

STV100 Fall 2011 Syllabus

Dr. Scott M. Campbell

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1 Introduction

1.1 Calendar description

Society, Technology and Values: Introduction

This course examines the interaction of the technologies developed by a culture with the values and social organization of that culture. The course exposes students to various definitions of society, technology and values, and it presents alternative views about how the three interact. These views are then applied to a number of spheres of influence, including patterns of employment and the role of work; medicine and health; polity and economy; sustainable development and the environment.

Credit weight: 0.5

Pre-requisite: None

1.2 Location and Time

Lectures: RCH 309 Tuesday 7-10pm

- Lectures are delivered with the aid of slides which will be available for students to download from UW-ACE before the lectures. Slides do not replace lecture notes; students must be prepared to attend and take notes.
- Attendance is not mandatory but in-class assignments and other activities will take place regularly; failure to participate will forfeit grades.

Tests: RCH 309 and RCH 305, October 18 and November 29. Rooms will be assigned. See Section 4 for more information.

1.3 Instructor

Dr. Scott Campbell, sm2campb@uwaterloo.ca

<http://cstv.uwaterloo.ca/people/campbell.html>

Office: E3X 3174 Ext. 35635

Hours: Tuesday 12-2pm (or by appointment, please phone or email)

1.3.1 Electronic communication policy

I will reply to all student email promptly, but not in the evening or on weekends, and students should not fret about a reply until 48 hours have passed. To save time, consult the checklist:

Email checklist

- Did you read the syllabus, the assignment instructions, or related documents on ACE to see if I've already addressed your question?

- Did you consider if visiting during office hours or phoning my office would be a better use of everyone's time?

Answering questions via email can take much longer than an oral conversation.

- Did you write your email from your UW or UW-ACE account, and did you include the course number in the subject?

This helps professors identify students faster and your email is less likely to be rejected as spam.

- Are your questions or requests direct and specific, such as "What room is the test" or "I need help with the examples from the second Lecture"?

Consider visiting during office hours or asking after class.

- Did you choose an appropriate greeting, such as Dr., Instructor Prof., or even Mr.?

This is polite and much preferred to "Hey" or no greeting at all

- Did you proofread your email to eliminate spelling mistakes, poor punctuation and inappropriate language?

Internet slang such as LOL or smileys are unprofessional; asking for an answer "as soon as possible" is presumptuous and disrespectful of your professor's time.

1.4 Teaching Assistants

Karl Griffiths-Fulton, kgfwork@gmail.com

Office: E3X 3171 x36215

Hours: Wednesday 9:30-11:30am

Wendy Stocker, wlstocke@uwaterloo.ca

Office: E3X 3171, x36215

Hours: By appointment, phone or email

2 Course Details

2.1 Evaluation

The breakdown of grades for the course this term is as follows. See sections 3, 4, and 5 for more information.

Perspective Project	25%
Progress Project	25%
Test 1	20%
Test 2	20%
Participation	10%

2.2 Website

Please use UW-ACE for access to lecture slides, assignment instructions and drop boxes, course readings and study questions, a course discussion forum, and other resources.

2.3 Readings

The STV100 course reader can be purchased in the UW bookstore. Each lecture is accompanied by a set of required readings, associated study questions and optional readings. The schedule and questions can be found in the *Reading List* document on ACE, under the *Lessons* folder.

2.4 University Policies

The following sections are University Policies that apply to every undergraduate course at the University of Waterloo and must appear on a syllabus.

2.4.1 Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. Check www.uwaterloo.ca/academicintegrity/ for more information.

2.4.2 Discipline

A student is expected to know what constitutes academic integrity (check www.uwaterloo.ca/academicintegrity/) to avoid committing an academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties check Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

Note that all cases of academic misconduct – even minor mistakes or apparently trivial cases – must be reported to the appropriate academic dean. There are no exceptions to this rule!

2.4.3 Appeals

A decision made or penalty imposed under Policy 70 (Student Petitions and Grievances) (other than a petition) or Policy 71 (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm.

2.4.4 Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

2.4.5 Students with disabilities

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term. Please contact the instructor as soon as possible if you require academic accommodations.

2.5 Course Policies

The following policies are specific to this course.

2.5.1 Late assignments

All assignments submitted late will be penalized 1% from your final overall grade per 24 hour period past the deadline, to a maximum of the assignment value. This includes weekends for any assignment that is submitted electronically. Consideration may be granted if you contact the instructor for an exception *before* the due date (see 2.5.6).

There is no buffer or grace period for assignments submitted electronically. Give yourself adequate time to finish and submit.

2.5.2 Groups vs Individual work

For the group projects in this course effective collaboration and cooperation is expected. All group members will share the same grade, and the same penalty if any portion is submitted late. If there are any difficulties among the group members, don't wait to sort it out, contact the instructor or the TA and begin documenting any difficulties immediately. Typically, any individual adjustments will require considerable evidence and will only take place after all portions of the project have been submitted and graded.

For individual assignments students are required to develop their own ideas, do their own research and write their own assignments. However, they are also encouraged to approach their

colleagues, friends or family to discuss their ideas or for help proofreading assignment drafts. See section 3 for more information about the different kinds of assignments.

2.5.3 Regrading

Grades for all assignments and tests can be appealed, using the following process:

1. First, after an assignment or test is returned, feel free to approach the instructor or TA in-class for help explaining the grade, but a 24-hour cooling off period is required before grades can be appealed or altered, with the exception of simple misunderstandings.
2. After the 24 hours has elapsed, students should discuss their assignment or test directly with the person who graded their work for more information about the grade or possible misunderstandings about expectations.
3. If still unsatisfied, a student should submit to the instructor a written justification explaining why the grade is inappropriate *and* how the student would address the marker's criticisms.
4. The instructor will regrade the entire assignment or test. The new grade may be higher or lower than the original, and will be considered final.

2.5.4 Test conflicts

Because this is a night course other instructors occasionally schedule tests during official class time. In case of such a conflict, the other instructor is obligated to provide alternate test arrangements for students with a conflict. See *University of Waterloo Examination Regulations and Related Matters*, <http://www.registrar.uwaterloo.ca/exams/ExamRegs.pdf>.

Students are expected to notify their instructors of such conflicts as soon as possible.

2.5.5 Gender-fair language

Gender-fair or gender-neutral language should be used for all assignments and tests. That is, don't use "man" to refer to "humans", and don't use "he" to refer to a person unless you know that person is male. You may be penalized for failing to use appropriate terms. To familiarize yourself with gender-fair language, see: <http://www.rpi.edu/web/writingcenter/genderfair.html>.

2.5.6 Exceptions and Extensions

Student who are ill must make initial contact the instructor within 48 hours of a missed deadline, and in case of illness must supply a *University of Waterloo Verification of Illness* form within one week of a deadline.

All exceptions to the course policies require documentation and, wherever possible, advance notice. Unplanned family emergencies and illnesses are generally good reasons for an exception; a heavy course load or a failure to plan ahead or allocate enough time to this course are never good reasons.

2.5.7 Excessive disruptions, mobile phones and portable computers

Lectures are not the ideal time for talking loudly, playing games, emailing or checking up with friends on Facebook, or reading newspapers. Playing games or surfing the web can be very distracting for students around you, and noisily disrupting lectures in a way that affects others will not be tolerated.

I discourage portable computers unless you are actively taking notes during the lectures or otherwise using them appropriately. I strongly suggest that all laptop users avoid the front rows and move to the back of the room.

2.5.8 Feedback

I encourage course feedback at all times. Contact me directly, pass a message via the TA, or submit anonymous comments on UW-ACE. Look under the *Lessons* tab for the anonymous feedback drop box. I will attempt to address all concerns as soon as possible. Please note that the anonymous feedback box is truly anonymous and I can't reply to any comments left there.

3 Assignments, 50%

There are two substantial projects this course, designed to encourage students to respond to the course material, think critically, develop their own ideas and to work well in interdisciplinary groups. Some research will be required, although you will be given appropriate limitations and boundaries. In all cases, complete instructions and a rubric will be made available in class and on ACE.

3.1 Perspective Project, 25%

The Perspective Project is a group project designed to reinforce several key STV concepts and to encourage awareness of other points of view. The first two parts take place largely in-class, although some external preparation is required; the final part is done outside of class, although some time may be provided in-class.

A brief overview of these parts follows. Complete details will be provided in-class and on ACE. Please see the deadlines in section 6.

Part 1: Evolution vs Revolution, 5%

Before class, students (as individuals) must locate examples of evolutionary and revolutionary perspectives. In class (together as a group) students will compare and evaluate their examples, and submit a brief report.

Part 2: Determinism vs Social Shaping, 5%

Building on the first component, before class students will locate examples of deterministic and social shaping perspectives. In class they will again compare and evaluate their examples, and submit a brief report.

Part 3: Information Technology Review, 15%

The final component involves research and a written report reviewing multiple perspectives regarding a particular information technology.

3.2 Progress project, 25%

Important lessons in this course are to always carefully consider the relationship between technology and society, the difficulty assessing what “makes things better” and the broad problems about how we ought to move forward as a society. There are several parts to this project. Students must prepare for several in-class exercises, and will then write a final essay summarizing their insights and discoveries. A brief overview of these parts follows.

Complete details will be provided; please see the deadlines in section 6.

3.2.1 Part 1, Social progress, 2.5%

As individuals, students will conduct research as to the meaning of social progress. In class, they must defend their research to their peers and submit a brief report.

3.2.2 Part 2, Technological progress, 2.5%

Building on the first component, as individuals students will conduct research as to the meaning of technological progress. In class they must defend their research to their peers and submit a brief report.

3.2.3 Part 3, Essay, 20%

For the final component, students must bring together what they have learned about progress with an essay that addresses the relationship between technology and society.

3.3 Notes for all assignments

Electronic assignment submissions are due by 6pm on ACE. If a student has lost access to ACE, then to avoid a late penalty they must submit an electronic copy directly to the instructor by 6pm via email. If an assignment requires both an electronic and paper submission, the paper copy will be due at 7pm. No changes to documents are permitted between 6pm and 7pm; any changes found will be considered instances of academic dishonesty and will be reported to the student’s academic dean.

All submissions that fail to meet the assignment word count minimums will be penalized in proportion to the assignment expectations. For example, if the expected word count is 1200-1500 words and the assignment is worth 20 marks, a submission with only 900 words (75% of the minimum) will be penalized by 25%, or 5 marks. There may or may not be a penalty for exceeding the word count. The marker will expect that all attempts were made to eliminate unnecessary and redundant text, and if the marker feels that going over the word count was beneficial, no penalty will be assessed. If going over the word count does not contribute meaningfully to the text, an appropriate penalty may be applied.

Please note that for assignments with an electronic submission, all disputes (i.e.: plagiarism, regrading, etc) will be resolved with respect to the electronic copy.

3.4 Use of Turnitin

Plagiarism detection software (Turnitin) will be used to screen certain assignments in this course. This will be done to verify that use of all materials and sources in assignments is documented. In the first week of the term, details will be provided about arrangements for the use of Turnitin in this course.

Students who prefer not to use Turnitin must meet with the instructor at least two weeks before the relevant assignment deadline to discuss alternatives. Suggested alternatives include submitting one or more of the following in advance: an annotated bibliography or a multi-page outline or draft.

3.5 Writing Assistance and Guidance

A folder on ACE contains a series of documents with advice on writing, tailored for students taking STV and STV-like courses. I encourage you to read over these documents.

Although the markers and I are primarily interested in your ideas, we are also evaluating your ability to express yourself coherently. We expect proper spelling, grammar, and formatting. We also expect you to defend your ideas with suitable references and evidence, without vast generalizations or factual or historical inaccuracies.

The English Language Proficiency Program also offers help for students who need help. Visit the Writing Centre in the PAS building <http://elpp.uwaterloo.ca/writingcentre.html>. They are not a proofreading service, but will help undergraduates with planning and executing writing assignments.

Students should contact the instructor or TA as early as possible if they have questions or concerns with assignments. Students can request that the instructor or TA review a draft of the assignment, however: 1) the draft must be complete, with all references; 2) students may be asked to hand-deliver their draft; and 3) typically, the draft will be due at least four five days before the assignment deadline, to ensure sufficient time to review it and reply.

4 Tests, 40%

There will be two in-class midterm-type tests, worth 20% each. Each will be two hours. The tests are open-book and partially non-accumulative with respect to each half of the course. That is, the first test deals exclusively with material covered during all the of the preceding lectures, and the second test deals almost exclusively with material from the second half of the course, but it is expected that students will still be familiar with broad course-wide concepts.

Further details will be made available in class and on ACE, where a sample of the *type* of questions will be posted.

See the schedule in section 6.

5 Participation, 10%

One of the overall goals for this course is to learn to appreciate society, technology and values from the perspective of others. As such, students are encouraged to contribute via simple summaries, surveys, or the discussion forum. Each of these three activities will be graded out of 5, but for the final participation grade, the lowest of the three grades will be dropped for a total of 10%.

5.1 Simple Summaries, 5%

At some point during each weekly lecture, students will be assigned a short written activity, typically geared towards a summary or review of the lecture or readings. Students will have a few minutes to complete the activity and will submit their work immediately. The goal of the Simple Summaries is to encourage active reflection, quick and clear writing, and to pay attention to key course concepts.

Every submission will be read by the instructor, but they will not be marked or graded beyond whether or not it was completed appropriately. For example, lazy, inarticulate, unreadable, substantially incorrect or overly collaborative summaries will be rejected. The final Simple Summary grade out of 5 will be proportional to the quantity of valid summaries successfully submitted.

Students who miss a particular class will forfeit the opportunity to complete that week's summary and the accompanying grade.

5.2 Surveys, 5%

Most weeks a survey relevant to the upcoming lecture will be posted to UW-ACE. Students are expected to respond in a timely and honest fashion and their final survey grade will be proportional to the quantity of surveys completed.

The instructor will collate the survey responses for discussion for the next lecture. Please note that the surveys are not anonymous to the instructor. Students who abuse the surveys with inappropriate answers will forfeit this entire portion of their participation grade. Also note that surveys cannot be completed "late": once a lecture begins at 7pm, the relevant survey is closed.

5.3 Discussion forum, 5%

Finally, there is a discussion forum for this course on UW-ACE. Students are expected to use it to ask questions or discuss the course material and readings, post links to interesting events or websites, or ask administrative questions. The instructor will monitor the board and contribute regularly. It is suggested that students use the subscription function, to avoid missing messages.

Students will receive a grade proportional to the quality and quantity of their posting history. Timing is relevant: flooding the discussion forum at the end of the course is inappropriate and will not be rewarded. Postings made after the test will not count towards the participation grade. Merely *reading* the forum does not count as participation.

As a rough guideline, at least five substantial posts (more than a few sentences) that are relevant (dealing with material similar to recent readings, lectures or other student discussions) are required for five marks, although each post will be read and evaluated for quality and some posts count more than others. Students with additional concerns about their discussion forum grade should speak to the instructor early in the course about expectations. Students can also request an unofficial assessment of their participation grade at any point.

6 Tentative Schedule

Date	Lecture Topic	Activity or Deadline
Sept. 13	1. Welcome	
Sept. 20	2. What is Technology?	Perspective Project intro.
Sept. 27	3. Determinism and Social Shaping	Persp. Prj. 1 (5%, in-class)
Oct. 4	4. Tech. Transfer	Persp. Prj. 2 (5%, in-class)
Oct. 11	5. Technological Systems	Persp. Prj. discussion
Oct. 18		Test 1 (20%)
Oct. 25	6. Luddism and the Digital Divide	Persp. Prj. 3 (15%)
		Progress Prj. intro
Nov. 1	7. Control and Ethics	Progress Prj. 1 (2.5%)
Nov. 8	8. Technology and Waging War	Progress Prj. 2 (2.5%)
Nov. 15	9. Technological Obsolescence	Progress discussion
Nov. 22	10. Technological Progress	Progress Prj 3 (20%)
Nov. 29		Test 2 (20%)

See <http://www.quest.uwaterloo.ca/undergraduate/dates.html> for more information regarding university dates for drop deadlines and related penalties.

6.1 Final grades

Final grades submitted to the Registrar will not be curved or modified in any way, although they will be rounded to whole integers using a round-half-to-even method. This is statistically fair but perhaps not what all students are used to.