

## **CLD9001 Technology and Cultural Change**

<b>Course Title</b>	: Technology and Cultural Change
<b>Course Code</b>	: CLD9001
<b>Recommended Study Year</b>	: 3 and 4 (proposed to be an advanced course)
<b>No. of Credits/Term</b>	: 3
<b>Mode of Tuition</b>	: Lecture-tutorial mode / Lecture with Service Learning mode
<b>Class Contact Hours</b>	: 3 hours per week
<b>Category</b>	: Science, Technology, Mathematics and Society Cluster
<b>Discipline</b>	: Nil
<b>Prerequisite(s)</b>	: Nil
<b>Co-requisite(s)</b>	: Nil
<b>Exclusion(s)</b>	: Nil
<b>Exemption Requirement(s)</b>	: Nil

### **Brief Course Description:**

This course introduces basic frameworks to enhance students' understanding of the complex relation between technology and cultural change. Emphasizing both socio-cultural perspectives on technology and the cultural impacts of technological development, the course will focus on such questions as: how does technology shape our cultural life, and what meanings do technological artifacts acquire in the process? How are these meanings produced and circulated in particular historical and social contexts? Do cultural factors affect the development of technology and, if so, how?

### **Aims:**

1. To provide students with socio-cultural perspectives on the role of technology and the impacts of technological development.
2. To sensitize students to the importance of the socio-historical and cultural contexts in which differing views of the role of technology are and have been developed.
3. To familiarize students with the value issues involved in various technological discourses and practices.

### **Learning Outcomes:**

At the end of the course students will be able to:

1. identify major issues raised by techno-cultural change, in the past as well as the present (such as the transformation of interpersonal and social relations after the invention of the printing press, and the mobile phone).
2. appraise the key arguments and methodologies for analyzing, evaluating and presenting data in academic writings on the cultural aspects of technological development.
3. engage in key debates about values raised by various techno-scientific discourses and practices.

### **Indicative Content:**

Part I Understanding Technology and Culture

1. What is technology? What is culture? What is cultural change?
2. The socio-cultural aspect of technological development (for example, the role of imperialism in railroad development and the impact of postmodern consumerism on the development of mobile technologies), and the technological aspect of cultural change (such as the role of print technology in the development of modern thought and the role of internet in the transformation of the modes of postmodern communication).
3. Issues will be selected from some of the following fields: health, built environment, energy, information technology, media technology, biotechnology. Possible issues are: slim technology and body image; museums and the construction of history; household appliances and the gendered division of labor; car or bicycle? energy consumption and identity formation; mobile phones and the transformation of interpersonal and social relations; cameras, video, and the reproduction of memory; printing, libraries and the production of knowledge; genetic engineering and cloning technology.

### Part II Linking Technology and Cultural Change

1. How do meanings become invested in technological artifacts, and how are these meanings created in particular historical and social contexts?
2. How are social structures, cultural and aesthetic conventions, and individual psychologies affected by technological development? Is our sense of identity shaped today by new technology and the uses we make of it?
3. Do cultural factors shape the development of technology? If so, how?

### **Teaching Method:**

#### Lecture-tutorial mode

The course will be delivered through a combination of lectures and tutorials. Meetings shall be in a 2-hour lecture and 1 hour tutorial mode. Overseas cases of technocultures will be juxtaposed with local ones for comparative analysis (LO 1, 2, 3). In some classes, there will be screenings of films or documentaries followed by discussion. Field trips and guest lectures will be arranged, on a range of local and international examples.

#### Lecture with Service Learning mode

This course offers students the choice of taking up Service Learning instead of the tutorials, i.e. those who undertake service learning DO NOT HAVE TO ATTEND TUTORIALS. They shall instead attain services at an assigned institution for the approximate no. of hours as they would have attended the tutorials.

For a more detailed description of the service learning work with these different institutions, please refer to the Service Learning Information Sheet distributed in the first lecture.

Estimated breakdown of Service Learning workload:

Service Learning workshop	4 hours
Workshop/ sessions with partner organizations	10 hours
Project (Social Media Essay on Technocultures)	10 hours

### **Measurement of Learning Outcomes:**

1. Short writing assignments (term end essay) to measure students' understanding of the strengths and weaknesses of different methodologies, as well as their ability to comprehend and summarize key academic arguments about the social-cultural dimensions and impacts of technological development; (LO 2)
2. Group project and presentations to measure students' competence in identifying meaningful issues in technology and cultural change, and the values and theoretical assumptions involved in various technological discourses and practices; (LO 1,3)
3. Final examinations to measure students' ability in presenting a coherent argument that applies concepts and perspectives learned in the course to analyze socio-technical issues. (LO 2,3)

**Assessment:**

*For Tutorial students (100%)*

Continuous Assessment:		70%
- Tutorial Presentation	10%	
- Tutorial and Class Participation (Attendance and Discussion)	10%	
- Mid-term Essay	20%	
- Group (Creative) Project (including proposal 5%)	30%	
Exam:		30%

*For Service Learning students (100%)*

Continuous Assessment		70%
- Mid-term Essay	20%	
- Term End Presentation (last lecture)	10%	
- Term End Reflective Essay	20%	
- Performance	10%	
- Product	10%	
Exam		30%

Students will be assessed by their performance at the organization (workshop participation), their ability demonstrated in the assignments given by the organization. On the other hand, they will be required to give a presentation to the rest of the class towards the end of the semester (during tutorial) about the project they are doing for the organization. The project they will do for the organization will also count as the final project for the course (plus a part on a critical reflection of the process of social media essay as an intervention on the subject matter/ issues related to the organization).

**\*\* Students are expected to submit their written assignments onto Moodle, unless otherwise stated.**

**Required Readings:**

Bijker, Wiebe E (1995). "Introduction" and "Conclusion", *Of Bicycles, Bakelites, and Bulbs – Toward a Theory of Sociotechnical Change*, Cambridge, Massachusetts and London: The MIT Press, pp. 1-17 and 269-290.

du Gay, P., S. Hall, L. Janes, H. Mackay and K. Negus (1997). *Doing Cultural Studies –*

*The Story of the Sony Walkman*, London/Thousand Oaks/New Delhi: SAGE Publications, 1997.

MacKenzie, Donald and Judy Wajcman eds. (1999). *The Social Shaping of Technology*, second edition, Buckingham, Philadelphia: Open University Press.

Murphie, Andrew and John Potts (2002). *Culture and Technology*, New York: Palgrave.

### **Supplementary Readings:**

Basalla, George (1988). *The Evolution of Technology*, Cambridge: Cambridge University

Press. Bijker, Wiebe E. (1992). "The Social Construction of Fluorescent Lighting, Or How an Artifact Was Invented in Its Diffusion Stage," in Wijker E. Bijker and John Law eds. *Shaping Technology/Building Society – Studies in Sociotechnical Change*, The Cambridge, Massachusetts and London: MIT Press, pp. 75-102.

Brodwin, Paul E. (2000). *Biotechnology and Culture: Bodies, Anxieties, Ethics*, Bloomington: Indiana University Press.

Bury, Michael (1997). *Health and Illness in a Changing Society*, London and New York: Routledge.

Cockburn, Cynthia (1992). "The Circuit of Technology – Gender, Identity and Power," in Roger Silverstone and Eric Hirsch eds. *Consuming Technologies – Media and Information in Domestic Spaces*, London and New York: Routledge, pp.32-47.

Eaton, Heather and Lois Ann Lorentzen (2003). *Ecofeminism and Globalization: Exploring Culture, Context, and Religion*, Lanham, Md.: Rowman & Littlefield Publishers.

Goggin, Gerard and Christopher Newell (2003). "Disability on the Digital Margins: Convergence and the Construction of Disability," in *Digital Disability – The Social Construction of Disability in New Media*, Lanham/Boulder/New York/Oxford: Rowman & Littlefield Publishers, Inc., pp. 63-85.

Hutchby, Ian and Jo Moran-Ellis (2001). "Introduction – Relating Children, Technology and Culture," in Ian Hutchby and Jo Moran-Ellis eds. *Children, Technology and Culture*, London and New York: RoutledgeFalmer, pp.1-10.

Lupton, Deborah (1994). *Medicine as Culture – illness, Disease and the Body in Western Societies*, London/Thousand Oaks/New Delhi: SAGE Publications.

Nestle, Marion (2003). *Safe Food: Bacteria, Biotechnology, and Bioterrorism*, Berkeley, Calif.: University of California Press.

Pinch, Trevor F. and Wiebe E. Bijker (1987). "The Social Construction of Facts and Artifacts: Or How the Sociology of Science and the Sociology of Technology Might Benefit Each Other," in Wiebe E. Bijker, Thomas P. Hughes, and Trevor F. Pinch eds. *The Social Construction of Technological Systemes – New Directions in the Sociology and History of Technology*, Cambridge, Massachusetts and London: The MIT Press, pp.17-50.

Reid, Roddy and Sharon Traweek eds. (2000). *Doing Science + Culture*, New York and London: Routledge.

Shiva, Vandana et al. (1991). *Biodiversity: Social & Ecological Perspectives*, London: Zed Books; Penang, Malaysia: World Rainforest Movement.

Valentine, Gill and Sarah Holloway (2001). “‘Technophobia’ – Parents’ and Children’ Fears about Information and Communication Technologies and the Transformation of Culture and Society,” in Ian Hutchby and Jo Moran-Ellis eds. *Children, Technology and Culture*, London and New York: RoutledgeFalmer, pp.58-77.

吳嘉苓、傅大為、雷祥麟主編(2004). 《STS 讀本 I--科技渴望社會》, 台北: 群學出版有限公司。

吳嘉苓、傅大為、雷祥麟主編(2004). 《STS 讀本 II--科技渴望性別》, 台北: 群學出版有限公司。

#### Important Notes:

1. Students are expected to spend a total of 9 hours (i.e. 2 hours of class contact and 7 hours of personal study) per week to achieve the course learning outcomes.
2. Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
3. Students are required to submit writing assignment(s) using Turnitin.
4. To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk>