University of Calgary
Department of Communication, Media and Film

Science, Technology and Society STAS 325 L01
Technology within Contemporary Society

Spring 2015

May 14 - Jun 26, 2015
Tuesday & Thursday 3-4:45pm
Tutorial: Tuesday & Thursday 5:00-5:50pm

Instructor:	Aiden Buckland
Office:	SS 204
Office Phone:	403-210-9471
E-Mail:	abucklan@ucalgary.ca
Web Page:	D2L available through MyUofC portal
Office Hours:	10:30-12:30 Tuesdays and Thursdays

Course Description
This course explores a series of key questions about technology in our society.
- Does technology determine how it is used?
- Does technology control us or do we control it?
- Does technology allow us to work less or does it make us work more?
- Does technology help expand our consciousness or encapsulate it?

Of course the answers to these and other questions that this course will explore are contested. This course will invite you to begin from your own experience to analyze aspects of technology and develop your own positions, aided by lectures and readings drawn from several disciplines

Objectives of the Course
The main objective of the course is to stimulate thinking about the reciprocal relationship between technology and contemporary society. By the end of the course you should have a better understanding of how and to what extent technology and contemporary society shape one another. The course provides an opportunity to enhance skills in analytic thinking as well as written and oral communication.

Textbooks and Readings
David E. Nye Technology Matters: Questions to Live With, MIT Press, Cambridge, MA, 2006. This text is available on-line through the library.

Additional readings will be provided through D2L

Internet and electronic communication device information
Students are expected to use these technologies exclusively for the enrichment of their class experience. All networked devices should be placed on mute or vibrate during

class time. I reserve the right to ask any student to power down a device if it becomes a distraction to the other students in the class.

Assignments and Evaluation

Blogging (20%) - (Schedule on D2L) Students will be expected to contribute three 150-250 word posts to the class blog in response to weekly readings throughout the term, as well as six comments on the posts of their classmates. A posting schedule and further details about expectations will be posted on the blog and D2L.

Participation (10%) - Will be evaluated on the basis of a series of in class activities.

In-class Tests (30%) – In-class, closed-book, short-essay and multiple choice format tests will be held May 28th, June 11th and June 23, 2015.

Final group project (40%) – This major course assignment includes
- a short research proposal (5%) due by June 4th
- an annotated bibliography (5%) due June 18th
- a brief oral presentation to be made in the final class and lab (10%) due June 25th
- and a 10-page research paper (20%) due June 27, 2015.

Rubrics for each stage of this assignment will be posted on D2L and discussed during class time.

Registrar-scheduled Final Examination: No

Submission of Assignments: Please submit all assignments through dropbox found in D2L. If it is not possible to do so, a daytime drop box is available in SS320; a date stamp is provided for your use. A night drop box is also available for after-hours submission. Assignments will be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox.

Please include your name and ID number on all assignments, and be prepared to provide picture ID to pick up assignments or look at final exams in SS 320 after classes have ended. Personal information is collected in accordance with the *Freedom of Information and Protection of Privacy (FOIP) Act*. For more information, see http://www.ucalgary.ca/secretariat/privacy

Note: It is the student's responsibility to keep a copy of each submitted assignment. For courses in which assignments are submitted electronically, it is the student's responsibility to ensure that the correct copy of the assignment is submitted. (Including the version date or version number in your file name may help you avoid submitting the wrong version of your written assignments.)

Policy for Late Assignments
Assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

Students with Disabilities
If you are a student with a disability who may require academic accommodation, it is your responsibility to register with the Student Accessibility Services (220-8237, http://www.ucalgary.ca/access/) and discuss your needs with your instructor no later than 14 days after the start of the course.

Writing Skills Statement
Department policy directs that all written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. For details see http://comcul.ucalgary.ca/needtoknow. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the Writing Centre. Visit the website for more details: http://www.ucalgary.ca/ssc/writing-support

Department of Communication, Media and Film Grade Scale
Work in this course will be graded using following grade scale percentage equivalents are used in the Department of Communication, Media and Film:

Grade Point Value	Description	Grade	Department grade scale equivalents	Letter grade % equivalent for calculations
4.00	Outstanding	A+	96 - 100%	98.0%
4.00	Excellent—superior performance, showing comprehensive understanding of subject matter.	A	90 - 95.99%	93.0%
3.70		A -	85 - 89.99%	87.5%
3.30		B+	80 - 84.99%	82.5%
3.00	Good--clearly above average performance with knowledge of subject matter generally complete.	B	75 - 79.99%	77.5%
2.70		B-	70 - 74.99%	72.5%
2.30		C+	65 - 69.99%	67.5%
2.00	Satisfactory—basic understanding of the subject matter.	C	60 - 64.99%	62.5%
1.70		C-	55 - 59.99%	57.5%
1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject	D+	53 - 54.99%	54.0%
1.00		D	50 - 52.99%	51.5%
0.00	Fail – unsatisfactory performance or failure to meet course requirements.	F	00 - 49.99%	0%

Plagiarism
Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

For information on citation and documentation styles (including APA, Chicago, IEEE, MLA, and others), visit the links provided at https://ucalgary.ca/ssc/resources/writing-support/436. If you have questions about how to document sources, please consult your instructor or the Writing Centre (3rd Floor TFDL, http://www.ucalgary.ca/ssc/writing-support).

Academic Misconduct
For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html

Research Ethics
Whenever you perform research with human participants (i.e. surveys, interviews, observation) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research. For more information about your research ethics responsibilities, see http://arts.ucalgary.ca/research/resources/ethics

Important information, services, and contacts for students

For information about . . .	Visit or contact . . .
ARTS PROGRAM ADVISING (ASC)	SS 102 403-220-3580 artsads@ucalgary.ca
CAMPUS SECURITY • **Calgary Police Service** • **Emergency Text Messaging** • **Emergency Evacuation & Assembly** • **Safewalk Program**	http://www.ucalgary.ca/security/ **403-220-5333** **403-266-1234 Emergency: call 911** http://www.ucalgary.ca/emergencyplan/textmessage http://www.ucalgary.ca/emergencyplan/assemblypoints If you feel uncomfortable walking alone at any time, call Campus Security for an escort (**220-5333).** For more information, see http://www.ucalgary.ca/security/safewalk

DESIRE2LEARN (D2L) Support	http://elearn.ucalgary.ca/desire2learn/home/students
• **IT help line**	403-220-5555 or itsupport@ucalgary.ca
STUDENT SUCCESS CENTRE	http://ucalgary.ca/ssc
• **Writing Support Services**	http://www.ucalgary.ca/ssc/writing-support
• **Student Services Mobile App**	http://ucalgary.ca/currentstudents
STUDENTS' UNION CONTACTS	
• **Faculty of Arts Reps**	https://www.su.ucalgary.ca/about/who-we-are/elected-officials/
• **Student Ombudsman**	http://www.ucalgary.ca/provost/students/ombuds
SU WELLNESS CENTRE	**403-210-9355** (MSC 370), M-F, 9:00–4:30 pm
• **Counselling Services**	http://ucalgary.ca/wellnesscentre/counselling
• **Health Services**	http://ucalgary.ca/wellnesscentre/health
• **Distress centre 24/7 CRISIS LINE**	**403-266-HELP (4357)**
• **Online resources and tips**	http://ucalgary.ca/wellnesscentre/healthycampus
	If you're concerned about a friend or your own well-being, it is important to seek help early. Call or visit the SU Wellness Centre or the 24-hour crisis line.

Schedule of Lectures and Readings

Class	Topic	Reading
1	Introduction to the Course	
2	What is Technology	Chapter 1
3	Does Technology Control Us?	Chapter 2
4	Is Technology Predictable?	Chapter 3
5	How do Historians Understand Technology?	Chapter 4
6	Cultural Uniformity or Diversity	Chapter 5
7	Sustainable Abundance or Ecological Crisis?	Chapter 6
8	Work, More, Less? Better or worse?	Chapter 7
9	Markets and Technology	Chapter 8
10	More Security or Escalating Danger?	Chapter 9
11	Expanding Consciousness or Encapsulation?	Chapter 10
12	Not just one Future	Chapter 11
13	Group Presentations	No Reading