



HPSC0165 | HPSC0034 | 2023-24 SESSION

THE SOCIOLOGY AND POLITICS OF THE DIGITAL AGE

COURSE SYLLABUS

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THE SOCIOLOGY AND POLITICS OF THE DIGITAL AGE

Welcome – in this joint undergraduate and postgraduate module students will engage critically with the sociology and politics of our digital age. This means students and tutors will work together to understand how digital technologies, systems, infrastructures and platforms shape everyday life. And in turn, how digital technologies are themselves influenced by the social, economic, cultural and political situations in which they are created, deployed and used.

As we go, we'll look at how materials and technologies such as lithium, semiconductors, software, small and big data, ai, large language models, social media and internet apps influence people, groups and cultures in different ways, often with unforeseen and unfair consequences. We'll ask who benefits from digital life, who gets to make decisions about it, and with what implications for individuals, groups and democracy.

Throughout the module we will draw on ideas, theories and methods from science and technology studies as well as related disciplines such as history, sociology, political and cultural theory and human geography. We will apply these *thinking tools* across a range of case studies and controversies and with them draw out issues of power, politics, diverse perspectives, identities and human values.

This module is not about the future. Instead, our focus is on digital technologies and systems today, how they have been shaped both by contested imaginations of tomorrow's world, and steered by historical events, contingencies and interests along the way. These explorations will open up conversations about why our digital age looks like this, and how it could be different.

— Cian O'Donovan, September 2023

COURSE INFORMATION

Moodle Web site:	https://moodle.ucl.ac.uk/course/view.php?id=35001
Assessment:	One piece of coursework (Essay - 3000 words)
Timetable:	https://timetable.ucl.ac.uk/
Prerequisites:	No prerequisites
Required texts:	No required texts - please review weekly reading guides for each session
Course tutor:	Course convenor: Dr Cian O'Donovan
Contact:	c.o'donovan@ucl.ac.uk
Web:	https://www.ucl.ac.uk/sts/people/dr-cian-odonovan
Office location:	22 Gordon Square, basement
Office hours:	Wednesdays 09:30-10:30

Building on initial module ideas and development by Dr. Simon Lock

Front image credit: Ola Michalec, Mary Hart, Joe Bourne 2023, *Electric Feels* project, funded by PETRAS

AIMS & OBJECTIVES

This course aims to introduce students to social and political thinking about how the world shapes digital technologies and how digital technologies shape the world. This module will equip students to critically examine and research the internet, digital technologies and media, digital cultures and the social and political processes that both create and underlie them

Objectives: by the end of this module students should be able to

- Demonstrate their understanding of key theoretical concepts from STS, sociology, political science and cultural studies as they relate to the internet, digital technologies and services and media.
- Demonstrate a critical understanding of the internet, digital technologies and media, digital cultures and the social and political processes that both create and underlie them.
- Demonstrate an understanding the roles of structure and agency in the co-construction of the internet and society.
- Apply key theoretical concepts from this course to critically analyse a range of issues (contemporary & historic) in science and technology.
- Analyse closely, interpret and show the exercise of critical judgement in the understanding of critical issues and controversies as well as contemporary events.
- Be active & engaged participants in co-constructing their classrooms, responsible for their own learning.

This module is therefore a way of consolidating the interdisciplinary research-led teaching on the internet and digital technologies to enable students to gain a robust critical understanding of the approaches and issues via a single module. This module is not oriented to providing definitive answers on issues of technology, society, culture or politics. Instead, we will critically evaluate different possibilities for understanding and intervening in digital life and consider the broader political mechanisms that are needed to achieve the responsible adoption and regulation of digital technologies and the people, groups, institutions and firms that use them.

Session activities

Students will explore a range of case studies against a backdrop of theory in order to achieve the aims and objectives. Typically the first half of the session will consist of a lecture, followed by semi structured discussion, seminar-style activities, workshops and policy debates. Students will be encouraged to contribute in class by contributing to discussions and posting comments and media using digital tools. Students will also be asked to collate examples ahead of class and be prepared to discuss them in person.

OVERVIEW

	Topic	About	Date
1	Critical introduction to the digital age we live in	Introducing digital technologies, theories and themes we'll use to further our understanding of social life, politics and power in the digital age	OCT 04
2	The internet. Its history and social construction	The co-evolution of the internet and society over the past 70 years.	OCT 11
3	Data	Understanding data, their social production, what they represent and perform, and implications for inequality	OCT 18
4	Infrastructure	The stuff behind the scene that makes digital stuff work: the physical nature of digital worlds, material culture, sustainability, digital colonialism	OCT 25
5	The care home	Health, well-being and infrastructures of care. Perspectives from STS, feminist theories and critical disability studies	NOV 01
	READING WEEK	NO SESSION	NOV 08
6	The factory floor	Control technologies and post-automation: from the battlefield to the factory to precarious pizza delivery wages	NOV 15
7	Parliament	Who decides: introducing ideas about governance, politics and participation in digital society and digital innovation	NOV 22
8	The street demonstration	Civil society, organising, resisting, re-imagining and transforming digital life together	NOV 29
9	The self	Guest lecturer Dr. Simon Lock will discuss issues of identities, relations, communication	DEC 06
10	Review: from a digital age to a digital pluriverse	Re-imagining and redesigning the digital good for living, learning and teaching better in the digital age.	DEC 13
	DEADLINE: Essay		JAN 8

How the module is designed

The module is designed in three parts. Sessions 1-4 will introduce the module and give a grounding in core ideas, theories, examples, technologies and politics. In sessions 5-9 students will explore core concepts in greater detail, each session starting from a case study located in an everyday place, providing a diversity of situations, people and values chosen to illustrate the complexity and uncertainty of digital life. In the final session we will reflect on what we've learned so far, and work together to think about how digital technologies, people and politics might be re-configured and re-imagined - starting in the digital classroom.

ASSESSMENTS

Summary	Description	Deadline	Word limit
Formative exercise (1)	Digital Postcard	Week 3	100
Formative exercise (2)	Essay abstract	Week 7	250
Essay (100 %)	Further details about the assessment essay to be provided in session 1.	January 8th 2024	3,000

ESSAY ASSIGNMENT

- The assessment for this course consists of one essay.
- Key readings are listed in this document but there are ADDITIONAL reading suggestions for your essays on Moodle. You are expected to read widely, beyond the readings listed here, for your essays
- Essays must be submitted via Moodle.
- **Undergraduate and postgraduate students should submit to their respective link**
- Please indicate the topic or question number in your file title.
- Essays should have a maximum of 3,000 words (worth 100% of your final mark).
- Essays should be minimum 12 point type and 1.5 line spaced. You should have a list of references at the end (which are not part of the word count).
- Further guidelines and criteria for undergraduate and postgraduate essays is available on the Moodle site.

ESSAY

- Details to be announced at session 1 and on Moodle.

Criteria for assessment

- The departmental marking guidelines for individual items of assessment can be found in the STS Student Handbook www.ucl.ac.uk/sts/handbook.

Using artificial intelligence services and large language model applications

In line with UCL guidance, students may use AI tools during the course of this module, and in preparation of the assessment **in an assistive role** (tier 2). See tier 2 on UCL's guidelines here: <https://www.ucl.ac.uk/teaching-learning/generative-ai-hub/using-ai-tools-assessment>). Further details will be discussed in class and posted on Moodle.

READING LIST

This section provides details of the readings for each week. Under **essential reading** you will find articles you are expected to read before class. There is also recommended readings which offer further entry-points to theories and debates you might want to explore further – a must for your term assessment. Additional reading for the seminars, essays and exam will be posted on Moodle where appropriate. I encourage you to also do your own research to find readings and sources that are not included here – all students are expected to engage widely in material beyond this list.

Text books

There is not a single textbook set for this module. However, the following volumes - available in the library - may offer a broad, if somewhat partial account of major topics of interest.

- Orton-Johnson, K., & Prior, N. (2013). **Digital Sociology: Critical Perspectives**. Palgrave Macmillan Ltd. — *Slightly dated but tidy collection of perspectives with some STS contributions*
- Hargittai, E. (Ed.). (2021). **Handbook of Digital Inequality**. Edward Elgar. — *Useful collection of case studies centred on inequality*
- Marres, N. (2017). **Digital Sociology: The Reinvention of Social Research**. Polity. — *This book is about doing research rather than a text about the digital age itself. Useful if you want to pursue dissertation research in this area.*

Blogs, media and podcasts

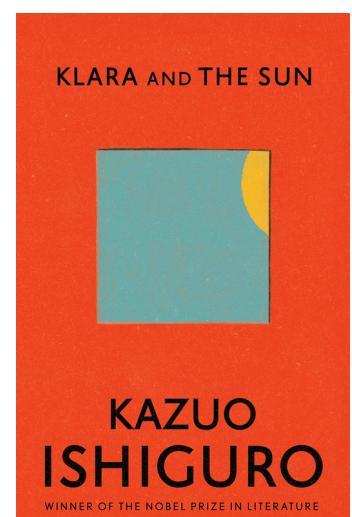
You should also start taking an interest in live debates about digital society. Have a look at these sources to get started:

- Logic(s) Magazine - radical digital critique <https://logicmag.io>
- MIT Technology Review - orthodox perspectives <https://www.technologyreview.com>
- NESTA - UK innovation agency <https://www.nesta.org.uk/blog>
- Living With AI Podcast: Challenges of Living with Artificial Intelligence - podcast from a large UK research funder <https://www.buzzsprout.com/1447474>
- The Santiago Boys - Evgeny Morozov's long case study of computational technology, firms and government - featuring STS' own Prof. Jon Agar <https://the-santiago-boys.com/>
- The Received Wisdom (Shobita Parthasarathy and UCL STS' Jack Stilgoe) <https://podcasts.apple.com/us/podcast/the-received-wisdom/id1476334065>
- Emily Bender. **Talking about a 'schism' is ahistorical**. Medium. <https://medium.com/@emilymenonbender/talking-about-a-schism-is-ahistorical-3c454a77220f> — A short piece that offers a critical, if somewhat US-orientated reading list.

The STS 1 Book

Each year, STS asks all students and staff to read one book as a community. Kazuo Ishiguro's "Klara and the Sun" is the **STS1Book** for 2023-24. We will be drawing examples from this book in lectures and seminars, so please do have a read. More info here:

<https://www.ucl.ac.uk/sts/sts-current-students/sts1book-programme>





SESSION 1



Critical introduction to the digital age we live in

Information is a crucial aspect of modern cultures, economies and everyday life, although with often significant disparities across and within countries. This lecture will introduce key concepts and case studies that help us understand how our relationship with information has been transformed with the introduction of digital processes and technologies.

We'll introduce four components central to this transformation: digitalisation, computing, microprocessors and digital networking. But rather than simply *follow the technology*, we will discuss how it is the interplay of technology, human agency and values, and broader structures of societies that influence how the digital age has emerged and the shape it has taken. We'll use ideas such as co-construction, co-production and the societal shaping of technology to explore evolving features of this age. And we'll discuss how competing theoretical framings such as *information society*, *platform capitalism*, *the sharing economy*, *surveillance capitalism*, and *network society* highlight certain aspects of the digital age while backgrounding others.

Students will leave the first session with an ability to already recognise and critique some of the underlying social and political dynamics in their own digital lives which will be workshopped in the second half of the session

Essential reading

- Orton-Johnson, K., & Prior, N. (2013). **Introduction** in Orton-Johnson, K., & Prior, N. (Eds.) *Digital Sociology: Critical Perspectives*. Palgrave Macmillan Ltd. (available online through UCL library) — *Read chapter one only*
- Rice, R. E., Yates, S. J., & Blejmar, J. (2020). **Introduction to the Oxford Handbook of Digital Technology and Society: Terms, Domains, and Themes**. In S. J. Yates & R. E. Rice (Eds.), *The Oxford Handbook of Digital Technology and Society* (p. 0). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780190932596.013.1> — *Read chapter one only*

Recommended reading:

1. Haak, B. van der, & Mbembe, A. (2015). **The Internet is Afropolitan**. <https://thisisafrica.me/politics-and-society/the-internet-is-afropolitan/>



SESSION 2



The internet. Its history and social construction

What sort of thing exactly is the internet and how did it come to be like this? In this session we'll explore four ages of the internet, and track how its material, institutional, economic and social constitution has evolved over time - and how cultures and societies have evolved with it. We'll look at how corporate power is organised in today's internet economy, think about how it got like this and with what implications for society.

We'll pick up from Session 1 and continue to outline some of the major theories that have been used to think about and shape the internet and life in and around it.

Essential reading:

- Suchman, L. (2022). **Imaginaries of omniscience: Automating intelligence in the US Department of Defence**. Social Studies of Science, 03063127221104938. <https://doi.org/10/gsjhkg> — Note: **Lucy Suchman** will be speaking at the Departmental seminar on October 11th - see details on Moodle.
- Leiner, B. M., Cerf, V. G., et al. (2009). **A brief history of the internet**. ACM SIGCOMM Computer Communication Review, 39(5), 22–31. <https://doi.org/10.1145/1629607.1629613> — Note: A very male, very US and very technology firm driven short history of the internet, but useful to read because of this.

Recommended reading

- Castells, M. (2003). **The Internet galaxy: Reflections on the Internet, Business, and Society**. Oxford University Press. — available through the UCL Library. The introduction especially is worth reading for today's session
- Doctorow, C. (2023). Pluralistic: **Tiktok's enshittification**. <https://pluralistic.net/2023/01/21/potemkin-ai/>
- Schwab, K., (2021, Feb 26). **'This is bigger than just Timnit': How Google tried to silence a critic and ignited a movement**. Fast Company. <https://www.fastcompany.com/90608471/timnit-gebru-google-ai-ethics-equitable-tech-movement>

Note: Readings for lectures beyond week three may be subject to alterations prior to the start of term. Please do keep an eye on Moodle for the definitive reading list and lecture preparation information.



SESSION 3



Data

Long before digital technologies existed data played a critical role in categorising and ordering life. This session is about understanding data and how they are produced socially, how decisions about what and who counts as data are often deeply political, and how resulting data in turn produces and shapes new social orders. We'll also introduce ideas about ethics and their limits; data justice; data and representation and data and colonial practices.

Essential reading:

- Singh, R. (2020). **Study the Imbrication: A Methodological Maxim to Follow the Multiple Lives of Data**. In S. Mertia (Ed.), *Lives of data: Essays on Computational Cultures from India* (pp. 51–59). The Institute of Network Cultures. <https://networkcultures.org/wp-content/uploads/2020/12/LivesofData.pdf>
- Smallman, M. (2019). **Policies designed for drugs won't work for AI**. *Nature*, 567(7746), 7. <https://doi.org/10/gfwdqc>

Recommended reading

1. Gray, J. (2018). **Three Aspects of Data Worlds**. *Krisis*, 38(1), 4–17. <https://archive.krisis.eu/issue-1-2018-data-activism/>
2. Couldry, N., & Mejias, U. A. (2019). **Data Colonialism: Rethinking Big Data's Relation to the Contemporary Subject**. *Television & New Media*, 20(4), 336–349. <https://doi.org/10/gfj88j>



SESSION 4

⚡ Infrastructure

Infrastructure works behind the scenes to keep the digital world working. It's the fibre optic cables, satellites and server farms that speed data around the planet. But it's also the standards, human values and rules of the game that influence how technology benefits some people and not others.

In this session we'll discuss the role infrastructures play in embedding chatbots, robots and ai in the real world. And how these technologies might be configured to improve the lives of people who depend on public services like social care - or make them worse.

Science and technology studies has a rich set of concepts for thinking about infrastructure. We'll use some of these to explore the systems of support that services like generative AI rely on, but rarely acknowledge publicly.

Essential reading:

- Star, S. L., & Strauss, A. (1999). **Layers of silence, arenas of voice: The ecology of visible and invisible work**. Computer Supported Cooperative Work (CSCW), 8, 9–30. <https://doi.org/10/bkczng>
- Perrigo, B. (2023). **Exclusive: The \$2 Per Hour Workers Who Made ChatGPT Safer**. Time. <https://time.com/6247678/openai-chatgpt-kenya-workers/>
- Murgia, M. (2023, July 23). **Transformers: The Google scientists who pioneered an AI revolution**. Financial Times. <https://www.ft.com/content/37bb01af-ee46-4483-982f-ef3921436a50>
(you can register through the university for free FT access)

Recommended reading

- Gray, J., Gerlitz, C., & Bounegru, L. (2018). **Data infrastructure literacy**. Big Data and Society, 5(2), 205395171878631. <https://doi.org/10/gfc9pt>
- Whittaker, M. (2023). **Origin Stories: Plantations, Computers, and Industrial Control**. Logic(s) Magazine, 1(19). <https://logicmag.io/supa-dupa-skies/origin-stories-plantations-computers-and-industrial-control/>
- Star, S. L. (1999). **The ethnography of infrastructure**. American Behavioral Scientist, 43(3), 377–391. <https://doi.org/10/b7hh4b>

Supporting resources

- Design for Justice: Disabled Hackers are Leading the Way (July 16 2019), Laura Flanders Show. https://www.youtube.com/watch?v=JlQfuD_oj8E



SESSION 5



The care home

As birthrates fall in the UK and elsewhere, populations age, and migration policies impede the flow of potential carers, technology seems to offer a solution to the need for care. But can robots or ai really replace the human touch, and even if they can, should they? In this session we'll look at how imaginations of technological *control* and human and more-than-human *care* collide in places like care homes, hospitals and clinics. We'll talk about ideas, cases and perspectives from STS, feminist theories and critical disability studies. And we'll discuss how ideas of wellbeing and anxiety and who is responsible for them have evolved in recent decades.

Essential reading:

- Sadowski, J., Strengers, Y., & Kennedy, J. (2021). **More work for Big Mother: Revaluing care and control in smart homes**. Environment and Planning A: Economy and Space, 0308518X211022366. <https://doi.org/10/gkmz5n>
- O'Donovan, C. (2023). **Evaluating post-pandemic plans for social care data infrastructures**. Zenodo. <https://doi.org/10.5281/zenodo.8197546>

Recommended reading

1. Cresswell, K., Cunningham-Burley, S., & Sheikh, A. (2018). **Health Care Robotics: Qualitative Exploration of Key Challenges and Future Directions**. Journal of Medical Internet Research, 20(7). <https://doi.org/10/gdst53>
2. Goggin, G., (2018). 'Disability and Digital Inequalities: Rethinking Digital Divides with Disability Theory' in Theorizing Digital Divides (Routledge).
3. Department of Health and Social Care. (2022). **Data saves lives: Reshaping health and social care with data**. HM Government. <https://www.gov.uk/government/publications/data-saves-lives-reshaping-health-and-social-care-with-data/data-saves-lives-reshaping-health-and-social-care-with-data> — This is a government policy paper. Using the concepts and thinking tools developed on the module so far, can you critically review this document - what are the core themes and how does it understand data and digitalisation in care sectors?



SESSION 6



The factory floor

Who delivers your pizza, do they get sick leave and what about full pension entitlements? In this session we'll take a look at work in the digital age, tracing logics of employer/employee automation and control from the battlefield, to the factory floor to the city streets of London and beyond.

We'll use this discussion to consider issues of surveillance, automation and control in the workplace more generally. Who actually benefits when these technologies, designed to further accuracy and efficiency, are unleashed on the factory floor and elsewhere.

Finally, we'll also consider alternatives to automated 'logics of control', to places like hacker spaces and fab labs where people may be seizing and repurposing alternative means of production, furthering goals of fairness, equality and sustainability.

Essential reading:

- Vallas, S., & Schor, J. B. (2020). What Do Platforms Do? **Understanding the Gig Economy**. Annual Review of Sociology, 46(1), 273–294. <https://doi.org/10.1146/annurev-soc-121919-054857>
- Smith, A., & Fressoli, M. (2021). **Post-automation**. Futures. <https://doi.org/10/gkm4d7>

Recommended reading

- Ghosh, A. (2023). **If You Have an Enemy, Then Buy Them a Car: Gig Workers vs. Multinational Corporations in India**. Logic(s) Magazine, 1(19). <https://logicmag.io/supa-dupa-skies/if-you-have-an-enemy-then-buy-them-a-car-gig-workers-vs-multinational>
- Umer, H. (2021). **Illusory freedom of physical platform workers: Insights from Uber Eats in Japan**. The Economic and Labour Relations Review, 32(3), 437–452. <https://doi.org/10.1177/1035304621992466>
- o Kenney, M., & Zysman, J. (2016). **The rise of the platform economy**. Issues in Science and Technology, 32(3), 61. <https://brie.berkeley.edu/sites/default/files/kenney-zysman-the-rise-of-the-platform-economy-spring-2016-istx.pdf>

Supporting resources for the seminar

1. Please read these BBC articles on the Horizon Post Office scandal and Inquiry
 - a. **Post Office scandal: What the Horizon saga is all about**
<https://www.bbc.co.uk/news/business-56718036>
 - b. **Fujitsu: How a Japanese firm became part of the Post Office scandal**
<https://www.bbc.co.uk/news/business-61020075>
2. Then browse this list of supporting articles
 - a. <https://www.bbc.co.uk/news/topics/c9580685e57t>
3. In class, we will review the findings of the Post Office Horizon IT Inquiry
 - a. <https://www.postofficehorizoninquiry.org.uk/reports-and-statements>



SESSION 7

Parliament

A feature of the digital age that we've covered in depth by now is the economic growth and out-sized influence of a small number of huge firms such as Apple, Microsoft, Amazon and Alphabet – Google's parent company. In democratic systems such as the UK, EU and US, the government plays a vital role in establishing and maintaining laws, regulation and policy that seeks to balance the interests of these firms and their shareholders with those of the public. What exactly that looks like often a matter of intense lobbying, complex special interests and conflicts over whose voices and visions of what a digital society should look like count.

In this session we'll cover ideas about citizenship, governance, politics and participation in digital society and in digital innovation.

Essential reading:

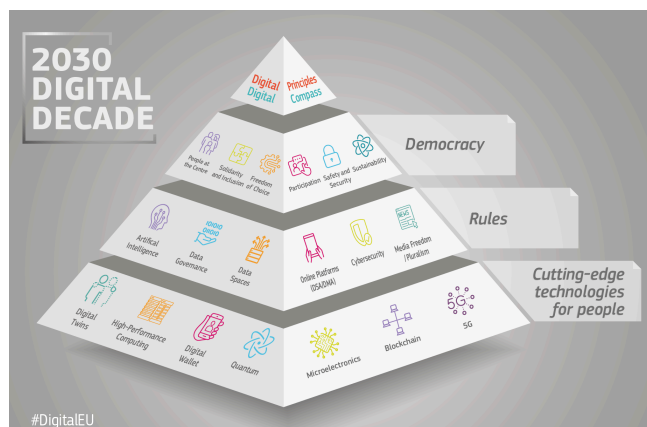
- Wylie, B. (2020, May). **In Toronto, Google's Attempt to Privatize Government Fails—For Now**. Boston Review. <https://bostonreview.net/politics/bianca-wylie-no-google-yes-democracy-toronto>
- Birch, K., Chiappetta, M., Artyushina, A., 2020. **The problem of innovation in technoscientific capitalism: data rentiership and the policy implications of turning personal digital data into a private asset**. Policy Studies. <https://doi.org/10.1080/01442872.2020.1748264>

Recommended reading

1. Ada Lovelace Institute. (2021). **Participatory data stewardship. A framework for involving people in the use of data**. Ada Lovelace Institute. <https://www.adalovelaceinstitute.org/report/participatory-data-stewardship/>
2. National Data Guardian and Understanding Patient Data. (2021). **Putting Good into Practice. A public dialogue on making public benefit assessments when using health and care data**. National Data Guardian and Understanding Patient Data.

Supporting resources

1. **An overview of the EU's Digital Decade policies:** <https://digital-strategy.ec.europa.eu/en/policies/europes-digital-decade>
2. **UK Digital Strategy 2022** <https://www.gov.uk/government/publications/uks-digital-strategy/uk-digital-strategy>
3. **National AI Strategy**—HTML version. GOV.UK. <https://www.gov.uk/government/publications/national-ai-strategy/national-ai-strategy-html-version>





SESSION 8



The street demonstration

This session is about the role of civil society grassroots digital action online and in the real world. We will look at how some groups and communities are using digital means to organise and take part in democratic struggles – from issues of climate justice, to trade agreements to gender equality. We will also look at groups that are organising to resist the harmful effects of large technology firms and digitally mediated hate groups such as far right in Europe and elsewhere.

Essential reading:

- Benjamin, R., (2019). “[Retooling solidarity, reimagining justice](#)” In Race after Technology (Polity), pp 98-114. (available online via UCL library)
- O'Donovan, C. (2022). [Collective capabilities for resisting far-right extremism online and in the real world](#). Journal of Peer Production, 15. peerproduction.net/issues/issue-15-transition/peer-reviewed-papers/collective-capabilities-for-resisting-far-right-extremism-online-and-in-the-real-world/

Recommended reading

1. Freelon, D., Bossetta, M., Wells, C., Lukito, J., Xia, Y., & Adams, K. (2020). “[Black Trolls Matter: Racial and Ideological Asymmetries in Social Media Disinformation](#)”. Social Science Computer Review. <https://doi.org/10.1177/0894439320914853>
- Kennedy, H. (2018). [Living with Data: Aligning Data Studies and Data Activism Through a Focus on Everyday Experiences of Datafication](#). Krisis, 38(1), 18–30. <https://archive.krisis.eu/issue-1-2018-data-activism/>



SESSION 9



The self

How might we understand the inter-relationship between digital technologies and identities? How have technologies in the digital age changed or influenced the way we think about ourselves? In this class we will consider the ways in which digital technologies (predominantly the internet, social media and AI) have shaped, and are shaped by culture, technoscience and capitalism - from historical ideas of techno hybrid cyborg futures, to the commodification of selves via surveillance capitalism to the ways in which structural inequalities and normative cultural scripts around gender, race and sexualities are often hardwired into digital technologies inhibiting social justice.

Essential reading:

- Ruha Benjamin (2019) **Race after Technology: Abolitionist Tools for the New Jim Code. Introduction** (available online via UCL library)
- Dillon, S., & Collett, C. (2019). **AI and gender: Four proposals for future research. 'Research Theme 1: Bridging Gender Theory and AI Practice'** pp. 8-12 http://lcfi.ac.uk/media/uploads/files/AI_and_Gender__4_Proposals_for_Future_Research.pdf

Recommended reading

- to be confirmed



SESSION 10

Review:

In this final session we'll briefly recap some of the core ideas and controversies we've studied this term. We'll use this reflective time to begin to think how we could answer the following question: how can we re-imagine and redesign the very idea of *the digital good* for living, learning and teaching better in the digital age. **We'll think about the digital classroom as a place of radical change**

Essential reading:

- UCL's report on generative ai use amongst students <https://www.ucl.ac.uk/teaching-learning/case-studies/2023/aug/listening-students-perspectives-generative-ai>
- Costanza-Chock, S. (2020). **Introduction: #TravelingWhileTrans, Design Justice, and Escape from the Matrix of Domination**. In Design justice. MIT Press. <https://doi.org/10.7551/mitpress/12255.003.0004>
- Escobar, A. (2011). **Sustainability: Design for the Pluriverse**. Development, 54(2), 137–140. <https://doi.org/10/dvgvv4>

Recommended reading

1. Mbembe, A. (2012). **At the centre of the knot**. Social Dynamics, 38(1), 8–14. <https://doi.org/10.1080/02533952.2012.699243>
2. Zimmerman, T. A. (2018). **Twenty Years of Turnitin: In an Age of Big Data, Even Bigger Questions Remain**. The 2017 Intellectual Property Annual, 14–22.
3. Escobar, A. (2020). **Designs for the Pluriverse: Radical Interdependence, Autonomy, and the Making of Worlds**. Duke University Press.

Course expectations

In order to be deemed 'complete' on this module students must attempt the essay.

Important policy information

Details of college and departmental policies relating to modules and assessments can be found in the STS Student Handbook www.ucl.ac.uk/sts/handbook

All students taking modules in the STS department are expected to read these policies

Image on final page from Tactical Tech's 'Our Image Our Selves' project

