

SOC 295/STS 299: TECHNOLOGY AND SOCIAL CHANGE

Instructor Information:
Mary Shi
Email: maryshi@umich.edu

Time and Location:
MW 10:00-11:30 pm
1401 MH

Office Hours:
Drop in Thursdays, 12-2pm and by appointment at other times
Location: LSA 3220

Course Overview:

Today, we live in a period of rapid technological change. To make sense of this current moment, this course looks to the past. The goals of this course are to (1) introduce students to concepts and frameworks that push students to think critically about the relationship between technology, politics, economics, and social change; while (2) equipping students with historical knowledge that puts the present moment in broader historical perspective and empowers students to form their own opinions about the relationship between technology, social change, and the human good.

To these ends, this course proceeds in three “passes.” In the first pass, students are introduced to the interdisciplinary field of Science and Technology Studies (STS). In the second pass, students then apply these concepts to examine a series of nineteenth century social technological transformations, from the impact of railroads and the factory system on the worlds of work and politics, to the role of the postal service in stimulating new conceptions of the self. Finally, in a third pass, this course turns to the present day to discuss today’s knowledge economy.

Course Design and Requirements:

By the end of the course students should be able to (a) recognize key concepts in science and technology studies; (b) apply those concepts to produce well-crafted, analytical writing discussing the relationship between technology and social change in historically informed ways; and (c) be able to independently read and analyze a wide variety of historical and scholarly texts. The below course requirements are designed to help students achieve these learning objectives.

To prepare for each lecture and meet the below requirements, students should read the texts listed under each class meeting day **before** lecture that day. Readings are listed in their suggested reading order. All required readings will be made available online via Canvas. Each week also has “Suggested Additional Readings” that are not required but that students may find useful when writing their final papers.

Reading Responses (50%)

Weekly reading responses develop students’ reading and writing muscles, and therefore

form the core of this course. Responses should demonstrate a thorough reading of the *all* of the requests texts for that week. Each response should be structured around answering one of the guiding questions provided for that week in the syllabus. Some weeks have multiple questions—you only have to answer one. Simple summarizations of the text are insufficient. Please **provide evidence and citations with specific page numbers** for your answer from the texts.

Students are expected to submit **at least 8 reading responses**, including responses for at least 3 out of the 4 weeks in the “Foundational Concepts” part of the course. More submissions are encouraged. The final reading response grade will be calculated with the highest 8 grades from the semester. Reading responses will be graded according to a ✓+/✓/✓- system.

Students should upload an electronic version of their response via Canvas by **12pm on the Friday of that week**. Reading responses should be 1 page, double spaced with 1” margins and 12pt Times New Roman font.

Annotation Assignment (5%)

In this age of increasingly sophisticated AI tools, it is important for students to cultivate confidence in themselves as *independent* readers and thinkers. To this end, as part of their required readings for Week 3, students will read and annotate Marx’s *Communist Manifesto*, and submit their annotations **in hardcopy** to the instructor’s mailbox in **LSA 3115 by 5pm on Friday, January 23**. Annotations can take whatever form are most helpful for the student.

Final Paper (35%)

Students will write a final paper addressing the question, “What is the relationship between technology and social change?” Students can also write a final paper on an alternative topic of their choosing with instructor approval.

To help prepare for the final paper, students will:

- Propose a thesis statement and meet with the instructor to brainstorm final paper ideas (5% of the final grade). Thesis statements are due **Friday, April 3, 5pm** via Canvas.
- Submit a paper outline assignment (10% of the final grade) prior to our class meeting on April 20 when we will do in-class workshopping of final papers. Paper outlines are due **Friday, April 17, 5pm** via Canvas
- Write and submit a final paper (20% of the final grade) addressing the question “What is the relationship between technology and social change?”
 - Students have wide latitude to design the final paper as they see fit, although the final paper should be clearly organized around a thesis statement and evidence-based central argument

- Final papers should include in-text citations and a complete references list formatted in the ASA Style. Students are not limited to citing sources from within this class, although outside sources are not necessary to achieve full marks

Final papers should be 10-12 pages, double spaced with 1" margins and 12pt Times New Roman font, inclusive of bibliography and exclusive of figures. Papers are to follow the norms of academic citation. Papers should be uploaded to Canvas and submitted via hardcopy to the instructor's mailbox in the Sociology Department (3rd floor of the LSA building) by **Monday, April 27 at 4:00pm**.

In-class Participation (10%)

Your participation grade will reflect my evaluation of the effort you are making to actively process the course material. This will be based on your (1) quality of preparation for lecture, (2) verbal participation in discussions, (3) active listening, (4) conversations during office hours, and (5) regular attendance. Please see below for attendance policy

Classroom Expectations and Guidelines

Students are expected to arrive on time, having prepared for discussion by thoughtfully completing the readings and being ready to participate. All students are expected to engage in a thoughtful and respectful manner with one another. This includes monitoring themselves to ensure no one student holds the floor too long or dominates the discussion.

Cellphones, laptops, and tablets are not permitted in class. This policy is designed to reduce distraction (for you and others), and provide students an opportunity exercise their analog note taking skills and focus. To assist with note taking, lecture slides will be posted after class. If you have accessibility concerns related to this policy, please contact the instructor.

Attendance Policy

Students are allowed one unexcused absence, no questions asked. All excused absences require documentation verifying the specific circumstances. Unexcused absences beyond the allowance will result in a grade deduction.

Late Policy

Late assignments will be subject to a one-notch grade deduction for every day they are late (e.g. ✓+ to ✓, B+ to B).

Email Policy

Email should be reserved for urgent issues or simple bureaucratic/logistical concerns. Please save substantive questions for class or office hours.

Academic Dishonesty

Do not plagiarize under any circumstances. Plagiarism is the use of intellectual material produced by another person without properly citing its source. If you are unclear as to what constitutes plagiarism, you should immediately consult with me and/or review the LSA Community Expectations Regarding Academic Integrity and associated resources. Although students are encouraged to collaborate on reading responses all students are expected to submit their own written response, providing their best answer in their own words. Any instances of cheating will not be tolerated and be addressed promptly.

U-M GPT and other Generative AI Resources: Students may choose to use U-M GPT or other generative AI resources to help them digest course materials and prepare their writing assignments. If they do so, ***they must disclose their use of GenAI in their written work.*** This disclosure should take the form of a couple of sentences following the end of the assignment briefly describing how the student used GenAI (e.g. for help summarizing, to brainstorm ideas for a response, to edit a response, etc.) and a brief description of the prompts they used. If the instructor suspects that a student used GenAI without proper disclosure, the student will be asked to meet with the instructor to discuss how they completed the assignment and for a verbal evaluation of course content.

Accessibility and Inclusivity

The closest gender inclusive restrooms are on the first floor of LSA. Students who have been issued a letter of accommodation from Services for Students with Disabilities (SSD) should contact me to ensure the necessary arrangements have been made. All students should feel free to contact me with other accessibility and/or inclusivity concerns, such as accommodations for observance of religious holidays.

Campus Resources

The Sweetland Center for Writing offers free one-to-one writing support to all U-M students, regardless of assignment type or discipline. Sweetland faculty and peer writing consultants meet with student writers to help with any stage of the writing process, from initial brainstorming to final revisions. Counseling and Psychological Services (CAPS) also offers a wide range of resources to support campus community, well-being, and mental health.

WEEKLY READINGS AND THEMES

Week 1: Introductions

Wednesday, January 7: Introductions

Review syllabus, in-class introductions, schedule introductory office hours

FIRST PASS: FOUNDATIONAL CONCEPTS

Week 2: Disrupting Common Sense

1. Material conditions determine consciousness. Discuss.
2. Why is it important to understand the history of ideas?

Monday, January 12: What does it mean to study science and technology sociologically?

Merton, Robert K. 1996 [1945]. "Paradigm for the Sociology of Knowledge." *On Social Structure and Science*. Chicago: University of Chicago Press. 205-222.

Wednesday, January 14: Why bring in history?

Farrell, Henry, Alison Gopnik, Cosma Shalizi, and James Evans. "Large AI models are cultural and social technologies." *Science* 387(6739): 1153-1156.

Andreessen, Marc. 2023. "The Techno-Optimist Manifesto." *Andreessen Horowitz*. Website. Posted October 16, 2023. Accessed 12 December 2025

Suggested Additional Readings

Bourdieu, Pierre. 1977 [1972]. *Outline of a Theory of Practice*. Cambridge: Cambridge University Press.

Berger, Peter L. and Thomas Luckmann. 1966. *The Social Construction of Reality*. New York: Anchor Books.

Hacking, Ian. 1999. "Why Ask What?" *The Social Construction of What?* Cambridge, MA: Harvard University Press. 1-35.

Garland, David. 2014. "What is a "history of the present"? On Foucault's genealogies and their critical preconditions." *Punishment & Society* 16(4): 365-384.

Acemoglu, Daron and Simon Johnson. 2023. *Power and Progress: Our 1000-Year Struggle Over Technology and Prosperity*. New York: PublicAffairs.

Read, Leonard. 1999 [1958]. *I, Pencil: My Family Tree as told to Leonard E. Reed*. Irvington-on-Hudson, New York: Foundation for Economic Education, Inc.

Week 3: Technological Determinism

**** Annotation assignment due 5pm Friday, Jan 23 in Professor Shi's mailbox in LSA 3115 ****

1. Was Marx a technological determinist?

Monday, January 19: MLK Day, no classes

Wednesday, January 21: Karl Marx on Technology and History

Marx, Karl. 1994 [1848]. "The Communist Manifesto." *Karl Marx*:

Selected Writings. Indianapolis, IN: Hatchett. 157-186.
Winner, Langdon. 1977. "Engines of Change." *Autonomous Technology: Technics-out-of-Control as a Theme in Political Thought*. Cambridge, MA: MIT Press. 44-106.

Suggested Additional Readings

Bimber, Bruce. 1990. "Karl Marx and the Three Faces of Technological Determinism." *Social Studies of Science* 20(2): 333-351.
Merton, Robert K. 1996. "The Unanticipated Consequences of Social Action." *On Social Structure and Science*. Chicago: University of Chicago Press. 173-182.
Smith, Merritt Roe. 1994. "Technological determinism in American culture." *Does Technology Drive History*. Merritt Roe Smith and Leo Marx, eds. Cambridge: MIT Press. 1-35.

Week 4: The Social Construction of Science and Technology

1. How does one open the black box of technology?

Monday, January 26: What is "technology" anyway?

Marx, Leo. 2010. "Technology: The Emergence of a Hazardous Concept." *Technology and Culture* 51(3): 561-577.

Wednesday, January 28: Opening the Black Box

Latour, Bruno. 1987. "Introduction: Opening Pandora's Black Box," and "Chapters 2: Laboratories." *Science in Action: How to Follow Scientists and Engineers Through Society*. Cambridge: Harvard University Press. 1-18. 63-100.

Suggested Additional Readings

Shapin, Steven. 1996. *The Scientific Revolution*. Chicago: University of Chicago Press.
Kuhn, Thomas. 1962. *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.
Merton, Robert K. 1996. "The Rise of Modern Science" *On Social Structure and Science*. Chicago: University of Chicago Press. 223-240.
David E. Nye. 2006. "Can We Define Technology?" *Technology Matters: Questions to Live With*. Cambridge: MIT Press. 1-15.
Pinch, Trevor J. and Wiebe E. Bijker. 1984. "The Social Construction of Facts and Artefacts." *Social Studies of Science* 14(3): 399-441.
Bijker, Wiebe, Thomas Hughes, and Trevor Pinch. 2012. *The Social Construction of Technological Systems*, anniversary edition. Cambridge, MA: MIT Press.
Daston, Lorraine. 2017. "The History of Science and the History of Knowledge." *KNOW: A Journal on the Formation of Knowledge* 1(1): 131-154.

Week 5: The Social Construction of Science and Technology (cont.)

1. What does it mean to say science and technology are “socially constructed?” What are some specific mechanisms by which society affects science and technology?

Monday, February 2: Closing the Black Box

Latour, Bruno. 1987. “Chapter 3: Machines.” *Science in Action: How to Follow Scientists and Engineers Through Society*. Cambridge: Harvard University Press. 103-144.

Wednesday, February 4: The Role of the State

Mazzucato, Mariana. 2013. “The State Behind the iPhone.” *The Entrepreneurial State*. New York: Anthem. 81-101.

Suggested Additional Readings

- Kline, Ronald and Trevor Pinch. 1996. “Users as Agents of Technological Change: The Social Construction of the Automobile in the Rural United States.” *Technology and Culture* 37(4): 763-795.
- MacKenzie, Donald. 1999 [1990]. “Nuclear Missile Testing and the Social Construction of Accuracy.” *The Science Studies Reader*. Mario Biagioli, ed. New York: Routledge. 342-357.
- Latour, Bruno. 1999. “Give Me a Laboratory and I Will Raise the World.” *The Science Studies Reader*. Mario Biagioli, ed. New York: Routledge. 258-275.
- Bourdieu, Pierre. 1999 [1975]. “The Specificity of the Scientific Field and the Social Conditions of the Progress of Reason.” *The Science Studies Reader*. Mario Biagioli, ed. New York: Routledge. 31-50
- Block, Fred. 2008. “Swimming Against the Current: The Rise of a Hidden Developmental State in the United States.” *Politics & Society* 36(2): 169-206.
- Glickman, Susannah. 2024. “AI and Tech Industrial Policy: From Post-Cold War Post-Industrialism to Post-Neoliberal Re-Industrialization.” *AI Now Institute*. Online.
- Parthasarathy, Shobita. 2017. *Patent Politics: Life Forms, Markets, and the Public Interest in the United States and Europe*. Chicago: Chicago University Press.
- Owen-Smith, Jason. 2018. *Research Universities and the Public Good Discovery for an Uncertain Future*. Palo Alto, CA: Stanford University Press.

SECOND PASS: NINETEENTH CENTURY TRANSFORMATIONS

Week 6: Technological Determinism, Revisited

1. Technological change drives social change. Discuss.

Monday, February 9: Materiality, Networks, and the Politics of Artifacts

Hughes, Thomas P. 1983. “Introduction.” *Networks of Power*. Baltimore: Johns Hopkins University Press. 1-17.

Leonardi, Paul M. 2012. "Materiality, Sociomateriality, and Socio-Technical Systems." *Materiality and Organizing: Social Interaction in a Technological World*. Leonardi, Nardi, & Kallinikos, eds. Oxford: Oxford University Press. 25-48.

Wednesday, February 11: Railroad Networks

White, Richard. 2011. "Spatial Politics" [excerpt]. *Railroaded: The Transcontinentals and the Making of Modern America*. W. W. Norton and Co: New York. 140-169.

Suggested Additional Readings

- Winner, Langdon. 1980. "Do Artifacts have Politics?" *Daedalus* 109(1): 121-136.
- Hughes, Thomas P. 1999 [1987]. "The Evolution of Large Technological Systems." *The Science Studies Reader*. Mario Biagioli, ed. New York: Routledge. 202-223.
- Chandler, Alfred. 1977. "Part II. The Revolution in Transportation and Communication." *The Visible Hand: The Managerial Revolution in American Business*. Cambridge, MA: Belknap Press. 79-206.
- Usselman, Steven W. 1998. *Regulating Railroad Innovation: Business, Technology, and Politics in America, 1840-1920*.
- Taylor, George. 1951. *The Transportation Revolution, 1815-1860*. New York: Rinehart & Co.

Week 7: Technological Determinism, Revisited (cont.)

1. How did technological changes transform nineteenth century America?
2. When we transform our material conditions, we transform ourselves. Discuss.

Monday, February 16: Second Nature and Unintended Consequences

Cronon, William. 1991. "Chapter 3: Pricing the Future: Grain" *Nature's Metropolis*. New York: W. W. Norton. 97-147.

Wednesday, February 18: Communications Revolution

Henkin, David. 2006. "Embracing Opportunities: The Construction of the Personal Letter." *The Postal Age: The Emergence of Modern Communications in Nineteenth-Century America*. Chicago: University of Chicago Press. 93-118.

Suggested Additional Readings

- Anderson, Benedict. 1985. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso.
- John, Richard. 2010. *Network Nation: Inventing American Telecommunications*. Cambridge, MA: Belknap Press.
- John, Richard. 1995. *Spreading the News: The American Postal System from Franklin to Morse*. Cambridge, MA: Harvard University Press.

Week 8: Progress, Revisited

1. Does technological advancement correspond to the advancement of human society? Why or why not?
2. How has society made cultural, moral, and/or political meaning of technological change in the past?

Monday, February 23: Technological Sublime

Nye, David. 1994. "The Railroad: The Dynamic Sublime." *American Technological Sublime*. Cambridge, MA: MIT Press. 45-76.

Wednesday, February 25: The Perils of Progress

Wiebe, Robert. 1967. *The Search for Order, 1877-1920*. New York: Hill and Wang. (selections)

Suggested Additional Readings

Sheriff, Carol. 1996. *The Artificial River: The Erie Canal and the Paradox of Progress, 1817-1862*. New York: Hill and Wang.

Johnson, Paul. *Shopkeeper's Millennium: Society and Revivalism in Rochester, New York, 1815-1837*. New York: Hill and Wang.

Winner, Langdon. 1977. *Autonomous Technology: Technics-out-of-Control as a Theme in Political Thought*. Cambridge, MA: MIT Press. 44-106.

Habermas, Jürgen. 1984. *The Theory of Communicative Action*. New York: Beacon.

*** *Spring Break* ***

Week 9: Progress, Revisited (cont.)

1. What exclusions sustain narratives of progress?
2. Does lessons does history have to teach us about the possibilities of inclusive social progress?

Monday, March 9: Native America

Connolly, Emilie. 2022. "Fiduciary Colonialism." *American Historical Review* 127(1): 223-253.

Wednesday, March 11: Slavery and the Myth of a Backwards South

Rockman, Seth. 2024. "Plantation Entrepreneurs." *Plantation Goods: A Material History of American Slavery*. Chicago: University of Chicago Press. 19-50.

Suggested Additional Readings

Saunt, Claudio. 2019. "Financing Dispossession." *Journal of American History* 106(2): 315-337.

- Shi, Mary. 2025. "Until Indian title shall be... fairly extinguished:" The Public Lands, Indigenous Erasure, and the Origins of Government Promotion of Infrastructure in the United States." *Politics & Society* 53(4): 570-602.
- Chang, Gordon H. 2019. *Ghosts of Gold Mountain: The Epic Story of the Chinese Who Built the Transcontinental Railroad*. New York: Mariner Books.
- Rosenthal, Caitlin. 2018. *Accounting for Slavery: Masters and Management*. Cambridge: Harvard University Press.

Week 10: Society Fights Back

1. How was labor transformed in nineteenth century America?
2. How did Americans make sense of the changing character of work in the nineteenth century, and what solutions did they propose to their changing conditions?

Monday, March 16: A World Transformed

Laurie, Bruce. 1989. "Household to Factory." *Artisans Into Workers*. New York: Hill and Wang. 15-46.

Wednesday, March 18: Raging Against Machines and Utopian Alternatives

Byllesby, Langston. 1961. [1826]. "Chapter 3." *Observations on the sources and effects of unequal wealth*. New York: Russell & Russell. 97-133.

Merchant, Brian. 2023. "Part 1. The Great Comet" (selections). *Blood in the Machine: The Origins of the Rebellion Against Big Tech*. New York: Little, Brown and Company. 23-69.

Suggested Additional Readings

- Sellers, Charles. 1992. "Land and Market." *The Market Revolution*. Oxford: Oxford University Press. 3-33.
- Thompson, E. P. 1963. *The Making of the English Working Class*. New York: Vintage.
- Acemoglu, Daron and Simon Johnson. 2023. "Casualties of Progress." *Power and Progress*. New York: PublicAffairs. 175-212.

Week 11: Society Fights Back (cont.)

1. How did workers respond to changing economic conditions in the nineteenth century? Do you think the institutions they built are adequate to address the challenges of the twenty-first? Why or why not?

Monday, March 23: Labor Organizes

Merchant, Brian. 2023. "What the Luddites Won." *Blood in the Machine: The Origins of the Rebellion Against Big Tech*. New York: Little, Brown and Company.

Laurie, Bruce. 1989. "The Rise and Fall of the Knights of Labor." *Artisans*

Into Workers. New York: Hill and Wang. 141-175.

Wednesday, March 25: Enrolling the State

Novak, William. 2017. "The Public Utility Idea and the Origins of Modern Business Regulation." *Corporations and American Democracy*. Cambridge, MA: Harvard University Press. 139-176.

Suggested Additional Readings

Montgomery, David. 1980. *Workers' Control in America: Studies in the History of Work, Technology, and Labor Struggles*. Cambridge: Cambridge University Press.
— 1987. *The Fall of the House of Labor: The Workplace, the State, and American Labor Activism, 1865–1925*. Cambridge: Cambridge University Press.

THIRD PASS: TECHNOLOGY AND SOCIAL CHANGE TODAY

Week 12: The Rise of the Knowledge Economy

* *Final paper thesis statements due Friday, April 3 at 5pm via Canvas*

1. What is the knowledge economy, and how does it differ from a manufacturing-based economy?

Monday, March 30: The Knowledge Economy

Powell, Walter and Kaisa Snellman. 2004. "The Knowledge Economy." *Annual Review of Sociology* 30: 199-220.

Wednesday, April 1: Innovation Agglomerations

Shestakofsky, Benjamin. 2024. "Introduction" (selections) and "Chapter 1. Orchestrating Change." *Behind the Startup: How Venture Capital Shapes Work, Innovation, and Inequality*, Berkeley: University of California Press. 1-12, 19-24, 29-47.

Suggested Additional Readings

Bell, Daniel. 1976. "The Coming of the Post-Industrial Society." *Educational Forum* 40(4): 574-579.

Schoenberger, Erica. 1988. "From Fordism to Flexible Accumulation: Technology, Competitive Strategies, and International Location." *Environment and Planning D: Society and Space* 6: 245-262.

Moretti, Enrico. 2012. *The New Geography of Jobs*. Boston: Mariner Books, Houghton Miffler Harcourt.

Autor, David. 2010. "The Polarization of Job Opportunities in the U.S. Labor Market: Implications for Employment and Earnings." Report jointly released by the Center for American Progress and the Hamilton Project. 1-29

Sassen, Saskia. 2005. "The Global City: Introducing a Concept." *Brown Journal of Global*

Affairs 11(2): 27-43.

Lynch, T. M., and Manduca, R. 2024. Beyond Local and Traded: Evidence for a New Industry Market Area Type and Implications for Regional Economic Development. *Economic Development Quarterly* 38(3): 183-194.

Autor, David, Caroline Chin, Anna Salomons, and Bryan Seegmiller. 2024. "New Frontiers: The Origins and Content of New Work, 1940–2018." *Quarterly Journal of Economics* 139(3): 1399-1465,

Week 13: New Inequalities

1. How is the knowledge economy transforming work?
2. How is the knowledge economy transforming places?

Monday, April 6: Uneven Development Within "High Tech"

Shestakofsky, Benjamin. 2024. "Chapter 3. Working Algorithms." and "Chapter 6. Bearing the Burdens of Change." *Behind the Startup: How Venture Capital Shapes Work, Innovation, and Inequality*, Berkeley: University of California Press. 73-98. 156-186.

Wednesday, April 8: Postindustrial Places

Miraftab, Faranak. 2016. "Chapter 1. Welcome to Porkopolis," and "Chapter 5. Detroit: "The First Third World City of the U.S."" *Global Heartland: Displaced Labor, Transnational Lives, and Local Placemaking*. Bloomington, IN: Indiana University Press. 26-53, 113-128.

Suggested Additional Readings

Nye, David. 2013. *America's Assembly Line*. Cambridge, MA: MIT Press.

Winant, Gabe. 2023. *The Next Shift: The Fall of Industry and the Rise of Health Care in Rust Belt America*. Cambridge, MA: Harvard University Press.

Hochschild, Arlie. 2024. *Stolen Pride: Loss, Shame, and the Rise of the Right*. New York: The New Press.

Jacobs, Nicholas and Daniel Shea. 2023. *The Rural Voter: The Politics of Place and the Disuniting of America*. New York: Columbia University Press.

Connor, Dylan S, Tom Kemeny, and Michael Storper. 2024. "Frontier workers and the seedbeds of inequality and prosperity." *Journal of Economic Geography* 24(3): 393-414.

Connor, Dylan S, Aleksander K Berg, Tom Kemeny, and Peter J. Kendron. 2024. "Who gets left behind by left behind places?" *Cambridge Journal of Regions, Economy and Society* 17: 37–58.

Autor, David, David Dorn, Gordon Hanson, and Kaveh Majlesi. 2020. "Importing Political Polarization? The Electoral Consequences of Rising Trade Exposure." *American Economic Review* 110(10): 3139-3183.

Hacker, Jacob, Paul Pierson, and Sam Zacher. 2023. "Why So Little Sectionalism in the Contemporary United States?" *Unequal Democracies: Public Policy, Responsiveness,*

and Redistribution in an Era of Rising Economic Inequality. Cambridge: Cambridge University Press. 98-130.

Week 14 : What Next?

* *Paper outlines due Friday, April 17 at 5pm via Canvas*

1. Does the increasingly blurred boundary between humans and nonhumans mean we should we celebrate posthumanism? Or should we remain humanists?
2. In this coming age of AGI, should we be techno-optimists?

Monday, April 13: Are We Posthuman?

Haraway, Donna. 2017 [1985]. "An Ironic Dream of a Language for Women in the Integrated Circuit." *Cyborg Manifesto*. Minneapolis: University of Minnesota Press. 6-16.

Lanier, Jacob. 2010. "Chapter 1. Missing Persons." *You Are Not a Gadget: A Manifesto*. New York: Penguin. 6-31.

Wednesday, April 15: New Visions of Progress

Nye, David. 1994. "The Consumer's Sublime." *American Technological Sublime*. Cambridge, MA: MIT Press. 281-296.

Suggested Additional Readings

Latour, Bruno. 1991. *We Have Never Been Modern*. Cambridge: Harvard Univ. Press.

— 1992. "One One More Turn after the Social Turn: Easing Science Studies into the Non-Modern World." *The Social Dimensions of Science*. Ernan McMullin, ed. Notre Dame University Press: Notre Dame. 272-292.

Callon, Michel. 1999 [1986]. "Some Elements of a Sociology of Translation: Domestication of the Scallops and the Fishermen of St. Brieuc Bay." *The Science Studies Reader*. Mario Biagioli, ed. New York: Routledge. 67-83.

Chua, Charmaine and Spencer Cox. 2023. "Battling the Behemoth: Amazon and the Rise of the New US Working Class." *The Socialist Register*. 1-21.

Nye, David. 2006. *Technology Matters: Questions to Live With*. Cambridge, MA: MIT Press.

Week 15: Workshopping Final Papers

Monday, April 20: In-class workshopping of Final Papers

* *Last day of class*

Final Papers Due: Monday, April 27 at 4:00pm, online and hardcopy in instructor's mailbox (LSA Rm 3115)