Sidney Smith 2135   ver.1a   Thursday 16:10-18:00

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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, and conversely, how social systems affect the nature and use of technology. We focus on studying the *triple revolution:* the impact of the Internet, the impact of mobile phones, and the turn towards social networks. We will also *do* sociology as in addition to talking about it, with four hands-on research assignments. The course will address four overarching questions:

NOTE: The prerequisite to take this course is successful completion of a SOC200+ level course. Students without this prerequisite will be removed at any time they are discovered.

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 surveill, discipline or constrain? How do citizens subvert this power using technology? What can you do to protect your privacy.

We are fortunate to have many visiting lecturers to the course, especially in the Fall. While this will expose you to some of the most brilliant and diverse minds in this area, we do have to schedule these speakers when they are available. Consequently, the order of the lecturers is not optimal.

COURSE READINGS

Many of the readings will come from Professor Wellman's new book, *Networked: The New Social Operating System,* co-authored with Lee Rainie, director of the Pew Internet and American Life Project. As MIT Press will not publish the book until Fall 2011, you will be getting draft chapters online. These copyrighted chapters are for your personal use only and are not to be forwarded or posted elsewhere.

All readings are available on Blackboard. There is no need to purchase anything. To access the course website, go to **portal.utoronto.ca**, click on "log-in to the portal," and then enter your UTORid and password. This course will be listed as one you can access.

COURSE REQUIREMENTS

The course mark is composed of three parts:

   Tests (65%): There will be three tests. Each of the first two tests is worth 20%. They will be one-hour in-class tests in the middle and at the end of the fall term. The two-hour test at the end of the winter term is worth 25%. All tests will be based on readings, lectures, discussions, and guest speakers. They will be composed of short essays (2-3 pages) and/or short answers (less than a page).

   Assignments (25%): There will be two class assignments, each worth 12.5%
   The assignments will be announced in class.
   Each assignment is due 2 weeks after it has been handed out and discussed in class.
   Expect 2-3 weeks for the assignments to be graded.
   Except when assignments indicate otherwise, you should rely on academic sources in completing written assignments. Academic sources include academic books, peer-reviewed journals (available in the library or through the library website), and reports on government websites.
   You are absolutely required to hand in two hard copies of each assignment, and one e-copy in .doc or .rtf (NOT .docx) format. The essay components of assignments must be double-spaced, with one-inch margins all around and 12pt font. You are encouraged to print on both sides of the paper.
   Assignments are due at the end of class. Late assignments should be dropped off at 725 Spadina Ave., room 225, in the third year box. Remember to date-stamp your assignment. *Only if you're late,* email the T.A. once you've dropped it off.

Participation (5%): Regular attendance is expected, and attendance will be taken randomly. You should be prepared for discussions in class by reading the material ahead of time. Participation is based upon in-class critical thinking, reflection and interaction with the professor and your peers based on course material. Expect to be called upon.

To receive a good participation grade, you must both participate intelligently in the class room.

Group discussion (5%): November 15

It is your responsibility to read and know the syllabus. Each year, TAs are plagued by foolish questions that could well be answered by common sense or reading the syllabus. Your TA only has 140 hours allocated to an entire class of 100: 1.4 hours per student for the entire year, including course preparation and exam marking. To conserve her time, your participation will be penalized if you ask foolish questions. However, you are encouraged to make appointments to discuss questions about course material during office hours.

COURSE NORMS

Communication

Office hours for both the professor and the teaching assistants will be by appointment. Expect 24 hours for an email reply during *work days*. If you do not receive a reply in 24 hours, send again. When sending messages, please put Soc356 in the subject to ensure a prompt reply. Messages asking questions that could be answered by reading the syllabus will be ignored.

Turnitin

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (or other appropriate sites or programs) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.

Plagiarism

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.

You will be asked to sign a No Plagiarism affidavit when you submit any assignment. No assignment will be accepted without it.

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

Academic Offenses

Code of Behaviour on Academic Matters:

Submitting the same work for more than one course: Section B.I.1.(e) of the Code of Behaviour on Academic Matters says it is an offence "*to submit, without the*

knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere."

"*Turning in an old paper, or large parts thereof, for credit in a second course, is considered an academic offense. As students do seem to indicate ignorance on this, please ensure you point this out when talking about academic offenses on your syllabi. Any of their papers that have submitted to turnitin.com become the basis for identifying in the present paper a correspondence to an old paper. This is not plagiarism, but it is an academic offense that results in students being referred off to the Office of Academic Integrity.*"

Accessibility Needs

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom, or the course materials, please contact Accessibility Services as soon as possible at disability.services@utoronto.ca or at http://studentlife.utoronto.ca/accessibility.

Lateness

The penalty for a late assignment is a grade deduction of 5% per day, beginning immediately after class. Proper medical documentation is required if you are ill and are unable to submit your assignment or write a test on time. No other excuses are permitted.

Coming late to class is disruptive to everyone's learning. If you come late, quietly take a seat in the back. If you persistently come late, consider switching to a more convenient class, as your participation grade will plummet.

If you miss a lecture, you should ask a classmate for lecture notes. These will not be supplied by the instructors. You should also ask a friend if there have been any changes in course organization or procedures. *You* are responsible for knowing this, whether you were present or not.

Knowledge Base

This is an advanced, third year Sociology course that assumes cumulative knowledge from earlier years of study. It is assumed that you have taken courses in Social Theory and in Social Science Research Methods. Some of the assigned readings will present statistical analysis. We will explain in class how to read and understand such analyses.

Privacy

What happens in class stays in class. To have unconstrained discussion, you agree by enrolling in this course not to blog, record or broadcast any lecture or discussion.

SCHEDULE

Week 1: [Sept. 13] Intro to Course and Networked Individualism, Part 1

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

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. 20] Networked Individualism, Part 2

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

Castells, Manuel. 2000. *The Rise of the Network Society, 2nd Edition*, volume 1. Blackwell, Oxford, 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.

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.

Week 3 [Sept. 27]
Assignment 1 will be distributed and discussed this week
Tutorial

Week 4: [October 4] The Social Network Revolution, Part 1

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

Simmel, Georg. 1903. "The Metropolis and Mental Life." In Alpern, T.(ed.) *Classical and Contemporary Sociological Theory* . (P.265-273). http://www.blackwellpublishing.com/content/BPL_Images/Content_store/Sample_chapter/0631225137/Bridge.pdf

Putnam, Robert. 1995. "Bowling Alone: America's Declining Social Capital," *Journal of Democracy*, 6 (1): 65-78

Week 5: [October 11] The Social Network Revolution, Part 2

Rainie & Wellman, Chapter 2, "The Social Network Revolution", Second Half

Ronald Breiger. 1974. "The Duality of Persons and Groups," *Social Forces* 53:181-190.

1st Test – One hour in class

Week 6: [October 18] The Internet Revolution, Part 1

Rainie & Wellman, Chapter 3: "The Internet Revolution," First Half

Assignment 1 due.
Lee Rainie to talk - Morning

Week 7: [October 25)

Rainie & Wellman, Chapter 3: "The Internet Revolution," Second Half

Hampton, Keith N., Lauren Sessions Goulet, Cameron Marlow, and Lee Rainie. 2012. *Why Most Facebook Users Get More Than They Give: The Effect of Facebook "Power Users" on Everybody Else.* Pew Internet & American Life Project. http://www.pewinternet.org/~/media//Files/Reports/2012/PIP_Facebook%20users_2.3.12.pdf

Week 8 [November 1] The Mobile Revolution, Part 1

Rainie & Wellman, Chapter 4, "The Mobile Revolution," First Half

Blumberg, Stephen J. and Julian V. Luke, 2010. "Wireless Substitution: Early Release of Estimates From the National Health Interview Survey, July-December 2010" Division of Health Interview Statistics, National Center for Health Statistics. http://www.cdc.gov/nchs/data/nhis/earlyrelease/wireless201106.htm

Assignment 1 returned

Week 9 [November 8] The Mobile Revolution, Part 2; Guest Lecturer: Rhonda McEwen

Rainie & Wellman, Chapter 4, "The Mobile Revolution," Second Half

McEwen, Rhonda N. On My Own: Mobile Phone Practices of Young People in Times of Transition

Week 10 (November 15): Group Participation

Week 11 [November 22] 2nd Test – One hour in class

Please bring your own pen, watch. No computer, phone or notes.

Week 12 [November 29] Writing Workshop

Week 13 [January 10]: Networked Relationships, Part 1

Rainie & Wellman, Chapter 5, "Networked Relationships," First Half

Wellman, Barry, Bernie Hogan, Kristen Berg, Jeffrey Boase, Juan-Antonio Carrasco, Rochelle Coté, Jennifer Kayahara, Tracy Kennedy, and Phouc Tran (2006). Connected Lives. In Purcell, P., editor, *Networked Neighbourhoods*, pages 161–216. Springer, London

Week 14 [January 17]: Networked Relationships, Part 2; Guest Lecturer: Jeff Boase

Rainie & Wellman, Chapter 5, "Networked Relationships", Second Half

Boase, J. (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 15 [January 24]: Networked Families, Part 1;

Rainie & Wellman, Chapter 6, "Networked Families," First Half

Week 16 [January 31]: Networked Families, Part 2; Guest Lecturer: Tracy Kennedy or Mo Guang Ying

Rainie & Wellman, Chapter 6, "Networked Families," Second Half

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

Milkie, Melissa, Marybeth Mattingly, Kei Nomaguchi, Suzanne Bianchi, and John Robinson. 2004. "The time Squeeze," *Journal of Marriage and Family* 66(3): 739-761.

Week 17 (February 7): Networked Work. Part 1

Rainie & Wellman, Chapter 7, "Networked Work," First Half
        Wenhong Chen and Barry Wellman, "Net and Jet"

Assignment 2 will be distributed and discussed this week.

Week 18 [February 14]: Collaborative Work;
Guest Lecturers: Kelly Lyon, Anabel Quan-Haase
February 21: Reading Week

Week 19 (February 28): Networked Work. Part 2
Rainie & Wellman, Chapter 7, "Networked Work," Second Half
The NAVEL Project and its implications
Dimitrova, Dimitrina, et al. 2013. NAVEL Gazing: Studying a Networked Scholarly
Organization.
Assignment 2 will be collected and discussed

Week 20 (March 7): Networked Creators, Part 1; Twitter;
Rainie & Wellman, Chapter 8, "Networked Creators," First Half
Yuri Takhteyev, Anatoliy Gruzd and Barry Wellman, "Geography of Twitter Networks." *So-
    cial Networks*: special issue on space and networks.
Anatoliy Gruzd, Barry Wellman and Yuri Takhteyev. 2011. "Imagining Twitter as an Imag-
    ined Community." *American Behavioral Scientist* 55, 10.

Week 21 (March 14): Networked Creators, Part 2; Facebook, Wikipedia, etc
Rainie & Wellman, Chapter 8, "Networked Creators," Second Half
Burt, Ronald S. 2004. "Structural Holes and Good Ideas." *American Journal of Sociology*.
    110:349-399.
Rafaeli, S., & Ariel, Y. (2008). Online motivational factors: Incentives for participation and
    contribution in Wikipedia. In A. Barak (Ed.), Psychological aspects of cyberspace:
    Theory, research, applications (pp. 243-267). Cambridge, Cambridge University Press.
    http://gsb.haifa.ac.il/~sheizaf/cyberpsych/11-Rafaeli&Ariel.pdf

Week 23 (March 21): Networked Information
Guest Lecturers: Ron Deibert, Steve Mann
Rainie & Wellman, Chapter 9, "Networked Information."
Mann, Steve, Jason Nolan, Barry Wellman. 2009. "Sousveillance: Inventing and Using
        Wearable Computing Devices for Data Collection in Surveillance Environments"
        Surveillance and Society , 1(3).
        http://www.eyetap.org/papers/docs/sousveillance.pdf
One additional reading TBA.

Week 24 (March 28): The Future of the Triple Revolution
Rainie & Wellman, Chapter 11, "The Future of Networked Individualism."

Week 25 (April 4): 3nd Test – Two hours in class
Please bring your own pen, watch. No computer, phone or notes.