be signed with the student's full name and student number.
- Students are expected to adhere to proper email etiquette. Emails that are impolite or incoherent will not receive a response. Emails that ask questions that are answered in the course syllabus (e.g., "how much is assignment X worth") will not receive a response.

Emails from students will generally be answered within 48 hours of receipt. If you have urgent questions regarding the test material or assignments, it is generally not a good idea to wait until the day before your test or assignment's due date to ask them via email. We might not be able to respond to you in time, depending on the number of emails received that day.

Academic integrity

The University of Toronto treats cases of academic misconduct very seriously. Academic integrity is a fundamental value of learning and scholarship at the UofT. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that your UofT degree is valued and respected as a true signifier of your individual academic achievement. The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to: Using or possessing any unauthorized aid, including a cell phone; misrepresenting your identity; looking at someone else's answers or letting a classmate view your answers; submitting an altered test for re-grading; and/or, falsifying institutional documents or grades.

Review "How Not to Plagiarize" and other advice on documentation format and methods of integrating sources at www.writing.utoronto.ca/advice/using-sources before you begin writing, especially if this is your first time writing a term paper.

Policy regarding late submission and make-up tests

Students must hand in a hard copy of their assignments at the beginning of class on the due date. Late submissions that are more than 5 days late will not be accepted. The penalty for late assignments is 5% per day, including weekends and holidays.

If you have acceptable reasons concerning things beyond your control, you may apply for permission to write a make-up test or submit your assignments late. You must have a compelling reason, and you must be able to document it. The privilege of taking a make-up test will only be granted in cases where there is legitimate, university-approved evidence of very serious illness or family emergency. Three types of documentation are considered "official": A Verification of Student Illness or Injury form, a college registrar's letter, and a letter from Accessibility Services. Reasons such as "too much work", stress, employment, bad weather, technology failure, weddings, or not registering in the course in time, are unacceptable reasons for late submissions or missed tests.

The most common reason is ill health that makes it impossible to write the test at the scheduled time, or a period of ill health that makes it impossible to complete your assignment on time. You must supply a duly completed Verification of Student Illness or Injury form (available at www.illnessverification.utoronto.ca). A physician, surgeon, nurse practitioner, dentist or clinical psychologist must complete this form. NO other documentation will be accepted. A doctor's note is NOT sufficient. Submit the form to your course instructor only, not the TA. To protect your privacy, submit it in a sealed envelope addressed to the course instructor.

In case of personal or family crisis, or any other problem that is not possible to document through the Verification of Student Illness or Injury form, students need a letter or confidential e-mail from their registrar. A letter from your registrar should also be submitted in a sealed envelope addressed to the instructor.

All late assignments must be deposited (in hard copy) in Rm. 225 at the Department of Sociology, 725 Spadina Avenue, 2nd floor, with the date and time stamp; the room is open from 9:00 to 4:30, Monday to Friday; you must e-mail your TA that the assignment is in the box so that it can be retrieved.

Procedure for missed tests

Students must provide official documentation that is dated on the day of or day before the test (not after the test). Do not write the test and then later request a make-up or accommodation. If you miss a test, you must email me within 48 hours of the test.

Grade appeals

The instructor 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. If you believe that to be the case, you must adhere to the following rules:

- For mathematical errors simply alert the TA of the error;
- In the case of more substantive appeals, you must wait at least 24 hours after receiving your mark. If you wish to appeal, you must submit to the instructor a written explanation of why you think your mark should be altered. Please note statements such as “I need a higher grade to apply to X” are not compelling. Also, please note that upon re-grade your mark may go down, stay the same, or go up.

Accessibility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require specific accommodations, please approach me (not your TA) and accessibility services. I will work with the service on any needed accommodation. Students who seek accommodations require medical documentation and an intake interview with a disability advisor to discuss their individual needs. To schedule a registration appointment with a disability advisor, please call the Centre at 416-978-8060. See also <http://www.accessibility.utoronto.ca>.

Summer Term, 2016 Reading and Lecture Schedule

Date	Subject(s)
Class 1, June 27	<p>Overview of the course and the technological society</p> <p>Some topics covered include anarchy in the digital age; hacker culture; hacktivism; the information superhighway; and internet censorship (the case of Aaron Swartz).</p>
Class 2, June 29	<p>A historical overview of technology in society; augmentation versus simulation</p> <p>Required Reading: Quan-Haase Chapters 1 & 2</p> <p><i>Supplementary (not required):</i></p> <p>Haight, Thomas. (2011). “The History of Information Technology.” <i>Annual Review of Information Science and Technology</i>, 45(1): 431-487.</p> <p>Watch <i>Breaking the Code</i>, About the Life & Times of Alan Turing (1996) on Blackboard</p>

Class 3, July 4	<p>Theoretical perspectives on the technological society</p> <p><u>Required readings:</u> Quan-Haase Chap. 3</p> <p><i>Supplementary (not required):</i></p> <p>Grimes, Sara M. (2015). "Configuring the Child Player." <i>Science, Technology & Human Values</i>, 40(1): 126-148.</p>
Class 4, July 6	<p>Technology and the body: Gendered discourses</p> <p><u>Required reading:</u> Quan-Haase Chap. 4</p> <p style="padding-left: 40px;">Halberstam, Judith. (1991). "Automating Gender: Postmodern Feminism in the Age of the Intelligent Machine." <i>Feminist Studies</i>, 17 (3): 439-460.</p> <p><i>Supplementary (not required):</i></p> <p>Boero, N. and Pascoe, C.J. (2012). "Pro-anorexia Communities and Online Interaction: Bringing the Pro-ana Body Online." <i>Body & Society</i>, 18(2): 27-57.</p> <p>Linkletter, Martha, Kevin Gordon, and Joe Dooley. (2010). "The Choking Game and YouTube: a Dangerous Combination." <i>Clinical Pediatrics</i>, 49(3): 274-279.</p> <p>Norris, Mark L., Katherine M. Boydell, Leora Pinhas, and Debra K. Katzman. (2006). "Ana and the Internet: A Review of Pro-anorexia Websites." <i>International Journal of Eating Disorders</i>, 39(6): 443-447.</p> <p>Zonfrillo, Mark R., and Kevin C. Osterhoudt. (2014). "NekNominate A Deadly, Social Media-Based Drinking Dare." <i>Clinical Pediatrics</i>, 53(12): 1215-.</p> <p>**Proposal is due at the beginning of class</p>
Class 5, July 11	<p>The design, adoption and diffusion of technological innovations</p> <p><u>Required reading:</u> Quan-Haase Chapters 5 & 6</p>
Class 6, July 13	<p>Test 1 (25%)</p>
Class 7, July 18	<p>Immaterial labour; information economy; post-Fordist culture; technocracy and the technocratic elite</p> <p><u>Required reading:</u> Quan-Haase Chap. 7</p> <p style="padding-left: 40px;">Ritzer, George. (2004). "McDonalidization and Its Precursors." Pp. 24-42 in <i>The McDonalidization of Society</i>. Thousand Oaks: Pine Forge Press.</p> <p><i>Supplementary (not required):</i></p> <p>Coté, Mark, and Jennifer Pybus. (2007). "Learning to Immaterial Labour 2.0: MySpace and Social Networks." <i>Theory and Politics in Organization</i>, 7(1): 88-106.</p> <p>Rose, Jeff, and Callie Spencer. (2015). "Immaterial Labour in Spaces of Leisure: Producing Biopolitical Subjectivities through Facebook." <i>Leisure Studies</i>, 1-18.</p>

Class 8, July 20	<p>Inequality in the adoption of technological innovations and movements towards closing the digital divide</p> <p><u>Required reading:</u> Quan-Haase Chap. 8</p> <p><i>Supplementary (not required):</i></p> <p>Joerges, Bernward. (1999). "Do Politics Have Artefacts?" <i>Social Studies of Science</i>, 29(3): 411-431.</p> <p>Winner, Langdon. 1980. "Do Artifacts Have Politics?" <i>Daedalus</i>, 109 (1): 121–36.</p>
Class 9, July 25	<p>Technology and community</p> <p><u>Required reading:</u> Quan-Haase Chap. 9</p> <p><i>Supplementary (not required):</i></p> <p>Putnam, Robert D. (1995). "Bowling Alone: America's Declining Social Capital." <i>Journal of Democracy</i> 6(1): 65-78.</p> <p>Wellman, Barry. (2001). "Physical Place and Cyberplace: The Rise of Personalized Networking." <i>International Journal of Urban and Regional Research</i>, 25(2): 227-252.</p> <p>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.</p>
Class 10, July 27	<p>Identity work in everyday digital interaction; cyber-bullying, the online disinhibition effect and 'cyberbullicide'</p> <p><u>Required reading:</u> Quan-Haase Chap. 10</p> <p><i>Supplementary (not required):</i></p> <p>Ellison, Nicole, Rebecca Heino, and Jennifer Gibbs. (2006). "Managing Impressions Online: Self-Presentation Processes in the Online Dating Environment." <i>Journal of Computer-Mediated Communication</i>, 11(2): 415-441</p> <p>Hogan, Bernie. (2010) "The Presentation of Self in the Age of Social Media: Distinguishing Performances and Exhibitions Online." <i>Bulletin of Science, Technology & Society</i>, 30(6): 377-386.</p> <p>Mehdizadeh, Soraya. (2010). "Self-Presentation 2.0: Narcissism and Self-Esteem on Facebook." <i>Cyberpsychology, Behavior, and Social Networking</i>, 13(4): 357-364.</p> <p>Tokunaga, Robert. S. (2010). "Following You Home From School: A Critical Review and Synthesis of Research on Cyberbullying Victimization." <i>Computers in Human Behavior</i>, 26(3), 277-287.</p> <p>Wolak, Janis, Kimberly J. Mitchell, and David Finkelhor (2007). "Does Online Harassment Constitute Bullying?" An Exploration of Online Harassment by Known Peers and Online-only Contacts. <i>Journal of Adolescent Health</i>, 41(6): S51-S58.</p>

Class 11, August 3	<p>Surveillance, the digital panopticon and the ethical dimensions of technology</p> <p><u>Required reading:</u> Quan-Haase Chapters 11 & 12</p> <p>Suggested readings (<i>not required</i>):</p> <p>Lukacs, Veronika, and Anabel Quan-Haase. (2015). "Romantic Breakups on Facebook: New Scales for Studying Post-Breakup Behaviors, Digital Distress, and Surveillance." <i>Information, Communication & Society</i>, 18(5): 492-508.</p> <p>Mod, Greg. (2010). "Reading Romance: The Impact Facebook Rituals Can Have on a Romantic Relationship." <i>Journal of Comparative Research in Anthropology and Sociology</i>, 2: 61-77.</p> <p>**Term paper is due at the beginning of class</p>
Class 12, August 8	<p>Test 2 (25%)</p>