## Course Syllabus

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| **Code - Course Title** | **SOS578 - Contemporary Discussion on Sociology of Migration** |
| **Course Type** | II. SEMESTER |
| **Laboratory + Practice** | 3+0 |
| **ECTS** | **6.0** |
| **Language of Instruction** | Türkçe |
| **Course Type** | Elective Courses |
| **Course Instructor(s)** | PROF. DR. FUAT GÜLLÜPINAR |

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| **Mode of Delivery** | The mode of delivery of this course is online |
| **Prerequisites** | There is no prerequisite or co-requisite for this course. |
| **Courses Recomended** | There are no recommend optional programme components. |
| **Recommended Resources** | Cohen, N. S. (2015). Entrepreneurial journalism and theprecarious state of media work.South Atlantic Quarterly,114(3), 513-533.Zuboff, Shoshana. 2016. “Google as a Fortune Teller: The Secrets of SurveillanceCapitalism.” Frankfurter Allgemeine Zeitung, March 5.http://www.faz.net/aktuell/feuilleton/debatten/the-digital-debate/shoshanazuboff-secrets-of-surveillance-capitalism-14103616.html.Herring, S. C., & Kapidzic, S. (2015). Teens, gender, andself-presentation in social media. International encyclopedia ofsocial and behavioral sciences, Oxford: Elsevier.Sobieraj, S. (2018). Bitch, slut, skank, c***: Patternedresistance to women’s visibility in digital publics. Information, Communication & Society, 21(11), 1700-1714.Dreyfus, E. (2018, December 18). Twitter is indeed toxic for women. Amnesty Report. Weber, L. & Seetharaman, A. (2017). The worst job intechnology: Staring at human depravity to keep it off Facebook. Wall Street Journal OnlineHumphreys, L. (2018). Introduction and Chapter 3. InThe qualified self: Social media and the accounting of everyday life.Cambridge, MA: MIT Press.Gentile, J. (2013, July). “Romantic Deceit via Telegraph:How ‘catfishing’ worked in the 1880s.”The Atlantic Standage, T. (2013). History Retweets: How AncientRomans Created Social Media.Wall Street Journal Latour, B. (1992). Where are the Missing Masses? The Sociologyof a Few Mundane Artifacts. In W. E. Bijker & J. Law (Eds.),Shaping Technology / Building Society: Studies in SociotechnicalChange (pp. 225–258). Cambridge MA: The MIT Press. Availableas library e-book:https://proxy.lib.uwaterloo.ca/login?url=http://hdl.handle.net/2027/heb.01128Winner, L. (1980) Do Artifacts Have Politics? Daedalus, Vol. 109,No. 1, Modern Technology: Problem or Opportunity?(Winter,1980), pp. 121-136http://www.jstor.org/stable/20024652David, P. A. (1985). Clio and the Economics of QWERTY. TheAmerican Economic Review, 75, 332–337.Wajcman, J. (2010). Feminist theories of technology. CambridgeJournal of Economics, 34(1), 143–152.https://doi.org/10.1093/cje/ben057* Mars, R., & Greenspan, S. (2012, April 4). The Arsenal ofExclusion [podcast]. Retrieved August 22, 2017, fromhttp://99percentinvisible.org/episode/episode-51-the-arsenal-ofexclusion/ |
| **Work Placement** | Not Appllicable |

## Course Syllabus

| Weeks | Learning Outcomes | Topics | Teaching Methods |
|---|---|---|---|
| **Week - 1** | | Digital Society; Basic Framework and Concepts | |
| **Week - 2** | | Theoretical Perspectives to Digital Society | |
| **Week - 3** | | Platforms of Social Media: Discussion of Public/private Sphere | |
| **Week - 4** | | Theories of Network Society | |
| **Week - 5** | | Digital Society and Transformation of Social Relations | |
| **Week - 6** | | Digital Games: Risks and Opportunities | |
| **Week - 7** | | Democracy, Public Spehere and Internet | |
| **Week - 8** | | Digital Society and Family | |
| **Week - 9** | | Digitalization, Privacy and Surveillence; Public Sphere, Democracy and Virtual Communities | |
| **Week - 10** | | Social media and Trolls; Hate Speech and Isolation | |
| **Week - 11** | | Digital Society and Industry 4.0: Quo Vadis Education? | |

## Course Syllabus

| Weeks | Learning Outcomes | Topics | Teaching Methods |
|---|---|---|---|
| Week - 12 | | Digital Labour and Industry 4.0 | |
| Week - 13 | | Children and Digitalization; Digital World and Transformed Forms of Addiction | |
| Week - 14 | | Digitalization and Transformations of Crime: Cybercrime and Hackers | |

## Learning Outcomes

| # | Learning Outcome |
|---|---|
| 1 | Explain the basic concepts on digital society debates |
| 2 | Compare the theories of digital society |
| 3 | Explain the transformation of public and private sphere as result of digitalization |
| 4 | Explain the variety of social relations of virtual communities |
| 5 | Explain the transformation of the social relations and family in digital society |
| 6 | Explain digital society, children and internet addiction |

## Sustainable Development Goals

*No content has been provided.*

## Course Theme

*No content has been provided.*

## AKTS Workload

| Activity | Duration (Hour) | Count | Workload |
|---|---|---|---|
| Teorik Derse Katılım | 0 | 0 | 0 |
| Sınıf Dışı Çalışma (Ön Hazırlık & Pekiştirme Amaçlı) | 0 | 0 | 0 |
| Ödevler | 0 | 0 | 0 |
| Proje - Rapor - Sunum Hazırlama | 0 | 0 | 0 |
| Ara Sınav Hazırlığı (sınav süresi dahil) | 0 | 0 | 0 |
| Final Sınavı Hazırlığı (sınav süresi dahil) | 0 | 0 | 0 |
| Uygulama (Laboratuvar, Müzik/Enstrüman Uygulaması, Atölye/Saha Çalışması vb.) | 0 | 0 | 0 |
| Staj Uygulaması | 0 | 0 | 0 |
| | | **Calculated ECTS** | **0** |

## Assessment Method and Passing Requirements

*No content has been provided.*