**Hong Kong Shue Yan University**

**Department of English Language & Literature**

2nd term, 2019-2020

**Course Title** : Technoscience Culture

**Course Code** : ENG 305

**Year of Study** : 3rd

**Number of Credits** : 3

**Duration in Weeks** : 15

**Contact Hours Per Week** :Lecture (2 Hours)

: Tutorial (1 Hour)

**Pre-requisite(s)** : NIL

**Prepared by** : Dr. Amy CHAN

**Course description:**

In face of the fast developments in technoscience in the modern world, it is important to introduce to students the ways technosciences and mass media bear on our sense of identity and subjectivity. The aim of this course is to initiate students to the relevance of literature as cultural text to such a phenomenon, and to help them discover the way literary arts and visual imaginary respond to the different ramifications of contemporary technosciences which has unprecedentedly transformed their everyday life experiences. Through a body of fiction, films, T.V. shows, computer mediated communication devices, cybercultural forms, etc. which deal directly with new communication technologies, this class will highlight the radical effects on the post-modernist self and on virtuality of all kinds.

**Course Outcomes, Teaching Activities and Assessment**

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| **Course Intended Learning Outcomes (CILOs)** |
| Upon completion of this course students should be able to: |
| **CILO1** | state the critical issues of technoscience culture/ cyberculture |
| **CILO2** | develop an awareness of how our sense of identity and subjectivity are shaped by technology, science and mass media |
| **CILO3** | analyse the elements tied to the scientific contexts critically |
| **CILO4** | demonstrate an understanding of critical concepts by using concrete examples |
| **CILO5** | synthesize critical concepts of technoscience culture and our everyday life practice |
| **CILO6** | write critically on a specific issue in the field of technoscience culture studies |

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| **Teaching and Learning Activities (TLAs)** |
| **TLA1** | introduction of relevant issues |
| **TLA2** | explanation of critical concepts |
| **TLA3** | illustration of critical concepts and issues with daily examples and multimedia materials |
| **TLA4** | critical reading of the cultural texts with relation to the key concepts |
| **TLA5** | explanation of required readings |
| **TLA6** | in-class discussions |
| **TLA7** | oral presentations by students |
| **TLA8** | peer comment on presentation and discussion |

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| **Assessment Tasks (ATs)** | **Individual** | **Group** |
| **AT1** | Participation in Class Discussion*Students are required to read all the assigned readings before lectures so as to participate in the discussion. Online platforms, such as Moodle or Edvant, will be used to ensure participation from all students.* | 10% |  |
| **AT2** | Oral Presentation*Students are to form in groups of 3 or 4 to give a presentation on a selected topic. The presentation should be a critical analysis of the topic illustrated with cultural texts. The presentation file has to be sent to the instructor’s email box at least 2 hours before the presentation. The presentation will be assessed as a group but the instructor may award an individual mark to group members.* |  | 20% |
| **AT3** | Term Paper*Students are to write a critical analysis of a selected topic illustrated with examples from cultural texts. The term paper will be due in the last teaching week.* | 30% |  |
| **AT4** | Final Examination*The examination will be open-book one with essay-type questions.* | 40% |  |
|  | TOTAL | 100% |

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| **Alignment of Course Intended Learning Outcomes, Teaching and Learning Activities and Assessment Tasks**  |
| **Course Intended Learning Outcomes** | **Teaching and Learning Activities** | **Assessment Tasks** |
| TLO1 | TLA1,4,5,6,7 | AT1,2 |
| TLO2 | TLA1,2,3,4,6,7 | AT1,2,3 |
| TLO3 | TLA2,3,4,6,8 | AT1,3,4 |
| TLO4 | TLA3,4,7,8 | AT2,3,4 |
| TLO5 | TLA7 | AT1,2,3,4 |
| TLO6 | TLA3,7 | AT3,4 |

Course Outline

**Week 1 Introduction: Science, Technology….and *Culture*?**

David Bell. (2006) *Science, Technology and Culture.* Berkshire: Open University Press. pp. 1-16.

Reference:

*Metropolis* (movie), *Modern Times* (movie), *Mary Shelley’s Frankenstein* (movie)

Keywords: Technoscience culture, Instrumentalism, Projection and Reciprocation, Technophobe and Technophile

**Week 2 Cyberspace and Virtual Reality**

Benedikt, Michael. (2000) “Cyberspace: First Steps.” *Cybercultures Reader*. Ed. David Bell. London: Routledge. pp.29-44.

Turkle, Sherry. (2002) "Constructions and Reconstructions of the Self in Virtual Reality." *Cyber\_Reader: Critical writings for the Digital Era*. Ed. Neil Spitler. London: Phaidon. pp. 208-215.

Reference:

*The Matrix* trilogy (movie), *The Lawnmower Man* (movie)

Keywords: Virtual Reality, Cyberspace, Alternate Reality

**Week 3 Post-information Age and Media Culture**Jeff Lewis. (2002) “The Culture of New Communications Technology,” *Cultural Studies: The Basics*. pp. 379-418.
Jenkins, Henry. (2009) “Buying into American Idol: How We Are Being Sold on Reality Television.” *Reality TV: Remaking Television Culture*. Eds. Susan Murray and Laurie Ouellette. New York: New York University Press. pp. 343-362.

Reference:

*The Net* (movie), *S1M0ne* (movie) and *Truman Show* (movie)

Keywords: First and Second Information Age, Post-information Age, Simulacra, Hyperreality, Society of Spectacle, Reality TV

**Week 4 Posthumanism and Postmodern Landscapes**

*Blade Runner, The Final Cut* (movie) 117 mins

Keywords: Posthuman, Postmodern Urbanscape, Artificial intelligence

**Week 5 Posthuman and Cyberbodies**

Nayar, Pramod K. (2014) “The Body, Reformatted.” *Posthumanism*. Cambridge: Polity. pp. 55-76.

Lee, James. (2018) *Humanity Beyond the 21st Century*. pp.17-29; 57-69.

Reference:

*A.I.: Artificial Intelligence* (movie), *RoboCop* (movie), *Terminator* (movie), *Ex Machina* (movie)

Keywords: Posthumanism, Embodiment, Disembodiment, Human-Machine Co-evolution, Singularity

**Week 6 Feminist Studies of Science**

Pursell, Carroll. (2001) “Feminism and the Rethinking of the History of Technology.” *Feminism in Twentieth-Century Science, Technology, and Medicine*. Edited by Angela N.H. Creager, Elizabeth Lunbeck & Londa Schiebinger. Chicago and London: The University of Chicago Press. pp. 113-127.Richardson, Sarah S. (2017) “Sexing the X: How the X Became the ‘Female Chromosome’.” *Queer Feminist Science Studies: A Reader.* Edited by Cyd Cipolla, Kristina Gupta, David A. Rubin and Angela Willey. Seattle & London: University of Washington Press.
Reference: *Avalon* (movie), *Hidden Figures* (movie)

Keywords: Situated Knowledges, Feminist Objectivity, Queer

**Week 7 Reading Week**

**Week 8 Cyberfeminism**

*Ghost in the Shell* (movie) 82 mins

Keywords: Cyberfeminism, Artificial Intelligence, Body and consciousness

**Week 9 Cyberfeminism (cont’d)**

Haraway, Donna. (1991) “A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century.” *Simians, Cyborgs, and Women: The Reinvention of Nature*. London: Routledge. pp. 149-181.

Creed, Barbara. (2000) “Alien and the Monstrous-Feminine.” *The Gendered Cyborg: A Reader.* Eds. Gill Kirkup, Linda Janes, Kathryn Woodward and Fiona Hovenden. London& New York: Routledge. pp.122-135.

Keywords: Cyberfeminism, Cyborg, Dualism

**Week 10 Reproductive Technologies and Gender Issues**

Stabile, Carol. (2001) “Shooting the Mother: Fetal Photography and the Politics of Disappearance.” *The Visible Woman: Imaging Technologies, Gender, and Science*. Edited by Paula A. Treichler, Lisa Cartwright and Constance Penley. New York and London: New York University Press. pp. 171-197.
Murphy, Michelle. (2012) “Introduction.” *Seizing the Means of Reproduction: Entanglements of Feminism, Health, and Technoscience*. New York: Duke University Press. pp. 1-24.

Keywords: Feminism, ARTs, Surrogacy, Conception, Contraceptive Technologies

**Week 11 Genetic Engineering**
Matt Ridley. (2004) *Nature Via Nurture: Genes, Experience and What Makes Us Human*. pp. 201-248; 305-309.

Reference:

*Gattaca* (movie), *6th Day* (movie), *The Island* (movie), *Surrogate* (movie), *Boys from Brazil* (movie)

Keywords: Nature, Nurture, Plasticity, Genotype, Phenotype

**Week 12 Technoscience and Environment**

Cohen, Benjamin and Ottinger, Gwen. (2011) “Introduction: Environmental Justice and the Transformation of Science and Engineering.” *Technoscience and Environmental Justice: Expert Cultures in a Grassroots Movement*. Edited by Benjamin Cohen and Gwen Ottinger. New York: Massachusetts Institute of Technology. pp.1-8.

Powell, Maria and Powell, Jim. (2011) “Invisible People, Invisible Risks: How Scientific Assessments of Environmental health Risks Overlook Minorities – and How Community participation Can Make Them Visible.” *Technoscience and Environmental Justice: Expert Cultures in a Grassroots Movement*. Edited by Benjamin Cohen and Gwen Ottinger. New York: Massachusetts Institute of Technology. pp. 149-179.

Reference: *Soylent Green* (movie), *Birdwatchers* (movie), *Erin Brockovich* (movie)

Keywords: Environmentalism, Technology, Indigenous

**Week 13 Digital Game Culture**

Cogburn, Jon & Mark Silcox. (2009) “Games and God’s Goodness (World-Builder and Tycoon Games).” *Philosophy Through Video Games*. New York: Routledge. pp.73-90.

Zimmerman, Eric. (2008). “Game Literacy: Game Design as a Model for Literacy in the Twenty-First Century.” *The Video Game Theory Reader 2*. London & New York: Routledge. pp. 23-32.

Reference: *eXistenZ* (movie), *Nirvana* (movie), *Tron* (movie)

**Week 14 Technoscience and Religion**

*Contact* (movie) 153 mins

Laszlo, Ervin. “The Amazing Coherence of (Nearly) Everything.” *Science and the Reenchantment of the Cosmos: The Rise of the Integral Vision of Reality.* Rochester: Inner Traditions, 2006. pp. 6-22.

Keywords: Science, religion and faith, SETI, Origin of human

**Week 15 Reading Week**

**Academic Honesty**

You are expected to do your own work. Dishonesty in fulfilling any assignment undermines the learning process and the integrity of your college degree. Engaging in dishonest or unethical behavior is forbidden and will result in disciplinary action, specifically a failing grade on the assignment with no opportunity for resubmission. A second infraction will result in an F for the course and a report to College officials. Examples of prohibited behavior are:

* Cheating – an act of deception by which a student misleadingly demonstrates that s/he has mastered information on an academic exercise. Examples include:
* Copying or allowing another to copy a test, quiz, paper, or project
* Submitting a paper or major portions of a paper that has been previously submitted for another class without permission of the current instructor
* Turning in written assignments that are not your own work (including homework)
* Plagiarism – the act of representing the work of another as one’s own without giving credit.
	+ Failing to give credit for ideas and material taken from others
	+ Representing another’s artistic or scholarly work as one’s own
* Fabrication – the intentional use of invented information or the falsification of research or other findings with the intent to deceive

**To comply with the University’s policy, the term paper has to be submitted to VeriGuide.**

**References:**

**General**

Bell, David & Kennedy, Barbara M., eds. (2000) *The Cybercultures Reader*. London & New York: Routledge.

Bell, David. (2006) *Science, Technology and Culture*. Berkshire: Open University Press.

Bukatman, Scott. (1993) *Terminal Identity: The Virtual Subject in Postmodern Science Fiction*. Durham & London: Duke University Press.

Feenberg, Andrew.(1999). *Questioning Technology*. London and New York: Routledge.

Murphie, Andrew & Potts, John. (2003). *Culture & Technology*. Hampshire: Palgrave.

Schuler, Douglas et al, eds. (2003) *Cyberculture: The Key Concepts.* London & New York: Routledge.

**Posthumanism**

Braidotti, Rosi. (2013) *The Posthuman*. Cambridge: Polity Press.

Gray, Chris Hables, ed. (1995). *The Cyborg Handbook*. New York & London: Routledge.

Hayles, N. Katherine. (1999) *How We Became Posthuman Virtual Bodies in Cybernetics, Literature, and Informatics.* New York: University of Chicago Press, 1999.

Herbrechter, Stefan. (2013) *Posthumanism: A Critical Analysis*. London & New York: Bloomsbury.

Nayar, Pramod K. (2014) *Posthumanism*. Cambridge: Polity.

**Post-information Age and Media**

Kellner, Douglas. (1995). *Media Culture: Cultural studies, identity and politics between the modern and the postmodern*. London and New York: Routledge.

Murray, Susan & Ouellette, Laurie, eds. (2009) Reality TV: Remaking Television Culture. New York: New York University Press.

Poster, Mark. (1995). *The Second Media Age*. Cambridge: Polity.

**Gender and Feminist Issues**

Balsamo, Anne. (1996) *Technologies of the Gendered Body: Reading Cyborg Women*. Ed. Anne Balsamo. Durham and London: Duke University Press.

Gornick, Vivian. (2009) *Women in Science: Then and Now*. New York: The Feminist Press.

Kirkup, Gill et al, eds. (2000) *The Gendered Cyborg: A Reader*. London & New York: Routledge.

Cipolla, Cyd, Gupta, Kristina, Rubin, David A. & Willey, Angela, eds. (2017) *Queer Feminist Science Studies: A Reader*. Seattle & London: University of Washington Press.

**Technoscience Culture and Religion**

Laszlo, Ervin. (2006) *Science and the Reenchantment of the Cosmos: The Rise of the Integral Vision of Reality.* Rochester: Inner Traditions.

-----. (2007) *Science and the Akashic Field: An Integral Theory of Everything*. Rochester: Inner Traditions.

-----. (2008) *Quantum Shift in the Global Brain: How the New Scientific Reality Can Change Us and Our World*. Rochester: Inner Traditions.

**Assessment Rubric for Class Participation and Discussion**

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| **Criteria** | **Exemplary** | **Satisfactory** | **Developing** | **Unsatisfactory** |
| **Preparation** | Arrives fully prepared at every class session | Arrives mostly, if not fully, prepared (ongoing) | Preparation isinconsistent | Rarely or neverprepared |
| **Initiative** | Questions asked focus, clarify and summarize discussion | Occasionally ask good questions | Raise questions only when asked by lecturer | Demonstrates anoticeable lack of interest  |
| **Response** | Quality of response reflects knowledge, comprehension and application of readings | Quality of response reflects knowledge, and some comprehension of readings | Quality of response occasionally reflects knowledge of readings | Quality of response shows a lack of knowledge of readings |
| **Discussion** | Quality of response extends the discussion with peers and reflects analysis, synthesis and evaluation | Quality of response extends the discussion with peers  | Quality of response is poor | Unable to participate in discussion |
| **Group****Dynamics** | Group dynamic and level of discussion areoften better because of candidate’spresence | Group dynamic and level of discussion are occasionally better, but not worse, because of candidate’s presence | Group dynamic and level of discussion aresometimes disruptedby candidate’spresence | Group dynamic and level of discussion areoften disrupted by candidate’s presence |

**Assessment Rubric for Oral Presentation**

**Tutorial groups must submit an electronic copy of their presentation files at least 2 hours before the tutorial. Failure to do so may result in getting no marks for the presentation.**

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| **Criteria** | **Exemplary** | **Satisfactory** | **Developing** | **Unsatisfactory** |
| **Communication Skills** | Consistently speaks with appropriate volume, tone, and articulation. | Generally speaks with appropriate volume, tone, and articulation. | Has difficulty speaking with appropriate volume, tone, and articulation. | Does not speak with appropriate volume, tone, and articulation. |
| Consistently employs appropriate eye contact and posture. | Frequently employs appropriate eye contact and posture. | Employs infrequent eye contact and/or poor posture. | Makes no eye contact. |
| Consistently employs appropriate nonverbal communication techniques. | Adequately employs appropriate nonverbal communication techniques. | Employs limited nonverbal communication techniques. | Does not employ nonverbal communication techniques. |
| Consistently exhibits poise, enthusiasm, and confidence. | Generally exhibits poise, enthusiasm, and confidence. | Exhibits limited poise, enthusiasm, and confidence. | Lacks poise, enthusiasm, and confidence. |
| Consistently employs standard grammar. | Generally employs standard grammar. | Infrequently employs standard grammar. | Does not employ standard grammar. |
| Adheres to prescribed time guidelines. | Adheres to prescribed time guidelines. | Violates prescribed time guidelines. | Violates prescribed time guidelines. |
| Employs creative use of visual aids that enrich or reinforce presentation. | Employs appropriate visual aids that relate to presentation. | Employs ineffective visual aids. | Uses no visual aids. |

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| **Content and Coherence** | Effectively defines a main idea and clearly adheres to its purpose throughout presentation. | Adequately defines a main idea and adheres to its purpose throughout presentation. | Insufficiently defines a main idea and adheres to its purpose throughout presentation. | Does not define a main idea or adhere to its purpose. |
| Employs a logical and engaging sequence which the audience can follow. | Employs a logical sequence which the audience can follow. | Employs an ineffective sequence confusing to the audience. | Lacks an organizational sequence. |
| Demonstrates exceptional use of supporting details/ evidence. | Demonstrates sufficient use of supporting details/ evidence. | Demonstrates insufficient supporting details/ evidence. | Demonstrates no supporting details/evidence. |
| **Conventions** | Consistently uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage. | Generally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage. | Minimally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage. | Does not use standard writing conventions in grammar, spelling, capitalization, punctuation, and usage. |
| Demonstrates use of the prescribed format (MLA or APA), including title page, pagination, and citations for all sources. | Demonstrates use of the prescribed format (MLA or APA), including title page, pagination, and citations for some sources. | Demonstrates use of the prescribed format (MLA or APA), including title page, pagination, and citations for few sources. | Does not provide citations for any of the sources. |
| **Responses to questions** | Confidently, politely, and accurately responds to lecturer’s or classmates’ questions and comments. | Politely and accurately responds to lecturer’s or classmates’ questions and comments. | Ineffectively responds to lecturer’s or classmates’ questions and comments. | Unacceptably responds/does not respond to lecturer’s or classmates’ questions and comments. |

**Assessment Rubric for Term Paper**

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|  | **Exemplary** | **Satisfactory** | **Developing/ Emerging** | **Unsatisfactory** |
| **Focus** | Presents an insightful and focused thesis statement. | Presents a thesis statement with adequate insight and focus. | Presents a thesis statement with minimal insight and focus. | Presents a thesis statement with no insight or focus. |
| Draws strong and clear connections between the thesis and significant related ideas. | Draws adequate connections between thesis and related ideas. | Draws insufficient connections between thesis and related ideas. | Shows no understanding of connections between thesis and related ideas. |
| **Organization** | Effectively provides a logical progression of related ideas and supporting information in the body of the paper. | Adequately provides a progression of ideas and supporting information in the body of the paper. | Provides a poorly organized progression of ideas and supporting information in the body of the paper.  | Does not provide a progression of ideas and supporting information in the body of the paper. |
| Effectively uses transitions to connect supporting information clearly. | Adequately uses transitions to connect supporting information. | Ineffectively uses transitions to connect supporting information. | Does not use transitions to connect supporting information. |
| Arrives at a well-documented, logical conclusion, involving critical thinking. | Arrives at an adequately-documented conclusion. | Arrives at an insufficiently documented conclusion. | Does not arrive at a documented conclusion. |
| **Support/ Elaboration** | Effectively synthesizes complex ideas from research sources. | Sufficiently synthesizes ideas from research sources. | Ineffectively synthesizes ideas from research sources. | No evidence of synthesizing ideas from research sources.  |
| Demonstrates exceptional selection of supporting information clearly relevant to the thesis and its related ideas. | Demonstrates sufficient selection of supporting information clearly relevant to the thesis and its related ideas. | Demonstrates insufficient selection of supporting information clearly relevant to the thesis and its related ideas. | Lacks supporting information clearly relevant to thesis and its related ideas. |
| Provides a meaningful presentation of multiple perspectives. | Provides an adequate presentation of multiple perspectives. | Provides a limited presentation of multiple perspectives. | Does not present multiple perspectives. |
| Effectively balances use of quotations and student paraphrasing. | Adequately balances use of quotations and student paraphrasing. | Insufficiently balances use of quotations and student paraphrasing. | Does not balance use of quotations and student paraphrasing. |
| **Style** | Exhibits skillful use of language, including effective word choice, clarity, and consistent voice. | Exhibits good use of language, including some mastery of word choice, clarity, and consistent voice. | Exhibits ineffective use of language, including weak word choice, limited clarity, and inconsistent voice. | Exhibits severely flawed use of language, including weak word choice, no clarity, and no voice.  |
| Demonstrates exceptional fluency through varied sentence structure, paragraphing, flow of ideas, and transitions. | Demonstrates sufficient fluency through sentence structure, paragraphing, flow of ideas, and transitions. | Demonstrates limited fluency through sentence structure, paragraphing, flow of ideas, and transitions. | Lacks fluency through sentence structure, paragraphing, flow of ideas, and transitions. |
| **Conventions** | Demonstrates a sophisticated use of the prescribed format (MLA or APA), including title page, pagination, and citations.  | Demonstrates adequate use of the prescribed format (MLA or APA), including title page, pagination, and citations. | Demonstrates limited use of the prescribed format (MLA or APA), including title page, pagination, and citations. | Demonstrates no use of the prescribed format (MLA or APA), including title page, pagination, and citations. |
| Consistently uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage. | Generally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage. | Minimally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage. | Does not use standard writing conventions in grammar, spelling, capitalization, punctuation, and usage. |
| **Information Literacy** | Conscientiously and consistently demonstrates integrity in citing practices. | Generally demonstrates integrity in citing practices. | Inconsistently demonstrates integrity in citing practices. | Does not demonstrate integrity in citing practices. |
| Effectively employs an extensive variety of primary and secondary sources, including a significant amount of current information.  | Adequately employs a sufficient variety of primary and secondary sources including a sufficient amount of current information.  | Employs a limited variety of primary and secondary sources including an insufficient amount of current information. | Does not employ a variety of primary and secondary sources and/or does not include current information. |
| Demonstrates strong evaluation skills in determining resource credibility and reliability. | Demonstrates sufficient evaluation skills in determining resource credibility and reliability. | Demonstrates limited evaluation skills in determining resource credibility and reliability. | Demonstrates no evaluation skills to determine resource credibility and reliability. |