Bellevue College
SOC 275 Technology in Everyday Life
Sara Sutler-Cohen, Ph.D.
Spring '18 Term: April 2 – June 16
[Email](#)
[Web](#)

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 are 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.**

STUDENT RESOURCES:

Disability Resource Center (DRC): B132 | 425.564.2498 or TTY 425.564.4110 | **Website**

Campus Writing Resources: Academic Success Center | Academic Tutoring Center | TRiO Student Support Services | Writing Lab @ BC | Sociology Tutoring: Academic Success Center in D204, Fridays from 12-2.

Library Media Center: D-126 | (425) 564-6161 | Reference Librarian **email** | **Website**

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.

RULES & EXPECTATIONS:
- Check into our online classroom often. No need to check in with me on this one. Make this class work for you on your own time.
- Complete readings and homework assignments *on time*. You need to read/review your required material to complete all homework assignments.
- I do not accept second, third, fourth, etc. submissions. What you submit the first time is what gets graded.
- <mark>Late work Policy</mark>:
  - You will recognize that every professor has their own approach to late work. This goes hand-in-hand with teaching philosophies and styles and as such, you want to review and understand the rules. I try to make mine as clear as possible but if you ever have questions, post to our Q&A Forum.
  - Discussion Boards: Initial Discussion Board Posts (your main Discussion Board homework) are due on Thursdays. You are required to respond to the Initial Posts of two of your colleagues by the Sunday in the week of the active Discussion Board. Your Initial Post is deducted by five points for each day it's late. After Sunday, the Discussions are closed for that week and no more late work is accepted.
  - Homework: There is a two-day grace period for Tech Reflections and Annotated Bibliographies. After that, I do not accept late work.

> ➢ <u>Final Paper</u>: There are no late assignments accepted for your Final Paper and all Incremental Assignments associated with the Final Paper.
> ➢ *Life happens. We have stressors. We have to manage them. That includes traveling for work or pleasure and any problems with your jobs, partners, parents, siblings, friends, kids, other classes, etc. that come up. Please manage your lives so that you can also manage this class. Your life (and your homework) is your responsibility. That said, I allow two assignment extensions per term. Use those opportunities wisely.*

- 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. We're here to think about the world in a fair, balanced, thoughtful, and nuanced manner. One-way thinking doesn't work here.

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 Three. 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:

Attendance and Participation*:	120 points
Tech Reflections (10):	250 points
Annotated Bibliographies (10):	100 points
Main Discussion Boards (3):	150 points
Research Prep Assignments (3):	60 points
Final Research Paper (1):	250 points
TOTAL:	930 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.

All assignments have corresponding general directions, uploaded in our Handouts Area of the course. You can find the rubrics in the individual assignments in Canvas.

Required Writing Guidelines (emphasis on *required*):
  o ***You must follow the required writing guidelines in the syllabus.***
  o Do not submit more than once for each assignment. Only your first submission will be graded.
  o Twelve-point sized Times font, *double-spaced*. Single spaced assignments will be docked points.
  o 1" margins all around.
  o APA Citations both *in the body of your paper and in a reference section* – credit must be given even where any *ideas* presented in the paper are not your own (see notes below about avoiding plagiarism).
  o Title pages and bibliographies *are not counted* as pages due; if you use images, put them at the end of your paper in an Addendum.
  o Student information is at the top left of the page, single spaced. Always put your name on your paper.
  o There are no extra spaces between paragraphs.
  o Paragraphs contain no less than four sentences.
  o 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.'
  o 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.
  o *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.
  o 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) <u>Writing Style</u>

a. Clear command of the written English language. While your grammar doesn't have to be perfect, three things need to be in place, always:

1. I can make sense of what you've written.
2. Your writing is not sloppy (not capitalizing "I," for example) and does not contain LOL-speak. *At all, ever*.
3. You show marked improvement over the course of the term. In other words, you're minding my comments on your work.

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, or, they're reusing their own work from a previous assignment. 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 your words and don't document your source(s). This means, cite what you paraphrase.

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.

f. **Consequences:** If it is determined that you have plagiarized or engaged in other forms of academic dishonesty, you will fail the first assignment (the first offense). If any other work is found to violate these policies, you may

fail the course entirely, despite points earned through other work. Acts of academic dishonesty are then reviewed for disciplinary action.

Grading:

Please use the rubrics attached to each assignment as well as any comments I leave for you in the gradebook. Please read my comments and do not hesitate to come to me with any questions you ever have on a grade you receive.

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

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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 2
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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, generally

Assignments:
- Participation DB I: Introductions. Due Sunday, 4/8
- Tech Reflection 1: 24 Hours of Technology. Due Sunday, 4/8
- Annotated Bibliography 1: "Breakfast Can Wait". Due Sunday, 4/8

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Week Two: April 9
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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, 4/12, responses by Sunday, 4/15
- Tech Reflection 2. Due Sunday 4/15
- Annotated Bibliography 2: "The Study Results", due Sunday, 4/15

Week Three: April 16
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, 4/19; Responses Due Sunday, 4/22
- Tech Reflection 3. Due Sunday 4/22
- Annotated Bibliography 3: "Race & Online Content Creation", due Sunday, 4/22
- Research Paper Prep 1: Topic Submission. Due Sunday, 4/22

Week Four: April 23
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, 4/29
- Annotated Bibliography 4, "Individual Psychology on the Virtual Frontier", due Sunday, 4/29

Week Five: April 30
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, 5/6
- Annotated Bibliography 5, "Moving Beyond Access", due Sunday 5/6
- Participation Discussion Board 2 – Share your topics. Due Sunday, 5/6
- Research Paper Prep 2 – Research Proposal. Due Sunday, 5/6

Week Six: May 7

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, 5/10, Responses Due Sunday 5/13
- Tech Reflection 6. Due Sunday, 5/13
- Annotated Bibliography 6, "Students' Characteristics", due Sunday, 5/13

Week Seven: May 14

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**

Assignments:
- Tech Reflection 7. Due Sunday, 5/20
- Annotated Bibliography 7, Choose either article from this week. Due Sunday, 5/20

Week Eight: May 21

Readings:
- Anonymous. (May 22, 2014). **How Social Networking is Quietly Changing Our Lives.** Retrieved from: https://mperlmu2.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, 5/27
- Annotated Bibliography 8, "Social Media Addiction", due Sunday, 5/27
- Research Paper Prep 3 – First Draft. Due Sunday, 5/27

Week Nine: May 28

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, 6/3
- Annotated Bibliography, "Where are the Women in Wikipedia?", due Sunday, 6/3

Week Ten: June 4

Readings:
- No Readings this week.

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

Week Eleven: June 11

No assignments. Research week.

<u>Finals Week: June 13-15</u>

<u>Final Research Paper, due Friday, June 15th</u>

No late assignments accepted.

<u>ABOUT THE INSTRUCTOR</u>**:**

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 twelfth year teaching at BC. I am editing my own writing projects now: a science fiction novel, a two collections of short stories, a psychological thriller, a poetry manuscript, a memoir, and a cookbook. More on my **website**.

Let's have a wonderful term!