Technology and Society I
ARTSSCI 3B03 Course Outline
Fall 2021 (2021/22)

Instructor:	Dr. Becca Collins-Nelsen	**Office:**	Online
Email:	collir2@mcmaster.ca	**Office Hours:**	Mondays 11:30 am – 12:30 pm or by appointment

Class Times: Tuesdays: 2:30pm-4:20pm; on Zoom
Thursdays: 2:30pm-3:20pm; on Zoom

Course description:
This course will critically explore the complex relationship between technology and society, with particular attention paid to how they mutually construct each other. Specifically, we will consider how technology is influenced by and produces/reinforces dominant ideologies of inequality, identity, community, surveillance, and so on. Drawing on historical and contemporary examples, we will examine the complicated politics of technology. This is a seminar course; therefore, I will introduce the topics and readings, but students are required to contribute questions and objects of analysis, to participate in discussions, to work in small groups, and to help shape the flow and direction of our work.

Learning Outcomes:
Upon successful and engaged completion of this course, you should be able to:
  i)   Describe, discuss, compare and evaluate a wide range of arguments about the interrelations between technology and society.
  ii)   Apply and extend scholarly understandings of the technology-society interface in order to conduct insightful analyses of historical and/or current case studies and examples.
  iii)   Develop, investigate, and respond effectively to compelling and researchable questions about technology and society.
  iv)   Take an active, inquisitive, and analytical approach to their interactions with technology in their daily lives
  v)   Communicate critical analyses about the intersection of technology and society in verbal and written form

Format:
Each Tuesday class (2:30pm-4:20pm) will consist of an interactive lecture on that week's topic and each Thursday class (2:30pm-3:20pm) will consist of questions regarding the topics to be

posed by myself and all of you. Additionally, there will be opportunities on Thursdays for small group discussions.

Readings:
There are no texts to purchase for this course; all readings will be accessible through online channels such as public websites and McMaster's eBook collections and journal databases. Links to these materials will be available on the course Avenue site. See the schedule below for initial reading assignments. Additional readings may be assigned as we move through the term.

Assignments and Evaluation:

		Due Dates
Assignment 1	**25%**	**October 8th**
Assignment 2	**25%**	**November 5th**
Final Paper	**35%**	**December 10th**
Participation/Applied Learning Activities	**15%**	**Ongoing**

Assignment Descriptions & Evaluation Criteria:

Final Paper (35%)

This assignment asks you to develop, investigate, and respond to a researchable question about the interrelations between technology and society. You will be required to construct a research question of interest to you, to identify and obtain information relevant to answering the question, to evaluate the appropriateness of the evidence, to draw reasoned conclusions, and to communicate a coherent and persuasive response in an essay of 3000-4000 words in length. Your capstone paper cannot take up the same topic as one of your assignments, unless it is sufficiently distinctive in approach/focus.

Assignment 1 (25%) - Media Case Study

For this assignment, you will be required to locate one or two brief, technology-relevant media texts (e.g., newspaper/magazine articles, advertisements, editorial cartoons) from 2018 or 2019, and to write a 1750-2000 word critical analysis of the ways in which these texts represent and speak to the technology-society nexus. Your analysis should connect the example(s) to issues taken up in class, evaluate the implications and ramifications of the text(s)' representational choices, and raise questions for further consideration.

Assignment 2 (25%) - 'Engaging Technology' Proposal

This assignment asks you to select an issue or challenge connected to the technology-society nexus, and to propose and evaluate a means of responding to that challenge (e.g., an artistic

intervention, an educational campaign, a civil society action, a shift in personal practices, etc.). You will need to describe and explain the issue or challenge on which you are focusing (making reference to relevant literature), set out your proposed means of response (in substantial detail), and assess the likely strengths and limitations of that proposal. The entire proposal should be written up in a document of ~1750-2000 words, and may also contain visual elements or other components that help you illustrate your planned approach.

Participation (15%)

Participation in the class process is one of the key indicators of your understanding of the course material. The expectations include: regular attendance, reading the assigned materials, contributing to class discussion, completing in class activities, listening respectfully, and engaging with others' comments to further our understandings of the materials.

*Late assignments – assignments that are submitted late will receive a 10% penalty per day

Course Schedule:

Week 1 (September 7, 9): Introductions and Conceptualizations of Technology and Society
- No required readings

Week 2 (September 14, 16): Approaches to Understanding the Intersection of Technology and Society
- Franklin, U. (1999). The Real World of Technology. Toronto: House of Anansi Press. (pp. 1-26).
- Winner, L. (1986). Technologies as forms of life. In The Whale and The Reactor. Chicago: University of Chicago Press (pp. 3-18).

Week 3 (September 21, 23): Technology and Politics
- Langdon, W. (1980). "Do Artifacts have Politics?," *Daedalus 109* (1): 121-136.
- Jeorges, B. (1999). "Do Politics have Artifacts?" *Social Studies of Science 29*(3): 411-431.

Week 4 (September 28, 30): Social Construction of Technology
- Pinch. T. & Kline, R. (1998). Users as Agents of Technological Change: The Social Construction of the Automobile in the Rural United States, *Technology and Culture* 37: 763-95.
- Oudshroom, N. & Pinch, T. (2003*) How Users Matter: The Co-Construction of Users and Technologies*. Cambridge, MA: MIT Press. (Introduction)

Week 5 (October 5, 7): Gender and Technology
- van Oost, E. (2003). Materialized Gender: How Shavers Configure the Users' Femininity and Masculinity, in: Pinch and Oudshoorn, Eds., *How Users Matter* (MIT Press, 2003): 193-208.
- Wajman, J. (2004). *Tehcno Feminism*. United Kingdom: Polity Press. (Chapter 1)

Week 6 (October 12, 14): Fall Break – No Classes

Week 7 (October 19, 21): Identity
- Bivens, R. (2017). The gender binary will not be deprogrammed: Ten years of coding gender on Facebook. *New Media & Society, 19*(6), 880-898.
- Noble, S.U. (2018). Introduction: The power of algorithms. In *Algorithms of Oppression* (pp. 1-14). New York, NYU Press.

Week 8 (October 26, 28): Technocolonialism
- Kolopenuk, J. (2018). 'Pop-up' Métis and the rise of Canada's post-indigenous formation. *World Anthropologies, 120*(2), 333-337.
- Wemigmans, J. (2019). Decolonizing the digital. A Digital Bundle: Protecting and Promoting Indigenous Knowledge Online, pp. 43-69. University of Regina Press.

Week 9 (November 2, 4): Technology and Indigenous Peoples
- McMahon, R. (2014). From Digital Divides to the First Mile: Indigenous Peoples and the Network Society in Canada. *International Journal of Communication* 8: 2002-2026.
- Iseke-Barnes, J. M. and Danard, D. (2007). Indigenous Knowledges and Worldview: Representations and the Internet in Information. In *Information Technology and Indigenous People.* Information Science Publishing.

Week 10 (November 9, 11): Community and Technology-Mediated Social Relationships
- Quan-Hasse, A. (2016*). Technology and Society: Inequality, Power, and Social Networks* (2nd Ed.). Don Mills: Oxford University Press. (Chapter 10)
- Turkle, S. (2011) "No need to call" Alone Together: Why we expect more from technology and less from each other. New York: Basic Books. (Chapter 10)

Week 11 (November 16, 18): Human/Non-Human Encounters
- Turkle, S. (2011). Love's labor lost. In Alone Together (pp.103-126). New York: Basic Books.
- Borenstein, J. & Arkin, R. (2019). Robots, ethics, and intimacy: The need for scientific research. In D. Berkich & M.V. d'Alfonso (eds.), On the Cognitive, Ethical, and Scientific Dimensions of Artificial Intelligence (pp. 299-309). Springer International.

Week 12 (November 23, 25): Privacy, Security and Surveillance
- Stark, L. & Levy, K. (2018). The surveillant consumer. Media, Culture, & Society, 40(8), 1202-1220.
- Browne, N. (2015). Introduction, and other dark matters. In Dark Matters: On the Surveillance of Blackness, pp. 1-29. Duke University Press.

Week 13 (November 30, December 2): Control and Trust
- Slack, J.D. & Wise, J.M. (2015). Control. In Culture and Technology (2nd ed.) (pp. 59-73). New York: Peter Lang.
- Shapiro, A. (2018). Between autonomy and control: Strategies of arbitrage in the 'on demand' economy. New Media & Society, 20(8), 2954-2971.

Week 14 (December 7): Wrap-Up
- No required readings

SENATE-APPROVED ADVISORY STATEMENTS

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. It is your responsibility to understand what constitutes academic dishonesty.

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. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at https://secretariat.mcmaster.ca/university-policies-procedures- guidelines/.

The following illustrates only three forms of academic dishonesty:

· plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.

· improper collaboration in group work.

· copying or using unauthorized aids in tests and examinations.

AUTHENTICITY / PLAGIARISM DETECTION Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., online search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ONLINE ELEMENT Some courses may use online elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses online elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

ONLINE PROCTORING Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the Code of Student Rights & Responsibilities (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's Academic Accommodation of Students with Disabilities policy.

REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK In the event of an absence for medical or other reasons, students should review and follow the *Policy on Requests for Relief for Missed Academic Term Work*.

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 should submit their request to their Faculty 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.

COPYRIGHT AND RECORDING Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors. The recording of lectures,

tutorials, or other methods of instruction may occur during a course. Recording may be done either by the instructor for the purpose of authorized distribution or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES The University reserves the right to 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.

NOTES FOR ALL ARTS & SCIENCE COURSES

1. Some of the statements above refer to a "Faculty Office"; please note that the Arts & Science Program Office serves in this capacity.

2. It is the responsibility of students to check their McMaster email regularly. Announcements will be made in class, via A2L, and/or via the course email distribution list.

3. For additional information regarding requests for accommodation, relief for missed term work (e.g. MSAF), deferred examinations, etc., students should read carefully the Requests and Resources pages on the Arts & Science Program website.