SOC356Y1Y: Technology & Society   2014-2015

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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:

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?

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. 23, 2014	10%
Paper 1	Literature review (6-8 p.)	Nov. 6, 2014	15%
Test 2	Short answers and long answers	Nov. 27, 2014	20%
Test 3	Short answers	Feb. 12, 2015	15%
Paper 2	Independent research project (8-10 p.)	Mar. 5, 2015	20%
Test 4	Short answers and long answers	Apr. 2, 2015	20%

Lecture Slides/Notes
Lecture outlines will be posted on the website before each class. You may find it helpful to download or print the outlines, and use them for note-taking. The outlines will also contain practice questions for the tests. I will **not** post lecture slides: note-taking is a proven method of study, and students are encouraged to have the advantage of it.

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 un-clear whom you expect to answer your message.
- Treat emails as you would 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. All cases of plagiarism will be reported to the Dean's office.

Turnitin.com
Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com 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. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.
Class ID: 8281442
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 readings are from our course textbook – *Networked: The New Social Operating System* written by Lee Rainie and Barry Wellman (2014, MIT Press), which can be purchased at the University Bookstore or Amazon.ca.

• The remaining readings are available either as web links in the class schedule below, or as downloadable files on our course webpage

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. 11] 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. 18] Networked Individualism, Part 2
Lee Rainie & Barry Wellman, Networked. Chapter 1: "The New Social Operating System of Networked Individualism," Second Half.
Breiger, Ronald. 1974. "The Duality of Persons and Groups," Social Forces 53:181-190.
Castells, Manuel. (2000). *The Rise of the Network Society*, 2nd Edition, Volume 1. Blackwell, Oxford, UK. 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.

Week 3 [Sept. 25] 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* pp.265-273.
    http://www.blackwellpublishing.com/content/BPL_Images/Content_store/Sample_chapter/063122 5137/Bridge.pdf
Putnam, Robert. 1995. "Bowling Alone: America's Declining Social Capital," *Journal of Democracy* 6 (1): 65-78.

Week 4: [October 2] The Social Network Revolution, Part 2
                    Guest Lecturer: Prof. Barry Wellman
Rainie & Wellman, Chapter 2, "The Social Network Revolution," Second Half.
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 5: [October 9] The Internet Revolution, Part 1
Rainie & Wellman, Chapter 3: "The Internet Revolution," 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*, pp.161-216. Springer, London.

Assignment 1 will be distributed and discussed this week.

Week 6: [October 16] The Internet Revolution, Part 2;
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 7: [October 23] Midterm Test in class, 90 minutes

Week 8 [October 30] The Mobile Revolution, Part 1
Rainie & Wellman, Chapter 4, "The Mobile Revolution," First Half.
Blumberg, Stephen J. & 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
Hampton, Keith N., Goulet, Lauren Sessions, &Albanesius, Garrett. 2014. "Change in the Social Life of Urban Public Spaces: The Rise of Mobile Phones and Women, and the Decline of Aloneness Over Thirty Years" *Urban Studies*. In Press.

Week 9 [November 6] The Mobile Revolution, Part 2
Rainie & Wellman, Chapter 4, "The Mobile Revolution," Second Half.
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.
Kobayashi, Tetsuro and Jeff Boase. 2014 "Tele-Cocooning: Mobile Texting and Social Scope," *Journal of Computer-Mediated Communication,* 19(3):681-694.

Assignment 1 will be collected

Week 10 [November 13] Networked Relationships, Part 1
Rainie & Wellman, Chapter 5, "Networked Relationships," First Half.
Boase, Jeff. 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.
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 11 [November 20] Networked Relationships, Part 2
Rainie & Wellman, Chapter 5, "Networked Relationships," Second Half.
Hampton, Keith, Lauren Sessions Goulet, Lee Rainie, and Kristen Purcell. 2011. *Social Networking Sites and Our Lives: How People's Trust, Personal Relationships, and Civic and Political*

Involvement are Connected to Their Use of Social Networking Sites and other Technologies. Pew Internet & American Life Project. http://www.pewinternet.org/files/old-media//Files/Reports/2011/PIP%20-%20Social%20networking%20sites%20and%20our%20lives.pdf

Week 12 [November 27] First Term Test

Week 13 [January 8]: Networked Families, Part 1;
Rainie & Wellman, Chapter 6, "Networked Families," First Half.
Turcotte, Martin. 2010. "Time Spent with Family during a Typical Work Day, 1986 to 2006," Statistics Canada, Canadian Social Trends, April 13.

Week 14 [January 15]: Networked Families, Part 2;
Rainie & Wellman, Chapter 6, "Networked Families," Second Half.
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 15 [January 22]: Networked Work. Part 1
Rainie & Wellman, Chapter 7, "Networked Work," First Half.
Burt, Ronald. 2003. "Structural Holes and Good Ideas," *American Journal of Sociology* 110:349-399.
Pew Internet Center. 2008. *Networked Workers*. Pew Internet & American Life Project. http://www.pewinternet.org/files/old-media/Files/Reports/2008/PIP_Networked_Workers_FINAL.pdf.pdf

Week 16 [January 29]: Networked Work. Part 2
Rainie & Wellman, Chapter 7, "Networked Work," Second Half.
Wellman, Barry and Dimitrina Dimitrova. 2014. "Introduction" *American Behavioral Scientist*: Special issue on networked work.
Guang Ying Mo. 2014. *Does Diversity Foster Innovation? A Case Study with GRAND*. Working paper.

Assignment 2 will be distributed and discussed

Week 17 (February 5): Networked Creators. Part 1; Twitter, Blogger;
Rainie & Wellman, Chapter 8, "Networked Creators," First Half.
Takhteyev, Yuri, Anatoliy Gruzd and Barry Wellman, "Geography of Twitter Networks." *Social Networks* 34(1):73-81.
Gruzd, Anatoliy, Barry Wellman, and Yuri Takhteyev. 2011. "Imagining Twitter as an Imagined Community." *American Behavioral Scientist* 55(10):1294-1318.
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.

Week 18 (February 12): Midterm test in class 90 minutes

February 19: Reading Week

Week 19 (February 26): Networked Creators. Part 2; Facebook, Wikipedia, etc.
Rainie & Wellman, Chapter 8, "Networked Creators," Second Half.
Rafaeli, S. and 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, UK: Cambridge University Press.
    http://gsb.haifa.ac.il/~sheizaf/cyberpsych/11-Rafaeli&Ariel.pdf

Week 20 (March 5): Networked Information. Part 1
Rainie & Wellman, Chapter 9, "Networked Information."
Mann, Steve, Jason Nolan, and 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

Assignment 2 will be collected

Week 21 (March 12): Networked Information. Part 2
Rainie & Wellman, Chapter 9, "Networked Information."
Young, Alyson Leigh and Anabel Quan-Haaseg. 2013. "Privacy Pretection Strategies on Facebook:
        The Internet Privacy Paradox Revisited," *Information, Communication & Society* 16(4):479-
        500.

Week 22 (March 19): A Networked Individual
Rainie & Wellman, Chapter 10, "A Networked Individual."

Week 23 (March 26): The Future of the Triple Revolution
Rainie & Wellman, Chapter 11, "The Future of Networked Individualism."

Week 24 (April 2): Second Term Test – In Class