Department of Science and Technology Studies
Rensselaer Polytechnic Institute—Fall 2002

STSS/STSH 1110 and IHSS 1963

Introduction to Science and Technology Studies

Tuesday / Friday 2:00 – 3:50 pm
Location: Ricketts 203

Instructor: Atsushi Akera
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Office Hours: Tue 4-5p & Fri. 1-2p in Sage 5206*
Also most Fridays, 4^{30} – 5^{30}p at The Daily Grind (258 Broadway, Downtown Troy, 272-8658)

Section (CRN)	Meets in:	Instructor:	Office	Ofc Hrs.
STSH1110-01(60478)	Carnegie 102	Jeanette Simmonds (simmoj@rpi.edu)	Sage 5706	TBA
STSS1110-01 (60138)	Carnegie 205	Selma Sabanovic (sabans@rpi.edu)	Sage 5703	Tue 4-5p
IHSS1963-01 (62348)	Sage 2701	Atsushi Akera (akeraa@rpi.edu)	(see above)	
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IHSS1963-04 (62351)	Carnegie 208	Lorna Ronald (ronall@rpi.edu)	Sage 5706	TBA
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Course Description:

This course offers an introduction to Science and Technology Studies. It will introduce you to the multiple ways in which science and technology, individuals and institutions mutually shape one another to the benefit and sometimes detriment of society. In this course, we take a "critical" approach to science and engineering. By this, we don't mean being negative about technology. But like a good movie critic, we will focus on developing your ability to judge the good and bad aspects of science and technology.

For example, do you think MP3 is good for musical artistry? Do you like the Laptop Initiative? Could Microsoft design a better operating system and word processor? What are the plusses and minuses of our car culture and the suburban ideal? Should we embrace genetically modified foods? Is science as important today as it was at the height of the Cold War? How are new health and reproductive technologies transforming the nature of healthcare in the United States? In the world?

More importantly, we would like you to recognize that nearly all of the judgments we make about science and technology have their subjective components. Who benefits? Who gets left behind? What is progress and how do science and technology contribute to or detract from our higher goals? Also, what makes new technologies exciting? What gets buried in our rush to try something new? Instead of asking "why not change the world," as we often say here at RPI, we want you to consider just what kind of world you would like to create through your engineering and scientific work. This course also offers a general foundation for STS majors, minors, and other students interested in taking higher-level courses in the department.

Overview of Course Requirements:***

- Weekly short essays — $33^{1}/_{3}\%$
- Team Paper — $33^{1}/_{3}\%$
- Class participation — $33^{1}/_{3}\%$

*** **Students in the "PDI Section" (IHSS1963-05) may have different requirements. Please speak with your section instructor.**

All instructors in the course reserve the right to modify a final grade based on the individual circumstances of each student. All grades are issued through the sole discretion of your section instructor.

Required Texts:

- *Introduction to STS Course Reader,* available in class and in Sage 5508.
- Rudi Volti, *Society and Technological Change,* fourth edition (Worth Publishers, 2001)*
- **Optional:** Albert Teich, *Technology and the Future,* eighth edition (Bedford/St. Martin, 2000)*
- Online articles and websites.

* Both available through Rensselaer Union bookstore and at Amazon.com.

Read this syllabus and all other handouts carefully. They are your bible for this course, and they spell out the work you have to do.

What is STS?

Science and Technology Studies (STS) is a highly interdisciplinary field. You will find it useful to think in terms of the various disciplinary components that make up our field. Some of the questions raised in the component disciplines of STS are as follows:

- **Philosophy:** What is technology? How do we construct scientific knowledge? Are there truths? How do technologies mediate our perception of reality? Are technologies value-neutral? Are technologies merely "tools"? What does it mean for a technology to be *valenced* towards a particular purpose? Are technology and society distinct entities? What is a sociotechincal system? In what ways can society influence the course of scientific research? What is the relationship between science and technology?

- **History:** What are the uses of history? How can we learn from history so we do not repeat the past? More in the Nietzschean sense, can history provide us with a sense of alternate realities towards which we can direct our technical work? How does history help develop humanistic sensibilities that are, or ought to be, a part of scientific and engineering work? How important has technology been to Western societies? To non-Western societies? How has science and technology changed our economy? How do corporations, national governments, and local governments shape technological development, and what consequences has this had?

- **Social Studies:** Why are women less likely to be engineers? What is the anatomy of environmental racism? To what extent does technology contribute to racial and economic segregation and the decline of the inner city? Does the Internet promise to increase or decrease social inequalities, and how might changes in the technology reduce or exacerbate this effect? How do technology and consumerism define our leisure? How does technology shape our workplace? Why are women more likely to be engineers today than thirty years ago?

- **Ethics:** What is the purpose of science? How should technology be used? How should we distribute the risks and benefits of science and technology? How should we weigh present benefits against future liabilities? What responsibilities do scientists have for the knowledge they create? What responsibilities do engineers have for public safety? Are engineers "mere employees," or do they have professional and ethical responsibilities, as do doctors and lawyers? What are the limitations of professional ethics? Can there be higher standards for ethics? Would you be willing to abide by them?

- **Political Science:** What is the proper sphere of public involvement? What are the rights of the corporation? What are the rights of individuals? When does public interest outweigh the economic interests of corporations? What is democracy? Does the United States practice a strong form of participatory democracy? What mode, or modes of democratic governance do we have in the United States today? Is the regulatory apparatus of our government sufficient to protect our public interests? How can the system of governance be altered for the benefit of consumers? When and under what circumstances can this be justified?

Weekly Readings and Short Essays:

You must complete all of the required readings prior to the first class meeting of each week. The short essays are designed to allow you to state your opinions about each week's required readings and designated websites. Provide brief answers to the two questions provided for each week in the list of readings and assignments below. You must refer, in some way, to **all of the required readings and websites** in your short essays. You may combine your answers into a single essay. Your essay answers must be typed, double-spaced, and at least 300 words in length, combined. All short essays are due on Tuesdays, **except where stated** on the syllabus (Note: the first two essays are due on Friday). The short essays are essentially graded on a modified pass/fail basis. See "Short Essay Assignment" in the *Intro to STS Course Reader* for further instructions.

Your final short essay grade will be based on the following scale:

A	(see below)
B	12 or more Passes
C	8-11 Passes
D	6-7 Passes
F	Less than 6 Passes

"A"s will be awarded primarily on the basis of the quality of your written work and the extent to which you read and effectively draw from items on the recommended readings list.

Team Paper:

During the second week of class, we will form teams of 4-6 students who will work together on a final "team paper." A formal description of the team paper assignment will be distributed at the appropriate time. In general, your team will choose from one of five different scenarios in which you will act as,

1) A Product Design Firm
2) An Environmental Organization
3) A Science and Technology Policy Think-Tank
4) A Community Advocacy Group, or
5) A Group of Concerned Journalists

Each team will submit a three-part proposal, at least three full drafts of the final paper, and other accompanying material as specified in the formal description of this assignment.

Class Participation:

Social knowledge differs from technical knowledge in that it requires active engagement and participation. Class participation is an important component of your grade. Attendance in class does not constitute class participation. Emphasis will be placed on your individual contribution to the quality of class discussion in plenary and section, and your contributions to other aspects of the course.

You and your team members may also be asked, either spontaneously or in advance, to lead class discussion for your section. If asked in advance, your team should prepare to bring in ideas and/or material that will facilitate active discussion. Extra credit events may be announced from time to time that can count towards your class participation grade.

The Fine Print:

Attendance: As a matter of policy, attendance is required in all H&SS courses. You may miss two plenary and two section meetings with no penalty. Make up any additional absences, excused or unexcused, through extra assignments as negotiated with your section instructor. You are still responsible for turning in all assignments as required by the syllabus. If you miss a scheduled meeting with your section instructor without notifying him or her twenty-four hours in advance (use email), this will also count as an absence (of one plenary or section).

Late Submissions: Late assignments will be accepted only through specific arrangement with your section instructor.

Writing vs. Class Participation: Class participation is a substantial part of the grade for this course. However, in recognizing that some students have difficulty speaking up in class, the section instructor, at her or his discretion, may grant individual students the right to place greater emphasis on their weekly short essays in lieu of class participation. You must speak with your section instructor during the first several weeks of the semester if you wish to make this special arrangement.

Gender Fair Language: Students in this course are expected to use gender fair language in their writing. Every time you use a masculine-oriented word to refer to people in general, the implicit effect, even if unintended, is to whisper: *women don't count.* Essays that do not use gender fair language will not receive a passing grade. If you are unfamiliar with the practice of gender fair writing, you should read "Gender Fair Language," written by Jenny Redfern of RPI's Writing Center. See, www.rpi.edu/web/writingcenter/genderfair.html.

The Writing Center: Writing is an important component of scientific and engineering work. Believe it. In addition to proposals and reports, you will be writing five to ten memos and emails each day. Your performance will always be evaluated on how well you convey your ideas. Periodically, you may be advised to seek out the services of the Writing Center. The Writing Center is located in Sage 4508. You may obtain further information at 276-8983, or www.rpi.edu/web/writingcenter/.

Your section instructor may also require you to have someone at the Writing Center go over your short essay or team paper draft before you can submit a revision or new draft. You **must obtain a stamp from the Writing Center,** and turn in both the stamped and revised version of your paper or essay. Keep in mind that improving the quality of writing (spelling, grammar, organization, etc…) will not be enough to receive a passing grade on a short essay, so long as the content remains inadequate.

ESL / LD Students: The course requirements will be adjusted to serve the needs and capabilities of ESL and LD students. You are invited to notify your section instructor about your particular situation. In general, we expect all students in the course to devote from seven to nine hours a week to course assignments in addition to the time you spend in class. You may also be encouraged to attend additional sessions during the instructor's office hours so you can draw comparable value from the course.

Academic Dishonesty: Student-teacher relationships are built on trust. Students must trust that teachers have made appropriate decisions about the structure and content of a course, and teachers must trust that the assignments students turn in are their own. Acts that violate this trust undermine the educational enterprise. They contradict our very reason for being at Rensselaer. The *Rensselaer Handbook* defines various forms of academic dishonesty and the procedures for responding to them. Students should note, in particular, that the penalties for plagiarism can be quite harsh.

A Special Note for STS Majors, Minors and Dual Majors: While you are not required to do any additional work for the course, the recommended readings are provided on the syllabus primarily for your benefit. These readings will provide you with a more complete introduction to the concepts that you will encounter in the higher division courses in the department. STS majors, in particular, should attempt to familiarize themselves with these readings, and if necessary, do so in lieu of some of the basic readings listed as "Required" readings. Please notify your section instructor if you are or would like to be an STS major so she or he can provide you with the appropriate guidance and feedback.

Summary of Course Schedule and Assignments

The detailed list of required readings and assignments may be found in the *Intro to STS Course Reader.*

Unit I: Technology, Society and Affluence

8/27 & 8/30	Technological Interdependence
9/3 & 9/6	What is Progress?
9/10 & 9/13	Affluent Society
9/17 & 9/20	Design & Society
	- Team Paper Proposals Due Friday

Unit II: Technology and the Public Sphere

9/24 & 9/27	Technology and the City
	- Troy Assignment
	- First Critiques Due Friday
10/1 & 10/4	Institutions
10/8 & 10/11	Governance
	- Team Paper (First Draft) Due Friday

Unit III: Work, Economic Development, and the Environment

10/18	Global Economic Development (no class 10/15)
	- Second Critiques Due Friday
10/22 & 10/25	Computers, Automation and Postindustrial Work
10/29 & 11/1	The Environment
	- Team Paper (Second Draft) Due Friday

Unit IV: Science, Technology and Social Problems

11/5 & 11/8	Science and the Public
	- Third Critique Due Friday
11/12 & 11/15	Health & Reproductive Technologies
11/19 & 11/22	The New Genetics
	- Team Paper (Review Draft) Due Friday
11/26	Ethics (no class 11/29—Thanksgiving Holiday)

Closing Lecture & Class Presentations (12/3 & 12/6)

- Team Paper (Final Draft) Due Friday
- Class Presentations on Friday
- Self-Evaluation forms due Friday
- Team evaluations by team leaders due Friday

Readings and Assignments:

Special Notices:

- **Students in the PDI Section (IHSS1963-05):** Your section instructor, Dr. Hannigan, may be modifying the required readings to more properly reflect the basic knowledge and insights required of design students. Please speak with him for further details.
- **STS Majors, Minors, and Dual Majors:** Many of the recommended readings are provided for your benefit. Please read the special note on page 4 of the syllabus.

UNIT I: Technology, Society and Affluence

Week 1: Technological Interdependence — August 27 & August 30

Short Essay Questions:
a) In what ways are the technologies we use today highly interdependent?
b) In what ways has our society become vulnerable due to this interdependence?
The first short essay is due **in class on Friday.**

Required:
Ayres, "The History of a Cup of Coffee"
Ayres, "An Order of French Fries"
Burke, "The Trigger Effect" from *Connections.*

Week 2: What is Progress? — September 3 & 6

Short Essay Questions:
a) What is your definition of progress? Compare it to those presented by the authors.
b) What would be your solution to the design problem posed in "A Plow for Mexican Peasant Farmers?" Justify your decision in light of the week's other readings.
The second short essay is also due in class on Friday.

Required:
Marx, "Does Improved Technology Mean Progress?" (eReserve or Teich #1)
(Obtain all electronic reserve items at: www.lib.rpi.edu/dept/library/reserves/index.html)
"A Plow for Mexican Peasant Farmers," http://ethics.tamu.edu/ethics/plow/plow.htm
Redefining Progress, www.rprogress.org (website)
(Explore all websites by following the links for at least 30 minutes.)
Volti, "The Nature of Technology" (Chapter 1)

Recommended:
Volti, "Winners and Losers" (Chapter 2, p.17-23)
Mesthene, "The Role of Technology in Society," and response by McDermott, "Technology: The Opiate of Intellectuals" (Teich #7 & #8)
Florman, "Technology and the Tragic View" (Teich #6)

Week 3: Affluent Society — September 10 & 13

Short Essay Questions:
a) How difficult will it be to change American attitudes about consumption?
b) Do you think material well being correlates strongly with our overall well being?
From here on out, all short essays are due **every Tuedsay,** in class (through week 14).

Required:
Kapur, "Poor but Prosperous," *The Atlantic* www.theatlantic.com/issues/98sep/kerala.htm.
PBS, "History of Affluenza," www.pbs.org/kcts/affluenza/diag/history.html (website)
The Center for a New American Dream, www.newdream.org (website)
Taper, "The Bittersweet Harvest," *Science 80*
Woodhouse "Curbing Overconsumption" *IEEE Technology and Society Magazine*

Recommended:
Volti, "The Sources of Technological Change," (Chapter 3)

Week 4: Design & Society — September 17 & 20

Short Essay Questions:
a) How do artifacts embody social values?
b) Is technology an autonomous force in our society?

Required:
Cowan, "Less Work for Mother?" *American Heritage*.
Norman, "The Design Challenge," from *The Design of Everyday Things*.
Winner, "Do Artifacts Have Politics?" *Daedalus*.
Volti, "Technological Determinism" (Chapter 15, p265-271)

Recommended:
Bush, "Women and the Assessment of Technology" (eReserve)
Forty, "Labour-Saving in the Home," from *Objects of Desire* (eReserve)
Waycman, "Feminist Perspectives on Technology," (Teich #13)
Norman, "Being Analog" (Teich #26)
Eglash, "Appropriating Technology" www.rpi.edu/~eglash/eglash.dir/atintro.htm.
Hughes, "Technological Momentum" (Teich #3)

Assignment:
Team Paper Proposals due in class on Friday.

UNIT II: Technology and the Public Sphere

Week 5: Technology & The City — September 24 & 27

Short Essay Questions:
a) If you were an urban planner, how would you go about redesigning the city of Troy?
b) What is a technocrat, and does the solution you describe in "a)" have technocratic tendencies? Is this for better or for worse?

Required:
David Engwicht, "Spontaneous—not Planned," from *Reclaiming Our Cities*
Castells, "Megacities and the End of Urban Civilization" *NPQ*
Winner, "The Voluntary Complexity Movement" *Science as Culture*
Volti, "What Technology Can Do…" (Chapter 2, p.24-31)

Recommended:
Weinberg, "Can Technology Replace Social Engineering?" (Teich #4)
Postman, "Technopoly: The Broken Defenses" (Teich #2)
Moses, "Slums and City Planning," www.theatlantic.com/issues/45jan/0145moses.htm*
*read this item as a "primary" document, as an example of technocratic thinking dating from 1945.

Assignment:
Troy Assignment.
First Critiques due in class on Friday.

Week 6: Institutions — October 1 & 4

Short Essay Questions:
a) What interpretation can there be other than blaming the Ford Motor Company and the U.S. Army for the problems associated with the Pinto and the M-16?
b) What lessons can we learn from history?

Required:
Mark Dowie, "Pinto Madness," *Mother Jones*.
James Fallows, "M-16," *National Defense*.
Jamieson, "How Much Do Motorists Know?" ABCNews.com
abcnews.go.com/onair/WorldNewsTonight/wnt001010_tirepressure_feature.html
Volti, "Organizations and Technological Change" (Chapter 16)

Week 7: Governance October 8 & 11

Short Essay Questions:	a) Do you agree with Woodhouse's recommendations about how to reduce technological risks? b) How far do you think democratic approaches can be extended to help govern technology?
Required:	Woodhouse, "Sophisticated Trial and Error" "Demarchy: A Democratic Alternative to Electoral Politics" Zwerdling, "Introduction," in *Workplace Democracy.* Volti, "Governing Technology" (Chapter 17)
Recommended:	Sclove, "Technological Politics as if Democracy Really Mattered," (Teich #11) Volti, "How New Weapons Emerge…" (Chapter 14) Kaplan, "Was Democracy Just a Moment?" www.theatlantic.com/issues/97dec/democ.htm
Assignment:	Team Paper (first draft) due in class on Friday.

UNIT III: Work, "Economic Development," and the Environment

Week 8: Global Economic Development <No Class on October 15> & 18

Short Essay Questions:	a) How does technological interdependence complicate global development? b) What are some of the worst costs of globalization? Why do such things occur?
Required:	Pitroda, "Development, Democracy and the Village Telephone," *HarvardBusRev* (eReserve) Silvers, "Child Labor in Pakistan," www.theatlantic.com/issues/96feb/pakistan/pakistan.htm LaDou, "Deadly Migration" *Technology Review.* (July 1991). Volti, "The International Diffusion of Technology" (chapter 5, p69-78)
Recommended:	Volti, "Work in Nonindustrial Societies" (Chapter 8) Barber, "Jihad vs. McWorld," *Atlantic* www.theatlantic.com/politics/foreign/barberf.htm "Which World?" mars3.gps.caltech.edu/whichworld//explore/scenarios.html (website)
Assignment:	Second Critiques due in class on Friday.

Week 9: Computers, Automation, and Postindustrial Work October 22 & 25

Short Essay Questions:	a) In what ways is the quality of our work life changing? b) How might we help people adapt to the new realities of postindustrial work?
Required:	Rifkin, "Vanishing Jobs," www.motherjones.com/mother_jones/SO95/rifkin.html Chapman and Rhodes, "Nurturing Neighborhood Nets," *Technology Review* Volti, "Technology and Jobs: More of One and Less of the Other?" (Chapter 9) Schumacher, "Buddhist Economics" (eReserve or Teich #9)
Recommended:	Volti, "Technological Change and Life on the Job," (Chapter 10) Jenkins, "Black Futurists in the Information Age" (Teich #12) Walton, "Technology Versus the African Americans" *Atlantic Monthly* www.theatlantic.com/issues/99jan/aftech.htm Zuboff, "In the Age of the Smart Machine," (Teich #24) Winner, "Mythinformation," (eReserve)

Week 10: The Environment — October 29 & November 1

Short Essay Questions: a) In what way is Ehrlich and Ehrlich's article a response to Huber's article? Which author do you respect more and why?
b) What is environmental racism?

Required:
Huber, "Saving the Environment from the Environmentalists" *Commentary*
Ehrlich and Ehrlich, "Brownlash: The New Environmental Anti-Science," *The Humanist*
Bullard, "Anatomy of Environmental Racism," from *Toxic Struggles.*
Volti, "Technology, Energy, and the Environment," (Chapter 6)

Recommended:
Brown, "When the Public Knows Better" *Environment* (eReserve)
Gibbs, "Love Canal: The Start of a Movement" http://www.chej.org/lovecanal.html
"Calculate Your Ecological Footprint," www.lead.org/leadnet/footprint/default.htm (website)
McDonough and Braungart, "The Next Industrial Revolution," *Atlantic Monthly,* www.theatlantic.com/issues/98oct/industry.htm

Assignment: Team Paper (second draft) due in class on Friday.

UNIT IV: Science, Technology and Social Problems

Week 11: Science and the Public — November 5 & 8

Short Essay Questions: a) Is science essential to technological development?
b) What is Collins and Callahan getting at in their articles?

Required:
Guston and Keniston, "Updating the Social Contract for Science," *Technology Review*
Daniel Callahan, "Calling Scientific Ideology to Account," *Society*
Randall Collins, "Ethical Controversies of Science and Society," in *Controversial Science.*
Volti, "Scientific Knowledge and Technological Advance" (Chapter 4)

Recommended:
Collins and Pinch, "The Sun in a Test Tube: The Story of Cold Fusion," (eReserve)
"Atomic Age at 50," *Technology Review.* (eReserve)
"Target Committee, May 10-11, 1945," www.dannen.com/decision/targets.html*
"The Franck Report, June 11, 1945," www.dannen.com/decision/franck.html*
"Scientific Panel, June 16, 1945," www.dannen.com/decision/scipanel.html*
*These three documents should be read as "primary" historical documents.

Assignment: Third Critique due in class on Friday.

Week 12: Health & Reproductive Technologies — November 12 & 15

Short Essay Questions: a) How have reproductive technologies contributed to changing attitudes about family in the United States?
b) What do you think of alternative medicine?

Required:
Stolberg, "Folk Cures on Trial," *New York Times.*
The Alternative Medicine Homepage, www.pitt.edu/~cbw/altm.html (website)
Fraser, "The Abortion Pill's Grim Progress," *Mother Jones* www.motherjones.com/mother_jones/JF99/wellbeing1.html
Charo, "And Baby Makes Three, … Defining the Family After the Genetics Revolution" (eReserve or Teich #20)
Volti, "Medical and Biological Technologies" (Chapter 7, p107-117)

Recommended:
Hess, *Evaluating Alternative Cancer Therapies* (eReserve)

Week 13: The New Genetics November 19 & 22

Short Essay Questions:	a) Do we pay sufficient attention to the dangers of new genetic technologies? b) How is the idea of a "genetic fix" related to that of the "technological fix," and what are the hazards of both?
Required:	Allen, "Science Misapplied: The Eugenics Age Revisited," *Technology Review* Weinberg, "The Dark Side of the Genome," (eReserve or Teich #19) Luoma, "Pandora's Pantry," www.motherjones.com/mother_jones/JF00/pandora.html Volti, "The Genetic Fix" (Chapter 7, p117-123)
Recommended:	Lewontin, Rose, and Kamin, "IQ: The Rank Ordering of the World" (eReserve) Examine a website that discusses a controversial book, *The Bell Curve* www.indiana.edu/~intell/bellcurve.html.
Assignment:	Team Paper (review draft) due in class on Friday.

Week 14: Ethics <No Class November 29th—Thanksgiving Holiday> November 26

Short Essays Questions:	a) Write a well-considered critique of Crouch's decision to quit botany. b) What are the ethical responsibilities of engineers?
Required:	Crouch, Personal statement. Crouch, "Debating Responsibilities of Plant Scientists," *Plant Cell,* (& responses) NSPE, "Code of Ethics for Engineers," in *Ethical Issues in Engineering* Boisjoly, "The Challenger Disaster" in *Ethical Issues in Engineering* Winner, "Engineering Ethics and Political Imagination," in *Ethical Issues in Engineering* Volti, "Experts and Expertise" (Chapter 15, p.271-278)
Recommended:	Collins and Pinch, "The Naked Launch: Assigning Blame for the Challenger,"(eReserve) Kass, "The Widsom of Repugnance," (Teich #21) Forester and Morrison, "Computer Ethics" (Teich #22)

Week 15: Closing Lecture & Class Presentations December 3 & 6

Required:	(There is no assigned readings or short essay due this week)
Assignment:	Team paper (final draft) due in class on Friday. Class presentations on Tuesday and Friday. Self-evaluations forms due Friday. Team evaluation by team leaders due Friday.

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Department of Science and Technology Studies
STS/H1110 & IHSS1963—Introduction to Science and Technology Studies
Fall 2001

Appendix:
The Short Essay Assignment:

Overview:
The purpose of this course is not to teach you tried and true facts. But neither is it a place for you to simply restate the opinions you already hold. In general, the readings for this course invite critical engagement. It is fine, and expected, that you will disagree with some, or even all of the readings. Your short essays will not be judged on the opinions you present. They will be judged on the quality of your thoughts and analysis. In all cases, you should withhold judgment while you do the readings, and offer an original opinion or synthesis of the assigned material in your short essays.

As a basic requirement, you **must demonstrate** that you did all of the required readings and websites. You are required to refer to, cite, or draw from all of the week's required readings and websites **in some way.**

It is best to begin each week by reviewing the two short essay questions that you will find with the list of required and recommended readings. These questions will help guide you through the readings. After you complete the readings, spend at least an hour compiling your thoughts into coherent answers. Form your own opinion about the readings based on the questions that were presented to you. Try to go beyond your initial reactions. Explain why you think you are correct. Or explore your own reactions to the readings. If you find any of the readings to be difficult, an earnest exploration of the source of your confusion will be quite acceptable. If you are looking for a theme around which to organize your answers, the set of questions listed on page 2 of the syllabus under the heading, "What is STS?" may give you some good leads.

Format:
Your essays must be typed, double-spaced, and at least 300 words in length, combined.

Due Dates:
All short essays are due on Tuesdays in class, **except where stated** in the syllabus. (The short essays for weeks 1 and 2 are due on Friday of those weeks.)

Grading:
Your essays are graded on a PASS+ / PASS / NOT YET PASS / FAIL basis. Do not expect to receive a passing grade on your first try. Typically, as many as a third of the papers received during a given week may receive a grade of NOT YET PASS. Essays with a grade of NOT YET PASS may be resubmitted for reconsideration. Submit both the original essay, with instructor's comments, along with your revised essay. The initial grading may be lenient, but grading may become progressively more difficult as we go into the semester.

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