

McMaster University  
Arts & Science Program  
**ARTSSCI 3BB3 - Technology and Society II**

**Instructor: Prof. David Goutor**  
**Office: KTH 701A**  
**Office Hours: Thursday 5-6**  
**Office Phone: (905) 525-9140 ext.27292**  
**Email – [goutord@mcmaster.ca](mailto:goutord@mcmaster.ca)**

**2018/19 (Winter 2019)**  
**Lecture: Wednesday 2:30-5:20**  
**Classroom – ABB 136**

### **Course Description**

This course is about the interaction between technology and society. It will especially focus on the impact of technology on the economy, the world of work, and the lives of working people. It will also explore how technology has changed the shape and direction of social movements and affected public discourse about key social issues. We will explore these questions in historical perspective and looking forward to the impact of emergent technologies.

The format of the course will be a mixture of lecture and discussion. The instructor will start the exploration of each subject with a lecture, and then students will discuss key themes from both the lectures and the readings. Engaged and constructive discussion is essential for the course to work; in-class participation thus makes up a substantial portion of the grade. Most of the class will be in open seminar format, although if needed, the instructor may delegate students or groups to prepare questions and lead the discussion.

### **Course Objectives**

By the end of this course, students will be able to:

1. Understand and discuss the many of the key social issues raised by technological change, especially as it relates to work and workers' lives.
2. Use some of the main theories, concepts, and analytical approaches to the current debate about technological change.
3. Pose important research questions about technology and society, develop analytical responses to these questions and organize research papers around their arguments.
4. Find and assess research sources, critically evaluate scholarly studies on technology and society, and use evidence in supporting their analytical positions.

### **Required Texts**

*Custom Courseware – Arts & Science 3BB3 – Technology and Society*

Additional readings (actually most of the course materials) are available online. There are also a few recorded lectures that are available online or at iTunes.

### *Additional Reading*

There are a number of important studies that students will also find valuable for both understanding course material and doing their research papers. Some of the required reading are selections from these books:

- Nicholas Carr, *The Shallows – What the Internet is Doing to Our Brains*
- Cathy O’Neill, *Weapons of Math Destruction – How Big Data Increases Inequality and Threatens our Democracy*
- Robert Gordon, *The Rise and Fall of American Growth: The US Standard of Living Since the Civil War*
- Yuval Noah Harari, *Homo Dues – A Brief History of Tomorrow*
- Nicholas Dyer-Witheford, *Cyber-Proletariat – Global Labour in the Digital Vortex*
- Tim Wu, *The Master Switch – The Rise and Fall of Information Empires*
- Tim Wu, *The Attention Merchants – The Epic Scramble to Get Inside Our Heads*
- Mariana Mazzucato, *The Entrepreneurial State- Debunking Public vs. Private Sector Myths*
- Franklin Foer, *World Without Mind – The Existential Threat of Big Technology*
- Evgeny Morozov, *To Save Everything, Click Here – the Follow of Technological Solutionism*

## Marking Scheme and Due Dates

|               |             |     |
|---------------|-------------|-----|
| Source Review | February 6  | 15% |
| Major Essay   | March 13    | 40% |
| Participation | In Class    | 20% |
| Final Exam    | Exam period | 25% |

- More details about the assignments will be provided in handouts as the course goes on.
- **Late Penalties** for assignments:
  - **First 3 days:** 1% per working day. (This means 1% out of 100 on that assignment, not 1% from the final course grade.)
  - **After first 3 days:** per working day. (This means 2% out of 100 on that assignment, not 2% from the final course grade.)
  - NOTE: You can email a late paper to stop the clock on penalties, but I need a paper copy to mark.

## Outline of Topics and Readings

1. Introduction – January 9
2. Disruption and Response: The Original Case – January 16
  - a. Eric Hobsbawm, “The Machine Breakers”
    - i. <https://libcom.org/history/machine-breakers-eric-hobsbawm>
  - b. Jeff Horn, “Understanding Crowd Action: Machine Breaking in England and France”

- i. <http://quod.lib.umich.edu/cgi/p/pod/dod-idx/understanding-crowd-action-machine-breaking-in-england.pdf?c=wsfh;idno=0642292.0031.009>
- 3. 2<sup>nd</sup> Industrial Revolution – Technology and Modern Life – January 23
  - a. Robert Gordon
    - i. Coursepack: *Rise and Fall of American Growth* – Chapter 4: “The American Home: From Dark and Isolated to Bright and Networked”
  - b. Jean-Paul Sartre – “Collectives and the Queue”
    - i. <https://www.marxists.org/reference/archive/sartre/works/critic/collectives.htm>
  - c. Film: Charlie Chaplain, *Modern Times*
- 4. The Digital Age – the Optimists – January 30
  - a. Coursepack: Don Tapscott, “The Eight Net Gen Norms”
  - b. Jeff Bezos, Letter to Shareholders 2011
    - i. <https://drive.google.com/file/d/0BzVmPBUYs4gaWIBNRU9Woe15NGs/view>
  - c. Kevin Kelley, “Scan This Book!”
    - i. <http://www.nytimes.com/2006/05/14/magazine/14publishing.html>
- 5. Technology and the Future of Work I – The Replacement Debate
  - a. The Pessimists – February 6
    - i. Derek Thompson, “A World Without Work”
      - <http://www.theatlantic.com/magazine/archive/2015/07/world-without-work/395294/>
    - ii. Daniel Susskind and Richard Susskind, “The Future of Professions”
      - 1. <http://www.lse.ac.uk/newsAndMedia/videoAndAudio/channels/publicLecturesAndEvents/player.aspx?id=3302> (also available at I-tunes)
  - b. The Optimists – February 13
    - i. David Autor – Why are the Still So Many Jobs?
      - 1. <https://economics.mit.edu/files/11563>
    - ii. Lacity and Wilcocks – Service Automation and the Future of Work
      - 1. <http://www.lse.ac.uk/newsAndMedia/videoAndAudio/channels/publicLecturesAndEvents/player.aspx?id=3492>
      - 2. <https://hbr.org/2015/06/what-knowledge-workers-stand-to-gain-from-automation>

## Mid-Term Break – February 20

6. Technology and the Future of Work II – The Broader Picture
  - a. Pessimists II – February 27
    - i. Yuval Noah Harari, *Homo Deus*, Chapter 9, “The Great Decoupling.” (Coursepack)
    - ii. Nick Dyer-Witheford, “Cybernetics and the Making of a Global Proletariat,”  
<http://www.polecom.org/index.php/polecom/article/view/63/253>
    - iii. Sarah Roberts - Commercial Content Moderation
      1. <https://illusionofvolition.com/2016/03/24/ccm-on-the-agenda/>
  - b. The Sceptics – March 6
    - i. Robert Gordon, “Is US Economic Growth Over?”
      1. <http://www.nber.org/papers/w18315.pdf>
    - ii. Tyler Cowan, “The Complacent Class”
      1. [http://www.econtalk.org/archives/2017/05/tyler\\_cowen\\_on\\_1.html](http://www.econtalk.org/archives/2017/05/tyler_cowen_on_1.html)
      2. <https://www.theatlantic.com/business/archive/2017/03/did-american-complacency-lead-to-trump/518586/> (Book review)
7. Technology and Human Skill – March 13
  - i. Nicholas Carr, “Is Google Making Us Stupid?”
    1. <http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868/>
8. The Government and Innovation – March 20
  - a. Mariana Mazzucato, *The Entrepreneurial State*, Revised Edition, Chapter 5 – “The State Behind the iPhone” (Coursepack)
  - b. Thomas Friedman, “Do You Want the Good News First?”
    - i. <http://www.nytimes.com/2012/05/20/opinion/sunday/friedman-do-you-want-the-good-news-first.html>
9. Tech and Social Empowerment? March 27 & April 3
  - a. Optimists: Tech-lead Liberation?
    - i. Reid Hoffman, Linked-In & Jobs
      1. <http://www.newyorker.com/magazine/2015/10/12/the-network-man>
    - ii. Phillip Howard et al, “Opening Closed Regimes”

1. <https://www.library.cornell.edu/colldev/mideast/Role%20of%20Social%20Media%20During%20the%20Arab%20Spring.pdf>

b. The Pessimists

- i. Evgeny Morozov, “Digital Solutionism”
  1. excerpts from *To Save Everything, Click Here*, Introduction and Chapter 1 (Coursepack)
- ii. Cathy O’Neil – Misrule of Algorithms
  1. <https://www.theguardian.com/science/2016/sep/01/how-algorithms-rule-our-working-lives>
  2. <http://www.cbc.ca/radio/spark/331-it-s-overcomplicated-simpsons-by-the-data-and-more-1.3794248/weapons-of-math-destruction-1.3800536>
- iii. Franklin Foer, “Facebook’s War on Free Will”
  1. <https://www.theguardian.com/technology/2017/sep/19/facebook-war-on-free-will>

10. Wrap Up and Exam Prep – April 3

**Sustainable Written Work Submission Guidelines**

The written work submission guidelines have been chosen to support the more sustainable use of paper, energy, and toner, and meet the **Silver** standard of the Office of Sustainability; <http://www.mcmaster.ca/sustainability/>. Written work should be submitted in the following format: double-sided printing, title page optional.

**Academic Integrity Statement**

*McMaster Policy on Academic Integrity:*

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences—e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the [Academic Integrity Policy](http://www.mcmaster.ca/academicintegrity), located at: <http://www.mcmaster.ca/academicintegrity>.

The following illustrates only three forms of academic dishonesty: 1) Plagiarism—e.g., the submission of work that is not one’s own or for which other credit has been obtained. 2) Improper collaboration in group work. 3) Copying or using unauthorized aids in tests and examinations.

## **MSAF Statement**

### *McMaster Student Absence Form (MSAF):*

In the event of an absence, students should review and follow the Academic Regulations in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work.” Please consult the MSAF statement on our website (<https://artsci.mcmaster.ca/forms-requests/>) and direct any questions or concerns to Shelley Anderson or Rebecca Bishop in the Arts & Science Program Office.

## **Academic Accommodation of Students with Disabilities Statement**

Students who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) to make arrangements with a Program Coordinator. SAS can be contacted by phone 905-525-9140 ext. 28652 or email [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

## **Academic Accommodation for Religious, Indigenous, or Spiritual Observances (RISO) Statement**

*Academic Accommodation for Religious, Indigenous, or Spiritual Observances (RISO):* Students requiring academic accommodation based on religious, indigenous, or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office (i.e. to Shelley Anderson or Rebecca Bishop in the Arts & Science Program Office) normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## **Email Contact and Student Responsibility Statement**

### *Please Note:*

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L, and/or McMaster email. It is the responsibility of students to check **their McMaster email** and course websites regularly during the term and to note any changes. Announcements will be made in class and by using the course email distribution list.

## **Authenticity/Plagiarism Detection Statement**

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student-submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or

Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).