



This course is designed to provide a snapshot into Science and Technology Studies, thus exploring some of the major themes, ideas, and issues in the field. Additionally, this course offers an opportunity to investigate how scholars in the field go about their work.

We will explore how and why STS differs from other fields and the benefits and bounds of our unique interdisciplinary approach. Drawing on anthropological, historical, philosophical, and sociological methods, theories, and texts, we will investigate matters such as the foundations of scientific knowledge; science as a source of cultural capital and social authority; race, gender, queer, and postcolonial perspectives; and public engagement with science and technology.

### **Course Objectives**

1. To identify and examine critical ideas, approaches and texts in the field of Science and Technology Studies (STS).
2. To engage with frameworks available through anthropological, historical, philosophical, sociological and STS inquiry as a means for appreciating the issues arising from the dynamic, reciprocal relations among science, technology and society.
3. To communicate—clearly, cogently and persuasively—the questions, evidence and arguments supporting our reflections and conclusions regarding science and technology in society.

*\*Office Hours will be arranged to accommodate time zones and other needs per appointment. Please reach out if you would like to set up a time to talk.\**

### **Grading Breakdown**

- Homeworks (10) -50%
- Class Participation - 10%
- Final-20%
- Group Presentation- 20%

### **Moses Center Statement of Disability**

If you are a student with a disability who is requesting accommodations, please contact New York University's Moses Center for Students with Disabilities (CSD) at 212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu). You must be registered with CSD to receive accommodations.

Information about the Moses Center can be found at [www.nyu.edu/csd](http://www.nyu.edu/csd). The Moses Center is located at 726 Broadway on the 2nd floor.

### **NYU School of Engineering Policies and Procedures on Academic Misconduct**

**Introduction:** The School of Engineering encourages academic excellence in an environment that promotes honesty, integrity, and fairness, and students at the School of Engineering are expected to exhibit those qualities in their academic work. It is through the process of submitting their own work and receiving honest feedback on that work that students may progress academically. Any act of academic dishonesty is seen as an attack upon the School and will not be tolerated. Furthermore, those who breach the School's rules on academic integrity will be sanctioned under this Policy. Students are responsible for familiarizing themselves with the School's Policy on Academic Misconduct.

**Definition:** Academic dishonesty may include misrepresentation, deception, dishonesty, or any act of falsification committed by a student to influence a grade or other academic evaluation. Academic dishonesty also includes intentionally damaging the academic work of others or assisting other students in acts of dishonesty. Common examples of academically dishonest behavior include, but are not limited to, the following:

1. Cheating: intentionally using or attempting to use unauthorized notes, books, electronic media, or electronic communications in an exam; talking with fellow students or looking at another person's work during an exam; submitting work prepared in advance for an in-class examination; having someone take an exam for you or taking an exam for someone else; violating other rules governing the administration of examinations.
2. Fabrication: including but not limited to, falsifying experimental data and/or citations.

3. Plagiarism: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise; failure to attribute direct quotations, paraphrases, or borrowed facts or information.
4. Unauthorized collaboration: working together on work that was meant to be done individually.
5. Duplicating work: presenting for grading the same work for more than one project or in more than one class, unless express and prior permission has been received from the course instructor(s) or research adviser involved.
6. Forgery: altering any academic document, including, but not limited to, academic records, admissions materials, or medical excuses.

## **COURSE SCHEDULE**

### **Week 1**

#### **July 6, 2023**

- Introductions
- Review of roster and syllabus

#### Homework-1

- Introduce yourself to the class and respond to 2 of your classmates

## **Week 2- Science is Real**

### **July 11, 2023**

- Lecture

#### Read

- “How does Science really work?” by Joshua Rothman
- “The Exactitude of Science” by Jorge Luis Borges

#### Watch-(In Class)

- “Scientific Studies” on *Last Week Tonight*

#### Homework-2

- “What is your favorite scientific discovery and why?” (1 page)

### **July 13, 2023**

- Lecture

#### Read

- “The Idea that a Scientific Theory Can be Falsified Is a Myth” by Mano Singham
- “Evidence Shouldn't Be Optional” by the editors at Scientific American
- “COVID-19 recovery: science isn't enough to save us” by Hetan Shah

#### Watch (In Class)

- “What Makes Science True?” by NOVA

#### Homework-3

- Using 2 texts from Week 1 to support your point of view, explain why you believe people distrust science? How does this happen and what do you propose as a solution? (1 page)

### **Week 3- Technological Realities and Digital Divisions**

**July 18, 2023**

- Lecture

Read

- “The Role of Technology in the Future and Its Impact on Society” by Toshan Watts
- “Technostress Dark Side of Technology in the Workplace: a Scientometric Analysis” by Georgia Bondanini
- “Digital divide persists even as americans with lower incomes make gains in tech adoption” by Emily A. Vogels

Watch

- “The World in 2030: Top 20 Future Technologies”

Homework-4

- Using *Storybird* or *Storyjumper* write and illustrate a short story on the importance of responsible and ethical use of technology (use 2 texts from Week 3 to support your story’s “call to action”)

**July 20, 2023**

- Lecture

Read

- “Stress and Anxiety in the Digital Age: the dark side of technology” by Open University
- “The Digital Gap Between Rich and Poor Kids Is Not What We Expected” by Nellie Bowles
- “I can Speak!” by George Saunders

Watch (In Class)

- “Italy” in *Where to Invade Next*

Homework-5 (Fieldwork Assignment)

- *Walk around your block and identify 3 “messages” and “stressors” you can identify in the built environment*
- Take 3 photos with 3 paragraphs explaining your choices/observations

### **Week 4 Toxic Environments**

**July 25, 2023**

- Lecture

Read

- “How AI is Learning to Identify Toxic Content” by Laura Hanu, James Thewlis, Sasha Haco
- How is Face Recognition Surveillance Technology Racist?” by the ACLU

- “Beauty Weights in Argentina” by Melissa Maldonado-Salcedo

Watch

- *Killing us Softly 4*, available on Kanopy

Homework-6

- Discussion Question Responses (Post on Assignment Tab)
- Respond to 2 classmates (Post your response on the discussion board)

**July 27, 2023**

- Lecture

Read

- “Mental Health Effects of Reading Negative Comments Online” by Arlin Cuncic

Watch

- *Plugged In: The True Toxicity of Social Media Revealed* (2019)

Group Work

- Work in your Group for 8/10 Presentations

**Week 5- Eugenics, Injustices, and Difference**

**August 1, 2023**

- Lecture

Read

- “Reproductive Injustice, trans rights, and eugenics” by Blas Radi
- “Reproductive Justice for Disabled Women: Ending Systemic Discrimination” by Emily DiMatteo, Osub Ahmed, and Vilissa Thompson

Watch

- “Critical Race Theory” in *Last Week Tonight*
- “Yo Soy Boricua Pa’ Que tu Los Sepas” (clip on Forced Sterilization program in Puerto Rico)

Homework-7

- Review the Online Exhibit on [“Eugenics and Population Control”](#)
- Produce a short Trailer that takes away the key ideas from the exhibit and persuades people to check it out. You will need to summarize, synthesize, and analyze the exhibit and include this in your trailer.

**August 3, 2023**

- Lecture

Read

- “Unnatural Selection” by Vice News
- “Double Spiral” by Marcy Kelly
- “Baby X” by Lois Gould

Watch

- “Raised without Gender” by Vice News

#### Homework-8

- Respond to discussion questions and respond to 2 of your classmate’s responses
- Post your response in the assignment tab and the discussion tab (class participation)

### **Week 6- STS Futures**

#### **August 8, 2023**

- Final Review

#### Read

- “Futures of the Scientific Imagination” by NSF
- “20 Big Questions about the Future of Humanity” by Scientific American

#### Homework-9

- Abstract for Final Paper

#### Homework-10

- What 3 questions would you add to the list of “big questions?”

#### **August 10, 2023**

- Presentations

### **August 15, 2023- FINAL DUE**