



Camosun College
School of Arts & Science
Social Sciences Department

Sociology 101
Social Processes & Institutions
Winter 2003

Instructor:	Alan Danesh
Office hours:	Tuesdays & Thursdays 09:30-10:50
Location:	Paul 233
Phone:	370-3370
E-mail:	danesh@camosun.bc.ca

COURSE DESCRIPTION

This course will utilize the concepts and theories learned in Sociology 100 to examine some the substantive areas of sociology. Emphasis will be placed on the broad theoretical concerns inherent in each of these areas and in particular their application to Canadian society.

COURSE OBJECTIVES

The broader objective of the course is to encourage students to think independently and critically when dealing with social processes and institutions. Sociological theory will be emphasized to this effect, as will its application to contemporary Canadian society.

INTENDED LEARNING OUTCOMES

The student can demonstrate an ability to utilize the concepts and theories learned in Sociology 100 to examine some of the substantive areas of Sociology. The course will focus on one or more of the following areas: Canadian political economy, development and underdevelopment, ecology and social change, globalization and social reform, and the impact of technology on various institutions of contemporary society. Canadian society will be the main reference point for any selected area.

METHOD OF INSTRUCTION

The course will be based on a series of lectures, followed by discussion in which students are urged to participate.

REQUIRED TEXTS

Ursula Franklin, *The Real World of Technology* Revised Edition
Anansi, 1999

Gary Teeple, *Globalization and the Decline of Social Reform*
Garamond Press, 2000

REQUIRED READINGS

The course will cover the texts in their entirety. To facilitate matters for students, lectures will generally follow the outlines of the texts. Additional materials and illustrations, however, will be introduced during lectures and discussions and students should be prepared to take notes when materials not covered by the texts are thus presented. It is therefore essential for students to read in advance in order to know when it is necessary to take notes.

EVALUATION PROCEDURES

Evaluation will be based on three in-class examinations, each accounting for one-third of the final grade. Each examination will consist of one essay question, selected by the student from a choice of two questions handed out at the time of the exam, and will cover material from the readings, lectures, and discussions. All examinations will be graded anonymously and on the basis of their sociological quality and English proficiency.

In evaluating the examination papers the emphasis will be on understanding and analysis, rather than recitation of facts. Avoid memorizing sentences, in particular when it is not clear to you what the author is really communicating. Papers indicating memorization will receive a grade of Zero percent. As for analysis, your learning strategy should be to understand the relationships among facts, not the facts alone. Another important aspect of your paper is illustration. After discussion and analysis, give brief examples from current or historical developments in society. This will show that you understand the concepts and theories and are able to apply them to society as tools for analysis.

More specifically, the exam paper must:

1. show a full understanding of the thesis and the main arguments of the topic;
2. cover all the major components of the topic;
3. be organized and cohesive;
4. be written in clear English and communicate ideas effectively;
5. focus on the topic and avoid unrelated material from other topics or elsewhere;
6. avoid "fillers", padding, repetitions, and vague generalities which can be used for any examination topic; and
7. illustrate the theory by giving appropriate examples, thus "applying" the theory to society.

TUTORIAL ASSISTANCE

Since the pool of questions from which examination topics will be chosen are known in advance, students are strongly urged to prepare draft essays based on these questions and bring them over for review and tutorial assistance well before the exam date. This will ensure that the issues are understood and the papers are on the right track.

GRADING SYSTEM

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 0.0 - 49%
A- = 85 - 89%	C+ = 65 - 69%	I = See Calendar for Details
B+ = 80 - 84%	C = 60 - 64%	AUD = Audit

W = Official withdrawal has taken place.

EXAMINATION PROCEDURES

The dates of the first and second examinations will be chosen in consultation with students in order to minimize the chances of their having to write several examinations in the same week. The third examination will be held during the examination week. All examinations must be written in the section of the course in which the student is officially registered.

A grade of Zero will be granted for absence during examination, unless the student produces a medical certificate confirming serious illness and writes the substitute exam within one week of recovery.

The examination papers for the first and second examinations must be claimed by the student in person during the class session in which the papers are returned or the following session.

ACADEMIC MISCONDUCT

Academic misconduct includes, but is not limited to, the following acts:

- (i) giving, receiving, or obtaining unauthorized information during any type of examination or test;
- (ii) obtaining or providing unauthorized questions or answers relating to any examination or test prior to the time of the examination or test;
- (iii) asking or arranging for another person to take any examination or test in one's place;
- (iv) plagiarizing, that is, appropriating the work of another or parts or passages of another's writing, or the ideas or language of the same, and passing them off as a product of one's own mind or manual skill.

Academic misconduct will result in a grade of "F" for the entire course. Students should note that in accordance with the college policy quoted above, mere access to unauthorized information (for example, texts or lecture notes)

constitutes academic misconduct. It is not necessary for the instructor to prove that the information has been used by the student.

TAPE-RECORDING IN THE CLASSROOM

In order to ensure free and open discussion of controversial ideas by the students, tape-recording of the proceedings is not permitted in the class. Exceptions, however, will be made for students who are visually impaired or are unable to write due to physical disability.

PROCEDURE CHANGES

In order to deal with the day-to-day management of the course, new procedures or revisions to procedures may be implemented from time to time throughout the semester. Such procedures and revisions will be announced in class for two consecutive sessions before they are implemented. It is the responsibility of the student to keep informed of such developments.

All other matters that are not covered by this course outline are governed by official college policies and procedures.

COURSE CONTENT AND STUDY GUIDE

Lectures will focus on explaining and answering the following topics and questions. These topics and questions, in turn, will constitute the source from which examination questions will be chosen through a random selection process at the time of the exam.

01. Explain and illustrate the concepts of technology as practice and as ways of doing things, work related and control related technologies, holistic technologies and prescriptive technologies; how prescriptive technologies are designed for compliance; and how production models, rather than growth models, have now become the only pattern of guidance for public and private thought and action. Franklin 01-26
02. Explain the concepts of vernacular (personal), extended, constructed, and projected realities; how the scientific method ignores considerations of context, thus leading to the separation of knowledge from experience and the glorification of expertise; how message-transmission technologies have created pseudorealities based on images, thus creating pseudocommunities of viewers and listeners; how technical arrangements eliminate reciprocity; and how all these bring about human isolation. Franklin 27-47
03. Explain how technology serves as an instrument of control: how tasks are structured by the available tools; the role of particular social, economic, and political contexts; the role of discipline in producing subjected and practiced bodies; the role of the division of labour and loss of control by workers; and how technology's dependence on public infrastructures often creates divisible benefits for private owners at the expense of indivisible benefits for the public. Franklin 48-69
04. Explain how technological systems are basically anti-people, for example military technology, which creates "technological imperative" and the need for the credible long-term enemy; how most activities in the real world of

- technology have been planned and infrastructures developed to support them, and how these infrastructures hinder political and economic changes necessary for survival; how planning is carried out without the plannees' knowledge or consent and is intended to maximize efficiency and effectiveness; how planning for prescriptive technologies differ from planning to minimize disaster; and how the place of nature is ignored in planning for prescriptive technologies. Franklin 70-90
05. Explain how the logic of technology overpowers and displaces other types of social logic; how we can examine the development of prescriptive technologies (the process of invention, growth, acceptance, standardization, and stagnation) from the point of view of the society that accepts the technologies and how major facets of technology are related to prescriptive practices and thus to the development of instruments of power and control, in particular control over workers. Franklin 91-112
 06. Explain how the crisis of technology is actually a crisis of governance and how we have lost the institution of government in terms of responsibility and accountability to the people; how social change can be brought about; how an expanded concept of justice and fairness can protect the commons and the future; and the importance of developing redemptive technologies. Franklin 113-133
 07. Explain how from the invention of writing to the use of the Internet, the way in which knowledge is kept, transmitted, or shared has structured the perception of what is real, as well as what is possible or desirable. Franklin 134-145
 08. Explain and illustrate how the novel aspects of the new electronic technologies have reshaped our use and experience of time. Franklin 146-156
 09. Explain Ursula Franklin's model of the technologically changed configurations of space and their political consequences. Franklin 157-164
 10. Examine the impact of the new technological practices on education, on work and community, on governance, citizenship, and the notion of individual and collective responsibility. Franklin 165-180
 11. Examine the nature of social reform within the framework of the capitalist society and include in your analysis the origins and the features of the welfare state and the limits of social reform. Teeple 09-22
 12. Explain how "socialism" and "social democracy" of the Keynesian welfare state can be seen as the political manifestations of a common phase in the national development of capitalism and include in your discussion an examination of the class basis of social democracy, brokerage politics and social reform, the parliamentary road to socialism, the social democratic critique of capitalism, and the expanded state as socialism and solution to social and economic problems of capitalism. Teeple 23-40
 13. Examine the impact of social democracy and the welfare state on social inequality with particular reference to questions of redistribution, social citizenship, and decommodification. Teeple 41-49

14. Examine the relationship between the global economy and the decline of social reform and include in your discussion a review of the historical development of the global economy since the Second World War. Teeple 51-80
15. Examine the neo-liberal policies and their rationale with reference to the promotion of the primacy of private property rights, the market as panacea, free economic zones, deregulation of the economy, the privatization of public corporations, transformation of the tax structure, and reduction of the national debt. Teeple 81-105
16. Examine the neo-liberal policies and their rationale with reference to the downsizing of the government, the restructuring of local government, dismantling of the welfare state, the promotion of charities, circumscription of civil liberties and trade union powers, the growth of prison facilities, and restrictions to democracy. Teeple 105-131
17. Examine the features of the era of the “triumph of capitalism” with reference to the capitalization of the world, the end of the industrial nation-state, the end of socialism as state capitalism, the global labour market, the sustainability of capitalism, the global system, political dilemmas, and the coming tyranny. Teeple 133-154
18. Examine the concept of “globalization as the second bourgeois revolution” with reference to the restructuring of economic units, the “state” and “civil society” at the global level, the decline of liberal democracy, securing the economic unit, transformation of property relations, and the decline of national cultural identity. Teeple 155-167
19. Examine the structure of the global capitalist system, its contradictions, the role of states and transnational corporations and supranational organizations, and the strategies for resistance at national and global levels. Teeple 195-200

RECOMMENDED MATERIALS OR SERVICES TO ASSIST STUDENTS TO SUCCEED THROUGHOUT THE COURSE

Students are encouraged to utilize support services available at the Writing Centre to prepare for their essay exams.

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-8
