

# **SOCI421: SPECIAL TOPICS – YOUTH, CYBER-RISK AND GOVERNMENTALITY**

WINTER 2016



LECTURE LOCATION: Energy, Environment and Experiential Learning Building (EEEL) 345

SCHEDULE: Tuesdays and Thursdays, 2:00pm-3:15pm

INSTRUCTOR: Dr. Michael Adorjan

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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 11 <sup>th</sup> |
| • Vlog Assignment      | 30% | Friday March 18 <sup>th</sup>      |
| • Final take-home exam | 40% | Tuesday April 19 <sup>th</sup>     |

## Assessment Components

**Midterm Exam**      **30%**      Thursday February 11<sup>th</sup>

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 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.

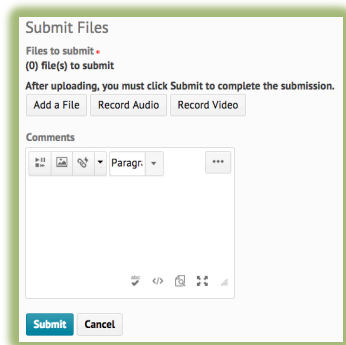
**Vlog Assignment**      **30%**      Friday March 18<sup>th</sup>

The goal of the ‘video log’ is to engage in a focused reflection on both personal experiences and societal messages related to online safety and the management of risks online. The vlog assignment will require students to critically examine their own use of information communications technology, relate personal experiences to sociological themes examined in required readings, as well as examine contemporary online safety initiatives directed at adolescents. The vlog must be no longer than 12 minutes in length, and must be accompanied by a document listing sources (see submission guidelines below). The required items are as follows:

- Making specific references to symbolic interaction theory and arguments raised in required readings (especially dana boyd’s book), reflect upon your own experiences encountering risk online.
  - What messages were directed at you from your school(s), parents, and the wider media?
  - Were these messages/advice effective? Why or why not?
  - How did facing particular risks online, or the threat of particular risks, affect your ‘presentation of cyber-self in everyday life’?
- Find an example of a contemporary initiative directed to adolescents about managing online risks. Sources could include a school’s initiative, a federal or provincial government website, a police campaign, an NGO’s website, etc. The initiative could be based in Canada but doesn’t need to be. The goal is to examine both form and content of the initiative:
  - *What* online risk(s) does the campaign focus on?
  - *Who* are the potential victims (males or females) and victimizers (males or females)? *How* is this conveyed visually in the campaign?
  - Drawing from symbolic interaction theory, discuss how effective the campaign is likely to be with adolescents.

## Assignment Submission

The vlog must be submitted via a D2L dropbox folder. Students can record the vlog directly through the ‘record video’ function in the dropbox submission folder:



All recordings will be confidentially uploaded through the D2L system. Alternatively, a video (preferably in .MP4 format) can be produced which may be uploaded to the D2L dropbox folder. Videos are to be no longer than 12 minutes in length. There is no minimum length. Videos of 12 minutes can be quite large in size (up to a gigabyte) and students uploading these videos are advised to allow enough time for D2L to receive the file (D2L has been known to be slow for submission uploads, especially around mid-term). Students recording the video directly through the 'record video' function should bear in mind that D2L allows only 3 minute clips to be recorded at a time. Thus the vlog may be uploaded in separate 'instalments' (usually 4 videos 3 minutes in length each). While some students prefer to record the video in 'one take', this is *not* required, and students are encouraged to use video editing software to splice together a finalized edited vlog.

Audio-video support is available through the Digital Media Commons of the Taylor Family Digital Library (please see appendix #2). A rubric with grade descriptors for the vlog will be used for feedback on D2L (please see appendix #1). Supplementary files including academic references, hyperlinks, etc. must be uploaded at the same time as the vlog in .doc or .docx format.

### Late Submission Penalties

Late vlogs 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 19<sup>th</sup>**

The final take-home examination will be made available on D2L on Tuesday April 12<sup>th</sup>. 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 19<sup>th</sup>. 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

In addition to this general scale, grade descriptors for the reflective 'vlog' assignment will be employed in this course (see appendix of this syllabus). Student feedback on their vlog will include reference to these grade descriptors.

## 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 contains all required readings, for \$32.00.

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 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. Some lectures may be rearranged in March – details will be discussed in class. Please stay alert to D2L for any announcements.

TOPIC	REQUIRED READING
Teens Online Today	Sameer Hinduja and Justin Patchin. 2015. <i>Bullying beyond the Schoolyard: Preventing and responding to cyberbullying</i> . London: Corwin. Chapter 2 – "Teens Online Today: Where and Why." Pp. 23-43.
Exploring the social lives of networked teens	dana boyd. 2014. <i>It's Complicated: The social lives of networked teens</i> . 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. <i>It's Complicated: The social lives of networked teens</i> . London: Yale University Press. Chapter 2 – "Privacy: why do youth share so publicly?" Pp. 54-76.
Exploring the social lives of networked teens	dana boyd. 2014. <i>It's Complicated: The social lives of networked teens</i> . London: Yale University Press. Chapter 3 – "Addiction: what makes teens obsessed with social media?" Pp. 77-99
Risk Case 1: Cyberbullying	dana boyd. 2014. <i>It's Complicated: The social lives of networked teens</i> . 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 <i>Theorizing Surveillance: The panopticon and beyond</i> , 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 <i>Routledge Handbook of Surveillance Studies</i> . Edited by Kirstie Ball, Kevin Haggerty and David Lyon. Pp. 352-359.
Risk Case 2: Sexting	Joel Best and Kathleen Bogle. 2014. <i>Kids Gone Wild: From Rainbow Parties to Sexting, Understanding the Hype Over Teen Sex</i> . New York: New York University Press. Chapter 5 – "Controlling Teen Sexting." Pp. 101-121.
Risk Case 2: Sexting	Lara Karaian. 2014. "Policing 'sexting': Responsibilization, respectability and sexual subjectivity in child protection/crime prevention responses to teenagers' digital sexual expression." <i>Theoretical Criminology</i> 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 MAXIMUM 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: [http://www.ucalgary.ca/registrar/files/registrar/Sp\\_Su\\_DFE\\_App.pdf](http://www.ucalgary.ca/registrar/files/registrar/Sp_Su_DFE_App.pdf)

**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 <http://www.ucalgary.ca/registrar/files/registrar/defTW.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 2015-16 Students’ Union VP Academic is Stephan Guscott: email: [suvpaca@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 Evacuation:** In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at **ICT - 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/](http://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\\_0.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf)

## Appendix 1/2: Grade Descriptors for 'Vlog' Reflection

	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 required items with sustained and critical reflective engagement.	Identifies and addresses the required items but with limited reflective engagement.	Identifies and addresses the required items but does so too briefly and without sufficient engagement.	Some required items are not addressed. Required items which are addressed are only partially engaged in.	Lacks an understanding of what the question requires or responds inappropriately or tangentially to the task or topic.
<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.	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.

Adapted for SOCI421, Winter 2016



## **APPENDIX 2/2: 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 recording and editing of their vlogs and rent out a range of equipment.

For more information and to book AV suite space for the vlog please visit: <http://library.ucalgary.ca/dmc>

Please also email [dmc@ucalgary.ca](mailto:dmc@ucalgary.ca) for further support.