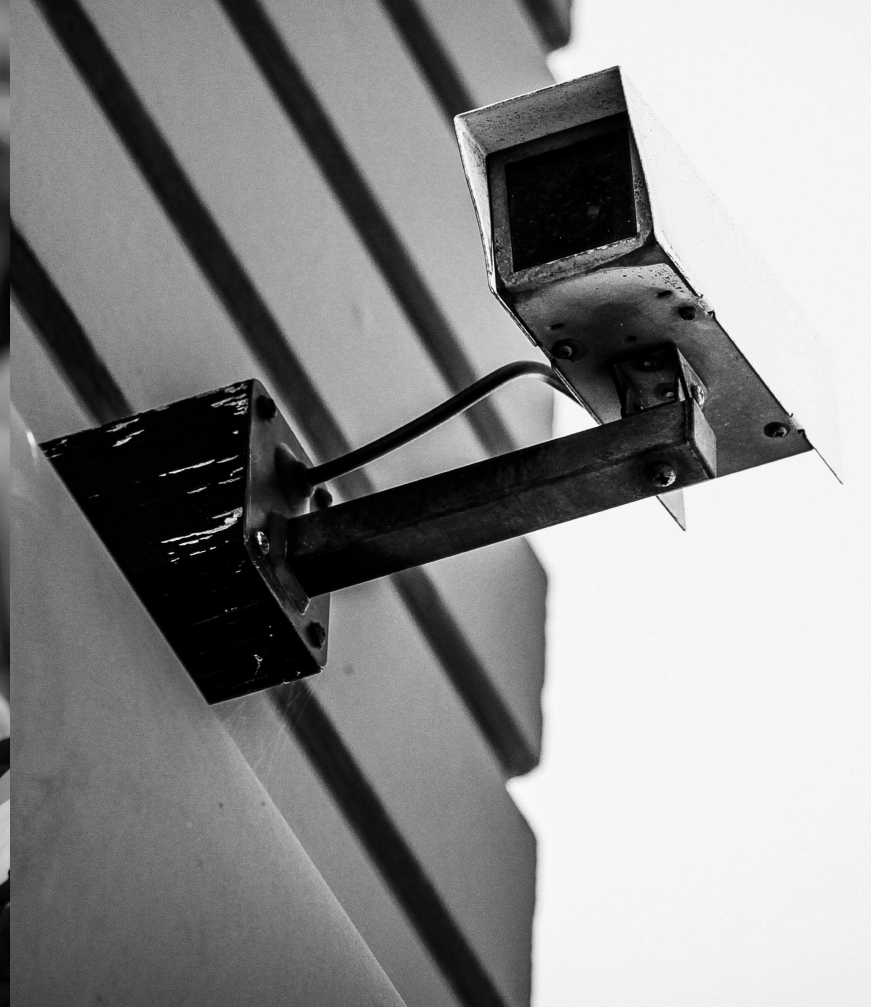


# technology and social change syllabus



## course description

This course takes a historical view of technology and society, with a focus on how technologies have transformed societies in the past and how it shapes the way we live today. Topics include issues about privacy, surveillance, AI, and ethics. Students are expected to develop argumentation skills in writing and rhetoric.

**instructor**  
aaron chia yuan hung

**email**  
hung@adelphi.edu

**office hours**  
**Alumnae Hall 234**  
Mon 2-3:30 PM  
Tues 1-2 PM (ONLINE)  
Wed 4-6 PM (ONLINE)

**slack**  
#fys-2016-hung

## at a glance

Technology affects the way we communicate, learn, play, work, and experience the world. Historically, technologies have allowed us to go from hunter-gatherer to agriculture, to set up permanent bases in towns and cities, to establish stable societies with bureaucracies and governments, and to advance scientific knowledge. But technology has also a darker side - warfare, nuclear weapons, pollution, traffic jams, just name a few.

Some questions we will be addressing in this course are:

- What is technology?
- What is social change?
- What role does technology play in initiating and shaping social change?
- Do we rely too much on technology?
- Are technologies neutral?

## performance outcomes

By the end of the semester students should be able to:

- Apply critical thinking skills through written assignments & discussion.
- Develop a well-supported, clearly articulated argument to support a view and use it to justify one or more conclusions.
- Articulate their own strengths and challenges as learners in dealing with a specific task, performance, or event.
- Analyze and draw inferences from various media forms (film, audio, photography, etc).

## important notes

- Look through the Google Spreadsheet that contains all the rubrics and finer details of how you will be assessed. I will share the spreadsheet with you in the first week of class (or sooner). **You can find it in the Google Drive associated with your Adelphi email account.**
- When sending attachments via email or Moodle, be sure to include the assignment name, your first and last name, and the version number, for example: "JaneSmith\_ArgumentationPaper\_Draft1.docx". Be sure to include file extension! Please use only Microsoft style extensions, such as .doc/.docx, .ppt/.pptx. If you don't have Word, you can use Google Documents and export it as a .doc or .docx file.
- If you are citing or paraphrasing from another source, be sure to cite it accurately, using a citation format commonly used in your field of study, or APA.
- All papers should be in Times New Roman, 12-point font, 1-inch margins, and double-spaced. Please also include your name and page numbers.

## required

Hacker, Diana and Sommers, Nancy (2015) *A Writer's Handbook* (Adelphi Edition) Boston, MA: Bedford/St Martin's Press.

**Note:** Sessions in white (Mondays) meets in-person in HHE 106. Sessions in grey (Wednesdays) meets on Moodle.

**All readings will be available on Moodle and/or available as an eBook from the Swirbul Library. Topics and readings are subject to change. Please check Moodle for the latest readings.**

session	topic	activity
1	<i>introduction</i>	
2	<i>fire</i>	Currier (2015) <i>Unbound</i> . ( <b>Chapter 3</b> ) Pollan, M. (2013) <i>Cooked</i> . ( <b>Introduction</b> )
3	<i>labor day</i>	
4	<i>social theories</i>	Noble, T. (2000) <i>Social theory and social change</i> ( <b>Chapter 1</b> ) Toffler, A. (1970) <i>Future Shock</i> ( <b>Chapters 1, 19</b> )
5	<i>literacy</i>	Ong, W. (1982) <i>Orality and literacy</i> . ( <b>Chapter 4</b> )
6	<i>structural and evolutionary theories</i>	Noble, T. (2000) <i>Social theory and social change</i> ( <b>Chapter 2, 3</b> )
7	<i>logical fallacies</i>	
8	<i>Ted Talks 1</i>	Watch some of these Ted Talk videos (they're about 6-12 minutes each) and identify five that you find most interesting and worth talking about.
9	<i>Ted Talks 2</i>	Watch these Ted Talk videos that the class selected: <ul style="list-style-type: none"> <li>• <i>The agony of trying to unsubscribe</i> by James Veitch</li> <li>• <i>3 moons and a planet that could have alien life</i> by James Green</li> <li>• <i>How new technology helps blind people explore the world</i> by Chieko Asakawa</li> <li>• <i>This scientist makes ears out of apples</i> by Andrew Pelling</li> <li>• <i>Why I make robots the size of a grain of rice</i> by Sarah Bergbreiter</li> <li>• <i>New perspectives</i> by Benjamin Bratton</li> </ul>

# class sessions

session	topic	activity
10	<b>photography</b>	Identify a historically important photograph that resonates with you personally.  Upload or post a link to the photo in Discussion: Photography. In your post, include some background information about the photography, why it is historically significant and why it resonates with you. How has the technology of photography shaped our perception of the world?
11	<b>Twitter</b>	Ronson, J. (2015) <i>So you've been publicly shamed</i> (Chapter 2, 4)
12	<b>revolutionary theories</b>	Noble, T. (2000) <i>Social theory and social change</i> (Chapter 4)
13	<b>mini-break</b>	
14	<b>argumentation</b>	Miller, R. (1997) <i>The informed argument</i> . (Chapter 1)
15	<b>argumentation</b>	
16	<b>social media and sports</b>	Sanderson and Hull (2015) The positive side of social media  Sanderson (2015) Bring the hate
17	<b>information</b>	Manjoo (2008) <i>True enough</i> . (Introduction, Chapter 3)
18	<b>framing the issues</b>	Lakoff, G. (2004) <i>How to take back public discourse</i> . (Chapter 1)
19	<b>mock debate 1</b>	
20	<b>rough draft</b>	
21	<b>mock debate 2</b>	
22	<b>mass media</b>	Postman, N. (2005) <i>Amusing ourselves to death</i> . (Introduction, Chapter 11)
23	<b>mock debate 3</b>	
24	<b>robotics and automation</b>	Frey and Osborne (2013) The future of employment

# class sessions

session	topic	activity
25	<b>photography</b>	Identify a historically important photograph that resonates with you personally.  Upload or post a link to the photo in Discussion: Photography. In your post, include some background information about the photography, why it is historically significant and why it resonates with you. How has the technology of photography shaped our perception of the world?
26	<b>debate 1</b>	<b>topic: Technology is making us stupid (less capable/willing to think critically, pay attention, etc.)</b>  Carr, N. (2008) <i>Is Google making us stupid?</i>
27	<b>Thanksgiving</b>	
28	<b>debate 2</b>	<b>topic: Technology is making us more lonely than before.</b>  Turkle, S. (2011) <i>Alone together</i>
29	<b>debate 3</b>	<b>topic: It is worth giving up privacy for the sake of security.</b>  Keenan, T. P. (2014) <i>Technocreep</i> .
30	<b>second draft</b>	
31	<b>group presentation</b>	
32	<b>group presentation</b>	
33	<b>group presentation</b>	



## participation

### debate

You will gather in a small team and participate in a debate against another team, based on a proposition that is to be announced. While everyone in your team does not need to speak, everyone needs to participate as a team. Those who are not speaking should focus on research and cross-examination.

During the debate, the rest of the class is to assess the argument on both sides, and come up with questions after the debate is over. After the class questions, everyone will vote on which side offered the best argument.

Your grade for the debate is NOT based on whether you won the debate. Instead, it will be based on:

- Your success in functioning as a team
- Your preparation for questions
- Your evidence in support of your arguments

*\* More information on the debate structure and style will be announced as the debate draws closer.*

### group project

Pick one:

*What is a technology that has significantly changed your field of study?*

*What is an upcoming future technology (i.e., a technology not yet commercially available but scientifically plausible) that will lead to major social change?*

Throughout the semester, we will be studying specific case studies of technologies or categories of technologies that illustrate a particular theory or concept of social change or society. You and your group will be doing a deep-dive into a case study of your choosing (that has not already discussed in class) and connecting it to theories and concepts of social change that we discussed in class.

### progress report

All of you will have access to an individual progress report that shows you roughly how you are doing in the class. The progress report will contain details about how assignments are graded.

### in-class and Moodle participation

The seminar class is designed to be experiential, and learning will occur through in-class activities and discussions. Students are expected to fully participate in all class discussions and activities. All assigned reading material will need to be completed before each class meeting. Class participation will contribute to a student's final grade. You are expected to participate in-class activities and to participate regularly and meaningfully in class and Moodle discussions, activities and readings. Participation also includes any written homework assignments.

Students who miss a class or part of a class; (also applies to students who miss the first class due to late registration) will be responsible for all information presented in class on the day or time period missed through obtaining class notes from other students (specifics to be obtained from other students) and requesting specific missed handouts by name from the professor via email well in advance of the next class. As soon as you know you will be absent for all or part of the class, please tell another student (before class), and ask that they obtain an extra set of handouts for you (if applicable) and that they plan to take notes in such a way that you can copy them to be sure you don't miss important aspects of this course presented during your absence. Having more than 2 unexcused absences will impact your participation grade. (A concert or vacation planned during a class session does NOT constitute an excused absence.)

In order for the discussion to flow smoothly online, you should respond to the online discussion by the dates noted on the syllabus, and spend the remainder of the week responding to what your peers have posted. Your responses to your peers should be thoughtful, critical and substantive. Your participation grade will be based on the timeliness and quality of your posts, your responses to your peers, and any other activities that might be associated with the week.

## written assignments

### position paper

What role does technology play in social change?

Throughout the semester, you will be exposed to different theories of social change as well as case studies that show the roles that technologies can play as agents of change. Over this period, you will develop a 3-5 page position paper in which you articulate your views on technology and social change.

You are free to discuss this in broad terms - in which you discuss the overall role that technology plays in society, or narrow terms - in which you focus on how a specific technology (e.g., Twitter) or category of technologies (e.g., social media) has shaped social change.

You are encouraged to identify how technology and social change works within your field of study. You can draw on both contemporary technologies or use historical examples.

You will have a chance to submit multiple drafts to me and your peers for feedback.

Your grade will be based on:

- Adequacy of your argument with regards to what role technology plays in social change
- Proper use of academic sources from the readings
- Proper use of academic language and style
- Proper use of citation styles\*\*\*
- Continued refinement throughout your drafts

\*\*\* You should use a citation format commonly used in your field of study. If you are unsure of what format that is, use the American Psychological Association (APA) style.

### a note on academic sources

You are welcome to use internet sources such as Wikipedia and YouTube as the place to start. However, these are not proper academic sources for your paper and should not be the endpoint of your research. As a rule of thumb, avoid using these:

- Wikipedia
- YouTube (or similar video hosting service)
- Personal blogs (including blogs of respected scholars; instead, identify their academic writing)
- Social media
- Social news aggregators (e.g., Reddit)
- Websites with clear biases
- Websites with unknown authors

If you are unsure of whether a source is academic, please check with me.

### grades

debate	20%
group project	20%
in-class participation	20%
Moodle participation	20%
position paper	20%

## university statement on academic integrity

You are expected to behave with the highest level of academic integrity. Cheating and other forms of dishonesty will not be tolerated and will result in the proper disciplinary action from the university. Classroom behavior that interferes with the instructor's ability to conduct the class or ability of students to benefit from the instruction will not be tolerated. All beepers and cellular phones should be turned off while class is in session. You are expected to come to class prepared – this means having read and studied the assigned chapters before class. By having prepared in this manner, you will be able to maximize your time spent in class.

Adelphi University demands the highest standards of academic integrity. Proper conduct during examinations, the proper attribution of sources in preparation of written work, and complete honesty in all academic endeavors is required. Submission of false data, falsification of grades or records, misconduct during examinations, and plagiarism are among the violations of academic integrity. Students who do not meet these standards are subject to dismissal from the University.

## turnitin

Adelphi University has a license agreement with Turnitin.com, a service that helps prevent plagiarism from Internet resources. All written assignments in this course will be submitted through and reviewed by Turnitin.com. Please see Adelphi's tips for students on preventing plagiarism and student instructions for Turnitin.com for more information.

## the writing center

If you would like assistance with writing, revising or editing your papers, utilize the resources of The Writing Center. The center is open to any student, of any ability, who wants to improve his or her writing process. The Writing Center is in Earle Hall, Lower Level, (516) 877-3145, email: [writingcenter@adelphi.edu](mailto:writingcenter@adelphi.edu).

## the code of academic honesty

The Code of Academic Honesty prohibits behavior that can broadly be described as lying, cheating, or stealing. Violations of the Code of Academic Honesty will include, but not be limited to, the following:

1. Fabricating data or citations
2. Collaborating in areas not approved by the professor
3. Unauthorized multiple submission of one's own work
4. Sabotage of others' work, including library vandalism or manipulation
5. Plagiarism
6. The creation of unfair advantage
7. The facilitation of dishonesty
8. Tampering with or falsifying records
9. Cheating
10. Other forms of academic dishonesty



## university statement on academic assistance for students with disabilities

If you have a disability that may significantly impact your ability to carry out assigned coursework, please contact the Student Access Office (SAO) at 516-877-3806 or send an email to [sao@adelphi.edu](mailto:sao@adelphi.edu). The staff will review your concerns and determine, with you, appropriate and necessary accommodations. Please allow for a reasonable time frame for requesting ASL Interpreters or Transcription Services.

## student course evaluations

During the last two weeks of the class, you will receive notification, via email and eCampus, that the course evaluation is available for your input electronically. Availability will end at the start of the final examination period. Your feedback is valuable and I encourage you to respond. Please be assured that your responses are anonymous and the results will not be available to the instructor until after the end of the semester and therefore after course grades have been submitted.

## use of student work

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. Additionally, all Adelphi University faculties have their work peer-reviewed regularly including reviews of their teaching performance. For these purposes, samples of students' work are made available to those professionals conducting the review. Student anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

**\*\*New York State requires 15 hours of instructional time for each credit hour. In this 3 credit course, the required 45 hours consists of 30 instructional hours (27.5) clock hours) of in-class instruction and 15 instructional hours (15.0) clock hours) of extended instruction. Extended instruction refers to "outside of the classroom" learning, the delivery and content of which will be determined by the instructor.**

**\*\*In this course, extended instruction will consist of the following. In this course, extended instruction will be offered through Moodle discussion board. Students will be asked to view a short video clip and then engage in discussion via a Moodle discussion board. Several questions will be posed to the students in order to engage in thoughtful debate. The instructor will monitor the responses and actively participate in the class discussion. Total Moodle Time: 10 hours.**