ETC 2001 – ENGINEERING CULTURE

College of Engineering Applied Science & Technology Weber State University



Course Syllabus				
Instructor:	Dr. Luke Fernandez	Term:	Fall 2016	
Office:	EH-374	Class Meeting Days:	T,TH	
Phone:	801-626-7377	Class Meeting Hours:	T,TH 10:30-1145	
E-Mail:	lfernandez@weber.edu	Class Room:	EH-373	
Office Hours:	M,W 11:30-12:30pm or after class	Class Location:	WSU Main Campus	

I. Welcome!

Welcome to the study of engineering culture

II. University Course Catalog Description

Engineering culture describes the culture of engineering and the social and scientific practices as well as beliefs that engineers ascribe to in pursuing their profession. It also describes how culture is shaped by engineering and by the technologies that engineers make and maintain. This course examines the professional cultures that engineers inhabit as well as the way that a wider culture is shaped by engineering.

By the end of this course, students will:

- become familiar with cultural representations of technology and how these representations have changed over time
- be able to articulate whether technology plays a determinative role in historical change
- examine how the emergence of digital technology is reshaping American's experience of loneliness, boredom, and the sublime
- develop frameworks for determining whether a technology is inherently political
- distinguish between social and technological progress
- examine automation and artificial intelligence and some of the ethical challenges that arise as a result of the emergence of these technologies
- explore the culture of engineering and its relationship to technology, science, and art

III. Student Learning Outcomes

This general education course will meet the learning outcomes for Social Science:

Social Science Learning Outcomes:

1. Interactions between individuals and society: Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.

2. *Application of concepts, theories, and methods*: Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.

3. *Diverse perspectives*: Students will identify an argument about a social phenomenon and understand alternative explanations.

IV. Assignments

25% - Weekly reading quizzes (L2)

Students will be quizzed on the weekly readings. These readings include theoretical and historical articles in Science, Technology and Society Studies (STS), as well as some fiction.

50% - Midterm and Final Analytical Essays (L1,L2,L3)

There are a total of two papers: one midterm paper and one final paper. Both papers will be 5 to 6 pages. Students will choose from a list of essay questions that address major themes that were explored in the course. Students will be asked to respond to the question with a well-reasoned argument that contains a thesis that is supported by evidence drawn from the readings. The argument must be presented in a logical sequence with appropriate segues.

25% - Class Participation (L1,L2,L3)

Students are prompted to orally summarize and critique the weekly readings and to respond and enlarge on their classmate's interpretations of the readings. In addition, each student will be asked to lead at least one class discussion.

V. Course Prerequisites

None

- VI. Course Credits 3 credits
- VII. Class Format Lecture and seminar style discussion

VIII. Required/Recommended Texts and Materials

Frankenstein – Mary Shelley James Adams, Flying Buttress, Entropy and O-Rings Samuel C. Florman, The Existential Pleasures of Engineering Henry Petroski, To Engineer Is Human Matthew Crawford, Shop Class as Soulcraft



THE EXISTENTIAL PLEASURES OF ENGINEERING ICCONO CONTON



SAMUEL C. FLORMAN







IX. Course Policies: Grades

Late Work Policy: There are no make-ups for the midterm or the final exam. Assignments turned in late will not be accepted.

Extra Credit Policy: extra credit may be given during the class.

Grades of "I": Incomplete grades are given only in exceptional cases.

X. Course Policies: Student Expectations

Disability Access: Any student requiring accommodations or services due to a disability must contact Service for Student with Disabilities (SSD) in room 181 of the Student Services Center. The phone number is (801) 626-6413.

Attendance Policy: Attendance is mandatory. If you have to miss a class for any reason, it is your responsibility to catch up on the lecture notes and find out what you have missed and what assignments are coming up.

Professionalism Policy: Per university policy and classroom etiquette; mobile phones, iPods, *etc.* **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned may suffer a reduction in their final class grade.

Academic Conduct Policy: Academic dishonesty in any form will not be tolerated. CS Department policy dictates that any verifiable evidence of student academic cheating, as defined and determined by the instructor, will result in: 1) an automatic failing grade for the class and 2) a report to the Dean of Students that will include the student's name and a description of the student's dishonest conduct. A description of cheating and possible sanctions may be found in the Student Code (http://www.weber.edu/ppm/Policies/6-22_StudentCode.html).

XI. Grading Scale

Scale (%)	Grade	Scale (%)	Grade
94 - 100	А	74 - 76	С
90 - 93	A-	70 - 73	C-
87 - 89	B+	67 - 69	D+
84 - 86	В	64 - 66	D
80 - 83	B-	60 - 63	D-
77 - 79	C+	0 - 59	E

XII. Schedule

(All the topics, dates, and assignments are tentative, and may be changed at the discretion of the instructor)

Date	Course Work and Homework	Topics to be Discussed in Class
08/31	Introduction	Course Introduction
9/2	Introduction (Continued) Digital Nation: Frontline Video	Intro Case Study: Technology Shaping Human Cognition
09/9	Leo Marx, Does Technology Drive History? Kevin Kelly, What Technology Wants, Chap 1, 8	Technological Determinism
9/14	Leo Marx, Technology; the emergence of a hazardous concept Robert Pool, How Society Shapes Technology	Tech Determinism Continued, Definitions of Technology, Relationship between Science, Technology and Humanities
9/16	Mary Shelley, Frankenstein, Preface thru Ch 5	Representations of Technology and Science in Anglo-American Literature
9/21	Mary Shelley, Frankenstein, Ch 6 – Ch 14	Representations of Technology and Science in Anglo-American Literature
9/23	Mary Shelley, Frankenstein, Ch 15 – Ch 20	Representations of Technology and Science in Anglo-American Literature
9/28	Mary Shelley, Frankenstein, Ch 15 – Ch 24	Representations of Technology and Science in Anglo-American Literature
09/30	David Noble, The Religion of Technology, Intro and Chapter 10 Leo Marx, Does Improved Technology Mean Progress?	Tech and Transcendence: The Natural Sublime
10/05	The Frailest Thing Blog: American Technological Sublime: Our Civil Religion	Tech and Transcendence: The Technological Sublime
10/07	thesingularityfilm.com	Tech and Transcendence: Transhumanism, AI, The Singularity
10/12	Langdon Winner, Do Artifacts have Politics? Excerpts from Evegeny Morozov, To Save Everything, Click Here Schüll, Natasha Dow, The Folly of Technological	The Politics of Technology

Solutionism:: An Interview With Evgeny Morzavy.Public Books, September 9, 2013.10/14 Richard Sennett, The CraftsmenFreeman Dyson, Technology and Social JusticeReread: Robert Pool, How Sociely Shapes Technology10/15 Excerpts from Challenger Case Study10/21 Excerpts from Challenger Case Study10/22 Excerpts from Challenger Case Study10/23 Excerpts from Knallenger Case Study10/24 Excerpts from Nucrossen's book Marking Time10/25 Expensibilities of Engineering: The Resonation of Time10/26 Excerpts from Nucrossen's book Marking Us Lonely?10/27 Excerpts from Nicholas Carr, The ShallowsStephen Marche, Is Facebook Marking Us Lonely?10/28 HER (the movie)10/29 Excerpts from Nicholas Carr, The ShallowsMalcolin Giadwell, "Running from Ritalin"Matt Richtel A Deadly Wandering VideoKatherine Hayles, Hyper and Deep Attention: The Generational Divide in Gognitive Mordes Gin, Television and Cognitive Surplus11/4William Deresiewicz, The End of Solitude Stephanie Buds, "Tim on Facebook Recause I'm Bored Beyond Bellef" Bored and Brilliant? A Challenge To Disconnect From Your Phone Patricia Spacks, Boredom: The Literary History of a State of Mind, Chapter 111/4Excerpts from Nicholas Carr, The Glass Cage Excerpts from Nicholas C			
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