<u>**Course Outline:**</u>

<u>**ANTH 492: Selected Topics in Anthropology: the Anthropology of Technology**</u>
Winter 2017, Mon & Wed, 2:15-3:30pm, NH 154

Instructor: Dr. Christina Holmes

Office: Bruce Brown 335G, Tel: 867-5853, E-mail: cholmes@stfx.ca

Office Hours: Monday 10:30-11:30am, 1-2pm, Tuesday 10am-12noon;
                      Wednesday 1-2 pm; Thursday 1-2pm; Other times by
                      appointment

<u>**Course Description:**</u>
This course is an anthropological examination of the technology that surrounds us in contemporary culture. The cultural study of technology includes tackling questions of who designs, who controls, and who uses technology? This course will cover 1) social factors of design - including structural factors: what gets developed, what doesn't and why? How are structural social factors embedded in technology? And 2) user interaction with technology and the creative ways in which individuals will alter technology use and the technologies themselves.

<u>**Course Goals:**</u>
- To familiarize students with some of the basic concepts within science and technology studies (STS)
- To foster the ability of students to apply STS concepts to data
- To provide an experience with an applied anthropological research project and enhance student research skills in data collection and analysis through an applied service learning component investigating the use of technologies in a public library.
- To enable students to analyze the roles and meaning of technology within society.
- To enhance a student's ability to communicate in writing, in both report and academic writing forms.

<u>**Class Equity**</u>
Everyone learns more effectively in a respectful, safe and equitable learning environment free from discrimination or harassment. I invite you to work with me to create a classroom space—both real and virtual—that fosters and promotes values of human dignity, equity, non-discrimination and respect for diversity. These values and practices are in accord with the *StFX Discrimination and Harassment Policy* which can be found at http://www.mystfx.ca/campus/stu-serv/equity/.
Please feel free to discuss with me any questions or concerns you have about equity in our classroom.\

Students with Disabilities

Do you have a permanent or temporary disability? If so, I will do my best to make the class as accessible as possible. You should both contact me and register with the Program Coordinator of the Tramble Rooms – Centre for Accessible Learning. Bloomfield Centre 421, Phone: (902) 867-5349, Email: tramble@stfx.ca

Intellectual Integrity and Plagiarism

Cheating and plagiarism will be dealt with in strict accordance to the St. FX's Academic regulations (as described in the Academic Calendar section 3.8; http://www.stfx.ca/calendar/)

Moodle

This course outline, assignment related handouts, course overheads and other materials will all be posted on Moodle, which is accessible at: https://moodle.stfx.ca/login/index.php

Course Evaluation

Reading Reviews - 10%
Seminar responses – 10%
Mid Term Exam - 25%
Library & Technology Research Project (Service Learning) – Library Use Results Report - 35%
Concept Paper & Pecha Kucha - 20%

10% Reading Reviews – You will sign up for 1 of these per week answering 3 questions on the reading for that day and then will discuss these in class. These are accepted in class only, no late reviews accepted for any reason, but of 10 possible weeks to present reviews, you only need to do 9 to get full marks. Each review will be out of three and will need to answer the following three questions: 1) In 2-3 sentences, what is this reading about?; 2) What is the central concept/s discussed in this reading?; 3) How is technology presented in this reading?

10% Seminar responses & questions – There will be one per week, and they will be done in class, when you will provide a response to someone else's review and will use the information presented in the reading reviews to come up with a discussion question about the reading. (You will do this for the reading you are NOT reviewing) These are accepted in class only, no late responses accepted for any reason. – 10%

25% Mid Term Exam – This will consist of a combination of multiple choice, short answer, and essay questions. **Date: Mar. 1, 2017**

35% Library & Technology Research Project – Library Use Results Report (Class service learning component)

More detailed instructions for this assignment will be provided and discussed in class on Jan. 9th. Dates below are approximate and subject to change at the convenience of library staff, ethics review, etc.

The student will carry out research about the use of technology (including: library computers, books, 2D & 3D printers, etc.) within the public library. Students will collect data on the library, its technologies, and its users by A) doing 2 hours of observation (in two different 1 hour sessions) during ~ the weeks of Jan. 16th & 23rd on a specific set of criteria. They will take fieldnotes during this time period. This observation will be scheduled as a class so that we cover a variety of times and days. B) Students will conduct one interview that they will then transcribe, with someone about their use of the library, with a focus on what technology they use. Students will carry out data analysis in small working groups whose members are all focused on a particular demographic (either adults or seniors).

Interview transcript and fieldnotes must be completed and brought to class for the coding session <u>February 1st</u> and they must have their data coded and ready to share with the class on <u>February 8th</u> or students will lose 15% off of their <u>total course grade</u>. This is a MANDATORY part of the class, as it is an integral part of the report that we are doing as a class for the <u>service learning component</u> of a library use report for the Public library. Any accommodations/extensions require discussion with Christina Holmes <u>in advance.</u>

5% for participation in pilot collection of data (in class interviewing & pilot library observation data) & group critique
5% Individual data collection – completeness of observation data, interview data covered key questions & followed up on (Weeks of Jan. 16 & 23rd)
5% Coding – & peer review – Feb. 1st & 8th
5% - Individual report section – Feb. 15th
10% Group grade for your demographic's section – March 8th

20% Concept Paper & Pecha Kucha - Students will write a paper that applies one of the concepts that we covered in class (e.g. cyborgs, technologies as political objects, technologies as charismatic objects, gendered technologies, non-human actors, etc.) to the analysis of the library data. They must explain this concept, provide a reference to a course article and discuss the library research findings in light of their concept. They must also include a reflection of the service learning part of the library research project and how the concept might or might not be useful to the service learning project goals and where it might have value. The student will then present their paper in a very condensed form of a Pecha Kucha presentation (5% accurate description of concept in your own words (1-2 pages), 5% application of concept to library data (2-3 pages), 5%

reflection on applied/service learning component (2-3 pages), & 5% on Pecha Kucha.)
Pecha Kucha presentations April 3rd, Concept paper April 6th

Note: Course assignments are due at the beginning of class. Assignments delivered in the middle or end of the class will be considered as one day late.

Make up exams and late assignments
Students unable to write exams due to illness or serious, unexpected circumstance must contact the instructor.

Because we will be working as a class on a group research project, late penalties for assignments will vary depending on how greatly the lateness inconveniences the project and the rest of the class. For the individual paper, the penalty will be 10%/day, unless an extension is granted for a valid reason (illness or emergency).

Please see me as soon as possible, if you think you will have a conflict with an assignment or exam.

Required Texts:
Readings will consist of journal articles or book chapters which will be available through Moodle, online, on St. FX's library reserve, or through St. FX's electronic journal holdings.

<u>**Course Schedule**</u>
<u>**Note:**</u> **All readings are available either on Moodle, online, on St FX's library reserve, or through StFX's electronic journal holdings.**

Week 1: Jan. 4: Introduction

Week 2: Jan. 9 & 11: Applied Anthropology/ What is Technology?

Jan. 9: Underhill, Paco. 1999. "A Science is Born", p. 11-33. In *Why We Buy: The Science of Shopping*. New York: Simon & Schuster.

Why the Library?

Antigonish People's Place Library: Historical Influences:
http://www.parl.ns.ca/projects/norajimmy/index.asp

CBC News New Brunswick. (April 21, 2016). Province unveils plan to open 5 libraries daily starting in May. http://www.cbc.ca/news/canada/new-brunswick/libraries-expand-service-1.3546293

MacInnis, A. (March 17, 2016). Libraries feel pinch of zero funding increases. *The News*. http://www.ngnews.ca/News/Local/2016-03-17/article-4469706/Libraries-feel-pinch-of-zero-funding-increases/1

CBC News Newfoundland & Labrador (April 27, 2016). More than half of N.L. libraries closing in the wake of budget cuts. http://www.cbc.ca/news/canada/newfoundland-labrador/newfoundland-labrador-library-closures-1.3555133

Jan. 11: Nye, D. (2007). Can We Define "Technology"?. In *Technology Matters: Questions to Live With*. MIT Press: Cambridge, Mass. P. 1-15.

Week 3: Jan 16 & 18: Technology Design & Use as Socially Constructed
Jan. 16th (NOTE: This date may change!) Library Research Project fieldtrip & pilot data collected. Class to meet at public library

Jan. 18: Reading 1: Winner, L. (1980). Do Artifacts Have Politics? *Daedalus* 109 (1): 121-136.

Reading 2: Chan, A. (2014). Balancing Design: OLPC Engineers and ICT Translations at the Periphery. In *Beyond Imported Magic: Essays on Science, Technology and Society in Latin America,* Medina, et. al. (eds.). MIT Press: Cambridge, Mass. P.181-206.

Week 4: Jan 23 & 25: Technology Designers & Technology Users
Jan. 23: Ames, M. (2014). Translating Magic: The Charisma of One Laptop per Child's XO Laptop in Paraguay. In *Beyond Imported Magic: Essays on Science, Technology and Society in Latin America,* Medina, et. al. (eds.). MIT Press: Cambridge, Mass. P.207-224.

Jan. 25: Nemer, D. Favela Digital: The other side of technology. GSA Editora e Grafica: Rio de Janerio, Brazil. P.1-63.

Week 5: Jan 30 & Feb. 1: Postcolonial technoscience & globalization
Jan. 30: Nemer, D. Favela Digital: The other side of technology. GSA Editora e Grafica: Rio de Janerio, Brazil. P. 64-127.

Feb. 1: Palmarola, H. and Alonso, P. (2014). Tropical Assemblage: The Soviet Large Panel in Cuba. In *Beyond Imported Magic: Essays on Science, Technology and Society in Latin America,* Medina, et. al. (eds.). MIT Press: Cambridge, Mass. P. 159-180.

Collation of group observational data January 30th, Class coding session Feb. 1st. INTERVIEW AND FIELDNOTE DATA MUST BE COMPLETED AND BROUGHT TO CLASS FEB. 1ST TO AVOID COURSE GRADE PENALTIES.

Week 6: Feb. 6 & 8: Cyborgs
Jan. 6: Donna Haraway, "A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century," in Simians, Cyborgs and Women: The Reinvention of Nature (New York; Routledge, 1991), pp.149-181.

Feb. 8: Schmidt, Matthew and Lisa Jean Moore. (1998). Constructing a "Good Catch," Picking a Winner: The Development of Technosemen and the Deconstruction of the Monolithic Male. In *Cyborg Babies: From Techno-Sex to Techno-Tots*, edited by Robbie Davis-Floyd and Joseph Dumit. New York: Routledge, p.21-39.

Week 7: Feb. 13 & 15: Gendered Technologies and the Politics of Care
Feb. 13: Wajcman, J. (1991). Domestic Technology: Labour-saving or Enslaving? In *Feminism Confronts Technology.* The Pennsylvania State University Press: University Park, PA. p. 81-109.

Feb. 15: Perez-Bustos, T.; Olarte Sierra, M.F.; Diaz del Castillo H., A. (2014). Working with Care: Narratives of Invisible Women Scientists Practicing Forensic Genetics in Colombia. In *Beyond Imported Magic: Essays on Science, Technology and Society in Latin America,* Medina, et. al. (eds.). MIT Press: Cambridge, Mass. P. 67-84.

Rough draft of individual sections for the Library Use Results Report brought for peer feedback Feb. 15th.

--Winter Study Break Feb. 20-26th--

Week 8: Feb. 27 & Mar. 1: Technology & Globalization/**Mid-Term March 1**

Feb. 27: Fressoli, M., Dias, R., and H. Thomas. (2014). Innovation and Inclusive Development in the South: A Critical Perspective. In *Beyond Imported Magic: Essays on*

Science, Technology and Society in Latin America, Medina, et. al. (eds.). MIT Press: Cambridge, Mass. P. 47-66.

Week 9: Mar. 6 & 8:Make up classes &/or group work
Group sections of Library Use Results Report due March 8th

Week 10: Mar. 13 & 15: Innovation & Health Technologies **(Guest Speaker: Dr. Janice Graham, Director, Technoscience and Regulation Research Unit, Department of Pediatrics, Dalhousie University)**

Mar 13: Blume, S. and Geesink, I. (2000). Vaccinology: An Industrial Science?, *Science as Culture*, 9:1, 41-72.

Mar 15: Graham, JE (2016). Ambiguous Capture: Collaborative Capitalism and the Meningitis Vaccine Project. *Medical Anthropology: Cross-cultural studies in health and illness,* 35 (5). http://dx.doi.org/10.1080/01459740.2016.1167055

Week 11: Mar. 20 & 22: Innovation & Health Technologies **(Potential Guest Speaker – subject to scheduling: Marianne Stanford, PhD, Director of Research, Immunovaccine Inc., Halifax, NS)**

March 20: Sabroe, Ian, David H. Dockrell, Stefanie N. Vogel, Stephen A. Renshaw, Moira K. B. Whyte & Steven K. Dower. 2007. Identifying and hurdling obstacles to translational research. Nature Reviews Immunology 7, 77-82.
&
Holmes, McDonald, Jones,& Graham. 2016. Knowledge Translation: Moving Proteomics Science to Innovation in Society. Clinical Omics, August, 12-15.
http://www.nxtbook.com/nxtbooks/gen/clinical_omics_vol3iss8/#/14

March 22: Guest Speaker: Marianne Stanford (Prepare discussion questions for guest lecture)

Week 12: Mar. 27 & 29: Innovation & Health Technologies

March 27: Bell, K. (2013). Biomarkers, the molecular gaze and the transformation of cancer survivorship. *BioSocieties* 8 (2): 124-143.

March 29: Hedgecoe, A. and Martin, P. (2003). The Drugs Don't Work: Expectations and the Shaping of Pharmacogenetics. *Social Studies of Science* 33 (3): 327-364.

Week 13: Apr. 3 & 6: **Class PechaKucha Presentations April 3rd, Concept Paper Due April 6th.**