



CAMOSUN COLLEGE
School of Arts & Science
Department of Social Sciences

SOC-101-D01
Perspectives on Canadian Society
FALL 2020

COURSE OUTLINE

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

ΩPlease note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Dr. Alex Ipe	
(b) Office hours	Virtual Hours Only. Just e-mail me at any time.	
(c) Location	Paul 334	
(d) Phone	370-3371	Alternative: _____
(e) E-mail	ipe@camosun.bc.ca	
(f) Website	_____	

2. Intended Learning Outcomes

(If any changes are made to this part, then the Approved Course Description must also be changed and sent through the approval process.)

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.

As it states in the second point above, this course is designed to focus on one or more fields of specialization in Sociology. The specific areas selected depends on the interests of the Instructor teaching the course. For my part, I have taught this course since the Winter 2007 term, and I have always focused on the theme of technology and society. Specifically, the course examines how technology affects society and human behavior, as well as how culture influences the kinds of technologies that are ultimately created. Our discussion will often highlight social theories of technology and how these theories help us to understand real-world events. Case studies and data related to the Canadian experience with technology will be highlighted where applicable.

3. Required Materials

(a) Texts

Technology and Society by Anabel Quan-Haase. Oxford University Press. 2016.

(b) Other

(OPTIONAL) *The Real World of Technology. Anansi, 1990*

4. Course Content and Schedule

Due to the Covid-19 Pandemic, this course, for the very first time in its history, is going to be completely online. While this is not an ideal situation by any means, I have endeavored to structure the course in a way that roughly — and I emphasize the word, roughly — simulates an in-class learning experience. **To that effect, I will be providing students with a "script" of every single lecture for the class**, along with its associated Power Point Slides, both of which can be found on D2L, along with every other resource that you need, such as practice tests, assignments, take-home tests, and relevant video links. The specific assignments and take-home tests will be uploaded on D2L at particular points in the term, the dates of which can be viewed in later sections of this syllabus.

To clarify, when I state that I will be providing students with a "script" of my lectures, what I mean is that I have written out exactly what I usually say in class for every lecture of the course; I also include the less than stellar jokes I often say in the lectures on occasion, in order to replicate an in-class experience as much as possible.

Furthermore, each lecture has the relevant Power Point Slides that I show in-class during every lecture. The Slides contain photos, diagrams and the critical concepts that are important to focus on. As such, students are expected to have the lecture script and the appropriate Power Point Slides open on their PC or mobile device when reviewing each lecture, since the "scripts" constantly refer to the slides.

In this fashion, I am trying to re-create what students would typically hear and see in a face-to-face class. I believe this format will be instructive, as well as allow students to learn at their own pace. I am also hoping the structure of this class will be very easy to follow, a crucial element in a virtual class.

Lastly, it should be noted that the lectures represent the core of the class; they are very focused and structured to present the most important ideas and information in a streamlined fashion. **The textbook, on the other hand, should be viewed more as an additional resource.**

Indeed, the text goes into great depth on certain issues that we cover in the lecture, which can be useful for the inquisitive mind, but it sometimes highlights these issues in a fashion that is beyond the scope of a first-year course. In addition, it can be very verbose at times, which some students may find a little tedious. It also does not cover a number of topics that are discussed at length in the lectures.

Students must realize that ***a textbook does not represent the course***, and that, depending on the topic being discussed, much of the contents of the lecture script may originate with the Instructor's own research and study.

So, my advice with respect to the readings is that you **should always read the lecture scripts first, and then go through the text**. It is possible that you may find the textbook easier to understand than the lecture script for some things, or you may wish to explore certain topics in more detail than the lectures permit. But regardless of your experiences with the textbook, please read the lecture scripts and the associated Power Point Slides before engaging with the course text.

Lastly, at the end of every lecture script, there are one or two critical thinking questions for you to consider. **You do not have to submit your answers to these questions**. Instead, simply reflect on how you would answer the questions. If you know other students in the class, you can discuss your thoughts with them in a virtual fashion. By

doing these questions — even in a very basic fashion — it will help you prepare for the take-home tests. I will expand on this matter later on in the syllabus.

Course Content and Readings

Month	Topics	Readings
September 7 to 11	Introduction: The Technological Society	Lecture#1; Chapter 1: Pg. 1 to 10
September 14 to 18	Introduction and Ursula Franklin	Lectures#2 & #3; Chapter 1: Pg 10 to 1
September 21 to 25	Ursula Franklin, Creativity & Innovation	Lectures#4 & #5; Chapter 2: Pg. 19 to 27
September 28 to October 2	Creativity & Innovation Continued	Lectures#6 & #7; Chapter 2: Pg. 27 to 40
October 5 to 9	Video Assignment#1 & Review	No readings. Use your time to do the video assignment, and get ready for the take home test, which covers everything from Lecture#1 to near the end of Lecture#5; specifically, to the end of our discussion of Mary Shelley.
October 13 to 16 (October 12 is Thanksgiving, so it's a holiday).	Take-Home Test & Creativity & Innovation Continued	Lecture#8; Chapter 3: Pg. 42 to 60.
October 19 to 23	Technology & Capitalism	Lecture#9 and Lecture#10; Chapter 7: Pg. 125 to 137 only; Chapter 12: Pg. 237 to 251 only.
October 26 to 30	First "Group" Discussion Assignment	No readings. Use your time to work on the Assignment.
November 2 to 5	Video Assignment#2 & Writing and Digital Communication	Lecture#11; Chapter 6: Pg. 105 to 116 only.
November 9 to 13 (November 11 is Remembrance Day, so it is a holiday).	Take-Home Test#2 & Writing & Digital Communication Continued	Lecture#12; Chapter 10: Pg. 190 to 210. The second test covers everything from the start of Creativity & Innovation near the end of Lecture#5 to our discussion of the Personal Consciousness, at the very start of lecture#10.
November 16 to 20	Sherry Turkle & Reclaiming Conversation	Lecture#13 only.
November 23 to 27	Last "Group" Assignment & The Surveillance Society	Lecture#14; Chapter 11: Pg. 212 to 234
November 30 to December 4	The Collapse of Technological Societies & Final Take-Home Test	Lecture#15 only. This is the last lecture. The final test covers everything from the lecture on Ethics, which was most of lecture#10 to the end of lecture#15.

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.

5. Basis of Student Assessment (Weighting)

- 1) Take-Home Test#1 (30%)
- 2) Take Home Test#2 (30%)
- 3) Final Take-Home Test (14%)
- 4) 2 Assignments (10% x 2 = 20%)
- 5) 2 Video Assignment (3% x 2 = 6%)

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

Take-Home Test #1 and #2 and #3

The tests will consist of two short answer questions. While these questions are not essay-level questions, **your responses should clearly explain concepts and/or theories in your own words, and be written in a way that clearly articulates your ideas.** Indeed, always make certain to back up your arguments with properly cited information where applicable.

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.** Each of the tests will clearly provide instructions as to my expectations with respect to the structure of your answers.

Finally, the two questions on each of the tests will be randomly selected from the Critical Thinking Questions found at the end of every lecture script; they will, obviously, relate to the lecture material covered for the test in question. For example, the first take-home test covers material from Lecture#1 to near the end of Lecture#5. So, I will randomly pick two of the critical thinking questions out of all of the critical thinking questions listed for those lectures.

The dates the take-home tests will be uploaded on D2L and their due dates are as follows:

Test#1: Uploaded: Friday, October 9; Due: Monday, October 19

Test#2: Uploaded: Friday, November 6; Due: Monday, November 16

Test#3 = Uploaded: Tuesday, December 1; Due: Friday, December 11

As indicated in the schedule above, students will have plenty of time to do the take-home tests. **However, you do not have to wait until the due date to submit your response;** if you finish it very quickly, or before the due date, feel free to submit your work to my regular e-mail address listed on the front page of the course outline. **Make certain your work is MS Word compatible, or is a PDF file, otherwise I will not be able to access your work.**

With respect to the material that is covered in each of the tests, that information can be found in the Course Content and Reading Schedule listed near the end of this syllabus. Furthermore, each test will also clearly state the material you are expected to know.

Lastly, if you want to do the take-home tests with others in the class in a virtual fashion, then that is perfectly fine. In this case, you only need to submit one document with everyone's name. Each person in the group will receive the same grade.

THE TESTS ARE NOT CUMULATIVE! They only cover specific lectures.

2 Assignments (2 x 10% = 20%):

During the course of the term, students will be required to submit two short assignments that will delve into some of the issues covered in the lecture in detail. The first assignment will be uploaded on D2L on **Monday, October 19**, and it will be due on **Monday, October 26**. The second assignment will be uploaded on **Monday, November 16** and it will be due on **Tuesday, November 24**.

If you want to do the assignment with others in the class in a virtual fashion, then that is perfectly fine. In this case, you only need to submit one assignment with everyone's name. Each person in the group will receive the same grade.

1) INSTRUCTION for Assignment#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. Afterwards, submit your work to my Camosun e-mail address. **Make certain your work is MS Word compatible, or is a PDF file, otherwise I will not be able to access your work.**

2) INSTRUCTION for Assignment#2 (TYPE OUT YOUR INDIVIDUAL WORK WITH YOUR NAME AT THE TOP) :

PART I: Go to D2L and read the following article: *A Nascent Robotics Culture (July 2006)*. 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. Afterwards, answer **ONE** of the two questions in detail; that is to say, **don't use point form – use sentences** to clearly articulate your ideas. **Grading is as follows: 2 marks for each question, and 4 marks for the answer to one of the questions.**

2 Video Assignments (2 x 3% = 6%)

On **Friday, October 2 and Monday, October 26**, a link to two documentary videos, and their associated assignments, will be uploaded to D2L. These videos will highlight various issues related to technology. **Be aware that I may upload these assignments way ahead of time for the sake of convenience.**

In the assignments, students will be required to answer a question directly related to the material presented in the documentary. 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. These assignments are very short and fairly easy to complete.

The Due Date for the first video assignment is Friday, October 9, and the due date for the second assignment is Tuesday, November 3. Once again, your work should be MS Word compatible, or in a PDF file. You can submit your work to my regular e-mail address.

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.

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.**

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.

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.

6. Grading System

(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)

(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

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>

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. 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		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 at <http://camosun.ca/about/policies/index.html> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.