

Technology and Society

syllabus



course description

Students are introduced to major critical views on technology, culture, society, and education. Students are also exposed to perspectives and ideologies such as Marxist, feminist, and posthumanism. These positions will help students analyze and contextualize the role of technology along sociotechnical, historical, political, pedagogical, and ethical lines.

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slack
#techandsociety

office hours
Alumnae Hall 234
Mon 2-4 PM
Tues 4-5 PM (ONLINE)
Wed 1-2 PM (ONLINE)

course goals

The course provides students with a broad historical perspective of the philosophical positions on the role of technology in society. In addition to understanding how technology is used, students should also be aware of how it changes our relation to mind, perception, reality and society.

By the end of the course, students should be able to:

- Understand major topics in philosophy of technology
- Apply a philosophical lens to critique current and emerging technologies
- Compare and contrast different philosophical traditions and synthesize them to make coherent arguments and assess the role of technology in society
- Understand the various positions (e.g. feminism, anti-technology) and why they are relevant to the development and use of technology

required

All readings available on Moodle or as an eBook from the Swirbul Library.

recommended

Quan-Haase, A. (2016). *Technology and society: Inequality, Power, and Social Networks* (2nd ed). Don Mills: Oxford University Press. ISBN: 9780195437836.

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, and your first and last name, for example: "JaneSmith_PositionPaper.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. **Don't send documents as PDFs or RTFs.**
- If you are citing or paraphrasing from another source, be sure to **follow APA**.
- All papers should be in Times New Roman, 12-point font, and double-spaced (except the Executive Summary assignment). Please also include your name and page numbers.

note

Readings are subject to change. Please stay up to date by checking Moodle, which will have the latest updates.

date	topic	reading	assignments due
Grand Narratives			
1/23/17	introduction		
1/30/17	education I	<p>Bigum, C. (1998). Solutions in search of educational problems: Speaking for computers in schools. <i>Educational Policy</i>, 12(5), 586–601.</p> <p>Quan-Haase, A. (2016). <i>Technology and society: Inequality, Power, and Social Networks</i>. (Chapter 3)</p> <p>Bonus:</p> <p>Asimov, I. (1951) <i>The fun they had</i></p> <p>Skinner, B. F. (1958) Teaching machines. <i>Science</i>. 128(1330), 969-977.</p>	
2/6/17	education II	<p>Andrews, G. (2015). To boldly go where no learner has gone before: Independent inquiry, educational technology, and society in science fiction. <i>E-Learning and Digital Media</i>, 12(3–4), 343–360.</p> <p>Cuban, L., & Jandrić, P. (2015). The dubious promise of educational technologies: Historical patterns and future challenges. <i>E-Learning and Digital Media</i>, 12(3–4), 425–439.</p> <p>Bonus: Asimov, I. (1957) <i>Profession</i></p>	
2/13/17	education III	<p>Picciano, A. G., & Spring, J. (2013). The great American education-industrial complex. New York, NY: Routledge. (Chapter 3)</p> <p>Watters, A. (2015, Apr 15) <i>The invented history of 'the factory model of education'</i>. Retrieved from: http://hackeducation.com/2015/04/25/factory-model.</p>	
Issues			
2/20/17	executive summary	Browse through some publications and reports from the Pew Research Center (http://www.pewinternet.org) that are of interest to you and put together an executive summary that synthesizes at least 3 publications/reports from the site.	executive summary

class sessions

date	topic	reading	assignments due
2/27/17	sharing	<p>boyd, d. (2014). <i>It's complicated: The social lives of networked teens</i>. New Haven, CT: Yale University Press. (Chapter 2)</p> <p>Veblen, T. (1899/2007). <i>The theory of the leisure class</i>. New York, NY: Oxford University Press. (Chapter 4)</p> <p>Bonus:</p> <p>Duggan, M. (2013, Oct 28). <i>Photo and video sharing grow online</i>. Retrieved from http://www.pewinternet.org/2013/10/28/photo-and-video-sharing-grow-online</p> <p>Veblen, T. (1899/2007). <i>The theory of the leisure class</i>. New York, NY: Oxford University Press. (Chapter 3)</p>	
3/6/17	paper 1 workshop	This class will be devoted to looking through your papers with your peers.	paper 1 draft
3/13/17	spring break		
3/20/17	inequalities I	<p>Wajcman, J. (2007). From women and technology to gendered technoscience. <i>Information, Communication & Society</i>, 10(3), 287–298.</p> <p>Bonus: James Clifford, Donna Harraway and Ursula Le Guin (video)</p>	paper 1
3/27/17	inequalities II	Quan-Haase, A. (2016). <i>Technology and society: Inequality, Power, and Social Networks</i> . (Chapter 4, 8)	

date	topic	reading	assignments due
Case Studies			
4/3/17	DIY and makerspaces	<p>Quan-Haase, A. (2016). Technology and society: Inequality, Power, and Social Networks. (Chapter 7)</p> <p>Kamenetz, A. (2015). DIY U: Higher education goes hybrid. In M. W. Kirst & M. L. Stevens (Eds.), <i>Remaking college: The changing ecology of higher education</i>. (pp. 39–60). Stanford: Stanford University Press.</p> <p>Bonus: Dougherty, D. (2011) We are makers.</p>	
4/10/17	intimacy	<p>Frude, N., & Jandric, P. (2015). The intimate machine - 30 years on. <i>E-Learning and Digital Media</i>, 12(3–4), 410–424.</p> <p>Turkle, S. (2012). <i>Alone together: Why we expect more from technology and less from each other</i>. New York, NY: Basic Books. (Selections)</p> <p>Bonus: Quan-Haase, A. (2016). Technology and society: Inequality, Power, and Social Networks. (Chapter 10)</p>	
4/17/17	artificial intelligence	<p>Suchman, L. A. (1987). <i>Plans and situated actions: The problem of human-machine communication</i>. Cambridge: Cambridge University Press. (Chapter 12)</p> <p>Savin-Baden, M., Tombs, G., & Bhakta, R. (2015). Beyond robotic wastelands of time: Abandoned pedagogical agents and new pedalled pedagogies. <i>E-Learning and Digital Media</i>, 12(3–4), 295–314.</p> <p>Bonus: Suchman, L. A. (1987). <i>Plans and situated actions: The problem of human-machine communication</i>. Cambridge: Cambridge University Press. (Chapter 4)</p>	paper 2
4/24/17	media	<p>Manjoo, F. (2008). <i>True enough: Learning to live in a post-fact society</i>. New York, NY: Wiley-Blackwell. (Introduction, Chapter 3)</p> <p>Postman, N. (1985). <i>Amusing ourselves to death: Public discourse in the age of show business</i>. New York, NY: Penguin Books. (Chapter 7)</p>	
5/1/17	guided discussion	Pick an article from any of the journals on the Society for Social Studies of Science website (http://www.4sonline.org/resources/journals) and share it with the class	guided discussion

class sessions

date	topic	reading	assignments due
5/8/17	workshop		
5/15/17	no class meeting	All final drafts should be turned in.	all assignments

executive summary

The Pew Internet Research Center (<http://www.pewinternet.org>) conducts research on a variety of topics relating to technology and society. Pick a topic that is of interest to you and look through at least three reports on their website. Then, put together a short executive summary that synthesizes the key findings. The summary should contain: 1) a broad overview of the findings; 2) highlights of key points; 3) your position or perspective in relation to the findings. If it helps, you can imagine you are writing this for someone else (e.g., an administrator, a grant officer) who just wants to know the key points. There are many formats you can follow. In general:

- Should be single-spaced
- Be no more than 3 pages
- Have concise paragraphs that summarize key points
- Make use of bullets and tables, as needed
- Include citation of which reports from Pew you used

guided discussion

Pick an article from any of the journals on the Society for Social Studies of Science website (<http://www.4sonline.org/resources/journals>) and share it with the class. Most of these journals can be accessed through Adelphi Library. (If there is an article that you really want to use but cannot access through Adelphi, let me know at least a month ahead of time so I can request it for you.)

participation

This is a graduate course where you are expected to complete weekly readings and fully participate in discussions in class and on Moodle. In order for the discussion to flow smoothly online, you should respond to the forum 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.

grades

participation	25%
executive summary	15%
guided discussion	15%
short paper 1	15%
short paper 2	15%
short paper 3	15%
extended paper	15%

short papers

all edtech students have to **pick two** of the short papers and do the extension, which expands on one of the short papers

non-edtech students can choose the extended paper or **pick three** short papers

case study

This is intended as an open-ended assignment that gives you the opportunity to investigate a topic in depth. For example, you can focus on a historical example of a technology that caused a moral panic or trace the role of social media in the Arab Spring or trace the notion of fake news in contemporary political discourse. Write a short 3-5 page paper that draws on the class readings and/or other academic sources.

compare and contrast

Pick two different approaches to analyzing technology and society and write a short 3-5 page compare and contrast paper. The paper should follow the formal organization of a compare and contrast paper. Your paper should also discuss your own views in relation to the two approaches.

position paper

How does technology impact education and what is your role as an educator in relation to technology? Where do you fit into the system? Write a short 3-5 page that makes an argument, using the readings to support your argument. (Hint: Don't simply write about whether technology should or should not replace teachers; instead, look at the broader impact of technology on learning.

philosophy in fiction

Throughout the class we'll be referencing science fiction stories as a way of anchoring our discussions. For this assignment, you're asked to write a short 3-5 page paper that analyzes a science fiction story (short story, novel or film) and its underlying theme in relation to technology and society. Your paper should draw on readings from the class. You may use some of the stories listed in the syllabus and on Moodle, or find one on your own.

extension (all edtech students must complete this)

Pick one of the short papers and expand it into a longer academic paper (8-10 pages). In this paper, you should connect the discussion with education (either formal or informal) and how the questions raised impact the use of technology on education and society.

academic sources

In order of preference to cite in your short papers:

- **Academic sources:** Peer reviewed academic journals; academic books published by academic or university publishers
- **Commercial sources** (okay if academic sources not available): Trade journals (typically < 10 pages); popular academic books (written for commercial audience)
- **Unmonitored sources** (okay only if all of the above are unavailable: Websites, wikis, blogs, online videos (YouTube, etc.), aggregate websites (sites that pull information from other sites)

Note: You are welcome to *start* your research anywhere, as long as the paper itself cites from academic, reputable sources.

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 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

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.

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. 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.**