History of the Integration of Religion and Society

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**Source One:**

Van Dijk, J. (2006). Digital divide research, achievements, and shortcomings. ***Poetics, 34*** (4), 221–235. https://doi.org/10.1016/j.poetic.2006.05.004

**Comment 1:**

**Quote/Paraphrase:** “Digital divide research has highlighted how access disparities are structured by socioeconomic status” (Van Dijk, 2006, p. 223).

**Essential Element:** This observation makes it clear that economic factors largely determine who gets access to technology. **Related to Social Reforms.**

**Additive/Variant Analysis:** It suggests to bridge the digital gap, we need more than just devices and we must also address economic inequalities.

**Contextualization:**  In Washington, D.C., schools in poorer neighborhoods often lack proper tech resources, so these insights are vital for shaping effective social reforms.

**Comment 2:**

**Quote/Paraphrase:** Van Dijk (2006) also points out that digital exclusion isn’t only about having or lacking access; it involves having the skills to use technology well.

**Essential Element:** This emphasizes that the digital divide is a complex issue involving both access and the know-how to use technology.

**Additive/Variant Analysis:** This means initiatives should combine providing hardware with digital literacy training.

**Contextualization:** For D.C. schools, particularly those in low-income areas, boosting both access and skills is essential for equal educational opportunities.

**Source Two:**

Robinson, L., Cotten, S. R., Ono, H., Quan-Haase, A., Mesch, G., Chen, W., … & Stern, M. J. (2015). Digital inequalities and why they matter. ***Information, Communication & Society, 18***(5), 569–582. https://doi.org/10.1080/1369118X.2015.1012532

**Comment 3:**

**Quote/Paraphrase:** “Digital inequalities exacerbate social disparities in education” (Robinson et al., 2015, p. 570).

**Essential Element:** This points to a clear link between technology access and educational opportunities.

**Additive/Variant Analysis:** It underlines that solving the tech gap should be a key part of broader social reforms.

Extra lines are not needed.**Contextualization:** In Washington, D.C., many low-income schools struggle with inadequate tech access, reinforcing the need for policies that address these issues head-on.

**Comment 4:**

**Quote/Paraphrase:** The study explains that social structures heavily influence how technology is adopted and used (Robinson et al., 2015).

**Essential Element:** It shows the deep connection between our social systems and technology engagement.

**Additive/Variant Analysis:** This means that reform efforts need to consider both social dynamics and technology support.

**Contextualization:** Policymakers in D.C. can use these insights to design targeted interventions for communities most affected by the digital divide.

**Source Three:**

Helsper, E. J., & Reisdorf, B. C. (2017). The emergence of a “digital underclass” in Great Britain and Sweden: Changing reasons for digital exclusion, 19(9), 1390–1405. https://doi.org/10.1177/1461444816634676

**Comment 5:**

**Quote/Paraphrase:** “Digital exclusion creates a class of individuals who are unable to fully participate in modern society” (Helsper & Reisdorf, 2017, p. 1392).

**Essential Element:** This highlights how a lack of tech access can sideline entire groups from society.

**Additive/Variant Analysis:** It calls for reforms that make digital inclusion a priority to achieve social equity.

**Contextualization:** Many students in D.C.’s underserved schools are part of this “digital underclass,” making targeted interventions crucial.

**Comment 6:**

**Quote/Paraphrase:** The authors observe that digital exclusion reflects broader systemic inequalities (Helsper & Reisdorf, 2017).

**Essential Element:** This comment ties technology access issues to larger social and economic problems.

**Additive/Variant Analysis:** It supports the need for comprehensive strategies that tackle both tech deficits and wider social disparities.

**Contextualization:** This is particularly relevant in D.C., where the technology gap is intertwined with economic and racial inequities.

**Source Four:**

Selwyn, N. (2004). Reconsidering political and popular understandings of the digital divide. ***New Media & Society, 6***(3), 341–362. https://doi.org/10.1177/1461444804042519

**Comment 7:**

**Quote/Paraphrase:** “Popular narratives around the digital divide often oversimplify the issue” (Selwyn, 2004, p. 345).

**Essential Element:** This challenges the idea that the digital divide is a simple problem with a one-size-fits-all solution.

**Additive/Variant Analysis:** It encourages us to consider more nuanced reform policies that address multiple layers of inequality.

**Contextualization:** In D.C., a detailed understanding of these complexities is essential to develop tailored solutions for different communities.

**Comment 8:**

**Quote/Paraphrase:** Selwyn (2004) argues for a deeper look at the political and economic forces that shape digital inequalities.

**Essential Element:** He places the digital divide within the broader context of societal structures.

**Additive/Variant Analysis:** This reinforces the idea that effective reforms must integrate both economic policies and technology initiatives.

**Contextualization:** Such an approach is critical for addressing the multifaceted challenges in Washington, D.C.’s low-income schools.

**Source Five:**

Livingstone, S., & Helsper, E. J. (2007). Gradations in digital inclusion: Children, young people and the digital divide. ***New Media & Society, 9***(4), 671–696. https://doi.org/10.1177/1461444807080335

**Comment 9:**

**Quote/Paraphrase:** “Digital inclusion is a continuum, not a binary state” (Livingstone & Helsper, 2007, p. 675).

**Essential Element:** This reminds us that access to technology exists on a spectrum.

**Additive/Variant Analysis:** It means that reform efforts must be finely tuned to the specific levels of need in different communities.

**Contextualization:** Recognizing these variations can help develop more effective policies for D.C. schools that face differing degrees of tech shortages.

**Comment 10:**

**Quote/Paraphrase:** The authors stress that both access and the quality of technology use are critical for true digital inclusion (Livingstone & Helsper, 2007).

**Essential Element:** They highlight that it’s not enough to just provide access; the quality and usability of that access matter too.

**Additive/Variant Analysis:** This point underscores the importance of coupling hardware distribution with robust digital literacy programs.

**Contextualization:** For schools in Washington, D.C., this dual approach can make a significant difference in leveling the educational playing field.

**Source Six:**

Warschauer, M. (2003). Technology and social inclusion: Rethinking the digital divide. MIT Press. https://mitpress.mit.edu/books/technology-and-social-inclusion

**Comment 11:**

**Quote/Paraphrase:** “Technology has the potential to serve as a bridge to social inclusion if implemented thoughtfully” (Warschauer, 2003, p. 25).

**Essential Element:** This highlights how well-planned technology initiatives can help include marginalized groups.

**Additive/Variant Analysis:** It suggests that social reforms should integrate technology as a key element in promoting equality.

**Contextualization:** In Washington, D.C., thoughtfully designed tech programs in struggling schools can play a crucial role in reducing educational inequities.

**Comment 12:**

**Quote/Paraphrase:** Warschauer (2003) argues that integrating technology must be part of broader efforts to address structural inequalities.

**Essential Element:** He ties the use of technology directly to wider social reform goals.

**Additive/Variant Analysis:** This means that addressing tech shortages should be one element of a larger strategy to combat systemic issues.

**Contextualization:** For D.C. schools, this integrated approach is key to creating lasting change in communities facing long-term disadvantages.

**Source Seven:**

Selwyn, N. (2016). ***Education and technology: Key issues and debates.*** Bloomsbury Publishing. https://doi.org/10.1007/s11159-022-09971-9

**Comment 13:**

**Quote/Paraphrase:** “The integration of technology in education must be understood within the broader socio-political context” (Selwyn, 2016, p. 90).

**Essential Element:** This frames the role of technology as part of larger societal discussions.

**Additive/Variant Analysis:** It reminds us that technology issues in education are not isolated—they reflect broader cultural and political dynamics.

**Contextualization:** In Washington, D.C., this perspective is important because the digital divide is deeply linked with social and economic disparities.

**Comment 14:**

**Quote/Paraphrase:** Selwyn (2016) asserts that debates over educational technology are inherently political, and shaped by cultural and economic forces.

**Essential Element:** This view reinforces that solving tech-related issues in education requires addressing political and economic contexts.

**Additive/Variant Analysis:** It suggests that successful reforms must blend technology initiatives with broader policy changes.

**Contextualization:** For under-resourced schools in D.C., this means that closing the technology gap involves tackling not only immediate tech needs but also the deeper, systemic challenges that affect these communities.

**Works Cited**

Helsper, E. J., & Reisdorf, B. C. (2017). The emergence of a “digital underclass” in Great Britain and Sweden: ***Changing reasons for digital exclusion, 19***(9), 1390–1405. https://doi.org/10.1177/1461444816634676

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