

1                                   **Sociology 120: Society & Technological Change**  
 2                                   **Great Bay Community College**

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 4                                   **Course Syllabus**

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 6                                   **Summer 2015 (Late Start 8 Weeks 6/22 – 8/14)**

7  
 8   **Course Number:** SOCI 120G: 1                                   **Course Title:** Society & Technological Change  
 9   **Theory Hours:** 3   **Lab Hours:** 0                                   **Credits:** 3  
 10 **Prerequisites:** n/a                                   **Instructor:** Ezra Temko  
 11 **Phone:** (302) 283-9393                                   **E-mail:** etemko@ccsnh.edu  
 12 **Campus:** Portsmouth                                   **Room:** 314  
 13 **Office Hours:** Available after class and by appointment.

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 15 **Catalog Description:** This course is a study of the relationship between technology and  
 16 humankind and the attempt to link, decipher and evaluate technological systems to all human life  
 17 and to prove that all of them are interrelated. (Fulfills Social Science requirement.)  
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19 **My Description:** Why do you think this sociology course is called Society & Technological  
 20 Change instead of Technology & Social Progress?  
 21

22 Technology is sometimes conceived of as phenomena that inevitably progresses forward  
 23 and brings about social change. Technological change does contribute to social change.  
 24 However, it is not a one-way street; the social world also shapes technological change. The  
 25 focus of this course is on exploring the interplay between technology and society. While  
 26 technology is often associated with progress, its impacts tend to benefit some and not  
 27 others. This course will explore who (if anyone) controls technology and the differential  
 28 positive and negative impacts technological change has in society.  
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30 Most of you taking this course are in a program in which technology is central (a few of you  
 31 are not, which is fine as well). This class entails a collaborative conversation with a  
 32 sociologist. We will work together to investigate questions of technology that are central to  
 33 our society in a manner that brings complexity to the surface. Our investigations will be  
 34 critical, systemic, holistic, and sociologically informed. My hope is that through this course  
 35 you will develop a “sociological imagination” that will benefit you in your academic studies,  
 36 professional life, and personal life.  
 37

38 There will not be quizzes or tests in this class. There are (generally) no data or details to  
 39 memorize. We will not be spending time figuring out how to reference a source using ASA  
 40 (American Sociological Association) Style. What we will do instead is going to potentially be  
 41 more difficult, but hopefully also more rewarding. This course will be a journey in critical  
 42 thinking in which we will explore the iterative processes of societal and technological  
 43 change and related issues of health, media, education, social relations, labor, economy,  
 44 environment, surveillance, access, gender, risk, democracy, etc.  
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1 To succeed in this course, you will need certain skill competencies. We will actively practice  
 2 these skills throughout the semester, working together to develop them. In particular, this  
 3 will focus on your ability to think critically, to consider phenomena in context and from  
 4 multiple perspectives, and to communicate effectively – both in writing and speech.

5  
 6 These skills, and others that will be developed through the class, correspond with many of  
 7 the eight core attributes Great Bay Community College has laid out as institutional  
 8 objectives for every student to develop through their academic program, to benefit their  
 9 personal growth, professional growth, and goal achievement. These attributes can be found  
 10 in Table 1 below.

11  
 12 **Table 1: Core Attributes** (from the Great Bay Course Catalog)

Human Relationship Skills:	The application of values, collaboration skills, standards, ethical judgment, and appreciation of diversity required for personal and professional interaction.
Communication Skills	The ability to express ideas and share knowledge in a clear, focused, and organized manner.
Critical Thinking	The ability to analyze, synthesize, and evaluate information in a logical and coherent manner.
Global Perspectives	The ability to examine a concept in contexts and from perspectives other than one's own.
Quantitative Reasoning	The application of computational methods and numerical data interpretation to solve problems.
Scientific Processes	The application of scientific methods to gain knowledge and examine the laws, theories, and processes of physical and biological phenomena
Technical Skills	The theoretical and applied knowledge for career entry and continued professional development
Study Skills:	The application of strategies, resources, and attitudes to find solutions and gain knowledge.

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 16 **Course Objectives:** You will be able to:

- 17 • Explore the reciprocal interplay between society and technological change
- 18 • Identify ways in which technological change mitigates, reproduces, and exacerbates  
 19 social stratification
- 20 • Understand the sociological perspective, develop a sociological imagination, and be  
 21 able to apply it to issues of technology
- 22 • Engage in and further develop critical thinking skills through inquiry into various  
 23 social phenomena, issues, problems, and opportunities related to society and  
 24 technological change
- 25 • Engage in and further develop effective written and oral communication skills

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1 **Content Outline**

- 2 Thinking Sociologically About Technology  
 3 Technological Determinism  
 4 Social Constructionism  
 5 Technology & Culture  
 6 Technology & Institutions  
 7 Technology & Communications  
 8 Technology & Social Stratification  
 9 Technology & Social Problems  
 10 Technology & the future

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12 **Course Requirements**

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14 **Required Text:**

- 15 Volti, Rudi. 2014. *Society and Technological Change* (7th Edition). New York: Worth  
 16 Publishers.  
 17 ISBN-10: 1-4292-7897-8  
 18 ISBN-13: 978-1-4292-7897-3

19

20 **Grades** (% listed below is regarding your total semester grade)

- 21 • **Projects: 55%**  
 22 ○ **Project #1: 22.5%**  
 23 ▪ Process: 7.5%  
 24 ▪ 1% for each step, 0.5% for each feedback response plan  
 25 ▪ Final Project: 15%  
 26 ○ **Project #2: 32.5%**  
 27 ▪ Process: 7.5%  
 28 ▪ 1% for each step, 0.5% for each feedback response plan  
 29 ▪ Final Project: 25%
- 30 • **Scholarly Reading Presentations: 15%**  
 31 ○ **Presentation #1: 5%**  
 32 ○ **Presentation #2: 5%**  
 33 ○ **Presentation #3: 5%**
- 34 • **Academic Citizenship: 30%**  
 35 ○ **Attendance: expected, penalties only** (see course attendance policy for more  
 36 information)  
 37 ○ **Reading Investigations: 14%**  
 38 ▪ 14 in total, 1% each  
 39 ○ **Class Investigations: 16%**  
 40 ▪ 16 in total, 1% each

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## 1 **Projects:**

2 You will complete two projects in which you will think sociologically about technology. Each  
 3 project will require conducting scientific research followed by researching secondary sources.  
 4 We will have some time in class to start on these projects and to workshop them, but the majority  
 5 of work will be done outside of class. The first project is a cross-cultural analysis exploring  
 6 values and the development and impact of a particular technology. You will be creating and  
 7 delivering a presentation to the class. The second project involves a site investigation and again  
 8 exploring a particular technology. You will conduct an observation and interview(s) at the site.  
 9 This time your exploration of the technology you select will also include a direct exploration of  
 10 social stratification. The end product will be a written manuscript that the class will read and  
 11 discuss. Detailed information about the projects as well as grading criteria will be shared closer  
 12 to when we start each project. Timelines for project assignment deadlines are included in the  
 13 course schedule below.

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## 15 **Scholarly Reading Presentation**

16 You will conduct three short presentations of readings from a provided list. One will be a case  
 17 study about a particular technology, one will be focused on social stratification, and one will be  
 18 focused on an ethical controversy. More information will be provided in class.

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## 20 **Academic Citizenship**

21 Academic citizenship is your exercise of rights and responsibility as a student, co-creating  
 22 knowledge through actively contributing to the class. You can think of this part of your grade as  
 23 active class participation and completing your homework and readings, though it is being  
 24 measured indirectly. The first part of academic citizenship is attendance, which is expected. See  
 25 the course policies section for more information on attendance. Beyond active participation with  
 26 classwork, you have two informal writing assignments associated with (almost) every class.

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28 These assignments will not be graded for mastery. They will be graded using the following  
 29 standard criteria:

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<b>Criterion</b>	<b>Performance Characteristics</b>
<b>Depth of reflection</b>	<ul style="list-style-type: none"> <li>▪ Insightful.</li> <li>▪ Supported with evidence.</li> <li>▪ Thorough and thoughtful.</li> <li>▪ Demonstrates attempted understanding of sociological perspective and material at hand.</li> </ul>
<b>Clarity</b>	<ul style="list-style-type: none"> <li>▪ Well-written, understandable (can understand on first read).</li> <li>▪ Mistakes in spelling, grammar, punctuation, and formatting do not interfere with understanding.</li> </ul>
<b>Complete</b>	<ul style="list-style-type: none"> <li>▪ Follows guidelines.</li> <li>▪ Fully answers all prompts within assignment.</li> </ul>

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1 You will receive one of the following grades for each assignment:

Grade	Performance Level
A	Proficient
B	Satisfactory
C	Approaching Competence
D or F	Unacceptable

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### 3 **Academic Citizenship Assignment #1: Reading Investigations**

4 For each class (except the first class and the final two) you have a reading investigation. Think of  
 5 this as your ticket to come to class. It signifies that you have actively thought about the readings,  
 6 are ready to contribute, and are prepared to participate. You may have been in a class in which  
 7 the teacher delivers a lecture corresponding to the text you may or may not have read. This is not  
 8 that class. We will spend the beginning of class discussing the text and clarifying it, but I expect  
 9 that you have already read it. Reading investigations are due by midnight the night before via  
 10 Blackboard so that I can review them for discussion questions, areas of particular student  
 11 interest, and for what you may be struggling with understanding. There is a common format you  
 12 will use that will be provided via Blackboard with the guiding questions for the readings.

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### 14 **Academic Citizenship Assignment #2: Class Investigations**

15 You are expected to actively participate in class. This assignment is based on each class session  
 16 and designed to help ensure you are learning in class and can articulate and give meaning to what  
 17 you have learned. You will have a short amount of time to complete class investigations at the  
 18 end of class. This is your exit slip to leave. While you need to complete this in class, you will be  
 19 taking it home with you and will need to type it up and submit it via Blackboard by midnight that  
 20 night for me to grade.

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## 22 **Course Schedule**

23 This schedule is only a guide. I reserve the right to make any necessary changes to this schedule  
 24 or to other parts of the syllabus.

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### 26 **Time Commitment**

27 While there is variability in how much work students have for various classes, federal  
 28 regulations require the equivalent of a minimum amount of work of approximately 15 class hours  
 29 and 30 work hours per semester course credit. This course is a three-credit course offered over a  
 30 shortened eight-week semester, which is why our class periods are 2 <sup>3</sup>/<sub>4</sub> hours. In compliance  
 31 with these regulations you should expect to complete, on average, a minimum of 11<sup>1</sup>/<sub>4</sub> hours of  
 32 work each week outside of class time.

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### 34 **Class #1: Monday, June 22**

#### 35 Course Overview

#### 36 Thinking Sociologically

- 37 • Class #1 Investigation due by 11:59pm (Monday, June 22)
- 38 • Reading Investigation for Class #2 due by 11:59pm on Tuesday, June 23

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1 **Class #2: Wednesday, June 24**

2 What is Technology?

3 Technological Determinism and Social Constructionism of Technology

4 Culture & Technology

- 5 • Reading for class:
- 6 ○ Volti: Chapter 1, pages 3-7 only
- 7 ○ Volti: Chapter 4, pages 61-78
- 8 ○ Volti: Chapter 1, pages 15-16 only
- 9 ○ Volti: Chapter 2: pages 26-29 only
- 10 ○ Volti: Chapter 3, pages 41-59
- 11 ○ Volti: Chapter 5, pages 79-99
- 12 ○ Volti: Chapter 18, pages 349-355 only
- 13 ○ Volti: Chapter 20, pages 387-399 only
- 14 ○ Johnson, Deborah and Jameson Wetmore. 2008. "Introduction to Part II: The
- 15 Relationship Between Technology and Society." Pp. 93-95 in *Technology and*
- 16 *Society: Building Our Sociotechnical Future*, edited by Deborah Johnson and
- 17 Jameson Wetmore.
- 18 • Class #2 Investigation due by 11:59pm
- 19 • Reading Investigation for Class #3 due by 11:59pm, Sunday, June 28
- 20 • Presentation #1 discussion questions due by 11:59pm on Sunday, June 28
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22 **Class #3: Monday, June 29**

23 Case Studies in Technological Determinism and Social Constructionism of Technology

- 24 • Reading for class:
- 25 ○ Nye, David. 2006. "Technology and the Production of Difference." *American*
- 26 *Quarterly* 58(3):597-618
- 27 • Class #3 Investigation due by 11:59pm
- 28 • Reading Investigation for Class #4 due by 11:59pm, Tuesday, June 30
- 29 • Presentation #1 in class
- 30 • Presentation #1 reflection due by 11:59pm
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32 **Class #4: Wednesday, July 1**

33 Technocracy vs. Democracy

34 Research Methods

35 Work Session on Project #1

- 36 • Reading for class (read in listed order)
- 37 ○ Volti: Chapter 18, pages 355-365 only
- 38 ○ Volti: Chapter 2, pages 33-38 only
- 39 ○ Volti: Chapter 1, pages 17-19 only
- 40 ○ Volti: Chapter 20 pages 399-403 only
- 41 • Additional reading(s)
- 42 ○ Hansell, William. 1996. "A Common Vision for the Future: *The Role of Local*
- 43 *Government and Citizens in the Democratic Process.*" *National Civic Review*
- 44 85(3):5-13.

- 1           ○ Ottinger, Gwen. 2011. "Community-Based Science: A Strategy for Achieving
- 2           Environmental Justice and Improving Environmental Knowledge." White Paper
- 3           Series, Center for History and Policy, Chemical Heritage Foundation.
- 4           ○ Lovbrand, Eva, Pielke, Roger, and Silke Beck. 2011. "A Democracy Paradox in
- 5           Studies of Science and Technology." *Science, Technology, & Human Values*
- 6           36(4):474-496.
- 7           • Class #4 Investigation due by 11:59pm
- 8           • Project #1 proposal due by 11:59pm
- 9           • Reading Investigation for Class #5 due by 11:59pm, Sunday, July 5
- 10          • Project #1 Data Findings and Source List due by 8am, Monday, July 6

### 12 **Class #5: Monday, July 6**

#### 13 Science as subjective, rationality as irrational, and the myth of sociocultural evolution

- 14          • Reading for class:
  - 15           ○ Volti: Chapter 1 pages 7-15 only
  - 16           ○ Volti: Chapter 2 pages 21-25, 29-33 only
  - 17           Volti: Chapter 9, pages 163-180
  - 18           ○ Volti: Chapter 20, pages 387-399 only
  - 19           ○ Pinch, Trevor. 1996. "Science as Golem." *Academe* 82(1):16-18.
  - 20           ○ Excerpts from: Horkheimer, Max and Adorno, Theodor. 1944. "The Culture
  - 21           Industry: Enlightenment as Mass Deception." Pp. 94-136 in *Dialect of*
  - 22           *Enlightenment: Philosophical Fragments*.
- 23          • Class #5 Investigation due by 11:59pm
- 24          • Reading Investigation for Class #6 due by 11:59pm, Tuesday, July 7
- 25          • Project #1 Pre-writing Part One due by 8am, Wednesday, July 8

### 27 **Class #6: Wednesday, July 8**

#### 28 Technology & Economic Transformations: Work, Jobs, and the Corporation

- 29          • Reading for class:
  - 30           ○ Volti: Chapter 10, pages 183-201
  - 31           ○ Volti: Chapter 11, pages 203-221
  - 32           ○ Volti: Chapter 19, pages 367-385
  - 33           ○ Williams, Christine. 2007. Review of Lichtenstein, Nelson, ed. 2006. *Wal-Mart:*
  - 34           *The Face of Twenty-First Century Capitalism*. 2006.
  - 35           ○ Little, Daniel. 2011. "A jobless future?" *Understanding Society*.
  - 36           <http://understandingsociety.blogspot.com/2011/09/jobless-future.html>
- 37          • Class #6 Investigation due by 11:59pm
- 38          • Reading Investigation for Class #7 due by 11:59pm, Sunday, July 12
- 39          • Project #1 feedback response plan due by 11:59pm, Thursday, July 9
- 40          • Project #1 Pre-writing Part Two due by 8am, Monday, July 13

### 42 **Class #7: Monday, July 13**

#### 43 Technology & Economic Transformations: Work, Jobs, and the Corporation (continued)

#### 44 Technology & the Environment

- 45          • Reading for class:

- 1           ○ Volti: Chapter 6, pages 103-124  
 2           ○ Bloom, Paul. 2009. "The Way We Live Now: Natural Happiness." *The New York*  
 3           *Times Magazine*. April 19, MM11.  
 4           <http://www.nytimes.com/2009/04/19/magazine/19wwln-lede-t.html>  
 5           ○ Ritchie, Liesel Ashley, Gill, Duane, and J. Steven Picou. 2011. "The BP Disaster  
 6           as an *Exxon Valdez* rerun." *Contexts* Summer:30-35.  
 7           ○ Nowak, Andrzej, Rychwalksa, Agnieszka, and Jacek Szamrej. 2014. "Social,  
 8           Psychological and Technological Determinants of Energy Use." *IEEE Technology*  
 9           *and Society Magazine* Fall:42-47.  
 10          ○ Pellow, David Naguib and Brulle, Robert. 2007. "Poisoning the planet: the  
 11          struggle for environmental justice." *Contexts* Winter:37-41.
- 12          • Class #7 Investigation due by 11:59pm
  - 13          • Reading Investigation for Class #8 due by 11:59pm, Tuesday, July 14
  - 14          • Project #1 feedback response plan due by 11:59pm on Wednesday, July 15
  - 15          • Project #1 draft presentation due by 11:59pm on Friday, July 17

### 17 **Class #8: Wednesday, July 15**

#### 18 Technology & Economic Transformations: Work, Jobs, and the Corporation (continued)

#### 19 Technology & the Environment

#### 20 Technology & Social Stratification

#### 21 Mid-Course Evaluations

- 22          • Readings for class:
  - 23           ○ Johnson, Allan. 2014 *The Forest and the Trees*. Chapter 1 and 2 only:7-75.
- 24          • Class #8 Investigation due by 11:59pm
- 25          • No reading investigation for Class #9
- 26          • *Change*: Project #1 feedback response plan due by 11:59pm on Wednesday, July 15
- 27          • *Change*: Project #1 draft presentation due by 11:59pm on Friday, July 17
- 28          • Project #1 Feedback response plan due by 8am on Monday, July 20
- 29          • Project #1 due by 8am on Monday, July 20

### 31 **Class #9: Monday, July 20**

#### 32 Project #1 Presentations: Cross-Cultural Analyses of Society and Technological Change

- 33          • Class #9 Investigation due by 11:59pm
- 34          • Reading Investigation for Class #10 due by 11:59pm, Tuesday, July 21
- 35          • Project #1 reflection due by 8am on Wednesday, July 22

### 37 **Class #10: Wednesday, July 22**

#### 38 Social Stratification

#### 39 Work Session on Project #2

- 40          • Reading for class:
  - 41           ○ Mills, C. Wright. 1959. *The Sociological Imagination*. Chapter 1 only:3-24.
- 42          • Class #10 Investigation due by 11:59pm
- 43          • Project #2A: Proposal due by 11:59pm on Thursday, July 23
- 44          • Project #2B: Feedback response plan #1 due by 11:59pm on Sunday, July 24
- 45          • (Project #2C: Data Findings due by 8am, Wednesday, July 29)



- Reading Investigation for Class #11 due by 11:59pm, Sunday, July 26

### **Class #11: Monday, July 27**

#### Technology & Social Stratification (continued)

- Reading for class:
  - Walby, Sylvia. 2000. "Analyzing Social Inequality in the Twenty-First Century: Globalization and Modernity Restructure Inequality." *Contemporary Sociology* 29(6):813-818.
  - Eubanks, Virginia. 2007. "Popular technology: exploring inequality in the information economy." *Science and Public Policy* 34(2):127-138.
- Presentation #2 in class
- Presentation #2 reflection due by 11:59pm
- Class #11 Investigation due by 11:59pm
- Reading Investigation for Class #12 due by 11:59pm, Tuesday, July 28
- Project #2C: Data Findings due by 8am, Wednesday, July 29

### **Class #12: Wednesday, July 29**

#### Technology & Social Stratification (continued)

#### Research Methods (continued)

#### Work (library) Session on Project #2

- Reading for class:
  - Schiebinger, Londa. 1997. "Creating Sustainable Science." Pp. 201-216 in *Osiris, Volume 12. Women, Gender, and Science: New Directions*, edited by Sally Gregory Kohlstedt and Helen Longino.
  - Burke, Ted, De Paor, Annraoi, and Eugene Coyle. 2010. "Disability and Technology: Engineering a More Equitable Ireland." *IEEE Technology and Society Magazine*. Spring:35-41.
- Class #12 Investigation due by 11:59pm
- Project #2D: Source List due by 12 noon on Saturday, August 1
- Reading Investigation for Class #13 due by 11:59pm, Sunday, August 2
- Project #2E: Pre-writing due by 8am on Monday, August 3
- Presentation #3 scenarios due by 11:59pm on Sunday, August 2
- Presentation #2 reflection due by 11:59pm (for those who presented)

### **Class #13: Monday, August 3**

#### Technology & Dilemmas and Ethical Controversies

- Readings for class:
  - Bynum, Terrell. 2001. "Computer ethics: Its birth and its future." *Ethics and Information Technology* 3:109-112.
  - Brey, Philip. 2012. "Anticipating ethical issues in emerging IT." *Journal in Ethics and Information Technology* 14:305-317.
  - Nussbaum, Martha. 2007. "Human Rights and Capabilities." *Harvard Human Rights Journal* 20:21-24.
- Presentation #3 in class
- Presentation #3 reflection due by 11:59pm

- 1 • Class #13 Investigation due by 11:59pm
- 2 • Reading Investigation for Class #14 due by 11:59pm, Tuesday, August 4
- 3 • Project #2F: Feedback response plan #2 due by 8am on Wednesday, August 5
- 4 • Project #2G: First draft due by 8am on Wednesday, August 5

#### 6 **Class #14: Wednesday, August 5**

##### 7 Technology & Communication

- 8 • Reading for class:
  - 9 ○ Volti: Part 5, pages 223-284
- 10 • Class #14 Investigation due by 11:59pm
- 11 • Project #2H: Feedback response plan #3 due by 11:59pm Friday, August 7
- 12 • Reading Investigation for Class #15 due by 11:59pm, Sunday, August 9
- 13 • Project #2 Final Version due by 8am on Monday, August 10

#### 15 **Class #15: Monday, August 10**

##### 16 Technology & the Future: Risks and Potential

- 17 • Reading for class:
  - 18 ○ *The Economist*. 2010. "Cyberwar. War in the fifth domain: Are the mouse and
  - 19 keyboard the new weapons of conflict?" Briefing. July 1.
  - 20 <http://www.economist.com/node/16478792>
  - 21 ○ Joy, Bill. 2000. "Why The Future Doesn't Need Us." *Wired*. August 4.
  - 22 [http://archive.wired.com/wired/archive/8.04/joy\\_pr.html](http://archive.wired.com/wired/archive/8.04/joy_pr.html)
  - 23 ○ Brown, John Seely and Duguid, Paul. 2001. "A Response to Bill Joy and the
  - 24 Doom-and-Gloom Technofuturists." *AAAS Science and Technology Policy*
  - 25 *Yearbook* 77-83.
  - 26 ○ Lerner, Stephen. 2007. "Global corporations, Global unions." *Contexts*.
  - 27 Summer:16-22.
  - 28 ○ Martin, Brian. 2000. "Directions for Liberation Science." *Philosophy and Social*
  - 29 *Action* 26(1):9-21.
- 30 • Class #15 Investigation due by 11:59pm
- 31 • Reading Investigation for Class #16 due by 11:59pm, Tuesday, August 11

#### 33 **Class #16: Wednesday, August 12**

##### 34 Project #2 Discussions: Case Studies in Society & Technological Change

- 35 • Reading for class: Compilation of Student Project #2 papers
- 36 • Class #16 Investigation due by 11:59pm
- 37 • Project #2I: Reflection due 11:59pm on Thursday, August 12

#### 39 **Friday, August 16**

##### 40 GBCC Summer Semester Ends

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## Course Policies

### **Attendance**

**1. Required Attendance:** You are required to attend every class and be present and actively engaged for the entire class period. There are 16 total classes. You will have 6.25% (1/16) deducted from your final grade for each class you miss.

**2. Exceptional Absences:** I understand that you may on rare occasion have other priorities that you must attend to and for which you cannot make other arrangements (e.g. attending a funeral, health issues, etc.). If this is the case, you must e-mail me *prior* to the class that you will miss letting me know you will not be there and why you will be missing the class. If I receive this information prior to the class and find your justification to be a reasonable excuse, I will e-mail you back with make-up work to be completed prior to the next class (or, if it is the last class, prior to the end of the semester). If you 1) contact me in advance of the class, 2) have a reason to miss class that I found reasonable, and 3) sufficiently complete your makeup within the given time, then you will not receive any deduction from your final grade for missing up to two of these classes. If you end up having to miss more than two classes, even if it falls under the circumstances outlined here, you will still receive a grade penalty. Attendance is a prerequisite for active collaborative learning. If you have missed three classes, that is over 18% of the total number of classes! For the eight weeks you are enrolled in this course, please make it a priority to be here and be present.

**3. Administrative Failure (AF):** If you miss 3 consecutive class dates, you will be administratively withdrawn from the class (an AF grade). This is college policy and there are no “exceptional absences” for this policy. You are financially responsible for the class if you drop the class or are dropped from the class after the Drop Add period, which is the first 2 weeks of class. In the case of an AF grade, the Vice President of Academic Affairs will send you a letter indicating that you are administratively withdrawn from the course. You have a small window in which you can appeal the AF grade.

**4. Class Citizenship:** If you are disruptive in class, you will be reminded of the Classroom Norms we are trying to create for this class. Disruption in class will lead to a written warning. Further disruptions will lead to an instructor administered AF grade. You will not be allowed back into the class and will still be financially responsible for the class. If you are asked to leave a specific class period, you will be considered absent for that class. See the Student Handbook for further information.

### **Warnings, Danger of Failing**

Do not expect me to issue a warning report to you if you are in danger of failing the course. You are responsible for keeping track of progress in the course. Grades will be regularly updated on Blackboard. Please also check your graded assignments for my feedback via Blackboard. I encourage you to contact me or meet with me if you have questions or concerns, and to avail yourself of the resources available through the Center for Academic Planning and Support

1 (CAPS).  
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5 **Incomplete Grades:**

6 Incomplete grades will only be given for unusual cases. Documentation may need to be  
 7 provided. Incomplete work does not justify an incomplete grade. You must speak to me *before*  
 8 the end of the course if this may be an issue.  
 9

10 **Academic Support:**

11 Academic Support: The Center for Planning and Support (CAPS) has a variety of services to  
 12 support your academic success at Great Bay Community College. These free services include:

- 13 • Math, Writing, and Science Center for drop-in tutoring (no appointment needed)
- 14 • Scheduled appointment times for individual tutoring sessions
- 15 • Online writing tutoring via Blackboard (contact CAPS to enroll)
- 16 • Study Groups organization and tutor facilitation
- 17 • Open computer lab with various course software, including CIS & DMT classes
- 18 • Individual academic coaching for setting goals, organization, time management and  
 19 finding strategies to increase your learning and performance
- 20 • Assistive technology
- 21 • ESOL support
- 22 • Academic workshops – times posted each semester.

23  
 24 For more information about any of the above or other CAPS services, call CAPS at 603-427-  
 25 7621 or email CAPS at greatbaycaps@ccsnh.edu. They would be happy to answer any questions.  
 26 Tutoring request forms can be found in CAPS or on the GBCC website at  
 27 <http://greatbay.edu/student-services/tutoring>.  
 28

29 **Written Work:**

30 All work submitted as an attachment must have single spacing, 12-point Times New Roman font,  
 31 one-inch margins, and line numbering. Work to be handed in for grading should be neat and  
 32 organized with attention given to correct spelling and grammar. All work must conform to the  
 33 rules of Edited Standard Written English (e.g. avoid slang, do not use profanity unless you are  
 34 discussing it as a subject matter, use standard spelling and proper punctuation, do not use  
 35 shorthand (e.g. write you not u, are not r, “I found that humorous” not lol, etc.). Only soft copies  
 36 of work will be accepted; all assignments must be submitted via Blackboard.  
 37

38 **Late Assignments:**

39 Assignments are due at the specified day and time. Assignments are considered late if handed in  
 40 after the work has been collected or electronically submitted after the day and time given as the  
 41 deadline. Assignments that are at least one minute late will lose one point, 11 minutes late will  
 42 lose 10 points, 61 minutes late will lose 20 points, 24 hours late will lose 30 points, 48 hours late  
 43 will lose 40 points, 72 hours late will lose 50 points, and over one week late will lose all points.  
 44 Technical issues with submitting assignments via Blackboard do not excuse tardiness; it is your  
 45 responsibility to identify and correct any technical problems regarding submitting assignments to  
 46 ensure your work is submitted correctly and that I can open it. If you are asking for an extension

1 or for some other exception to this late policy, you should contact me in advance of the deadline.  
2 I am much more open to working with you before an assignment is due. After an assignment is  
3 due I will be relatively inflexible. Unless you have an incomplete, no assignments may be  
4 submitted after Friday, August 14 for any reason.  
5

#### 6 **Student E-mail:**

7 All e-mail correspondence for this course will be done through the CCSNH (Community College  
8 System of New Hampshire) email accounts. This is essential because CCSNH has a very  
9 sensitive spam filter. This e-mail address is already programmed into the course and Blackboard  
10 and alternate addresses are unable to be created. It is your responsibility to check this e-mail for  
11 all course announcements. Missing an e-mail communication does not excuse late assignments.  
12

#### 13 **Asking Questions:**

14 You are encouraged to ask questions, both about content and about course requirements and  
15 policies. Take control of your own learning. One way to ask me a question is via Blackboard;  
16 there is a discussion board set up for asking questions this way. If you do this, I will get an  
17 automatic e-mail alerting me that you have submitted a question and I will answer it. This is a  
18 useful tool because other students may have the same question and they will also be able to see  
19 the question and my response. If you have a question you want to ask but do not want it  
20 attributed to you, I have set up the discussion board so you may opt to submit a question  
21 anonymously.  
22

#### 23 **Accommodations for Students with Disabilities:**

24 The College is committed to providing support for students with disabilities. If you have a  
25 physical, learning, attention, and/or psychological disabilities, you are encouraged to visit the  
26 Center for Academic Planning and Support (CAPS) and make an appointment with the  
27 Coordinator of Disability Support Services. More information is available at  
28 <http://greatbay.edu/student-services/academic-support/disability-services>  
29

#### 30 **Academic Honesty & Referencing Sources**

31 Academic misconduct is a serious offense with serious consequences. Consult the Student  
32 Handbook for more information about academic dishonesty. Do not plagiarize. You must  
33 document all sources of information. Credit must be given when using the ideas of others. All  
34 work that is not your own must reference the original work with enough detail that anyone could  
35 easily identify and find your source. No credit will be given for assignments that contain any  
36 instance of academic dishonesty. It is your responsibility to prove work is original in nature. You  
37 may be asked to provide additional source information. It is recommended you keep all notes and  
38 materials used to complete your assignments.  
39

40 You do not need to list references or further information beyond the author's name in your  
41 reading investigations since the sources are on the syllabus. For your projects you will need to  
42 include the relevant information. However, rather than using the ASA Style for writing formal  
43 citations and references, you will smooth out your sentences and integrate the necessary  
44 information into them. For example, I might write, "Rudi Volti, author of the book *Society and*  
45 *Technological Change*, suggests that technological determinism is an outdated concept." I would  
46 not write, "Technological determinism is an outdated concept (Volti 2014)" and I would not

1 include a bibliography or works cited page.  
 2  
 3

#### 4 **Classroom Norms**

5 It is vital that we create an environment that ensures this class is as beneficial as possible to  
 6 every student's educational and professional goals. We will best be able to meet our goals and  
 7 grow together if the classroom is a supportive space and if everyone practices proper etiquette.  
 8 There are certain norms we want to co-create and hold within this space that reflect a vision for  
 9 how we want to be as a class and in relation to one other—safe, supported, open, productive,  
 10 trusting, intellectually curious, thoughtful, and engaged.  
 11

12 Be present. Participate actively in discussions, having completed the readings and thought about  
 13 the issues. Refrain from activities that can cause distractions and focus your energy and attention  
 14 on the topic at hand. Unless you have explicit permission from me, the use of electronic devices  
 15 (other than laptops) is prohibited during in-person classes and should remain off or in  
 16 silent/vibrate mode for the duration of class. Laptops may be used but only for class related  
 17 work. Presented slides will be posted on Blackboard. Using electronic devices during class for  
 18 anything other than classwork will result in a 0 for your attendance grade for that class. Using  
 19 laptops during class-time for non-class activities will also result in a 0 for your attendance for  
 20 that class. That being said, you are in college and will be treated as an adult. Take care of  
 21 yourself and step out if you need to do so. If you need to use the bathroom, do so. If you need to  
 22 take a call because a family member is in the hospital, do so. If you can handle your needs before  
 23 or after class or during breaks, even better. You are responsible for any material you miss.  
 24 Respect the space and the people in it. Be conscientious and courteous.  
 25

26 Practice responsibility, fairness, honesty, mutual respect, and integrity. These are the same  
 27 ethical principles Great Bay Community College uses to determine its policies and practices.  
 28

29 Be respectful, thoughtful, and conscientious. A good deal of sociological content is of a sensitive  
 30 nature; individual students may have strong opinions and/or personal experiences that relate to  
 31 the material we cover. Therefore, it is essential that sharing maintains a positive tone, respects  
 32 the beliefs of others, and does not inhibit others from participating. Follow the guidelines below  
 33 to help create a healthy classroom climate:

- 34 • Be professional and respectful, considerate and kind. Do not make derogatory comments  
 35 of any kind. Only one person should speak at a time. Evaluate and reflect on the amount  
 36 of space you are taking up in a particular conversation. If you have not spoken up and  
 37 have something to add to the conversation, speak up; if you feel like you have been  
 38 talking a lot, create that space for others to share. Listen to others' thoughts and feelings,  
 39 even if they differ significantly from your own. Your comments should be professional in  
 40 nature, based on content knowledge, and related to course material (Note: Professional  
 41 does not mean it cannot be personal). Ask clarifying questions when appropriate. Your  
 42 comments and questions are meant to probe and shed new light, not to minimize or  
 43 devalue others' comments. Make sure if you are disagreeing with an idea your comments  
 44 are aimed at the idea and not a personal attack on a fellow student.
- 45 • Take risks. Share what you are thinking or ask questions even if you are worried that you  
 46 have not put what you are feeling or thinking into the right words or that it may not be the

1 “right” thing to say. You are encouraged to express your opinions, encourage others to  
2 develop and share their ideas, explore controversial material, risk making mistakes in  
3 writing about and discussing issues, and ask for help in understanding ideas you do not  
4 understand. This intellectually rigorous work may be uncomfortable at times, but risking  
5 such discomfort often leads to insight. Be patient in situations where you may feel  
6 challenged or uncomfortable; there may be something else behind that emotion. Help  
7 ensure others who may feel this way are safe and supported. Keep an open mind and be  
8 willing and open to being challenged or confronted about ideas or prejudices you have  
9 been socialized into and internalized. When challenging others, do so with the intent of  
10 facilitating their growth; do not demean or embarrass others.

- 11 • Assume good intentions and give others the benefit of the doubt. Comments and  
12 assertions by others in this space should be assumed to be coming from a place of good  
13 intentions. Understand that there may be a range of knowledge and experience around the  
14 issues we discuss. This is a space where you can challenge things you do not necessarily  
15 agree with and be challenged by others, without taking things personally or being clouded  
16 by feelings of offense.
- 17 • Respect everyone’s individual identity. Speak from your own experience and analysis of  
18 the readings. Only speak on behalf of yourself; do not generalize. Do not expect others to  
19 speak as representatives of a social or cultural group. Do not make assumptions about  
20 other class members’ identities, experiences, or beliefs. Recognize and value the diversity  
21 of the class and everyone’s experiences, abilities, and knowledge that they bring to the  
22 class that we can all learn from. Personal stories or experiences that are shared in class  
23 should remain confidential. However, what you learn from those stories and experiences  
24 can definitely be shared.