



## 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:	370-3352	Alternative Phone:	
(e)	Email:	ipe@camosun.bc.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.)

## COURSE DESCRIPTION:

This course will utilize the concepts and theories learned in Sociology 100 to examine some of 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

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.

### **METHOD OF INSTRUCTION:**

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

### **REQUIRED TEXTS:**

- a) **Technology and Society** by Anabel Quan-Haase. Oxford University Press. 2016.
- b) **(OPTIONAL) The Real World of Technology. Anansi, 1990**

### **REQUIRED READINGS**

The course will cover the Franklin text to a good extent and selective chapters from the text on reserve at the library. However, lectures will broadly follow the outlines of the reserve text. Additional materials and illustrations 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. However, students must realize that ***a textbook does not represent the course***, and that, given the topic being discussed much of the contents of a lecture may originate with the Instructor's own research and study.

### **Basis of Student Assessment**

- 1) **In class test (30%)**
- 2) **In class test (30%)**
- 3) **Final Test (14%)**
- 4) **2 Group Discussion (10% x 2 = 20%)**
- 5) **In-Class Video Assignment (3% x 2 = 6%)**
- 6) **Bonus Marks (2% x 2 = 4%)**

**\*\*Specific Details of each of the above listed components are listed below\*\***

### **In Class Test #1 and #2 and #3**

*The tests will consist of approximately 30 multiple-choice questions, and a short answer component. The short answer section is composed of two questions. Your*

**responses on this component 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. **Quality is what is critical – not quantity.**

The dates of the tests are as follows: **Test#1 = Tuesday, OCTOBER 10; Test#2 = Tuesday, NOVEMBER 7; and Test#3 = Thursday, DECEMBER 7.**

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 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 24 and TUESDAY, NOVEMBER 21.**

#### **1) INSTRUCTION for DISCUSSION GROUP#1 (TYPE OUT YOUR INDIVIDUAL WORK WITH YOUR NAME AT THE TOP):**

**PART I:** Read chapter 4 in the Quan-Haase text (2016), *Gendered Technology* on your own 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 you believe 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 80**, 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 (TYPE OUT YOUR INDIVIDUAL WORK WITH YOUR NAME AT THE TOP) :**

**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. . **However, please be aware that each individual work will be read by the Instructor, and if it appears that a student did not fully read the article and put little effort into their individual work, they will be assigned a penalty that can be as high as 20%.** If a student does not hand in his/her typed individual work at the end of class, they will receive a grade of zero on the discussion assignment.

- **THE INDIVIDUAL WORK HANDED IN AT THE END OF CLASS MUST BE TYPED; OTHERWISE IT WILL NOT BE ACCEPTED.**
- **The group work should NOT EXCEED two pages. This does not mean you have to write two pages; it simply means you should try your best not to go over two pages.**

- **Everyone in the group will receive the same grade.**
- *Also, if a student shows up 30 minutes or more late to the group discussion without a legitimate excuse, they will not be allowed to join a group and will have to do the work alone and incur a 30% penalty.*

### **In-Class Video Assignments (2 x 3% = 6%)**

*During the term, two documentary videos will be shown that will highlight various issues related to technology. Immediately after each video, students will be required to answer a question directly related to the material presented in the documentary on their own. The response to this question must be in sentence form and clearly articulated; in other words, do not make vague or incomplete statements. The quality of the response is what is important, not how long the answer is. **In this respect, limit your answer to ONE page, single spaced. Once again, this does not mean you have to write one page, but try your best not to submit a response that is longer than one page.***

### **Bonus Marks (2% x 2 = 4%)**

Two of the lectures near the end of the term will have a very different structure to the other lectures in this course. These lectures are entitled, **Reclaiming Conversation and The Surveillance Society (Chapter 11)**. In contrast to the other lectures, where students took detailed notes, the Instructor's notes on these two topics will be given to students on D2L; as such, there is no need to take notes as was the case in the previous classes. Given this format, students are expected to fully read the assigned lectures before coming to class in order to be able to adequately participate in the exercises that will form the focus of both classes.

In this respect, the first part of these classes will constitute a time in which the Instructor will summarize the important ideas of each lecture. The second part of each class will require students to break into groups of 2 to 4 people and proceed to answer one or two critical thinking questions inspired by the content of the two lectures. The group will select a recorder who will write down the group's answer (s) to the presented question (s), which will then be submitted at the end of each class. **The response(s) to the critical question(s) should NOT EXCEED one page per question. The quality of the response is what is important, not the length.**

The critical thinking exercises will not be graded, but the Instructor will review the submitted work to ensure that the group made an effort in answering the question (s). **Any response that is reasonable will be automatically accepted** and everyone in the group will receive a bonus grade of one percent that will be added to their final grade at the end of the term. Since there will be two such assignments, students can expect to receive a maximum of two bonus marks, assuming they have completed both assignments. **If the group work, however, shows a serious lack of effort, the group members will not receive the full participation mark of one percent; they may receive a grade of zero.**

### **Missed Tests and Assignments**

**IF STUDENTS MISS TESTS OR ASSIGNMENTS, OR GROUP DISCUSSIONS, IT IS THEIR RESPONSIBILITY TO CONTACT THE INSTRUCTOR WITHIN FIVE SCHOOL DAYS WITH RESPECT TO THEIR ABSENCE. IN ORDER TO MAKE-UP THE MISSED COURSE COMPONENT, STUDENTS NEED TO PROVIDE A VERIFIABLE, LEGITIMATE REASON, OTHERWISE 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.**

**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 (14%)**

*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.

### **Grading System**



The following percentage conversion to letter grade will be used:

A+ = 90 - 100%	B = 73 - 76%	D = 50 - 59%
A = 85 - 89%	B- = 70 - 72%	F = 0.0 - 49%
A- = 80 - 84%	C+ = 65 - 69%	I = See Calendar for Details
B+ = 77 - 79%	C = 60 - 64%	AUD = Audit

*W = Official withdrawal has taken place.*

### **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.***

As such, please be advised that any behavior that is rude, distracting or disrespectful in any way to anyone in the class will not be tolerated. Offenders will be subject to academic and other disciplinary consequences as proscribed in Camosun College's Student Conduct Policy. Please see: <http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.pdf>

**Furthermore, students are not allowed to bring friends into the class, who are not officially registered in the course. Camosun College policy clearly states that only students registered in a class are allowed to attend class.**

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.

**In short, do not come to class and disturb other students who want to learn. If you do not plan to take this course seriously, then I urge you not to take it. If you cannot**

comply with commonplace classroom rules and conduct, you will be asked to leave the class.

### Tape-Recording in the Classroom

In order to ensure free and open discussion of ideas by the students, **digital 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. Students who are seen constantly using their cell phone in class will be asked to stop. If they do not comply, they will be asked to leave the class. *In addition, students who are seen playing with their cell-phones in class will face a potential penalty of one mark per class, which will be deducted from their final grade at the end of the term. Laptops are permitted only if they are being used to take notes or access D2L. If it appears that students are not using laptops in a constructive manner, they will not be permitted to bring laptops to class.*

### 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.

## 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 6) / **Group Discussion**
- Week 4    The Labor of Technology (Chapter 7)

### November

- Week 1    Ethical Dimensions of Technology (Chapter 12) / **Video<sup>2</sup>**
- Week 2    Social and Political Dimensions of Writing (Ursula Franklin)

<sup>1</sup> *Guns, Germs and Steel (2005)*- Tuesday, October 3.

<sup>2</sup> *The Revenge of the Electric Car (2011)* – Tuesday, October 31



- Week 3 Reclaiming Conversation (Sherry Turkle) **Group Discussion .**  
 Week 4 The Surveillance Society (Chapter 11)

**December**

- Week 1 The Collapse of Technological Societies (Jared Diamond)  
 Week 2 Review + Final Test

It should be noted that the above listed lecture schedule should be viewed as a tentative schedule, and may be modified during the course of the term in order to adjust for time constraints.

**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 and exams.

**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

**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.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED