SOCIOL 4J03

#### Migration, Sex, Race, and Inequality in Online Dating Course Syllabus – Fall 2022

**Sociology, McMaster University**

**Instructor:** Carlo Handy Charles **Office:** Kenneth Taylor Hall – 602

**Email:** charlc6@mcmaster.ca **Office Hours:** Thursday, 2:30 – 3:30 pm

**Seminar:** Thursday, 11:30 – 2:20 pm **Room:** BSB\_B155

#### Course Description

Over 400 million people use online dating to find casual intimate partners, form long-lasting romantic relationships and/or find love. According to media [reports,](https://www.businessofapps.com/data/dating-app-market/) the dating app market generated 5.61 billion US dollars in revenue in 2021. While many people have used or considered using dating apps and websites before 2020, the Covid-19 pandemic has exponentially increased the number of dating app users worldwide. Due to lockdowns and restrictions to meet people in public venues, such as restaurants, bars, club, churches, associations, sports events, among others, more and more people have joined online dating to find a partner. While many claim that internet technology is a neutral tool that connects us with each other, this course explores how inequalities pertaining to migration experiences, class, race and ethnicity, gender and sexualities differentially shape the experience of online dating users around the world.

#### Course Objectives

This course is a seminar, which gives students an opportunity to:

1. Sharpen their understanding of topics and issues of their interest,
2. Comprehend the ways these are connected to sociological and theoretical perspectives,
3. Understand how to analyze social issues from an intersectional standpoint,
4. Develop their inquiries into a research paper,
5. Improve their writing and presentation skills,
6. Collaborate with other students on projects related to the class.

#### Class Format

This course is an in-person seminar. We will meet weekly every Thursday in room BSB\_B155. The first 5 weeks of the course will consist of lectures given by the instructor, followed by discussions of the required readings of the week. The course will welcome some guest speakers who will share their research experiences. The last 7 weeks of the course will consist of an in-class movie screening, brief introductory lectures by the instructor and student group presentations.

#### Required Readings

There is no textbook. All required readings are available online via McMaster Library, if not noted as being posted on Avenue to Learn. Log in with your McMaster email.

#### Course Evaluation:

Class Participation (attendance and class discussion): 20% Reading Reports: 15%

Mid-Term Take-Home Exam on November 3rd: 20% Team Presentation: 15%

Proposal for Final Research Paper: 5%

Final Research Paper: 25%

#### Course Evaluation – Details

1. As class participation accounts for 20 percent of your final grade, solid attendance and strong participation are essential for getting a good grade. You are expected to be fully prepared to ask questions and discuss the questions posed by discussion leaders and instructor. Instructor and discussion leaders may call your name to answer questions. Although it is alright to decline to answer occasionally, your class participation grade will be affected if you cannot answer consistently.
2. Reading Reports (15%): Write reports on all required readings of 5 classes you choose, including the week of your presentation, and post them on **Avenue to Learn by Tuesday 8PM** before class. As reading reports are meant to get you prepared to engage in class discussion and develop the final paper throughout the term, they will be *ungraded*; instead, 3 points will be deducted for each missing report. Please note that each report must include ALL the required readings. Each reading report is 1 page (typed, two single-spaced paragraphs, 12-point font). **No credit will be given** for reading reports handed in late, since the purpose of the reading reports is to prepare you to participate effectively and actively in the seminar discussion.
	* The emphasis of the reading report is on your evaluation of the readings. Do not summarize the readings. You can assume that I am familiar with the readings. Instead write your evaluation of the arguments presented in the readings, addressing, for instance, whether the readings provide coherent and analytic arguments, whether they are convincing, how they are valuable, what points are worth pursuing more, and/or what they have left unaddressed.
	* Pose 2 questions for class discussion at the end of your reading report.
3. Group Presentation: Students will be assigned to groups of 2-3. Starting in Week 3, groups will make a 12–15-minute presentation at the beginning of class. Presentations should not summarize the readings, but should analyze some of the major themes, suggested issues for discussion, and/or relate the reading to contemporary events. You are encouraged to make these presentations creative (use handouts, PowerPoint, show a video, etc.). You are welcome to tie the readings with the current events in our society.
4. Final Paper (Due Date: Thursday, December 15th, Submission on Avenue to Learn)

Write a research paper (14-15 double-spaced pages, excluding bibliography) assessing a specific aspect of Online Dating, which are related to the class. The topic should not be too broad. You need to pick a social and cultural issue that is relevant for studying Intersectional Inequality and Online Dating, and analyze how the concepts and perspectives of the course apply to your chosen case.

* + The paper must make good use of at least **5 weeks of class readings,** including the readings of your presentation, as well as at least 2 outside books and 2 academic journal

articles. You may draw on newspapers or magazines, but they must be complementary to other sources.

* + Submit a two-page single-spaced proposal (5% of the final grade) at the beginning of the class on **October 20th, fully taking advantage of the fall reading days.** It must contain your proposed topic, a suggested title, an outline, suggested readings from the course, and tentative outside resources. Any late submission will incur 3 points deduction every 24 hours, starting from the beginning of the class on October 20th.
	+ It will be evaluated on the basis of your thoughtful use of concepts and perspectives from the course, as well as the quality of outside research done on the particular case you have chosen. You should quote and cite appropriately from both the assigned readings and your outside research.
	+ The research for the final paper can take the form of library research for relevant literature and/or primary research such as interviews and participant observation. If you adopt the primary research, please consult with me.

**Course Policies**

## Late Assignments

*Assignments (reading reports and final paper) received later than the due date will not be accepted. The late submission of the proposal will be penalized.* Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be considered by the Course Director but will require appropriate supporting documentation (e.g., a doctor’s letter).

## Absences, Missed Work, Illness

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

## Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

## Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more information, please refer to the [Turnitin.com Policy.](http://www.mcmaster.ca/academicintegrity)

#### Laptops and Phones in the Classroom:

Some students may want to take notes on their laptops during lectures. However, students are strongly discouraged from using computers in the classroom. You are encouraged to print the readings and bring the hard copies for class discussion. Students using laptops for activities unrelated to the course will be asked to leave. Cell phone ringers should be turned off and need to be put away during class. Cell phone rings, texting and surfing the internet on cellphones are rude and inconsiderate not only to the instructor but also to your fellow students, not to mention their interference with your learning. Students using cell phones will be asked to leave.

**University Policies**

## Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads:

“Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the

university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](http://www.mcmaster.ca/academicintegrity)**.**

The following illustrates only three forms of academic dishonesty

* Plagiarism, e.g., the submission of work that is not one’s own or for which other credit has

been obtained.

* Improper collaboration in group work.
* Copying or using unauthorized aids in tests and examinations.

## Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility](https://sas.mcmaster.ca/) [Services](https://sas.mcmaster.ca/) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a

Program Coordinator. For further information, consult McMaster University’s [*Academic*](http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf)[*Accommodation of Students with Disabilities*](http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf)policy.

## Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a [RISO](https://secretariat.mcmaster.ca/app/uploads/2019/02/Academic-Accommodation-for-Religious-Indigenous-and-Spiritual-Observances-Policy-on.pdf) accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](https://secretariat.mcmaster.ca/app/uploads/Code-of-Student-Rights-and-Responsibilities.pdf) (the “Code”). All

students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g., use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include

restriction or removal of the involved students’ access to these platforms.

## Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors. The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

## Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects

confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

## Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

## Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

## Grades

Grades will be based on the McMaster University grading scale:

|  |  |
| --- | --- |
| **MARK** | **GRADE** |
| 90-100 | A+ |
| 85-89 | A |
| 80-84 | A- |
| 77-79 | B+ |
| 73-76 | B |

|  |  |
| --- | --- |
| **MARK** | **GRADE** |
| 70-72 | B- |
| 67-69 | C+ |
| 63-66 | C |
| 60-62 | C- |
| 57-59 | D+ |
| 53-56 | D |
| 50-52 | D- |
| 0-49 | F |

#### Weekly Course Schedule and Required Readings

**INTRODUCTION**

**Week 1 - Intersectional Inequality and Online Dating (September 8th, 2022)** Objective: This week’s introductory class will review some of the tools that the discipline of sociology has provided us with to understand how migration, race, ethnicity, gender, sexual orientation, and online technology intersectionally shape dating experiences in the digital era.

### *Recommended readings:*

Bauman, Zygmunt. 1990. “Sociology: What For?” In *Thinking Sociologically*, Pages 1–18. Oxford: Blackwell.

Blackburn, Robert. 1999. “Understanding Social Inequality”. *International Journal of Sociology and Social Policy*, Volume 19, September-November, Pages 1-21.

Collins, Patricia Hill and Sirma Bilge. 2020. “What Is Intersectionality?”. In *Intersectionality,* Chapter 1: 14-38, Polity Press: Cambridge.

Barraket, Jo and Milsom S. Henry-Waring. 2008. “Getting it on (line): Sociological perspectives on e-dating”. *Journal of Sociology,* Volume 44, Issue 2, Pages 149-165.

#### KEY FACTORS OF INEQUALITY

**Week 2 - Migration, Transnationalism, and Integration (September 15th, 2022)** Objective: The following readings will prepare students to understand how migration and transnationalism affect immigrants’ socio-cultural integration into their host society, offering a lens to comprehend immigrants’ experiences in dating and forming romantic/intimate relationships in their receiving countries.

### *Required readings*:

Castles, Stephen. 2010. “Understanding Global Migration: A Social Transformation Perspective”, *Journal of Ethnic and Migration Studies*, Volume 36, Issue 10, pages 1565–1586. DOI: 10.1080/1369183X.2010.489381.

Glick Schiller, Nina, Linda Basch, and Cristina Szanton Blanc. 1995. “From Immigrant to transmigrant: Theorizing transnational migration.” *Anthropological Quarterly,* Volume 68, Issue 1, Pages 48-63.

Nakhaie, Reza and Abdolmohammad Kazemipur. 2012. “Social Capital, Employment and Occupational Status of the New Immigrants in Canada”. *Journal of International Migration and Integration,* Volume 14, Pages 419-437.

Aycan, Zeynep and John W. Berry. 1996. “Impact of Employment-related Experiences on Immigrants’ Psychological Well-Being and Adaptation to Canada”. *Canadian Journal of Behavioural Science,* Volume 28, Issue 3, Pages 240-251.

Charles, Carlo Handy. 2020. “Immigrants are worrying about social ties and finances during Coronavirus.” *The Conversation Canada.* Accessed on August 15, 2022, <https://theconversation.com/immigrants-are-worrying-about-social-ties-and-finances-during-coronavirus-137983>

**Week 3 - Race and Ethnicity: theory and practice (September 22nd, 2022)** Objective: These readings will allow students to engage with how racial and ethnic inequality shapes online dating and ultimately the idea of partnering or founding a family.

*Notes: Student group presentation formation.*

### *Required readings:*

Satzewich, Vic. 2021. “Theories of Ethnicity and “Race”” *In Race and Ethnicity in Canada.* Chapter 2*,* Pages 34-67, Oxford University Press.

Bonilla-Silva, Eduardo. 2006. “The Central Frames of Colorblind Racism” *In Racism Without Racists: Colorblind Racism and the Persistence of Racial Inequality in the United States.* Chapter 2, Pages 25-52, Rowman and Littlefields Publishers, Inc.

Pyke, Karen D. 2010. “What Is Internalized Racial Oppression and Why Don’t We Study it?

Acknowledging Racism’s Hidden Injuries. *Sociological Perspectives,* Volume 53, Issue 4, Pages 551-572.

**Week 4 - Gender and Sexualities: social construction and experience (September 29th, 2022)** Objective: These readings will prepare students to later explore how the social construction and experience of gender and sexualities shape online dating in our contemporary times.

### *Required readings:*

Butler, Judith. 2006. “Subjects of Sex/Gender/Desire.” *In Gender Trouble: Feminism and the Subversion of Identity.* Chapter 1, pages 1-46. New York: Routledge.

Rubin, Gayle S. 2012. “Thinking Sex: Notes for a radical theory of the politics of sexuality.” *In Deviations: A Gayle Rubin Reader,* Chapter 5, Pages 137-181. Duke University Press.

Kimmel, Michael. 1994. “Masculinity as homophobia: Fear, shame, and silence in the construction of gender identity.” In *Theorizing Masculinities,* edited by H Brod, M Kaufman, Pages 119-141. SAGE Publications.

Nagel, Joane. 2000. “Ethnicity and Sexuality”. *Annual Review of Sociology,* Volume 26, Pages 107-133.

**Week 5 - Online Dating in Sociological Perspectives (October 6th, 2022)** Objective: This week’s readings will help students situate online dating within the broader context of love and intimacy, as well as the hook-up culture of our time mediated by dating apps.

### *Required readings:*

Owens, Erica. 2017. “The Sociology of Love, Courtship, and Dating”. In *21st Century Sociology*, Chapter 26, Pages 266-271. SAGE Publications.

Ansari, Aziz and Erik Klinenberg. 2015. “Online Dating”. In *Modern Romance,* Chapter 3, Pages 69-

122. Penguin Press: New York.

Hobbs, Mitchell, Stephen Owen, and Livia Gerber. 2017. “Liquid Love? Dating apps, sex,

relationships and the digital transformation of intimacy.” *Journal of Sociology,* volume 53 issue 2, pages 271-284.

Bogle, Kathleen A. 2007. “The Shift from Dating to hooking up in College: What Scholars Have Missed”, *Sociology Compass,* Volume 1 Issue 2, pages 775-788. [**https://doi.org/10.1111/j.1751-9020.2007.00031.x**](https://doi.org/10.1111/j.1751-9020.2007.00031.x)

Bandinelli, Carolina & Alessandro Gandini. 2022. “Dating Apps: The Uncertainty of Marketised Love”, *Cultural Sociology,* 1-19. January 2022.

# Reading week (October 13th, 2022)

Break. No class, no readings. Happy Thanksgiving!

# Week 6 - Movie viewing (October 20th, 2022)

There is no required reading for this week. Instead, we will watch a movie that is relevant to capturing how intersectional inequality shapes online dating. More details about the movie viewing and discussion will be shared a week prior to the class.

*Note:* Submission of the Final Research Paper Proposal on Avenue to Learn.

**CASE-STUDIES and GROUP PRESENTATIONS**

# Week 7 - Technology and Online Dating (October 27th, 2022)

Objective: This week focuses on how technologically advanced dating apps and websites shape

online dating as well as the ‘idea’ of finding a romantic or intimate partner.

*Note:* 1st student group presentation.

### *Required readings:*

Rosenfeld, Michael J. and Reuben J. Thomas. 2012. “Searching for a Mate: The Rise of the Internet as a Social Intermediary”. *American Sociological Review,* Volume 77, Issue 4, Pages 523–47.

Couch, Daniela and Pranee Liamputtong. 2008. “Online Dating and Mating: The Use of the Internet

to Meet Sexual Partners”, *Qualitative Health Research,* Volume 18, Issue 2, Pages 268-279.

Riley, Naomi Schaefer. 2015. “Tinder Is Tearing Society Apart”, New York Post 16 August, URL

(consulted 14 August 2022): <http://nypost.com/2015/08/16/tinder-is-tearing-apart-society>

Lemke, Richard. 2020. “The Association of the availability of offline gay scenes and national tolerance of homosexuality with gay and bisexual men’s sexual online dating behavior”. *Computer in Human Behavior,* Volume 104, March 2020, Pages 1-11.

# Week 8 - Migration and Online Dating (November 3rd, 2022)

Objective: Students will use these readings to reflect on, present, and discuss how migration and transnationalism shape online dating.

*Notes:* 2nd student group presentation and Mid-Term Take-Home Exam.

### *Required readings:*

Castles, Stephe, Mark J. Miller & Giuseppe Ammendola. 2005. “The Age of Migration: International Population Movements in the Modern World”, 27:6, 537-542, DOI: 10.1080/10803920500434037

Wachter, Gusta G. and de Valk, Helga A.G. 2020. “Dating relationships of the Turkish second generation in Europe: Partners, partner origin and the role of parents”, *International Journal of Intercultural Relations,* Volume 79, November 2020, Pages 94-105.

Kutor, Kwasi Senanu, Emmanuel Kyeremeh, and Desmond Ofori Oklilkah. 2022. “Exploring Ghanaian male immigrants’ transnational dating practices within the integration-transnationalism matrix”, *The Canadian Geographer,* pages 1-14. [**https://doi.org/10.1111/cag.12771**](https://doi.org/10.1111/cag.12771)

Charles, Carlo Handy. 2022. “Transnational Space and Homosexuality: How gay men in Haiti get involved in romantic and intimate relationships with partners in the Haitian diaspora.” Conference paper presented at *The American Sociological Association 117th Annual Meeting* in Los Angeles.

# Week 9 - Race/Ethnicity and Online Dating (November 10th, 2022)

Objective: Students will use these readings to reflect on, present, and discuss how race and ethnicity shape online dating.

*Note:* 3rd student group presentation.

### *Required readings:*

Dewy, Caitlin. 2014. “Check your privilege, Tinder.” *The Washington Post*. Accessed August 14, 2022: <https://www.washingtonpost.com/news/arts-and-entertainment/wp/2014/02/25/check-your-privilege-tinder/>

Mason, Corinne Lysandra. 2016. “Tinder and humanitarian hook-ups: the erotics of social media racism”, *Feminist Media Studies,* Volume 16, Issue 5, 822-837.

Stacey, Lawrence and TehQuin D. Forbes. 2022. “Feeling Like a Fetish: Racialized Feelings,

Fetishization, and the Contours of Sexual Racism on Gay Dating Apps”, *The Journal of Sex Research,*

Volume 59, Issue 3, Pages 372-384.

Curington, Celeste V., Ken-Hou Lin, and Jennifer Hickes Lundquist. 2015. “Positioning Multiraciality in Cyberspace: Treatment of Multiracial Daters in an Online Dating Website”, *American Sociological Review,* Volume 80, Issue 4, Pages 764-788.

# Week 10 - Gender and Online Dating (November 17th, 2022)

Objective: Students will use these readings to guide their reflection, presentation, and discussion of how gender shapes online dating.

*Note:* 4th student group presentation.

### *Required readings:*

Lamont, Ellen. 2021. “The persistence of gendered dating”, *Sociology Compass,* Volume 15, Issue 11, Pages 1-15.

Heyse, Petra. 2017. “Between “forwardability and “authenticity”: Writing style as a commercial asset in mediating communication on transnational dating websites”, *Journal of Pragmatics,* Volume 116, Pages 91-103.

# Week 11 - Sexualities and Online Dating (November 24th, 2022)

Objective: Students will use these readings to reflect on, present, and discuss how sexualities shape online dating.

*Note:* 5th student group presentation.

### *Required readings:*

Wu, Shangwei and Janelle Ward. 2018. “The Mediation of gay men’s lives: A review on gay dating

app studies”, *Sociology Compass,* Pages 1-10.

Conner, Christopher T. 2018. “The Gay Gayze: Expressions of Inequality on Grindr”, *The Sociological Quarterly,* Volume 60, Issue 3, Pages 397-419. DOI: 10.1080/00380253.2018.1533394.

Wu, Shangwei and Daniel Trottier. 2021. “Constructing Sexual Fields: Chinese Gay Men’s Dating Practices Among Pluralized Dating Apps”, *Social Media + Society,* April-June 2021, Pages 1-14.

**Week 12 - Online Dating during the Covid-19 Pandemic (December 1st, 2022)** Objective: This week’s readings focusing on the impact of the Covid-19 pandemic on online dating will guide students’ presentations on this topic.

*Note:* 6th student group presentation.

### *Required readings:*

Duguay, Stefanie, Christopher Dietzel, and David Myles. 2022. “The year of the “Virtual date”:

Reimagining dating app affordances during the Covid-19 pandemic” *New Media and Society,* Pages 1-

19. [https://doi.org/10.1177/14614448211072257.](https://doi.org/10.1177/14614448211072257)

Chisom, Blossom Okoye. 2021. “Effects of Modern Dating Applications on Healthy Offline Intimate Relationships during the Covid-19 pandemic: A review of the Tinder Dating Application”. *Advances in Journalism and Communication,* Volume 9, Issue 1, Pages 12-38.

Dattilo, T.M., Fisher, R.S., Traino, K.A., Roberts, C.M., Lehmann, V., Chaney, J.M., & Mullins, L.L. 2022. “Dating Anxiety During the Global COVID-19 Pandemic: Implications for College Students.” *Translational Issues in Psychological Science*. Advance online publication. <http://dx.doi.org/10.1037/tps0000307>

Charles, Carlo Handy. 2022. “Organized Crime Has Infiltrated Online Dating with Sophisticated Pig-Butchering Scams”. *The Conversation Canada.* Accessed on August 14, 2022: <https://theconversation.com/organized-crime-has-infiltrated-online-dating-with-sophisticated-pig-butchering-scams-177445>

Charles, Carlo Handy. 2022. “To keep people – and their money – safe online, regulate dating platforms”. *The Conversation Canada.* Accessed on August 14, 2022: <https://theconversation.com/to-keep-people-and-their-money-safe-online-regulate-dating-platforms-177419>

#### Week 13 – Conclusion – (December 8th, 2022)

There are no required readings. Instead, the instructor will use this class to review some of the course content and help students with their final paper assignment that is due on December 15th on Avenue to Learn.

**-The End-**