NEW INFORMATION TECHNOLOGIES BASED ON DIGITAL PLATFORMS PROLIFERATE IN OUR SOCIETY. SUCH TECHNOLOGIES NOW AFFECT EVERYDAY LIFE, GROUPS, PERSONAL IDENTITY, CULTURE, SAFETY, AND VIRTUALLY ALL ASPECTS OF EXISTENCE. FROM A SOCIOLOGICAL STANDPOINT, THE DIGITAL SOCIETY IS SO PERVASIVELY A PART OF OUR WORLD AS TO BE ALMOST INVISIBLE. THEREFORE, THE NECESSITY OF RECOGNIZING THE IMPACTS OF SUCH TECHNOLOGIES ON US AS INDIVIDUALS AS WELL AS THE SOCIETAL REPERCUSSIONS IS OF INCREASING IMPORTANCE. EMMISSION IN SUCH A COURSE OF STUDY WILL BE PLACED ON UNDERSTANDING THE BEGINNINGS AND DEVELOPMENT OF DIGITALIZATION, THE INTERNET IN ITS MANY MANIFESTATIONS, ONLINE SUBCULTURES, GAMING, PRIVACY, INFORMATION MANAGEMENT, CYBER-TERROISM AND BULLYING, BUSINESS AND CORPORATE INTERFACE, IDENTITY, KEY INDIVIDUALS WITHIN THE SUBJECT, RELATIONSHIPS, CRIMINAL OVERTONES, GOVERNMENT INTERFACES, LAW, VIRTUAL WORLDS, AND MASS MEDIA.

COURSE OBJECTIVES
Each student, upon completion of this course, should be able to recognize, define, and understand core issues of The Digital Society. Due to the broad scope of such a topic, students will be encouraged to creatively pursue areas of interest to them. Additionally, students will gain a working knowledge of the key elements of the content identified as critical to this field of learning.

TEACHING AND LEARNING METHODS
The format of the course will include lecture, student participation and class discussions concerning the two core texts, along with student book reports on related topics.

EVALUATION METHODS AND GRADING CRITERIA
Most upper-level, undergraduate courses in the social sciences require students to demonstrate mastery of material through successful completion of reading, assignments, AND participation. For SOC 3965, a book report will contribute 40% to the course grade and ongoing chapter outlines & reflections will add another 40%. The remaining 20% of the course grade will reflect class participation (notations are made of level of responses during discussions). The purpose of this type of system is to assure maximum results through an ongoing effort by students to stay abreast of course materials, particularly the assigned readings. Success will be greatly impacted by familiarity with information before each class period, with students coming prepared to participate in class discussions (more about all of the assignments in the syllabus).

A An excellent work in all or nearly all aspects of the assignment. The student exemplifies originality of ideas, superior depth of thought, and extensive grasp of topics as well as technical superiority.
B A competent work with a lapse here or there. Ideas are clear and properly expressed; the writing is technically solid. The assignment is effective in meeting all criteria but does not rise to sustained distinction.
C An adequate work, but not good. Student ideas tend to be oversimplified, reductionistic, and lack sufficient explanation or exploration. Problems may also exist with grammar, logic, or ability to express thoughts in a manner reflective of a junior level class.
D A minimal effort by the student—the work is marred by problems with almost all aspects of the assignment. This is not considered a competent performance.
E A failing mark, generally reserved for assignments which are not submitted or miss the target on virtually every criteria of the project.
+/- Plus or minus may be given in addition to each of the grade levels when deemed appropriate by the professor.

REQUIRED TEXTS
**AMERICANS WITH DISABILITIES ACT (ADA)**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services. Please discuss any concerns with the professor as soon as possible. (www.hr.utah.edu/oeo/aca/guide/faculty/).

**PARTICIPATION**

Research indicates that students who attend class on a regular basis earn higher marks than those who do not. SOC 3965 has been purposely designed to reward those who attend, having read the assigned chapters *in advance*, prepared to discuss the material. Class size notwithstanding, each student will be able to discuss important aspects of the texts under consideration on a regular basis. One of five marks (+, √, √, ×, or 0/N) will be noted on the student’s card for each time they are called to comment in class. Additionally, a daily roll will be maintained for attendance. Participation contributes **20%** to the overall course grade, and represents a very critical part of the student’s effort. Participation marks will be available for student’s perusal upon request before or after class, or by appointment.

**BOOK REPORT**

For SOC 3965, a *book report* on any volume from the *Approved Reading List attached to this syllabus* will contribute **40%** of the course grade (students may suggest an alternative book to be approved by the professor). The book report is a serious and important part of the overall class effort, meant to evidence to the instructor the student's working knowledge of topics presented, and will be discussed in depth as the term progresses. The most important aspect of the report is how the book reflects major ideas of the course. A sample paper will be distributed. Students will present a brief (about 10 to 20 minutes depending on final class size) oral presentation of their book on during the term. As part of the presentation, students will supply an outline of their book report to members of the class. The book report will reflect:

**Content**
- a. introductory paragraph with overview of entire paper;
- b. an analysis of the volume;
- c. conclusion.

**Technical**
1. 2500 words;
2. 10 point academic font.
3. Sentence outline for distribution to class members during presentation.

**CHAPTER OUTLINES AND REFLECTIONS**

In order for students to stay abreast of core class material, an ongoing project of *chapter outlines and reflections* will be produced for each chapter in the two main texts. For material slated for discussion, students will produce a one/half-page sentence *outline*, with an additional half-page *personal reflection/editorial* paragraph. The assignment is to be no more than one page in length. The *reflection* paragraph is designed to allow students a forum for their own experience or reaction to the material. Please use 10-point academic font and single spacing on the *outline*, with space and ½ on the *reflection* section.

**CLASS CALENDAR**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 Jan (Tu)</td>
<td>Course introduction: presentation of syllabus</td>
</tr>
<tr>
<td>15 Jan (Th)</td>
<td>What is digital culture?</td>
</tr>
<tr>
<td></td>
<td>Gere—Introduction</td>
</tr>
<tr>
<td>20 Jan (Tu)</td>
<td>The beginnings of digital culture</td>
</tr>
<tr>
<td></td>
<td>Gere—Chpt 1</td>
</tr>
<tr>
<td>22 Jan (Th)</td>
<td>The cybernetic era</td>
</tr>
<tr>
<td></td>
<td>Gere—Chpt 2</td>
</tr>
<tr>
<td>27 Jan (Tu)</td>
<td>The digital avant-garde</td>
</tr>
<tr>
<td></td>
<td>Gere—Chpt 3</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>29 Jan (Th)</td>
<td>The digital counter-culture</td>
</tr>
<tr>
<td>3 Feb (Tu)</td>
<td>Digital resistances</td>
</tr>
<tr>
<td>5 Feb (Th)</td>
<td>Digital natures</td>
</tr>
<tr>
<td>10 Feb (Tu)</td>
<td>Introduction</td>
</tr>
<tr>
<td>12 Feb (Th)</td>
<td>Identities</td>
</tr>
<tr>
<td>17 Feb (Tu)</td>
<td>Dossiers</td>
</tr>
<tr>
<td>19 Feb (Th)</td>
<td>Privacy</td>
</tr>
<tr>
<td>24 Feb (Tu)</td>
<td>Safety; creators</td>
</tr>
<tr>
<td>26 Feb (Th)</td>
<td>Pirates; quality</td>
</tr>
<tr>
<td>3 Mar (Tu)</td>
<td>Overload; aggressors</td>
</tr>
<tr>
<td>5 Mar (Th)</td>
<td>Innovators; Learners</td>
</tr>
<tr>
<td>10 Mar (Tu)</td>
<td>Innovators; Learners</td>
</tr>
<tr>
<td>12 Mar (Th)</td>
<td>Activists; synthesis</td>
</tr>
<tr>
<td>16 Mar—21 Mar</td>
<td>SPRING BREAK—HOLIDAY—NO CLASSES!</td>
</tr>
<tr>
<td>24 Mar (Tu)</td>
<td>Oral book reports</td>
</tr>
<tr>
<td>26 Mar (Th)</td>
<td>Oral book reports</td>
</tr>
<tr>
<td>31 Mar (Tu)</td>
<td>Oral book reports</td>
</tr>
<tr>
<td>2 Apr (Th)</td>
<td>Oral book reports</td>
</tr>
<tr>
<td>7 Apr (Tu)</td>
<td>Oral book reports</td>
</tr>
<tr>
<td>9 Apr (Th)</td>
<td>Oral book reports</td>
</tr>
<tr>
<td>14 Apr (Tu)</td>
<td>Oral book reports</td>
</tr>
<tr>
<td>16 Apr (Th)</td>
<td>Oral book reports</td>
</tr>
<tr>
<td>21 Apr (Tu)</td>
<td>Oral book reports</td>
</tr>
</tbody>
</table>
APPROVED READING LIST FOR BOOK REPORTS

1. 15 Minutes of Fame: Becoming a Star in the YouTube Revolution. Frederick Levy.
3. All The Rave: The Rise and Fall of Shawn Fanning’s Napster. Joseph Mann.
17. Everything Bad is Good for You. Steven Johnson.
22. Glut: Mastering Information Through the Ages. Alex Wright.
27. How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, & Informatics. Katherine Hayles.


55. The Cult of the Amateur: How Blogs, MySpace, YouTube, and Rest of Today’s User-Generated Media are Destroying our Economy, our Culture, and our Values. Andrew Keen.

56. The Dumbest Generation: How the Digital Age Stupefies Young Americans and Jeopardizes Our Future (Or, Don’t Trust Anybody Under 30). Mark Bauerlein.


61. The Internet and Society. James Slevin


65. The PayPal Wars: Battles With eBay, the Media, the Mafia, and the Rest of Planet Earth. Eric M. Jackson.


75. What Video Games Have to Teach Us About Learning and Literacy (2nd Ed). James Paul Gee.


77. Why Video Games are Good for Your Soul. James Paul Gee.