Ethics and Technology
Summer Session 1 2024

Course Logistics

Time:TR 1:00PM-4:30PM
Location: Zoomiverse
Website: Canvas
Prerequisites: *none*

Instructor Information

Name: Caitlin Flaws
Email: cflaws@ucsc.edu
Office Hours: Wednesdays 10am-11:30pm on Zoom

Course Description

This course addresses the role of values in technology within a disability studies context. Throughout this course students will focus on and complicate the following questions: Who is technology for? What could it be? How does it relate to disability? Why might disability enable technological innovation? Students will be asked to think systematically and imaginatively about technology's *dis/dysaffordances*, that is how the design of different technologies assists and constraints everyday life, both within and outside disability contexts. The course asks whether there is a "right" way to do technology under capitalism, and if there is, how disability might complicate technology's position within capitalism. To explore this question, the course draws on cross-disciplinary materials taken from literature, history, sociology, film studies, politics, and philosophy, and introduces students to the principles of design justice and inclusive design.

This course fulfills the **PE-T General Education** requirement, **Perspectives on Technology and Society**. As part of that, you will develop an understanding of the social context in which technology develops, and an appreciation of the ethical issues that accompany technological change.

This course has no prerequisites.

Course Learning Goals

By the end of the course students should be able to:

1. recognize, categorize, and critique different forms of technology, situating them in an appropriate social, cultural, and historical context;
2. differentiate the stakes of technology, including its enabling and disabling features;
3. demonstrate an understanding of debates in the humanistic literature pertaining to technology and its design, and be able to apply these debates

to topics coming from their own domain of technological interest and expertise;
4. demonstrate an ability to systematically break down and critically evaluate technology-related media sources and scholarly texts, particularly in relation to matters of potential ethical concern, and to express their evaluation in written or oral form;
5. evaluate the ethical impacts of different technologies by reflecting upon their own biases and the cultural forces that inform them.

Course Materials (Texts, Media, Technology)

Required book: Martha Wells, *All Systems Red* (TOR, 2017), available in print or e-book <https://publishing.tor.com/allsystemsred-marthawells/9780765397522/>

All additional course materials will be provided via the course LMS.

Course Assignments

Assessment	% of final grade
Journal assignments)	50% (5.5% for each of 9
Reading quizzes	10%
Exit Tickets/In-Class Activities	15%
Final essay (revised journal entry)	25%

This course requires that you keep a **journal**. There you may record your weekly observations and notes. I would prefer for you to complete your journals in a physical notebook, but understand that those materials aren't accessible to everyone. As long as all of your journal entries are in one place, and not just submitted in a rush on canvas but instead are either in a Google Drive folder and in one Google Doc or the equivalent is fine with me. There will be 9 formal journal assignments that will require submissions. Each of these assignments is tied to the themes, concepts, and discussions of the week. They will be graded on a simplified 100-point rubric:
*   Length (10 points): The assignment meets the length requirement. (Learning Goal 4)
*   Description (20 points): The assignment demonstrates a sophisticated understanding of course concepts, materials, and themes (Learning Goals 1, 2)
*   Rationale (30 points): The assignment contains a logical argumentative structure and engages critically with both the prompt and relevant material. (Learning Goals 4, 5)
*   Connection to the course (30 points): The assignment exhibits engagement with relevant textual materials and classroom discussion topics (Learning Goals 1, 3, 5)
*   Grammar, spelling, etc (10 points).: The assignment contains well-formed and punctuated sentences (Learning Goals 1, 2, 4, 5).

There will be weekly **reading quizzes** to ensure that students understand key concepts from humanistic scholarship pertaining to technology and design from assigned readings (Learning Goal 3).

Each Zoom session will comprise of activities that students are expected to engage in. This will entail both group and individual work that will require participation, which will be kept track of in the form of **exit tickets.** This means that students are required to talk in class, complete daily tasks and assignments during class, as well as talk to each other. Each class's activity - whether it is group work or individual - will have its own assignment portal on Canvas. These activities will correlate to our weekly topics, which includes discussing, unpacking, and critiquing films, television, and other types of texts. In order to fully participate on zoom (aka, in class) students are expected to complete their weekly journal assignments and reading quizzes before class. (Learning Goals 1-5). I track participation through your daily assignment submissions and your activity on Zoom.

The **final assignment** (due by 7/28 at midnight), the date and time of our assigned final exam time) will require students to revise several journal entries into a formal essay (either text-based or multimedia). Students will select one of their ten journal-based assignments to revise and expand into a five-page written response that will touch on all course learning objectives. Examples include: a) expand tech biography to include a design justice-focused redesign; b) reveal the hidden/uninterrogated techno-assumptions behind a contemporary piece of technology-focused scholarship (Learning Goals 1-5).

Computing your grade:

Final grades will be assigned according to the following scale:

94-100: A	87-89: B+	77-79: C+	67-69: D+
90-93: A-	84-86: B	74-76: C	64-66: D
	80-83: B-	70-73: C-	60-63: D-
			00-59: F

Please keep in mind that a course grade of C or better is necessary to receive a P(assing) grade.

Student Hours for Class

You should expect to spend approximately 15 hours a week on this course, with the estimated times below:

        A. lecture: 3.25 hours/wk

B. reading: 4.25 hours/wk
C. assignments: 4 hours/wk
D. review: 3.5 hours/wk

If you are finding that you are spending significantly more time on a component, please come talk to me so we can figure out an effective solution!

Course Schedule

Week	Date	Theme / Core Questions	Readings/ Viewings	Engagement Activities & Assessments Due
Week One	6/25	What is Technology?	"Do Artifacts Have Politics?" Langdon Winner (article) Create Story Maps Account before Day 1: How To Here	Journal Entry #1: Introductions; What is your relationship to technology personally and academically?
	6/27		READ: Robert Neer *Napalm: An American Biography* Chapter 1: Harvard's Genius WATCH*: Iron Man*	Journal Entry #2: Biography of a Technology
Week Two	7/2	What is Tech For?	READ: - "Shadows of War, Traces of Policing: The Weaponization of Space and the Sensible in Preemption" by Andrea Miller - *Optional:* Selections from *Black Software,* by Charlton McIlwain	Journal Entry #3: Identify a technology that used to be prevalent but no longer is
	7/4 - holiday, no class!		No assigned Readings	No assigned activities
Three	7/9		READ: "A Theory of	Journal Entry #5:

			Microactivist Affordances: Disability, Disorientations, and Improvisations" Arseli Dokumaci *Optional:* -"Chair" Sara Hendron, *What Can a Body Do?*	Observe and Describe an activist affordance (either yourself or someone you know)
	7/11	Affordances and Dis/Dysaffordances	READ: -*Design Justice*, Sasha-Constanza Chock ([Introduction](#)) *Optional*: Selections from *Year of the Tiger* by Alice Wong	Journal Entry #6: Redesign a given object from the perspective of design justice and inclusive design principles.
Four	7/16	Complicated Histories: Technology and Eugenics	READ: "On the Dangers of Stochastic Parrots: Can Language Models Be Too Big" by Bender, McMillan-Major, Gebru, and Shmitchell *Optional*: Wendy Chun's *[Discriminating Data: Correlation, Neighborhoods, the New Politics of Recognition](#)* **Intro and "Correlating Eugenics"**	Journal Entry #7: Critical analysis of a media source relating to technology.
	7/18		READ: [Anatomy of an AI](#) *Optional:* Benjamin Peters, "A Network is Not a Network," *Your Computer is on Fire*	Journal Entry #8: Ethnographic field notes about the role of an "invisible" technology in everyday life.

Five	7/23	Where is Technology Going?	READ: *All Systems Red* by Martha Wells (halfway)	Journal Entry #9: Imagine a future utopic version of a present technology.
	7/25		READ: -*All Systems Red* by Martha Wells (finish) Optional: Hari Kunzru, "You Are A Cyborg"	Final Journal Entry #10: Propose a Text to be added to a future iteration of the course
Final Project	7/28			Final Project: Expand and refine a previous journal entry

Attendance and Late Work Policy

Due to the nature of a synchronous remote summer course being both truncated and fast-paced, it is imperative that students attend all class sessions. Therefore, **attendance for this course is required**. If you need to miss class due to extenuating circumstances, such as an illness or other emergency, please contact me ahead of class for your absence to be excused. If your absence is excused, all work due the day you missed (in class activities and journal entries) must be completed by the following class session. Failure to contact me will result in an unexcused absence. **2 unexcused absences will result in lowering your grade by one grade letter. 3 or more unexcused absences will result in an automatic failing grade.**

Because there are a lot of you, **I do not accept late assignments** (aside from missed work for an excused absence) so as not to fall behind with grading your assignments. If extenuating circumstances arise, you may ask for an extension.

What does it mean to attend an online synchronous class? For this class, attendance means both being present as well as participating. This means having your camera on and contributing to both class wide and small group discussions and activities. You can do this by adding your thoughts to the Zoom chat, or unmuting and speaking to the class. To ensure that all students are participating, I will be consulting exit tickets and in-class activities after each class meeting.

Collaboration & Academic Integrity

All members of the UCSC community benefit from an environment of trust, honesty, fairness, respect, and responsibility. You are expected to present your own work and acknowledge the work of others in order to preserve the integrity of scholarship.

Academic integrity includes:
- Following assignment rules
- Using only permitted materials during an assignment
- Viewing assignment materials only when permitted by your instructor
- Incorporating proper citation of all sources of information
- Submitting your own original work

Academic misconduct includes, but is not limited to, the following:
- Copying/purchasing any material from another student, or from another source, that is submitted for grading as your own
- Plagiarism, including use of Internet material without proper citation
- Submitting your own work in one class that was completed for another class (self-plagiarism) without prior permission from the instructor.
- Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Misconduct page](#) at the [Division of Undergraduate Education](#).

Plagiarism includes, but is not limited to, the following:
- Copying (entirely or in part) the wording used in another source.
- Claiming an idea as your own that you obtained from a source (cite your source instead).

In general, if you are taking a great deal from another source, consider whether you should be quoting the source directly. And if your response is largely quotation or if the most important ideas are quoted, you should think seriously about whether your response is sufficiently original.

Difficult Conversations

In our in-class and online discussions and dialogues, we will have the opportunity to explore challenging, high-stakes issues and increase our understanding of different perspectives. Our conversations may not always be easy. We sometimes will make mistakes in our speaking and our listening. Sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. We will always need respect for others. Thus, an important aim of our classroom interactions will be for us to increase our facility with difficult conversations that arise inside issues of social justice, politics, economics, morality, religion, and other issues where reasonable people often hold diverse perspectives. This effort will ultimately deepen our understanding and allow us to make the most of being in a community with people of many backgrounds, experiences, and positions.

Accessibility

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please affiliate with the DRC. I encourage all students to benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu. For students already affiliated, make sure that you have requested Academic Access Letters, where you intend to use accommodations. You can also request to meet privately with me during my office hours or by appointment, as soon as possible. I would like us to discuss how we can implement your accommodations in this course to ensure your access and full engagement in this course.

Religious Accommodation

UC Santa Cruz welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request reasonable accommodation for religious practices. The instructor will review the situation in an effort to provide a reasonable accommodation without penalty. You should first discuss the conflict and your requested accommodation with your instructor early in the term. You or your instructor may also seek assistance from the Dean of Students office.

All-gender restrooms

The Lionel Cantú Queer Center has worked with students and campus staff to create more safe and accessible restrooms for transgender and genderqueer students, staff, faculty, alumni, and UCSC visitors. A complete list of all-gender restrooms on campus was compiled and is maintained by the Cantú Queer Center.

Principles of Community

University of California, Santa Cruz expressly prohibits students from engaging in conduct constituting unlawful discrimination, harassment or bias. I am committed to providing an atmosphere for learning that respects diversity and supports inclusivity. We need to work together to build this community of learning. I ask all members of this class to:
- be open to and interested in the views of others
- consider the possibility that your views may change over the course of the term
- be aware that this course asks you to reconsider some "common sense" notions you may hold
- honor the unique life experiences of your colleagues
- appreciate the opportunity that we have to learn from each other
- listen to each other's opinions and communicate in a respectful manner

- keep confidential discussions that the community has of a personal (or professional) nature
- ground your comments in the texts we are studying. Refer frequently to the texts and make them the focus of your questions, comments, and arguments. This is the single most effective way to ensure respectful discussion and to create a space where we are all learning together.

Please see more here.

TITLE IX/CARE Advisory

UC Santa Cruz is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under Title IX. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support.

Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. This reporting responsibility also applies to course TAs and tutors (as well to all UCSC employees who are not designated as "confidential" employees, which is a special designation granted to counselors and CARE advocates). Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

Confidential resources are available through CARE. Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or care@ucsc.edu.

In addition to CARE, these resources are available to you:
- If you need help figuring out what resources you or someone else might need, visit the Sexual Violence Prevention & Response (SAFE) website, which provides information and resources for different situations.
- Counseling & Psychological Services (CAPS) can provide confidential counseling support. Call them at (831) 459-2628.
- You can also report gender discrimination and sexual harassment and violence directly to the University's Title IX Office, by calling (831) 459-2462 or by using their online reporting tool.
- Reports to law enforcement can be made to the UC Police Department, (831) 459-2231 ext. 1.

- For emergencies, call 911.

Report an incident of hate or bias

The University of California, Santa Cruz is committed to maintaining a civil, diverse and supportive community, free of coercion, bias, hate, intimidation, dehumanization or exploitation. The Hate/Bias Response Team is a group of administrators who support and guide students seeking assistance in determining how to handle a bias incident involving another student, a staff member, or a faculty member. To report an incident of hate or bias, please use the following form: Hate/Bias Report Form.

Student Services

Counseling and Psychological Services
Many students at UCSC face personal challenges or have psychological needs that may impact their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

Student Success and Engagement Hub
The Division of Student Success provides campus-wide coordination and leadership for student success programs and activities across departments, divisions, the colleges, and administrative units.

Tutoring and Learning Support
At Learning Support Services (LSS), undergraduate students build a strong foundation for success and cultivate a sense of belonging in our Community of Learners. LSS partners with faculty and staff to advance educational equity by designing inclusive learning environments in Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. When students fully engage in our programs, they gain transformative experiences that empower them at the university and beyond.

Slug Support Program
College can be a challenging time for students and during times of stress it is not always easy to find the help you need. Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need during remote instruction.
To get started with SLUG Support, please contact the Dean of Students Office at 831-459-4446 or you may send us an email at deanofstudents@ucsc.edu.

Slug Help/Technology
The ITS Support Center is your single point of contact for all issues, problems or questions related to technology services and computing at UC Santa Cruz. To get technological help, simply email help@ucsc.edu.

On-Campus Emergency Contacts
For all other help and support, including the health center and emergency services,
Click here to go to UCSC's [Emergency Services](#) page. Always dial 9-1-1 in the
case of an emergency.