

# Bellevue College

## SOC 275 Technology in Everyday Life

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Spring '17 Term: April 3 – June 16

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**COURSE DESCRIPTION:** This course provides a historic and contemporary perspective on the social, political, and cultural issues of the human relationship to technological forces in society. Fire. Tools. Medicines. Electricity. Automobiles. Cellphones. Computers. Over the course of human history, technological innovations have transformed the way in which we live our lives. In modern society, virtually no aspect of our day-to-day lives remain untouched by technology. We will analyze and discuss the myriad impacts

technology has had on our lives. How has it changed the way we interact with friends and family? How has it changed the way we do business? How has it changed the way we think of ourselves? Has technology increased or decreased inequalities between people? How has it driven the economy and even aided wars? A Sociological perspective places technology in the space of relationships and group behavior. How we manage technology, and how technology manages us is at the center of this course.

**A NOTE ABOUT COURSE CONTENT:** In this class, we examine just about every aspect of the social world, we talk about, read, and watch provocative material. When we explore controversial topics, they will always be framed within an academic context. Keep in mind that when you find yourself in a space outside of your comfort zone, it's an opportunity for learning. You may be confronted with subject matter that is difficult to watch, see, discuss, or listen to. Please note that you will be responsible for any course material you miss if you choose not to participate. If you have any questions or concerns about content or climate, feel free to speak with me about it right away.

### **READING REQUIREMENTS:**

- Course Reader. Articles are uploaded directly into our Canvas site. Go to Course Modules from our homepage. The readings are embedded there directly.

**STRONGLY RECOMMENDED:**

- Any current Sociology Dictionary
- Any writing guide to help you in your quest for mastering college-level writing.
- Purdue College's [resources for college students](#).

**STUDENTS WITH DISABILITIES:** If you have medical information to share with me in the event of an emergency, please contact me via email. Emergency preparedness is important! If you need course modifications, adaptations, or accommodations because of a disability, please see me immediately so I can also refer you to our Disability Resource Center (DRC). If you prefer, you may contact them directly by going to B132 or by calling 425.564.2498 or TTY 425.564.4110. Information is also available on their [website](#).

**EXPLORE THE LMC!** The Library Media Center is at your fingertips! I *strongly* encourage you to visit the LMC at least once a week, but you can also access it via the web. Talk to a Reference Librarian at the Library (D-126), by calling (425) 564-6161, or by [email](#).

[LMC Research Guide](#)  
[Main Library Media Center](#)  
[For article databases](#)

**LEARNING AND COURSE OUTCOMES:** By the end of this course, you will be able to:

1. Demonstrate a general knowledge and comprehension of the area of Technology and Media through the fields of Sociology and Cultural Studies.
2. Demonstrate your comprehension and utilization of some of the basic tools of understanding mediated technologies.
3. Demonstrate a general understanding of the history of mediated technologies.
4. Show your critical understanding of the field of Technology and Media Studies, its history and its future, including the understanding of a Cultural Sociological approach to inquiries regarding the impact of Mediated Technologies on our private and public lives.

**GENERAL RULES & EXPECTATIONS:**

- Check into our online classroom no less than *four times per week* (yes – I do keep track!). This means you log on and surf around the site. No need to check in with me on this one. Make this class work for you on your own time. We're on the Honor System with your presence in class.
- Complete readings and homework assignments *on time*. I do not check whether you complete your readings; again, this is on the honor system. You do need to read your required material to complete homework assignments.
- Late homework assignments *are accepted*, but *late exams are not*. Understand that this is *set in stone*. Take it seriously.
  - Late homework is docked 10% for every day the work is late, including Saturdays and Sundays, except for Discussion Boards (see special note, below).

➤ Special Note on Discussion Boards:

1. Initial Posts are due on Thursdays by midnight.
  2. You are required to respond to the *Initial Posts* of at least two colleagues in your Main DBs. These responses are due Sundays by midnight (you may respond to people anytime between Thursdays and Sundays).
  3. To have an opportunity to receive full credit for Main DBs, you must complete the Initial Post *and* Responses. Initial Posts only receive half-credit. Responses-only receive zero credit. Take care to note this. However, to receive credit for Main Discussions, you have to participate in the discussion during the week of the discussion. In other words, when it's active. Think of it this way: if we were in a brick and mortar classroom and you arrived to participate in the discussion a week later, nobody would be there, correct? Same deal here.
  4. If you are late on your DBs, I deduct based on your Initial Posts.
- I expect that your behavior in our classroom is respectful. Continued disrespectful behavior in my class will result in your grade lowering. Please keep your postings to discussion boards (DBs) thoughtful and polite. One-on-one conversations should be taken offline, so our DBs don't get clogged. If you find at any point that you are uncomfortable with anything posted to a DB, please email me right away. Be wary of soapboxing in this class; you may be tempted to present your opinion and editorialize, but refrain from doing this.

**Remember: Falling behind can be hazardous to your health!**

**COURSE REQUIREMENTS:** In this course you will be completing assigned readings, participating in discussion board assignments, and completing short homework assignments. You also have a Final Research Paper for this class, which you will begin working on in Week 3. The work you do for this class will keep you critically engaged with the world around you from a sociological perspective. There are no exams for this course. Expect to be writing every week. The key to this course is your thoughtful reflection on course material.

**COURSE REQUIREMENTS:**

<b>Attendance and Participation*:</b>	120 points
<b>Tech Reflections (10):</b>	250 points
<b>Annotated Bibliographies (10):</b>	100 points
<b>Main Discussion Boards (3):</b>	150 points
<b>Research Prep Assignments (3):</b>	30 points
<b>Final Research Reflection (1):</b>	250 points
<b>TOTAL:</b>	900 points

*The Fine Print:*

\*Participation points accrue with various short assignments in the Discussion Area, such as your Introductory DB. These are labeled **PARTICIPATION DBs**. The Main DB assignments are labeled **MAIN DBs**.\*

**Attendance & Participation:** Check in no less than four times per week, be engaged with all of your discussion board assignments, provoke energetic and polite discussion, listen/read/comprehend actively, work respectfully with your colleagues in class, take loads of notes from your readings, look up words you don't understand, ask questions, think critically about the world around you, etc. Make use of the Q&A Board as well. This is not scored, but even if you don't have questions, you might be able to answer somebody's query – so have some presence there.

**Tech Reflections:** You will be reviewing various forms of technology throughout the course (films, websites, gadgets). Tech Reflections are either 1-2 paragraph answers to questions I pose to you, or short free-form essays.

**Main Discussion Board Assignments:** The work done in the Discussion Board area will have you engage course material and work closely together. You are expected to participate in these assignments in order to generate critical discussion amongst one another. Be aware that some of these require a few days, or even a week, of preparatory work. Make sure you look ahead at your homework! This method of learning gets you going socially! These assignments are always due on Thursdays and Sundays (your initial post goes up Thursday and your responses to one another are due Sundays). Your DBs are graded on two things: your original post and your responses (usually two of them) to colleagues of yours in the class. You must do both to earn full credit. A submission with no responses posted earns ½ credit at most, and responses without an original submission receive zero credit.

**Participation Discussion Board Assignments:** These are meant to support you throughout the course. They are required and the grades get folded into your overall Participation Grade.

**Final Research Reflection:** You will be completing a final research paper for this course, based on your own original research throughout the quarter. There are three **Research Prep Assignments** which are designed to assist you in your final project.

**Annotated Bibliographies:** These assignments demonstrate to me that you've done the reading. You will turn in 2-3 paragraph submissions highlighting key points for each reading assignment. *Do not submit bulleted lists*. Use the individuated instructions for each AB because sometimes you may be focusing on one or two readings or media items.

**For all of your written work:** Submit proofread work **only**. Work not proofread will be returned *once* for a rewrite, expected to be handed in within 48 hours. If you need help with your writing, please make use of the following student support services:

- [Academic Success Center](#)
- [Academic Tutoring Center](#)
- [TRiO Student Support Services](#)
- [Writing Lab @ BC](#)

**Required Writing Guidelines (emphasis on *required*):**

- ***You must follow the required writing guidelines in the syllabus. Not doing so will result in your grade lowering by 5 points per item.***
- Twelve-point sized Times font, *double-spaced*. Single spaced assignments will be docked points.
- 1" margins all around
- APA Citations where appropriate – credit must be given even where any *ideas* presented in the paper are not your own (see notes below about avoiding plagiarism)
- Title pages and bibliographies *are not counted* as pages due
- Student information is at the top left of the page, single spaced
- There are no extra spaces between paragraphs.
- Paragraphs contain no less than four sentences.
- Magazines, newspapers, journals, and books are *italicized*. Movie titles, article titles, song titles, etc. are "in quotation marks." Quotes inside of a quotation use 'single quotation marks.'
- Avoid the universal "we", "our", "us" – ask yourself: Can I speak for everyone? If you cannot, do not write it. Avoid phrasing such as "nowadays..." and "since the beginning of time." Be accurate. Know what you're writing and why.
- *Do not ever use* Wikipedia, CliffNotes, or other such encyclopedic references or online dictionaries. Wikipedia is not peer-reviewed and therefore unreliable. Do your research. If you're going to research online (which is encouraged and totally legit), make sure you understand what you're seeking. Do a deep dive into the internet to find your stuff.
- Be sure that no more than 20% of your papers are outside sources. You must be providing your analysis while you draw from material presented to you in class.

**Your written work is evaluated on:**

- 1) Content
  - a. You are expected to fulfill the entire assignment. Doing the minimum amount of work expected will likely get you a passing grade, but not an outstanding one. You're expected to go the extra mile.
  - b. Fully developing your argument(s) and making use of examples and evidence to support your argument(s).

- c. The flow of thought throughout the paper, with strong analyses and conclusions, should be consistent throughout your writing. I add points to your final grade for continued improvement.
- 2) Writing Style
- a. Excellent command of the written English language. In other words, most excellent grammar. **NOTE: If you struggle with grammar and spelling or are an ESL student, please let me know! I'm happy to work with you and point you in the right direction.**
  - b. Your demonstrated clarity of thought.
  - c. Good organization and attention to detail.
  - d. The clear and present persuasiveness of your argument/s.
  - e. Your ability to be creative, thoughtful, and clever. Make it an interesting read.
  - f. PROOFREAD your work. Please do a spell/grammar check before you hand it in. Read it out loud to yourself, too! It helps.
  - g. Dude, like totally don't write **colloquially**. A conversation is a conversation. A paper is an entirely different way of presenting your research and ideas. ☺

**Preventing Plagiarism:** Plagiarism is a form of academic dishonesty occurring when students use information or material from outside sources and do not properly cite those sources. This is grounds for disciplinary action. It is your responsibility to understand plagiarism and its consequences. Plagiarism occurs if:

- a. You do not cite quotations and attribute borrowed ideas.
- b. You fail to enclose borrowed language in quotation marks.
- c. You do not write summaries and paraphrases in his/her words and doesn't document his/her source.
- d. You turn in work created by another person.
- e. You submit or use your prior work for a current or past course, or work from one current course in another course *without express permission* from your professors. This may also be considered academic dishonesty.
- f. Consequences: If it is determined that you have plagiarized or engaged in other forms of academic dishonesty, you will likely fail the assignment and possibly the course, despite points earned through other work. Acts of academic dishonesty are reviewed for disciplinary action.

### **Grading:**

Please use the following rubric to help explain the grade you're given for a given assignment. I offer comments on all of your written work and general comments on the Discussion Boards – sometimes more, sometimes less. Please read my comments and do not hesitate to come to me with any questions you ever have on a grade you receive. There is no limit to how many times you email me! My email door is *always* open.

**90-100 = A.** “A” work shows me you’re engaged with all course material by utilizing quotes and ideas. It is writing *completely free* from grammar and spelling errors, demonstrating your command not only of the English language but of the form and flow of a solid piece of written work. I also like to see/read/hear your “writing voice.” That is, I want your style to come through! Your arguments should be solid and backed up with intellectual ammunition. You should demonstrate a strong understanding of our readings and the in-class media and how they intersect with one another. Your ideas should be “fleshed out” and not just a series of statements, in other words.

**80-89 = B.** The “B” tells me you’re doing very good work. You may have a couple of grammar issues, but your work is still tidy, and the writing is still strong. You have a firm grasp on the themes in the course, but you may not be as well-versed in the readings and media and/or lecture material as you could be. I should see that you’re being challenged and that you’re struggling with the course issues and themes, and what they represent to you in an interconnected way. Your understandings of some of the course materials are stronger than others.

**70-79 = C.** “C” work means that you’re not as invested in the material as I would like to see. Your writing is relatively weaker than it could be and you’re not thinking as critically as I would like you to. You write the bare minimum of the length requirement. Some of what you point out I may not follow logically, and your use of the course materials may not be as solid as it could be. You omit some of the important points raised in class.

**60-69 = D.** Ah, the “D.” “D” is for “Don’t be Discouraged.” I will work closely with each of you as much as time allows, getting you up to speed in class. Your struggles should not be with writing so much at this point but if they are, please see me immediately. “D” work is not proofread, nor does it deal critically with the themes in the course. It responds, perhaps, to one part of one of the readings but there is the little-to-no integration of material, and you’re not responding to the questions raised in the assignment. Demonstrated an understanding of the course materials is not presented clearly, or at all. (NOTE: A “D” and below may be rewritten **once** if you choose to do so. It must be turned in within 72 hours, and I enter the better grade.)

**A: 94-100**

**A-: 90-93**

**B+: 87-89**

**B: 84-86**

**B-: 80-83**

**C+: 77-79**

**C: 74-76**

**C-: 70-73**

**D+: 67-69**

**D: 64-66**

**D-: 60-63**

**F: 59 and below**



**COURSE OUTLINE AND SCHEDULE (SUBJECT TO CHANGE)**

**PLEASE DO NOT WORK AHEAD MORE THAN ONE WEEK**

**Note: For our class, we focus on communications and digital technology**

**Week One: April 3**

**Readings:**

- ["Breakfast Can Wait: The First Stop is Online"](#) by Brad Stone.
- ["Sociology in the Era of Big Data"](#) by Daniel A. McFarland, Kevin Lewis, and Amir Goldberg
- ["Internet of Things in a Sociological Perspective"](#) by Taehoon Kim
- [American Sociological Association: Sociology of Technology](#)
  - Explore the site

**Assignments:**

- Participation DB I: Introductions. Due Sunday, 4/9
- Tech Reflection 1: 24 Hours of Technology. Due Sunday, 4/9
- Annotated Bibliography 1: "Breakfast Can Wait". Due Sunday, 4/9

**Week Two: April 10**

**Readings:**

- ["The Shallows: This is Your Brain Online"](#) on *All Things Considered*. NPR interview with Nicholas Carr, author of *The Shallows*.
- ["Heavy Texters are Shallow, Racist"](#) by Halverson
- ["Frequent Texters Tend to be Shallow, Research Suggests."](#) [CBC News Staff Reporters](#)
- **The Study Results: "Texting Frequency and The Moral Shallowing Hypothesis"** by Paul Trapnell and Lisa Sinclair, Dept. of Psychology, The University of Winnipeg

**Assignments:**

- Main DB 1 Due Thursday, 4/13, responses by Sunday, 4/16
- Tech Reflection 2. Due Sunday 4/16
- Annotated Bibliography 2: "The Study Results", due Sunday, 4/16

**Week Three: April 17**

**Readings:**

- Kopacz, M. A., & Lawton, B. (2011). Rating the YouTube Indian: Viewer Ratings of Native American Portrayals on a Viral Video Site. *American Indian Quarterly*, 35(2), 241-257.
- Teresa Correa & Sun Ho Jeong (2011) RACE AND ONLINE CONTENT CREATION, *Information, Communication & Society*, 14:5, 638-659.
- [An Anthropological Introduction to YouTube](#) by Dr. Michael Wesch
- OPTIONAL: "Myths & Stereotypes About Native Americans"

**Assignments:**

- Main DB 2: Initial Submission Due Thursday, 4/20; Responses Due Sunday, 4/23



- Tech Reflection 3. Due Sunday 4/23
- Annotated Bibliography 3: “Race & Online Content Creation”, due Sunday, 4/23
- Research Prep 1: Topic Submission. Due Sunday, 4/23

#### **Week Four: April 24**

##### **Reading:**

- Brack, G., Lassiter, P. S., Kitzinger, R., Hill, M., McMahon, H., & Fall, K.A. (2013). Individual Psychology on the Virtual Frontier: Massive Multiplayer Online Role-Playing Gaming. *Journal of Individual Psychology*, 69(1), 24-40.

##### **Website:**

- Boundless website on [Social Capital](#)

##### **Film/Video Screenings:**

- [Free To Play: The Movie](#)
  - [Film Website](#)
- [Game Theory: Why Do You Play Video Games?](#)

##### **Assignments:**

- Tech Reflection 4. Due Sunday, 4/30
- Annotated Bibliography 4, “Individual Psychology on the Virtual Frontier”, due Sunday, 4/30

#### **Week Five: May 1**

##### **Readings:**

- Fokkena, L. (2011). Moving Beyond Access: Class, Race, Gender, and Technological Literacy in Afterschool Programming. *Radical Teacher*, (90), 25-34.
- Khan, A. (January 8, 2013). [The Battle over Education Reform](#). Frontline PBS. Retrieved from:  
<http://www.pbs.org/wgbh/pages/frontline/education/education-of-michelle-rhee/the-battle-over-education-reform/>
- Hatch, T. (2013). Innovation at the core. *Phi Delta Kappan*, 95(3), 34-38.

##### **Assignments:**

- Tech Reflection 5. Due Sunday, 5/7
- Annotated Bibliography 5, “Moving Beyond Access”, due Sunday 5/7
- Participation Discussion Board 2 – Share your topics! Due Sunday, 5/7
- Research Prep 2 – Brief Draft. Due Sunday, 5/7

#### **Week Six: May 8**

##### **Readings:**

- Wang, C. Shannon, D.M., & Ross, M.E. (2013). Students’ characteristics, self-regulated learning, technology self-efficacy, and course outcomes in online learning. *Distance Education*, 34(3), 302-323. doi: 10.1080/01587919.2013.835779.
- Return to Week 4’s Boundless website on [Social Capital](#) to find ways that Social Capital would come up in an online learning course. Consider *our course* as you find examples.

**Assignments:**

- Main DB 3: Initial submission Thursday, 5/11, Responses Due Sunday 5/14
- Tech Reflection 6. Due Sunday, 5/14
- Annotated Bibliography 6, "Students' Characteristics", due Sunday, 5/14

**Week Seven: May 15**

**Readings:**

- Smith, R.O. (2008). Adult learning and the emotional self in virtual online contexts. *New Directions For Adult & Continuing Education*, (120), 35-43
- Baggaley, J. (2013). MOOC rampant. *Distance Education*, 34(3), 368-378. doi: 10.1080/01587919.2013.835768

**YouTube:**

- [How Free Online Courses Are Changing Traditional Education](#). PBS Newshour.
  - [Explore Coursera](#)
  - [Explore University of The People](#) (p.s. I volunteer teach here)

**Assignments:**

- Tech Reflection 7. Due Sunday, 5/21
- Annotated Bibliography 7, Choose either article from this week. Due Sunday, 5/21

**Week Eight: May 22**

**Readings:**

- Anonymous. (May 22, 2014). [How Social Networking is Quietly Changing Our Lives](#). Retrieved from: <https://mperlm2.wordpress.com/2015/02/18/how-social-networking-is-quietly-changing-our-lives/>
- Matsalla, Brent. (December 12, 2013). [Social Media Addiction](#). Retrieved from: <http://guardianlv.com/2013/12/social-media-addiction/>
- Tobey, Nathan. (February 18, 2014). [Are You What You Like?](#) Retrieved from: <http://www.pbs.org/wgbh/frontline/article/are-you-what-you-like/>

**Film:**

- [Generation Like](#). Frontline documentary. February 18, 2014.

**Assignments:**

- Tech Reflection 8. Due Sunday, 5/29
- Annotated Bibliography 8, "Social Media Addiction", due Sunday, 5/29
- Research Prep 3 - First Draft. Due Sunday, 5/29

**Week Nine: May 30**

**Readings:**

- Juliana. (May 30, 2014). [An open letter to privileged people who play devil's advocate](#). Retrieved from: <http://feministing.com/2014/05/30/an-open-letter-to-privileged-people-who-play-devils-advocate/>

- [Where are the Women in Wikipedia?](#) Online Debate. February 2, 2011.  
Retrieved from: <http://www.nytimes.com/roomfordebate/2011/02/02/where-are-the-women-in-wikipedia>
  - *Read four debates and the Introduction (including the links in the Intro)*
- Cato, Genevieve. (May 25, 2014). [#YesAllWomen: Social Media Responds to Dismissal of Misogyny as Motivation in Recent Mass Shooting](#). Retrieved from: <http://www.burntorangereport.com/diary/15269/yesallwomen-social-media-responds-to-dismissal-of-misogyny-as-motivation-in-recent-mass-shooting>

**Assignments:**

- Tech Reflection 9. Due Sunday, 6/4
- Annotated Bibliography, "Where are the Women in Wikipedia?", due Sunday, 6/4

**Week Ten: June 5**

**Readings:**

- No Readings this week.

**Assignments:**

- Tech Reflection 10. Due Sunday, 6/11
- Annotated Bibliography 10, your research. Due Sunday, 6/11
- Final Participation Discussion Board. Due Sunday, 6/11

**Week Eleven: June 12**

**No assignments. Research week.**

**Finals Week: June 14-16**

**Final Research Reflection, due Friday, June 16<sup>th</sup>**

**No late assignments accepted.**

**ABOUT THE INSTRUCTOR:**

I am a professor here at Bellevue College part-time (I was FT here from 2006-2013 and also served as Dean of the Social Science Division) as well as at Colorado State University-Global. I'm a [Career Coach](#) and focus on career transitions and advising for college, grad, and post-grad students as well as "recovering academics" (if you've read this far, you can ask me about this in the Internet Café. I'm a freelance editor and indexer, a published writer and poet, a roller-skater, artist, and researcher. I received my Ph.D. in Sociology (with an emphasis in American Studies) from UC Santa Cruz in 2005, my first MA in Sociology from Humboldt State University in 2000, my second MA in Sociology from UCSC in 2003, my BA in Sociology and Journalism from Mills College in '97, and my AA in English and Creative Writing from Vista Community College in '95. This is my eleventh year teaching at BC. I am currently working on two research projects. One that deals with heavy metal and social class and another that looks at death, dying, and bereavement. I frequently travel for conferences as well.

*Let's have a wonderful term!*