



Dalhousie University
Faculty of Arts and Social Sciences

The Dalhousie University Senate acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people. The Dalhousie University Senate also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

ASSC1800 SEC03: Computing and Society in History

Fall 2023

Instructor: Dr. Nevcihan Ozbilge

Email: n.ozbilge@dal.ca

Office: McCain Arts and Social Sciences Building, Room 3128, Office Phone: 902 494 3534

Office Hours: Thursdays, 15:05-16:55, or by appointment

Lecture Time: Mondays, 17:35 – 19:25

Lecture Location: McCain Arts & Social Sciences Building, AUD-2, Ondaatje Hall

Mandatory Tutorials:

T08, Time and Location: Wednesdays, 11:35 – 12:25, LSC Common AEA, C234

T09, Time and Location: Wednesdays, 12:35 – 13:25, McCain Building, 2022

T10, Time and Location: Wednesdays, 10:35 – 11:25, McCain Building, 2104

T14, Time and Location: Wednesdays, 16:35 – 17:25, McCain Building, 2116

T15, Time and Location: Wednesdays, 14:35 – 15:25, McCain Building, 2176

T20, Time and Location: Wednesdays, 09:35 – 10:25, McCain Building, 1102

TA Lily Agyare
Email agyarelily@dal.ca
Tutorial: T10

Cindy Bergeron
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T09

TA Kris George
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Tutorial T08, T14

Kristen Millar
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T15, T20

Course Description:

This course introduces students to the history of computing from early mechanical devices to the internet. Students will learn to read, write, and discuss scholarly arguments about how computing has shaped society, and how society has shaped computing, over time.

Course Format:

This course consists of a weekly lecture and tutorial. The lectures will focus on discussions about the important historical figures and events that present how computing and society interacted. The Lectures will also examine how the interaction between computing and society has reflected on contemporary life. In addition to the lectures, this course has mandatory tutorial classes. The tutorials will ensure opportunities for learners to develop their writing skills by practicing the writing techniques they need to use for the essay assignments and exams of the course. By completion of this course, students can fulfill the requirements for a Dalhousie Writing Requirement Course. Lectures and tutorials are designed to implement writing practices and give writing instructions to guide students for their assignments.

Course Learning Outcomes:

Upon completion of this course, students should be able to:

- Support written arguments with evidence
- Critically analyze and assess arguments and historical data
- Identify, describe, and evaluate multiple forms of interaction of computing and society
- Connect past events to contemporary life
- Navigate the writing process
- Effectively use pre-writing techniques
- Have fun and enjoy learning

Required Reading Materials:

There are weekly assigned readings which need to be read before you attend each week's corresponding lecture. All aspects, readings, and materials of this course will be available in Brightspace ASSC1800 site. For a possible update on the readings, please check the Brightspace site.

Email and Contact Policy

Any course-related questions can be discussed during the office hours of the instructor or Teaching Assistants (TAs). You can also reach out to the instructor or TAs via email for quick inquiries, please expect 2 business days for the response.

It is each student's responsibility to:

- ensure that all email communications with instructors and TAs are originated from each students' own Dalhousie University email account.
- check Brightspace to see weekly announcements and possible updates about the course requirements, contents, classes, readings, tutorials, assignments, instructions, and exams.

Course Assessments and Evaluation Criteria

Assignment 1: Reflective Essays		<u>Total: 15%</u>
• Reflective Essay 1 (one-paragraph)	due 25 Sept. (in lecture)	5 %
• Reflective Essay 2 (one-paragraph)	due 16 Oct. (in lecture)	5 %
• Reflective Essay 3 (one-paragraph)	due 20 Nov. (in lecture)	5%
Midterm Exam	due 23 Oct. (in lecture)	15%
Assignment 2: Argumentative Essay		<u>Total: 25%</u>
• Essay Proposal (1-2 paragraph)	due 6 Nov.	10%
• Final Essay (1000-1250 word)	due 27 Nov.	15%
Final Exam	TBA	25%
Tutorial Participation	Wednesdays	20%
• Actively participate in-class exercises		

Assignment 1, Reflective Essays:

This assessment consists of three separate reflective essays. For each reflective essay assignment, the instructor will provide a source which can be a movie, magazine article, documentary, or archival document in a lecture. The instructor will also ask a question related to the source provided in the lecture. Students will have to answer the question in one-paragraph through their personal analysis and critical perspective about the source in line with the broader course content. These essays must be completed in class and are not accepted after the end of the class.

Assignment 2, Argumentative Essay:

For this assessment, students will work on one aspect of the history of computing covered during the classes. A list of potential essay topic starting points will be provided in the Brightspace site

in advance. Students are encouraged to use the sources of the course provided in lectures and Brightspace ASSC1800 site in this assignment. Students can also use related primary sources. Any external secondary sources used for this assignment must be scholarly and up-to-date. For the secondary sources, any popular website summaries, online encyclopedia posts, entertainment publications, personal blogs, etc., **will not** be accepted. In this assignment, students will have to make an argument about the topic they decided to work on and then support their argument by detailed historical evidence. This assignment consists of one pre-assessment process before students submit their final essays. For the pre-assessment –Essay Proposal–, students should develop 1 to 2 paragraph to identify their argument and supportive evidence related to their selected topic. This proposal must include a clearly and tightly constructed thesis statement. Some tutorial exercises before the deadline of the essay proposal will provide an opportunity to work on structuring a thesis statement. Students will receive feedback on essay proposals from their TA to strengthen their argument and improve their writing. Students must submit their final argumentative essay –1000 to 1250 word– after they revise their proposal according to their TA’s feedback.¹

Exams:

For this course, there will be a midterm and a final exam. The midterm exam will be written in-person during the class time of Week 5 (Oct 23, Monday). Midterm is based upon the assigned sources, materials, and discussions of weeks 1-4. The midterm will consist of very short answer questions (1-5 sentence). The final exam will be written in-person and based on a short essay-type question. It will cover all assigned sources, materials, and lecture discussions of this course. Students may use a paper printed version of the sources in Brightspace ASSC1800 site during the final exam (usage of any electronic devices, such as computers, cell phones, etc. will not be allowed during the exams). In order to pass the course a student require to pass (50%) the final exam. The final examination will be scheduled during the official exam period (December 8 – 19, 2023 inclusive).

More instructions about the assignments and exams will be provided in the lecture and Brightspace ASSC1800 site.

Tutorial Participation:

The mandatory tutorial classes will ensure opportunities for students to develop their writing skills by practicing the writing techniques they need to use for the essay assignments and exams of the course. For tutorials, in addition to class attendance, students must actively participate in class exercises and discussions (for assignment and exam preparation) in order to receive a tutorial grade.

¹ The feedback and grades for your written work and exam will be released in 1 to 2 weeks after the submission deadline. If you have any concerns or questions about the feedback and grade of your assignments and exams, firstly, you should contact your grading TA and discuss your concerns with them. If you are still dissatisfied after that discussion, the course Instructor (Dr. Ozbilge) will review your grade. However, the grade may increase or decrease according to the Instructor’s assessment.

Academic Standards

Failure to properly attribute sources in your work will be treated as an academic standards issue and points may be deducted for not following citation requirements. For example, forgetting to quote text taken from other sources, failure to include in-text citations, or a failure to include required information in the citations or references. Please see the resources on proper citation provided by the Dalhousie Writing Center (<https://dal.ca/libguides.com/c.php?g=257176&p=5001261>).

Please note that if it appears that the error was made with intent to claim other people's work as your own such as a lack of both citations and references, an allegation of plagiarism will be submitted to the Faculty Academic Integrity Officer, which could result in consequences such as a course failure.

For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's [Academic Integrity](#) and the Student Rights & Responsibilities' [Resources](#).

Use of Artificial Intelligence (AI) Tools:

Generative writing tools like Chat GPT, Google Translate and QuillBot (etc.) are not permitted in FASS classes, unless explicitly allowed by the course instructor. Because one of the main learning objectives of this course is to "effectively present evidence and ideas in writing" generative AI tools are not permitted. Just as you had to learn basic math before switching to a calculator, you need to develop writing skills without the assistance of technology. Using generative AI tools when producing submitted work constitutes an academic offense in this class.

Other Information:

- make sure you understand Dalhousie's policies on academic integrity (see http://www.dal.ca/dept/university_secretariat/academic-integrity/academic-policies.html)
- do not cheat in examinations or write an exam or test for someone else
- Be sure not to plagiarize, intentionally or unintentionally.
- clearly indicate the sources used in your written or oral work. This includes computer codes/ programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images
- do not use the work of another from the Internet or any other source and submit it as your own
- when you use the ideas of other people (paraphrasing), make sure to acknowledge the source

Plagiarism Detection

In this course we will use a software, Urkund, to detect plagiarism. Any paper submitted by a student will be checked by Urkund for academic dishonesty. For guidance about Urkund and how to access, please consult the University Secretariat's [Academic Integrity](#). Students who does

not wish to have their assignments passed through plagiarism detection software, they required to notify the instructor of this course in the first week of the classes to discuss an alternative for submitting their assignments.

Table 1: Dalhousie Grading Scale

Grade	Grade Point Value	Percentage	Definition	
A+ A A-	4.30 4.00 3.70	90-100 85-89 80-84	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
B+ B B-	3.30 3.00 2.70	77-79 73-76 70-72	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
C+ C C-	2.30 2.00 1.70	65-69 60-64 55-59	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
D	1.00	50-54	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of "C" or "C+" is required).
F	0.00	0-49.9	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.

Course Schedule

Here is a *summary* of the important dates in the University's Fall 2023 academic calendar (relevant to this course). Please review the University's [website](#) for the complete list.

Table 2: Important Days

Sept 4	Labour Day, University Closed
Oct 2	National Day for Truth and Reconciliation, University closed
Oct 9	Thanksgiving Day, University Closed
Nov 13	In lieu of Remembrance Day, University Closed – Fall Break
Dec 8-19	Final Exam Period

Table 3: Course Schedule

Date (day-month)		Week	Lectures (Mondays, 17:35-19:25) (McCain Arts & SS - AUD 2) Tentative Readings <u>For a possible update on the weekly content and readings, please check the Brightspace site.</u>	Assignments (Due Dates) Exams (Dates) Drop Dates	Tutorials Wednesdays
4-Sep	Monday		Labour Day - University Closed - No Class		
5-Sep	Tuesday				
6-Sep	Wednesday				No Tutorials
7-Sep	Thursday				
8-Sep	Friday				
Weekend					
11-Sep	Monday	Week 1	Introduction		
12-Sep	Tuesday		Readings: No specific readings assigned for this week except <u>course syllabus</u> .		
13-Sep	Wednesday				No Tutorials
14-Sep	Thursday				
15-Sep	Friday				
Weekend					
18-Sep	Monday	Week 2	Babbage and Lovelace / Instructions for a Reflective Essay Assignment		Reflective Essay Prep
19-Sep	Tuesday		Tentative Readings: Misa (2015) + Primary Source		
20-Sep	Wednesday				
21-Sep	Thursday				
22-Sep	Friday				
Weekend					
25-Sep	Monday	Week 3	Data and Race	Reflective Essay 1 - In Lecture	
26-Sep	Tuesday		Tentative Readings: Pratt, Hixon, and Jones (2015) + Primary Source		
27-Sep	Wednesday				No tutorials
28-Sep	Thursday				
29-Sep	Friday				
Weekend					
2-Oct	Monday		National Day for Truth and Reconciliation - University Closed - No Class		Essay Proposal Writing Process
3-Oct	Tuesday				
4-Oct	Wednesday		Tutorials will be held this week	Last Day to drop without "W"	
5-Oct	Thursday				
6-Oct	Friday				
Weekend					

ASSC1800 SEC03 Syllabus

Date (day-month)		Week	Lectures (Mondays, 17:35-19:25) (McCain Arts & SS - AUD 2) Tentative Readings <u>For a possible update on the weekly content and readings, please check the Brightspace site.</u>	Assignments (Due Dates) Exams (Dates) Drop Dates	Tutorials Wednesdays	
9-Oct	Monday		Thanksgiving Day - University Closed - No Class			
10-Oct	Tuesday					
11-Oct	Wednesday		Tutorials will be held this week		Essay Writing Process (Use of Sources)	
12-Oct	Thursday					
13-Oct	Friday					
Weekend						
16-Oct	Monday	Week 4	Global Type Writers Tentative Readings: LinYutang (1946)	Reflective Essay 2	Midterm Prep	
17-Oct	Tuesday					
18-Oct	Wednesday					
19-Oct	Thursday					
20-Oct	Friday					
Weekend						
23-Oct	Monday	Week 5	Midterm in Lecture	Midterm Exam in Lecture		
24-Oct	Tuesday					
25-Oct	Wednesday				Thesis Statement Prep	
26-Oct	Thursday					
27-Oct	Friday					
Weekend						
30-Oct	Monday	Week 6	World War I & World War II Tentative Readings: Light (1999) + Primary Source			
31-Oct	Tuesday					
1-Nov	Wednesday				Essay Writing Process	
2-Nov	Thursday			Last Day to drop with "W"		
3-Nov	Friday					
Weekend						
6-Nov	Monday	Week 7	Cold War Tentative Readings: Hicks (2018) + Primary Source	Essay Proposal	Argumentative Essay Writing Process	
7-Nov	Tuesday			In Brightspace, Due at 11:59 pm, Monday.		
8-Nov	Wednesday					
9-Nov	Thursday					
10-Nov	Friday					
Weekend						

ASSC1800 SEC03 Syllabus

Date (day-month)		Week	Lectures (Mondays, 17:35-19:25) (McCain Arts & SS - AUD 2) Tentative Readings <u>For a possible update on the weekly content and readings, please check the Brightspace site.</u>	Assignments (Due Dates) Exams (Dates) Drop Dates	Tutorials Wednesdays	
13-Nov	Monday		In lieu of Remembrance Day - University Closed - No Class		Fall Break - No Tutorials	
14-Nov	Tuesday		Fall Break			
15-Nov	Wednesday					
16-Nov	Thursday					
17-Nov	Friday					
Weekend						
20-Nov	Monday	Week 8	Silicon Tentative Readings: McIlwain (2020) + Primary Source	Reflective Essay 3 - In Lecture	Argumentative Essay Writing Process	
21-Nov	Tuesday					
22-Nov	Wednesday					
23-Nov	Thursday					
24-Nov	Friday					
Weekend						
27-Nov	Monday	Week 9	Software Tentative Readings: Ensmenger (2010) + Primary Source	Final Essay Submission	Final Exam Prep	
28-Nov	Tuesday			In Brightspace, Due at 11:59 pm, Monday.		
29-Nov	Wednesday					
30-Nov	Thursday					
1-Dec	Friday					
Weekend						
4-Dec	Monday	Weeks 10, 11, 12*	Mini Computers & PCs Tentative Readings: Brand (1972) & Gates (1976) + Primary Source			
5-Dec	Tuesday		The Internet + Web Tentative Readings: Abbate (2019) & Peters (2016)			
6-Dec	Wednesday		Indigenous Networks Tentative Readings: Beaton (2015) + Primary Source		No Tutorials	
7-Dec	Thursday		Break Before Exams			
8 - 19 Dec	Friday-Tuesday	Exam Period	Final Exam Date and Room TBA	Final Exam Date and Room TBA		

* Weeks 10-11-12: We will have classes on Monday, Tuesday, and Wednesday this week to compensate with the classes overlapping with the formal holidays of the fall term.

Late Submissions

In-class assignments (for assignment 1; three reflective essays) must be submitted by the end of the class. These assignments will not be accepted after the end of the class.

Assignment 2 (proposal and final submission of argumentative essay) will be penalized at 10% every 72 hours. It means that late assignments are accepted in the first 72 hours without penalty. No assignments are accepted after 120 hours. All late assignments must be submitted to the Brightspace site.

Absence Recording and Accommodation

For the short term absences (3 days or less) students should take responsibility to contact their instructor or TA by email prior to the academic requirement deadline or scheduled time **AND** submit a completed [Student Declaration of Absence form](#) to their instructor and TA in case of missed or late academic requirements. Students must submit the Student Declaration of Absence Form online through Brightspace, by email, or in-person within three days following your last day of absence. Only two (2) separate Student Declaration of Absence forms may be submitted per course during a term. The Student Declaration of Absence form **will not** be accepted for essay assignments and exams. This form also **cannot** be used for long-term absences (greater than three consecutive days). Students experiencing recurring long-term absences are strongly encouraged to meet with a Faculty or Declared Major Advisor, or Faculty Program Coordinator and refer to the University's [Student Accommodation Policy](#). For further guidance on Absence policy please consult Student Rights and Responsibilities' [Student Absence Declaration](#).

Culture of Respect²

Every person has a right to respect and safety. We believe inclusiveness is fundamental to education and learning. Misogyny and other disrespectful behaviour in our classrooms, on our campus, on social media, and in our community is unacceptable. As a community, we must stand for equality and hold ourselves to a higher standard.

What we all need to do:

1. **Be Ready to Act:** This starts with promising yourself to speak up to help prevent it from happening again. Whatever it takes, summon your courage to address the issue. Try to approach the issue with open-ended questions like "Why did you say that?" or "How did you develop that belief?"
2. **Identify the Behaviour:** Use reflective listening and avoid labeling, name-calling, or assigning blame to the person. Focus the conversation on the behaviour, not on the person. For

² Source: Speak Up! © 2005 Southern Poverty Law Center. First Printing. This publication was produced by Teaching Tolerance, a project of the Southern Poverty Law Center. Full "Speak Up" document found at: <http://www.dal.ca/dept/dalrespect.html>. Revised by Susan Holmes from a document provided April 2015 by Lyndsay Anderson, Manager, Student Dispute Resolution, Dalhousie University, 902.494.4140, lyndsay.anderson@dal.ca www.dal.ca/think.

example, “The comment you just made sounded racist, is that what you intended?” is a better approach than “You’re a racist if you make comments like that.”

3. **Appeal to Principles:** This can work well if the person is known to you, like a friend, sibling, or co-worker. For example, “I have always thought of you as a fair-minded person, so it shocks me when I hear you say something like that.”
4. **Set Limits:** You cannot control another person’s actions, but you can control what happens in your space. Do not be afraid to ask someone “Please do not tell racist jokes in my presence anymore” or state “This classroom is not a place where I allow homophobia to occur.” After you have set that expectation, make sure you consistently maintain it.
5. **Find or be an Ally:** Seek out like-minded people that support your views, and help support others in their challenges. Leading by example can be a powerful way to inspire others to do the same.
6. **Be Vigilant:** Change can happen slowly, but do not let this deter you. Stay prepared, keep speaking up, and do not let yourself be silenced.

University Statements

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate.

<https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=111&loaduseredits=False>

Territorial Acknowledgement

Dalhousie University is located in Mi’kma’ki, the ancestral and unceded territory of the Mi’kmaq. We are all Treaty people.

Internationalization

At Dalhousie, ‘thinking and acting globally’ enhances the quality and impact of education, supporting learning that is “interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders.” <https://www.dal.ca/about-dal/internationalization.html>

Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. (read more: http://www.dal.ca/dept/university_secretariat/academic-integrity.html)

Accessibility

The Student Accessibility Centre is Dalhousie’s centre of expertise for matters related to student accessibility and accommodation. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion please contact: https://www.dal.ca/campus_life/academic-support/accessibility.html for all courses offered by Dalhousie with the exception of Truro.

Conduct in the Classroom — Culture of Respect

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class

members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

Diversity and Inclusion — Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). (read more: <http://www.dal.ca/cultureofrespect.html>)

Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. (read more: https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-con.html)

Fair Dealing Policy

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie. (read more: https://www.dal.ca/dept/university_secretariat/policies/academic/fair-dealing-policy-.html)

Originality Checking Software

The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the Student Submission of Assignments and Use of Originality Checking Software Policy. Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work, and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method. (read more: https://www.dal.ca/dept/university_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality.html)

Student Use of Course Materials

These course materials are designed for use as part of the CSCI courses at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g. uploading material to a commercial third party website) may lead to a violation of Copyright law.

Learning and Support Resources

Please see https://www.dal.ca/campus_life/academic-support.html