CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-085-156

SOC 4440 – Technology and Society

General Education Committee   Date: 10/28/16

Executive Committee
Received and Forwarded   Date: 11/02/16

Academic Senate   Date: 11/09/16
                                                               <u>First Reading</u>

BACKGROUND:
The Psychology and Sociology Department revised SOC 440 for semester calendar. This is an existing course in GE Area D4.

RESOURCES CONSULTED:
Faculty
Department Chairs
Associate Deans
Deans
Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the ECO for this course and found it to satisfy the GE SLO's and other requirements of GE Area D4.

RECOMMENDATION:

The GE Committee recommends approval of GE-085-156, SOC 4440 – Technology and Society.

SOC - 4440 - Technology & Society

C. Course - New General Education* Updated

General Catalog Information

College/Department	Psychology and Sociology

Semester Subject Area	SOC

Semester Catalog Number	4440

Quarter Subject Area	SOC

Quarter Catalog Number	440

Course Title	Technology & Society

Units*	(3)

C/S Classification *	C-02 (Lecture Discussion)

To view C/S Classification Long Description click: http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf

Component*	Lecture

Instruction Mode*	Asynchronous Local	Face-to-Face	Fully Asynchronous
	Fully Synchronous	Hybrid w/Asynchronous Component	
	Hybrid w/Synchronous Component	Synchronous Local	
	Web-Assisted		

| Grading Basis* | Graded Only |

| Repeat Basis* | May be taken only once |

| If it may be taken multiple times, limit on number of enrollments | 1 |

| Cross Listed Course Subject Area and Catalog Nbr (if offered with another department) | |

| Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad) | |

| Choose appropriate type(s) of course(s)* | ☑ Major Course ☐ Service Course ☑ GE Course ☐ None of the above |

| General Education Area / Subarea* | D4 |

To view the General Education SubArea definitions, click **http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf**.

I. Catalog Description

| Catalog Description | Explores the relationship between technological development and social life. How technology impacts society and how social, political and economic |

factors inhibit and encourage the development of technology is key. Issues of inequality regarding access are central.

II. Required Coursework and Background

Prerequisite(s)

Pre-requisite: SOC 2201, GE areas A1, A2, A3, D1, D2, D3

Corequisite(s)

Pre or Corequisite(s)

Concurrent

III. **Expected Outcomes**

List the knowledge, skills, or abilities which students should possess upon completing the course.*

1) Students will be able to explain and apply key social science theories related to the impact of technology on society.

2) Students will be able to explain and apply key social science theories related to how social context shapes the development of science and technology.

3) Students will be made aware of and be able to explain and analyze key debates within the field.

4) Students will learn to apply theories to empirical examples.

If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.
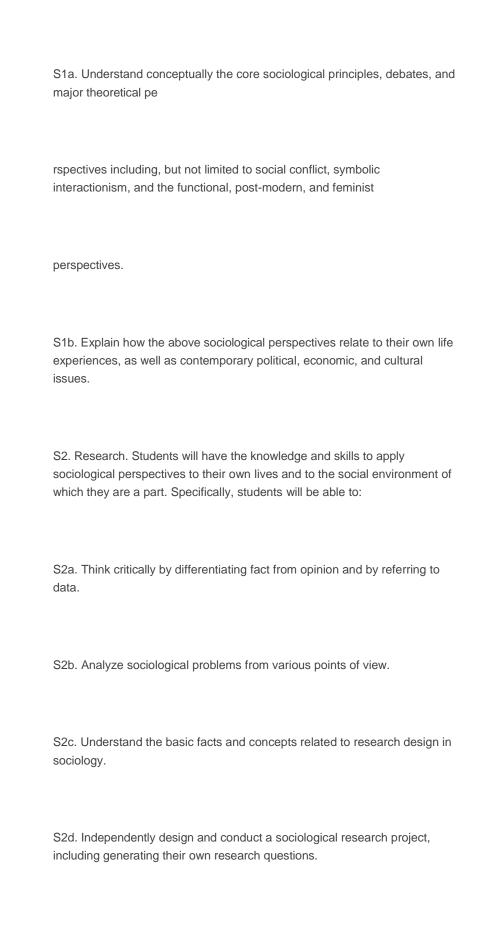
Program Objectives->												
	S1a	S1b	S2a	S2b	S2c	S2d	S2e	S2f	S3a	S3b	S3c	S4a
Course Objectives												

Program Objectives-> / Course Objectives	S1a	S1b	S2a	S2b	S2c	S2d	S2e	S2f	S3a	S3b	S3c	S4a
1		D	D						D	D		D
2		D	D						D	D		D
3		D	D						D	D		D
4		D	D						D	D		D

The Sociology (S) major's specific instructional goals and objectives are the following:

S1. Understand groups. Students will obtain a sociological understanding of diverse social groups, organizations, and institutions. This includes the ability to critically analyze the characteristics of social groups, the social

forces shaping them, and the impact of group and inter-group interactions on the micro and macro levels. Specifically, students will be able to:

S1a. Understand conceptually the core sociological principles, debates, and major theoretical pe

rspectives including, but not limited to social conflict, symbolic interactionism, and the functional, post-modern, and feminist

perspectives.

S1b. Explain how the above sociological perspectives relate to their own life experiences, as well as contemporary political, economic, and cultural issues.

S2. Research. Students will have the knowledge and skills to apply sociological perspectives to their own lives and to the social environment of which they are a part. Specifically, students will be able to:

S2a. Think critically by differentiating fact from opinion and by referring to data.

S2b. Analyze sociological problems from various points of view.

S2c. Understand the basic facts and concepts related to research design in sociology.

S2d. Independently design and conduct a sociological research project, including generating their own research questions.

S2e. Accurately analyze and interpret data generated through their own studies or those of others, in order to come to an appropriate conclusion.

S2f. Respect and appreciate the need for data, not only for public policy decisions, but also for life decisions that are impacted by various institutions in society.

S3. Diversity. Students will gain an understanding of the 'sociological imagination,' where they are able to see how their biography relates to the time in history in which they live, as well as to the social structure in which they

find themselves. Specifically, students will be able to:

S3a. Analyze a problem or situation from a sociological and cross-cultural perspective.

S3b. Understand the significance and interaction of race, class, sexuality, and gender in social life.

S3c. Understand and appreciate cultural diversity and relativity within and among societies.

S4. Social institutions. Students will understand the effects of domestic and global forces on social institutions, on their own lives, and on the lives of other individuals and groups. Specifically, students will be able to:

S4a. Critically analyze (see S2a) the social world - everything from the news of the day to how changes in the global economy can affect other major social institutions, including the government, the military, the family, and

education.

S4b. Analyze how these sociological events impact their own lives, their families, and communities, and how the ways that they live their lives also impacts the larger society.

LEGEND

I   Students are introduced to the outcome.

D   Students have the opportunity to further develop this outcome (some use P (practice) or R (reinforced) to represent this level)

M   Students can demonstrate basic mastery at the exit level

M+   Students go beyond basic mastery and develop advanced skills and knowledge (typical only in elective courses)

A   Evidence is collected and evaluated for program-level assessment

Explain how the course meets the description of the GE SubArea (s). Please select appropriate outcomes according to the GE Area/SLO mapping.

This course emphasizes how technology impacts society and how social, political and economic factors inhibit and encourage the development of technology. Using the example of the relationship between technology and social life, students will "examine the historical development and cross-cultural distribution of patterns of social behavior." In this course, students will apply key social science theories to the complex, bi-directional relationship between technological development and social life, with a particular emphasis on inequality regarding access. Thus, the course will foster students' "deeper or broader understanding of a set of concepts and their application in the solution of a variety of specific social problems".

Course Outcomes	Ia	Ib	Ic	Id	Ie	IIa	IId	IIIa	IIIb
1	X	X	X	X		X	X	X	
2	X	X	X	X		X	X	X	

3	X		X	X		X			X		X		X
4					X		X		X		X			X

Describe how these outcomes relate to the associated GE Learning Outcomes listed below.*

1a) Write effectively for various audiences. This course requires students to engage in several written assignments aimed at a range of audiences. Students are asked to write for the instructors, classmates, and a variety of constituents such as the general public, to a political figure or agency or for a public presentation.

1b) Speak effectively for various audiences. Students are required to present ideas and research to the class. Students are required to participate in class discussion and debates.

1c) Find, evaluate, use and share information effectively and ethically.
To complete the assignments referenced above, students are required to either analyze existing or create original data, contextualize this data relative to the field, and present this to an audience. Students learn to cite appropriately.

1d) Construct arguments based on sound evidence and reasoning to support an opinion or conclusion. Students are required to take a position on key debates within the field on key issues, debates and research conundrums.

2d) Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions. This course is inherently interdisciplinary, drawing on several fields in the social sciences. Theories, research, debates and the impact on the larger culture of multiple fields in the social sciences is considered.

3a) Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies. The impact of diverse cultures within the United States, and the role of different cultures on shaping institutions, groups and debates in the field is central to the course. How access to and ability to benefit from technology varies across populations and what factors influence this is central.

3b) Analyze ethical principles, methods, value systems, and ethics of

social issues confronting local and global communities. This class covers ethics in methods and practice and debates on key ethical issues. Contrasting views on ethical issues and issues of diversity are key.

General Education Outcomes*	
	Ia. Write effectively for various audiences
	Ib. Speak effectively to various audiences.
	Ic. Find, evaluate, use, and share information effectively and ethically.
	Id. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.
	IId. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.
	IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and pracitces of individuals and societies.
	IIIb. Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.

To view the mapping, click **https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf**

IV. **Instructional Materials**

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

Instructional Materials*

Texts should include a selection of the following:

Bijker, Wiebe E., Hughes, Thomas P., and Trevor Pinch (Eds) (1989). The Social Construction of Technological Systems: New Directions in the Sociology and History of Technology. Cambridge: MIT Press.

Bijker, Wiebe and John Law (eds). (1994) Shaping Technology / Building Society: Studies in Sociotechnical Change (Inside Technology). Cambridge: MIT Press.

Bijker, Wiebe E. (1995). Of Bicycles, Bakelites, and Bulbs: Toward a Theory of Sociotechnical Change (Inside Technology). Cambridge: MIT Press.

Diamond, Jared (2005). *Guns, Germs and Steel: The Fates of Human Societies*. New York: Norton.

Easton, Thomas A. (2005). Taking Sides: Science, Technology and Society. Dubuque: IA: McGraw-Hill.

Hjorth, Linda S., Eichler, Barbara A., Khan, Ahmed S. And John A. Morello (2000). *Technology and Society: A Bridge to the 21st Century.* Upper Saddle River, NJ: Prentice Hall.

Magnus, David, Arthur L. Caplan, and Glenn McGee. (2002). *Who Owns Life?* New York: Prometheus.

Volti, Rudi (2013). *Society and Technological Change.* New York: Worth.
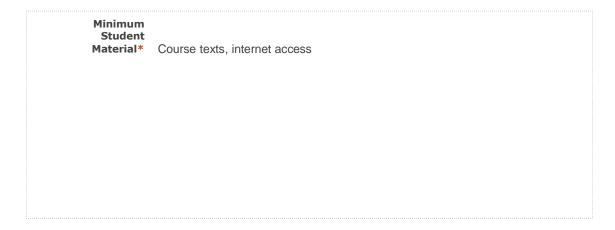
Harrington, Jan L. (2009). *Technology and Society.* Sudbury, MA: Jones and Bartlett.

Gere, Charlie (2008). *Digital Culture.* London: Reaktion Books.

Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, **http://www.cpp.edu/~accessibility**
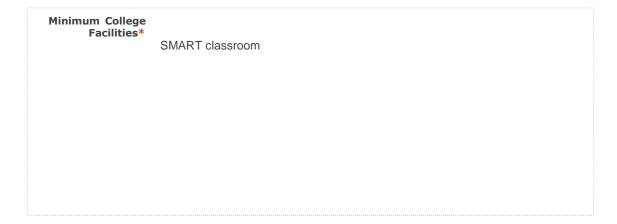
V. Minimum Student Material

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

Minimum Student Material*	Course texts, internet access

VI. Minimum College Facilities

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

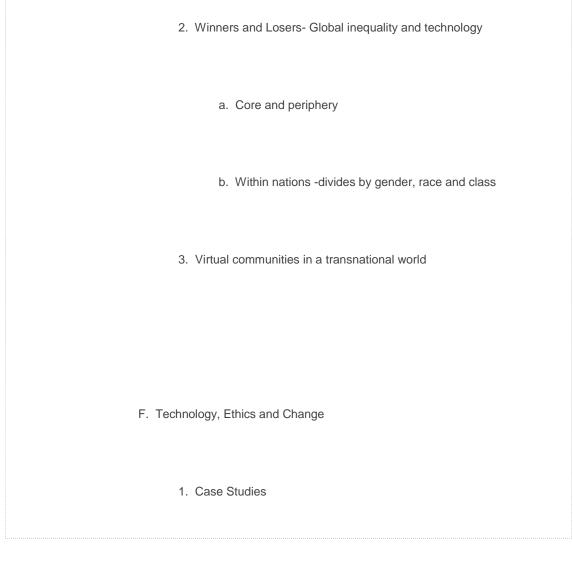| Minimum College Facilities*	SMART classroom

VII. Course Outline

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

Course Outline*

    A.   Understanding Technology

          1. What is technology?

          2. Relationship between Technology and change

          3. Approaches to studying Technology

    B. Causes and Consequences

          1. What are the causes of Technological change

          2. Understanding Consequences

    C. The Diffusion of Technology

          1. Local Diffusion

          2. Global diffusion

3. Resistance to technology and technological change

D. Understanding the Social Effects of Technology- Key areas of Study

1. Energy

2. Ecology

3. Population/Demography

4. War and Conflict

5. Bodies

E. The Global Politics of Technology

1. Technology as a facilitator of global relations

2. Winners and Losers- Global inequality and technology

    a. Core and periphery

    b. Within nations -divides by gender, race and class

3. Virtual communities in a transnational world

F. Technology, Ethics and Change

1. Case Studies

VIII. **Instructional Methods**

Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.

Instructional Methods*	Lecture, discussion, film, internet examples

IX. **Evaluation of Outcomes**

Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc. *	Course should include: A) Exams B) Analytic Papers C) Short reading reactions D) Attendance and Participation is required
Describe the meaningful writing assignments to be included. *	1) Reactions to weekly readings- students are expected to answer prompts weekly to ensure engagement with course material is ongoing. Instructor feedback on weekly assignments will permit students to adjust and improve their written responses as the term progresses. 2) Students will complete an original research project that explores a technological innovation, the impact it had on society, and the socio-political context that shaped the innovation. Students will receive ongoing instructor feedback as they select topics, develop their projects, and write up findings.
Discuss how these methods may be used to address the course and program outcomes, as appropriate.	

Include or attach a matrix to align the evaluation methods to the outcomes.*

			Assessment	Activities
Department /Course Learning Objectives	**Exam**	**shortpapers**	**papers**	**attendance**
LO1	X	X		X
LO2	X	X		X
LO3	X	X	X	X
LO4	X		X	X
S1. Understand groups	X	X	X	X
S2. Research	X	X	X	X
S3. Diversity	X	X		X
S4. Social institutions	X	X	X	X

If this is a general education course, discuss

how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.*

GE SLO:	Exams/Quizzes	Term Paper	Short Papers	Participation
			Assessment	Activities
1a) Write effectively for various audiences.	X	X	X	X
1b) Speak effectively for various audiences.				X
1c) Find, evaluate, use and share information effectively and ethically.	X	X	X	X
1d) Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.	X	X	X	X
2d) Integrate concepts, examples, and theories from more than one discipline to identify problems,	X	X	X	X

construct original ideas, and draw conclusions.				
3a) Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.	X	X	X	X
3b) Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.	X	X	X	X

X. This OPTIONAL Section is for describing Course/Department/College specific requirements.

Department/ College Required ECO Information (Optional)	