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

Technology &
Society

instructor
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slack
#techandsociety

required

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

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. Please also include your name and page numbers.

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

Date	Topic	Reading	Assignments Due
1/29/18	**Introduction**		**First Reflection**
2/5/18	**Technical Fantasies I**	Watch two episodes of Black Mirror (on Netflix) Asimov, I. (1958) *The feeling of power.* Listen to: *The Pessimist's Archive, "The Walkman"*	
2/12/18	**Technical Fantasies II**	Andrews, G. (2015). To boldly go where no learner has gone before: Independent inquiry, educational technology, and society in science fiction. *E-Learning and Digital Media*, *12*(3–4), 343–360. Cuban, L., & Jandrić, P. (2015). The dubious promise of educational technologies: Historical patterns and future challenges. *E-Learning and Digital Media*, *12*(3–4), 425–439. Listen to: *The Pessimist's Archive, "Recorded Music"* **Bonus**: Asimov, I. (1958) The feeling of power	
2/19/18	**Education I**	Bigum, C. (1998). Solutions in search of educational problems: Speaking for computers in schools. *Educational Policy*, *12*(5), 586–601. Quan-Haase, A. (2016). *Technology and society: Inequality, Power, and Social Networks*. **(Chapter 3)** Listen to: *The Pessimist's Archive, "Chess"* **Bonus**: Skinner, B. F. (1958) Teaching machines. *Science*. *128*(1330), 969-977.	

Class Sessions

Date	Topic	Reading	Assignments Due
2/26/18	**Education II**	Sign up to read two chapters from: Clough, M. P., Olson, J. K. and Niederhauser, D. S. (Eds.) (2013). *The nature of technology: Implications for learning and teaching*. Rotterdam: Sense Publisher. Listen to: *The Pessimist's Archive, "Umbrella"*	
3/5/18	**Education III**	Ehler, F. (2012, December) The miracle of Menchi. *Spiegal Online*. Mitra, S. (2010) The child-driven education. *TED Talk*.	**Paper 1/ Podcast/Video**
3/12/18	**Spring Break**		
3/19/18	**Actor-Network Theory I**	Carr, N. (2008, August) Is Google making us stupid?. *The Atlantic*. Curinga, M. (2014) Critical analysis of interactive media with software affordances. *First Monday*, *19*(9). Wright, S., & Parchoma, G. (2011). Technologies for learning? An actor-network theory critique of "affordances" in research on mobile learning. *Research in Learning Technology*, *19*(3), 247–258. Listen to: *The Pessimist's Archive, "Horseless Carriage"*	
3/26/18	**Actor-Network Theory II**	Fenwick, T. J., & Edwards, R. (2010). Actor-network theory in education. New York. NY: Routledge. **(Chapter 1)** Payne, L. (2017). Visualization in analysis: Developing ANT Analysis Diagrams (AADs). Qualitative Research, 17(1), 118–133.	**ANT map draft**

Class Sessions

Date	Topic	Reading	Assignments Due
4/2/18	**Technology and Power**	Quan-Haase, A. (2016). Technology and society: Inequality, Power, and Social Networks. **(Chapter 8)**	**Paper 2/ Podcast/Video**
4/9/18	**Mini-Research**	Present your mini-research projects	
4/16/18	**Technology and Innovation**	Quan-Haase, A. (2016). Technology and society: Inequality, Power, and Social Networks. **(Chapter 6)**	**Mini-Research**
4/23/18	**Technology and Gender**	Quan-Haase, A. (2016). Technology and society: Inequality, Power, and Social Networks. **(Chapter 4)** Listen to: *The Pessimist's Archive, "Bicycle"*	
4/30/18	**Case Study: Artificial Intelligence**	Forsythe, D. (2004) *Studying those who study us.* Stanford, CA: Stanford University Press. **(Chapter 1-3)**	**Paper 3/ Extended Paper**

Class Sessions

Date	Topic	Reading	Assignments Due
5/7/18	**Case Study: Intimacy**	Frude, N., & Jandric, P. (2015). The intimate machine - 30 years on. *E-Learning and Digital Media*, *12*(3–4), 410–424. Quan-Haase, A. (2016). Technology and society: Inequality, Power, and Social Networks. **(Chapter 10)** Turkle, S. (2012). Alone together: Why we expect more from technology and less from each other. New York, NY: Basic Books. **(Excerpts)**	**ANT map final**
5/14/18	**Revise and rewrite**	Use this week to finalize your papers. Feel free to send me drafts to read.	**Final Reflection** **All short papers final drafts**

Class Sessions

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 write a third short paper. One of your short papers can in video form and one can be in podcast form (with a partner). At least one paper has to be written.

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.

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.

Grades and Assignments

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 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.

Your participation grade is given out on a weekly basis. You can track your participation grade through your Progress Report. Late or missed points cannot be made up, although you can earn points through Power Ups. Any participation posted two days after the deadline cannot be made up.

Mini-Research

Pick a familiar technology/idea and conduct a mini-research similar to what "The Pessimist's Archive" podcast does. The research should examine how a new technology/idea emerged, what controversies existed at the time and how/when it became stable. Present your findings in any form you want (i.e., paper, podcast, video, etc.).

Actor-Network (ANT) Map

Using Visual Understanding Environment (VUE) or comparable software, create an ANT map on a piece of technology, using ANT to map out the relationships of different entities connected to the technology. We will spend time in class discussing how to create such a map.

Grades

Participation	25%
Mini-Research	15%
ANT Map	15%
Video/Short Paper 1	15%
Podcast/Short Paper 2	15%
Extended/Short paper 3	15%

note to students

If you miss an important assignment or consistently miss participation due to an emergency, you can make it up as long as you have documentation. Participation points can usually be made up in later weeks or through Power Ups.

Grades and Assignments

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.

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.

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

Policies and Documents

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.

Policies and Documents