

TECHNOLOGY AND HUMAN VALUES

STS-310- Spring 2024

"All things are subject to interpretation. Which interpretation prevails at a given time is a product of power and not truth"
- F. Nietzsche

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BEST WAY TO CONTACT REGARDING COURSE ISSUES OR QUESTIONS-> Email via the course Canvas page.

Slower but also good: Email: edel@njit.edu /or/ garethedel@gmail.com (These emails go to the same place)

My Office Location: Cullimore Hall Rm 317 Office Phone (to leave a message): ext: 5616 /(973) 596-5616.

Primary Personal Number: (646)479-3236 [Students emergencies, or if urgent need of contact, urged to text not call]

STS 310 - TECHNOLOGY AND HUMAN VALUES

Section	CRN	Days Times	Location
002	15175	TR 1:00 PM - 2:20 PM	FMH 321
Section	CRN	Days Times	Location
HM2	15176	TR 1:00 PM - 2:20 PM	FMH 321

PROFESSOR'S COURSE DESCRIPTION

Philosophy and the social sciences offer us the opportunity to ask questions about what it means to be human - questions about how our world functions, and about how to understand technology and the things that we experience. We ask what values or ideas are connected to our lives in the technologies and materials we use and by which we are effected. This course asks students to question assumptions about the nature of categories or labels. In past years, we asked students to examine the "meaning, structure and value of technology in human life..." to consider questions such as: What is technology? What value does it have for human life? How does technology shape our world and our society? How does our society shape technology? In thinking about these questions, students will work on close readings and careful analysis of specific concepts that have been developed as ways to understand the world and answer them in the social sciences.

From the course catalogue: STS 310- Description - Prerequisites: HUM 102 and one from among Hum 211, Hum 212, Hist 213 or Hist 214 or their equivalents, all with a grade of C or better. EPS 202 or its equivalent with a grade of C or better. Examines the interactions between science, technology and human values. Specifically, explores psychological, moral, and philosophical consequences of, and humanistic responses to, technological change. Readings, essays, fiction, and research articles treat such topics as the philosophical foundations of modern science, scientism, technicism; the impact of technology on images of man found in modern literature; and the moral implications of various kinds of recent technology. Credits 3

Student Learning Outcomes-- By the end of the course, students will be able to:

- Increase ability to recognize, evaluate, and articulate social scientific frameworks. Particularly aspects of values, technical choices and framing of the social and sciences in the contemporary world.
- Recognize systematic Values, value-systems and their effects on philosophy and theory
- Analyze Social Science materials and theory
- Evaluate the broader societal and environmental impacts of technology
- Develop and defend positions about values.
- Develop fluency with basic language of STS perspectives about technology, and technical decisions in culture
- Learn to use theory/concepts to allow the expansion of available choices and perspectives.

- Generally develop reading and communication skills in the Humanities and Social Sciences through course work.

OFFICE HOURS

- My job is to help you learn and understand and I want to help, please come- Direct communication is often the best way to help.

Students from any section should come to office hours. There is no reason to feel awkward or uncomfortable about asking for support and assistance from professors in understanding and engaging with course materials and assignments. Office hours are your best mechanism of determining course standing and having questions answered in direct and one-on-one format to guarantee your progress. Students often feel 'shy' about taking up faculty time and embarrassed about not getting everything and needing help, it is a good thing to practice working past this, pre-write questions or prepare if it is more comfortable, or simply visit and say "I am confused" the meeting time is to be of use to you. It is informal to the extent that that allows open dialogue, but please maintain the standards of contact and communication you'd use when talking to anyone you aren't friends with.

WHILE APPOINTMENTS AT OTHER TIMES ARE AVAILABLE- THE PRIMARY MODE IS " DROP-IN HOURS" During Which NO appointment is necessary, please come, speak, have questions answered. I'm just going to be sitting there in my office CULLIMORE 317 with zoom open, waiting for Students to join me either in person or online.

Monday: 12:30- 2:20 pm

Wednesday 12:30- 4:00pm

So, Please- come seek answers, assistance, discussion, You can come ask one question, or many, want to know how your writing is, want help with research on your paper? I'll be there.

Topic: Professor Edel- OFFICE HOURS - Time: This is a recurring meeting Meet anytime TO Join Zoom

Meeting: <https://us02web.zoom.us/j/85793660316?pwd=MGdabjBDSjJ3Njdsak9GQVdhNWWhxQT09Links to an external site.>

Meeting ID: 857 9366 0316

Passcode: 876742

One tap mobile +19292056099,,85793660316#,,,,*876742# US (New York)

Dial by your location +1 929 205 6099 US (New York)

Meeting ID: 857 9366 0316

Passcode: 876742

Note- The invitation to Office hours will be posted to the Canvas. Students may choose to have cameras on, but Prof. Edel will never require camera view, and students may choose to use "Chat" Text function in Zoom rather than Speaking with voice.

Class- DISCORD 'channel'

Strictly 'optional' this is an alternative, and extremely useful platform to both add to your discussion and participation in class, as well as to receive aid and have question answered. A link is provided on the canvas, and invitations will be sent to all students. If you don't use, or can't use Discord, please discuss an alternative if you wish to have an option for communication among students, or to ask questions outside of open discussion in class.

CANVAS LMS & TEXTS/READINGS

All readings are provided by the professor in pdf/digital format Via the CANVAS page for the class. Students have responsibility to find these readings and to complete them in the scheduled timing. All homework, including specific assignments and weekly response write-ups are due on canvas in the folders provided. Please speak to me about permission to submit late work in office hours , please speak to me about specific circumstances.

If you are aware of a student who does not have access to adequate computing equipment, or high speed internet access, please direct them to the [Office of the Dean of StudentsLinks to an external site.](#)

PLEASE NOTE: All readings listed are required except where marked specifically as recommended and will be referenced and required for exams. The semester research project will be somewhat self-scheduled, but preliminary deadlines are set. It is strongly recommended that you not let it slide to the end of the semester, the deadlines on the course outline below are required for Both online and in person and work should be submitted in Canvas by Friday of the week listed.

ACCOMODATIONS:

Different students need different things, more time? Extension? Different format of work? Talk to me, come before the problem becomes unmanageable, I do not require but strongly recommend seeking Student support from the campus- they have resources to meet your needs, either Technological or accommodation Please talk to the professor and or contact Students who need an accommodation should be directed to the [Office of Accessibility Resources and Services -Links to an external site.](#) (OARS). **Students in need of accommodations or with disabilities** - I don't strictly require students to conform to official policy, any student who requests extra time on exams, or a reasonable accommodation of their needs to perform or be comfortable in class, I will attempt to assist or meet your needs. To be accommodated seek to express your needs to the professor as early in the process as possible and be open about any limits or preferences that may need to be considered in your performance in class. Officially and Additionally- **Any student requiring accommodations due to one or more disabilities should also make sure to contact the Office of Accessibility Resources and Services** (Kupfrian Hall 201, Email at DSS@NJIT) both for themselves and to support the maintenance of good policies for other students who need support. Students who are ESL or Learning Disabled should inform the professor and will be allowed to negotiate appropriate modification to course expectations.

Grading

Percentage Based Grading and Self-Assessment- It is a skill to be able to keep track of how you are doing, you are all supposed to be doing that work, know what is due (it's outlined on the syllabus) and keep track of it. This course uses a simple point based grading system to encourage and allow accurate self assessment. All work is graded in points out of 100% in the final semester grade. Each piece of work you turn in, and each component of the class has a set value, those values are predictable. The biggest difficulty in self-assessment is the "participation score" of the face-to-face class, to know how you are doing on that one, you can use two methods, comparison to the amount of contribution and participation in class discussions among peers in the class, or asking the professor for evaluation in Office hours, you are strongly recommended to participate more if you are uncertain if you are participating enough. The grades posted on the Canvas gradebook are one tool to maintain your self evaluation, but the "semester grade" it presents will never be complete without participation and other elements not scored in that grade.

Key to this is that you can "decide" or choose what grade to get, work towards that, correct path or respond to changes, for example students who have discomfort or difficulty speaking in class/groups may realize they will not gain full points for participation, they should decide if the loss of points there presents a barrier to action desired- getting a high grade? If you want an A and won't be able to talk in class, you would need to choose to do extra credit. The syllabus offers key information on this process, for example showing that extra reading responses can be done to balance for points lost on participation, students who are self-aware and evaluate likely outcomes may choose to do extra reading responses to balance a known issue with participation. BUT, if you are using the extra reading responses to fill in for participation – and then have problems on the midterm, different additional extra credit may be necessary to achieve the A you wanted. Alternatively some students may choose to aim for a B, if a student wishes to only receive a B, they may decide where their efforts are best directed, what actions to take according to that decision.

This process is ongoing and you should be reconsidering and reevaluating your performance as the semester progresses.

Regarding "subjective" grading: the content of any argument in is based on three things: the factual/textual material used in support, the logic of the connections, and the substance of the connection between the answer and the question it refers to. In grading you are dependent on my ability to see and understand these three elements, and you should remember in considering your answers and the grade they receive that this is not arbitrary but responsive to the content of the answers you provide.

University Policy Related to meaning of Grades:

A: Superior B+: Excellent B: Very good C+: Good C: Acceptable D: Minimum Required F: Inadequate

Note: Pluses & minuses will be given for assignments, Final grades do not contain Minuses & will be rounded to nearest letter grade.

Note: These days policy at NJIT- students cannot Have Incompletes unless the Dean of Student's office has Accepted explanation.

We are being pressured not to do change of grades for students after the semester ends, this means all work has to be in on time before the end of Exam week.

COURSE PERCENTAGE/LETTER GRADE DISTRIBUTIONS:

A= 100%-90% B+ 89-86 B= 85%-80% C+ 79- 76 C=75% -70% D+/D=69%-55% F=54% - 0%

This course does not use a curve, nor does it do student-student comparison. Student learning and progress to the learning outcomes is to be measured using the following mechanisms:

Class Participation	19%
Reading Responses (7, 3pts each)	21% (5 required weeks and 2 of student choice)
Semester Research Project	30%
FIRST/Midterm Examination	15%
Final Examination	15%

EXPECTATIONS/GRADING

READINGS: Students will see a range of dense academic and lighter popular press materials in this class, generally students are expected to apply a focused and careful thinking to all readings. While in some cases skimming may be deemed necessary, a close and attentive reading of the full material is expected. **All readings are provided by the professor in pdf/digital format on the Moodle page for the class.** Please contact the professor immediately about any difficulty in accessing readings online.

Participation and Attendance--Active and informed participation in class discussions counts for a relatively large portion of your final grade in this course. If you are afraid of speaking in public, push yourself to try. If you are terribly afraid of speaking in public, please talk with me about it privately to discuss *possible* extra credit to balance for lost points. Note that asking questions in class—no matter how simple or well-informed the question is—counts as “active and informed participation.” Regular class attendance is also expected and counts toward this portion of your grade.

Weekly Response Writing - Each week of the class a reading response may be submitted, a student must Submit a minimum of 7 reading responses. Students must submit the 5 weeks marked as required on the syllabus and may choose from the other weeks. Reading responses must be 500-750 words, around two to three pages in length. SUBMIT AS PDF Document or WORD DOCUMENT NOT AS A LINK TO AN OUTSIDE SITE. Your name must appear along with the topic or week of the class in the file name. Student writing may focus on any elements of the reading for the week but grade and purpose is based on a two part heuristic. FIRST, (1) show you read completely and carefully. I must be able to see you have substantially completed the readings. The response is to all the readings, synthetic, that is linking all the readings not only responding to one reading. To demonstrate reading them all, in weeks with multiple readings, you should mention them all, even if you focus on one. SECOND, (2) Demonstrate thought and engagement, this means not only summarizing a simplified version. You need to a) show you have some understanding of the article’s content. Or explaining your confusion and questions if you do not understand. And b) link it to course content, concepts and discussions. For example talking about its agreement or disagreement with other week’s materials and readings. You must mention/cite at least one reading by Author’s Name correctly. IF YOU ARE USING QUOTES or Paraphrasing, you must properly cited quotations and paraphrasing, that means using author’s names from the author. Good responses may link to outside knowledge and materials from outside the course but should still demonstrate engagement and focus on the reading. You should find commonality or disagreement between all readings for a week, and explains why you chose to focus on a particular topic.

From Prof. Holbrook’s (F2019) Syllabus for Eng Ethics “Reading philosophy is different from reading other subjects. Many of the readings are challenging, and you will have to work to understand them. Often, this will require hard work. One of the best ways to begin to understand the readings is to write about them. Try to restate the author’s claims and arguments in your own words. Again, you may find this difficult. Keep working at it, and please do come see me during my office hours when (not if) you experience difficulty”

The response should include three elements, 1) a summary or description of the key idea(s) to demonstrate your reading, 2) a specific connection to course themes or contents of one or more prior weeks readings, and may also include 3) 3 questions about the reading offered as potential for course discussion. Students should submit the reading response on Canvas, the day of the first meeting of the week (Tuesdays), or by the end of that day when possible. Submission on the second class meeting day of the week (Thursday) at class time is the the official deadline. The purpose of writing is to work through the material, it will be accepted late, so long as no pattern of lateness develops. But the expectation is that students will have completed the readings and substantive engagement in an attempt to work through the ideas by the first day of the class each week in preparation for presentation/lecture by the professor.

EXAMS This course requires students to demonstrate their learning in 2 exams, a midterm/first exam, and an end of semester second or final exam. Both exams are **Cumulative**, that is cover all material up to the point of the exam, including readings, lectures, and in the case of classroom meetings, all contents of class discussion. Students will be required to complete a digital online multiple choice section on Canvas, and have a “take home” long answer section in each exam. The multiple choice section will be single attempt, and timed, relying on the mechanism of fast-recall to both measure depth of learning and discourage cheating. The exams will not be ‘proctored’ online, that is you will not have surveillance to prevent cheating, instead the timing prevents cheating. You must work alone, without readings or notes, and the brief timing, demanding quick answering makes cheating counter productive, if you use the time to look up the answer it likely prevents the answering of a different question. The exam period in which the digital exam will be available, and the period to complete the take-home portion are on the course week-to-week schedule later in the syllabus. Students will need to schedule their own time to take the exam within the allotted period.

Extra Credit (?%) - Varieties of opportunities exist for students to perform extra credit writing. Primarily students are encouraged to write extra weekly reading responses beyond the seven required. Points from additional reading responses will apply to replace missing points for quizzes or supplement points from other assignments. Additional options will be announced, or you may ask the professor. **NOTE:** Students who are uncomfortable or incapable of discussion participation are expected to make up the points lost via extra credit writings. If you recognize you will not participate, you **MUST** write extra responses to balance the point lost to receive a strong grade in the class.

SEMESTER RESEARCH PAPER Students will write 3 papers over the course of the semester. Details about the papers will be distributed via Moodle and will be discussed in class. These essays are connected drafts, The arguments begun in Essay #1 is worth 20% of the completed project value, added to and expanded in Essay #2 completes half the value and this stage is worth 30%, and the final stage is expanded in Essay submission #3, refinements between the second and third stage and the expansion and modification is worth 50% of your final essay grade.

When writing your papers, keep the following in mind (which I cribbed from a syllabus of author- David Foster Wallace):

“If you are used to whipping off papers the night before they’re due, running them quickly through the computer’s Spellchecker, handing them in full of high-school errors and sentences that make no sense and having the professor accept them ‘because the ideas are good’ or something, please be informed that I draw no distinction between the quality of one’s ideas and the quality of those ideas’ verbal expression, and I will not accept sloppy, rough-draftish, or semiliterate college writing. Again, I am absolutely not kidding.”

Note also: IF YOU PLAGIARIZE A PAPER, YOU WILL FAIL THE COURSE.

Research- Students will use the NJIT library database and outside resources to find writings that provide factual description of events and participants. Documentation of the case as well as interpretation and evaluation needs to be cited properly. Students may choose any citation format/style but must apply it correctly. Students may use non-academic/peer-reviewed materials also, particularly in the case of recent cases, but must use/include content from a minimum of 9+ academic/Peer-reviewed or editorially reviewed sources (journal articles or books). Students will cite all issues of fact, both details of case, and claims they use to support their ethical evaluation. Students will need to make clear they demonstrate understanding of course materials, and use course terminology.

PROFESSOR’S NOTE

Being a good Student- [This section is new added in response to students last semester, I want to make a couple things clear:]

The purpose of assignments is to aide in learning and evaluation, even if work deadlines is past you may wish to do it- your writing and reading is an integral part of learning. The course is not arbitrary, the pedagogy (structure and way of teaching and supporting learning) of university courses, is based on how people learn. Please do the work. Do the work even if you are unsure or don’t enjoy it, you are here to learn. Students often don’t know how to professionally submit work, not just for my class, but in general. You **MUST** always include key identifying information on email subject and document titles. So ideally- your name, the class, the assignment title and or date, as well as any other detail information such as type (extra credit, late response paper, etc). When a professor hasn’t requested otherwise, submissions should be in Word or PDF Document format, they should not be submitted or sent as a link to an editable Google doc or drive document, which may prevent the work from being read. The exception is when a cooperative document for multiple people is used on google docs or another platform in which case you should also provide draft/stage versions in stable formats like PDF. If you intend to submit/send Important work by email- the student or whoever is sending work, is responsible for ‘follow up’, that is you should ask in person or by email if a document was received/credited. The more important work, email, or other correspondence is to **YOU** the more you should accept responsibility for checking and confirming receipt and action based on the message.

Students who want to know standing in class, who need support, who need clarification, assistance with understanding, have access to three things, first is other students in the class, secondly the syllabus, you should know and understand the syllabi in each of your classes, and third, you should come to office hour, talk to your professors, and seek answers to your questions.

Students in college are learning many things, but I want you to understand something, nothing you learn in a math/technical class will be as important to your professional/career/life after college as working on good study & reading skills, communication skills and habits, planning & time management, scheduling and work organizing for projects,

COURSE POLICIES

Attendance Policy- Ideally you won't miss any classes. Please. **Consistently attending class is an expectation of all classes** - missing only 1-2 classes throughout the semester, and making up any work you missed is the basic limit before it may negatively effect your grade.

Officially, students fail a class after missing 6 class sessions, I don't apply this. I am 100% not rigid in applying this, if you need to miss class, the important thing is making up all the learning. THE EXCEPTION IS THE TWO EXAMS. THESE EXAMS ARE NON-RESCHEDULABLE WITHOUT A LETTER FROM THE DEANS OFFICE> You will have a hard time doing your learning alone and piled up, so come to class. But, Students can document Important explanations for absences and if they rapidly make up for missed class materials in writing via notes, and discussion with student peers or with professor in office hours, learning matters more than attendance. If you have any doubt about it, ask the dean of students for an explained absence note to be sent to faculty. For me, Explanations need to be non-reschedulable, and non-prioritization based. So for example you may not gain an excused absence if you "needed to focus on an exam for another class," because that is about failing to prioritize this class, but you would be able to make up work if you had Jury duty or a sports team meet because those are non-reschedulable. **Despite the complex pressures students are under, you will not be excused due to prioritizing other predictable obligations.** Some flexibility based on circumstances, presence for Lecture and discussion is included in exams.

Class sessions Format & Lateness Policy- Class sessions will be a mix of lecture, discussion, and in-class group and individual writing activities, on a daily basis in class students will get new material in the class meetings. Attendance and arriving on time are fundamental to successful participation in a seminar class. **Reoccurring tardiness/lateness more than 5 Min after class is scheduled to start will effect participation grades.** Students should be on time for class, the school provides a transitional 10 min between time slots, and if students schedules make arriving on-time "difficult" they have a responsibility to manage their time, and to make arrangements with another student to assist in covering any material missed in class.

Readings: There will be between 40+ pages of reading each week. Students should have completed the readings *prior* to the first meeting of the week and must be prepared to discuss them. **Completion of readings prior to class meeting is fundamental to understanding lecture material, and being able to participate in discussion.** All selections and readings will be made available on the course Moodle as PDF documents, some will also be ordered at the bookstore for students who prefer to buy hard copy.

Behavior- As Professionals in training, and as adults, all students are expected to exhibit respectful conduct in the classroom. Students should participate in discussion, with an effort to produce an open conversation for other students, and to focus comments on course materials. Students may choose to be more formal or less formal to the professor, I will be forgiving about interactions with me, but Students must show utmost curtesy for their peers in the classroom, do not interrupt or interrogate others even if you disagree about interpretations, instead transform your concern or disagreement into an open question for the group, and direct it to the professor. Courtesy, civility, and respect at all times are necessary for open learning in a discussion based classroom. Students who act inappropriately will be warned, and further infractions will effect your participation grade or the student will be asked to leave the room.

ACADEMIC INTEGRITY, Honesty, and Plagiarism: In the words of Professor David Hess: "Student-teacher relationships are built on trust. Students must trust that teachers have made appropriate decisions about the structure and content of a course, and teachers must trust that the assignments students turn in are their own." Additionally students are trusted to do readings, and to work to the fullness of their ability, in turn the teacher assumes the effort to explain and work with students to develop their understanding and skills. I take seriously my responsibility in this trust and require students to do so also. Along with Institute Policy, I do not tolerate any form of plagiarism: the copying of work not written by you (including cutting and pasting of e-texts). Any use of outside material must be cited in full. Any student caught plagiarizing will **fail this course and be reported to the Dean of Students.** Note that the requirement for citation of material applies equally to paraphrasing and sourcing ideas as well as to readings assigned in the class and outside readings You should already be aware that the relationships between students and professors--as well as those between students and their classmates are built on trust. You, as students, trust that teachers have made appropriate decisions about the structure and content of the courses, and teachers must trust that the students do their own work and make efforts to complete assigned materials. "Acts, which violate this trust, undermine the educational process." (Stanislawsky 2013). Suspected cheating or plagiarism will result in the incidents reporting to the Dean of Student Affairs and a temporary or permanent failing grade for this course. For example, quotation of information or inclusion of quotations of text, must be recognizably connected to a citation to the original source, even unintentional errors are plagiarism. All direct or paraphrased quotations, citations of data or content from any source must be cited. Even close paraphrases require direct citation of the original source. All forms of academic dishonesty are violations of the trust we share with one another and the respect we should give our professors, colleagues, and ourselves. Students should be actively working to develop clear and proper citation and attribution habits as parts of all coursework, it is a basic professional and ethical skill in our information centered world today. **Students who are unfamiliar with citation and attribution practices may seek help from the professor in office hours or from the writing center and should do so as early as possible in the process. No specific citation style is required, simply that you attempt to use any one style properly (APA, MLA, Chicago, etc... any are acceptable).**

Note: Plagiarism by error should be extremely unlikely because none of the essay assignments will be research papers requiring a plethora of outside sources. You are capable of keeping track of material for the the main paper that requires a total of 7 sources over three stages outside of assigned course readings and students are expected to be able to keep track of material and information from the course readings and these outside sources.

I am now required to include the following statement:

"Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found at: <http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf>.

Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university. If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at dos@njit.edu"

Gender Fair & respectful Language: Students in this course are expected to use gender fair and respectful language in their writing, and in the classroom. While we all make mistakes and need to take time to learn respectful and appropriate habits of dialogue, students must make an effort, and in particular must be careful when writing when revision and review of the material allows one to be held to a higher standard. Please remember, every time you use a masculine-oriented word to refer to people in general, the implicit effect, even if unintended, is to whisper: *women don't count*. **Please note that if the professor or a student makes you uncomfortable with their language you can speak to the professor or if more comfortable for you ask the Chairperson of the Department of Humanities to speak to the professor for you.** Concern should be towards respectful language in general, not only regarding gender, and students should try to avoid unintentionally ethnocentric, racist or biased language of other types. Intentional use of biased language, and or forms of communication that breach community norms may effect grades, both of classroom participation and of written work. Note- **Students who have Pronoun or Name preferences should inform the professor** and should expect that their identity and preference will be respected and used.

Students in need of accommodations or with disabilities - I don't strictly require students to conform to official policy, any student who requests extra time on exams, or a reasonable accommodation of their needs to perform or be comfortable in class, I will attempt to assist or meet your needs. To be accommodated seek to express your needs to the professor as early in the process as possible and be open about any limits or preferences that may need to be considered in your performance in class. Officially and Additionally- **Any student requiring accommodations due to one or more disabilities should also make sure to contact the Office of Accessibility Resources and Services** (Kupfrian Hall 201, Email at DSS@NJIT) both for themselves and to support the maintenance of good policies for other students who need support. Students who are ESL or Learning Disabled should inform the professor and will be allowed to negotiate appropriate modification to course expectations.

EXAM MAKE UP POLICY: With the move to the online exams and the flexibility of self-scheduling I consider there to be no reason for students to be unable to take them during the allowed time may have that even if they don't have have OAR certification. Students who have conflicts should see the professor but will have to document a high degree of effort to meet the original dates in order to be considered. The exception is those students with Dean of student's office approved excuses.

"When a student invokes extenuating circumstances for any reason (late withdrawal from a course, request for a make-up exam, request for an Incomplete grade) the student should be sent to the Dean of Students Office. The Dean of Students will be making the determination of whether extenuating circumstances exist or not and will be notifying the instructor accordingly. Instructors should never request or accept medical or other documents from students; such documents need to be submitted by the student to the Dean of Students. Except for cases determined by law, an instructor is not required to accommodate student requests even when extenuating circumstances are certified by the Dean of Students; however, all efforts should be made to ensure a student-friendly environment."

COURSE OUTLINE/ASSIGNMENTS

EACH WEEK LISTS THE READING TO BE COMPLETED PRIOR TO THE SECOND CLASS OF THE WEEK--- You are strongly encouraged to start readings Thurs/Friday/Weekends/end of each week rather than waiting to read last moment. You **MUST** read for the discussion in the Wed Class each week where students will be expected to actively talk. Readings Must be completed for the second class meeting of the week & reading response papers must be provided on paper in class at the second meeting of the week!

WEEK 1

January 16 (Tuesday) First Day of Classes INTRODUCTION TO THE CLASS & SYLLABUS REVIEW
January 18 (Thursday) STUDENT INTRODUCTIONS, GO OVER SYLLABUS & DISCUSS COURSE FRAMEWORK AND EXPECTATIONS

WEEK 2

January 23 (Tuesday) Lecture
TOPIC- STS AND TECHNOSCIENCE, defining the subject, introducing philosophy of technology & the critical tradition
Required Reading: #1 Winner, L.- "Do Artifacts Have Politics"
#2 Sismondo, S.- Intro to STS – Preface to Ch 3 (pg. vii- 35)
January 25 (Thursday) Discussion Section

WEEK 3

January 30 (Tuesday) Lecture
TOPIC- Macro-Social Approaches to Technology- Examples of the Materialist & Culturalist Approaches
Required Reading: #1 Marx, K.- "Alienation of Labor"
#2 Foucault, M.-[A selection from] *Discipline & Punish*
#3 S. Sismondo- Intro to STS – Ch. 4 (pg. 36- 47)

February 1 (Thursday) Discussion Section

WEEK 4

February 6 (Tuesday) Lecture
TOPIC- CATEGORIES/ONTOLOGIES/STANDPOINTS & Cyborgs
Required Reading: #1 Haraway, D. (1991) "A Cyborg Manifesto"
#2 Sismondo, S.- Intro to STS – Ch. 6-7 (57-80)
February 8 (Thursday) Discussion Section

WEEK 5

February 13 (Tuesday) Lecture
TOPIC- HOW WE SEE/HOW WE ARE CONVINCED- Story Telling as technology
Required Reading: #1 Van Helden, A. – "Telescopes and Authority from Galileo to Cassini"
#2 Sismondo, S.- Intro to STS – Ch. 9 (pg. 93-105) & Ch 12 (136-147)
February 15 (Thursday) Discussion Section

WEEK 6

February 20 (Tuesday) Lecture
TOPIC- Purity/Modernity/Exclusion and Grand Stories
Required Reading: #1 Latour, B.-[A selection from] *We Have Never been Modern*
#2 Sismondo, S.- Intro to STS – Ch 13-14 (p. 148- 168)
February 22 (Thursday) Discussion Section
PAPER INSTALLMENT #1 Due [Select broad topical area to work on for semester, link that topic to & respond to one of the articles assigned up to this point, making reference to other course materials. 5 pg. After narrowing in on your topic you must find 2-3 academic texts/articles related to use in the paper.]

WEEK 7

February 27 (Tuesday) Lecture
TOPIC- WHAT IS PROGRESS? Envisioning The Future?
Required Reading: #1 Marx, L.- Does Improved technology Mean Progress
#2 Heidegger, M.- 'The Question Concerning Technology'

WEEK 8

March 6 (Tuesday) Lecture

TOPIC- WHO COUNTS? MAKERS AND USERS- Filling Use back in to the story of technology

Required Reading: #1 Oudshoorn & Pinch- "User Technology Relationships: Some Recent Developments"
#2 Wyatt, S. – "Non-Users Also Matter: The Construction of Users and Non Users of the Internet"

Optional- Extra Credit Reading: S. Sismondo- Intro to STS – Ch 15-17 (p.168- 204)

March 8 (Thursday) Discussion Section

WEEK 9**NO CLASSES (Spring Break)**

TOPIC: This week we traditionally have discussed a science fiction novel required to be read over spring break, I have decided not to do that this year and this week's topic will be ANNOUNCED

WEEK 10

March 20 (Tuesday) REVIEW FOR MIDTERM EXAM

March 22 (Thursday) IN-CLASS **MIDTERM EXAMINATION**

WEEK 11

March 27 (Tuesday) Lecture

TOPIC: The BIG CRITICAL TRADITION- Media/Techne/Technique and "the machine" of society, totalizing and controlled.

Required Reading: #1 Federman- "The Meaning of The medium is the Message"
#2 McLuhan- Selection From *The Medium is the Message*
#3 Ellul- Selection on technique
#4 Mumford, L.- Selection from *Technics and Civilization*

March 29 (Thursday) Discussion Section

Note- April 1st is last day for No Penalty Course Withdrawal

WEEK 12

April 3 (Tuesday) Lecture

TOPIC- TRANSHUMANISM, Returning to the Cyborg and the making of category and meaning- More Futurism

Required Reading: #1 Hayles, N.K. -[A selection from] *How we Became Postmodern*
#2 Vinge, V. - "The Technological Singularity"
#3 Kurzweil, R. - Selection from the *Kurzweil Reader*
#4 Pitts, V.-Taylor, Selection from *In the Flesh*

April 5 (Thursday) Discussion Section

WEEK 13

April 10 (Tuesday) Lecture

TOPIC- MEDICINE as Technosocial System- Preserve of Purity, boundary work, and mechanism making Health and Illness.

Required Reading: #1 Epstein, S.-[A selection from] *Inclusion* (Selection)
#2 Clark, A., et. al.– "Biomedicalization: Technoscience, Health and Illness"

April 12 (Thursday) Discussion Section

PAPER INSTALLMENT #2 Due [Summarize and revise the argument from your analysis in paper 1, supplement it with content from additional articles and materials from class—or complete a new argument using multiple course readings; +5 pages/Total 10-11, Supplement course readings with 2-4 academic texts/articles related to use in the paper.]

WEEK 14

April 16 (Tuesday) Lecture

TOPIC: SEX! And Sexuality- things we should not speak of, topics of control, pleasure as problem, and "perceptions"

Required Reading: #1 Foucault, M.-[A selection from] *History of sex.*
#2 Maines, R.- "Socially Camouflaged Technology"
#3 Maines, R. - Selection from *Hedonizing Technology*

April 18(Thursday) Discussion Section

WEEK 15

April 16 (Tuesday) Lecture

 Topic: TBA

 Reading: TBA

April 18 (Thursday) Discussion Section

WEEK 16

April 23 (Tuesday) Lecture-

Summary and Semester Review

April 25 (Thursday) IN CLASS REVIEW

FINAL PAPER INSTALLMENT # 3 - DUE PAPER #3 [Summarize and revise the argument from your analysis in paper 1 & 2 or from #2 alone if you chose to restart. In either case supplement prior work with content from +2 additional articles you found, and more materials from class total Length 15+Pages]

WEEK 17

SECTION 006 ** April 29th (Monday) LAST CLASS MEETING- IN CLASS EXAMINATION

SECTION 004 ** April 30th (Tuesday) LAST CLASS MEETING- IN CLASS EXAMINATION (Last Semester Class Day)