

LBST 2213-110: Science, Technology, and Society

HTAS 2100-110: Introduction to Humanities, Technology, and Science

Fall 2020

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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.

HTAS 2100 “Introduction to Humanities, Technology, and Science” Course Description and Purpose

This is an introduction to ways of considering interrelationships among three of the major dimensions of our culture: its science, its technology, and its humanistic orientation. 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. Students taking this course are deemed to have met the requirements for the “Ethical and Cultural Critique” area of the LBST requirements and do not have to take an additional course to satisfy that area of General Education.

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:
<https://librarylink.uncc.edu/login?url=http://dx.doi.org/10.1017/CBO9781107295612>
 - 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:
<https://librarylink.uncc.edu/login?url=http://dx.doi.org/10.1017/CBO9781107589049>
 - Boulle, 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. 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: required reading, research, assignments, and studying for tests and exams. The above outside-of-class work expectations are derived from Academic Affairs: <http://provost.uncc.edu/policies/academic-calendar> (see III. Definitions).

*Obviously, the pandemic is governing our “direct faculty instruction,” which means we're 100% online. 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 students understand the course material, students will do two tests, a Midterm Exam, a Final Exam, and a 500-word “essay.” All assignments—including the weekly reflections—will be on [Canvas](#).

Grading Policy

Tests, Exams, Posts	pts.	Grading Scale
Test 1	100	A= 90 – 100
Midterm Exam	200	B= 80 – 89
Test 2	100	C= 70 – 79
Final Exam	200	D= 60 – 69
500-word Essay	100	F= Below 60
Canvas Posts	300	
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 word process 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 100% online asynchronous 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?"

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 **Tuesday, December 22, 2020**. 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.

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. 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.**

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 professionals to identify, discuss, and document any feasible instructional modifications or accommodations. For information and assistance, contact the Disabilities Resource Center: <http://ds.uncc.edu/>. I don't need specifics, but I do need to know what accommodations to make.

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 Tuesdays and Thursdays, which, before the pandemic forced us to go online, were going to be our weekly class meetings. I've noted when important assignments will be, and I've separated the readings into Tuesdays and Thursdays (dates below) to make things more manageable and to help you stay on task better. You will most likely thank me for scheduling tests and exams on Tuesdays 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: <http://registrar.uncc.edu/calendar>.

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)

September 8	Introduction to the Course
September 10	Asimov, Isaac. "Cult of Ignorance" (1980) on Canvas Collins & Pinch. The Golem: What You Should Know about Science. 2nd Ed. Prefaces and Ch. 1
September 15*	Collins & Pinch. <i>The Golem: What You Should Know about Science. 2nd Ed.</i> Ch. 2
September 17	Collins & Pinch. <i>The Golem: What You Should Know about Science. 2nd Ed.</i> Ch. 3 and 4
*September 14 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. • Last day to submit a grade replacement request. • 2nd Cancellation for non-payment at 11:59 pm (all deadlines are 11:59 pm). 	
September 22	Collins & Pinch. <i>The Golem: What You Should Know about Science. 2nd Ed.</i> Ch. 5 and 6
September 24	Collins & Pinch. <i>The Golem: What You Should Know about Science. 2nd Ed.</i> Ch. 7 and Conclusion Consider reading the "Afterword: Golem and the Scientists" to reinforce your understanding
September 29	Test 1 on Canvas
October 1	Collins & Pinch. The Golem at Large: What You Should Know about Technology. Prefaces and Ch.1
October 5*	Collins & Pinch. <i>The Golem at Large: What You Should Know about Technology.</i> Ch. 2
October 8	Collins & Pinch. <i>The Golem at Large: What You Should Know about Technology.</i> Ch. 3 and 4
*October 5 th : Deadline to apply for Fall 2020 graduation	
October 13	Collins & Pinch. <i>The Golem at Large: What You Should Know about Technology.</i> Ch. 5 and 6
October 15	Collins & Pinch. <i>The Golem at Large: What You Should Know about Technology.</i> Ch. 7 and Conc.
October 20	Midterm Exam (cumulative) on Canvas
October 22	Wells, H. G. <i>The Time Machine.</i> (1895) Ch. 1- 5
Midterm Grades Due by Noon on Friday, 10/23 {This note is for me because I've occasionally missed this deadline...}	
October 27	Wells, H. G. <i>The Time Machine.</i> (1895) Ch. 6-The end
October 29	Various film clips from the theatrical versions of <i>The Time Machine</i> (1960 and 2002)
November 3	Boulle, Pierre. <i>Planet of the Apes.</i> (1964) Ch. 1-17
November 5	Boulle, Pierre. <i>Planet of the Apes.</i> (1964) Ch. 18-26
November 10	Boulle, Pierre. <i>Planet of the Apes.</i> (1964) Ch. 27-end
November 12	Shelley, Mary. Frankenstein. (1818) Preface-Ch. 8
November 17*	Shelley, Mary. Frankenstein. (1818) Ch. 9-Ch. 16

November 19	Shelley, Mary. Frankenstein. (1818) Ch. 17-Ch. 24
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*November 17th: Last day to withdraw from courses with a "W" grade

Please review the new Withdrawal Policy before considering withdrawing from any course: <http://provost.unc.edu/policies/withdrawals>

November 24	Test 2 on Canvas
November 26	No Classes—Thanksgiving Break 11/26 - 11/29

December 1	COVID-19 facial covering rhetoric on Canvas
December 3	COVID-19 facial covering rhetoric (continued)

December 8	500-word Essay Due on Canvas
December 10	Video Game Readings on Canvas

December 15	Last Day of "Class" Complicating the idea that Video Game Play Leads to Violence
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December 22 **Exam**	FINAL EXAM—cumulative I'll open this on Canvas at 7:00 am and close it at 11:00 pm
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Commencement January 8th and 9th (congratulations)