SOCIOLOGY 389-4
DIGITAL INEQUALITY
SPR 2022

Canvas
(Video Lectures, Readings)

Virtual & In-Person Meetings
Tu/Th 1-2:15pm
Virtual through January 25: https://tinyurl.com/soc389-spr22 (passcode on Canvas)
In-person starting Feb 1: White Hall 101

Professor: Dr. Cassidy Puckett, cassidy.puckett@emory.edu
TA: Hannah Chong, hannah.chong@emory.edu
Office/office hours:
- Time: Tuesdays 2:30-4:30 sign up online (https://calendly.com/drpuckett/office-hours) for a 30-minute meeting at least 1 hour before the time you would like to meet.
- Location: https://emory.zoom.us/j/3662112990; (passcode provided with office hours sign up)

COURSE OVERVIEW

Course Description

Welcome to Digital Inequality, Spring 2022. In this course we will investigate the question, "What is the relationship between technology and inequality?" We do so in three ways. First, we explore debates among sociologists, economists, and communication scholars about the extent to which technological change has contributed to various forms of inequality (economic, health, civic participation) and how this intersects with inequalities by race, class, and gender. Second, we explore theoretical tools and vocabulary, including what scholars call the first-, second-, and third-level digital divides. First-level divides concern issues of access to technological resources. Second-level divides focus on differences in technological skills and literacies. Third level divides emphasize the relationship between skills and literacies and broader social inequalities. We also look at scholarship on each of these divides, what it shows about the relationship between technological change and inequality, and issues beyond the framework of the digital divide. Finally, throughout the course students will be asked to apply conceptual tools and empirical studies to make sense of their own experiences and local and global issues and use these ideas in **a semester-long research project culminating in a podcast & script, designed for broadcast and submission to National Public Radio's Student Podcast Challenge: College Edition**.

Last spring we focused our podcasts on how the technological change introduced by the global pandemic shapes *educational inequities* by race, class, gender, or other social categories or intersections of these categories at the K-12 and college levels. This semester you may choose any topic related to digital inequality.

In this course we pay particular attention to evidence, including how to analyze it and use primary and secondary source evidence to make claims about the world **to academic and public audiences**.

Working Definition of Evidence

Evidence: basis for belief; something that supports or challenges a claim, theory, or argument. (Adapted and synthesized from the Oxford English Dictionary and Merriam-Webster Dictionary.)

Learning Objectives
1. **Understand theories of digital inequality and apply them to contemporary issues.**
2. **Distinguish the types of evidence used in sociology as compared to the types of evidence used in personal decisions or in journalistic writings.**
   o Distinguish between primary and secondary sources in sociology.
   o Demonstrate an understanding of different types of primary source evidence, such as survey and interview data, and secondary source evidence like academic articles.
3. **Locate, assess, and analyze different types of evidence.**
   o Locate and analyze evidence about the relationship between technology & inequality from diverse sources.
   o Locate sociological research articles (secondary source of evidence) in library databases.
   o Gather, analyze, and synthesize primary and secondary source evidence through a semester-long group podcast project.
4. **Evaluate evidence.**
   o Evaluate the quality, credibility, and validity of the different types of evidence.
   o Determine the usefulness of evidence for different purposes.
5. **Build strong written and oral arguments based on primary and secondary evidence.**
   o Construct a clear thesis and develop an individual podcast pitch and group podcast based on the different types of evidence you gather in a semester-long group research project.
6. **Present strong oral arguments about issues of race, class, or gender inequities introduced by technological change with the global pandemic at the K-12 or college level, and how to address them**
   o Gather information from class lectures, readings, and other materials about problems at the first, second, or third levels of the digital divide, or beyond the divides—and how to address them
   o Make a compelling argument for the problem & intervention, using detailed evidence
7. **Assess others' arguments and articulate how to make stronger arguments based on evidence.**
   o Evaluate peers' podcast pitches and presentations to make stronger arguments using primary and secondary evidence gathered over the course semester.

COURSE REQUIREMENTS

I. Staged Project Assignments (80% of grade): **Perspective on the Relationship Between Technology & Inequality**

Over the semester, you will be introduced to various perspectives on the relationship between technology and inequality. You will use course material (secondary source evidence) and your original research (primary source evidence) to argue for your perspective on the relationship between technology and inequality. You will build to this by engaging with various arguments and forms of evidence:

1. *Individual Reflection 1 (5%) – DUE: Sunday, Jan 16 by 11:59pm to Canvas Assignments (one per person)*
   o Write a **1-page** reflection on how technology might link to inequality (including issues from the shift to online learning with the global pandemic). Be sure to define inequality and how you view the relationship between technology and inequality—as well as the basis of your belief (i.e., what evidence you draw from to support that perspective). Further instructions will be provided.

2. *Individual Digital Divide Analysis Paper & Podcast Pitch (10%) – DUE: Sunday, February 27 by 11:59pm to Canvas Assignments (one per person)*

o   Write one **4-page** paper that compares and contrasts research on the three levels of the digital divide and issues of digital inequality beyond the divide that you read about in class

o   Type of evidence you will use: Course readings, including secondary theoretical and empirical sociological research.

o   Summarize what secondary sources say about the digital divide and the relationship between technology & inequality

o   Analyze how the empirical studies support or contradict the theories

o   Also include a **1-3-sentence podcast topic pitch** on which level of the divide or issues beyond the divide interests you most and how you might investigate and present these issues in a group podcast episode (not included in the 4 pages). This you will use to make a 1-minute pitch to the class and use to develop your podcast episode. Further instructions will be provided.

3.   *Podcast Episode Proposal (description of topic & structure) & Interview Questions (10%)– PROPOSAL DUE: Sunday, March 13 by 11:59pm – For groups, one member per group submit to Canvas – be sure to put all group members' names on document.*

o   Using material from your Digital Divide Analysis Paper and podcast topic pitch ideas, you will write **one** 4-page podcast proposal that describes what you will do as a semester-long project that focuses on **one level of the digital divide or issue beyond the digital divides**. You may work alone or in a group.

o   Type of evidence you will use: Course readings, including secondary theoretical and empirical sociological research.

o   In the proposal, you will: 1) describe your topic, explain why it is important, and what is unknown about it (using course material and at least one additional research article specific to your topic as evidence of a gap), 2) describe how you will structure of your podcast (e.g., as a mystery/investigation, telling the story of people's experiences, as a way to present and debunk misconceptions). If working in a group, you will also include: 3) ground rules for your group (e.g., how you will contact each other, where you will store files so everyone can access them, how often you'll meet outside of class, how you'll take notes/keep track of decisions), and 4) include a specific description of what each group member will do to contribute to the podcast project. Roles your group can share or distribute include production director/timekeeper, creative director/process documenter, narrator, score/music producer, audio/sound editor. Everyone will conduct at least one interview; if working alone, you will likely need to do multiple interviews for your podcast.

o   In addition to the proposal, you will submit a list of interview questions that you will use for interviews (see next assignment below).

4.   *Individual Podcast Interview Summary & Quotes (10%) – DUE: Sunday, March 25 by 11:59pm to Canvas Assignments (one per person)*

o   Conduct at least one interview related to your podcast (use same interview questions for all interviewees).

o   Submit a summary of the interview, including: 1) basic contextual information (date of the interview, length, and demographics), 2) how the interview is relevant to the podcast topic, and 3) an overview of what was said in the interview.

o   Also include a transcript of at least three quotes from the interview (whatever seems most illustrative of what they said or captured your attention) and make a short note for each quote about why you selected it.

o   You will use your summary and quotes to help organize editing (see next assignment below).

5.   *Edited Podcast Episode & Script (40% total; 10% script; 10% draft podcast; 20% final podcast) – DRAFT SCRIPT DUE: Sunday, April 3 by 11:59pm – Submit to Canvas Assignments; DRAFT PODCAST DUE: DUE: Sunday, April 17 at 11:59pm — Submit to 1) Podcast Episode Draft discussion thread on Canvas (if working in a group, one per group) and 2) Canvas Assignments (if working in a group, one per*

group); FINAL PODCAST & SCRIPT DUE: Monday, MAY 2 by 11:59pm – If working in a group, one member submits both files to Canvas assignments; be sure to put all group members' names on documents.

- o Final course product will be a podcast episode & script about <u>digital inequality at one level of the digital divide or issues beyond the digital divide,</u> and <u>innovations that might address it</u>.
- o Use secondary sources from course readings in your script (citations as footnotes) to support your perspective.
- o Use primary sources from interviews. For group podcasts, include at least <u>1</u> interview segment per group member
- o Evaluate the Evidence: Compare & contrast the various types of evidence & the knowledge you have gained about perspectives on the relationship between technology & inequality.
- o Build an argument about the relationship between technology & inequality based on your strongest evidence.
- o Further instructions will be provided.

6. *Individual Reflection 2 (5%) – DUE: Tuesday, May 3 by 11:59pm – Submit to Canvas Assignments (one per person)*
   - o Look back to your first reflection and write a **2-page** reflection on how your views about the link between technology and inequality have changed, if at all. Explain the basis of your current belief (i.e., what evidence you draw from to support that perspective).
   - o For group projects, include a statement about your contribution to the podcast, including evidence of what you did.
   - o Also reflect on how you think the perspective you gained over the course will inform your experiences at Emory and beyond.

II. Class Participation (20% of grade):

Class participation is very important, especially given that the class is a production-focused class and you will be applying the ideas from the video lectures, readings, & reading discussions in your podcasts. **Preparation outside of class is designed to take roughly 1-3 hours (including short video lectures, readings, and prep); podcast production work outside class later in the semester will likely take more time.** Additionally, to fully participate in the class, everyone is expected to:

- **Attend synchronous meetings (virtual & in-person) on Tuesdays & Thursdays 1-2pm (10%).** We will meet each week to discuss 1) weekly readings (Tuesdays early in the semester) and 2) podcasts (on Tuesdays later in the semester, and all Thursdays). Synchronous meetings are designed to: get to know class members, connect readings to project proposals, build ideas about projects, work on data collection and analysis, build podcasting skills, and work on podcasts. Participation in these meetings is judged by quality not quantity. **If you miss no more than 3 synchronous meetings, you will automatically receive 5 of 10 points; the rest of the points are based on quality of participation.**

- **Participate in discussion threads Weeks 1-6, 8, & 13 (5%).** Weeks 1-6 threads are *individual posts. Week 1 is due by class Thursday at 1pm; Weeks 2-6 are due by class Tuesdays at 1pm*. Weeks 8 & 13 are *individual or group posts, depending on if you are working in a group*—Week 8 is due by class Thursday at 1pm; Week 13 post (*Draft Podcast Episode*) is due Sunday, April 17 at 11:59pm. Week 8 also includes *individual responses* to at least one other post, which we will do during class. All posts & responses count towards your grade, so be sure to keep track! *(This might sound confusing here, but all due dates/times are noted in the Class Schedule below).*

- **Attend online office hours once during the semester (5%).** Office hours serve not only as a way to engage more deeply in the course and receive detailed feedback, they also are a space to talk about

your interests, concerns, and goals—and to make connections with faculty. I invite you to join me during online office hours to about anything—including my favorite topics: all things tech-y (talk to me about robots!), culture, education, inequality, shiba inus, and ice cream. Sign up online (https://calendly.com/drpuckett/office-hours) for a 30-minute meeting at least 1 hour before the time you would like to meet. **PLEASE NOTE: There is a password for entry, provided in the sign up.**

**PLEASE NOTE: This semester due to the pandemic, some students might fall ill. If you are sick, understand that I will be flexible about participation. Please make sure to email me so that we can discuss your individual circumstances.

<u>GRADE CONVERSION</u>

100-94	A
93-90	A-
89-87	B+
86-84	B
83-80	B-
79-77	C+
76-74	C
73-70	C-
69-67	D+
66-60	D
≤ 59	F

COURSE RESOURCES

There is no required **text** for this course. All assigned course materials will be provided on **Canvas***:* **https://canvas.emory.edu** Log in, then click on Sociology 389 – Section 4. This site also includes videos, readings, and assignments. Any important announcements will also be posted on this site.

In terms of **technologies,** each person in the course will need to access some type of recording device for interviews. You can use your computer as a recording device with QuickTime or Zoom (which can also transcribe audio); phones can record as well (but tend to not record as well).

SOME GROUND RULES

General Communication:
I provide very detailed information and instructions in all of the course documents. I will also post periodic videos and announcements on Canvas about any further course information.
- **Please read all of the written Course communications thoroughly!**
- If you have questions after you have read everything in a particular course document (syllabus, paper instructions), then feel free to ask me.

Email Communication:

I try to respond to emails as soon as possible (i.e., within 24 hours). However, I generally do not answer emails outside of normal business hours (i.e., on weekends or after 6pm at night).

General & Online Conduct (Netiquette):
Please be mindful of the general code of conduct that you would use in any class. We should all be respectful of one another.

> General Online and In-person Conduct: Think of being online as an extension of class. Be respectful in tone and in language; use proper grammar and be professional (e.g., using only your own original ideas) in your posts (see the note on plagiarism below). Respectful communication promotes intellectual exchange and learning, particularly online. Someone might have different ideas from you—challenging one's interpretations is the core mechanism of scholarly progress. For more on netiquette, see: https://www.education.com/reference/article/netiquette-rules-behavior-internet/

> Synchronous Meetings: Please arrive on time to the meetings. To the best of your ability, it would be good to see your face in online meetings, as you will be discussing readings and working with your classmates to produce podcasts, so please plan to keep your video and sound on, at the very least while speaking. But let me know if you experience any tech difficulties or have any other considerations in terms of interacting online with classmates*.*

Late Assignments & Missed Classes: You are responsible for missed material and for meeting deadlines. If you have an urgent need for an extension (e.g., illness), **please notify me at least 24 hours in advance**. As noted above, if you have no more than three unexcused meeting absences, you will automatically receive 5 points on your attendance grade. I'm incentivizing this because your classmates and I need you in class, so you can work to produce your podcast and get the most out of the class. But of course, if you fall ill, I will be flexible about participation. Please make sure to email me so that we can discuss your individual circumstances.

Video/Audio: Our class sessions on Zoom will all be audio visually recorded for students in the class to refer back to the information, and for enrolled students who are unable to attend live. All videos posted on Canvas are for the sole purpose of educating the students enrolled in the course. The release of such information (including but not limited to directly sharing, screen capturing, or recording content) is prohibited. Doing so without the permission of the instructor will be considered an Honor Code violation and may also be a violation of other state and federal laws, such as the Copyright Act.

_____

OTHER IMPORTANT INFORMATION

Writing Center Support:
The Emory Writing Center (EWC) is open year-round to support writers (students, staff, and faculty) in Emory College, the Laney Graduate School, the School of Nursing, and the Medical Imaging Program. The EWC offers one-on-one remote and in-person tutoring for writers working on a range of composition projects (essays, applications, reports, theses, etc.), at any stage of the writing process (from brainstorming to final revisions). EWC tutors work on idea development, structure, use of sources, style, grammar, and more. They are not a proofreading or editing service, but rather offer strategies and resources writers can use as they compose, revise, and edit their own work. Tutors also support the literacy needs of English Language Learners (ELL); several tutors are trained ELL Specialists. The EWC is located in Callaway N111, but **all tutoring will occur virtually on Zoom until further notice**. A maximum of two appointments are allowed each week.

Learn more about the Emory Writing Center and make an appointment here: http://www.writingcenter.emory.edu. The EWC's opening day each semester is one week after the

add/drop/swap deadline, to allow for tutors to finalize their schedules. Please review EWC policies before your first appointment, including our new policy on inclusivity and respect: http://writingcenter.emory.edu/appointments/policies.html.

Accommodating Disabilities:
If you have or acquire any sort of condition that may require special accommodation(s), you must register with ADSR; please see the instructions at http://equityandinclusion.emory.edu/access/students/index.html

Then, please follow all of ADSR's steps for your accommodations, and notify me as soon as possible so that we may make the appropriate arrangements. Proper documentation from the Office of Access, Disability Services and Resources (ADSR) will be required.

Academic Conduct:
Emory College has established an Honor Code outlining an appropriate code of conduct with respect to academic honesty and plagiarism. Information on Emory's Honor code can be accessed at: http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html

It is your responsibility to familiarize yourself with the policies and procedures of the university, and violation of these policies will result in referral to the Honor Council. Plagiarism and cheating will not be tolerated. You must ensure that you cite references appropriately in your written work. When you paraphrase from others, cite their work in the text, and reference the citation in your bibliography. When you use direct quotes, be sure to insert quotation marks around the borrowed text and cite appropriately.

> Honor Code Statement: I pledge to pursue all academic endeavors with honor and integrity. I understand the principles of the Emory College Honor System, and I promise to uphold these standards by adhering to the Honor Code in order to preserve the integrity of Emory College and its individual members.

CLASS SCHEDULE
(subject to change)

PLEASE NOTE: Preparation for class meetings includes short videos, readings, and/or podcast prep. Please keep track of how long it takes; we'll check in about the time & make adjustments as needed

I. INTRODUCTION TO THE COURSE

Week 1: **Objective: Discuss the course & semester-long project**

Jan 11 (T): **Readings: Digital Inequality Syllabus** (i.e., this document)

Jan 13 (Th): **Podcast prep:**
- Review description of NPR Student Podcast Challenge: College Edition https://nprcollegepodcastchallenge2022.splashthat.com/ (~5 min read)
- Find a **podcast episode** and **post a short description** of what it's about and what you like about it on the "Good Podcast Episode" discussion thread on Canvas. Try to pick something short; NPR podcast challenge can only be 8 minutes long. This could be an episode picked from past NPR Student Podcast Challenge finalists (there's a student from Emory in that list!): https://www.npr.org/2021/03/29/982537847/2021-student-

podcast-challenge-college-finalists

Meeting: Bring your podcast episode to class & be ready to describe it. We'll listen to as many as we can get to & discuss them, thinking about how they will be judged in the competition.

Individual Reflection 1 **guidelines & examples handed out**

DUE: Sunday Jan 16 by 11:59pm - Individual Reflection 1 – Submit to Canvas Assignments (one per person)

II. INEQUALITY, THE DIGITAL DIVIDE, & BEYOND THE DIGITAL DIVIDE

INEQUALITY

Week 2:   **Objectives: Discuss research and debates about inequality in the U.S.; investigate podcasts related to inequality in the U.S.**

Jan 18 (T):   **Videos:** What do we know about inequality? How is tech related to inequality?

Readings (check Canvas for discussion questions):

Grusky, David B. 2011. "The Stories About Inequality That We Love to Tell." Pp. 2-14 in *The Inequality Reader: Contemporary And Foundational Readings in Race, Class, and Gender, Second Edition*, edited by David B. Grusky and Szonja Szelényi. Boulder, CO: Westview Press (~20 min read)

Fry, Richard, Bennett, Jesse, and Amanda Barroso. 2021. "Racial and Ethnic Gaps in the U.S. Persist on Key Demographic Indicators." Pew Research Center. https://www.pewresearch.org/interactives/racial-and-ethnic-gaps-in-the-u-s-persist-on-key-demographic-indicators/ (~5 min read; also investigate the data visualization—**read online**)

Robinson, Laura, Sheila R. Cotten, Hiroshi Ono, Anabel Quan-Haase, Gustavo Mesch, Wenhong Chen, Jeremy Schulz, Timothy M. Hale, and Michael J. Stern. 2015. "Digital Inequalities and Why They Matter." *Information, Communication & Society* 18(5):569-82 (~30 min read)

Podcast prep:
- **Find** a podcast episode about inequality
- **Post** your podcast episode link & a short description to the ""Inequality Podcasts" discussion thread on Canvas

Jan 20 (Th):   **Podcast prep:**
- **Listen** to the introductory episodes of the Students' Podcast (a podcast about how to make podcasts; ~40 min total):
  - **National Public Radio**. 2020. "Introducing the Student Podcast Challenge" *The Students' Podcast* https://www.npr.org/2020/01/09/795052489/introducing-the-student-podcast-challenge (2:05)
  - **National Public Radio**. 2020. "How to Make a Podcast According to Last Year's

Winners" *The Students' Podcast*
https://www.npr.org/2020/01/17/797327454/how-to-make-a-podcast-according-to-last-years-winners (12:39)

- **National Public Radio**. 2020. "Follow the Rules and You Just Might Win the Student Podcast Challenge." *The Students' Podcast*
  https://www.npr.org/2020/01/24/799421360/follow-the-rules-and-you-just-might-win-the-student-podcast-challenge (11:34)
- **National Public Radio**. 2021. "Let's Investigate." *The Students' Podcast*
  https://www.npr.org/2021/01/02/952936624/lets-investigate (12:54)

- **Vote** on which podcast episode <u>about inequality</u> you'd like to discuss on the "Inequality Podcasts" discussion thread on Canvas (we may listen to more than one if there is time)

Final Podcast Guidelines & Rubric & examples handed out. The guidelines and rubric are based on NPR's Student Podcast Challenge: College Edition (link above), as well as course requirements. We will use the guidelines & rubric talk about all of the podcast episodes we listen to during the semester; it will also help you develop your podcast episode.

1ST LEVEL DIVIDE

Week 3:   **Objectives: Discuss research and debates about the levels of the digital divide; investigate podcasts related to the first level divide**

Jan 25 (T):   **Videos:** What are the three levels of the digital divide? Where did concern about the first "digital divide" come from? Do we still have a first level divide?

Readings (check Canvas for discussion questions):

Campos-Castillo, Celeste. 2015. "Revisiting the First-Level Digital Divide in the United States: Gender and Race/Ethnicity Patterns, 2007–2012." *Social Science Computer Review* 33(4):423-39. (~30 min read)

Carlson, Edward, and Justin Gross. 2016. "The State of the Urban/Rural Digital Divide." Washington, D.C.: National Telecommunications and Information Administration. https://www.ntia.doc.gov/blog/2016/state-urbanrural-digital-divide (~10 min read; you can read online or .pdf on Canvas)

Gonzales, Amy. 2015. "The Contemporary US Digital Divide: From Initial Access to Technology Maintenance." *Information, Communication & Society* 19(2):234-48. (~30 min read)

Podcast prep:
- **Find** a podcast episode <u>about the first level digital divide (access)</u>
- **Post** your podcast episode link & a short description to the "First Level Digital Divide Podcasts" discussion thread on Canvas

Digital Divide Analysis Paper & Podcast Pitch Guidelines & examples handed out

Jan 27 (Th):   ******NO CLASS FOR TRANSITION TO IN-PERSON*****

2ND LEVEL DIVIDE

Week 4:   **Objectives: Discuss research and debates about the second level divide; investigate podcasts related to the second level divide**

Feb 1 (T):   ********CLASS MEETS IN WHITE HALL, ROOM 101 STARTING FEB 1********

Videos: What is the second level divide? What are critiques of the second level divide? What are some continuing problems with the second level divide?

Readings (check Canvas for discussion questions):

Hargittai, Eszter. 2011. "The Digital Reproduction of Inequality." Pp. 660-70 in *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender, Second Edition*, edited by David B. Grusky and Szonja Szelényi. Boulder, CO: Westview Press. (~20 min read)

Puckett, Cassidy. 2022. *Redefining Geek: Bias and the Five Hidden Habits of Tech-Savvy Teens* (~40 min read)
  o Chapter 2, "What Helps People Learn: Three General Technology Learning Habits," p. 52-85.
  o Chapter 3, "Techie Tricks: The Two Technology-Specific Habits," p. 86-107.

Margolis, Jane, Rachel Estrella, Joanna Goode, Jennifer Jellison Holme, and Kimberly Nao. 2017(2008). *Stuck in the Shallow End*. Cambridge, MA: MIT Press (1 hour read).
  o Introduction, "The Myth of Technology as the 'Great Equalizer'," p. 1-16.
  o Chapter 1, "An Unlikely Metaphor," p. 17-25.
  o Chapter 4, "Claimed Spaces: 'Preparatory Privilege' and High School Computer Science," p. 71-95.

Podcast prep:
  ▪ **Find** a podcast episode about the second level digital divide (skill)
  ▪ **Post** your podcast episode link & a short description to the "Second Level Digital Divide Podcasts" discussion thread on Canvas

Feb 3 (Th):   **Podcast prep (we'll be listening to first and second level divide podcasts this week):**
  ▪ **Vote** on which podcast episode about the first level digital divide (access) you'd like to discuss on the "First Level Digital Divide Podcasts" discussion thread on Canvas
  ▪ **Vote** on which podcast episode about the second level digital divide (access) you'd like to discuss on the "Second Level Digital Divide Podcasts" discussion thread on Canvas

3RD LEVEL DIVIDE

Week 5:   **Objectives: Discuss research and debates about the third level divide; investigate podcasts related to the third level divide**

Feb 8 (T):   **Videos:** What is the third level divide? What are some critiques of the idea of the third level divide?

Readings (check Canvas for discussion questions):

> **van Deursen, Alexander J.A.M., and Ellen J. Helsper.** 2015. "The Third-Level Digital Divide: Who Benefits Most from Being Online?" Pp. 29-52 in *Communication and Information Technologies Annual Studies in Media and Communications*, edited by Laura Robinson, Shelia R. Cotten, Jeremy Schulz, Timothy M. Hale, and Apryl Williams. Bingley, U.K.: Emerald Group Publishing Limited. (~30 min read)

> **Rafalow, Matthew H.** 2018. "Disciplining Play: Digital Youth Culture as Capital at School." *American Journal of Sociology* 123(5):1416-52. (~40 min read)

> **Thompson, Clive.** 2019. "The Secret History of Women in Coding." *New York Times Magazine.* (**Read online for additional links/information**: https://www.nytimes.com/2019/02/13/magazine/women-coding-computer-programming.html) (~30 min read)

> **Kotamraju, Nalini P**. 2004. "Art Versus Code: The Gendered Evolution of Web Design Skills." Pp. 189-200 in *Society Online: The Internet in Context*, edited by Philip N. Howard and Steve Jones. Thousand Oaks, CA: Sage Publications. (~20 min read)

Podcast prep:
- **Find** a podcast episode about the third level digital divide (return on access & skill)
- **Post** your podcast episode link & a short description to the "Third Level Digital Divide Podcasts" discussion thread on Canvas

Feb 10 (Th):   **Podcast prep:**
- **Vote** on which podcast episode about the third level digital divide (return on access & skill) you'd like to discuss on the "Third Level Digital Divide Podcasts" discussion thread on Canvas (we may listen to more than one if there is time)

Course Pulse Check 1 (anonymous survey after class)

DIGITAL INEQUALITY BEYOND THE LEVELS OF THE DIGITAL DIVIDE & PODCAST PITCH

Week 6:   **Objectives: Discuss issues of digital inequality beyond the digital divide, focusing on racism & classism structured into technologies. Brainstorm podcast topic ideas.**

Feb 15 (T):   **Videos:** What are digital inequality issues beyond the three levels of the digital divide?

Readings (check Canvas for discussion questions):

> **Benjamin, Ruha.** 2019. *Race After Technology: Abolitionist Tools for the New Jim Code*. Medford, MA: Polity. (~30 min read)
> o   Introduction, p. 1-48

> **Moran-Thomas, Amy.** 2020. "How a Popular Medical Device Encodes Racial Bias." *Boston Review.* August 5. https://tinyurl.com/boston-review (Also on Canvas as .pdf, ~30 min read)

Umoja Noble, Safiya. 2018. *Algorithms of Oppression: How Search Engines Reinforce Racism*. New York, NY: NYU Press (~45 min read).
- o Introduction, p. 1-14.
- o "Searching for Black Girls," p. 64-109.

Eubanks, Virginia. 2018. *Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor*. New York: Picador (~30 min read).
- o "Automating Eligibility in the Heartland," p. 39-83.

Podcast prep:
- ▪ Read about podcast topic selection & equity:
  - ▪ **Socolovsky, Jerome and Keith Woods**. 2020. "During the Pandemic, Cover Those We've Left Out." *NPR Training* https://training.npr.org/2020/04/14/during-the-pandemic-cover-those-weve-left-out/ (~5 min read)
- ▪ **Find** a podcast episode <u>about digital inequality issues beyond the digital divide</u>
- ▪ **Post** your podcast episode link & a short description to the "Digital Inequality Issues Beyond the Digital Divide Podcasts" discussion thread on Canvas

Feb 17 (Th): **Podcast prep:**
- ▪ **Vote** on which podcast episode <u>about digital inequality issues beyond the digital divide</u> you'd like to discuss on the "Digital Inequality Issues Beyond the Digital Divide Podcasts" discussion thread on Canvas (we may listen to more than one if there is time)

Week 7: **Objectives: Synthesize arguments about the digital divides and issues beyond the divides; complete *Digital Divide Analysis Paper & Podcast Pitch***

Feb 22 (T): **Videos:** How can we understand digital inequality?

Readings (check Canvas for discussion questions):

Puckett, Cassidy. *2022*. "Chapter 1: Understanding Digital Inequality" in *The Geek Instinct*. Chicago: University of Chicago Press. (~30 min read)

Light, Jennifer. 2001. "Rethinking the Digital Divide." *Harvard Educational Review* 71(4):710-34. (~30 min read)

Also, remember to read examples of *Digital Divide Analysis* papers on Canvas

Feb 24 (Th): **Podcast prep:**
- ▪ Read about selecting a podcast episode topic & imagining the story:
  - ▪ **Chin, Teresa. 2018.** "1. Coming up with an idea." In Youth Radio *DIY: How to Make a Podcast* https://yr.media/diy/diy-toolkit-how-to-make-a-podcast/ (~5 min read; be sure to read the pitch section, through "2. Getting to know your equipment")
  - ▪ **Macadam, Allison.** 2016. "Beyond the 5 W's: What Should You Ask Before Starting a Story?" *NPR Training* https://training.npr.org/2016/12/13/beyond-the-5ws-what-should-you-ask-before-starting-a-story/ (~5 min read)
  - ▪ **Rosenthal, Rob.** 2011. "Imagining The Story." *Transom* *https://transom.org/2011/rob-rosenthal-imagining-the-story/* (~5 min read) [NOTE:

Transom is an award-winning organization that provides training and mentorship for public broadcasting, including professional workshops – if you're interested in pursuing this further, you might look into this organization. They also have a podcast.]

- Listen to a description of the winners of NPR's Student Podcast Challenge (middle & high school):
  - **National Public Radio**. 2020. "The Winners of NPR's Student Podcast Challenge" *The Students' Podcast* https://www.npr.org/2020/06/25/883652727/the-winners-of-nprs-student-podcast-challenge (14:35)

Meeting: Bring questions you have about the three levels of the digital divide & issues beyond the divide to class

After class: Finish your *Digital Divides Analysis Paper & Podcast Pitch*

DUE: Sunday, February 27 by 11:59pm – Digital Divide Analysis Paper & Podcast Pitch - Submit to Canvas Assignments (one per person)

III. WAYS TO ADDRESS DIGITAL INEQUALITY & PODCAST PLANNING

Week 8:   **Objectives: Discuss ways of addressing the first, second, and third level divides & issues beyond the divides; pitch podcast ideas and start working on episode proposal & interview questions**

Mar 1 (T):   **Videos:** How do we address the first & second level divides? How do we address the 3rd level divide & issues beyond the divides?

Readings (check Canvas for discussion questions):

McCray, Vanessa. 2018. " Metro Atlanta Schools Address 'Digital Divide'." in *Atlanta Journal-Constitution*. Atlanta, GA. (~10 min read)

Puckett, Cassidy. *The Geek Instinct*. (~1 hour read)
   o Chapter 6, "Addressing Digital Inequality"
   o Conclusion

Washington Post Live. 2020. "Confronting America's Digital Divide" September 30. **Transcript is on Canvas; also viewable as a video here: https://tinyurl.com/wapo-divide Read or watch the interview with John B. King, Jr. who was 10th Education Secretary during the Obama Administration (~15 min; starts at 39 min in the video).

Buolamwini, Joy, and Timnit Gebru. 2018. "Gender Shades: Intersectional Accuracy Disparities in Commercial Gender Classification." Pp. 1-15 in *Proceedings of Machine Learning Research*. (~30 min read)
   - Also watch Buolamwini's Ted Talk (~8 mins; see also https://www.ajl.org/): https://www.ted.com/talks/joy_buolamwini_how_i_m_fighting_bias_in_algorithms

Harry, Sydette. 2021. "Listening to Black Women: The Innovation Tech Can't Figure Out." *WIRED,* January 11. https://www.wired.com/story/listening-to-black-women-the-innovation-tech-cant-figure-out (~20 min read; also .pdf on Canvas)

See also: "Tech and Social Justice Initiatives" posted on Ruha Benjamin's website: https://www.ruhabenjamin.com/resources

Meeting: After we discuss readings, you will make a 1-minute pitch of your podcast episode idea to the class (what you described at the end of your *Digital Divides Analysis Paper*), so come prepared to make that fast pitch! After the pitches, you will decide if you want to an individual or group podcast project (which might focus on one idea or combine ideas). By the end of class, you should identify who you're working with and what you're working on & start working on your podcast proposal & interview questions.

Podcast Episode Proposal & Interview Questions Guidelines & examples handed out

Mar 3 (Th):   **Podcast prep:**
- **Read** about podcast story structure:
  - **National Public Radio.** 2018. "Starting Your Podcast: A Guide for Students." *NPR Student Podcast Challenge* https://www.npr.org/2018/11/15/662070097/starting-your-podcast-a-guide-for-students (Read up to "What Makes a Good Interview?"—note the section on sounds & consider how you might record ambient sound during or after interviews) (~10 min read)
  - **Smith, Robert.** 2016. "Understanding Story Structure in 4 Drawings." *NPR Training* https://training.npr.org/2016/03/02/understanding-story-structure-in-4-drawings/ (~20 min, including listening to the excerpts)
  - **Syme, Rachel.** 2020. "How We Lie to Ourselves about History." *New Yorker*: https://www.newyorker.com/magazine/2020/10/19/how-we-lie-to-ourselves-about-history (also on Canvas as .pdf) (~10 min read)
- **Listen** to advice about what makes a good interview:
  - **National Public Radio**. 2020. "Boring Questions Make Boring Answers" *The Students' Podcast* https://www.npr.org/2020/12/04/943098360/boring-questions-make-boring-answers (11:55)
  - **National Public Radio.** 2018. "Starting Your Podcast: A Guide for Students." *NPR Student Podcast Challenge* https://www.npr.org/2018/11/15/662070097/starting-your-podcast-a-guide-for-students Read "What Makes a Good Interview?" section (~10 min read)
  - **National Public Radio**. 2020. "The Art of the Interview" *The Students' Podcast* https://www.npr.org/2020/03/06/812934447/the-art-of-the-interview (9:33)
  - **National Public Radio**. 2020. "Need Some Emotional Support?" *The Students' Podcast* https://www.npr.org/2020/12/18/948182855/need-some-emotional-support (11:41)
- **Post a draft synopsis** of your podcast (topic & structure) and **draft questions** on "Podcast Synopsis & Questions" discussion thread on Canvas.

Meeting: At the beginning of class, we will read draft synopses & questions on the discussion thread on Canvas and you will leave feedback on at least one post (e.g. "I like

this, I'd listen" "Did you think about X?" "I've heard a podcast called X that mentioned something about this." "You might want to try structuring this episode like X podcast." "You might want to interview X." "You should ask about X."). After leaving feedback (and receiving feedback), you will work on your proposals due Sunday, March 13.

SPRING BREAK – MARCH 7-11

DUE: Sunday, March 13 at 11:59pm - Podcast Episode Proposal & Interview Questions - Submit to Canvas Assignments (one per group; all names on document)

VII. PODCAST PRODUCTION

Week 9:   **Objectives: Prep & conduct interviews**

Mar 15 (T):   **Podcast prep:**
- Read about how to conduct interviews:
    - **Seidman, Irving**. 2006. "Technique Isn't Everything, But It Is a Lot" Pp. 63-78 in *Interviewing As Qualitative Research: A Guide for Researchers in Education and the Social Sciences.* 3rd ed. New York: Teachers College Press (.pdf on Canvas; ~30 min).
- **Bring final interview questions** to class to practice interviewing & recording

Meeting: We will practice interview questions and get recording training. ****We will meet in the library.****

After class: Collect interviews (due next Sunday, March 25)

Course Pulse Check 2 (anonymous survey after class)

Mar 17 (Th):   **NO CLASS – DO INTERVIEW(S).**

Week 10:   **Objectives: Finish interviews & record ambient sound; write *Interview Summary & Quotes***

Mar 22 (T):   **NO CLASS – DO INTERVIEW(S). FINISH INTERVIEWS BY THURSDAY'S CLASS.**

Mar 24 (Th):   **Podcast prep:**
- Read & listen to podcasts about picking quotes/editing tape:
    - **National Public Radio**. 2020. "Too Much Tape" *The Students' Podcast* https://www.npr.org/2020/12/26/950518762/too-much-tape (10:30)
    - **Socolovsky, Jerome**. 2019. "How to Decide What to Cut (Or Not) in an Interview." *NPR Training* https://training.npr.org/2019/11/12/deciding-what-parts-of-an-interview-to-cut-here-are-some-guidelines/ (~10 min read)

Meeting: Bring interview(s) and work on *Interview Summary & Quotes* in class

DUE: Sunday, March 25 at 11:59pm – Individual Interview Summary & Quotes – Submit to Canvas Assignments (one per person)

Week 11:   **Objectives: Write** *Podcast Episode Draft Script* **using material from** *Digital Divides Analysis Paper* **and** *Interview Summary & Quotes*

Mar 29 (T):   **Podcast prep:**
- **Read** about why transcripts are important, what they look like, & how to structure narrative:
  - **Shalom, Dalit.** 2019. "From Audio Waves to Words: Episodes of "The Daily" Now Come With Transcripts." *New York Times Open*. January 30. https://open.nytimes.com/from-audio-waves-to-words-episodes-of-the-daily-now-come-with-transcripts-298ab8cb9481 (~5 min read) **You can see the transcript on The Daily podcast by clicking on the "transcript" button in the center of colored screen. The transcript to this 22:03 episode is posted on Canvas, as an example; you don't have to listen to the episode; you can just use this as an example for your script: https://www.nytimes.com/2021/01/06/podcasts/the-daily/georgia-senate-race-warnock-ossoff.html
  - **Macadam, Allison.** 2016. "How Audio Stories Begin." *NPR Training* https://training.npr.org/2016/07/26/how-audio-stories-begin/ (~45 min read/listen, including excerpts; also check out links for how to structure intros)
  - **Macadam, Allison.** 2016. "'Once Upon a Time' and Other Devices for Starting Your Story." *NPR Training* https://training.npr.org/2015/02/18/beginnings-where-do-i-start-my-audio-story/ (~5 min read, although there are also example links to check out)
- **Review sample podcast scripts**
- **Work on script draft** with your group, using interview quote transcripts (due Sunday)

Meeting: In class, work on scripts.

After class: Work on script.

Mar 31 (Th):   **Meeting:** In class, continue work on scripts.

After class: Finish work on script (due Sunday).

DUE: Sunday, April 3 at 11:59pm – Podcast Episode Draft Script – Submit to Canvas Assignments (one per group; all names on document)

Week 12:   **Objective: Record narration.**

Apr 5 (T):   **Podcast prep:**
- **Listen** to podcasts/watch videos about recording narration:
  - **National Public Radio**. 2020. "The Surprising Secret To Good Sound" *The Students' Podcast* https://www.npr.org/2020/01/31/801729780/the-surprising-secret-to-great-sound (9:53)
  - **National Public Radio**. 2020. "Finding Your Voice" *The Students' Podcast* https://www.npr.org/2020/02/07/803841798/finding-your-voice (8:50)
  - **National Public Radio**. 2017. "Three Tips for Training Your Voice" *NPR Training*

Video. https://www.youtube.com/watch?v=cSTqKi7Wuq4 (9:12)**.** Note that some of this repeats the podcast episodes above, but provides more detail & visuals

- ▪ **National Public Radio**. 2020. "How to Sound Great" *NPR Student Podcast Challenge (Video)*. https://www.youtube.com/watch?v=sfgbtBBumjo (3:38)**.** Note that some of this repeats the podcast episodes above but provides more detail & visuals. Includes Don Gonyea explaining how to construct a pillow fort recording studio ☺

Meeting: Bring your podcast in production; we will receive training on recording narration. ****We will meet in library.****

After class: Work on narration.

Apr 7 (Th):   **Meeting:** Bring your podcast in production; work on recording narration. ****We will meet in library.****

After class: Work on narration

Week 13:   **Objective: Score & mix podcast**

Apr 12 (T):   **Podcast prep:**
- ▪ **Listen** to podcasts about scoring your podcast:
  - ▪ **National Public Radio**. 2020. "Everything You Need to Know About Music in Your Podcast" *The Students' Podcast* https://www.npr.org/2020/02/13/805858075/everything-you-need-to-know-about-using-music-in-your-podcast (8:54)
  - ▪ **National Public Radio**. 2020. "How to Make Music for Your Podcast" *The Students' Podcast* https://www.npr.org/2020/02/21/808298974/how-to-make-music-for-your-podcast (10:46)
- ▪ **Read/watch** video about mixing your podcast:
  - ▪ **Byers, Rob.** 2018. "How to Mix: 8 Steps to Master the Art of Mixing Audio Stories" *NPR Training* https://training.npr.org/2018/10/31/mixing-diy/ This follows an 11:15 minute training video. Note that the video uses ProTools in the example, but it follows a similar structure as the Audacity video below, on Canvas.
- ▪ **Watch** Canvas video: How do you mix using Audacity?

Meeting: Bring your podcast in production; we will receive training on scoring and mixing podcasts. ****We will meet in library.****

After class: As a group, continue to work on scoring & mixing your podcast

Apr 14 (Th):   **Meeting:** Bring your podcast in production; we will work on scoring and mixing podcasts. ****We will meet in library.****

After class: As a group, continue to work on scoring & mixing your podcast

DUE: Sunday, April 17 at 11:59pm – Draft Podcast Episode – Submit to 1) Podcast Episode Draft discussion thread on Canvas (one per group) and 2) Canvas Assignments (one per group)

Week 14:   **Objective: Peer review draft podcast episodes**

Apr 19 (T):   **Podcast prep:** Listen to partner group podcast episode, fill out rubric, and come to class ready to discuss

                Meeting: In class, groups will peer review draft podcast episodes

                After class: As a group, edit your podcast & script

Apr 21 (Th):   **Meeting:** In class, groups will peer review draft podcast episodes

                After class: As a group, edit your podcast & script

[May 2 (Monday): Final Podcast Episode & Final Script – Submit *BOTH FILES* to Canvas Assignments by 11:59pm – One per group](#)

[May 3 (Tuesday): Reflection 2 - Submit to Canvas Assignments (one per person) by 11:59pm](#)

PLEASE NOTE:

Once your podcast is submitted, I will upload it to a class website for syndication & send your group a link. If your group would like to enter next year's NPR Student Podcast Challenge: College Edition (deadline likely Feb 2023), please let me know and I can submit the entry—or your group may do it. I can also change the file if you would like to edit it before you submit (I will send a reminder email in the fall): https://nprcollegepodcastchallenge2022.splashthat.com/

Congrats on all of your hard work this semester!