

Glendale College

Course Outline of Record Report

Course ID 010083
Cyclical Review - December 2025

SOC S105 : Our Digital World: The Internet, Social Media, and Society

General Information

Author:	<ul style="list-style-type: none"> Michelle Stonis Fishman, Robyn
Course Code (CB01) :	SOC S105
Course Title (CB02) :	Our Digital World: The Internet, Social Media, and Society
Department:	SOC S
Proposal Start:	Spring 2026
TOP Code (CB03) :	(2201.00) Social Sciences, General
CIP Code:	(45.0101) Social Sciences, General.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000526583
Curriculum Committee Approval Date:	12/10/2025
Board of Trustees Approval Date:	01/13/2026
Last Cyclical Review Date:	12/10/2025
Course Description and Course Note:	SOC S 105 is an interdisciplinary course that provides students with a critical understanding of the psychology, history, politics, and economics that shape information technologies and our society. Topics include how algorithms and search engines construct our online experiences, the influence of emerging technologies like AI and VR, surveillance and privacy issues, and the intersections between technology, democracy, and society. Students explore questions like: Why are social media platforms like TikTok and YouTube designed to keep us endlessly scrolling? What role do social media platforms play in the spread of "fake news"? How does the use of artificial intelligence (AI) and algorithms in our daily lives impact our privacy and freedom?
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"> Credit
Mode of Delivery:	<ul style="list-style-type: none"> In-Person Remote Hybrid Online
Author:	No value
Course Family:	No value

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"> Social Science
Alternate Discipline:	No value

Alternate Discipline: No value

Last Course Offering

When was this course last offered (term and year)?

TBD

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Cal-GETC

Area 4: Social and Behavioral Sciences

Area

Social and Behavioral Sciences

Status

Approved

Approval Date

09/02/2025

Comparable Course

No Comparable Course defined.

GCC General Education Requirements

Area 4: Social and Behavioral Sciences

Area

Social and Behavioral Sciences

Status

Approved

Approval Date

09/02/2025

Comparable Course

No Comparable Course defined.

Units and Hours

Summary

Minimum Credit Units (CB07) 3

Maximum Credit Units (CB06) 3

Total Course In-Class (Contact Hours)	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162

Credit / Non-Credit Options

Course Type (CB04) Credit - Degree Applicable	Noncredit Course Category (CB22) Credit Course.	Noncredit Special Characteristics No Value
Course Classification Code (CB11) Credit Course. <input type="checkbox"/> Variable Credit Course	Funding Agency Category (CB23) Not Applicable.	<input type="checkbox"/> Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Studio	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

Advisory

ENGLC1000 - Academic Reading and Writing

Objectives

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Advisory

ENGLC1000E - Academic Reading and Writing

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Advisory

ENGLC1000H - Academic Reading and Writing - Honors

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.

Entry Standards

Entry Standards

Description

No value

No value

Course Limitations

Cross Listed or Equivalent Course

Description

No value

No value

Requisite Validation**Upload Statistical Validation and/or other documents (if necessary)**

No Value

Specifications**Methods of Instruction**

Methods of Instruction

Lecture

Methods of Instruction

Discussion

Methods of Instruction

Multimedia

Methods of Instruction

Independent Study

Methods of Instruction

Collaborative Learning

Methods of Instruction

Demonstrations

Methods of Instruction

Field Activites (Trips)

Methods of Instruction	Guest Speakers			
Methods of Instruction	Presentations			
Out of Class Assignments				
<ul style="list-style-type: none"> • Multimedia assignments (e.g., listen to podcasts related to information and society, then create a two-minute video reviewing them) • Writing assignments (e.g., write a 3-5 page essay on TikTok and misinformation) • Research activities for presentations (e.g., library research or research based on data collection) • Annotated bibliography (e.g., create an annotated bibliography of 5 peer-reviewed scholarly articles involving technology and privacy) • Reading journals/responses (e.g., write a 1-page journal response about a current news event involving the intersections between technology, democracy, and society) 				
Methods of Evaluation	Description of Activity/Interaction			
Exam/Quiz/Test	Essay examinations or other writing assignments, both in and out of class (e.g., write a 3-page essay on the correlation between increased social media use and declining mental health among adolescents)			
In-Class Activity (answering journal prompt, group activity)	Peer review activities (e.g., peer review and feedback workshop in class to provide feedback on prior in-class writing on censorship and social media)			
Project/Portfolio	Final project demonstrating critical thinking skills, plus the ability to apply and communicate concepts in a collegial manner (e.g., creating a 3-5 minute social media reel that analyzes how algorithms and search engines construct our online experiences, plus provides a robust sources list)			
Presentation (group or individual)	Project presentations (e.g., a group project presentation discussing the psychology, history, politics, and economics that shape information technologies and our society)			
Textbook Rationale				
No Value				
Textbooks				
Author	Title	Publisher	Date	ISBN
Regina Luttrell and Adrienne A. Wallace	Social Media and Society: An Introduction to the Mass Media Landscape (2nd edition)	Rowman & Littlefield Publishers	2024	978-1538185995
Tom Kemp	Containing Big Tech: How to Protect Our Civil Rights, Economy, and Democracy	Fast Company Press	2023	978-1639080618
Henry A Kissinger, Eric Schmidt, and Daniel Huttenlocher	The Age of AI: And Our Human Future	Back Bay Books	2022	978-0316273992

Yuval N. Harari	Nexus: A Brief History of Information Networks from the Stone Age to AI	Random House	2024	9780593734223
Simon Lindgreen	Digital Media and Society	SAGE Publications	2022	9781529722499
Other Instructional Materials (i.e. OER, handouts)				
No Value				

Learning Outcomes

Course Objectives

Describe the evolution of the internet, from its foundational ideals of open access and democratization of information to its present state of commercialization and surveillance.

Analyze the impact of governmental and corporate surveillance on individual privacy and personal identity.

Examine the effects of constant online connectivity on mental health and personal well-being.

Critique the role of technology in perpetuating or challenging inequities in information access and representation.

SLOs

Identify and use emerging technologies.

Expected Outcome Performance: 70.0

ILOs
Core ILOs

Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.

ST DV
Liberal Arts: Social and Behavioral Sciences Emphasis A.A. Degree

Analyze how people act and have acted in response to their societies.

SOC S
Social Science A.A. Degree

Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world

Evaluate the social, cultural, political, and economic impact of emerging technologies.

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.
<i>ST DV</i> Liberal Arts: Social and Behavioral Sciences Emphasis A.A. Degree	Analyze how people act and have acted in response to their societies.
<i>SOC S</i> Social Science A.A. Degree	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
<i>SOC S</i> Social Sciences	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world

Explain the rights and responsibilities of digital citizenship.

Expected Outcome Performance: 70.0

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

Introduction to the Information Society (3 hours)

- The Information Society
- Historical and modern technological shifts in communication and culture
- Theories of technology in society (e.g., technological determinism vs. social constructivism)

Influence of Digital Devices (3 hours)

- Influence of smartphones and digital devices on human interactions and experiences
- Mental health effects of digital device usage

Social Media and Online Communities (12 hours)

- Impact of social media on community and social relations
 - Political polarization
 - Filter bubbles
 - Echo chambers
- Social media news consumption
 - Misinformation and disinformation ("fake news")

- Online identities and self-presentation
- Online dating
- Gaming culture
- Cyberbullying (e.g., online harassment based on race, sexual orientation, ethnicity, gender, etc.)
- Digital activism

The Digital Divide and Social Inequality (6 hours)

- Disparities in information access and use across social groups
- Role of institutions in addressing inequality: libraries, archives, and museums
- Digital divide and digital inclusion

The Political Economy of the Information Society (12 hours)

- Capitalism and information commodification
 - Search engines
 - Attention economy
 - Algorithms
- Bias and inequities in big tech
- The role of information in democratic societies
- Information economy

Societal Impacts and Ethics of Emerging Technologies (6)

- Artificial intelligence (AI)
- Virtual reality (VR) and augmented reality (AR)
- Blockchain technology
- Big Data

Surveillance, Privacy, and Crime (6 hours)

- Governmental and corporate surveillance
- Ethical and legal implications
- Impact of surveillance on personal identity and autonomy
- Internet crime (e.g., identity theft, hacking, fraud, ransomware, doxing)
- Strategies for protecting personal privacy online

Internet Policy and Governance (3 hours)

- Intellectual property and copyright
- Regulation of the internet
 - Free speech and censorship
 - Data ownership
 - Net neutrality
 - Section 230

Digital Citizenship (3 hours)

- Digital citizenship
- Avoiding apathy in internet culture
- Slow information movement

Total Hours: 54

Additional Information

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Is it possible this course will have a material fee?

No

I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liaisons>):

No

What term(s) will this course be offered?

Spring

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value