



## COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/soc.html>

Ω Please note: the College electronically stores this outline for five (5) years only.  
It is **strongly recommended** you keep a copy of this outline with your academic records.  
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

### 1. Instructor Information

|     |               |                  |                    |  |
|-----|---------------|------------------|--------------------|--|
| (a) | Instructor:   | Dr. Alex Ipe     |                    |  |
| (b) | Office Hours: | TBA              |                    |  |
| (c) | Location:     | Paul 237         |                    |  |
| (d) | Phone:        |                  | Alternative Phone: |  |
| (e) | Email:        | ipe8001@yahoo.ca |                    |  |
| (f) | Website:      |                  |                    |  |

### 2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by Camosun College's Education Council.)

Upon completion of this course a student will be able to:

1. Describe the central sociological perspectives - including functionalism, conflict theory, symbolic interactionism, and feminist approaches - and apply these to select aspects of Canadian society.
2. Analyze selected thematic areas in sociology such as family, education, religion, health, crime, technology, mass media, and environment as they pertain to Canadian society.
3. Identify scholarly debates in the field of sociology as they pertain to course topics and assess their relationship to real-world examples.
4. Communicate sociological ideas and concepts clearly, concisely and accurately.

### 3. Required Materials

- a) **Technology and Society** by Anabel Quan-Haase. Oxford University Press. 2013.
- b) **(OPTIONAL) The Real World of Technology. Anansi, 1990**

### 4. Course Content and Schedule

## Course Content and Readings

September      Topics and Readings based on Quan-Haase Text

- Week 1    The Technological Society (Chapter 1).
- Week 2    The Technological Society (Chapter 1)
- Week 3    Technology in Society (Chapter 2)
- Week 4    Technology in Society (Chapter 2).

October

- Week 1    Theoretical Perspectives on Technology (Chapter 3) / **Video<sup>1</sup>**
- Week 2    Theoretical Perspectives on Technology (Chapter 3)
- Week 3    The Adoption and Diffusion of Technological Innovations (Chapter 5) / **Group Discussion .**
- Week 4    The Labor of Technology (Chapter 6) / **Video<sup>2</sup>**

November

- Week 1    Social and Political Dimensions of Writing (Ursula Franklin: Chapter 7) / **Video<sup>3</sup>**
- Week 2    Technology-Mediated Social Relationships (Chapters 9).
- Week 3    The Surveillance Society (Chapter 10) **Group Discussion .**
- Week 4    Ethical Dimensions of Technology (Chapter 11) / **Video<sup>4</sup>**

December

- Week 1    *The Collapse of Technological Societies* <sup>5</sup>(Lecture Material)
- Week 2    Review + Final Test

5. Basis of Student Assessment (Weighting)

OPTION I

OPTION II

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<sup>1</sup> *Guns, Germs and Steel* (2005)- Tuesday, October 4.

<sup>2</sup> *Who Killed The Electric Car* (2006) – Tuesday, November 3

<sup>3</sup> *Collapse* (2010) – Tuesday, December 1.

<sup>5</sup> As a reference students may wish to consult the following book on their own for more information on this topic – though it is NOT required that they do so – *Collapse: How Societies Choose to Fail or Succeed* (2003) by Jared Diamond. This issue is not explicitly talked about in either of the class texts, but could be – and should be; as such, the Instructor has decided to weave it into the existing framework of this chapter.

- 1) In class test (30%)
- 2) 2 Group Discussion (10% x 2 = 20%)
- 3) In class test (32%)
- 4) Final Test (18%)

- 1) Test #1 (20%)
- 2) Group Discussion (20%)
- 3) Test #2 (20%)
- 4) Essay (30%)
- 5) Final Test (10%)

## 6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)

### Standard Grading System (GPA)

| Percentage | Grade | Description   | Grade Point Equivalency |
|------------|-------|---|-------------------------|
| 90-100     | A+    |   | 9                       |
| 85-89      | A     |   | 8                       |
| 80-84      | A-    |   | 7                       |
| 77-79      | B+    |   | 6                       |
| 73-76      | B     |   | 5                       |
| 70-72      | B-    |   | 4                       |
| 65-69      | C+    |   | 3                       |
| 60-64      | C     |   | 2                       |
| 50-59      | D     | Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite. | 1                       |
| 0-49       | F     | Minimum level has not been achieved.  | 0                       |

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

| Temporary Grade | Description  |
|-----------------|--|
| I               | <i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.  |
| IP              | <i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 <sup>rd</sup> course attempt or at the point of course completion.) |
| CW              | <i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.  |

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### 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, at Student Services, or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

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

**In Class Test #1 and #2 and #3 (80% or 50%)<sup>6</sup>**

The tests will consist of approximately 20-25 multiple-choice questions, and a “essay” component. The essay section is composed of two essay questions of which, you need only choose one. The questions will be handed out ahead of the test. As such, you can prepare your answer at home, but you are not allowed to bring any notes or written documents into the class on the day of the test. **Your response should clearly explain concepts and/or theories, and be written in a way that clearly articulates your ideas.** You should take care with respect to spelling and grammar; while marks will not be deducted for basic spelling and grammatical mistakes, if I cannot understand what you are trying to say, you will lose points. **Your response should be limited to a maximum of 3 single-spaced, handwritten pages<sup>7</sup>**; no marks will be deducted if you go over this limit, but try not to write a novel. **Quality is what is critical – not quantity.**

The dates of the tests are as follows: **Test#1 = Tuesday, OCTOBER 13; Test#2 = Tuesday, NOVEMBER 10; and Test#3 = Thursday, DECEMBER 10.**

**The class before every test will constitute an informal review class; in essence, a review class is like a tutorial session where students come to class with prepared questions on the lecture content they will be tested on. As such, the review classes are directed by students, and work best when students arrive with items to discuss. Lastly, there may be two review classes to help students prepare for the final test.**

**The tests themselves are NOT cumulative.**

**The tests can potentially ask ANY question related to issues discussed in class, the textbook, or presented in in-class videos. The rule of thumb for tests is: BE READY FOR ANYTHING!!!**

**THERE IS NO FINAL EXAM IN THIS CLASS!**

**Group Discussion (2 x 10% = 20%):**

*In talking about social phenomena, it is inevitable that we will discuss issues or topics that some may deem to be controversial. While an effort will be made to get students to participate in class discussions on many of these issues, it has been the experience of this Instructor that most students feel intimidated by the prospect of*

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<sup>7</sup> This does not mean you have to write 3 pages; it simply refers to the maximum limit of your response.

speaking up in class; this is very understandable; making one's opinions heard in a class of 40 or so students can be a daunting experience.

In order to alleviate this concern, the class will be broken up into small groups where students can more comfortably express their opinions on a given topic. During the course of the term, two such discussion groups will be held as follows: **TUESDAY, OCTOBER 27 and TUESDAY, NOVEMBER 24.**

**1) INSTRUCTION for DISCUSSION GROUP#1:**

**PART I:** Read chapter 4 in the Quan-Haase text (2013), *Techno-Social Design*, and highlight any weaknesses of the chapter that come to mind; by weaknesses, we are referring to issues, theories or concepts discussed in the chapter that are not clearly presented or explained. **PART II:** the final segment of the review requires you to make up a critical thinking question similar to the one at the end of the chapter on page 59, and to explain why you think your question is important. YOU DO NOT NEED TO ANSWER YOUR QUESTION. **PART III:** the first two parts are done individually without any peer assistance. Afterwards, on the day of the group discussion, come to class with your individual review, and get into groups of 4 to 6 people. The group should immediately select a recorder, who will write down what the group, as a whole, thinks are the best critiques of the article and the best critical thinking question, and why that question is important. **As such, students do not hand in their individual reviews; the only item handed in is the group work. In this respect, everyone in the group will receive the same grade.** One thing to keep in mind with the group discussions is if there is anyone in the group who has not done the readings and has nothing to contribute, do not put their name on the assignment and inform the instructor of this issue as soon as possible.

**2) INSTRUCTION for DISCUSSION GROUP#2:**

**PART I:** Go to [Wikipedia.com](http://Wikipedia.com) and type the name, **Sherry Turkle** in the search engine to find her biography. Then, scroll down the page until you come to a heading that reads **Papers and Reports**. Under this heading there should be an article link with the following title: **A Nascent Robotics Culture (July 2006)**. Click on the link and read the article. Afterwards come up with two debate questions based on the content of said reading. A debate question is one that stimulates debate and does not simply ask an audience to give an information based response. So, a debate question must start with the following terms: **SHOULD, DOES, WILL, WOULD, COULD** or any other term that stimulates debate. You must avoid starting questions with **WHY, HOW, WHAT, WHERE** as such questions are not trying to stimulate a debate on a given topic. Furthermore, don't use OR in your questions, or terms such as, DO YOU THINK, as it makes the question less forceful. **PART II:** come to class with your two debate questions, get into groups of 4 to 6 people, and select a recorder, similar to the first discussion assignment. The recorder **will write down what the group thinks are the two best debate questions;** afterwards, the group will answer **ONE** of their two questions in detail; that is to say, **don't use point form – use sentences** to clearly articulate your ideas. As before, only the group work is submitted for grading. **Grading is as follows: 3 marks for each question, and 4 marks for the answer to one of the questions.** As before, only the group work is submitted for grading.

**In order to be fair to all students, the following conduct will be penalized:**

- Depositing your questions with the instructor or sending them with another student and not participating in the discussions.

- Not attending the discussion sessions without a legitimate excuse.
- Doing the review sessions before class and then just coming to class to hand in the review session.
- **VERY IMPORTANT NOTE: Lastly, students must hand in a copy of their individual work at the start of class to prove that they read the article and came to the discussion group prepared. No grade will be given to the individual work, but it shows the Instructor who did the reading and who did not. If a student shows up to the group discussion without their individual work, they will not be allowed to participate in the group discussion and will receive a grade of zero on the discussion assignment.**
- **Also, if a student shows up 30 minutes or more late to the group discussion, they will not be allowed to join a group and will have to do the work alone and incur a 30% penalty.**

**Optional Essay (30%)**

- **Due THURSDAY, DECEMBER 3, 2015.**
- The essay can be done alone or in groups of up to 5.
- The length of the essay should not exceed ten (10) double-spaced typewritten pages in a standard font. The essay is due the last week of March. An exact date will be given in class.
- The essay is purely optional, though if you do decide to do an essay, your evaluation will be structured differently from those who do not do an essay.
- If you choose to do the essay, select a topic about the social dimension of technology you are interested in examining by using one of the major theories or concepts discussed in class and/ or the text.
- Develop a clear argument with respect to your essay. The argument must deal with an issue about your topic that your paper should help you to answer. An example would be: **“In this essay, I will argue that the conflict perspective is a very useful theoretical tool that can help us to understand why many corporations are not concerned with issues of environmental pollution.”**
- Or, as another example, **“I will argue that Durkheim’s concept of anomie can effectively explain why the post-industrial world we now live in generates so much stress and unhappiness in the lives of people.”**
- Regardless of the topic selected, your essay must be structured according to the template illustrated below.

| HEADINGS            | BASIC REQUIREMENTS  | TOTAL POSSIBLE MARKS OUT OF 100 | YOUR GRADE |
|---------------------|---|---------------------------------|------------|
| <b>INTRODUCTION</b> | Tell the reader what your essay will be about. What is it that you will be trying to argue, how will you be trying to |                                 |            |

|                    |   |           |            |
|--------------------|---|-----------|------------|
|                    | <i>substantiate your argument and why is this important.</i>  | <b>20</b> | <b>/20</b> |
| <b>METHODOLOGY</b> | <i>Tell the reader how you went about collecting your data. Did you approach your topic inductively or deductively? Why? How did you record your observations? If you did the essay as a group, how did the group record their observations? What specifically were you looking for when you were gathering your data and why? This is directly tied into the argument you stated in the introduction. Be clear and specific!</i> | <b>20</b> | <b>/20</b> |

|                   |   |                    |             |
|-------------------|---|--------------------|-------------|
| <b>ANALYSIS</b>   | <i>In this section, tell the reader what you observed. Be as detailed and as specific as possible with respect to your observations. Avoid making vague comments that leave the reader guessing what you are trying to say. Be sure to directly link your observations with sociological concepts or theories discussed in class and/or the textbook so the reader can understand the sociological significance of your observations. Be very clear and specific!!!</i> | <b>40</b>          | <b>/40</b>  |
| <b>CONCLUSION</b> | <i>In this section, summarize what you did in your paper and the findings of your research. Discuss the importance of your study, any problems you encountered in conducting your research and how you could improve and expand upon what you did in a future project.</i>  | <b>20</b>          | <b>/20</b>  |
|                   | <b>SUB-TOTAL</b>  | <b>100</b>         | <b>/100</b> |
|                   | <b>NO HEADINGS</b>  | <b>-20</b>         |             |
|                   | <b>NO BIBLIOGRAPHY<sup>8</sup></b>  | <b>-30</b>         |             |
|                   |   | <b>FINAL TOTAL</b> |             |

**ESSAY WRITING: ADDITIONAL NOTES**

<sup>8</sup> Note: You are expected to have a minimum of two academic references in your bibliography. If you hand in your paper with just one academic reference, you will lose 15 marks. In addition, do not pad your bibliography; that is, if you do not directly cite a reference or use it in any fashion, do not bother listing it in the bibliography.

In writing the essay for this class, it is imperative that you clearly explain all terms and theories used; too often in the past, students would throw out terms and theories without even the briefest explanation or discussion. **In composing your paper, assume that the reader does not know anything about the topic or discipline in question. As such, it is up to you to clearly explain concepts and theories in as clear and straightforward manner as possible!!!**

As much as possible, avoid making vague and imprecise statements that leave the reader wondering or speculating as to what you are trying to say. **You are not writing a mystery novel but an academic paper. As such, do not leave your reader guessing or confused with what you are going to be arguing or demonstrating in your paper.**

Lastly, any definition or factual statement you make in the body of your paper needs to be properly cited.

In this respect, your essay must also have a bibliography, references or works cited page at the end of your essay. Academic work is cumulative and as such, any fact or piece of information that was published by somebody else must be fully referenced in your essay.

When citing information, follow the ASA documentation style, **or any other style that you are comfortable with.** The following are examples of the ASA style:

### **CITING REFERENCES WITHIN THE ESSAY**

(1) "Researchers who focus on causal relations usually begin with an effect, then search for its causes" (Neuman, 1997:107) [**Author's last name, year book was published, page number of cited material**].

(1a) In *Harry Potter and the Chamber of Secrets*, Malfoy said to Ron Weasley, "Red hair and hand-me-down robes; you must be a Weasley"(Chamber of Secrets, 2002).

### **CITING REFERENCES IN YOUR BIBLIOGRAPHY**

(2) To cite a journal article: (e.g. **Kent, Susan**  
**1995 "Unstable Households in a Stable Kalahari Community in Botswana." American Anthropologist 97 (2): 292-312.**)

(2a) To cite a book: **Macionis, John J., S. Mikael Jansson and Cecilia M. Benoit.**  
**2005 Society: The Basics.** Toronto: Prentice-Hall.

(2b) To cite a movie: *Harry Potter and the Chamber of Secrets.* Warner Brothers.  
2002

- To cite something from the internet, the website and the date the cite was visited should be included. For example:

**United States Department of Energy**  
**1996 Impact of the Human Genome Project. March 3**  
**[<http://www.gdb.org/Dan/DOE/prim5.html>]**



**Remember, references in your bibliography must be in alphabetical order by last name of the principal author of the work you are citing. Lastly, do not bother listing references in your bibliography that you did not explicitly use.**

For more information on citation styles, please consult the **Style Manual for the Social Sciences** available at the bookstore or at the Camosun Library.

**IF STUDENTS MISS TESTS OR ASSIGNMENTS, OR GROUP DISCUSSIONS, IT IS THEIR RESPONSIBILITY TO CONTACT THE INSTRUCTOR AS SOON AS POSSIBLE WITH RESPECT TO THEIR ABSENCE. IN ORDER TO MAKE-UP THE MISSED COURSE COMPONENT, STUDENTS NEED TO PROVIDE A VERIFIABLE, LEGITIMATE REASON, OTHER WISE THEY WILL RECEIVE A GRADE OF ZERO ON THE MISSED COMPONENT. IN ADDITION, STUDENTS WHO WAIT UNTIL THE TERM IS OVER TO DISCUSS WHY THEY MISSED HANDING IN ASSIGNMENTS, WRITING TESTS, OR TAKING PART IN GROUP DISCUSSIONS, WILL NOT BE ACCOMODATED.**

**IT SHOULD BE NOTED THAT THE DUE DATES FOR THE ESSAY WILL BE STRICTLY ENFORCED. THREE PERCENT A DAY WILL BE DEDUCTED FOR EVERY DAY AN ASSIGNMENT OR ESSAY IS LATE UNLESS THERE IS A VERIFIABLE, LEGITIMATE REASON AN ESSAY SUBMITTED MORE THAN SEVEN DAYS LATE WILL NOT BE ACCEPTED!!!**

**NOTE:** In evaluating the examination papers and essays the emphasis will be on understanding and analysis, rather than the recitation. Avoid memorizing sentences, in particular when it is not clear to you what the sentences mean. Papers indicating memorization will receive a grade zero. As for analysis, your learning strategy should be to understand the relationships among facts, not the facts alone. Another important point is illustration; after discussion and analysis give 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.

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

### **Final Test (18%)**

*There is a no final exam for this course. The structure of the final test will be identical to the previous class tests. The final test will be held on the last day of class.*

### **Examination Procedures**

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.

### **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.
- (v) Disruptive behavior/Disorderly conduct. **This includes any behavior** that interferes with the provision of College services or of instruction or interferes with any member of the Camosun College community by students and any others accompanying them. Examples: verbal outbursts, physical gestures, actions or interruptions which limit or interfere with the provision of College services or instructional activities; unwarranted and unreasonable disturbances during any Camosun College related activity.

Academic misconduct will result in a grade of "F" for the entire course. The 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, **electronic recording of the proceedings by means of laptops, cell-phones or other equipment is not permitted** in class. Exceptions, however, will be made for students who are visually impaired or are unable to write due to physical disability. *Furthermore, please keep cell-phones out of sight. Laptops are permitted only if they are being used to take notes.*

### **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 each student to keep informed of such developments.

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