

LBST 2213-110: Science, Technology, & Society

Fall 2022

Dr. Aaron A. Toscano (atoscano)

<https://pages.charlotte.edu/aaron-toscano/>

Office: Fretwell 255F (no face-to-face visits this semester)

Office hours (by appt.): Zoom, Webex, Skype, etc.

LBST 2213 “Science, Technology, and Society” Course Description and Purpose

This course introduces students to the role of science and technology in society. We emphasize how science and technology are products of a culture and not just the work of individuals in a laboratory. We navigate through a world full of technologies and sciences that we don't fully comprehend. Citizens are bombarded with a plethora of discourse surrounding science and technology. However, the methods of the sciences, the importance of major scientific discoveries, and public expectations of technologies are often misunderstood. To help students begin to understand the complex messages in media, this course will cover a wide range of literature about science and technology, including histories of technology, science fiction, journalism, and public perceptions of hot-button topics such as violent video games and COVID-19 facial covering rhetoric.

Catalog Description of LBST 2213

The role of science and technology in society. The **appreciation and understanding** of science and the public policy issues related to science and technology. Issues such as science vs. pseudo-science, the ethics of science and technology, the methods of the sciences, the importance of major scientific discoveries, and public expectations of the sciences.

Texts and Materials

- Required:**
- Collins, Harry M. & Trevor Pinch. *The Golem: What You Should Know About Science*. 2nd Ed. Cambridge: Cambridge UP, 2012. 978-1107604650
[Available online through Atkins Library](#)
 - Collins, Harry M. & Trevor Pinch. *The Golem at Large: What You Should Know about Technology*. 2nd Ed. Cambridge: Cambridge UP, 2014. 978-1107688285
[Available online through Atkins Library](#)
 - Boule, Pierre. *Planet of the Apes*. 1963. [any edition...not the movies. I use the 2001 edition: 9780345447982.]
 - Shelley, Mary. *Frankenstein*. 1816. [any edition...not the movies.]
Available here: <http://literature.org/authors/shelley-mary/frankenstein>
 - Wells, H. G. *The Time Machine*. 1895. [any edition...not the movies.]
Available here: <https://www.fourmilab.ch/etexts/www/wells/timemach/html/>

Access to [Canvas](#)

Willingness To Learn

Expectations

There is quite a bit of reading in this course, but it's manageable if you plan your school-work-life needs. Again, there is quite a bit of reading in this course. Students should have read the assigned reading prior to the date listed on the calendar section of this syllabus. Also, to get the most out of this course, students should read and take good notes on the reading. I have a website devoted to this class, and [Canvas](#) will have additional information. It's vital that you follow along with the syllabus and class website. Don't expect detailed notes about the readings via e-mail. In addition to the readings, tests, and exams, students must post 250-word reflections weekly about a specific topic or the reading in general on [Canvas](#). Students can expect responses at least once (but probably more times) a semester, so make sure you post reflections. Reflections aren't right or wrong; instead, they're chances for you to write out your thoughts and have a record of your thoughts—this is vital for developing critical thinking faculties. Remember, you are here to learn. This course, specifically, and LBST

requirements, in general, are supposed to help you expand your thinking. It's not to tell you what to think—that's up to you. My goal is to demonstrate how ideas, discourse, and society provide filters for how we understand science and technology. Liberal studies is a discipline that attempts to foster learning not for any specific job but to be an informed (perhaps, well-rounded) citizen. This is the goal of the Humanities. The critical thinker and informed citizen don't look to be spoon fed ideas. They strive to ask appropriate questions about topics or situations or life itself. These questions are ways to discover meaning and meanings related to the knowledge and tools cultures produce. Our focus in this course is on American and Western cultures—not for indoctrination but for critical analysis.

This 3-credit course requires 3 hours of classroom or direct faculty instruction and 6 hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to the following: reading, researching, doing assignments, learning software, and studying for exams. The above outside-of-class work expectations are derived from Academic Affairs: <http://provost.uncc.edu/policies/academic-calendar> (see III. Definitions).*

*Obviously, we're 100% online, so the readings, website notes/exercises, and Canvas resources fulfill what would have been 3 hours of face-to-face class meetings.

Work Requirements

In order to assess how well you understand the course material, students will do two tests, a Midterm Exam, a Final Exam, and weekly reflections turned in on [Canvas](#).

Grading Policy

Tests, Exams, Posts	pts.	Grading Scale
Test 1	100	A= 90 – 100
Midterm Exam	250	B= 80 – 89
Test 2	100	C= 70 – 79
Final Exam	250	D= 60 – 69
Canvas Posts 15 posts @ 20 pts each	300	F= Below 60
Total	1000	

Please notice that the **Canvas Posts** are worth 30% of your overall grade. Not doing them isn't a good strategy to pass this class.

Late Work and Canvas Access

Although you aren't turning anything in as a hardcopy, I expect you'll post the reflections by **11:00 pm on Fridays** when the [Canvas](#) posts are due. **No late posts will be accepted.** Please be aware that any online system may "time out" randomly. It is your responsibility to make sure your posts weren't lost. Therefore, after you post to Canvas, you need to check to make sure your post is up. My advice is to type your post in a word processor (MS Word or Google Docs) and then copy and paste the text into the Canvas text box. **Don't upload the document or email it to me.** Typing your post directly into the Canvas box is risky because you may lose your post if there's a glitch. It's better to type up your response, save it, and then copy and paste it into the Canvas box. If Canvas issues come up, don't panic. I anticipate many problems with the online systems we'll use this semester. I'm very reasonable and will work something out, so you don't lose any credit because of a system-wide glitch. If an issue arises, **please do not attach the assignment to an e-mail.** Send me an e-mail that explains the issue as best you can, and I'll reply with a solution. Students are responsible for making sure they have access to the internet. Get on [Canvas](#), and make sure you have reliable access. You don't want to find out you don't have a good connection the day of a test. Do your best to stay on top of the reading and class notes. You must be able to navigate effectively in an online environment. If you can't, you won't be successful in this course. I have plenty of resources online for you, so please check there before sending an e-mail asking, "so...like, Dr. Toscano, man...do we...like...have stuff to do...hmu lol?"

Remember, unless something changes, this is a face-to-face course requiring you come to class. If pandemic-related issues force us into a 100% online asynchronous situation, we can move into that type of instruction with Canvas and the class website. But this isn't an online class. I expect you to be in class for discussion.

Attendance

This course is 100% online and asynchronous. We have no scheduled class meetings, but we do have scheduled tests, a midterm exam, and a final exam. See the course calendar on the last two pages of the syllabus for these dates. Your final exam is on Canvas on **Monday, December 12, 2022**. I'll open the exam up at 7:00 am and close it at 11:00 pm. Once you start, you'll have 150 minutes.

Academic Integrity

The University of North Carolina at Charlotte is an academic community dedicated to teaching, scholarship, service, inclusion, and the holistic development of Students. Academic integrity is a cornerstone value of the University's intellectual community. It is important to nurture an atmosphere of honesty, fairness, trust, respect, and **mutual responsibility. Integrity is essential because it ensures that Students fairly benefit from their educational experience and pursuits of knowledge.** Violating the principles of academic integrity damages the reputation of the University and undermines its educational mission and goals.

The University recognizes that Academic Misconduct detracts from the value of a UNC Charlotte degree and has influence beyond the University community, including relationships with employers, other educational institutions, the business community, the UNC system, and the community at large.

The purpose of the Code is to:

1. support and promote an ethical learning environment;
2. create consistent standards for all members of the academic community;
3. **assist Students in learning responsibility for one's own academic work;**
4. protect the academic environment of the University community; and
5. **clarify Student values and how they relate to the behavior in question.**

Definitions of Academic Dishonesty (From University Policy: 407, Ch. 6—<https://legal.uncc.edu/policies/up-407#c6>)

- A. **Cheating** means using or attempting to use materials, or giving assistance or materials without Authorization to another in any academic exercise that could result in gaining or helping another to gain academic advantage.
- B. **Fabrication** means providing fabricated information, including inventing or counterfeiting information, in any form in an academic exercise.
- C. **Falsification** means altering without Authorization any data or information, regardless of communication method (e.g., e-mail or other electronic communication), in an academic exercise.
- D. **Misuse of Academic Materials** means sharing, distributing, altering, acquiring, damaging, or making inaccessible academic materials without Authorization, that could result in gaining or helping another to gain an academic advantage.
- E. **Multiple Submission** means submitting academic work or substantial portions of the same academic work (including oral reports) in more than one academic exercise without Authorization.
- F. **Plagiarism** means presenting the words or ideas of another as one's own words or ideas, including failing to properly acknowledge a source, unless the ideas or information are common knowledge. Plagiarism includes self-plagiarism, which is the use of one's own previous work in another context without indicating that it was used previously.
- G. **Unauthorized Collaboration** means sharing the work or effort in an academic exercise with another Student or Students without Authorization.

- H. **Research Misconduct** means a determination that Research Misconduct has occurred under [University Policy 309, Responding to Allegations of Misconduct in Research and Scholarship](#) and its [Supplemental Procedures](#). (See Chapter 3, Section III of the Code.)

If you try to pass off any work in full or part as your own without proper credit being given to the original source—you will receive an ‘F’ in this course. If you use non-sanctioned resources (e.g., other classmates) to complete tests and exams, you will receive an ‘F’ in this course.

Title IX Mandated Reporting

UNC Charlotte is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that many UNC Charlotte employees, including all faculty members, are considered [Responsible Employees](#) who are required to relay any information or reports of sexual misconduct they receive to the Title IX Coordinator. This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must [report the information to the Title IX Coordinator](#). Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone confidentially, please contact any of the following on-campus resources, who are not required to report the incident to the Title IX Coordinator: (1) University Counseling Center (caps.charlotte.edu, 7-0311); (2) Student Health Center (studenthealth.charlotte.edu, 7-7400); or (3) Center for Wellness Promotion (wellness.charlotte.edu, 7-7407). Additional information about your options is also available at the [Office of Civil Rights and Title IX](#) under the “Students” tab.

Safety and Security Information

UNC Charlotte’s Department of Safety and Security offers the following safety tips:

- Ensure your cell phone number is in the Banner Self-Serve system (Emergency Text Phone Number box) to receive text message NinerAlerts. NinerAlerts are sent via a variety of methods when there is a threat to campus safety or a change in operating condition.
- For every NinerAlert that is issued, an action directive is also included in the body of the message. Action Directives can include run, hide, fight; seek shelter; or evacuate. Visit emergency.charlotte.edu for more information on what each directive means.
- Download the [Livesafe app](#). This connects you to campus police via phone or text 24/7.
 - 911 dialed from a mobile phone connects to CMPD and can slow down response.
 - Alternatively, you can put the UNC Charlotte Police emergency number in your phone: 704-687-2200.
- Always be aware of your surroundings and know the quickest escape routes: exit doors, windows, etc.
- Safety and Security offers a variety of training to students: safetyandsecurity.charlotte.edu.
- Remember: Personal pepper spray is allowed on campus. However, guns and knives are not.

Action Directives included in NinerAlerts:

Run-Hide-Fight is the individual’s Action Directive for an active assailant.

- **RUN:** If outside or in a building and it is safe to flee, run and leave the campus if possible.
- **HIDE:** If you are in a building and unsure of where the threat is, find the closest room in which to hide. Close, lock and/or barricade doors if they do not lock. Do not huddle in one location. Remain quiet.

- **FIGHT:** *This is a last-resort option. Do not seek the assailant. If you come into direct contact with the individual, use any means necessary to defend yourself.*

A **Seek Shelter** directive is normally issued during severe weather or hazardous material releases.

If a **Seek Shelter** is ordered:

- Stay inside if you are indoors.
- If outside, quickly go to the nearest building.
- Once indoors, find a fitting room or space in the building to shelter. Stay away from windows.

An **Evacuation** can be for either a single building, area, or the entire campus. Further information and direction will be included in the NinerAlert.

Statement of Academic Freedom

I strongly encourage students to use class as a place for free inquiry and intellectual growth. Although we as a class will not always agree or be comfortable with the views of others, every student has the right to his or her own tastes and convictions (but don't mistake those for sound, well-reasoned opinions*). I promise to be fair and always support your right to look at the world from your own position, but I encourage all students to branch out and consider multiple perspectives. If you think texts have single, objectively reasoned meanings...well, you're about to get a radical new perspective in this course. Our biases filter our interpretations of the world around us. Family, culture, media, law, religion, etc. influence how we perceive the world. Your perspectives might be similar to those close to you, but your worldview isn't universally held. **I will not tolerate any harassment or abuse (emotional or physical) or any instance where others adversely affect students' learning. Remember, harassment isn't just verbal—making harassing or abusive posts won't be tolerated.**

*Yes, you're entitled to have your own political views, but don't assume that uncritical acceptance of any belief is as valuable as the rigorous intellectual scrutiny I advocate. Not all opinions are equally valid, and one goal for this course is to recognize the difference among the following: tastes, convictions, opinions, expert opinions, theories, and facts.

Instructional Modifications

Students who have a condition that may impair their ability to complete assignments or otherwise satisfy course criteria are encouraged to meet with the Disabilities Resource Center (<http://ds.charlotte.edu/>) to identify, discuss, and document any feasible instructional modifications or accommodations. I don't need specifics about a condition, but I will need to know what specific accommodations you will need.

Inclement Weather/Building Issues/Apocalypse

Although we're not meeting in a classroom, it's possible that system-wide outages, including end-of-the-world scenarios, will make it impossible to access Canvas, the class website, and e-mail. If this occurs, continue to keep up with the class webpage, readings, and [Canvas](#). I'll adjust the course calendar, and we'll pick up where we left off on the syllabus.

Important Dates and Administrative Information

Even though this is a 100% online asynchronous class, I've prepared our schedule as if we were meeting on Wednesdays, which, before the pandemic forced us to go online, were going to be our weekly class meetings. The dates below are all Wednesdays. You will most likely thank me for scheduling assignments due on Wednesday because I have a feeling many online classes are going to default to Thursday and Friday deadlines...you're welcome.

The syllabus schedule below has important dates marked. Students are responsible for not only knowing course deadlines but also knowing UNC Charlotte deadlines (drop/add, billing, vacation, etc.). Please visit the following link for the registrar’s calendar: registrar.charlotte.edu.

Right to Make Changes

I reserve the right to make changes to the syllabus when necessary to meet learning objectives, to compensate for missed classes, or to make our lives easier.

Schedule for Readings and Assignments (have readings and assignments done before class)

August 22	Introduction to the Course Asimov, Isaac. “Cult of Ignorance” (1980) on Canvas
August 24*	Collins & Pinch. The Golem: What You Should Know about Science. 2nd Ed. Prefaces and Ch. 1
August 29*	Collins & Pinch. The Golem: What You Should Know about Science. 2nd Ed. Ch. 2
August 31	Collins & Pinch. The Golem: What You Should Know about Science. 2nd Ed. Ch. 3 and 4
*August 30 th : Big day for the semester: <ul style="list-style-type: none"> • Last day to register. If you’re not registered, you will not be allowed to continue in the course. • 2nd Cancellation for non-payment at 11:59 pm (all deadlines are 11:59 pm). 	
September 5	Labor Day—No Assigned Reading
September 7	Collins & Pinch. The Golem: What You Should Know about Science. 2nd Ed. Ch. 5 and 6
September 12	Collins & Pinch. The Golem: What You Should Know about Science. 2nd Ed. Ch. 7 and Conclusion Consider reading the “Afterword: Golem and the Scientists” to reinforce your understanding
September 14	Test 1 on Canvas {Dr. Toscano’s reminder that early alerts are due 9/17 by Noon}
September 19	Collins & Pinch. The Golem at Large: What You Should Know about Technology. Prefaces and Ch.1
September 21*	NO CLASS READINGS—Catch up!!!
*September 23 rd : Deadline to apply for Fall 2021 graduation	
September 26	Collins & Pinch. The Golem at Large: What You Should Know about Technology. Ch. 2
September 28	Collins & Pinch. The Golem at Large: What You Should Know about Technology. Ch. 5 and 6
October 3	Collins & Pinch. The Golem at Large: What You Should Know about Technology. Ch. 7 and Conc.
October 5	Midterm Exam (cumulative) on Canvas
October 10	FALL BREAK—No scheduled readings
October 12	Lies Economists Tell—The rhetoric of statistics (Readings on Canvas and class Website)
Midterm Grades Due by Noon on Friday, 10/14 {This note is for me because I’ve occasionally missed this deadline...}	
October 17	Brief Histories of Medicine, Salerno and Galen readings Encyclopedia Britannica’s entry The University of Salerno -- article Hellenistic and Roman Medicine (read to “The spread of new learning”) -- article on the philosopher Galen Marcum, James. “ Schola Medica Salernitana. ” <i>Hektoen International</i> , vol. 4, no. 3. Summer 2012.
October 19	Singal, Jesse. “ Politicizing the Vaccination Fight Could Make Things Worse. ” <i>The Cut</i> . 5 Feb 2015. Reiss, Dorit. “ Politicization of Science. ” <i>Human Rights Magazine</i> , vol. 46, no. 4. 14 June 2021.
October 24*	COVID-19 facial covering rhetoric on Canvas
October 26	Wells, H. G. <i>The Time Machine</i> . (1895)—Ch. 1- 5

*October 24th: Last day to withdraw from courses with a "W" grade
Please review the [Withdrawal Policy](#) before considering withdrawing from any course.

October 31	Wells, H. G. <i>The Time Machine</i> . (1895)—Ch. 6-The end Various film clips from the theatrical versions of <i>The Time Machine</i> (1960 and 2002) on Canvas
November 2	Test 2 on Canvas
November 7	Boulle, Pierre. <i>Planet of the Apes</i> . (1964)—Ch. 1-17
November 9	Boulle, Pierre. <i>Planet of the Apes</i> . (1964)—Ch. 18-26
November 14	Boulle, Pierre. <i>Planet of the Apes</i> . (1964)—Ch. 27-end
November 16	Shelley, Mary. <i>Frankenstein</i>. (1818) —Preface-Ch. 8
November 21	Shelley, Mary. <i>Frankenstein</i>. (1818) —Ch. 9-Ch. 16
November 23	No Classes—Thanksgiving Break 11/24 - 11/28
November 28	Shelley, Mary. <i>Frankenstein</i>. (1818) —Ch. 17-Ch. 24
November 30	Video Game Readings on Canvas
December 5	Complicating the idea that Video Game Play Leads to Violence on Canvas
December 7	Last Day of Class Salerno Study Abroad Zoom meeting with the Director of Accademia Italiana Salerno
December 12 **Exam**	FINAL EXAM—cumulative I'll open this on Canvas at 7:00 am and close it at 11:00 pm

Commencement December 16th and 17th (congratulations)