



UNIVERSITY OF
CALGARY

Department of Sociology

Website: <https://soci.ucalgary.ca/>

Fall 2022

SOC1601-S01/SOC1504-S01 (Cyber-risk: Youth and Society)			
Pre/Co-Requisites	SOC1504: 6 units of courses labelled Sociology at the 400 level, and consent of the Department.		
Instructor:	Michael Adorjan	Lecture Location:	SS921
Phone:	403-220-5982	Lecture Days/Time:	WED 9-11:45am
Email:	madorjan@ucalgary.ca		
Office:	SS952		
Instructor Email Policy	Emails will usually be responded to within one to two days, not including weekends (i.e., Monday to Friday). I encourage students who are seeking detailed advice regarding assignments or personal matters to set up a time to meet to discuss either in person or virtually.		

Course Description

Societal responses to and mediation of young people's online engagements, especially through information communications technologies, frequently coalesces anxieties at the intersections of youth, technology, safety and security and (often, as a 'perfect storm') sexuality. Sometimes these anxieties, over specific incidents of harm resulting from cyberbullying, sexting, or other forms of online aggression and victimization, manifest in moral panics augmenting governance of youth online.

While much attention – by media and scholars alike – is given to cyberbullying, sexting, and other forms of harm mediated online, 'cyber-risk' is meant to capture a broader range of concerns and potential harms, including (but not limited to) internet addiction, the lure of extremism and hate online, the role of algorithms and 'echo chambers' on social media, and the influence of 'fake news', i.e., misinformation and disinformation. However, risks are one side of a two-sided coin, that also link to opportunities; e.g., for social connection, education, accessing crucial information for health and wellbeing, activism, etc. This risk/opportunity hybrid is navigated by children, teens and emerging adults, as well as adults in their lives responding to this hybrid, and is the central focus of this course.

This seminar will provide opportunities for students to pursue directions most relevant to their own research, and will be most pertinent to students interested in the role of information communications technologies and social network sites, adolescence as a social construction as well as social process, the 'presentation of self' in everyday cyber-society, offline impacts of online activities and vice versa, 'digital' parenting of children, educational responses to cyberbullying and online aggression, as well as how these areas connect with scholarship on surveillance, privacy and 'digital citizenship'.

Course Objectives/Learning Outcomes

The substantive objectives of this course are:

- To critique and sociologically analyze discourses of cyber-risk pertaining to youth, especially commonly held understandings of cyberbullying and sexting
- To draw connections between cyber-risk and related sociological areas of privacy and surveillance; especially related to parents and educators
- To explore dynamics of youth online activism
- To challenge ideas of how best to respond to cyber-risk among youth, with a focus on restorative practices in schools

Pedagogical goals for this course are:

- To provide opportunities for students to gain experience discussing course materials in a seminar format, and for SOCI601 students to be able to lead a discussion during one class
- To provide opportunities for students to reflect upon course themes and discussions in relation to contemporary news events, in either a video log (SOCI504) or group project (SOCI601)
- To enable students to explore directions, based on, but not restricted to course content and class discussions, that are related to their own research, and to gain experience writing a research paper based on their interests.

Required Textbooks, Readings, Materials, Electronic Resources

- Jenkins, Ito and boyd (2016). *Participatory Culture in a Networked Era*. Cambridge: Polity Press
- Fisk, N. (2016). *Framing Internet Safety: The governance of youth online*. Cambridge, MA. The MIT Press. [available: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?pq-origsite=primo&docID=5652163>]
- boyd, dana. (2014) *It's Complicated: The social lives of networked teens*. New Haven: Yale University Press. [available: <http://www.danah.org/books/ItsComplicated.pdf>]
- Adorjan, M. and R. Ricciardelli. (2019). *Cyber-Risk and Youth: Digital Citizenship, Privacy, and Surveillance*. New York: Routledge. [available: <https://www.taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781315158686/cyber-risk-youth-michael-adorjan-rosemary-ricciardelli>]
- Other selected readings: please see D2L for links

Schedule of Lectures and Readings

September 7 – Introduction: Denaturalizing adolescence (22 pages)

- Lesko, N. (1996). Denaturalizing adolescence: The politics of contemporary representations. *Youth & Society*, 28(2), 139-161.

September 14 – Peers, FOMO and Face (53 pages)

- boyd, d. (2014) *It's Complicated: The social lives of networked teens*. New Haven: Yale University Press. Chapter 1: Identity: Why do teens seem so strange online? (24 pages)
- Jenkins, H., M. Ito and d boyd. (2016). *Participatory Culture in a Networked Era*. Cambridge: Polity Press. Chapter 1: Defining Participatory Culture (19 pages)
- Pescott CK. (2020). "I Wish I was Wearing a Filter Right Now": An Exploration of Identity Formation and Subjectivity of 10- and 11-Year Olds' Social Media Use. *Social Media + Society*. doi:[10.1177/2056305120965155](https://doi.org/10.1177/2056305120965155) (10 pages)

September 21 – Resistance and Activism (62 pages)

- Karizat, N., Delmonaco, D., Eslami, M., & Andalibi, N. (2021). Algorithmic folk theories and identity: How TikTok users co-produce Knowledge of identity and engage in algorithmic resistance. *Proceedings of the ACM on Human-Computer Interaction*, 5(CSCW2), 1-44 [25 pages followed by references and appendices].
- Carty, V. (2015). *Social movements and new technology*. Boulder, CO: Westview Press. Introduction: The Digital Impact on Social Movements and Chapter 2: New Digital Capabilities and Social Change (pp. 1-18; 35-54; 37 pages)

September 28 – Hate and Online Radicalization (55 pages)

- Harriman, N., Shortland, N., Su, M., Cote, T., Testa, M., & Savoia, E. (2020). Youth Exposure to Hate in the Online Space: An Exploratory Analysis. *International Journal of Environmental Research and Public Health*, 17, 1-14.
- Maloney, M., Roberts, S., & Jones, C. (2022). 'How do I become blue pill?': Masculine ontological insecurity on 4chan's advice board. *New Media & Society*, 1-20. <https://doi.org/10.1177/14614448221103124>
- Bastug, M. F., Douai, A., & Akca, D. (2020). Exploring the "demand side" of online radicalization: Evidence from the Canadian context. *Studies in Conflict & Terrorism*, 43(7), 616-637.

October 5 – Intersections of inequality and community (61 pages)

- boyd, d. (2014) It's Complicated: The social lives of networked teens. New Haven: Yale University Press. Chapter 6: Inequality. (Pp. 153-175; 22 pages)
- Jenkins, H., M. Ito and d boyd. (2016). Participatory Culture in a Networked Era. Cambridge: Polity Press. Chapter 3: Gaps and Genres in Participation (21 pages)
- Hiebert, A., & Kortess-Miller, K. (2021). Finding home in online community: exploring TikTok as a support for gender and sexual minority youth throughout COVID-19. *Journal of LGBT Youth*, 1-18.

October 12 – Online-mediated harm and discourse: The hermeneutics of cyberbullying (66 pages)

- Adorjan, M. and R. Ricciardelli. (2019). Cyber-Risk and Youth: Digital Citizenship, Privacy, and Surveillance. New York: Routledge. Chapter 5: Relational aggression (p. 70-90)
- Fisk, N. (2016). Framing Internet Safety: The governance of youth online. Cambridge, MA. The MIT Press. Chapter 7: Kids, Drama and Internet Safety (pp. 166 (following 'Bullying-Online and Off subheading)-181)
- Kofoed, J. and E. Staksrud. (2018). 'We always torment different people, so by definition, we are not bullies': The problem of definitions in cyberbullying research. *New Media & Society* 21(4): 1006-1020.
- Walton, G. (2005). The notion of bullying through the lens of Foucault and critical theory. *The Journal of Educational Thought* 39(1): 55-73.

October 19 – Sexting: Trends, societal responses and gendered double standards (55 pages)

- Shariff, Shaheen, and Ashley DeMartini. 2015. "Defining the Legal Lines: eGirls and Intimate Images." Pp. 281-305 in *eGirls, eCitizens*, edited by Jane Bailey and Valerie Steeves. Ottawa: University of Ottawa Press.

- Ricciardelli, Rosemary and M. Adorjan. (2019). 'If a girl's photo gets sent around, that's a way bigger deal than if a guy's photo gets sent around': Gender, sexting, and the teenage years. *Journal of Gender Studies*. 28(5): 563-577. DOI: 10.1080/09589236.2018.1560245
- Perry, K., Ricciardelli, R., & Adorjan, M. (2022). The Gendered Dynamics of Sexting as Boundary Work. *Young*, 11033088221076615. Privacy: Paradoxes and perceptions of young people (56 pages)

October 26 – 'Internet addiction': A contested concept (49 pages)

- boyd, d. (2014) *It's Complicated: The social lives of networked teens*. New Haven: Yale University Press. Chapter 3: Addiction: What makes teens obsessed with social media? (pp. 77-99)
- Adorjan, M. and R. Ricciardelli. (2021). Smartphone and social media addiction: Exploring the perceptions and experiences of Canadian teenagers. *Canadian Review of Sociology*. 1-20. Available online at DOI: 10.1111/cars.12319
- Woods, H., and H. Scott. 2016. "#Sleepyteens: Social media use in adolescence is associated with poor sleep quality, anxiety, depression and low self-esteem." *Journal of Adolescence* 51:41-49. <http://dx.doi.org/10.1016/j.adolescence.2016.05.008>

November 2 – Parental mediation of children online: Surveillance and Resistance (60 pages)

- Leaver, T. (2017). Intimate surveillance: Normalizing parental monitoring and mediation of infants online. *Social Media+ Society*, 3(2), 1-20.
- Fisk, N. (2016). Framing Internet Safety: The governance of youth online. Cambridge, MA. The MIT Press. Chapter 4: Pedagogies of Surveillance (pp. 69-89)
- Peterson-Salahuddin, C. (2022). "Pose": Examining moments of "digital" dark sousveillance on TikTok. *New Media & Society*, 1-20. <https://doi.org/10.1177%2F14614448221080480>

Term break November 6-12

November 16 – Surveillance schools: Evidence for student confidence and resistance (44 pages)

- Steeves, V. (2010) Chapter 5: 'Online Surveillance in Canadian Schools', in T. Monahan and R. Torres (eds) *Schools under Surveillance: Cultures of Control in Public Education* (Kindle Ed. 13 pages). New Brunswick: Rutgers University Press.
- Hope, A. (2010). Student resistance to the surveillance curriculum. *International Studies in Sociology of Education* 20(4): 319-334.
- Adorjan, M. and R. Ricciardelli. (2019). Youth responses to the surveillance school: The bifurcation of antagonism and confidence in surveillance among teenaged students. *Young*. 27(5): 451-467.

November 23 – Privacy: Paradoxes and perceptions of young people (56 pages)

- boyd, d. (2014) *It's Complicated: The social lives of networked teens*. New Haven: Yale University Press. Chapter 2: Privacy: Why do youth share so publicly? (pp. 54-76)
- Vickery, J. (2015). 'I don't have anything to hide, but...': The challenges and negotiations of social and mobile media privacy for non-dominant youth. *Information, Communication & Society* 18(3): 281-294.
- Adorjan, M. and R. Ricciardelli. (2019). A new privacy paradox? Youth agentic practices of privacy management despite 'nothing to hide' online. *Canadian Review of Sociology* 56(1): 8-29. DOI 10.1111/cars12227

November 30 – Restorative practices in educational responses to cyber-conflict and harm: Benefits and ongoing challenges

- Adorjan, Michael, Rosemary Ricciardelli, and Mohana Mukherjee. 2020. "Cyber-risk and Restorative Practices in School." Pp. 340-357 in *Justice Alternatives*, edited by Pat Carlen and Leandro Ayres Franca. Abington: Routledge.
- Adorjan, M., Ricciardelli, R., & Mukherjee, M. (2022). Perspectives on restorative practices and online-mediated harm in schools: implementation challenges. *Learning, Media and Technology*, 1-14.
- Lustick, H. (2021). "Restorative justice" or restoring order? Restorative school discipline practices in urban public schools. *Urban Education*, 56(8), 1269-1296.

December 7 – Conclusions and Final Discussions

Methods of Assessment and Grading Weights

As this class includes both SOCI504 and SOCI601 students, the following explicates course grading weights and assignments for each set of students respectively.

IMPORTANT: It is ultimately students' responsibility to submit assignments in on time, part of which include, for SOCI601 students, leading or co-leading class discussions and participating in weekly seminars, which require students to have completed the readings for that week. Given the ongoing challenges students continue to face related to the COVID-19 pandemic, this course will only have SUGGESTED DUE DATES with NO LATE PENALTIES associated with course assignments. HOWEVER, students are *****strongly encouraged to submit work at the suggested due dates*****, especially in order to receive grading and other feedback as early as possible regarding course progress. Final grades are required to be submitted to the registrar in early January and students with significant omissions in their grades may risk failure in the course if assignments are not submitted before then. If there are reasons why significant delays are expected, please contact me as soon as possible.

SOCI504 students:

- SEMINAR PARTICIPATION: 15%
- REFLECTIVE 'VIDEO LOG': 30% - strongly suggested by MID-NOVEMBER
- COURSE READING REFLECTIONS: 2x10% = 20% (ongoing, see below)

- TERM PAPER OUTLINE: 5% - strongly suggested by MID-OCTOBER
- TERM PAPER: 30% - strongly suggested by Friday, December 10th

SOCI601 students:

- SEMINAR PARTICIPATION: 15%
- COURSE READING REFLECTIONS: 2x10% = 20% (ongoing, see below)
- CLASS FACILITATION: 20% - schedule to be determined (see below)
- GROUP PROJECT PROPOSAL: 5% - strongly suggested by MID-OCTOBER
- GROUP PROJECT: 40% - strongly suggested by Friday, December 10th

SEMINAR PARTICIPATION (all students)

While I may switch into a lecture 'gear' at times, my intention for this course is that it entails an active, collegial dialogue among peers. I have every expectation to learn as much from students as vice versa, and this happens when readings are completed before class, with questions and queries in mind. Student participation is required, not optional.

- For each class, please bring one or two paragraphs (these needn't be printed out) for at least one of the assigned readings. The paragraphs may include general impressions, questions, reactions, links to personal or professional experiences, etc. Students will be expected to share these with the class to facilitate the seminar discussions.

REFLECTION VIDEO LOG (SOCI504 students)

SOCI504 students are required to submit a reflection in the format of a video log (vlog). The vlog must incorporate at minimum two required course readings (i.e., conceptually and/or theoretically) and discuss the key arguments and findings from each reading selected. Then apply your analysis of these readings to ONE of the following tasks:

- A personal experience which reflects the chosen focus of your analysis. This could be an interaction you had with someone, something you saw or an activity you engaged in. It could be a professional work experience or one related to your friends or family.
- A news article which reflects the chosen focus of your analysis. The article must be relatively current: from January 2022 to the present. No source restrictions (geographic, news source, etc.).

It is of course impossible for me to 'grade' your personal experiences, and I am not grading your discussion of news events per se, but rather, your ability to draw connections from readings, make insightful sociological connections, and apply your knowledge to areas outside of the course readings directly. For those choosing a news event, a short summary of 1-2 minutes should be included in the vlog. For those choosing to discuss a personal experience, please keep your summary of the experience to about 2-4 minutes, in order to leave enough time to focus on the required tasks above.

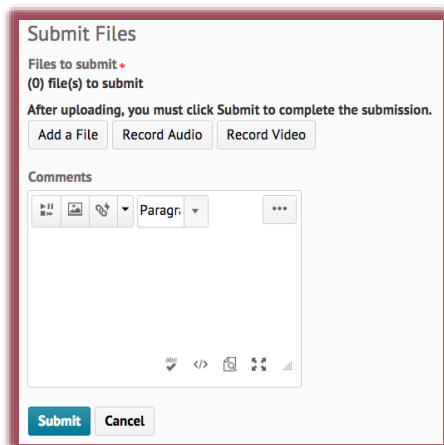
Students are encouraged to consult with me about their idea for the vlog. All vlogs are submitted with full confidentiality, directly to the course D2L dropbox folder. However, students also have the option of bringing the video to class via a USB drive (given the flexibility of due date and class size, this option may be preferred). Some students might choose to upload their video to YouTube and share via a private link; in my experience some technical difficulties sometimes occur with this option. Written feedback will be provided directly through D2L (either via the dropbox folder for those students submitting there,

or via the 'vlog' grading item). Vlogs must be no shorter than 10 minutes and no longer than 15 minutes. Your face is required to be visible in order to identify you.

MP4 format is preferred, but not required, with the title of the video, your surname and first name (i.e., Surname, First name.mp4; if multiple files, Surname, First Name-1.mp4, then -2, -3 etc.). Unrecognized video formats will likely cause delays in receiving a grade.

Students are not expected to have advanced video editing skills; special effects are not required nor is their presence assessed in relation to the grade. I do require clear enough audio and video that isn't too blocky or distorted. Video compression of files is strongly recommended if possible (i.e., students should try to avoid submitting videos in ultra-high definition). Many students choose to record their video via their phones, tablets, or computers. Most phones can modify the capture quality settings in this regard. Students are advised that while D2L permits large files, file compression is recommended as upload times are ****very**** lengthy for larger files. D2L will not accept files larger than one gigabyte, so students are encouraged to use video compression technology to keep files under 500 megabytes if possible.

Editing of the video is welcome – i.e., students are not required to 'get it perfect' in one take. Alternatively, students can record the vlog through the 'record video' function in the dropbox submission folder:



However, students who make use of this feature should note that D2L permits each recorded video to be a maximum of 3 minutes in length. Therefore, to fulfil the requirements of the vlog, students will be required to upload multiple videos. These should be clearly titled so that I can tell which order to view them.

The Taylor Francis Digital Library also has space on their 3rd floor, the digital media commons, where booths with audio/video equipment can be booked in order to record your vlog. These are private spaces where students may work confidentially. Students seeking this option are recommended to book their space well in advance, especially around the mid-term period.

COURSE READING REFLECTIONS (all students)

Readings selected for the course reading reflections must be chosen *beyond* those selected: by SOCI504 students for their vlog; by SOCI601 students for their class facilitation.

Reflections may be submitted beginning in the second week. Students are welcome to submit as many reflections as they like, though SOCI504 student will have their 'top 2' (in terms of grading) being the ones I will select for your final grade, while SOCI601 student will have their 'top 3' being the ones I will select for your final grade. They must:

- Detail key arguments and findings from the article
- Discuss strengths and limitations (e.g., findings, theory, methodology, conceptual framework). Please do feel very free to critique anything I have authored 😊
- Consider what are some policy implications based on the article arguments and/or findings?

Reflections must be double spaced, standard margins, Calibri Light font pt. 12. Formal references for the chosen articles must be included at the end of the reflection within the page range. A formal title page is required with student first and surname, student number and course code (i.e., SOCI504 or SOCI601). Word files are preferred. For SOCI504 students, the reflections must not exceed 3 pages; for SOCI601 students, the reflections must not exceed 5 pages.

CLASS FACILITATION (SOCI601 students)

SOCI601 students will have the opportunity to lead one of the seminars. Depending on the final class size, some students may be required to co-facilitate one of the seminars. Preferences will be discussed in the first class and I will try to ensure that preferences are granted where possible, though flexibility in this process is expected.

- As such, after the first class, please email me your top three choices

Student facilitators are expected to:

- Generally, provide leadership for the direction of the seminar discussion, field questions about the articles from fellow students and myself, and raise sociological connections and insights regarding the articles and across articles (i.e., comparative analysis)
- Bring at least two questions you would like to pose to the class about each article

TERM PAPER OUTLINE (SOCI504 students)

I welcome term papers on a broad range of issues, some of which may be covered in class, and some not. Students are encouraged to develop papers in line with their broader research areas. Whatever the topic, the focus must be on youth and cyber-risk (avoiding, for instance, discussion of the effects of social media on 'people' in general terms). The paper must, in whole or in part, not reproduce a paper written for any previous course.

The suggested submission for the outline is mid-October (earlier is welcome), in order to best help provide early feedback for the formal term paper.

Format: the outline should include a title page with a provisional title for the term paper, your full name and student number. The outline must be written in complete sentences, and detail the following:

- The general area or topic and why this is important to research sociologically
- Summarize some preliminary, peer reviewed sources (books, journal articles; 4-5 ideally) and their relevance for your paper. Other sources like news articles, videos, etc. may be incorporated as well.

Format: the outline should be no more than 2 pages, 2.54cm margins (standard with Word), double spaced text.

TERM PAPER (SOC1504 students)

- Final term papers must incorporate at least 6 peer reviewed scholarly sources (beyond required course readings), which may include books and journal articles.

Depending on the paper topic, original content from news sources, publicly available social network sites, including YouTube and other online sources may also be incorporated. Papers must be formatted in APA style detailed here:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/refere_nce_list_electronic_sources.html

Please note that research entailing course-based ethics review will not be permitted for this course. The term paper, therefore, is geared for either a systematic literature review on a particular area, or, where original research is conducted, is such that it does not involve obtaining consent from human participants (for example, examinations of news media discourses; publicly available Twitter or YouTube content analyses)

Please include a title page with the title of your paper, your full name, student number, and your section of this course.

- The minimum length is 12 pages including references, maximum 15 pages including references

Papers must be formatted to an 8.5x11" layout, 1" margins on all sides, double spacing, with font set at 12pt. Calibri Light. If Calibri Light is not available to you please consult with me. All papers must include pagination on the bottom right hand side of each page except for the title page. Please try to submit the paper in Word format.

The paper's grade will be reduced without adhering to these guidelines (associated with 'mechanics' in the term paper rubric).

A grade descriptors rubric will be used through D2L to provide feedback on the term papers, in addition to written feedback linked to the dropbox folder where the term paper is submitted on D2L. The rubric is structured as follows (dimensions are reformatted for this syllabus):

- Argumentation
 - Grade A: Examines the question/issue/ problem from all important perspectives. Overall logic is clear. Premises or evidence strongly support conclusions. Arguments fit together to build a compelling case.
 - Grade B: Examines the question/issue/problem from most of the important perspectives. Expresses own position, and argumentative structure is clear and logical, but some arguments underdeveloped or some considerations overlooked.
 - Grade C: Examines the question/issue/problem from some of the important perspectives. Offers own position but reasoning is sometimes impaired by weak, emotive, or inconsistent argumentation.

- Grade D: Examines things from a single perspective. Only minimal examination of relevant arguments. Offers own position, but the arguments are not put forward explicitly and not sufficiently supported.
- Grade F: Arguments are confused and illogical. Student fails to present and defend a coherent position. Arguments are flawed, disorganized, or difficult to identify or understand.
- Structure/Organization
 - Grade A: Introduction states clearly writer's thesis or position, and conclusion clearly summarizes main arguments. Paragraphing is appropriate at all times with each paragraph containing a central idea which is developed throughout the paragraph with supporting details.
 - Grade B: Introduction states writer's thesis or position, and conclusion summarizes main arguments. Paragraphing is appropriate, but some paragraphs lack supporting detail or contain unrelated details.
 - Grade C: Introduction and conclusion are included and generally capture the essence of the topic and discussion. Evidence of ability to construct effective paragraphs, but some paragraphs lack a central idea or supporting detail.
 - Grade D: Introduction and conclusion are included but do not adequately capture the essence of the topic and discussion. Ability to construct a paragraph with a central idea and supporting details is evident at times but somewhat limited.
 - Grade F: Introduction and conclusion are unclear, lack detail or missing altogether. Very little evidence of an ability to organize the essay into paragraphs with one central idea and supporting details.
- Mechanics
 - Grade A: The language contains very few, if any, errors in grammar and vocabulary. Conventions of academic writing (e.g. citation, references, footnotes) are followed meticulously. AND/OR The paper stays within the allotted limit.
 - Grade B: The language is generally accurate but contains some minor errors in complex grammar and vocabulary that do not distract from the conveyed meaning. 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.
 - Grade C: The language 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. 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.
 - Grade D: The language is sufficient for arguments to be understood with effort. However, the language contains frequent errors in simple and complex grammar and vocabulary that are distracting. Conventions of academic writing (e.g. citation, references, footnotes) are inconsistently followed. AND/OR The paper exceeds the allotted limit.
 - Grade F: Errors in language and vocabulary are so frequent and distracting that the essay is largely incomprehensible. Does not adhere to the conventions of academic writing (e.g. citation, references, footnotes). AND/OR The paper exceeds the allotted limit.

GROUP PROJECT (SOC1601 students)

Groups of three students will be arranged early in the term to work together on a final group project. The project may take various forms, and I am flexible in discussing this with groups. One option is to

produce a podcast, another to produce a video styled to be on social media. The total length of the project must not exceed 15 minutes. A D2L dropbox will be provided for groups to upload their content. I will be flexible about the format and how it is submitted, in discussion with groups.

A PROPOSAL for the group project is suggested to be submitted by mid-October (see below for proposal details). Students are encouraged to develop papers in line with their broader research areas. Whatever the topic, the focus must be on youth and cyber-risk (avoiding, for instance, discussion of the effects of social media on 'people' in general terms).

Format: the proposal is a written document, and should include a title page with a provisional title for the project, all group members' full names and student numbers. The outline must be written in complete sentences, and detail the following:

- The general area or topic and why this is important to research sociologically
- Summarize some preliminary, peer reviewed sources (books, journal articles; 4-5 ideally) and their relevance for your project. Other sources like news articles, videos, etc. may be incorporated as well.

Some general ideas (please do pursue your own ideas!):

- A news report or podcast (e.g., on recent occurrences of youth receiving 'fake news' on Tik Tok)
- A discussion with key experts on issues facing youth related to cyber-risk (you may play these roles; e.g., on the impacts of the COVID-19 on youth, cyber-risk, and mental health and well-being)
- A short skit where group members take up certain roles (e.g., a student experiencing harm online; wrestling with privacy and/or surveillance; may involve interactions with parents and teachers, etc.)

The final product must make reference to 4-5 peer review sources; additional news sources, blogs, videos, etc. may be included. Videos may include the references at the end as included text. For podcasts please simply state the sources at some point in the podcast.

I may produce a document with further details about the assignment, posted to D2L, in due course, as we discuss this project in class.

The following rubric will be used to grade the group project (keep in mind peer evaluation is a part of your grade. All group members are expected to take up various roles but there should be fairly equal amounts of effort and time put into the project by each member).

GROUP PROJECT RUBRIC

- Argumentation and knowledge mobilization
 - GRADE A: Perceptive, critical, and consistently high level of engagement with issues and themes, incorporating 4-5 peer review sources. The project evidences a comprehensive

- understanding of relevant concepts and theories; the analysis, synthesis and application of knowledge is clear and innovative
- GRADE B: Strong and insightful level of engagement with issues and themes, including the incorporation of 4-5 peer review sources
 - GRADE C: Some peer review sources missing from the required 4-5 AND/OR the project only superficially examines the issues and themes
 - GRADE D: Conceptual or theoretical omissions or ambiguous presentation, rendering project unclear in terms of its goals, and/or key arguments AND/OR minimal evidence of incorporated peer review sources
 - GRADE F: An absence of focus and engagement with key themes and concepts, AND/OR an absence of incorporated peer review sources
- Mechanics
 - GRADE A: Time limit is adhered to; no audio or video problems
 - GRADE B: Time limit exceeded by under 1 minute; no audio or video problems
 - GRADE C: Technical issues with audio or video AND/OR Time limit is adhered to or exceeded by no more than 2 minutes
 - GRADE D: Serious technical issues with audio or video AND/OR time limit greatly exceeded (over 3 minutes)
 - GRADE F: The project audio or video is not available AND/OR time limit greatly exceeded by over 5 minutes

GROUP PROJECT PROPOSAL (SOC1601 students)

I welcome group projects on a broad range of issues, some of which may be covered in class, and some not. Students are encouraged to develop projects in line with their broader research areas. Whatever the topic, the focus must be on youth and cyber-risk (avoiding, for instance, discussion of the effects of social media on 'people' in general terms). The project must, in whole or in part, not reproduce a paper or project written for any previous course.

The suggested submission for the outline is mid-October (earlier is welcome), in order to best help provide early feedback for the formal group project.

Format: the proposal is a formatted Word document including a title page with a provisional title for the project, all group names and student numbers. The proposal must be written in complete sentences, and detail the following:

- The general area or topic and why this is important to research sociologically
- Summarize some preliminary, peer reviewed sources (books, journal articles; 4-5 ideally) and their relevance for your project. Other sources like news articles, videos, etc. may be incorporated as well.

Format: the proposal should be no more than 2 pages, 2.54cm margins (standard with Word), double spaced text.

Final Exam Information

NA

Grading Scale for Soci 504

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

Grading Scale for Soci 601

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	85 – 89.99%	3.7	Very good performance
B+	80 – 84.99%	3.3	Good performance
B	75 – 79.99%	3.0	Satisfactory performance
B-	70 – 74.99%	2.7	Minimum pass for students in the Faculty of Graduate Studies
C+	67 – 69.99%	2.3	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.

Students May be Audio or Video Recorded

This class will be held in person, though please look for any news posted to the course D2L site if we need to go online temporarily, in which case the class will be held over Zoom. Audio and/or video recording is not permitted. In some cases with student absences certain classes may be live streamed via the department's "Owl" webcast tool, though this requires advance notice to me to be able to set up and test.

Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>

To access the main Library website, go to: <https://library.ucalgary.ca>

IMPORTANT POLICIES AND INFORMATION

Absence From a Mid-term Examination

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of that email may be requested as proof of the attempt to contact the instructor.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at: https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/P22_deferral-of-term-work_lapseGrade.pdf

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

Deferral of a Final Examination

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Reappraisal of Grades:

For Reappraisal of Graded Term Work, see Calendar I.2

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

For Reappraisal of Final Grade, see Calendar I.3

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Misconduct:

Academic Misconduct refers to student behavior that compromises proper assessment of students' academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

Student committing academic misconduct during the final exam will not receive a passing grade for the course.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

Plagiarism And Other Forms Of Academic Misconduct

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Recording of Lectures:

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

Academic Accommodations:

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. 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

<https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>

Research Ethics

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 Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subject research without discussing their plans with the instructor, to determine if ethics approval is required.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy (FOIP) Act:

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation:

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Evacuation Assembly Points

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

Important Dates:

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

Important Contact Information

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives
Phone: 403-220-6551
Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca
Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association
Phone: 403-220-5997
Email: askgsa@ucalgary.ca
URL: www.ucalgary.ca/gsa

Student Ombudsman
Phone: 403-220-6420
Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services:
<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>.