SOCI421: SPECIAL TOPICS
YOUTH, CYBER-RISK AND GOVERNMENTALITY
WINTER 2017

LECTURE LOCATION: Math Sciences room 211
SCHEDULE: Tuesdays and Thursdays, 2:00pm-3:15pm
INSTRUCTOR: Dr. Michael Adorjan
EMAIL: madorjan@ucalgary.ca
OFFICE: SS 952, Social Science Building
OFFICE HOURS: By appointment

Course Objectives

The Internet has amplified processes of globalization, engendering both opportunities (i.e. for connection and communication, business and finance) as well as cyber-risks. Young 'netizens' who have grown up with the internet, while embracing information communications technology are also facing the challenges of navigating ever-morphing cyber-risks related to data privacy, surveillance and the various messages received from sectors of society (including parents, peers, police and government) regarding how to manage and 'self-responsibilize' themselves towards these risks. Drawing on micro-interactionist theories as well as theories of surveillance and neoliberal self-responsibilization, this course explores various facets and contemporary developments in Canada and internationally regarding youth and online risks.

Learning Outcomes

By the end of this course students will be expected to:

- Develop a sociological understanding of issues related to youth and cyber-risk, including privacy, addiction, cyberbullying and sexting
- Examine issues related to youth and cyber-risk through the application of sociological theories related to self and society as well as surveillance and neoliberal self-responsibilization
- Critically reflect on their own use of information communications technology and relate personal experiences to sociological themes examined in required readings

Course Assessment

• Midterm	30%	Thursday February 11th
• Term Paper	40%	Friday March 17th
• Final take-home exam	30%	Tuesday April 18th

Assessment Components

Midterm Exam   **30%**   Thursday March 9th

The final content the midterm will cover will be announced, though it is expected to cover the Hinduja and Patchin chapter providing an overall on 'teens online today' as well as chapters 1-3 and 5 from dana boyd's book *It's Complicated*. The format of the midterm will be short written definitions and short written answers (not multiple choice). The midterm will be written in class and will be designed to be completed within the regular lecture time of 75 minutes.

Term Paper   **40%**   Friday March 18th

Students are encouraged to pursue an original research paper on an area of cyber-risk related to youth. The specific area may be one addressed by required readings or during lectures, but students are encouraged to explore topics of their own interest. All source materials must be properly referenced, including required readings (please see syllabus appendix for examples of referencing styles). Students may choose their own preferred reference format (e.g. APA, MLA), so long as it is consistently applied. Papers *must* incorporate at least 3 peer reviewed scholarly external sources (*beyond required readings*), which may include books published through academic presses (e.g. Routledge, Oxford University Press) and peer reviewed journal articles. *The paper's grade will be reduced without adhering to these guidelines*. News sources may also be incorporated. The paper must also situate findings drawing from a particular theoretical framework discussed in the course: either symbolic interactionism or governmentality. Passing reference to theory in the paper is insufficient.

The **thesis** of the paper must be *either* be normative or interpretive. **Normative** papers take an explicit position on a particular issue, with the paper providing empirical support for the argument. For example, the thesis may argue "depression among adolescents has been linked to addiction to social media". **Interpretive** papers examining youth and risk online remain value neutral towards the objective 'social fact' of a social problem. They set aside positivist questions of etiology, cause and effect, and focus on the social construction of youth and risk online, for instance through media or institutional discourses. Further discussion of the distinction between these two approaches will be discussed during lectures.

Some useful journal sources:

Youth and Society
New Media and Society
First Monday (open access online)
Computers and Society
Journal of Adolescent Health
Computers in Human Behavior

FORMAT OF THE TERM PAPER

There is no minimum length. The maximum length is 10 pages not including references. Papers must be formatted to an 8.5x11" layout, 1" margins on all sides, double spacing, Times New Roman or Calibri or Cambria font, 12pt. type. Cambria is preferred, but not mandatory. All pages must be numbered, excluding the cover page. A cover page is required, including full student name and UCID which MUST be clearly presented on the cover page. Please see the appendix for detailed grade descriptors for the essay, as well as citation and referencing guidelines. Students are encouraged to review the university guidelines on plagiarism before proceeding (see below). A minimum of 3 peer reviewed journal articles or books published through academic publishers (e.g. Routledge, Oxford University Press) must be incorporated into the paper and cited.

Assignment Submission

The paper must be submitted via a D2L dropbox folder by March 18th at 11:50pm in either .doc or .docx format. PDF or other file formats will not be reviewed.

Late Submission Penalties

Late papers will be docked 10% per day for a maximum of 3 days, after which the assigned grade will be F. If personal family or medical reasons apply, please contact the instructor as soon as possible.

Final Take-home Exam   40%   Tuesday April 19th

The final take-home examination will be made available on D2L on Tuesday April 12th. The exam will be due in one week, and must be submitted in .doc or .docx format to the D2L dropbox set up for the final exam. The exam MUST be received no later than 11:50pm on Tuesday April 19th. There will not be late penalties applied: exams submitted past the due date will receive an F grade. Further details will be provided closer to the end of the course.

GRADING

Letter Grades will be assigned based on the following scale. This scale will be the course grading scheme on the D2L system. Please note that grades for this course will be calculated using the points grades (numerical grades) entered into D2L.

95 - 100 = A+	67 – 69 = C +
90 - 94 = A	63 – 66 = C
85 – 89 = A -	59 – 62 = C -
80 – 84 = B +	54 – 58 = D +
76 – 79 = B	50 – 53 = D
70 – 75 = B -	00 – 49 = F

LECTURES & READINGS

The following lists lecture topics which will be covered, including all required reading materials and suggested supplementary materials where applicable. There is a **course pack** available through the bookstore which will cost approximately $15. It does *not* include chapters from dana boyd's book, which is available via an online link provided on D2L. All news will be announced through D2L and in lecture, including any updates to the course. Students are also encouraged to refer to D2L for all lecture notes and additional supplementary readings, links, videos, etc. posted in the 'this and that' section. Lecture notes will *normally* be posted before lecture times to allow students to download the document and take notes during lectures. While every effort will be made to provide lecture notes in advance of lectures, this may not be possible before every class. Lecture notes will be posted in PDF versions only, to ensure readability across computer platforms.

The following schedule indicates a loose roadmap, though it is subject to change and the exact lecture schedule will depend on classroom discussions and ongoing checks for student understanding of the material.

TOPIC	REQUIRED READING
Teens Online Today	Sameer Hinduja and Justin Patchin. 2015. *Bullying beyond the Schoolyard: Preventing and responding to cyberbullying*. London: Corwin. Chapter 2 – "Teens Online Today: Where and Why." Pp. 23-43.
Exploring the social lives of networked teens	dana boyd. 2014. *It's Complicated: The social lives of networked teens*. London: Yale University Press. Chapter 1 – "Identity: why do teens seem so strange online?" Pp. 29-53.
Exploring the social lives of networked teens	dana boyd. 2014. *It's Complicated: The social lives of networked teens*. London: Yale University Press. Chapter 2 – "Privacy: why do youth share so publicly?" Pp. 54-76.
Risk Case 1: Addiction	dana boyd. 2014. *It's Complicated: The social lives of networked teens*. London: Yale University Press. Chapter 3 – "Addiction: what makes teens obsessed with social media?" Pp. 77-99
Risk Case 2: Cyberbullying	dana boyd. 2014. *It's Complicated: The social lives of networked teens*. London: Yale University Press. Chapter 5 – "Bullying: is social media amplifying meanness and cruelty?" Pp. 128-152.
Governmentality	Kevin Haggerty. 2006. "Tear down the walls: On demolishing the panopticon." Pp. 23-45 in *Theorizing Surveillance: The panopticon and beyond*, edited by David Lyon. New York: Routledge.
Surveillance of youth online	Valerie Steeves. 2012. "Hide and seek: Surveillance of young people on the internet." In *Routledge Handbook of Surveillance Studies*. Edited by Kirstie Ball, Kevin Haggerty and David Lyon. Pp. 352-359.
Risk Case 3: Sexting	Joel Best and Kathleen Bogle. 2014. *Kids Gone Wild: From Rainbow Parties to Sexting, Understanding the Hype Over Teen Sex*. New York: New York University Press. Chapter 5 – "Controlling Teen Sexting." Pp. 101-121.
Risk Case 3 : Sexting	Lara Karaian. 2014. "Policing 'sexting': Responsibilization, respectability and sexual subjectivity in child protection/crime prevention responses to teenagers' digital sexual expression." *Theoretical Criminology* 18(3): 282-299.

University Policies, Protocols and Classroom Guidelines

Technology in the Classroom: Students are encouraged to bring their electronic devices to class (e.g. laptops, smartphones, tablets, etc.) to assist with note taking and learning. Students are expected NOT to distract other students by watching any videos or engaging in any video chats, answering phone calls (unless emergencies), playing video games (even those related to Star Wars), or any other activity that would distract other students either through audio or video content. All devices must be set to buzzer or silent mode during the lecture.

Email and Correspondence: Questions and comments are always welcome about all aspects of this course. While every attempt will be made to respond to emailed inquiries promptly (e.g. questions about a forthcoming assignment, specific theories and concepts, etc.). A WINDOW OF THREE (3) DAYS ON AVERAGE should be anticipated for a response. Students should bear this in mind if last minute questions or issues arise, especially before any mid-terms and/or end-term examinations.

Grade Reappraisal: Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.

Academic Misconduct: Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct: http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html

Handing in Papers, Assignments: All assignment feedback will be posted privately through D2L. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor. Also please note that no course material will be retrievable from public places, in line with The Freedom of Information and Protection of Privacy (FOIPP) legislation. Finally, please note that final grades are not posted by the Sociology Department; they are only available online.

Ethical Research: Students are advised that any research with human subjects--including any interviewing (even with friends and family), opinion polling, or unobtrusive observation--must have the approval of the Faculty Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. That said, there is no expectation that students engage in research with human subjects for this course, and are advised against doing so given the time required to retrieve ethics approval from the Faculty Ethics Committee.

Deferrals: When possible, please provide advance notice if you are unable to write an exam or complete/turn-in assignments on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the health issue rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements, misreading the syllabus, and scheduling conflicts with other classes or employment are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student.

If you have missed a test for a legitimate reason, the instructor can require you to write a "make up" test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If the instructor schedules a "make up" test for you, its date and location will be at the convenience of the Department of Sociology.

Deferred Final Exam Form: Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar's Office. Further information about deadlines, and where paperwork should be taken, is available on the form, which can be found at: https://www.ucalgary.ca/registrar/student-forms

Deferred Term Work Form: Deferral of term work past the end of a term also requires a form to be filled out. It's available at https://www.ucalgary.ca/registrar/files/registrar/deferred_termwork15_0.pdf
Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

Student Representation: The 2016-17 Students' Union VP Academic is Alicia Lunz (suvpaca@ucalgary.ca). The Faculty of Arts has four SU representatives who may be contacted at any of the following email addresses: arts1@ucalgary.ca, arts2@ucalgary.ca, arts3@ucalgary.ca, and arts4@ucalgary.ca. You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: http://www.ucalgary.ca/provost/students/ombuds/role

Emergency Evacuation: In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at **Social Science - Food Court**. Please check these assembly point locations for all of your classes at: http://www.ucalgary.ca/emergencyplan/assemblypoints

Safewalk: The University of Calgary provides a "safe walk" service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the "Help" phones located around Campus.

Academic Accommodation: Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services. SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/
Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf

APPENDIX 1

Standard citation and referencing styles include APA and MLA. So long as students are *consistent* in their referencing style, either approach is acceptable. See for example:

- Cite right: a quick guide to citation styles--MLA, APA, Chicago, the sciences, professions, and more [available as an e-book through the library]

Citations in the body of a portfolio/essay:

Deviance was conceived as a statistic aberration given a normally distributed orderly society (Best 2004, 7). Fuller and Myers (1941) defined social problems as "an actual or imagined deviation from some social norm cherished by a considerable number of persons" (p. 25).

OR

Deviance was conceived as a statistic aberration (Best 2004:7) given a normally distributed orderly society. Fuller and Myers (1941) defined social problems as "an actual or imagined deviation from some social norm cherished by a considerable number of persons" (p. 25).

Use quotations only for exact reproductions of original text and presentation. Paraphrased passages (where you write/summarize in your own words what an author wrote) do not require quotations but *still require citation and referencing* You do not need quotes but should cite paraphrased summations (as in the first citation for 'Best 2004, 7').

Please avoid androcentric (male centered) generic nouns/pronouns: Chair**man**, police**man**, "in general an individual in society wants to feel normal. **He** will often act in a way to complete this self perception." Instead use chairperson, police officer, and he/she or she/he or s/he.

Referencing for a bibliography:

Journal:

Wrong, Dennis H., "The Oversocialized Conception of Man in Modern Sociology", American Sociological Review, 26, 2, April 1961, 183-193.

Book:
Spector, Malcolm and John Kitsuse, Constructing Social Problems, Cummings Publishing Company, Menlo Park, 1977.

OR

Wrong, Dennis H. April 1961. "The Oversocialized Conception of Man in Modern Sociology." *American Sociological Review* 26, 2:183-193.

Spector, Malcolm and John Kitsuse. 1977. *Constructing Social Problems*. Menlo Park,
      Cummings Publishing Company.

Newer forms of multimedia have a variety of ways to be referenced. So long as the reader/marker can find the source if it is online, that it include the title of the online article if applicable, the author of the online article if applicable, and that you include the date you accessed the source, that will be sufficient for this course. Indenting the second line may cause interference with the URL that is listed. Indenting is thus not necessary for online sources.

Kiss, Jemima. "Should Students Be Banned from Google and Wikipedia?" http://blogs.guardian.co.uk/digitalcontent/2008/01/should_students_be_banned_from.html. Accessed on April 2 2008.

How about a movie? Same general principle – include the name of the movie, the year, and also the director. No need to list actors/actresses. www.imdb.com is a good source.

Fight Club. 2000. Directed by David Fincher.

A television show? If possible include season and episode information. www.tv.com is a useful source.

Breaking Bad. "Blood Money." Season 5, Episode 9. Directed by Bryan Cranston.

Appendix 2: Grade Descriptors for Essays

	Grade A	Grade B	Grade C	Grade D	Grade F
Addressing the Task: Normative or Interpretive Framework	Outstanding and consistently insightful application of either a normative or interpretive framework.	Frequent strong and insightful application of either a normative or interpretive framework.	Evidence of attempt to apply either a normative or interpretive framework but inconsistent or unclear in application.	Vague application of either normative or interpretive framework; evidence of confusion between the two frameworks.	Absence of reference to nor application of either a normative nor interpretive framework.
Understanding, and Application of Theoretical Framework	Consistent perceptive and critical engagement with theoretical framework; the analysis, synthesis and application of knowledge is consistently clear and effective.	Frequent perceptive and critical engagement with theoretical framework; the analysis, synthesis and application of knowledge is generally clear and effective.	Overall, some perceptive and critical engagement with theoretical framework; the analysis, synthesis and application of knowledge is mostly clear and effective but the essay in parts reveals rather superficial understanding of relevant concepts and theories.	Occasional satisfactory engagement with theoretical framework but without sufficient elaboration and application; the analysis is impaired in parts by considerable inaccuracies.	Absence of reference to theoretical framework; where mentioned the theoretical framework is characterized by serious inaccuracies and misunderstandings.
Argumentation	Examines the question/issue/problem from all important perspectives with consistent proficiency and insight. Arguments fit together and build a compelling case.	Examines the question/issue/ problem from important perspectives and with occasional insight. Some arguments underdeveloped or some considerations overlooked.	Examines the question/issue/problem from some of the important perspectives. Argumentation is sometimes impaired by weak, emotive, or inconsistent argumentation.	Only minimal examination of relevant arguments, which are not put forward explicitly and not sufficiently supported.	Arguments are confused and illogical, flawed, disorganized, and/or difficult to identify or understand. Fails to present and defend a coherent position.
Mechanics	The writing contains very few, if any, errors in grammar and vocabulary. AND/OR Conventions of academic writing (e.g. citation, references, footnotes) are followed meticulously. AND/OR The paper stays within the allotted limit.	The writing is generally accurate but contains some minor errors in complex grammar and vocabulary that do not distract from the conveyed meaning. AND/OR Conventions of academic writing (e.g. citation, references, footnotes) are followed apart from the occasional oversight. AND/OR The paper stays within the allotted limit.	The writing is mostly accurate and errors, when they occur, are more often in complex grammar and vocabulary. Errors are distracting but the overall meaning is still intelligible. AND/OR Conventions of academic writing (e.g. citation, references, footnotes) are followed but at times inconsistencies and/or errors occur. AND/OR The paper slightly exceeds the allotted limit.	The writing is sufficient for arguments to be understood with effort. The language contains frequent errors in simple and complex grammar and vocabulary that are distracting. AND/OR Conventions of academic writing (e.g. citation, references, footnotes) are inconsistently followed. AND/OR The paper exceeds the allotted limit.	Errors in writing and vocabulary are so frequent and distracting that the essay is largely incomprehensible. AND/OR does not adhere to the conventions of academic writing (e.g. citation, references, footnotes). AND/OR The paper exceeds the allotted limit.