

STS 1010: Survey of SCIENCE  
and TECHNOLOGY in SOCIETY  
Spring 2022  
2-3:15p in Watt 316

Instructor: Mr. Foltz  
Contact: davidf@g.clemson.edu  
Office: Strode 507; contact for real-time location  
Office Hours: MW 4-5p, T 11:30a-1:30p and 3:30-5p, and by appt.

This course is an introductory study of intersections between science, technology, and society. Topics include the fundamentals of science and technology, the interrelations between science and technology, societal influence on science and technology, and—as importantly, if not more so—the impact of science and technology on society. In particular, we will critique contemporary enthusiasm for what is called “progress” and its promise of a better world. As a *Clemson Thinks*<sup>2</sup> seminar (*CT*<sup>2</sup>), we will work to develop considered, justified perspectives on these concerns, cultivating critical thinking as both skillset and worldview. *Critical thinking* is a matrix of behaviors, skills, and attitudes that work in conjunction to produce *better* thinking, an absolutely necessary factor in your success as a student, professional, and citizen.

<b>Learning Outcomes→</b>	
<i>These are essential critical thinking skills...</i>	<i>...and this is how we “do” them in STS 1010.</i>
<ul style="list-style-type: none"> <li>• Differentiating opinion, fact, and justified claims</li> <li>• Recognizing assumptions</li> <li>• Evaluating the applicability and quality of supposed evidence</li> <li>• Determining the validity of inferential claims</li> <li>• Considering other viewpoints and alternative responses</li> <li>• Assessing the logical and practical consequences of a given response.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Articulate</b> the purpose, characteristics, and overall historical trends of science and technology</li> <li>• <b>Recognize</b> intersections of scientific, technological, and social development</li> <li>• <b>Assess</b> past and present perspectives on STS relationships through associated effects and validly infer potential future effects using available information</li> <li>• <b>Synthesize</b> and clearly express justified perspectives on STS issues.</li> </ul>

#### REQUIRED TEXTS and MATERIALS

For in-class use, purchase or rent this exact print edition available at the university bookstore and online: [Jennifer Daryl Slack and J. Macgregor Wise. \*Culture and Technology: A Primer. Second Edition. ISBN 9781433107757.\*](#) Other **required** readings will be posted in Canvas Files or Canvas Pages. You will also need continuous access to the television series *Black Mirror*, available on Netflix. By enrolling in this course, you accept responsibility for maintaining and using required technology: a CCIT-approved computer, stable connectivity, and necessary software, including but not limited to university e-mail, Canvas, Zoom, Respondus LockDown Browser, Box, etc., available through CCIT and/or Clemson Online.

#### GRADES and FEEDBACK

The university uses a standard 10-point grading scale: A=90-100%, B=80-<90%, C=70-<80%, D=60-<70%, and F=0-<60%. Note that final grade percentages are not rounded up. Throughout the semester, I will publish assignment grades in Canvas for your convenience. Although I will attempt to return grades to you as quickly as possible, understand that the university requires grades to be reported only twice a semester, at midterm and at the end of the semester. **Your access to the course and assignment grades will expire at the end of**

**the semester.** Final grades are reported through iROAR, **not** Canvas, and some assignment grades may not be published in Canvas.

Remember that **grades and feedback are not the same thing.** Simply put, a *grade* is a necessary *record* of your performance in relation to class and university expectations; *feedback* is constructive criticism that *works to improve* your performance in assignments and the class. Don't hesitate to reach out to me for help and guidance. Use my e-mail address, [davidf@g.clemson.edu](mailto:davidf@g.clemson.edu), to contact me outside of class. For the sake of information privacy and security, I will only respond to messages (1) sent to this address and (2) sent from university-approved e-mail accounts, so @clemson.edu or @g.clemson.edu. If you message me and don't receive a response within a couple business days (Monday through Friday), check that you sent your message *to* the correct e-mail address *from* an approved e-mail account.

## ASSIGNMENTS

15%—**Reading Quizzes** check your completion and comprehension of course reading through a range of short-answer question types. Reading quizzes are administered through Canvas Assignments and require the use of the Respondus LockDown Browser. Once a quiz opens, it will remain available for at least 48 hours; once a quiz closes, it will not re-open. I will drop your lowest two quiz grades at the end of the semester to accommodate misses, mix-ups, technical issues, etc.

15%—The **Discussion** grade reflects the quality and frequency of your contribution to our learning during class. Meaningful contribution requires your having something worthwhile to say, which, in turn, requires reading assigned material thoughtfully before it is discussed. You have to know the readings and know them well enough to use them in expressing and supporting your ideas. Productive class discussion depends on your coming to class prepared and acting on that preparation each day over the course of the semester. You will not earn an *A* for this part of your grade just by coming to class. Reading as required, paying attention, and following instructions are basic expectations for your “job” as a student; in other words, this is average performance, earning no higher than a *C*-range grade. Here's a descriptive rubric for discussion:

- A-range ~ Contributes to class discussion each meeting and frequently leads peers in discussion through thoughtful, sustained response to course material and others' commentary; demonstrates exceptional prior engagement with course material
- B-range ~ Regularly contributes to class discussion, encouraging dialogue through sustained involvement day-to-day and across the semester, **OR** offers more insightful commentary but somewhat less frequently; in either case, demonstrates out-of-class preparation for class
- C-range ~ Occasionally contributes to class discussion; shows some evidence of preparation for class; consistently meets all basic expectations for classroom behavior
- D/F-range ~ Not prepared for class, demonstrating failure to complete assignments beforehand; rarely contributes to class discussion; disruptive.

Of course, professionalism is prerequisite to the quality of your involvement:

- Don't engage in personal activity during class—*be* present if you want to be counted as present.

- Treat your classmates with the same respect you want to receive from them. Feel free to disagree with any of us, just do so respectfully and be prepared offer more than opinion in response.
- Reserve questions and comments about your individual performance for meeting with me. Don't raise these concerns in class—let's respect your privacy together.

### 15% Midterm + 25% Final—Exams

Canvas exams assess your knowledge and understanding of course content from class reading, lectures, and discussion. You can think of an exam as a big Canvas quiz in two parts: approximately 60-70% of each exam will offer the same kinds of questions you find in daily quizzes; the other 30-40% will offer more complex questions testing your comprehension of course concepts and development of critical thinking skills. An exam can only be rescheduled for a documented medical emergency or that of immediate family. Note that **the final exam is cumulative** and that dates and times for all final exams are set by the university, not instructors.

### 30%—Critical Response

Argumentative writing is an opportunity to develop *better* thinking about the kind of complex questions we study, putting into practice what you've learned in class by researching and composing considered, justified responses to given prompts. Instructions will be provided separately. Note that any writing assignment's grade will be reduced by **one-half letter each 24-hour period it is late**.

### ATTENDANCE

Attendance is required and necessary for your success in this class. Each class meeting is an important part of our semester's work, providing essential content and allowing for guided practice of the skills the class aims to cultivate. Accordingly, an absence will only be considered excused if

1. it meets the criteria defined in the [Undergraduate Catalog](#) (Undergraduate Catalog>Academic Regulations>Classwork>Excused Absences), AND
2. you notify me through the [Notification of Absence form](#) available through Canvas as soon as possible but no later than one calendar week after the absence.

As the Undergraduate Catalog states, you may be required to provide documentation for an absence for it to be considered excused. Other than excused absences, you are allowed **three** unexcused absences to use at your discretion. After the allowed three, each additional absence lowers your overall grade by **one-half letter** (for example, an 84% class grade becomes 79%). If you miss class for any reason, you are responsible for maintaining course progress regardless of reason for the absence by gathering missed information from your peers and/or scheduling a meeting with me.

### *What counts for attendance?*

To be counted as present for any given class meeting, you must

1. Be physically present from the start of class to its end—no lateness, leaving early, or weird disappearing acts.
2. Have the text or texts required for that day's discussion in print.

### *What about COVID-19?*

If you are subjected to quarantine or isolation, you are required to attend class online through the Canvas Zoom link for your class. To be counted as present, you must

1. Be in the Zoom meeting from the beginning of class to its end—no lateness, leaving early, or weird disappearing acts
2. Stay on video the entire class meeting; your audio must be off, unless you're speaking to the class.
3. Have the text or texts required for that day's discussion available on demand.

Class streaming is intended **only** for those who are temporarily banned from campus buildings due to COVID-19 and then **only** for the university-specified duration. If you will be out of class for another reason, you are welcome to stream the class, listen in on discussion, and gather content, but you will still be considered absent. Furthermore, missing an in-person meeting due to testing, masking, or any other on-campus requirement **is not excused**.

If I am late to class, wait fifteen minutes before leaving.

## UNIVERSITY POLICIES

### Copyright Statement

Materials in courses should be considered to be copyrighted. They are intended for use only by students registered and enrolled in a particular course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act. Students must seek permission from instructors to record any class activity, including lectures, discussions, and presentations. Students should be reminded to refer to the Use of Copyrighted Materials and "Fair Use Guidelines" policy on the Clemson University website for additional information (<https://clemson.libguides.com/copyright>).

### General Education

As a rising leader in STEM fields, Clemson University is responsible for preparing students to "Demonstrate an understanding of issues created by the complex interactions among science, technology, and society." This is the "Science and Technology in Society" competency, which STS 1010 cultivates through intensive discussion, research, and argumentative writing.

### Statement on Academic Integrity and Plagiarism

Here is the university statement on academic integrity:

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

Work submitted or undertaken for another course (previous or current) cannot be submitted for this course. Except for assignments explicitly requiring appropriately documented research,

submitting work that is not entirely your own is prohibited. The university's definition of plagiarism as a form of academic dishonesty includes "the intentional or unintentional copying of language, structure, or ideas of another and attributing the work to one's own efforts" (from *Undergraduate Announcements*). Any violation of the honor code will automatically result in a failing grade for the assignment in question and likely a failing grade for the course. Additionally, I will report academic misconduct to the university, which may take further action up to and including expulsion. For more information on academic integrity and related policies, visit <http://www.clemson.edu/academics/academic-integrity>.

### Inclement Weather

Any exam that was scheduled at the time of a class cancellation due to inclement weather, University power outage, etc. will be given at the next class meeting unless contacted by the instructor. Any assignments due at the time of a class cancellation due to inclement weather will be due at the next class meeting unless the instructor contacts students. Any extension or postponement of assignments or exams must be granted by the instructor via email or Canvas within 24 hours of the weather-related cancellation.

### Accommodations for Students with Disabilities

Please speak with me as soon as possible regarding any accommodations you may need for the class. From the Office of Undergraduate Studies:

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to a class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848 or by emailing [studentaccess@lists.clemson.edu](mailto:studentaccess@lists.clemson.edu). Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>.

### The Clemson University Title IX (Sexual Harassment) statement

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. The University is committed to combatting sexual harassment and sexual violence. As a result, you should know that University faculty and staff members who work directly with students are required to report any instances of sexual harassment and sexual violence, to the University's Title IX Coordinator. What this means is that as your professor, I am required to report any incidents of sexual harassment, sexual violence or misconduct,

stalking, domestic and/or relationship violence that are directly reported to me, or of which I am somehow made aware.

There are two important exceptions to this requirement about which you should be aware:

- Confidential Resources and facilitators of sexual awareness programs such as "Take Back the Night and Aspire to be Well" when acting in those capacities, are not required to report incidents of sexual discrimination.
- Another important exception to the reporting requirement exists for academic work. Disclosures about sexual harassment, sexual violence, stalking, domestic and/or relationship violence that are shared as part of an academic project, a research project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX Coordinator.

This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Ms. Alesia Smith is the Executive Director for Equity Compliance and the Title IX Coordinator. Her office is located at 223 Holtzendorff Hall, phone number is 864.656.3181, and email address is [alesias@clemson.edu](mailto:alesias@clemson.edu).

### Campus Safety

Clemson University is committed to providing a safe campus environment for students, faculty, staff, and visitors. As members of the community, we encourage you to take the following actions to be better prepared in case of an emergency:

- a. Ensure you are signed up for emergency alerts  
(<https://www.getrave.com/login/clemson>)
- b. Download the Rave Guardian app to your phone  
(<https://www.clemson.edu/cusafety/cupd/rave-guardian/>)
- c. Learn what you can do to prepare yourself in the event of an active threat  
(<http://www.clemson.edu/cusafety/EmergencyManagement/>).

### SCHEDULE

This is a **tentative** schedule and may change. Texts other than the one listed at the beginning of the syllabus are available in Canvas Files or Canvas Pages. Complete each reading assignment **before** the class meeting listed beside it, keeping in mind three basic aspects of our approach to reading and discussion:

- The reading schedule is provided to **pace** reading. If assigned reading and a given day's discussion are not in sync, that does not mean we are off-schedule. You are responsible for reading as the schedule requires, regardless of class discussion.
- We will not discuss all texts in their entirety or in equal detail.
- It is your responsibility both to **keep up with the reading as it is assigned** and to **study previous material for daily discussion**.

R 1/13	Introduction to the course
T 1/18	<i>Make It Stick</i> , Ch. 1 (Canvas Files) Thomas Oberdan, "Fundamentals"
R 1/20	Oberdan, "Dynamics" pp. 118-127
January 19	Last day to add a class

T 1/25 Stephen Jay Gould, "Sex, Drugs, Disasters, and the Extinction of Dinosaurs"  
R 1/27 Gould cont.

January 26 Last day to drop a class without a *W* grade

T 2/1 Christie Aschwanden, "Science Isn't Broken"  
R 2/3 Aschwanden cont.

T 2/8 Oberdan, "Dynamics" pp. 111-118  
R 2/10 Oscar Handlin, "Science and Technology in Popular Culture"

T 2/15 Neil Postman, "Technology" pp. 36-42 to the second paragraph  
R 2/17 Langdon Winner, "Technologies as Forms of Life"

T 2/22 Handlin + Postman + Winner cont.  
R 2/24 Jennifer Daryl Slack & J. Macgregor Wise, *Culture and Technology* (C&T), Ch. 1

T 3/1 Review  
**R 3/3 MIDTERM EXAM**

T 3/8 C&T Ch. 2 "Progress"  
R 3/10 C&T Ch. 2 cont.

T 3/15 C&T Ch. 3 "Convenience"  
R 3/17 C&T Ch. 3 cont.

March 18 Last day to drop a class without a final grade

March 21-25 Spring Break

T 3/2 C&T Ch. 4 "Determinism"  
R 11/4 C&T Ch. 4 cont.

T 11/9 C&T Ch. 5 "Control"  
R 11/11 C&T Ch. 5 cont.

T 11/16 *Black Mirror*, TBA  
R 11/18 *Black Mirror*, TBA

T 11/23 *Black Mirror*, TBA  
R 11/25 *Black Mirror*, TBA

T 11/30 *Black Mirror*, TBA  
R 12/2 *Black Mirror*, TBA

**FINAL EXAM 8-10:30a Thursday, May 5, in Watt 316**