

Spring 2021

STS 310-002: Technology and Human Values

Gareth Edel

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STS 310 - TECHNOLOGY AND HUMAN VALUES - Section- HM2 & 002

DATE & TIME- MONDAY & WEDNESDAY- 11:00 AM - 12:20 PM

PROF. GARETH EDEL , PhD. – University Lecturer, NJIT Program in Science, Technology & Society, Dept. of Humanities, NJIT
Contact: Primary Email: edel@njit.edu / garethedel@gmail.com Emergency/Urgent- Text my Cell: (646)479-3236
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*“All things are subject to interpretation. Which interpretation prevails at a given time is a product of power and not truth.”
- F. Nietzsche*

COURSE MEETING FORMAT- Converged Learning: Delivery of instruction is independent of place, merging the physical and virtual classrooms. There is an attendance expectation and students can choose to attend class face-to-face or using real-time synchronous video conferencing technology. Some instructors may require occasional proctored exams. (sometimes referred to as a synchronous distributed course).

PRIMARY Online Meeting – ZOOM: Edel Sp2021- STS 310 (HM2+002) Technology and Human Values

Join Meeting <https://us02web.zoom.us/j/87019834941?pwd=MUZtMUcvcvDBjDBjBya29SYUpxWjFhUT09>

Meeting Link: Meeting ID: 870 1983 4941 Passcode: STS310

[Alternative- One tap mobile +19292056099,,87019834941#,,,,*486151# US (New York) +1 929 205 6099 US (New York)

Meeting ID: 870 1983 4941 Passcode: 486151]

Alternative- In Person Meeting Option: KUPF 108 - Please Note: while the determination by NJIT to make this a converged format class, the professor urges all students to attend online to reduce risk and provide a more consistent course experience.

COURSE DESCRIPTION - Philosophy and the social sciences offer us the opportunity to ask questions about what it means to be human - questions about how our world functions, and about how to understand technology and the things that we experience. We ask what values or ideas are connected to our lives in the technologies and materials we use and by which we are affected. This course asks students to question assumptions about the nature of categories or labels. In past years, we asked students to examine the “meaning, structure and value of technology in human life...” to consider questions such as: What is technology? What value does it have for human life? How does technology shape our world and our society? How does our society shape technology? In thinking about these questions, students will work on close readings and careful analysis of specific concepts that have been developed as ways to understand the world and answer them in the social sciences.

PROFESSOR OFFICE HOURS & CONSULTATION TIMES: Office hours, individualized face to face contact is the best way to receive support or to have your questions answered in depth. Students can speak to me outside of class, and outside of pre-scheduled office hours by making an appointment. Office hours will be conducted digitally via Zoom, these hours are not for appointments, they are “drop-in” and any student may visit the meeting and ask questions, invitations will be noted on the course Canvas, you may copy and paste the link below.

Dr. Edel will be available on the reoccurring zoom meeting from 2-3 PM each day Monday to Thursday, and can stay late if students need more time. Additional time by appointment is available from 3pm until 5:30pm Mon-Thursday; or early appointments on Wednesdays or Thursdays, from 10am – 1pm. Students are encouraged to come and talk about any issues, seek explanations, check in on current class standing, encouragement & support.

DR EDEL'S “Drop in” OFFICE HOURS -SPRING 2021- Monday- Thursday 2:00 PM- 3:00 PM

OFFICE HOUR ZOOM: <https://us02web.zoom.us/j/84203842098?pwd=Z05JbmVlaHdjampvazAvYTVFbXZM2QT09>

Meeting ID: 842 0384 2098 Passcode: OfficeHour

[Alternative- One tap mobile +19292056099,,84203842098#,,,,*7753235611# US (New York) +1 929 205 6099 US (New York)

Meeting ID: 842 0384 2098 Passcode: 7753235611

Office hours are the best way to get help with material, feedback on works, clarification of material, details of expected grades, or discuss related questions about the class.... Please consider coming to office hours rather than emailing so that you may receive answers that are more detailed more quickly. Appointments outside or Drop-in hours are available based on my availability Monday to Thursday, with advanced planning.

In this daily hour, you may simply join the zoom to ask questions or speak to the professor. One on one conversation is the best way to directly clarify material and answer your questions, please come join me.

Online Learning Management System- CANVAS

Even more than “usual” current circumstances demand that we make use of the Canvas LMS, all students are required to check it regularly and to submit work on that platform. Folders or input boxes for weekly submissions of assignments will be present, and it is students responsibility to post their work on time. All Submitted work you post to Canvas, should be **submitted in PDF format** or typed/pasted into the entry box provided. Any files submitted need to have a file name/title filled in in the following format “Student Name(full name or first initial last name)-Course Name (Tech & Human Values) or Number (STS310)- Assignment Title” (for example- “response to Foucault”). So for example I would submit the first reading response writing as “G. Edel- STS 310- First Reading Response” or “Gareth Edel – STS 310- Winner Reading Response.”

Quizzes and exams will be on the canvas, and instructions will be posted there.

All readings are provided by the professor in pdf/digital format on the CANVAS page for the class. While no textbooks are required purchases, students may find printing and reading the documents on paper enables note taking and improves retention. Students who have difficulty with downloading the pdfs from canvas must seek assistance from a peer student, from the professor, or google and search for the document online, you are responsible for getting the readings.

ACADEMIC INTEGRITY

You should already be aware that the relationships between students and professors--as well as those between students and their classmates are built on trust. You, as students, trust that teachers have made appropriate decisions about the structure and content of the courses, and teachers must trust that the students do their own work and make efforts to complete assigned materials. “Acts, which violate this trust, undermine the educational process.” (Stanislewsky 2013). Suspected cheating or plagiarism will result in the incidents reporting to the Dean of Student Affairs and a temporary or permanent failing grade for this course. For example, quotation of information or inclusion of quotations of text, must be recognizably connected to a citation to the original source, even unintentional errors are plagiarism. All direct or paraphrased quotations, citations of data or content from any source must be cited. Even close paraphrases require direct citation of the original source. All forms of academic dishonesty are violations of the trust we share with one another and the respect we should give our professors, colleagues, and ourselves. Students should be actively working to develop clear and proper citation and attribution habits as parts of all coursework, it is a basic professional and ethical skill in our information centered world today. **Students who are unfamiliar with citation and attribution practices may seek help from the professor in office hours or from the writing center and should do so as early as possible in the process. No specific citation style is required, simply that you attempt to use any one style properly (APA, MLA, Chicago, etc.... any are acceptable).** Note: Plagiarism by error should be extremely unlikely because none of the essay assignments will be research papers requiring a plethora of outside sources. You are capable of keeping track of material for the main paper that requires a total of 7 sources over three stages outside of assigned course readings and students are expected to be able to keep track of material and information from the course readings and these outside sources.

LEARNING OUTCOMES

- Students will work to develop literacy within and comfort using social scientific theory, and the approaches of the sociocultural studies of science and technology across a variety of disciplines.
- In focus on classical research in the social sciences, students will develop attention and further skills in evaluation and application of social scientific thought and methods, useful in critical thinking and critical appraisal of scientific research. In approaching classical social theory and philosophy students will work to develop close reading and critical social evaluation.
- Specific competencies in the language of “Human Values” the moral philosophy and sociology of technology, as used in evaluation and constructive critique of technical systems, opening up the possibility of participating in expanding that dialogue between the social sciences, futurists, speculative and entrepreneurial technological professions.
- Students will perform regular writing, and be responsible for in class discussion, improving both written and verbal communication skills with complex materials. Particularly, students will gain experience synthesizing and responding to research and class materials to articulate and ‘use’ academic forms of communication and thought. Specific attention will be paid to developing skills in research writing, working from outline, draft and revision of research subject, research questions and argument in response to research materials found.

EXPECTATIONS/GRADING

Regarding The Canvas Gradebook & Online Grading- In the past I have not used the online gradebook in Canvas, and I caution all students that it will be less reliable in my use than in some professors. I suggest speaking to me in office hours about feedback on work and course standing in office hours, I will be attempting to fill in grades on canvas but expect technical difficulties. But- I believe that students are better served by thinking about the syllabus and course materials to evaluate their learning and efforts rather than simply relying on the listed grades. The grading format for this, and many courses is designed with an transparent rubric because it allows you better intentional and reflexive self-evaluation. The skill of determining expectations and planning your

activities in responding to those expectations is a fundamental personal management skill you should be working to develop during college.

A note on reading and time: When planning your time, each course professor is entitled to expect more hours of reading and independent “homework” outside of class than the course’s credit hours for in-class activity and lecture. You should arrange your schedule to allow you to do multiple hours of unscheduled and scheduled independent work for this class. All readings are provided from the beginning of the course, and while guided reading will be more productive, if you are aware that readings will be slow or that time available for you may differ week to week, begin reading early, stay ahead and take notes. The goal of reading isn’t to make your eyes pass over text, it is to absorb and interact with the concepts within the writing, you need to have enough time to think with the reading.

Course Grading Rubric & Work Components-

Students should be able to approximate their course standing by self-evaluation, you may count up your expected points out of a possible 100%, this allows you to look at the grading scale for the course below and add up points to predict current grade achieved. The work you do is a completion checklist working towards the full set for which you’d gain an A, you may therefore plan and consider when to do work, and when not to, in order to achieve the grade you want to work towards:

Attended all classes and replied to Attendance questions (about 0.33% per answer)	10 %
Participated in discussions, break out sessions, asking and answering questions (about 0.75%/week)	10 %
Completed all READINGS and documented progress in Weekly Response Writing (about 2 % per Response)	24%
Weekly Reading Quizzes & Semester Summary Quiz (weekly quizzes about 1.5 % per quiz, final quiz 5%)	26%
Semester Research Project (part 1 7%, Part 2 7%, Part 3 5% & Final Submission 10%)	30%

Students are strongly encouraged to talk to the professor about the details of grading, and for clarification, in office hours.

Grading scale this course uses is as follows: A= 100%-89% B= 88%-80% C=78% -70% D=68%-55% F=51% - 0%

Note: pluses and minuses will be given for assignments, Final grades do not contain Minuses and will be rounded to nearest letter grade or Plus per NJIT’s policies. My habit is a tendency to grade harshly, to round down rather than up, on assignments, and to round up if close to letter grades on the final grade due to the lack of the “minus” modifier option.

GRADE COMPONENT DESCRIPTIONS:

Participation (10%) --Active and informed discourse, communication and participation in class discussions counts for a relatively important portion of your final grade in this course. If you are afraid of speaking in public, push yourself to try. If you are terribly afraid of speaking in public, please talk with me about it privately to discuss *possible* extra credit to balance for lost points. Student participation may take the form of discussion to the whole class in the ZOOM Chat, rather than verbal commentary with the microphone. Students should attempt aim for substantive comment in most weeks, you may respond to other students, or ask questions, but the underlying assumption is that participation demonstrates your having read and thought about course materials. **Note:** Ask questions in class, there really are no bad questions (no matter how simple or poorly-formed the question seems to you) it still contributes and counts as “active and informed participation.” When in doubt, ask about things on your mind, about the reading, about a word you didn’t understand, or about an idea you had, it will add to class. your asking may offer stimulus to help other students answer and discuss.

Attendance Question Response (10%) Regular class attendance is also expected and counts toward this portion of your grade, no distinction will be made between in person and digital attendance, and in fact the professor strongly prefers the students not attend face-to face meetings due to health risks in the current situation. Student who choose to come to the class meeting must follow guidelines, sit six feet apart, wear a mask at all times, and should be cautious about moving around in the room among other students. Please Note- This means there is no eating or drinking in the classroom whatsoever, you may not take your mask off, even for a moment. A question to answer will be announced in class time, you will be asked to write a quick response to it on canvas, and students will need to have a device to access to canvas with them in class. The attendance questions will be reflexive of the core idea of the reading as it relates to some specific example.

READING & Weekly Response Writing (24%) – The core mechanism of the class is reading and lectures, the lectures assume you have attempted to work through the readings prior to them. **All readings are to be completed before the first class of the week in which they are listed on the syllabus,** (so the first set of readings are listed for week 2 are to be completed by January 25th, for the start of the Monday Class.)

Each week students will complete and submit Short (250-500 word) weekly writings, these must be submitted on the course CANVAS prior to the start of class on Monday to document their reading and thinking. They are graded based on two simple rubric- “Did you demonstrate reading? And - Did you demonstrate comprehension and/or engagement with the material?” Students who submit summary or reading notes will receive half credit for the reading, but need to provide commentary & response interpretation to receive the second half of the credit. **You are required to submit 12 weekly responses, one for each SET of readings** not one for each article or reading. Late work will be accepted before the end of

the semester, but consistent late work will effect the semester grade. AN IDEAL response would include the following elements: (1) a summary or description of the key idea(s) to demonstrate your reading, not a detailed outline of the reading, just what the core ideas were, (2) a specific connection to course themes or contents of one or more prior weeks readings, (3) a clear division between your interpretation and thoughts and the components that are direct summary or description of the work in question, AND (4) questions about the reading offered as potential for course discussion.

SEMESTER RESEARCH PROJECT/Papers (30%) - Students will write ONE larger paper over the course of the semester. Multiple component deadlines will help start the project early and will allow you to not leave it until the last moment. Details about the papers will be distributed via CANVAS and will be discussed in class.

The multiple essays are connected drafts, The arguments begun in Essay #1 is worth approximately 25% of the completed project value, added to and expanded in Essay #2 for an additional 25%, the final stage expands upon the first two in Essay submission #3, and then in the final submission, which together make up 50% of the final project grade. Refinements between the stages and the expansion and modification of topics allows for some changes of topic, but your final project grade will reflect the full semester and not only a paper turned in at the end. Iterative process, schedule and time maintenance are important skills.

When writing your papers, keep the following in mind (which I cribbed from a syllabus of author- David Foster Wallace): "If you are used to whipping off papers the night before they're due, running them quickly through the computer's Spellchecker, handing them in full of high-school errors and sentences that make no sense and having the professor accept them 'because the ideas are good' or something, please be informed that I draw no distinction between the quality of one's ideas and the quality of those ideas' verbal expression, and I will not accept sloppy, rough-draftish, or semiliterate college writing. Again, I am absolutely not kidding." Note also: IF YOU PLAGIARIZE A PAPER, YOU WILL FAIL THE COURSE.

Exam & Quizzes (26%) – Every second week (Week 2, Week 4, etc....) There will be 6 bi-weekly scheduled "in-class" quizzes in the first class of the week, on Mondays, The quizzes will be on CANVAS, opening at 8AM Monday, and Closing at 1pm Monday, Quizzes will be primarily multiple choice questions regarding the readings and course concepts. They are intended to help provide an evaluation tool for the professor, and a point of reflection on your learning for you. The purpose is to check reading, and for students to demonstrate participation and comprehension.

The 7th FINAL "EXAM" QUIZ will be scheduled after the last class meeting of the semester and will be made up of open ended questions asking your summary learning and understanding of the course. It will be worth approximately 8% of the course grade

You will not be able to make-up a missed quiz. If you miss a quiz for a documentable legitimate excuse, (e.g. an illness, or emergency) you should make up the value in extra credit by the end of the semester) And you may skip one weekly quiz over the course of the semester without penalty. Students who have done exemplary work and/or who have completed extra credit may skip the an additional quiz without sacrificing an A earned in other course materials.

Extra Credit (?%) - Varieties of opportunities exist for students to perform extra credit writing. Primarily students are encouraged to write extra short notes and responses beyond those required. **Students must have permission prior to completion of extra credit, approval is needed for submission.** For example detailing an additional media source related to course materials, bringing in a current academic article and a summary, etc. Points from additional writing will apply to replace missing points for quizzes or supplement points from other assignments before being applied generally. Additional options will be announced, or you may ask the professor. **NOTE:** Students who are uncomfortable or incapable of discussion participation are expected to make up the points lost via extra credit writings. If you recognize you will not participate, you **MUST** write extra responses to balance the point lost to receive a strong grade in the class.

COURSE POLICIES

Attendance Policy- Ideally you won't Miss any classes. Please. **Consistently attending class, missing only 1-2 classes throughout the semester, and making up work you missed is the basic limit before it negatively effects your grade.** Officially, students fail a class after missing 6 class sessions, I am 100% not rigid in applying this, if Students can document Important. explanations for absences and if they rapidly make up for missed class materials in writing via notes, and discussion with student peers. Explanations need to be non-reschedulable, and non-prioritization, for example you may not gain an excused absence if they "needed to focus on an exam for another class" despite the complex pressures students are under, you may not be excused due to prioritizing other predictable obligations. **Attendance** -- Per the University Policy, egregious absences (officially 5th without official excuse via Dean of Students office) is grounds to fail a class. Some flexibility based on circumstances, presence for Lecture and discussion is included in exams.

Class sessions Format & Lateness Policy- Class sessions will be a mix of lecture, discussion, and in-class group and individual writing activities, on a daily basis in class students will get new material in the class meetings. Attendance and arriving on time are fundamental to successful participation in a seminar class. **Reoccurring tardiness/lateness more than 5 Min after class is scheduled to start will effect participation grades.** Students should be on time for class, the school provides a transitional 10 min between time slots, and if students schedules

make arriving on-time “difficult” they have a responsibility to manage their time, and to make arrangements with another student to assist in covering any material missed in class.

Readings: There will be between 40+ pages of reading each week. Students should have completed the readings *prior* to the first meeting of the week and must be prepared to discuss them. **Completion of readings prior to class meeting is fundamental to understanding lecture material, and being able to participate in discussion.** All selections and readings will be made available on the course Canvas as PDF documents.

Behavior- As Professionals in training, and as adults, all students are expected to exhibit respectful conduct in the classroom. Students should participate in discussion, with an effort to produce an open conversation for other students, and to focus comments on course materials. Students may choose to be more formal or less formal to the professor, I will be forgiving about interactions with me, but Students must show utmost courtesy for their peers in the classroom, do not interrupt or interrogate others even if you disagree about interpretations, instead transform your concern or disagreement into an open question for the group, and direct it to the professor. Courtesy, civility, and respect at all times are necessary for open learning in a discussion based classroom. Students who act inappropriately will be warned, and further infractions will effect your participation grade or the student will be asked to leave the room.

Academic Honesty and Plagiarism: In the words of Prof. Stanislawsky: “Student-teacher relationships are built on trust. Students must trust that teachers have made appropriate decisions about the structure and content of a course, and teachers must trust that the assignments students turn in are their own.” Additionally students are trusted to do readings, and to work to the fullness of their ability, in turn the teacher assumes the effort to explain and work with students to develop their understanding and skills. I take seriously my responsibility in this trust and require students to do so also. Along with Institute Policy, I do not tolerate any form of plagiarism: the copying of work not written by you (including cutting and pasting of e-texts). Any use of outside material must be cited in full. Any student caught plagiarizing will **fail this course and be reported to the Dean of Students.** Note that the requirement for citation of material applies equally to paraphrasing and sourcing ideas as well as to readings assigned in the class and outside readings.

Gender Fair & respectful Language: Students in this course are expected to use gender fair and respectful language in their writing, and in the classroom. While we all make mistakes and need to take time to learn respectful and appropriate habits of dialogue, students must make an effort, and in particular must be careful when writing when revision and review of the material allows one to be held to a higher standard. Please remember, every time you use a masculine-oriented word to refer to people in general, the implicit effect, even if unintended, is to whisper: *women don't count.* **Please note that if the professor or a student makes you uncomfortable with their language you can speak to the professor or if more comfortable for you ask the Chairperson of the Department of Humanities to speak to the professor for you.** Concern should be towards respectful language in general, not only regarding gender, and students should try to avoid unintentionally ethnocentric, racist or biased language of other types. Intentional use of biased language, and or forms of communication that breach community norms may effect grades, both of classroom participation and of written work. Note- **Students who have Pronoun or Name preferences should inform the professor** and should expect that their identity and preference will be respected and used.

Students in need of accommodations or with disabilities - I don't strictly require students to conform to official policy, any student who requests extra time on exams, or a reasonable accommodation of their needs to perform or be comfortable in class, I will attempt to assist or meet your needs. To be accommodated seek to express your needs to the professor as early in the process as possible and be open about any limits or preferences that may need to be considered in your performance in class. Officially and Additionally- **Any student requiring accommodations due to one or more disabilities should also make sure to contact the Office of Accessibility Resources and Services** (Kupfrian Hall 201, Email at DSS@NJIT) both for themselves and to support the maintenance of good policies for other students who need support. Students who are ESL or Learning Disabled should inform the professor and will be allowed to negotiate appropriate modification to course expectations.

COURSE OUTLINE & SCHEDULE

EACH WEEK LISTS THE READING TO BE COMPLETED PRIOR TO THE SECOND CLASS OF THE WEEK--- You are strongly encouraged to start readings Thurs/Friday/Weekends/end of each week rather than waiting to read last moment. You **MUST** read for the discussion in the Wed Class each week where students will be expected to actively talk. Readings Must be completed for the second class meeting of the week & reading response papers must be provided on paper in class at the second meeting of the week!

WEEK 1 (MLK DAY 1/18, Tuesday 1/19 First Day of Classes)

Wed 1/21 FIRST DAY OF CLASSES Was MONDAY

STUDENT INTRODUCTIONS, GO OVER SYLLABUS & DISCUSS COURSE FRAMEWORK AND EXPECTATIONS

WEEK 2

Mon 1/25 & Wed 1/27 Last Day to Add/Drop a Class /Last Day for 100% Refund, Full or Partial Withdrawal

TOPIC- STS AND TECHNOSCIENCE, defining the subject, introducing philosophy of technology & the critical tradition

Required Reading: #1 Winner, L.- “Do Artifacts Have Politics”

#2 Sismondo, S.- Intro to STS – Preface to Ch 3 (pg. vii- 35)

-The Sismondo textbook is assigned for multiple weeks, it is available on the Canvas under the first week's Module.

WEEK 3

Mon 2/1 & Wed 2/3

(2/2 Happy Groundhog's Day)

TOPIC- Macro-Social Approaches to Technology- Examples of the Materialist & Culturalist Approaches

Required Reading: #1 Marx, K.- "Alienation of Labor"
#2 Foucault, M.-[Chapter 3, A selection from] *Discipline & Punish*
#3 S. Sismondo- Intro to STS – Ch. 4 (pg. 36- 47) -Don't forget to keep working through Sismondo

WEEK 4

Mon 2/8 & Wed 2/10

(2/12 Happy Chinese New Year)

TOPIC- CATEGORIES/ONTOLOGIES/STANDPOINTS & Cyborgs

Required Reading: #1 Haraway, D. (1991) "A Cyborg Manifesto"
#2 Sismondo, S.- Intro to STS – Ch. 6-7 (57-80)

WEEK 5

Mon 2/15 & Wed 2/17

Last Day for 50% Refund, Full Withdrawal (Happy President's Day, Classes as usual)

TOPIC- HOW WE SEE/HOW WE ARE CONVINCED- Story Telling as technology

Required Reading: #1 Van Helden, A. – "Telescopes and Authority from Galileo to Cassini"
#2 Sismondo, S.- Intro to STS – Ch. 9 (pg. 93-105) & Ch 12 (136-147)

WEEK 6

Mon 2/22

&

Wed 2/24

(2/26 Purim)

TOPIC- Purity/Modernity/Exclusion and Grand Stories

Required Reading: #1 Latour, B.-[A selection from] *We Have Never been Modern*
#2 Sismondo, S.- Intro to STS – Ch 13-14 (p. 148- 168)

PAPER INSTALLMENT #1 Due [Select broad topical area to work on for semester, link that topic to & respond to one of the articles assigned up to this point, making reference to other course materials. 5 pg. After narrowing in on your topic you must find 2-3 academic texts/articles related to use in the paper.]

WEEK 7

Mon 3/1 & Wed 3/3

TOPIC- WHAT IS PROGRESS? Envisioning The Future?

Required Reading: #1 Marx, L.- Does Improved technology Mean Progress (Full Essay)
#2 Heidegger, M.- 'The Question Concerning Technology' (Full Essay)

WEEK 8

Mon 3/8

& Wed 3/10

Last Day for 25% Refund, Full Withdrawal

TOPIC- WHO COUNTS? MAKERS AND USERS- Filling Use back in to the story of technology

Required Reading: #1 Oudshoorn & Pinch- "User Technology Relationships: Some Recent Developments"
#2 Wyatt, S. – "Non-Users Also Matter: The Construction of Users and Non Users of the Internet"
Optional- Extra Credit Reading: S. Sismondo- Intro to STS – Ch 15-17 (p.168- 204)

WEEK 9- SPRING BREAK

*Sunday March 14- Sunday March 21st Spring Recess - No Classes Scheduled - University Open
(Daylight Savings Time Change 3/14)
(St. Patrick's Day 3/17)

SPECIAL- Required Reading: BEGIN - *THE DIAMOND AGE-or, A Young Lady's Illustrated Primer*, BY Neal Stephenson

Skim/Read BOOK : This Science fiction novel is a good way to talk about contrasts in the values underlying and in the formation and use of technology. Stephenson is a creative futurist, and we will have a great deal to discuss. Students who wish to avoid reading over spring break should begin reading earlier in the semester. Full text pdf, and audiobook available. If you prefer buying a used copy ahead of need is not expensive.

WEEK 10

Mon 3/22 & Wed 3/24

TOPIC- Nanotech, Scarcity, Tribes/Clades and Who We can be- One Futurism? Envisioning Future Problems

Required Reading: *THE DIAMOND AGE-or, A Young Lady's Illustrated Primer*, BY Neal Stephenson

PAPER INSTALLMENT #2 Due [Summarize and revise the argument from your analysis in paper 1, supplement it with content from additional articles and materials from class—or complete a new argument using multiple course readings;

+5 pages/Total 10-11, Supplement course readings with 2-4 academic texts/articles related to use in the paper.]

WEEK 11

**Mon 3/28 & Wed 3/30 (3/28 May it be a peaceful and welcome Passover)(3/29 Happy Holi)
(April 2 Friday Good Friday - No Classes Scheduled - University Closed) (Easter Sunday 4/4)**

TOPIC: The BIG CRITICAL TRADITION- Media/Techne/Technique and “the machine” of society, totalizing and controlled.

Required Reading: #1 Federman- “The Meaning of The medium is the Message”
#2 McLuhan- Selection From *The Medium is the Message*
#3 Ellul- Selection on technique
#4 Mumford, L.- Selection from *Technics and Civilization*

WEEK 12

Mon 4/5 & Wed 4/7 LAST DAY TO WITHDRAW

TOPIC- TRANSHUMANISM, Returning to the Cyborg and the making of category and meaning- More Futurism

Required Reading: #1 Hayles, N.K. -[A selection from] *How we Became Postmodern*
#2 Vinge, V. - “The Technological Singularity”
#3 Kurtzweil, R. - Selection from the *Kurtzweil Reader*
#4 Pitts, V.-Taylor, Selection from *In the Flesh*

WEEK 13

Mon 4/12 & Wed 4/14 (Hindi New Year, Then Ramayana)

TOPIC- MEDICINE as Technosocial System- Preserve of Purity, boundary work, and mechanism making Health and Illness.

Required Reading: #1 Epstein, S.-[A selection from] *Inclusion* (Selection)
#2 Clark, A., et. al.– “Biomedicalization: Technoscience, Health and Illness”

WEEK 14

Mon 4/19 & Wed 4/21

TOPIC: SEX! And Sexuality- things we should not speak of, topics of control, pleasure as problem, and “perceptions”

Required Reading: #1 Maines, R.- “Socially Camouflaged Technology”
#2 Maines, R. - Selection from *Hedonizing Technology*
Optional- Foucault, M.-[A selection from] *History of sex.*

**FINAL PAPER INSTALLMENT # 3 - DUE – ON PAPER DELIVERED TO PROFESSORS OFFICE BY 5pm- WED MAY 6th
(STUDENTS MAY REQUEST EXTENSION UNTIL 5pm MONDAY MAY 11th with a 1/2 Letter Grade LATENESS Penalty)**

PAPER #3 [Summarize and revise the argument from your analysis in paper 1 & 2 or from #2 alone if you chose to restart. In either case supplement prior work with content from +2 additional articles you found, and more materials from class total Length 15+Pages]

WEEK 15 -FINAL WEEK OF CLASS

Mon 4/26 & Wed 4/28

TOPIC TBA- Maybe- the “Anthropocene”

WEEK 16

Mon 5/3 - Final Monday Classes of semester

FINAL SEMESTER SUMMARY QUIZ OPENS 5/3 Accessible Until May 8th

MONDAY May 6th– FINAL DAY TO SUBMIT REVISED/COMPLETE SEMESTER RESEARCH PAPER

NOTES: May 4 Tuesday Friday Classes Meet Last Day of Classes May 5th- 6th Reading Days
May 7-13th, Fri- Thurs Final Exam Period, Grades Filed by Midnight Saturday 5/15)
(May 14-16 Eid al Fitr/Ending of Ramadan)