

**SOCI301: SPECIAL TOPICS – CYBER DEVIATIONS**

FALL 2016

LECTURE LOCATION: Information Communication Technology (ICT)  
121, Main Campus

SCHEDULE: M/W/F, SEP 12 – DEC 9, 2016, 11:00-11:50AM

INSTRUCTOR: Dr. Michael Adorjan

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OFFICE: SS 952, Social Science Building

OFFICE HOURS: By appointment

**Course Objectives**

*“We shape our tools, and thereafter our tools shape us.” –Culkin, 1967, on McLuhan*

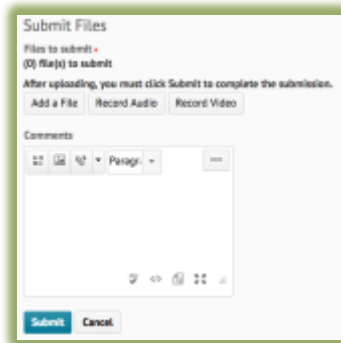
The revolutionary emergence of globalization and information communications technologies opens new possibilities for social connections and collaborations instilled through the medium of ‘net 2.0’, including social network sites, video sharing websites, blogs and virtual cyber-worlds. Cyber societies offer new modes of citizenship or ‘netizenship’ that are transforming both online and offline societies. Nevertheless, alongside these developments there has emerged a ‘dark side’, including the unintended consequences of anonymity, as well as the intentional appropriation of technology to engage in crime and deviance.

This course explores contemporary developments of the ‘dark side’ of cyber societies and the often-contested nature of what in fact counts as ‘crime’ and ‘deviance’ online. Topics include the digital divide, hacking and hacktivism; stigma and stigmatization; cyberterrorism; the presentation of deviant online selves (including avatars in virtual worlds); netizenship and digital activism; and the ‘dark net’ and online ‘cryptomarkets’. Attention is given to international trends, ranging from North America to mainland China.

The course is geared to have students think about their own use of cyberspace and views regarding these contested areas. Assignments underscore this aim, including an exploration of deviance within the virtual landscapes of Second Life ([www.secondlife.com](http://www.secondlife.com)).



via a D2L dropbox folder regarding their experiences on Second Life. Students can record the vlog through the 'record video' function in the dropbox submission folder. All recordings will be confidentially uploaded through the D2L system.



Details will be provided during the first few lectures.

In Second Life, avatars are often created as idealized online versions of offline selves. That is, users create representations of their *idealized* self – e.g. taller, slimmer, more fashionable than they are offline. The 'newbie' avatars new users may select are not too fancy, but they (at least the human ones) generally conform to societal standards of beauty and attractiveness. This assignment has two phases. During the first month of September, students are to select one of the default 'newbie' *human avatars of the same gender* and explore freely the various destinations and groups available (i.e., male students *must* select male avatars and female students *must* select female avatars). After the first vlog is submitting, students are *required* to modify their avatar to one of the opposite gender (i.e. male students *must* select female avatars and female students *must* select male avatars). This can be done by editing the avatar appearance (tutorials will be posted to D2L). It is recommended that explore *the same* spaces and interacting with *the same* groups as before. The vlog reflection will examine students' experiences during these two phases.

The vlog will be graded based on the following points. The vlog *must* include reference to *all* of the following. Each point must be signalled formally (point #1, point#2...). There is no minimum amount of time the vlogs should be, however the maximum time is 10 minutes per vlog. Please note that this assignment may be subject to modifications depending on final class enrollment; any announcements will be posted as D2L news items and announced during lectures. Grade descriptors for the Second Life reflection assignment are provided in the appendix.

- 1 – Reflect upon any notable encounters, places you attended, and groups you joined
- 2 – Is Second Life engaging? Why, or why not?
- 3 – Link key experiences and insights to either symbolic interactionist *or* social capital theory (these theories will be discussed in lectures)

- 4 – For the first vlog, how were you treated using an avatar corresponding to your gender? (i.e. male students using male avatars and female students using female avatars)
- 4 – For the second vlog, were you treated differently using an avatar of the opposite gender (i.e. male students using female avatars and female students using male avatars)? If so, in what way, and why do you think you were treated differently? If not, why do you think you weren't treated differently?
- 5 – Are there any ways that your offline experiences and sense of self relate to your online behaviour and/or attitudes?
- 6 – Are there any ways that your online experiences and sense of self relate to your offline behaviour and/or attitudes?
- 7 – Overall, did you learn anything about yourself?

A further note about recording a reflection: A reflection is not merely a documentary about your experience (...I went here; I spoke to this person; then I decided to go there...). Your views related to the above bullet points are expected to change and grow over time with your use of Second Life. The connections between your experiences and the sociological theories examined should also grow over time. The reflection is as much about you as an individual as it is about the social forces that mediate both offline and online spaces.

Further details regarding using Second Life will be provided in lecture. Students are encouraged to familiarized themselves with Second Life by referring to this ebook, available at the library:

Michael Rymaszewski. 2008. *Second Life: The Official Guide (2<sup>nd</sup> Edition)*. Indianapolis: Wiley Publishing.

Another useful source is Dianna Baldwin's article *What can a second life teach me about me?: Writing our identity in Second Life* (PDF is posted to D2L).

In addition, The Taylor Family Digital Library has resources available through it's Digital Media Commons (3<sup>rd</sup> floor), including high performance PCs with Second Life installed. Please see the appendix for further details regarding booking these computers.

## **FINAL EXAM                    40%**

The final exam, set for two hours, will test knowledge from required readings and lecture notes and discussions following the midterm (i.e. is not cumulative), though knowledge of key theories (i.e. Symbolic Interaction, Social Capital) discussed during the first few weeks will still be required in application towards materials learned following the first midterm. Students will also be accountable for information covered during lectures that is not reviewed in the readings. The date of the final exam will be announced according to regular examination timetabling procedures. The format will be 50% short answer/definition questions and 50% 'long answer' critical reflection questions. Lecture time will be taken for exam review.

## GRADING

Letter Grades will be assigned based on the following scale:

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

In addition to this general scale, grade descriptors will be employed in this course (see appendix of this syllabus). Student feedback on their assignments will include reference to these grade descriptors, which will be posted to D2L alongside additional feedback.

## LECTURES AND 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 contains all required readings. In addition, some required readings will be available through D2L in PDF form, or links will be provided. 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. 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 lecture outline lists topics, required readings and suggested supplementary resources. The lectures will proceed in the following order, though the exact pace of lectures and scheduling will be determined as the class progresses. Please note the following holidays: Monday, October 10<sup>th</sup> (Thanksgiving), Friday November 11<sup>th</sup> (Remembrance Day). In addition, Dr. Adorjan will be away at a conference in mid-November. Announcements regarding this week will be posted to D2L.

## 1 - Course Introduction

No required readings

## 2 - Introduction & Orientation to Second Life, 'vlogging' and Second Life reflection

Dianna Baldwin, What can a second life teach me about me?: Writing our identity in Second Life [PDF posted to D2L]

Aleks Krotoski, How to Interact in Second Life:

<http://www.theguardian.com/secondfest/story/0,,2100432,00.html>

Please see D2L for further orientation videos

## 3 - Social Capital and Symbolic Interaction Theories

No required readings

## 4 - Globalization and the Net Generation

Thomas L. Friedman. The World is Flat (video)

<http://video.mit.edu/watch/the-world-is-flat-9145/>

See also (supplementary):

Growing up Digital: The Rise of the Net Generation

Don Tapscott

2009

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/detail.action?docID=5002143>

Hanging out, messing around, and geeking out: Kids living and learning with new media

Mizuko Ito

2009

Ebook available at UofC Library:

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/detail.action?docID=10347251>

## 5 - The Digital Divide

Wakefield, 2010, World wakes up to digital divide

<http://news.bbc.co.uk/2/hi/technology/8568681.stm>

Second-Level Digital Divide: Differences in People's Online Skills

Eszter Hargittai

<http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/942/864>

## 6 - The Impact of Social Network Sites: Facebook

James Grimmelmann. 2010. The Privacy Virus. In D.E. Wittkower (ed.) Facebook and Philosophy. Chicago: Open Court. Ch.1, pp. 3-12

Ebook available at UofC Library:

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/docDetail.action?docID=10433153>

Waddick Doyle and Matthew Fraser. 2010. Facebook, Surveillance and Power. In D.E. Wittkower (ed.) Facebook and Philosophy. Chicago: Open Court. Ch.19, pp. 215-230

Ebook available at UofC Library:

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/docDetail.action?docID=10433153>

## 7 – Virtual Worlds: Second Life (not on midterm)

Gottschalk, Simon. 2010. The Presentation of Avatars in Second Life: Self and Interaction in Social Virtual Spaces. Symbolic Interaction 33(4): 501-525.

<http://onlinelibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1525/si.2010.33.4.501/abstract>

How Second Life Affects Real Life

<http://www.time.com/time/health/article/0,8599,1739601,00.html>

Jennifer Whitson and Aaron Doyle. 2008. Second Life and Governing Deviance in Virtual Worlds pp.88-111 in Technocrime: Technology, crime and social control. Edited by Stephane Leman-Langlois. Portland: Willan.

*[PDF posted to D2L]*

## 8 – Stigma and Stigmatization

Wood, Naaman & Susan Ward. 2010. “Stigma, Secrets, and the Human Condition: Seeking to Remedy Alienation in PostSecret’s Digitally Mediated Environment.” Symbolic Interaction 33(4): 578-602.

<http://onlinelibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1525/si.2010.33.4.578/pdf>

## 9 - Hackers

Majid Yar. 2013. Cybercrime and Society. London: Sage. Chapter 2: Hackers, Crackers and Viral Coders, pp.21-43

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/docDetail.action?docID=10285276&page=36>

Majid Yar. 2013. Cybercrime and Society. London: Sage. Chapter 3: Political Hacking – From Hacktivism to Cyberterrorism, pp. 44-61

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/docDetail.action?docID=10285276&page=60>

## 10 – Political Hacking and Cyberterrorism

Chapter Four: Subverting Old Government with New Media: Understanding the WikiLeaks Effect, pp. 49-65 in Maratea, R.J. 2014. The politics of the Internet: political claims-making in cyberspace and its effect on modern political activism Lanham: Lexington Books  
*[PDF posted to D2L]*

WikiLeaks and Hacktivist Culture

<http://www.thenation.com/article/wikileaks-and-hacktivist-culture/>

Gabriella Coleman, “Our Weirdness is Free”

<http://gabriellacoleman.org/wp-content/uploads/2012/08/Coleman-Weirdness-Free-May-Magazine.pdf>

Is it a crime? The transgressive politics of hacking in anonymous

Michael Ralph and Gabriella Coleman

2011

<http://socialtextjournal.org/is-it-a-crime-the-transgressive-politics-of-hacking-in-anonymous/>

## 11 – Netizenship and Digital Resistance in China

Qiang, Xiao. April 2011. “The Battle for the Chinese Internet”, Journal of Democracy, 22(2), 47-61.

[http://muse.jhu.edu.ezproxy.lib.ucalgary.ca/journals/journal\\_of\\_democracy/v022/22.2.xiao.html](http://muse.jhu.edu.ezproxy.lib.ucalgary.ca/journals/journal_of_democracy/v022/22.2.xiao.html)

The Great Firewall of China

<http://www.wired.com/wired/archive/5.06/china.html>

See also (supplementary):

China tries to stamp out ‘Jasmine Revolution’

<http://www.washingtontimes.com/news/2011/feb/20/china-tries-stamp-out-jasmine-revolution/?page=all>

Michael Hockx. 2015. Internet Literature in China. New York: Columbia University Press.

Resinicization and Digital Citizenship in Hong Kong: Youth, Cyberspace, and Claims-Making. Michael Adorjan and Ho Lun Yau. 2015. Qualitative Sociology Review, Volume XI, Issue 2

[http://www.qualitativesociologyreview.org/ENG/Volume33/QSR\\_11\\_2\\_Adorjan\\_LunYau.pdf](http://www.qualitativesociologyreview.org/ENG/Volume33/QSR_11_2_Adorjan_LunYau.pdf)



## 12 - The 'Dark Net' and Online Cryptomarkets

James Martin. 2014. Lost on the Silk Road: Online drug distribution and the 'cryptomarket'. *Criminology and Criminal Justice* 14(3): 351-367

<http://crj.sagepub.com.ezproxy.lib.ucalgary.ca/content/14/3/351.full.pdf+html>

See also (supplementary):

James Martin. 2014. *Drugs on the Dark Net: How Cryptomarkets are Transforming the Global Trade in Illicit Drugs*. Palgrave Pivot.

[Print copy on reserve in the TFDL]

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### **POLICIES AND PROCEDURES**

The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor. Final grades are not posted by the Sociology Department; they are only available online.

#### **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 surfing social network sites, watching any videos or engaging in any video chats, answering phone calls (unless emergencies), playing video games, checking for Pokestops, 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 MAXIMUM should be anticipated for a response, excluding weekends, when I may be away from my email. Students should bear this in mind if last minute questions or issues arise, especially before any mid-terms and/or end-term examinations.

#### **Grade Reappraisals**

Within two weeks of the date the exam results are received, 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 reassessed grade may be raised, lowered, or remain the same.

**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>

**Protection of Privacy**

The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or through D2L. "If students are unable to pick up their assignments from the instructor, they provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment."

**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 Departmental 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.

**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](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 ([suypaca@ucalgary.ca](mailto:suypaca@ucalgary.ca)). The Faculty of Arts has four SU representatives who may be contacted at any of the following email addresses: [arts1@ucalgary.ca](mailto:arts1@ucalgary.ca), [arts2@ucalgary.ca](mailto:arts2@ucalgary.ca), [arts3@ucalgary.ca](mailto:arts3@ucalgary.ca), and [arts4@ucalgary.ca](mailto: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 Evacuations**

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 needing an Accommodation because of a Disability or medical condition should contact Student Accessibility Services (MC 293, phone 403-220-8237) in accordance with the Procedure for Accommodations for Students with Disabilities available at [http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy\\_0.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf). Please provide academic accommodation letters to the instructor as early in the semester as possible and no later than two weeks after the course begins.

### Appendix 1/3: Grade Descriptors for Second Life 'Vlog' Reflections

	Grade A	Grade B	Grade C	Grade D	Grade F
<b>Addressing the Task</b>  <i>- are required components addressed?</i>	Identifies and insightfully addresses the 7 required items with sustained and critical reflective engagement.	Identifies and addresses the 7 required items but with limited reflective engagement.	Identifies and addresses the 7 required items but does so without reflective engagement.	Identifies some of the 7 required items but only partially and without reflective engagement.	Lacks an understanding of what the question requires or responds inappropriately or tangentially to the task or topic.
<b>Intellectual Engagement with Theories</b>  <i>- are theoretical ideas engaged with and applied to lived experience?</i>	Informed, thoughtful and sustained intellectual engagement relating to symbolic interaction OR social capital theory. Theoretical ideas are consistently and insightfully applied to key experiences.	Evidence of some informed and thoughtful intellectual engagement relating to symbolic interaction OR social capital theory. Theoretical ideas are applied to key experiences appropriately and at times insightfully.	Evidence of some informed intellectual engagement relating to symbolic interaction OR social capital theory but not always with sufficient depth, breadth or understanding. Attempts to apply theoretical ideas to key experiences are sometimes inappropriate or tenuous.	Evidence only of superficial understanding of symbolic interaction OR social capital theory. Writings are largely descriptive or anecdotal but do indicate some attempt to apply the theoretical ideas to key experiences.	Reveals an absence of intellectual engagement relating to symbolic interaction OR social capital theory. Writings are irrelevant or superficial. No attempt to link concepts and theories with key experiences.
<b>Personal Development</b>  <i>- Are there insights raised about the connections between self and society?</i>	Develops extensive and highly perceptive self-understandings from reflection. Demonstrates a willingness and ability to subject own beliefs, values and behaviours to critical scrutiny and an openness to change.	Develops perceptive self-understandings from reflection. Demonstrates a willingness and ability to subject own beliefs, values and behaviours to critical scrutiny and an openness to change.	Develops some self-understandings from reflection. Generally disposed to scrutinizing own beliefs, values and behaviours but not always in a sufficiently critical manner. Shows some openness to change.	Limited development of self-understandings from reflection. Shows some willingness to examine own beliefs, values and behaviours but mostly without sufficient questioning of them. Occasionally, shows openness to change.	No evidence of the development of self-understanding from reflection. Unwilling or unable to scrutinize own beliefs, values and behaviours. Shows no openness to change.
<b>Vlog Mechanics &amp; Articulation</b>  <i>- Is the vlog recording technically proficient?</i>	Clearly audible; face is clearly visible; setting is well lit; no technical problems with video or audio AND/OR Cogently articulated and conveyed AND/OR Video stays within the 10 minute limit.	Clearly audible; face is clearly visible; setting is sufficiently lit; few to no technical problems with video or audio AND/OR Sufficiently articulated and conveyed AND/OR Video stays within the 10 minute limit.	Some issues with audibility and visibility of the face; setting illumination is not always sufficient; some technical problems with video or audio AND/OR Not clearly articulated and conveyed AND/OR Video slightly exceeds 10 minute limit.	A series of issues with audibility and visibility of the face; setting illumination is insufficient; technical problems with video or audio AND/OR Not clearly articulated and conveyed AND/OR Video exceeds 10 minute limit.	The vlog suffers from serious technical issues that make comprehension of the dialogue impossible to follow AND/OR the vlog is conveyed with inappropriate or offensive or irrelevant subject matter AND/OR Video greatly exceeds 10 minute limit.

### APPENDIX 2/3: TAYLOR FAMILY DIGITAL LIBRARY SUPPORT

We are fortunate to have an excellent on campus resource for work on the Second Life reflection project for this course. The 3<sup>rd</sup> floor of the Taylor Family Digital Library, its Digital Media Commons, has several great resources. Students are encouraged to pay a visit to familiarize themselves with these resources (and, perhaps unrelated to this course but pretty cool, there's also a DJ booth and 'old school' video game station available in the same area on the 3<sup>rd</sup> floor. Students are also able to book 'suites' for audio/video editing and rent out a range of equipment).

To help support the Second Life assignment, Second Life software is currently installed on the high performance gaming computers and Macintosh computers also on the 3<sup>rd</sup> floor, which are available on a first-come first-served basis, but students are encouraged to book in advance (they are frequently booked up for playing World of Warcraft and StarCraft 2). Please note, Second Life will be available on gaming PCs #1-6 only. During the term the machines will be able to be booked extended hours including evenings and weekends. The machines are also always available by first-come first-served whenever the building is open if not booked.

For more information and to book PCs for session time to use Second Life: <http://workrooms.ucalgary.ca/rooms.php?s=pc-mac-consoles>

Please also email [dmc@ucalgary.ca](mailto:dmc@ucalgary.ca) if extra time or further support using the software is required.

### APPENDIX 3/3: REFERENCING

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 statistical 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 statistical 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).

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**, polic**eman**, e.g. “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.

#### 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 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.

Machinima Report. *Gone Gitmo – a virtual Guantanamo Bay Prison built in Second Life*. <http://www.immersivejournalism.com/gone-gitmo/> (Accessed August 2014).

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](http://www.imdb.com) is a good source.

*Fight Club*. 2000. Directed by David Fincher.

A television show? If possible include season, episode and directorial information. [www.imdb.com](http://www.imdb.com) is a useful source.

*Stranger Things*. “The Upside Down.” Season 1, Episode 8. Directed by Matt and Ross Duffer.