SOCI/DIGH 2035R

TECHNOLOGY, CULTURE AND SOCIETY

FALL 2018

Instructor: Dr. Carlos Novas
Email: carlos.novas@carleton.ca

Office Hours: By Appointment.

Send me an email and we can arrange to chat/talk over Skype (Skype handle = carlosnovas71) at a mutually convenient time.

Prerequisite(s)

SOCI 1001 and SOCI 1002, or SOCI 1003 [1.0], or ANTH 1001, or ANTH 1002.

COURSE DESCRIPTION

The world in which we live is thoroughly shaped by technology. Even though our daily lives are so intimately intertwined with technology we often take for granted the ways that it patterns individual and collective life. Although technology is often assumed to be separate from society, this course will help students learn how the production and use of technology shares much in common with other social practices that can be studied using the tools of sociology. As our daily lives become increasingly technologically mediated, the sociological study of technology enables us to reconsider our relationship to technology and to better understand contemporary social developments.

This course will introduce students to the field of Science and Technology Studies (STS). Through exploring several technological case studies and learning some key concepts in STS, the course aims to help students understand how technology and society are co-produced.

This is an online course. Please refer to the following link to ensure that you have all the technical requirements to participate in this course:
https://culearn.carleton.ca/moodle/mod/page/view.php?id=1108948

Required texts:
All the required readings are available on CULearn.

Course Based Learning Outcomes:

Develop an understanding of the 3 sociological theories (Social Construction of Technology, Actor-Network Theory, and Feminist Technology Studies) that are used to explain the relationship between technology and society.

Ability to apply **one** of the three theoretical approaches learned over the duration of the course to the study of a technology used by the student in their daily life.

Develop an ability to interpret, describe, compare, explain and apply the required texts through a number of course assignments.

Demonstrate ability to conduct independent research through designing final research paper and investigating social science literature on the technology that the student has selected to study.

Assignments:

Participation/Online Assignments 15%

Students are expected to actively contribute on CULearn discussion forums, group discussion activities, and/or peer review of other student's work. There will also be a small number of online assignments.

Short Essay on SCOT, ANT or FTS (2 X 15%)

The objective of this assignment is to select a technology or technological system that you use on a regular basis. You will then analyze this technology using one of the theoretical perspectives that we will examine this term. You will then re-analyze this technology using one of the other theoretical perspectives that we will examine this term. The technology that you select to study can be the same one that you examine in the research essay due at the end of term.

Research Proposal 15%

The research proposal aims to help you prepare for the final research essay. The main objective of this assignment is to develop a clear argument in relation to the technology you have selected to study, to demarcate how your study is sociologically relevant, and to identify academic sources related to your topic. The proposal should be around 1000 words not including references or bibliography. More details on this assignment will be provided over the course of the term.

Research Essay 40%

Students are required to prepare a research essay on a technology or technological system that they regularly use. The research paper should be between 3500 to 4000 words (12 -14 pages (not including references or bibliography). The research paper should use one of the principle theoretical frameworks studied over the course of the term to examine the technology they have selected. The research essay should develop a sociological argument concerning a salient problem or feature of the technology discussed in the research essay. To help students achieve success with this assignment, assignment guidelines will be posted and discussed on CULearn.

DEADLINES AND RETURN OF STUDENT'S WORK

SCOT Essay:	**October 4, 2018**
ANT Essay	**October 18, 2018**
FTS Essay	**November 8, 2018**
Research Proposal:	**November 22, 2018**
Research Paper:	**December 7, 2018 (*N.B.* Essays will not be accepted after the deadline has passed as this is the last day to submit academic work)**

All deadlines are firm. All assignments are to be submitted through CU Learn. **Assignments submitted by email will not be accepted.**

Late penalties: 10-minute grace period after assignment deadline.

10-59 minutes late: **8 percent penalty**.

0.25 percent for each subsequent hour (i.e. if your paper is 1 hour and 59 minutes late, the penalty would be 8.25 percent)

Assignments that are more than **7 days** late will not be accepted or graded.

No assignments will be accepted after the last day of term, **DECEMBER 7, 2018**.

EXTENSION POLICY
Requests for extensions need to be supported by medical documentation. Extension requests will only be handled by video-conference using Big Blue Button. Please send me an email to request a video-conference appointment.

All assignments will be returned to students within three weeks of submission or earlier.

GRADES

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:
A+ = 90-100   B+ = 77-79   C+ = 67-69   D+ = 57-59
A = 85-89   B = 73-76   C = 63-66   D = 53-56
A - = 80-84   B - = 70-72   C - = 60-62   D - = 50-52
F = Below 50   WDN = Withdrawn from the course
DEF = Deferred (See above)

Academic Regulations, Accommodations, Plagiarism, Etc.
University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:
http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/

Academic Accommodations for Students with Disabilities
The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at **613-520-6608 or pmc@carleton.ca** for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your *Letter of Accommodation* at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*).

The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the Fall 2018 (December) exam period is **November 9, 2018**. The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the Winter 2019 (April) exam period is **March 15, 2019.**

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as

possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

For Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: www.carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See https://carleton.ca/registrar/academic-integrity/). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Assistance for Students:

Academic and Career Development Services: http://carleton.ca/sacds/

Writing Services: http://www.carleton.ca/csas/writing-services/

Peer Assisted Study Sessions (PASS): https://carleton.ca/csas/group-support/pass/

Important Information:

- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

- Students must always retain a hard copy of all work that is submitted.

- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario's *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.

- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your MyCarletonOne account through Carleton Central. Once you have activated your MyCarletonOne account, log into the MyCarleton Portal.

- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting https://students.carleton.ca/

COURSE SCHEDULE

WEEK 1: September 6, 2018
STUDYING TECHNOLOGIES: AN INTRODUCTION
Required Reading:

Sismondo, Sergio (2010) 'Ch. 1. The prehistory of science and technology studies' (read pages 10-11: A Preview of Science and Technology Studies)

Bauchspies, Wenda K., Jennifer Croissant & Sal P. Restivo (2006) 'Chapter 2. Cultures of Science' (read pages 32-36).

Pinch, Trevor (2007) 'The sociology of science and technology' (read pages 272-74).

WEEK 2: September 13, 2018
UNDERSTANDING TECHNOLOGICAL DETERMISM

Required Reading

Marx, Leo and Smith, Merritt Roe (1994) 'Introduction'

Sismondo, Sergio (2010) 'Ch. 9. Two questions concerning technology'

Wyatt, Sally (2008) Technological Determinism is Dead: Long Live Technological Determinism (read pages 167-169).

MacKenzie, Donald and Wajcman, Judy (1985) 'Introductory essay' (read pages 4-6).

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WEEK 3: September 20, 2018
THE SOCIAL CONSTRUCTION OF TECHNOLOGY (SCOT)
Required Reading

Sismondo, S. (2010). Ch. 9. Two questions concerning technology **(review pages 98-103 from the previous week).**

Pinch, T. J., & Bijker, W. E. (1987). The social construction of facts and artifacts: or how the sociology of science and the sociology of technology might benefit each other.

Bijker, W. E. (1993). Do Not Despair: There Is Life after Constructivism.

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WEEK 4: September 27, 2018
SCOT: CRITIQUE AND CASE STUDIES
Required Reading

Bijker, W. E. (2009). Social Construction of Technology

Kline, R., & Pinch, T. (1996). Users as Agents of Technological Change: The Social Construction of the Automobile in the Rural United States.

It is recommended that you read an additional case study in the supplementary readings.

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WEEK 5: October 4, 2018
ACTOR-NETWORK THEORY (ANT)

Required Reading

Callon, M. (2001). Actor-network theory

Callon, M. (1987). Society in the making: the study of technology as a tool for sociological analysis

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WEEK 6: October 11, 2018
USING ACTOR-NETWORK THEORY (ANT) TO STUDY EVERYDAY TECHNOLOGIES

Required Reading

Latour, Bruno. 1992. "Where are the Missing Masses? The Sociology of a Few Mundane Artifacts."

Michael, M. (2000). Disciplined and disciplining co(a)gents: The remote control and the couch potato **(read pages 96-106)**

WEEK 7: October 18, 2018

FEMINIST TECHNOLOGY STUDIES

Required Reading

Johnson, D. G. (2010). Sorting out the question of feminist technology

Wajcman, J. (2004). Ch. 2. Technoscience reconfigured

FALL BREAK: NO CLASSES
OCTOBER 22 – 26, 2018

WEEK 8: November 1, 2018
DOMESTIC TECHNOLOGIES: GENDER, TECHNOLOGY AND THE HOME

Required Reading

Wajcman, J. (1991). The built environment: women's place, gendered space **(read pages 110-120)**

Cockburn, C. (1997). Domestic technologies: Cinderella and the engineers.

WEEK 9: November 8, 2018
CONFIGURING USERS? USERS AND TECHNOLOGY

Required reading: select **one** of the following:

van Oost, E. (2003). Materialized gender: how shavers configure the users' femininity and masculinity

OR

Kline, R. (2003). Resisting consumer technology in rural America: the telephone and electrification

Highly recommended:

Oudshoorn, N., & Pinch, T. (2003). Introduction: how users and non-users matter

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WEEK 10: November 15, 2018

SONIC DEVICES: MAKING AND LISTENING TO MUSIC

Required Reading

Merill, B. (2009). Making it, not making it: creating music in everyday life

Sterne, J. (2006). The mp3 as cultural artifact.

WEEK 11: November 22, 2018

MOBILE TECHNOLOGIES AND DIGITAL SOCIALITY

Required Reading

Farnsworth, J., & Austrin, T. (2005). Assembling Portable Talk and Mobile Worlds: Sound Technologies and Mobile Social Networks.

Watkins, Craig S. (2009) "The Very Well Connected: Friending, Bonding, and Community in the Digital Age"

WEEK 12: November 29, 2018

SURVEILLANCE TECHNOLOGIES: FROM THE PANOPTICON TO THE OLIGOPTICON

Required Reading

Farmer, D., & Mann, C. C. (2003). Surveillance Nation (Part 1).

Albrechtslund, A., & Lauritsen, P. (2013). Spaces of everyday surveillance: Unfolding an analytical concept of participation

WEEK 13: December 6, 2018

REVIEW SESSION