# JUPS 414: Justice & Technology

**Dates**: June 3 - July 26, 2019

**Location**: This course takes place online. Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. This course will be taught entirely through the Canvas platform. To learn more about Canvas, please go through the Canvas Guide for Students.

**Faculty**: Randall Amster      **Contact Information**: randall.amster@georgetown.edu

**Virtual Office Hours**: By appointment only. Contact me by email to set up an appointment.

## COURSE DESCRIPTION

In recent years we've seen a technological explosion that has reformulated every aspect of human life, from healthcare and commerce to education and entertainment. Martin Luther King Jr. reflected on the potential for technology to eclipse our sense of humanity, observing the need for a shift "from a 'thing-oriented' society to a 'person-oriented' society." As King inferred, scientific progress could give the illusion that equivalent gains had been made in the social, cultural, and political realms, thus rendering the realization of justice even more elusive. When such concerns are expressed, one may hear the retort that it's "just technology" in the sense that any ethical concerns are dependent upon what we do with it. Yet what if we took this notion and inquired what "just technology" would look like in practice, if it was produced, consumed and utilized with justice infused throughout the chain? How might values of access, mobility, collaboration, and equity transect the aims of technology and justice? How are movements for justice using technology, and how are they regulated with it? In this course, we will engage these queries through an array of texts and activities for mapping the ethical implications of our interactions with technology. The aim is to deeply interrogate core issues of justice embedded within modern technology.

# COURSE LEARNING OBJECTIVES

The course is designed to help cultivate perspectives on "technology" that integrate foundational values in peace and justice studies with equal parts **reflection and demonstration**. One of the central aims of the course is to develop **core knowledge and expanding awareness** of contemporary theories and trends, and to become **fluent with the literature and points of reference in the field**. Beyond the transmission of knowledge and information, students will explore experiential engagement with the subjects, through **participation in workshops and activities**, as well as by **developing novel tools for assessment and communication**, through working on **individual and collaborative projects** during the term. The culminating objective is to draw upon the course readings, exercises, and experiences to **critically engage with theoretical and pragmatic issues connected to a host of emerging technologies**.

- Integrating core justice/peace concepts with emerging perspectives on technology
- Combining personal reflection and shared presentation
- Developing foundational knowledge of the workings of technology
- Expanding awareness of emerging trends and implications
- Cultivating fluency with the literature and points of reference in the field
- Fostering participation in activities, workshops, and events related to the theme
- Developing novel tools for assessment and communication
- Engaging critically with theoretical and pragmatic issues across a range of technologies

# REQUIRED READINGS

*Twitter and Tear Gas* (Yale 2017), by Zeynep Tufekci; ISBN 978-0300215120 (open access PDF)

*Seeing Ourselves Through Technology* (Palgrave 2017), by Jill W. Rettberg (open access version online)

"Bored and Brilliant" challenge, *WNYC Radio*, https://www.wnyc.org/series/bored-and-brilliant

[Selected articles and other materials (audio, video, websites) will be made available via Canvas.]

# COURSE REQUIREMENTS

## Technical Requirements

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to:

1. Communicate via email including sending attachments.
2. Navigate the internet using a Web browser.
3. Use office applications such as Microsoft Office or Google Docs to create documents..

4. Learn how to submit assignments in Canvas.
5. Communicate with peers using discussion boards and other platforms.
6. Upload and download saved files.
7. Have easy access to the Internet.
8. Navigate Canvas, including using the email component within Canvas.
9. Use a microphone to record audio through your computer.
10. Use an internal or external camera to record video through your computer.

In this course we will use VoiceThread and Zoom at various points during the semester.

- VoiceThread is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others presentations with audio, video, and/or text comments. Instructions for VoiceThread are available on an external website.
- Zoom enables users to conduct synchronous ("real-time") conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. Instructions for Zoom are available for download.

## Computer Requirements

Students need to have sufficient technology and Internet access to complete this course. The requirements are listed by Canvas in the Instructure Guides.

**Audio and Video Capability**

- You will need an internal or external microphone. Most computers now come with them built in.
- You will need an internal or external camera. Most computers now come with them built in.

# COURSE EXPECTATIONS

This course is conducted entirely online, which means students do not have to be on campus to complete any portion of it. Students will participate in the course using Georgetown University's online learning management system called Canvas. Each Module will be released on a weekly basis every Sunday at 11:59 pm (ET). Students are required to move through each module in sequential order.

## Student Expectations

This course consists of 13 modules. You are expected to do the readings, watch the lecture videos, and to engage with the course material in depth. Your responsibilities include taking the module quizzes, completing the module assignments, and turning in your final plan. Participation is essential to your success in this class. In order to get full credit for participation, you will have to complete all of your module assignments and quizzes.

## Time Expectations

Our online classes are designed to meet the same academic standards as our place-based (face-to-face) courses. You can think of each module equal to the same level of participation, commitment, and academic rigor as a face-to-face class. Students should plan on spending approximately 9-12  hours per week on the work for each online module.

# ACADEMIC INTEGRITY

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code.

The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

## Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the Gervase Programs. If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out Plagiarism.org.

All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at: honorcouncil.georgetown.edu.

### The Honor Pledge

In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system; to live out a commitment to integrity in all my words and actions; to be honest in every academic endeavor; and to conduct myself honorably, as a responsible member of the Georgetown community as we live and work together; to live out the ideals of Georgetown University I commit myself to be a person for others in my daily life, respectful of difference and disagreement; To care for this venerable campus and all of those with whom I share it; and to fulfill in all ways the trust placed in me to carry on the Georgetown tradition.

# COURSE ACTIVITIES AND ASSIGNMENTS

The course will use a weekly module structure, with each module opening in succession on Monday AM and closing on Sunday PM. The list of readings and assignments is as follows (please consult each individual weekly module for the most up-to-date versions of texts and materials, as well as learning objectives and critical questions for each individual module):

**MODULE 1: Terms & Concepts**

Tim Wu, As Technology Gets Better, Will Society Get Worse? (New Yorker, 2/6/14)

Jean M. Twenge, Have Smartphones Destroyed a Generation? (The Atlantic, Sept. 2017)

Chelsea Manning, The Dystopia We Signed Up For (NY Times, 9/13/17)

Robert Groves, Technology & Society (Georgetown University, 2/20/19)

Tristan Harris, Controlling Minds (video talk)

Assignment: Statement of Intention (5 points)

**MODULE 2: Theories & Philosophies**

Stanford University, "Philosophy of Technology" (Plato, Aristotle, etc.)

Herbert Marcuse, "Social Implications" (1941)

Brain Pickings, on "Henry Beston" (2018)

Lewis Mumford, "Authoritarian and Democratic Technics" *Technology & Culture* (1964)

L.M. Sacasas, "Humanist Technology Criticism" (2015)

Assignment: Analytical Paper (10 points); Quiz (5 points)

**MODULE 3: Equity, Access, Power**

Donna Haraway, A Cyborg Manifesto (1991; 2000)

Philosophy & Technology (v30, n1; March 2017), From the Panopticon to Participation

Jill W. Rettberg, *Seeing Ourselves Through Technology* (2017)  (chapters 1, 6)

Slate, Frankenstein's ongoing relevance (2017)

Massimo Ragnedda, Tackling Digital Exclusion (2018)

Assignment: Workshop 1 (digital storytelling) (10 points)

**MODULE 4: Actions & Agency**

Sherry Turkle, "Alone Together" (TED talk)

Interview, "Alive Enough?" (On Being)

Manoush Zomorodi, "Bored & Brilliant" (Note to Self, series)

David Levy, "Digitally Aware" (Point of Inquiry)

Assignment: Reflection Paper (10 points)

**MODULE 5: Algorithms & Biases**

Cathy O'Neil, "Weapons of Math Destruction" (video)

Safiya Unoja Noble, "Algorithms of Oppression" (intro, 2018)

Virginia Eubanks, "Automating Inequality" (intro, 2018)

Adam Greenfield, *Radical Technologies*, "Machine Learning" (ch.8, 2017)

SPARK, "Bad Algorithms" (2018)

Assignment: Workshop 2 (Infographics) (10 points)

**MODULE 6: Crime & Punishment**

Michelle Alexander, "The Newest Jim Crow" (NY Times, 2019)

SPARK, "Tech in Policing" (episode, 2018)

EPIC, "Algorithms in the Criminal Justice System" (report)

James Kilgore, "Challenging eCarceration" (website)

Tanyi Misra, "New Digital Sanctuaries" (CityLab, 2018)

Marc Goodman, *Future Crimes* (excerpt, 2016)

Assignment: Argument Paper (10 points); Quiz (5 points)

**MODULE 7: Movements in the Digital Age**

Zeynep Tufekci, *Twitter and Tear Gas* (chapters 1, 5, 6, epilogue, 2017)

Talks at Google: "New Power" (2018) (video)

Assignment: Workshop 3 (Audio Artifact) (10 points)

**MODULE 8: Cutting Edges & Conclusions**

Nipun Mehta, "Algorithms & Love" (8/17/17)

Astra Taylor, *The People's Platform* (preface)

Kara Platoni, "Hacking Human Perception" (Inquiring Minds)

NY Times, "Environmentally Friendly Technology?"

Assignment: Final Paper (15 points)

Written work is due by the assigned due date on Canvas. **You must submit your weekly written assignment online by the time assigned in Canvas; DO NOT SEND YOUR PAPERS TO OTHER PERSONAL OR PROFESSIONAL EMAIL ADDRESSES**. Follow-ups and class participation is contingent on the timely submission of your initial responses.

**Late Submission Policy:**

Turning in late assignments will negatively impact the grade on that assignment, and also make it difficult for students to stay current with subsequent work for the course. As stated in the Student Handbook, you must notify me and obtain my approval if you are unable to complete any assignment by the published submission deadline. **If an extenuating circumstance necessitates an extension on an assignment, please contact me as soon a possible.**

## Assignments

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|---|---|---|
| Statement of Intent | at beginning | 5% |
| Quizzes | 2 total | 10% |
| Reflection Papers | 3 total | 30% |
| Workshop Projects | 3 total | 30% |
| Final Paper | at end | 15% |
| Participation | throughout | 10% |

### Citation Style

Students must use a style guide for all coursework. The APA Style (APA Publication Manual 6th Edition) is used widely in SCS courses. The SCS library APA Citation video will help guide your citation formatting. Access the video here.

This course uses APA style for all writing and research assignments. Resources for this citation style are available through the Georgetown Library and examples are at OWL (Purdue Univ.).

# GRADING

Grades will be based on a 100-point total system as accrued throughout the term:

A (94 to 100 points)
A- (90 to <94 points)
B+ (87 to <90 points)
B (84 to <87 points)
B- (80 to <84 points)
C+ (77 to <80 points)
C (74 to <77 points)
C- (70 to <74 points)
D (66 to <70 points)
F (0 to <66 points)

The instructor will provide a warning by mid-semester to any students who appears to be on track for a poor final grade.

# ACCOMMODATIONS

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the Georgetown University Academic Resource Center website. Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

# STUDENT SUPPORT SERVICES

## Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- [Academic Resource Center](#)
  202-687-8354 | arc@georgetown.edu

- [Counseling and Psychiatric Services](#)
  202-687-6985

- [Institutional Diversity, Equity & Affirmative Action (IDEAA)](#)
  (202) 687-4798

## Sexual Misconduct

Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking.

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff. Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault.

However, University policy also requires faculty to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct. Georgetown has a number of fully confidential professional resources who 4 can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct.

These resources include:

- Jen Schweer, MA, LPC
  Associate Director of Health Education Services for Sexual Assault Response and Prevention
  (202) 687-0323 | [jls242@georgetown.edu](mailto:jls242@georgetown.edu)
- Erica Shirley
  Trauma Specialist
  Counseling and Psychiatric Services (CAPS)
  (202) 687-6985 | [els54@georgetown.edu](mailto:els54@georgetown.edu)

More information about campus resources and reporting sexual misconduct are available [on an external website](#).

## Pregnancy Adjustments and Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements. Students seeking a pregnancy adjustment or accommodation should follow the process laid out on the Title IX website.

## Georgetown Library

SCS students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. Appointments are conducted using Google Hangout (video-conferencing function) through the Georgetown Gmail System or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the Services & Resources Guide for Online Students for additional information.

## eResources

Students enrolled in courses have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the Library's Homepage by using your NetID and password.

## Research Guide

The Justice and Peace Studies program has an extensive online Library Resource page designed for the subject and research specifications of our program (note: the Technology Management master's program also has a library guide with many useful resources relevant to our topics). This Guide will give you direct access to the library resources central to your course research work.

## Learning Resources

SCS offers a host of learning resources to its students. Two that you might find particularly helpful in this course are the Writing Lab and Refworks.

- The Writing Lab will help during the writing process and also provides the essential writing skills necessary to succeed in school. The Writing Lab holds workshops every semester on a variety of topics, and also offers one-on-one sessions with an experienced writing tutor, either online or onsite. To meet the diverse needs of our SCS student population, workshops and tutoring sessions are designed to assist both native and non-native speakers in their writing are available.

- [Refworks](#) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

## Technical Support

All students have 24/7 access to Canvas technical support 24 hours a day, 7 days a week, including live chat and a support hotline at 855-338-2770. Use the 'Help' icon in the lower left of your Canvas window to view all available support and feedback options. If you're looking for help on a specific feature, check out the Canvas Student Guide.

# COMMUNICATIONS GUIDELINES

## Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course can be controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

## Statement of Student Conduct, Civility, and Engagement

The School of Continuing Studies offers students the opportunity to engage with faculty, staff, and peers in ways that foster intellectual growth and development in their chosen field of study. It is important to recognize that each member of our community brings his or her own values, thoughts, perspectives, and experiences into each interaction. We expect students to behave in a manner that is civil and respectful of others, and appreciate the learning opportunities that come from engaging pluralistic perspectives in a dynamic educational environment.

Engagement within the SCS Georgetown community takes places in on-campus meeting spaces and classrooms, and extends to online learning platforms and forums. Students should be particularly mindful that participation in class discussions, group assignments, emails, blogs, and social media reflect upon them personally, academically, and professionally. All viewpoints, editorials, and opinions expressed by students represent those students exclusively – and not the students' instructors, classmates, academic program, School, or University – even in cases when students are using Georgetown-affiliated systems like email, blogs, and online portfolios. The expectations for respect and civility are consistent for on-campus classes and spaces, as well as cyber, virtual, and online environments. Thus, civility and cybercivility are expected of all students, in all campus spaces.

SCS students are expected to adhere to the SCS guidelines for student conduct and the University Code of Student Conduct. In the event that a student's behavior is perceived to fall outside the stated SCS guidelines or may be a violation of the Code of Student Conduct, the matter may be referred to the Office of Student Conduct for further review and possible sanctioning. Such instances can include but are not limited to: disruption of official university functions (including teaching, research, administration), failure to comply with a directive issued by a University official, harassment and bullying, and incivility. For questions regarding the SCS student conduct expectations please review the policy in-full found in the [Graduate Professional Studies Student Handbook](). For questions about the Code of Student Conduct, please review the information provided by the [Office of Student Conduct]().

## Communication with Peers (Collaborations)

You will be expected to communicate with your peers via the discussion board on a weekly basis. This is a critical part of the course dynamic, and (depending on circumstances, interests, and opportunities) may provide a basis for potential collaborative projects during the semester.

## Notifications

In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name and module.
- Do not send messages asking general information about the class, please post those in the [General Questions Discussion Board Forum]().

In online courses, there may be questions about things that relate to the course, such as clarification about assignments and course materials. Please post these in the [General Question Discussion Board Forum](), which you can access by clicking Discussions in the course navigation menu. This is an open forum, and you are encouraged to give answers and help each other.

## Turnaround and Feedback

If you have a concern and send me a message, you can expect a response within 2 business days. Please allow up to 5 business days for assessment submission feedback.