San José State University
College of Social Sciences, Department of Geography & Global Studies
GLST156 – Inventing the Modern World: Technology & Society, Section 01, Course #27621, Spring, 2016

Course and Contact Information

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Class Days/Time: Mondays 3:00-5:45pm

Classroom: Clark Hall 224

Course Format & Instructor Messaging

This is a lecture course with many in-class active learning exercises. All course resources can be found on the GLST156 Canvas webpage using your 9-digit SJSU ID and password. You are responsible for regularly checking this website for the latest information and communication. Please log in and follow the 'Getting Started' steps. It is easiest to reach me via email but do consult the syllabus first, or you might receive an "it's in the syllabus," reply.

Course Description

(From SJSU Catalog) Analysis of development and diffusion of technology since 1500. Interrogate historical narratives of modern technology, reflecting on broader ethical, political, human significance of modern technology. Ecological impacts of technologies. Power, problems, promise of technology. 3-units.

This course is a survey of the development and diffusion of technology past to present, although primary emphasis will be on the 20th and 21st centuries. A major theme in the course is how technology is shaped by society and culture, and how, in turn, technology shapes society and culture. We will investigate uses, applications, meanings of, and debates about technology and explore how it is regulated by governments, steered by social change, and made meaningful by cultures through the examination of ideas, institutions, and practices in geographic and historical context. Students are implored to examine the power, problems, and promises of technology, and its ecological impacts to the globalized world by interpreting historical narratives with the broader ethical, political, and public rhetoric and discourse. This course aims to further develop student academic reading, writing, and critical thinking skills.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. *Evaluate and apply diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical).*

   Students will demonstrate their perspectives in a panel-style conference discussion of assigned readings and during in-class active participation exercises. In addition, students will argue the impact of technological determinism on contemporary society in a written final exam.

2. *Demonstrate sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, and/or beliefs and practices.*

   Students will write their own opinions, and then engage with classmate responses, on current social sciences prompts posted to course online forums throughout the term. Students will also prepare Use Case presentations covering product technology history while framing values, politics, and economic conditions at the time of debut.

3. *Apply knowledge and skills to develop sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.*

   Students will work in groups to craft white papers addressing technology applications for preservation in multicultural community hotspots.

4. *Describe and illustrate the role of foreign language, study abroad, and intercultural competence in building knowledge of other cultures and global issues. Interprets intercultural experiences from the perspectives of own and more than one other worldview.*

   Student pairs will be using video conferencing tools to collaborate with students in Germany to generate bilingual infographics covering varied technology history topics for display in a student poster session to be judged by a local professional.

5. *Use deep knowledge of the historical and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.*

   Students will learn contemporary smartphone methods for field data collection to address historic settlements with the goal of advocating recognition of unique or historic sites in downtown San Jose. Students will then analyze their collective data and results to be presented an easily communicated manner.

6. *Uses appropriate, relevant, and compelling content, using high-quality, credible, relevant interdisciplinary sources, to illustrate subject mastery, conveying the writer's understanding, and shaping the whole work.*

   Student groups will use the breadth of contents assigned for each class when leading an in-class themed discussion. Students will also write a film critique that ties their learning to the larger discipline.

Required Texts, Readings & Materials

Required academic readings are linked to the course schedule. Additional materials are listed below:

One audiobook from the following selection (also available in print):

Jacobsen, Annie. 2014. *Operation Paperclip: The Secret Intelligence Program that Brought Nazi Scientists to America*. New York: Little, Brown & Co.

Johnson, Steven. 2015. *How We Got to Now: Six Innovations that Made the Modern World.* New York: Riverhead Books.
Lewis, Michael. 2014. *The New New Thing: A Silicon Valley Story*. New York: W.W. Norton & Co.
Skoolt, Rebecca. 2010. *The Immortal Life of Henrietta Lacks.* New York: Random House.

Media Programs

HBO "Silicon Valley" (Mike Judge, 2014-Present)
Netflix "Black Mirror" (Charlie Brooker, 2011-2014)
USA Mr. Robot (Sam Esmail, 2015-Present)

Technology

Skype Account
Loveland Technologies Site Control Smartphone App

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.

1) Active **Participation** during all in-class exercises is mandatory and imperative to one's overall success in this course (CLO1).

2) Students will be placed into teams (four persons) and tasked to lead the class in a **Group Discussion** of a themed topic per the course schedule (CLO6). Student teams must meet with the instructor the week prior to their assigned date to go over their proposed discussion outline and questions. All members of the group receive the same grade.

3) Engaging in an **Online Forum** requires each student to post his/her individual response to an instructor's prompt along with providing additional commentary on their classmate's contributions (CLO2).

4) Science fiction is a film genre that often speculates on future technologies. Each student will select from the instructor-approved movie list and write a 1,500-word **Film Critique.** The goal is to explain how the film reflects contemporary culture, politics, economics, or social issues at the time of release (CLO6). Keep in mind the historical context and paradigms that were in place and discuss how the film holds up today? Critiques must be double-spaced using 12-point Times New Roman font with 1" margins on all sides.

5) Students will work in three or four person teams to craft a **White Paper** communicating background research and smartphone application data collection and analysis to address the existing architectural conditions of nine downtown San Jose's historically multicultural neighborhoods (CLO3 and CLO5). These include: St. James Historic, Little Italy, Market/Almaden, Hensley, Horace Mann, Naglee Park, South University, Spartan Keyes, and Vendome. White papers are a report format frequently used by government, special interests, or corporations to inform their customers or constituents about a product or policy. White papers are similar to case studies but take an authoritative slant in that they identify drawbacks or issues, and then advocate the merits of the author's stance – this is meant to be a tool for problem solving and decision-making. A white paper is typically written for a layperson audience, and in this case will be geared for use by a local community members and prospective app users. Most white papers today are 6-8 pages (approximately 3,500-words) containing charts, graphs, and maps. Written work should be in 12-point Times New Roman font with 1: margins on all sides, single-spaced and formatted with in-text charts, graphs, or maps using Chicago-style citation format. All members of the group receive the same grade.

6) Students will be paired up and work collaboratively with a pair of students studying communications at Beuth University to develop a **Bilingual Infographic** poster communicating any German-American satellite, telecommunication, or military innovation since the twentieth century (CLO4). Infographics rely on data visualizations to bridge language barriers. Each infographic will be printed in color on 11"x17" paper for display during a student poster session to be judged by a Silicon Valley German-American Business Association Board Member.

7) Four popular audiobooks have been selected to accompany academic readings. No more than 10 students may choose the same author for **Audiobook Panel** discussion (CLO1). Panelists will be charged to comment on text-specific questions – these will be selected and moderated by the instructor. The goal is that panelists take different perspectives or approaches to answering each question.

8) Product innovations are not always successful even when they may be groundbreaking technologies. There are several notable, and costly, failures in technology history such as the Segway, Betamax, Apple Maps, Laser Disc, Google Glass, Iridium Satellite Network, Gizmondo, Microsoft Clippy, iSmell, GoogleWave, CueCat, New Coke, Tanning Beds, CFCs, Olestra, Mizar Flying Car, Hydrogen Blimp, Ford Edsel, and Coors Rocky Mountain Spring Water (many of which you may not have heard about). Each student will re-evaluate one of these products to prepare his/her **Use Case** PowerPoint presentation 'deck' comprising 6 slides. These include: 1) title, 2) proposed significance on society at the time of debut, 3) a description of the target customer segment, 4) the value proposition/product differentiation from other similar items on the market at that time, 5) its anticipated versus actual sales, and 6) the most important, a discussion of what this technology evolved into if it was a stepping-stone to something larger (CLO2). Tell a compelling story in as few words as possible, and never underestimate the power of images, graphics, charts, and maps to convey your message.

9) The **Final Exam** is a single essay prompt. You must clearly explain in a written essay the idea of technological determinism and argue for, or against, its impact on contemporary society (CLO 1).

Grading Policy

	Points Possible
Group Discussion	200
Online Forum Posts	60 (20 each)
Film Critique	100
White Paper	150
Bilingual Infographic	200
Audiobook Panel	50
Use Case	100
In-class Participation	80
Final Exam Essay	60
TOTAL	**1,000**

SCALE:

A+ = ≥98%	**A** = 94-97%	**A-** = 90-93%
B+ = 87-89%	**B** = 84-86%	**B-** = 80-83%
C+ = 77-79%	**C** = 74-76%	**C-** = 70-73%
D+ = 67-69%	**D** = 60-66%	**D-** = 51-59%
		F = ≤50%

All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades. In keeping with this policy, and to making grading responsive. All assignments are due as stated on the Course Schedule and Canvas. **Late work is not accepted.** If you have questions about your final grade please make an appointment to see me.

Classroom Protocol

- Attendance is mandatory.
- On-time arrival is good practice and polite.
- There will be appropriate time to use technology and electronic devices, but when the instructor is speaking and guests are lecturing then these distractions will be confiscated.
- Background materials must be reviewed prior to dates listed for successful participation in discussions and lectures.
- Always be respectful of your classmates, even when your opinions differ.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf and SJSU current semester's Policies and Procedures, at http://info.sjsu.edu/static/catalog/policies.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/**.** Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- "Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material."
    - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.

    - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- "Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent."

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

GLST156 / Inventing the Modern World: Technology & Society, Spring 2016, Course Schedule

This schedule is subject to change with fair notice. Changes will be announced on Canvas and at the start of class. All readings are provided on the Canvas 'Files' tab.

Course Schedule

Date	Topics, Readings, Assignments, Deadlines
2/1	**WHAT IS TECHNOLOGY?** Getting Started – Syllabus, Assignments, Expectations, Set Up Groups *Future Shock* (Orson Welles, 1972) Christian, David and William H. McNeill. 2011. *Maps of Time: An Introduction to Big History*. Berkeley: University of California Press: 490-491. Heilbroner, Robert. "Do Machines Make History?" *Technology and Culture* 8, no. 3 (July 1967): 335-345. Marx, Leo. "Technology: The Emergence of a Hazardous Concept." *Technology and Culture* 51 (July 2010): 561-577. Marx, Leo and Smith, Merit Roe. 1998. *Does Technology Drive History: The Dilemma of Technological Determinism.* Cambridge: MIT Press: ix-xv (Intro)
2/6	Introductions (on Canvas)
2/8	**HUMAN MOBILITY** "Silicon Valley" Group 1 Discussion Ballard, R. D., et al. "The Discovery of Ancient History in the Deep Sea Using Advanced Deep Submergence Technology." *Deep-Sea Research I* 47 (2000): 1591-1620. [1997 deep water project that raised political and ethical issues.] Davies, Alex. "How GM Beat Telsa to the First True Mass Market Electric Car." *Wired*. (January 1, 2016). Kline, Ronald, and Trevor Pinch. "Users as Agents of Technological Change: The Social Construction of the Automobile in the Rural United States." *Technology and Culture* 37 (4). 1996: 763–95. Nave, Kathryn. "In pictures: Building the World's Largest Container Ship." *Wired*. (September 16, 2014). Nishiyama, Takashi. "Cross-disciplinary Technology Transfer in Trans-World War II Japan: The Japanese High-Speed Bullet Train as a Case Study." *Comparative Technology Transfer and Society* 1, no. 3 (2003): 305-325. Tovey, Alvin. "Concorde Mark 2: Airbus Files Plans for New Supersonic Jet." The Telegraph (August 6, 2015) Upbin, Bruce. "Hyperloop is Real: Meet the Startups Selling Supersonic Travel." *Forbes* (March 15, 2015).
2/12	"Mr. Robot" - Online Forum Post 1 Due (on Canvas)

Date	Topics, Readings, Assignments, Deadlines
2/15	**HUMAN HEALTH** Group 2 Discussion Finkel, Michael. "This Little Kidney Went to Market." *New York Times Magazine*, no. 27 (May 2001). Gawande, Atul. "The Score: How Childbirth Went Industrial." *The New Yorker*, 82 (32) October 9, 2006. Hardesty, Larry. "Cochlear Implants—with No Exterior Hardware," *MIT News*, February 9, 2014. Hudson, Kathy L., et al. "Genetic Discrimination and Health Insurance: An Urgent Need for Reform." *Science* 270 (October 20, 1995): 391-393. Hughes, Virginia. "Mercury Rising." *Nature Medicine* 13 (8). 2007: 896 - 897. Powers, Richard. "The Book of Me." *GQ*, October, 2008. Pinker, Steven. "My Genome, My Self." *The New York Times*, January 7, 2009. Quart, Alissa. "The Body Data Craze." *Newsweek*, June 26, 2013. Resier, Stanley Joel. Intensive Care Unit: the unfolding ambiguities of survival therapy. International Journal of Technology Assessment in Health Care 8 (3). 1992: 382-394. Singer, Peter, and Helga Kuhse. "The Future of Baby Doe." *The New York Review of Books* 31, no. 3 (1984): 17-22. Wolpe, Paul Root. 2010. TED: It's Time to Question Bio-Engineering.
2/18	"Black Mirror" - Online Forum Post 2 Due (on Canvas)
2/22	**CULTURE & IDENTITY** **Guest Speaker**: Alan McConchie, Stamen Design "American Panorama" Chen, Brian X. "Tech Attire, More Beta Than Chic," *New York Times*, January 8, 2014. Cowan, Ruth Schwartz. 1987. Less Work for Mother? Modern Technology Enables the Housewife to do much more in the house than ever before. That's good and not so good. *American Heritage* 38 (6). Helmreich, Stefan. "The Spiritual in Artificial Life: Recombining Science and Religion in a Computational Culture Medium." *Science as Culture* 6, no. 3 (1997): 363-395. Hollon, Larry. "Online Communion Sparks Questions for Digital Age." *The Huffington Post*. (October 4, 2013). Lapowsky, Issie. "This is what tech's ugly gender problem really looks like." Wired. (July 28, 2014). Light, Jennifer. "Programming." In *Gender and Technology: A Reader*. 295-326.
2/27	Film Critique (submit to Canvas)
2/29	**CLIMATE & ENERGY** Historic Preservation with your Smartphone Part 1

Date	Topics, Readings, Assignments, Deadlines
2/29 Cont.	**CLIMATE & ENERGY Cont.** Group 3 Discussion Jimmy Carter Speeches (transcripts and audio) Edwards, Paul N. "Global Climate Science, Uncertainty and Politics: Data-laden Models, Model-Filtered Data." *Science as Culture* 8, no. 4 (1999): 437-472. Hubbert, M. King. "Nuclear Energy and the Fossil Fuels." Presented at the American Petroleum Institute conference (March 8, 1956) "Intergovernmental Panel on Climate Change - Technical Summary." (PDF - 18.6 MB) <Review the table of contents; read the parts that catch your attention> Runge, C. Ford, and Benjamin Senauer. "How Biofuels Could Starve the Poor." *Foreign Affairs* 86 (May/June 2007): 41-54. Wald, Matthew. "The Best Nuclear Option." *Technology Review* (July 1, 2006) "Anatomy of a Hydraulic Fracking Well" *Gasland* (Josh Fox, 2010)
3/7	**BUILT ENVIRONMENT** Data Collection – Historic Preservation with your Smartphone Part 2 American Experience. "Panama Canal" Campbell-Dollaghan, Kelsey. "The Most Isolated Town on Earth wants a Redesign" D'Arpino, Adam. "10 Insane Buildings Currently Under Construction" GC Prive. "The Palm Island, Dubai UAE – Megastructure Development" Mandal, Dattattreya. "A Gander at 5 Advanced Man-Made Structures in Antarctica, The Realm of 'Science Fiction." *Hexaplex*. (November 28, 2014) Peters, Adele. "Madsar City: This Futuristic Desert City is Designed for Self-sufficient Communal Living" *The Fast Company*. (January 26. 2015) Seasteading Institute. http://www.seasteading.org Tharoor, Ishaan. "Japanese company plots $26 billion undersea Atlantis." *The Washington Post*. (November 20, 2014) Watkins, Derek. "What China has been up to in the South China Sea." *The New York Times*. (October 27, 2015)
3/14	**AGRICULTURE** Data Collection – Historic Preservation Data Analysis + Visualization Group 4 Discussion Carson, Rachel. 1962. *Silent Spring* New York: Houghton Mifflin Co. Chapter 3: 13-37. Rosenberg, Tina. "What the World Needs Now is DDT." *New York Times Magazine* (April 11, 2004): 38-43. Gaskell, George, Martin W. Bauer, John Durant, and Nicholas C. Allum. "Worlds Apart? The Reception of Genetically Modified Foods in Europe and the U.S." *Science* 285 (July 16, 1999): 384-387. McArdle, Patricia. "Afghanistan's Last Locavores," *New York Times*. June 19, 2011. PBS Frontline/NOVA. *Harvest of Fear*. 2001. Rhinehart, Rob. "How I Stopped Eating Food," *Mostly Harmless*, February 13, 2013. Seabrook, John. "Tremors in the Hothouse." *New Yorker,* July 19, 1993, pp. 40-41.

Date	Topics, Readings, Assignments, Deadlines
3/21	**SPACE EXPLORATION** Draft White Paper Peer Review In-Class *Apollo 13* (Ron Howard, 1995) Readings: Gerovitch, Slava. "New Soviet Man Inside the Machine." NASA documentary video on Space Shuttle Challenger accident and investigation (View and download video from The Internet Archive.) Siddiqi, Asif Azam. Change to Apollo: The Soviet Union and the Space Race 1945-1974. Washington, D.C.: NASA History Division.
3/25	Revised White Paper Due (submit on Canvas)
3/28	*SPRING BREAK – NO CLASS*
4/4	**COMMUNICATING SCIENCE & TECHNOLOGY** **Guest Speaker**: Dr. Alan McElroy, Beuth University of Applied Sciences (Berlin) Select and Research Your Topic Readings: The Economist. "German-Americans: The Silent Minority" (February 7, 2015). Wade, N., and Choe Sang-Hun. "Korean Research Was All Faked, Koreans Report." *New York Times* (January 10, 2006). Wade, N. "Lowering Expectations at Science's Frontier." *New York Times* (January 15, 2006).
4/11	**REMOTE SENSING & TELECOMMUNICATIONS** Work on Infographic Group 5 Discussion Asner, Greg. 2013. TED: Ecology from the air Cloud, John. "American Cartographic Transformations during the Cold War. *Cartography and Geographic Information Science* 29, no. 3 (2002): 261–82. Dawson, Max. "Home Video and the "TV Problem": Cultural Critics and Technological Change." *Technology and Culture* 48, no. 3 (2007): 524–49. *Humphreys, Lee. "Cellphones in Public: Social Interactions in a Wireless Era." *New Media & Society* 7 (December 2005): 810-833. NASA "Global Positioning System History" (October 27, 2012). *Sheller, Mimi, and John Urry. "Mobile Transformations of 'Public' and 'Private' Life." *Theory, Culture & Society* 20 (2003): 107-125. Skybox "The World's First High-Resolution HD Video of Earth from Space" Wu, Tim. "If a Time Traveler Saw a Smartphone." *The New Yorker*, January 10, 2014.
4/18	**MILITARY-INDUSTRIAL COMPLEX** Work on Infographic

Date	Topics, Readings, Assignments, Deadlines
4/18 Cont.	**MILITARY-INDUSTRIAL COMPLEX Cont.** Work on Infographic Group 6 Discussion "A Time-Lapse of Every Nuclear Explosion Since 1945" *The Fog of War: Eleven Lessons from the Life of Robert S. McNamara* (Errol Morris, 2003) Miyagawa, S., and J. Dower. *Visualizing Cultures*. • Ground Zero 1945: Pictures by Atomic Bomb Survivors • Ground Zero 1945: A Schoolboy's Story Public Broadcasting System. *The Day After Trinity* (Jon Else, 1981) Rotblat, Joseph. "Leaving the Bomb Project." *Bulletin of the Atomic Scientists* 41 (August 1985): 16-19. Stimson, Henry. "The Decision to Use the Atomic Bomb." *Harpers Magazine* (February 1947): 97-107.
4/25	**SILICON VALLEY: *THE* TECHNOPOLE** **Guest Speaker:** Mandy Hermann, German-American Business Association Infographic Poster Session (printed poster displayed in class) Turner, Fred. "Where the Counterculture Met the New Economy: The Well and the Origins of Virtual Community." *Technology and Culture* 46 (3) 2005: 485–512.
5/2	**COMPUTER HARWARE & SOFTWARE** Audiobook Panels Group 7 Discussion Bauwens, Michel. "A Critique of 3D Printing as a Critical Technology." Fortugno, N., and E. Zimmerman. "Learning to Play to Learn: Lessons in Educational Game Design." 2005. LifeNoggin "What can 3d printers make?" Pfaffenberger, Bryan. "The Social Meaning of the Personal Computer: Or, Why the Personal Computer Revolution Was No Revolution." *Anthropological Quarterly* 61, no. 1 (1988): 39–47. Turning, A.M. 1950. Computing Machinery and Intelligence. *Mind* 59: 433-460. *Steve Jobs: The Man in the Machine* (Alex Gibney, 2015) <$$>
5/9	**THE INTERNET** Use Case Due (Submit on Canvas) Group 8 Discussion Alba, Davey. "Reddit is not a free speech free for all" *Wired* (July 16, 2015) Cohn, Cindy. "MIT in Aaron Swartz Case: Not Neutral, Not Leading, Not Standing Up for Technologists," July 31, 2013. Galison, Peter. "Removing Knowledge." *Critical Inquiry* 31 (Autumn 2004). Internet Society "Brief History of the Internet Written by those who made it" *The Internet's Own Boy: The Story of Aaron Schwartz* (Brian Knappenberger, 2014) McMillan, Robert. "What everyone get's wrong in the debate over net neutrality" *Wired*. June 23, 2014.

Date	Topics, Readings, Assignments, Deadlines
5/9 Cont.	**THE INTERNET Cont.** Swartz, John. "M.I.T. Cleared in Report After Suicide of Activist," *New York Times*, July 30, 2013. Whitehouse Briefing Room "Net neutrality: President Obama's Plan for a free and open internet" Snowden, Edward. TED: Here's how we take back the internet" 2014.
5/16	**DOES OUR PAST PREDICT OUR FUTURE?** Use Case Deck Winner *Elysium* (Niel Blomkamp, 2013) *Readings:* Masco, Joseph. "The End of Ends." *Anthropological Quarterly* 85, no. 4 (2012): 1107–24. Terborgh, J. "The World Is in Overshoot." *The New York Review of Books*, December 3, 2009, pp. 45-47.
5/20 Final 12:15-2:30	Take-home Final Exam Essay (Submit on Canvas)

APPROVED MOVIE LIST

Metropolis (Fritz Lang, 1927)
The Manchurian Candidate (John Frankenheimer, 1962)
Dr. Strangelove (Stanley Kubrick, 1964)
Alphaville (Jean-Luc Goddard, 1965)
Fahrenheit 451 (Francis Truffaut, 1966)
2001: A Space Odyssey (Stanley Kubrick, 1968)
The Andromeda Strain (Robert Wise, 1971)
THX 1138 (George Lucas, 1971)
A Clockwork Orange (Stanley Kubrick, 1971)
Soylent Green (Richard Fleischer, 1973)
Sleeper (Woody Allen, 1973)
The Stepford Wives (Bryan Forbes, 1975)
The Man Who Fell to Earth (Nicholas Roeg, 1976)
Looker (Michael Crichton, 1981)
Mad Max 2: The Road Warrior (George Miller, 1981)
Blade Runner 'Director's Cut' (Ridley Scott, 1982)
Tron (Steven Lisberger, 1982)
Westworld (Michael Crichton, 1983)
1984 (Michael Radford, 1984)
The Terminator (James Cameron, 1984)
2010: The Year We Make Contact (Peter Hyams, 1984)
Brazil (Terry Gilliam, 1985)
The Fly (David Croenenberg, 1986)
Jurassic Park (Steven Spielberg, 1993)
Strange Days (Katherine Bigelow, 1995)
Apollo 13 (Ron Howard, 1995)
Gattaca (Andrew Niccol, 1997)
Pleasantville (Gary Ross, 1998)
The Iron Giant (Brad Pitt, 1999)
The Matrix (Wachowski Brothers, 1999)
Minority Report (Steven Spielberg, 2002)
Eternal Sunshine of the Spotless Mind (Michel Gondry, 2004)
The Hitchhiker's Guide to the Galaxy (Garth Jennings, 2005)
Children of Men (Alfonso Cuaron, 2006)
V for Vendetta (James McTiegue, 2006)
Wall-E (Andrew Stanton, 2008)
Moon (Duncan Jones, 2009)
The Social Network (David Fincher, 2010)
Her (Spike Jonze, 2013)
Gravity (Alfonso Cuaron, 2013)
The Hunger Games: Mockingjay Part 1 (Francis Lawrence, 2014)
The Imitation Game (Morten Tyldum, 2014)
Ex Machina (Alex Garland, 2015)