SCTS 710. STS Lab: Philadelphia in a Changing Climate

W 6:00-8:50PM, 3101 Market, 2nd Floor, Rm. 223

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Office: 3101 Market Street, rm 222, Office hours: M 2:00-5:00PM and by appt

Course Description

Cities around the world are undertaking activities to address and prepare for climate change. Philadelphia is no exception. In fact, Drexel University's home city is a dynamic space for climate adaptation work in municipal, nonprofit, health, and educational sectors. Local initiatives are backed by robust climate science from leading experts, emerging data techniques, state-of-the-field intersectoral work, and community-based networks of climate science educators who engage Philadelphia's public in multiple arenas. In many ways, Philadelphia is an exemplar of urban climate change action. In this 'Science, Technology, and Society' (STS) lab course, we will learn and use STS tools to conduct interdisciplinary research on climate change in Philadelphia. Students will craft mini-projects that can be carried out over the ten-week term. Our weekly class meetings will be organized around discussion of short reading assignments, guest speakers, and concrete activities that further your mini-projects. This course will also make use of a digital platform for research so that students can collaborate and share their work along the way.

Each class session is divided into two parts. At the start of class we will discuss an article that has been assigned from the Handbook for STS. These review articles present and discuss canonical and emerging ideas in the field of STS that should be useful as you undertake your mini-projects and think about urban climate change in relation to science, education, and policy. The second part of the class will be spent working collaboratively on your mini-projects in teams. You can expect to have between one and two hours each week to work in groups on artifacts, annotations, and project analyses.

The course will have four **learning outcomes**. You will:

1. Understand the cultural, economic, political, and material factors that shape climate change in cities.
2. Learn about the various forms of expertise and data that shape what is known about climate change, as well as how climate change is being addressed in Philadelphia.
3. Learn how to design and execute STS inquiry using mixed methods and media, including research questions, interviews, memos, and content analysis.
4. Contribute to a multi-institutional, global project by engaging in collaborative social science research on a digital platform in development.

Course Texts

All course readings can be found on the Blackboard course website as PDFs. Almost all readings will be assigned from *The Handbook of Science and Technology Studies* (2017. Readings must be completed prior to the assigned class session. Be prepared to draw on reading assignments in various class activities.

Grading

Reading Responses	20%
Research Share (2)	10%
Research Memos (5)	15%
Team Participation	30%
Final Project Submission	25%

Point breakdowns for grades: 98-100 (A+); 93-97 (A); 90-92 (A-); 88-89 (B+); 83-87 (B); 80-82 (B-); 78-79 (C+); 73-77 (C); 70-72 (C-); 68-69 (D+); 63-67 (D); 60-62 (D-) Below 60 (F)

Attendance is required. You are allowed one unexcused absence. Subsequent absences will result in a five-point grade reduction per absence. If you show up on time for every class this term, three points will be added to your overall course grade.

Reading Responses (10 responses x 2 points = 20 points / 20%)
Prior to each class, post a reading response in the Black Board Discussion Forum. Your reading response should include a brief reflection on the assigned reading for the week, as well as at least two questions that you'd like to discuss in class. You get a point for the staccato reflection, and a second point for your discussion questions. Reference page numbers and chapters but DO NOT SUMMARIZE. You will not receive credit if you are summarizing. To receive credit you MUST have TWO questions in each week's reading response. Your reflection and questions can focus on something substantive from the assigned readings, but you are also welcome to bring in current events and reference past readings or discussions. Just don't summarize the readings! The weekly reading responses are designed to prepare you for class discussion, and... we have all read the same thing you did… These must be posted by 2:00PM each and every Wednesday for the entire term. In other words, you are posting a reading response the day of every class for the entire term.

Research Shares (2 shares x 5 points = 10 points / 10%)
In Week's 5 and 10 you will share progress on your research. These will be individual presentations and everyone registered for the class will go on both weeks. You will share three artifacts and findings from your annotations. These will be short presentations (6-7 minutes followed by 3-4 minutes of questions). The grading rubrics for the first and second shares may be slightly different, as you will be at different stages in your research. The grading rubric for these 'research shares' is available on Blackboard.

Collaborative Composition (3 compositions x 10 points = 30 points)
Collaborative Compositions are portfolios of artifacts and annotations that each group will build together. Each team member will be required to submit four artifacts with annotations per person per "composition" submission. So, for example, if you have four people in your group, you will need to submit 12 artifact-annotations in the Collaborative Composition submission. In addition to the portfolio of artifacts and annotations, the composition should include a reflection piece that answers five core questions related to the project; this document should be collaboratively written by the team. Please see the template for submission.

Research Memos (3 memos x 5 points = 15 points)
Research memos are essays on your mini-project findings, which you will each write and submit individually. Research Memos should primarily do analytic and argumentation work. They should, however, include reference to the empirical work you are executing; these memos must include reference to the artifacts that you're creating, in text as well as listed at the bottom, after the bibliography, with page links. Your memos should also include reference to concepts and theories that we have read about, or that you have picked up in other classes. Whereas the Collaborative Compositions should reflect on the group work, the Research Memos give you space for your own individual work. These should be polished, well-structured essays, but can be written in the mode of rumination.

Academic Policies

Academic Honesty
Academic honesty of the highest order is expected. It is not acceptable to submit work done for another class in this class, though it is acceptable to build on previous work. Talk to me if you have questions about this. Nor, of course, is it acceptable to submit work done by someone else as your own. Citations must be included for both indirect and direct quotation, providing clear documentation of sources. Special care must be taken to properly cite digital resources. Here is a useful review of plagiarism: http://www.unc.edu/depts/wcweb/handouts/plagiarism.html. *If I am able to confirm plagiarism or another form of academic dishonesty on any assignment in this course, you are likely to fail the entire course.* As Drexel students, you are responsible for reading and adhering to Drexel's Code of Conduct:
http://www.drexel.edu/studentlife/community_standards/studentHandbook/general_information/code_of_conduct/

Attendance
Attendance is required. Students are allowed one unexcused absence. All other unexcused absences will result in a five-point grade reduction for each unexcused absence. See Drexel's Academic Policy on absences, http://drexel.edu/provost/policyweb/absence.html

Grade Appeals
You may appeal a grade through a written statement describing the grounds on which a change of grade should be considered appropriate. Grade appeals must be submitted within one-week of receiving the grade. Before initiating a formal appeal, feel free to talk to me. Please wait a minimum of 24-hours after receiving the grade before contacting me about a grade appeal.

Course Drop Policy
See http://www.drexel.edu/provost/policies/course_drop.asp

Course Change Policy
As the instructor, I have the right to modify this syllabus at any time. I will solicit feedback from the class before any changes are made, and students will be notified in a timely manner both in class and via Drexel email.

Students with Disabilities
Students with disabilities that have been certified by the Office of Disability Resources should inform me of their needs as soon as possible. The Office of Disability Resources is located at 3201 Arch Street, Suite 210. For more information, see
http://www.drexel.edu/oed/disabilityResources/

Quarter Schedule

All reading material will be provided via blackboard.

***** WEEK ONE / INTRO TO STS *****

Wednesday April 5th
Wednesday Reading:
(1) "The Making of Global Environmental Science and Politics" By Silke Beck, et al., (1059-1086)
(2) "STS as Method" by John Law (31-58)

Wednesday Assignment:
Reading Response #1

***** WEEK TWO / COLLABORATION *****

Wednesday April 12th
Wednesday Reading:
(1) "Collaboration, Coordination, and Composition" by Chris Kelty
(2) "Scaling and Visualizing Multi-Sited Ethnography" by Kim Fortun

Wednesday Assignment:
Reading Response #2

***** WEEK THREE / THE CITY *****

Wednesday April 19th
Wednesday Reading:
(1) "STS in the City" by Ignacio Farias and Anders Blok (555-581)

Wednesday Assignment:
Reading Response #3
Collaborative Composition #1

***** WEEK FOUR / INFRASTRUCTURES *****

Wednesday April 26th
Wednesday Reading:

(1) “How Infrastructures Matter” by Stephen C. Slota and Geoffrey C. Bowker (529-553)

Wednesday Assignment:
Reading Response #4
Research Memo #1

***** WEEK FIVE / EXPERTISE & INTERSECTORAL WORK *****

Wednesday May 3rd
Wednesday Reading:
(1) “Interactional Expertise” by Harry Collins, Roberts Evans, and Martin Weine (765-792)

Wednesday Assignment:
Reading Response #5
Research Share #1
Collaborative Composition #2

***** WEEK SIX / POWER & JUSTICE *****

Wednesday May 10th
Wednesday Reading:
(1) “Environmental Justice: Knowledge, Technology, and Expertise” by Gwen Ottinger, et al. (1029-1057)

Wednesday Assignment:
Reading Response #6
Research Memo #2

***** WEEK SEVEN / ANTICIPATION & IMAGINARIES *****

Wednesday May 17th
Wednesday Reading:
(1) “Conceptualizing Imaginaries of Science, Technology, and Society” by Maureen McNeil et al. (435-463)

Wednesday Assignment:
Reading Response #7
Collaborative Composition #3 Due

***** WEEK EIGHT / PARTICIPATION *****

*****Wednesday May 24th (Chris Kelty visits)*****
Wednesday Reading:
(1) An article sent by Chris Kelty….

Wednesday Assignment:
Reading Response #8

Research Memo #3 Due

***** WEEK NINE / FUTURES *****

Wednesday May 31st
Wednesday Reading:
(1) "Performing and Governing the Future in Science and Technology" by Kornelia Konrad et al. (465-499)

Wednesday Assignment:
Reading Response #9

***** WEEK TEN / *****

Wednesday June 7th
No Reading
Reading Response #10 (Class Reflections)
*****Research Share #2*****

****FINAL PROJECT SUBMISSION DUE ON JUNE 9TH****