

IE HUMANITIES

IE University

Professor: **PATRICK DE OLIVEIRA**

E-mail: pdeoliveira@faculty.ie.edu

Academic year: 22-23

Degree course: FIRST

Semester: 2^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

Take out your smartphone and study it. Its shape and functions—do you wonder how they were influenced by social, economic, political, and cultural forces? Do you think it changed the way people interact with one another? In this course, we will explore how technology has shaped the modern world from early industrialization to the present. The underlying premise that will guide us throughout the semester is that “technology”—a concept that carries a multifaceted ideological baggage—only makes sense when understood as being embedded in specific social, economic, and cultural configurations. That is to say, there are histories of technologies. Instead of a comprehensive survey, the course will unfold through a diverse set of chronologically arranged topics that will help us understand the limits of technological determinism—the misguided idea that technological change happens in a vacuum and then effects social change. Instead, we will learn to see technology as a site of contestation and negotiation for different visions of society, which means that we will also pay special attention to the symbolic dimensions of technology. To accomplish these goals, throughout the semester we will be reading and interpreting a vast array of primary sources (the material that historians interpret to develop their arguments) and scholarly articles.

IE IMPACT - HUMANITIES is the first Pillar course in the IE Impact Learning Journey.

IE IMPACT is a multi-bachelor, multi-school mandatory academic program for all IEU students whose mission is to foster the skills, mindsets, and knowledge we at IE University believe our future graduates need to develop into leaders of positive change.

IE IMPACT includes three “pillar courses”: the Humanities, Technology and Entrepreneurship. It culminates in a fourth, hands-on course called the IE Challenge, whose design embodies IE’s value of Diversity and its commitment to Sustainability.

The IE Impact Learning Journey aims to help IEU students transform into leaders of positive change by developing:

- humanistic approaches to interpersonal relations, decision-making and critical thinking;
- familiarity with the technologies that are applied to solve some of the world’s greatest challenges, as well as understanding the implications of applying such technologies;
- entrepreneurial mindsets, know-how, and skills to identify and solve problems worth solving,

- and to create validated business models that enable solutions to be enduring and scalable;
- a curiosity and an awareness about how sustainability-driven enterprises are sources of positive change; and
 - adaptive leadership skills, as well as personal and team-based skills to foster innovation through diversity.

OBJECTIVES AND SKILLS

The course will focus on the development of the following skills:

- Development of analytical, critical, and creative thinking.
- Comprehensive reading of complex texts.
- Writing and argumentation.
- Research and information competence.
- Sensitivity to other cultures and human experiences.

Upon completion of this course, the successful student will be able to:

- Show a sophisticated understanding of the dynamic relationship between society and technology.
- Analyze contemporary issues in light of historical precedents, always interrogating just how the past can inform or limit our understanding of present challenges.
- Critically engage with primary sources, confidently interpreting and contextualizing them.
- Understand of some of the main methods historians have used to approach the study of technology.
- Work individually and collaboratively to construct nuanced historical narratives from fragmented primary sources and other scholarly arguments.

METHODOLOGY

The course will be taught employing IE's Liquid Learning methodology, which combines three essential elements for a complete and dynamic learning experience: synchronous interactions, asynchronous interactions and individual inquiry and discovery. Synchronous Interaction is learning that happens in live, in real-time. Asynchronous interaction and individual inquiry and discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

LECTURES: Lectures will provide you with the necessary context and information regarding the week's topic and *promote the learning of **foundational and contextual knowledge***.

READINGS: Given that this is a history course addressing a complex topic, you should come prepared to read around 30-60 pages per week—usually a mix of scholarly (the texts historians write) and primary sources (the materials historians work with to construct their arguments). The readings *promote learning through **critical analysis***.

COMMONPLACE BOOK: There's no point in reading something if you don't try to digest it. As such, throughout the semester you will keep a commonplace book in which you will make weekly entries commenting on the readings and course content. The commonplace book *promotes learning through **self-reflection***.

DISCUSSIONS: Discussions will take form of breakout group activities and spirited class-wide discussion of the lectures and readings. As such, look for connections, identify points of tension, and search for underexplored paths in both the lectures and the readings. This kind of preparation will make it easier for you to be an engaged participant in class. The discussions *promote learning through **constructive dialogue***.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	23.33 %	35 hours
Discussions	23.33 %	35 hours
Exercises	20.0 %	30 hours
Group work	0.0 %	0 hours
Other individual studying	33.33 %	50 hours
TOTAL	100.0 %	150 hours

PROGRAM

DISCLAIMER

Readings are subject to changes. Guidance will be given on how to approach reading scholarly articles and primary sources.

SESSION 1 (LIVE IN-PERSON)

Situating the Machines

Introduction to the course. // Some concepts historians use to think through the history of technology. // How is technology political?

Scholarly Readings:

- Langdon Winner, "Do Artefacts Have Politics?," *Daedalus* 109 (1980): 121-136.
- David Nye, "Does Technology Control Us?," in *Technology Matters: Questions to Live With* (Cambridge, MA: The MIT Press, 2006), 17-32.

Article: Do Artifacts Have Politics?

Book Chapters: Technology Matters: Questions to Live With

SESSION 2 (LIVE IN-PERSON)

Situating the Machines

Introduction to the course. // Some concepts historians use to think through the history of technology. // How is technology political?

Scholarly Readings:

- Langdon Winner, "Do Artefacts Have Politics?," *Daedalus* 109 (1980): 121-136.
- David Nye, "Does Technology Control Us?," in *Technology Matters: Questions to Live With* (Cambridge, MA: The MIT Press, 2006), 17-32.

SESSION 3 (LIVE IN-PERSON)

Industrial Revolution?

What was the industrial revolution (and did it even happen)? // The factory and the disciplining of labor. // Making sense of resistance to industrialization and technological change.

Scholarly Readings:

- Thomas Dublin, "Women, Work, and Protest in the Early Lowell Mills: 'The Oppressing Hand of Avarice Would Enslave Us,'" *Labor History* 16, no. 1 (1975), 99-116.

Primary Sources:

- Benita Eisler, ed., *The Lowell Offering: Writings by New England Mill Women (1840-1845)* (New York: W.W. Norton, 1998), selections TBD.

Article: "Women, Work, and Protest in the Early Lowell Mills: 'The Oppressing Hand of Avarice Would Enslave Us'"

Book Chapters: The Lowell Offering: Writings by New England Mill Women (1840-1845)

SESSION 4 (LIVE IN-PERSON)

Industrial Revolution?

What was the industrial revolution (and did it even happen)? // The factory and the disciplining of labor. // Making sense of resistance to industrialization and technological change.

Scholarly Readings:

- Thomas Dublin, "Women, Work, and Protest in the Early Lowell Mills: 'The Oppressing Hand of Avarice Would Enslave Us,'" *Labor History* 16, no. 1 (1975), 99-116.

Primary Sources:

- Benita Eisler, ed., *The Lowell Offering: Writings by New England Mill Women (1840-1845)* (New York: W.W. Norton, 1998), selections TBD.

SESSION 5 (ASYNCHRONOUS)

TBD

SESSION 6 (LIVE IN-PERSON)

"Tools of Empire" or "Measure of Men"?

Technology and imperialism throughout the nineteenth century. // Technological transfer.

Scholarly Readings:

- William K. Storey, "Guns, Race, and Skill in Nineteenth-Century Southern Africa," *Technology and Culture* 45, no. 4 (2004): 687-711.

Primary Sources:

- Rudyard Kipling, "The White Man's Burden," in *European Imperialism 1830-1930*, eds. Alice Conklin and I. C. Fletcher (New York: Houghton Mifflin, 1999), 58-59.
- M. K. Gandhi, "The Disease of Civilization," in *European Imperialism 1830-1930*, 22-29.

Book Chapters: White Man's Burden

Book Chapters: The Disease of Civilization

SESSION 7 (LIVE IN-PERSON)

"Tools of Empire" or "Measure of Men"?

Technology and imperialism throughout the nineteenth century. // Technological transfer.

Scholarly Readings:

- William K. Storey, "Guns, Race, and Skill in Nineteenth-Century Southern Africa," *Technology and Culture* 45, no. 4 (2004): 687-711.

Primary Sources:

- Rudyard Kipling, "The White Man's Burden," in *European Imperialism 1830-1930*, eds. Alice Conklin and I. C. Fletcher (New York: Houghton Mifflin, 1999), 58-59.
- M. K. Gandhi, "The Disease of Civilization," in *European Imperialism 1830-1930*, 22-29.

SESSION 8 (LIVE IN-PERSON)

Empire and Mobility

Steamships, War, and Trade. // Using mobility as a category of analysis (railroads).

Scholarly Readings:

- Manu Karuka, *Empire's Tracks: Indigenous Nations, Chinese Workers, and the Transcontinental Railroad* (Berkeley: University of California Press, 2019), 38-57.

Primary Sources

- T. H. Jefferson, *Map of the emigrant road from Independence Mo. to St. Francisco, California* (1849).
- Burlington & Missouri River Railroad Co., Millions of acres. Iowa and Nebraska. Land for sale on 10 years credit by the Burlington & Missouri River R. R. Co. at 6 per ct interest and low prices (1872).
- P. T. Brodie and Hiram Price, *Map showing Indian reservations with the limits of the United States*, 1883.
- United States Army, *Map of land-grant and bond-aided railroads of the United States* (1892).
- William T. Hornaday, *The Extermination of the American Bison, with a Sketch of its Discovery and Life History* (Washington, D.C.: GPO, 1889), 387-393.
- William T. Hornaday, *Map illustrating the extermination of the American bison* (1889).
- Ziktala-Sa, *American Indian Stories* (Washington, D.C.: Hayworth Publishing House, 1921), 39-56.

Book Chapters: Empire's Tracks: Indigenous Nations, Chinese Workers, and the Transcontinental Railroad

Multimedia Documentation: Map of the emigrant road from Independence Mo. to St. Francisco, California

Multimedia Documentation: Millions of acres. Iowa and Nebraska. Land for sale on 10 years credit by the Burlington & Missouri River R. R. Co. at 6 per ct interest and low prices

Multimedia Documentation: Map showing Indian reservations with the limits of the United States

Multimedia Documentation: Map of land-grant and bond-aided railroads of the United States

Book Chapters: The Extermination of the American Bison, with a Sketch of its Discovery and Life History

Multimedia Documentation: Map illustrating the extermination of the American bison

Book Chapters: American Indian Stories

SESSION 9 (LIVE IN-PERSON)

Empire and Mobility

Steamships, War, and Trade. // Using mobility as a category of analysis (railroads).

Scholarly Readings:

- Manu Karuka, *Empire's Tracks: Indigenous Nations, Chinese Workers, and the*

Transcontinental Railroad (Berkeley: University of California Press, 2019), 38-57.

Primary Sources

- T. H. Jefferson, *Map of the emigrant road from Independence Mo. to St. Francisco, California* (1849).
- Burlington & Missouri River Railroad Co., Millions of acres. Iowa and Nebraska. Land for sale on 10 years credit by the Burlington & Missouri River R. R. Co. at 6 per ct interest and low prices (1872).
- P. T. Brodie and Hiram Price, *Map showing Indian reservations with the limits of the United States*, 1883.
- United States Army, *Map of land-grant and bond-aided railroads of the United States* (1892).
- William T. Hornaday, *The Extermination of the American Bison, with a Sketch of its Discovery and Life History* (Washington, D.C.: GPO, 1889), 387-393.
- William T. Hornaday, *Map illustrating the extermination of the American bison* (1889).
- Ziktala-Sa, *American Indian Stories* (Washington, D.C.: Hayworth Publishing House, 1921), 39-56.

SESSION 10 (LIVE IN-PERSON)

Science and Systems

The Second Industrial Revolution. // Systems approach to making sense of technological change.

Scholarly Readings:

- Thomas P. Hughes, "The Evolution of Large Technological Systems," in *The Social Construction of Technological Systems: New Directions in the Sociology and History of Technology*, eds. Wiebe E. Bijker, Thomas P. Hughes, and Trevor Pinch (Cambridge, MA: The MIT Press, 1987), 45-76.

Primary Sources

- None. Your job is to think about some kind of large (or not so large) technological system and diagram the relationship between its various components.

Book Chapters: The Social Construction of Technological Systems: New Directions in the Sociology and History of Technology

SESSION 11 (LIVE IN-PERSON)

Science and Systems

The Second Industrial Revolution. // Systems approach to making sense of technological change.

Scholarly Readings:

- Thomas P. Hughes, "The Evolution of Large Technological Systems," in *The Social Construction of Technological Systems: New Directions in the Sociology and History of Technology*, eds. Wiebe E. Bijker, Thomas P. Hughes, and Trevor Pinch (Cambridge, MA: The MIT Press, 1987), 45-76.

Primary Sources

- None. Your job is to think about some kind of large (or not so large) technological system and diagram the relationship between its various components.

SESSION 12 (ASYNCHRONOUS)

TBD

SESSION 13 (LIVE IN-PERSON)

Sensoria

Urban modernity. // Sensuous capitalism. // Speed, light, stimuli.

Scholarly Readings:

- Wolfgang Schivelbush, *The Railway Journey: The Industrialization of Time and Space in the Nineteenth Century* (Berkeley: University of California Press, 2014), 159-170.
- Wolfgang Schivelbush, *Disenchanted Night: The Industrialization of Light in the Nineteenth Century* (Berkeley: University of California Press, 1995), 143-154.

Primary Sources:

- C. L. Eshleman, "Modern Street Lighting," in *The American City* periodical (1912), 510-517.
- F. Laurent Godinez, *Display Window Lighting and the City Beautiful* (New York: The Wm. T. Comstock Company, 1914), 19-35.
- Matthew Luckiesh, *Light and Color in Advertising and Merchandising* (New York: D. Van Nostrand Company, 1923), 257-263.

Book Chapters: Disenchanted Night: The Industrialization of Light in the Nineteenth Century

Book Chapters: The Railway Journey: The Industrialization of Time and Space in the Nineteenth Century

SESSION 14 (LIVE IN-PERSON)

Sensoria

Urban modernity. // Sensuous capitalism. // Speed, light, stimuli.

Scholarly Readings:

- Wolfgang Schivelbush, *The Railway Journey: The Industrialization of Time and Space in the Nineteenth Century* (Berkeley: University of California Press, 2014), 159-170.
- Wolfgang Schivelbush, *Disenchanted Night: The Industrialization of Light in the Nineteenth Century* (Berkeley: University of California Press, 1995), 143-154.

Primary Sources:

- C. L. Eshleman, "Modern Street Lighting," in *The American City* periodical (1912), 510-517.
- F. Laurent Godinez, *Display Window Lighting and the City Beautiful* (New York: The Wm. T. Comstock Company, 1914), 19-35.
- Matthew Luckiesh, *Light and Color in Advertising and Merchandising* (New York: D. Van Nostrand Company, 1923), 257-263.

SESSION 15 (LIVE IN-PERSON)

Midterm

SESSION 16 (LIVE IN-PERSON)

Ideologies of Production

Energy and fatigue. // The Science of Work. // Taylorism. // Fordism.

Scholarly Readings:

- Stephen Meyer, "Adapting the Immigrant to the Line: Americanization and the Ford Factory, 1914-1921," *Journal of Social History* 14, no. 1 (1980): 67-82.

Primary Sources:

- Frederic W. Taylor, "The Principles of Scientific Management," in *Major Problems in the History of American Technology: Documents and Essays* (Boston: Houghton Mifflin, 1998), eds. Merritt Roe Smith and Gregory Clancey, 269-175.
- James O'Connell, "A Trade Unionist Attacks Taylorism," in *Major Problems in the History of American Technology*, 280-282.
- "Mass Production (Encyclopedia Article)," in *Major Problems in the History of American Technology*, 313-315.
- Edmund Wilson, "Excerpt from 'Detroit Motors' from The American Earthquake," in *Major Problems in the History of American Technology*, 322-325.
- "Price List of Parts—Ford Model T," 1911.

Article: "Adapting the Immigrant to the Line: Americanization and the Ford Factory, 1914-1921"

Book Chapters: Major Problems in the History of American Technology: Documents and Essays

Multimedia Documentation: "Price List of Parts--Ford Model T"

SESSION 17 (LIVE IN-PERSON)

Ideologies of Production

Energy and fatigue. // The Science of Work. // Taylorism. // Fordism.

Scholarly Readings:

- Stephen Meyer, "Adapting the Immigrant to the Line: Americanization and the Ford Factory, 1914-1921," *Journal of Social History* 14, no. 1 (1980): 67-82.

Primary Sources:

- Frederic W. Taylor, "The Principles of Scientific Management," in *Major Problems in the History of American Technology: Documents and Essays* (Boston: Houghton Mifflin, 1998), eds. Merritt Roe Smith and Gregory Clancey, 269-175.
- James O'Connell, "A Trade Unionist Attacks Taylorism," in *Major Problems in the History of American Technology*, 280-282.
- "Mass Production (Encyclopedia Article)," in *Major Problems in the History of American Technology*, 313-315.
- Edmund Wilson, "Excerpt from 'Detroit Motors' from The American Earthquake," in *Major Problems in the History of American Technology*, 322-325.
- "Price List of Parts—Ford Model T," 1911.

SESSION 18 (LIVE IN-PERSON)

Modernist Visions

Futurism. // Stalinism. // Nazism.

Scholarly Readings:

- James C. Scott, "The High-Modernist City: An Experiment and a Critique," in *Seeing Like a*

State: How Certain Schemes to Improve the Human Condition Have Failed (New Haven: Yale University Press, 1998), 103-146.

Primary Sources:

- F. T. Marinetti, "The New Religion-Morality of Speed," May 1916, in *Futurism: An Anthology*, eds. Lawrence Rainey, Christine Poggi, Laura Wittman (New Haven: Yale University Press, 2009), 224-229.
- Le Corbusier, *Towards a New Architecture* (New York: Dover Publications, 1986), selections TBD.

Book Chapters: Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed

Book Chapters: Futurism: An Anthology

Book Chapters: Towards a New Architecture

SESSION 19 (LIVE IN-PERSON)

Modernist Visions

Futurism. // Stalinism. // Nazism.

Scholarly Readings:

- James C. Scott, "The High-Modernist City: An Experiment and a Critique," in *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed* (New Haven: Yale University Press, 1998), 103-146.

Primary Sources:

- F. T. Marinetti, "The New Religion-Morality of Speed," May 1916, in *Futurism: An Anthology*, eds. Lawrence Rainey, Christine Poggi, Laura Wittman (New Haven: Yale University Press, 2009), 224-229.
- Le Corbusier, *Towards a New Architecture* (New York: Dover Publications, 1986), selections TBD.

SESSION 20 (ASYNCHRONOUS)

TBD.

SESSION 21 (LIVE IN-PERSON)

Stuff Gets Big

The rise of the "Military-Industrial-University Complex." // How to "motivate" your writing.

Scholarly Sources:

- TBD.

Primary Sources:

- Vannevar Bush, "Science—The Endless Frontier," in *Major Problems in the History of American Technology*, 429-433.
- J. William Fulbright, "... the adherence of the professors," in *Major Problems in the History of American Technology*, 435-438.
- Barry Goldwater, "The so-called military-industrial complex," in *Major Problems in the History of American Technology*, 439-441.

- William D. Marbach, "The Race to Build a Supercomputer," in *Major Problems in the History of American Technology*, 444-445.

Book Chapters: Major Problems in the History of American Technology: Documents and Essays

SESSION 22 (LIVE IN-PERSON)

Stuff Gets Big

The rise of the "Military-Industrial-University Complex." // How to "motivate" your writing.

Scholarly Sources:

- TBD.

Primary Sources:

- Vannevar Bush, "Science—The Endless Frontier," in *Major Problems in the History of American Technology*, 429-433.
- J. William Fulbright, "... the adherence of the professors," in *Major Problems in the History of American Technology*, 435-438.
- Barry Goldwater, "The so-called military-industrial complex," in *Major Problems in the History of American Technology*, 439-441.
- William D. Marbach, "The Race to Build a Supercomputer," in *Major Problems in the History of American Technology*, 444-445.

SESSION 23 (LIVE IN-PERSON)

Gender and Consumption

Erasing women from the history of technology. // Technological changes within the domestic economy. // The consumption junction.

Scholarly Readings:

- Ruth Schwartz Cowan, "The 'Industrial Revolution' in the Home: Household Technology and Social Change in the 20th Century," *Technology and Culture*, 17, no. 1 (1976): 1-23.
- Hallie Lieberman, "Selling Sex Toys: Marketing and the Meaning of Vibrators in Early Twentieth-Century America," *Enterprise & Society* 17, no. 2 (2016): 393-433.

Primary Sources:

- *Housewife's Handbook* (New York: WM. H. Wise & Co., 1953), 174-177, 202-207, 225-228, 301-309.
- *Mrs. America Homemaker's Guide* (Hartford: Witkower Press, 1954), 9-15, 66-69, 91-92, 108-115, 267-268, 298-300.

Article: "The 'Industrial Revolution' in the Home: Household Technology and Social Change in the 20th Century"

Article: "Selling Sex Toys: Marketing and the Meaning of Vibrators in Early Twentieth-Century America"

SESSION 24 (LIVE IN-PERSON)

Gender and Consumption

Erasing women from the history of technology. // Technological changes within the domestic economy. // The consumption junction.

Scholarly Readings:

- Ruth Schwartz Cowan, "The 'Industrial Revolution' in the Home: Household Technology and Social Change in the 20th Century," *Technology and Culture*, 17, no. 1 (1976): 1-23.
- Hallie Lieberman, "Selling Sex Toys: Marketing and the Meaning of Vibrators in Early Twentieth-Century America," *Enterprise & Society* 17, no. 2 (2016): 393-433.

Primary Sources:

- *Housewife's Handbook* (New York: WM. H. Wise & Co., 1953), 174-177, 202-207, 225-228, 301-309.
- *Mrs. America Homemaker's Guide* (Hartford: Witkower Press, 1954), 9-15, 66-69, 91-92, 108-115, 267-268, 298-300.

SESSION 25 (ASYNCHRONOUS)

TBD

SESSION 26 (LIVE IN-PERSON)

Computers and Programming

When computers were human. // The (in)humanity in programming.

Scholarly Readings:

- Nathan Ensmenger, "'Beards, Sandals, and Other Signs of Rugged Individualism': Masculine Culture Within the Computing Professions," *Osiris* 30, no. 1 (2015): 38-65.
- Vivian Anette Lagesen, "A Cyberfeminist Utopia?: Perceptions of Gender and Computer Science among Malaysian Women Computer Science Students and Faculty," *Science, Technology, & Human Values* 33, no. 1 (2008): 5-27.

Primary Sources:

- Ellen Ullman, "Outside of Time: Reflections on the Programming Life," in *Life in Code: A Personal History of Technology* (New York: Farrar, Strauss and Giroux, 2017), 3-17.
- Caitlin Dewey, "The only guide to Gamergate you will need to read," *The Washington Post*, 14 October 2014.

Article: "Beards, Sandals, and Other Signs of Rugged Individualism': Masculine Culture Within the Computing Professions"

Article: "A Cyberfeminist Utopia?: Perceptions of Gender and Computer Science among Malaysian Women Computer Science Students and Faculty"

Book Chapters: Life in Code: A Personal History of Technology

Article: "The only guide to Gamergate you will need to read"

SESSION 27 (LIVE IN-PERSON)

Computers and Programming

When computers were human. // The (in)humanity in programming.

Scholarly Readings:

- Nathan Ensmenger, "'Beards, Sandals, and Other Signs of Rugged Individualism': Masculine Culture Within the Computing Professions," *Osiris* 30, no. 1 (2015): 38-65.
- Vivian Anette Lagesen, "A Cyberfeminist Utopia?: Perceptions of Gender and Computer

Science among Malaysian Women Computer Science Students and Faculty,” *Science, Technology, & Human Values* 33, no. 1 (2008): 5-27.

Primary Sources:

- Ellen Ullman, “Outside of Time: Reflections on the Programming Life,” in *Life in Code: A Personal History of Technology* (New York: Farrar, Strauss and Giroux, 2017), 3-17.
- Caitlin Dewey, “The only guide to Gamergate you will need to read,” *The Washington Post*, 14 October 2014.

SESSION 28 (LIVE IN-PERSON)

TBD: Afrofuturism or Anthropocene?

SESSION 29 (LIVE IN-PERSON)

TBD: Afrofuturism or Anthropocene?

SESSION 30 (LIVE IN-PERSON)

Wrapping up.

BIBLIOGRAPHY

Recommended

- Thomas J. Misa. (2022). *Leonardo to the Internet: Technology and Culture from the Renaissance to the Present*. 3rd. Baltimore, MD.: Johns Hopkins University Press. ISBN 9781421443096 (Printed)

EVALUATION CRITERIA

Preparation and participation: You are encouraged to prepare for and actively participate in class discussions and activities. Good class participation involves preparing in advance by doing the readings, actively listening to your instructor and other students during class, joining class discussions, asking questions which are thoughtful and helpful, and being a good team member during classroom group work. Merely speaking in class will not earn you full marks for class participation. Moreover, using a device in class for non-class related activities is a distraction for you and everyone else; this will negatively affect your class participation.

Midterm evaluation: Students will write an argumentative essay in response to an assigned prompt. Additional details will be provided in due time.

Final evaluation: For the final you will write a research essay on a topic related to the history of technology. It should include careful analysis of primary sources and engage with arguments developed by secondary scholarly sources in the field. It should be between 2,500 and 3,000 words. Additional details will be provided in due time.

Criteria	Percentage	Comments
Preparation and participation	20 %	
Midterm evaluation	20 %	
Final evaluation	30 %	
Continuous assessment	30 %	

PROFESSOR BIO

Professor: **PATRICK DE OLIVEIRA**

E-mail: pdeoliveira@faculty.ie.edu

Professor Patrick Luiz Sullivan DE OLIVEIRA

Email: pdeoliveira@faculty.ie.edu

Patrick De Oliveira was trained as a historian at Princeton University, and has previously taught at Princeton and Singapore Management University. His main field of research is the history of technology in nineteenth-century France and Western Europe, although he also works with comparative/connective approaches that incorporate both France and Latin America into a broader Atlantic world. He is currently working on a book on French ballooning at the turn of the twentieth century for The MIT Press, and he has published articles in *Past & Present*, *Notes and Records: The Royal Society Journal of the History of Science*, and the *Journal of Urban History*. His research has been supported by numerous institutions, including the Smithsonian National Air and Space Museum (where he has been both a predoctoral and postdoctoral Daniel and Florence Guggenheim Fellow), the Institut d'Études Politiques de Paris (Sciences Po), the Huntington Library, Art Collections, and Botanical Gardens, and the Linda Hall Library. De Oliveira was born and raised in Belo Horizonte, Brazil. He graduated with distinction from the University of Kansas with a B.A. in History and a B.S.J. in Journalism. Before turning to academia, De Oliveira dabbled in journalism and book publishing. He remains committed to fostering bridges between academic research and broader audiences, and has published in various popular outlets, like *The Washington Post*, *Slate*, *The Age of Revolutions*, and *CartaCapital*.

OTHER INFORMATION

ATTENDANCE POLICY

Attendance to this Humanities course is mandatory. Just like any other IEU academic course, all students must follow IEU's Attendance Policy.

As per IE University policy, every student must attend at least 70% of sessions. IEU attendance policy applies to any type of session: live in-person and asynchronous sessions. Students attending less than 70% of sessions will be graded with a FAIL for the course. This FAIL will apply to the ordinary and the extraordinary calls of the current academic year.

For live in-person sessions, students will be marked absent if:

- they do not attend the session in-person or in any mode;
- they attend an in-person session via Zoom, or any remote format;
- they attend virtually a live in-person session, for which they received an authorized attendance waiver to attend the session online, but they do not have their camera turned on, they are not engaged, and they are not seated without distraction during the entire class session.

For asynchronous sessions, students will be marked absent if:

- they do not engage and complete the work expected of them in the asynchronous sessions.

Students are advised to take into account that the great majority of the Humanities sessions are double sessions; therefore, if a student is absent on a day there are 2 sessions scheduled, the student will be marked absent for the 2 corresponding sessions.

Under exceptional circumstances (serious health problems, visa delays, and travel restrictions), a student can ask for a temporary attendance waiver and may be allowed to attend online (or not in any format) and not have his/her 70% attendance affected. For this to be possible, a written and documented request must be made in advance to the IE Impact/Humanities Program Management Team. Students must email ieimpacthumanities@ie.edu with the request and any related documentation. Last minute changes in attendance or verbal request will not be considered. If the request is approved, an attendance waiver will be granted over one or more sessions and the allowed 30% will only be applied to other absences (without an authorized waiver).

Rules for online attendance (when authorized): Any student who receives (or expects to receive) authorization for an attendance waiver to attend a live in-person session online (via Zoom) must meet the following criteria to be marked present: must have his/her camera on at ALL times, must be actively engaged during the entire class session and with any and all team-work, and must be located in an appropriate learning environment (e.g. student must be seated and free of distractions for the entire session).

Use of the 30% absences: No sessions or activities may be "skipped". If a student is under the impression that s/he can skip up to 30% of sessions, this is a mistake. The 30% "rule" is reserved for those circumstances that are out of a student's control. Personal trips, interviews, appointments, mild illnesses, family celebrations or ceremonies, or other personal matters will not be treated as exceptional cases and should be considered part of the 30% of allowed absences.

Attending online but still absent: Students who do not have an authorized attendance waiver are allowed to attend a class session online; however they must understand that they will be marked absent, and their participation grade may be influenced negatively by a high percentage of absences during the semester.

Role of Professors in Attendance: Professors are responsible for recording attendance; however, they have no authority to grant any student permission to have an excused absence of any kind (or to change the format of how a student will attend a session). Any inquiries or requests must be made by the student to the IE Impact Program Team via email ieimpacthumanities@ie.edu

Professors are instructed to mark as ABSENT:

- students who do not attend a session in its previously scheduled format
- students who attend a session in a different format (online) than what was previously scheduled (i.e. they attend online instead of in-person).
- students who attend a session they were previously authorized to attend online but do not have their cameras on, engage actively or stay seated in an environment free of distractions for the entire session.
- students who do not complete the work adequately assigned for an asynchronous session.
- If a student receives authorization for an attendance waiver and the student was already marked absent, the professor will be informed and the attendance record will be modified from absent to whatever is authorized (present, excused, etc).

Authorization for Attendance Waiver from a Student's Bachelor Program: If a student has received authorization for an attendance waiver from his/her bachelor degree's program to be absent (from any format of class) or to attend a live in-person session online (via Zoom), then the student must forward the email authorization to the IE Impact Team (ieimpacthumanities@ie.edu) and it will be verified. Upon verification, the professor will be informed to either not record a student as absent or to change a previous attendance record from absent to present, excused, etc.

GRADING SYSTEM

Excellent/Sobresaliente: 9.0-10.0 (A- to A+): Consistently produces work of the highest quality and craft; exhibits notable progress and development over the course of the semester; meets all course objectives at highest level; attendance is near-perfect, and contributions to course discussions are extremely valuable.

Very Good/Notable: 7.0-8.9 (B- to B+): Completes all assignments with work of above-average quality and craft; exhibits significant progress and development; meets most course objectives; attendance and participation are very good.

Good/Aprobado: 6.0-7.0 (C- to C+): Completes all assignments with work of acceptable quality and craft; exhibits some progress and development; meets a majority of course objectives. Attendance and participation are acceptable.

Pass/Aprobado: 5.0-6.0 (D): Assignments are delivered but are incomplete and/or of low quality and craft; exhibits little progress and development; meets few course objectives. Attendance and participation are poor, but absences do not total more than 30%.

Fail/Suspense: 0-4.9 (F): Work is incomplete, missing, or does not meet course objectives. Attendance and participation are poor.

Automatic Failure/Suspense: 0 (F): Please note that a student who misses 30% or more of the scheduled sessions receives an automatic 0.0, and loses his or her right to the second chance or call (convocatoria.)

RETAKE POLICY

Students have four opportunities to pass a course distributed in two consecutive academic years. It is mandatory to attend 100% of the classes, but if justified, students can miss up to 30% of the classes. If they miss over 30%, they will have to enroll again in the course the following year.

- Students who do not comply with the 70% attendance rule will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enroll again in this course the next academic year).
- Students who fail the subject in the first regular period, will have to retake it in July. The dates and locations will be posted in advance by the university informing both professors and students.
- The maximum grade a student can obtain in the second exam session is 8 out of 10.
- Retake policy to be discussed with the professor.

CODE OF ETHICS

Cheating and plagiarism are very serious offenses governed by the IE student code of conduct. Any student found cheating or plagiarizing on any assignment or component of this course will at a minimum receive a "0" on the affected assignment. Moreover, the student will also be referred to the University Judicial System for further action. Additional penalties could include a note on your transcript, failing the class, or expulsion from the university.

What is academic integrity? One component of a definition is when one does the right thing even though no one is watching. The core values of integrity, both academic and otherwise include: honesty, fairness, respect, responsibility, and trust. Academic integrity requires that all students within Instituto de Empresa (IE) act in accordance with these values in the conduct of their academic work, and that they follow the rules and regulations concerning the accepted conduct, practices and procedures of academic research and writing. Academic integrity violations are defined as cheating, plagiarism or other violations of academic ethics.

Cheating includes:

- An act or attempt to give, receive, share, or utilize unauthorized information or unauthorized assistance at any time for assignments, papers, projects, presentations, tests or examinations. Students are permitted to mentor and/or assist other students with assignments by providing insight and/or advice. However, students must not allow other students to copy their work, nor will students be permitted to copy the work of other students. Students must acknowledge when they have received assistance from others.

- Failure to follow rules on assignments, papers, projects, presentations, tests or examinations as provided by the course professor and/or as stipulated by IE.
- co-operation or collaboration.
- with official documents, including electronic records.
- The impersonation of a student on presentations, exercises, tests or an examination. This includes logging onto any electronic course management tool or program (e.g. Black Board, etc.) using someone else's login and password.

Plagiarism includes:

- Using the work of others and attempting to present it as your own. For example, using phrases or passages from books, articles, newspapers, or the internet and not referencing them properly in your document is a form of plagiarism. This includes using information from others without citing it, misrepresentation of cited work, and misuse of quotation marks.
- Submitting an assignment or paper that is highly similar to what someone else has written (i.e., minimal changes in wording, or where the sentences are similar, but in a different order).
- Plagiarizing is not just committing "word for word" copying. "Thought for thought" is also a form of plagiarism.

Other violations of academic ethics include:

- Not acknowledging that the students' work or any part thereof has been submitted for credit elsewhere.
- Misleading or false statements regarding work completed.
- Knowingly aiding or abetting anyone in committing any form of an academic integrity violation.

Academic Misconduct Procedure for Humanities Courses

1. If a Humanities instructor suspects a student has committed academic misconduct (as defined in the student's Code of Ethics) in a Humanities course, he or she must refer the case to the Humanities program director with all the necessary supporting evidence.
2. The Humanities program director will meet with the student and write a brief summary of the instructor and the student's views and pass them on to the Bachelor's program director. The Humanities program director may also suggest what type of sanction would be appropriate for the student.
3. If there is enough objective evidence to sanction the student, the program director will check if this is the first time the student has committed academic misconduct.
4. If this is a first breach of conduct, the program director will decide the scope of the sanction on the basis of all the above information. (Bachelor or Ethics Committee).
5. If this is a second offense or if, according to the Humanities director's report, the case is serious enough, the case will be redirected to the university's Ethics Committee.

(Approved by the Vice-Rector of Academic Affairs in June 2020)