This course will provide a foundation for the study of modern industrial society from a macro-sociological perspective. We will examine the origins and development of the industrial revolution, the scientific and technological advances since the 18th century, the emergence of the modern corporation, the development of capitalism over the past two centuries, and the advances made in science and technology and their impact on society in the twentieth and early twenty-first century. The course will focus on the labor process (Taylorism and scientific management), mass production, automation, computerization, robotics, transnational corporations, globalization, the business cycle of expansions and contractions, and other key issues in economic sociology, especially as they relate to the recent global economic crisis. We will conclude the course by examining the challenges faced by contemporary society and assessing further advances in science and technology, its impact on society, and the prospects for social change and transformation.

**This course satisfies Core Objective 9: Science, Technology, and Society**

**CO 9:** Students will be able to connect science and technology to real-world problems by explaining how science relates to problems of societal concern; be able to distinguish between sound and unsound interpretations of scientific information; employ cogent reasoning methods in their own examination of problems and issues; and understand the applications of science and technology in societal context.

This course will satisfy CO 9 via the following Student Learning Outcomes (SLOs):

SLO #1: Students will examine and understand fundamental concepts and theories in studying the impact of science and technology on society from a social science perspective.

SLO #2: Students will obtain knowledge about the historical significance of the scientific and technological revolution and will relate this to advances made in science and technology and their impact on society in the 21st century.

SLO #3: Students will analyze and interpret how scientific and technological developments affect society and the broader social, political, and economic environment with which they interact to define social relations.

SLO #4: Students will identify the historical, economic, cultural, and societal impacts of such processes as industrialization, automation, computerization, and information technology and their effects on different segments of society.
SLO #5: Students will examine and articulate ways in which globalization and economic expansion on a world scale affect the development of science and technology and lead to social change and transformation of society in the 21st century.

**How will the student learning outcomes related to Core Objective 9 be assessed?**

**Assessment of SLO #1:** Percent correct/acceptable performance on essay exams requiring students to examine concepts and theories in studying the impact of science and technology on society. The exams will be supplemented by student oral presentations and group discussion.

**Assessment of SLO #2:** Percent correct/acceptable performance on essay exams requiring students to understand the historical significance of the scientific and technological revolution and relate this to advances made in science and technology and their impact on society in the 21st century.

**Assessment of SLO #3:** Acceptable performance on student oral presentations based on a set of assigned readings on scientific and technological developments and their impact on society and the broader social, political, and economic environment.

**Assessment of SLO #4:** Percent correct/acceptable performance on essay exams requiring students to demonstrate substantive knowledge on the historical, economic, cultural, and societal impacts of industrialization, automation, computerization, and information technology and their effects on different segments of society.

**Assessment of SLO #5:** Percent correct/acceptable performance on essay exams requiring students to demonstrate ways in which globalization and economic expansion on a world scale affect the development of science and technology and lead to social change and societal transformation.

**Structure of the Course:**

The course will primarily consist of lectures, but films, video documentaries, group discussions, and student presentations will provide added dimensions to the course. The adoption of a combination of these methods through a multi-media approach is intended to enhance the learning process.

**Attendance:**

Attendance is required and will count as 20% of your course grade. It is recommended that you attend classes on a regular basis, as each class that is missed will count as minus 1.5% of your course grade. Those who arrive more than 10 minutes after class starts or leave before the class ends will not receive attendance points. There will be no excused absences, except for extreme cases of medical emergencies, such as hospitalization, with official documentation.
Exams:

There will be two essay exams in this course: a midterm exam and a final exam. Both exams will include questions on the lectures, readings, presentations, group discussions, films, video, and other materials presented in class. You will be graded on both the content and quality of the answers you provide on the exams. Except for documented emergencies, such as hospitalization, no make-up exams will be given in this course.

Study Guides:

A study guide will be distributed in class one week prior to the midterm and final exams. Questions on each exam will be drawn from the topics and issues highlighted in the study guide as related to the readings, lectures, presentations, films, and other material presented in class.

Presentations:

At the beginning of the semester students will sign up for a presentation based on a set of assigned readings. Successful presentations will require that students: (1) do the readings carefully and analyze the points being made; (2) demonstrate a clear understanding of the central points of the readings; and (3) generate a set of questions posed to the class in order to stimulate discussion on the topic. Grade: 10% of the course grade for the presentation and 5% of the course grade for a 2 page outline and a half page narrative summary of the presentation, for a total of 15% (see the specific guidelines for presentations at the end of this syllabus).

Group Discussion:

Four times during the session you will be asked to participate in group discussion on a topic relevant to the lectures, films, and readings covered in this course. You will receive 2.5 points (or 2.5% of your course grade) for participating in each of the four group discussions, for a total of 10 points (equal to 10% of your course grade).

Grading:

Grading will be based on the following: attendance (20%); a midterm exam (25%); a final exam (30%); presentation (10%) and 2 page outline and half page summary of presentation (5%); and participation in group discussions (10%). The exams will be in essay format, and will include questions on the lectures, readings, films, video, and other materials presented in class. There will be no make-up exams given in this course. The plus and minus grading policy will be implemented in this course.

Grading Scale:

The grade distribution for this course is as follows:
Readings:

This is an upper-division core course designed for juniors and seniors and therefore there will be heavy reading, both in terms of the amount and level of difficulty. Thus, you should stay on schedule and read the material carefully and promptly, as you will be required to refer to the assigned readings in both the midterm and final exams, and be called upon to discuss them in class.

You are expected to read and be examined on the following required books, available at the ASUN Bookstore, as noted throughout the syllabus:


In addition, you will also be responsible for reading a number of journal articles and chapters in various books, available on-line through the library’s electronic reserve system on the UNR web. All of these are required readings and are marked “(R* e-reserve)” on this syllabus.

Cell Phones and Laptops:

The use of cell phones and laptops in class are strictly prohibited, except for the limited use of laptops for purposes of taking notes from lectures. Cell phones must be turned off when entering the classroom and remain off until class is over. Laptops can be used only during lectures and for purposes of taking notes. No e-mail, video games, or other activities are allowed in class using laptops. **Laptops must be turned off and in closed position during the viewing of films.** Anyone violating these rules will be asked to leave the classroom and receive no attendance credit for that day.
Academic Success Services:

Your student fees cover use of the Math Center (784-4433 or www.unr.edu/mathcenter/), Tutoring Center (784-6801 or www.unr.edu/tutoring/), and the University Writing Center (784-6030 or http://www.unr.edu/writing_center/). These centers support your classroom learning; it is your responsibility to take advantage of their services.

Students with Disabilities:

Any student with a documented disability needing academic assistance or accommodation is requested to see me or contact the Disability Resource Center in Thompson Student Services Room 107 as soon as possible to arrange for appropriate accommodations.

Cheating and Plagiarism:

Any student engaged in cheating or plagiarism will automatically receive an “F” for the course and will be reported to the appropriate academic dishonesty office for immediate disciplinary action. For information regarding what constitutes academic dishonesty, see the UNR web.

Audio and Video Recording:

“Surreptitious or covert video-taking of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.”

Course Outline

Aug 25: Introduction: Theoretical Perspectives on Science, Technology, and Society

Globalization of Capital and the Nation-State, Introduction.

Sept 1: The Industrial Revolution: The Cultures of Science and the Rise of Capitalism

Science, Technology, and Society: A Sociological Approach, Ch. 2.

Sept 8: The Impact of Scientific and Technological Advances on Society

Science, Technology, and Society: A Sociological Approach, Ch. 3.
Globalization and Change, Ch. 1 (R* e-reserves).

Sept 15: The Modern Corporation, Scientific Management, and the Labor Process

Globalization of Capital and the Nation-State, Ch. 1, 2.
Naming the System, Ch. 1, 2.

Sept 22: Science, Technology and the Productivity of Labor

Labor and Monopoly Capital, Intro and Ch. 1.
The Working Class Majority, Ch. 1, 2, 3 (R* e-reserves).

Sept 29: The Impact of Science on Society: Computers, Automation, and Robotics

Science, Technology, and Society: A Sociological Approach, Ch. 5.
Labor and Monopoly Capital, Ch. 2.

Oct 6: Mass Production and the Distribution of Wealth and Income in Society

Surplus Value and Profits, Ch. 3, pp. 43-65 (R* e-reserves).
The Roller Coaster Economy, Ch. 3.

Oct 13: Midterm Exam

Oct 20: Globalization and Transnational Corporations

Globalization of Capital and the Nation-State, Intro., Ch. 3.
Naming the System, Ch. 3.

Oct 27: Science, Technology, and Economic Expansion on a World Scale

Science, Technology, and Society: A Sociological Approach, Ch. 4.
Globalization of Capital and the Nation-State, Ch. 4.

Nov 3: The Challenges of Information Technology in the 21st Century

Science, Technology, and Society: A Sociological Approach, Ch. 5.
Globalization of Capital and the Nation-State, Ch. 5, 6.

Nov 10: The Global Economic Crisis: Causes and Consequences

Naming the System, Ch. 4, 5, 7.
The Roller Coaster Economy, Ch. 4 - 10.

Nov 17: The Global Economic Crisis: Social and Political Impact
Nov 24: Thanksgiving Holiday (no class)

Dec 1: Globalization, Social Change, and Transformation

Dec 8: Final Exam

Guidelines for Presentations

You must comply with the following guidelines to receive appropriate credit for your in-class presentation, which counts as 15 percent of your course grade — consisting of the presentation (10%) and a detailed 2-page outline and summary of the presentation (5%).

(1) all presentations must be based on the assigned readings for the topic(s) under consideration, as listed in the course syllabus;

(2) everyone in class is responsible for all the required readings on a weekly basis; you may be called upon to participate in class discussions at the end of each presentation;

(3) presentations shall be 10 to 15 minutes in length, followed by a question-and-answer period; points will be deducted from presentations that are less than 10 or are more than 20 minutes long;

(4) you must provide a 2-page detailed outline including a half page summary of your presentation one week prior to your presentation. Late submissions will be subject to a one point (or 1% of your course grade) deduction each day it is late;

(5) your outline should follow the following format: I, II, III, IV etc., and A, B, C, D, and a, b, c, d, or 1, 2, 3, 4 for various levels of explanation. If you plan to make a power point presentation, your outline should consist of headings for each slide and bullets under each heading.

(6) you must show your outline and summary in class through a transparency, computer text file, power point, e-mail, or in printed form so students in class can follow your presentation;

(6) no credit will be given for your presentation if an outline and summary is not turned in by the date of your presentation;

(7) you are not to read your outline or notes to the class verbatim; you must present your topic to the class. However, you can occasionally refer to your notes or the outline to refresh your memory, as
the need arises. Those who read their presentations in class, directly from either their notes or their outline, will receive no credit for 10% of their course grade:

(8) you can use a multi-media approach in your presentation (with power point, overheads, video clips, charts, graphs, handouts, etc.), if you wish to do so;

(9) you will be graded on the quality, substance, and analytical strength of your presentation, not on its length, per se, except as indicated above regarding the required minimum and maximum length of presentations.

Notes:

(R* e-reserve). These required readings are available through the library’s electronic reserve system.

* All things on this syllabus may be subject to change.