

EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

A:	Division:	INSTRUCTIONAL	Eff	ective Date:	SEPTE	MBER 2004	
B :	Department / Program A rea:	SOCIOLOGY FACULTY OF HUMANITIES & SOCIAL SCIENCES	Re	rision X	New Co	burse	
				Revision, Section(s)	С, Н		
			-	e of Previous Revision:	FEBRU	JARY 1999	
			Dat	e of Current Revision:	APRIL	2004	
C:	SOCI 22	290 D: SOCIETY A	AND 1	TECHNOLOGY	E:	3	
	Subject & Course No. Des			criptiveTitle		Semester Credits	
	F: Calendar Description: This course examines the impact of technology on the social relations of people in contemporary industrial societies. It investigates the social bases of technological innovation and examines the forces associated with the institutionalized uses of technology, as well as the consequences of those uses. Critical evaluation of a range of important questions and issues will be undertaken in relation to the social uses and impacts of technology at micro- (e.g., experiential, identity, subjective interpretation) and macro- (e.g., workplace, institutional, economic) sociological levels.						
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings		H:	Course Prerequisites:	145 00	OT 1155	
Primary Methods of Instructional Delivery a Learning Settings:				SOCI 1125 or SOCI 1 OLD SOCI 135	145 or SU	CI 1155 or	
	Lecture r wee		I:	Course Corequisites:			
				NONE			
	k / semes		J:	Course for which this C	Courseisa	Prerequisite	
K / serifies				NONE			



M:	Course Objectives / Learning Outcomes:					
	At the conclusion of the course the successful student will be able to:					
	1.	Critically assess the major perspectives and theories employed to describe and analyze technology.				
	2.	Apply the sociological perspectives discussed in the course to specific issues and problems having to do with contemporary uses of technology.				
	3.	Identify the main social forces that help to bring about technological developments.				
	 Identify the political, economic military communicative, and other consequences of technolog their uses. Describe and critically assess the intended and unintended consequences of institutionalized u technology. Describe the chief benefits and drawbacks of changes in technology as these affect different s domains, especially the contemporary workplace communications practices, and strategies of control. 					
	7. Describe how institutionalized uses of technology impact on individual identity and subjective experience.					
	8. Apply the sociological perspectives (previewed int he course) to critically analyze a contemporal historical case of technology use.					
N:	N: Course Content:					
	1.	 Introduction: Overview of "Technology" and Technological Change Orienting Concepts and Definitions of Technology The Differential Consequences of Technological Change The Limits of Technology 				
	2.	<u>Critical Perspectives: Theoretical Approaches</u> - Marx's Theory of Technology - The Ogburn Generation - Recent Theoretical Approaches				
	3.	 Processes of Technological Change Sources of Technological Change Inventors, Inventions Invention as Social Process 				
	4.	 <u>Science, Technology, and Sponsorship</u> Interrelationship of Science and Technology Sponsors and Social Supports for Technology 				
	5.	Diffusion of Technology - Diffusion of Innovation - Economic Incentives of Diffusion - Adaptation and Adoption - Adapting and Tinkering				

Q:	Means of Assessment:					
	Course evaluation is based on formative and summative elements and is in accord with the Douglas College student evaluation policy. Specific components of evaluation will include some of the following: two exams made up of shot answer and short ssay questions; an essay assignment; oral presentation; and participation in class discussions, student presentations, and group discussions. Students will complete a research project where the aim is to describe and critically evaluate a specific technology topic. Specific evaluation criteria will be provided by the instructor at the beginning of the semester and will vary according to the instructor's assessment of appropriate evaluation methods.					
	An example of one evaluation scheme:					
	Mid Term Examination	25%				
	Essay/Written Assignment	25%				
	Essay/Outline	5%				
	Final Examination	25%				
	Participation	<u>_20%</u>				
		100%				
R:	Prior Learning Assessment and Recognition: specify whether course is open for PLAR					
	No.					

Course Designer(s):

Education Council / Curriculum Committee Representative

Dean / Director

Registrar

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