

History of Science 907
Technology, Democracy, and Power in the United States
Thursdays, 5:40-7:35PM
Mosse Humanities 5257

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Introduction

In the early 21st century, the association between technology and politics can seem difficult to disentangle and analyze. Platform businesses like Amazon and Google appear like quasi-state entities with power over markets and the public sphere (and even judicial systems to adjudicate disputes). Meanwhile, the regular administration of state—from the local to the national—seems more than ever to lean on technological systems: voting machines, highway signage standards, police and social welfare databases, as well all their associated experts--statisticians, epidemiologists, soil scientists, economists and civil engineers. All the technical, often paper-based processes on which administration depends has a further political meaning as well. Transparency, bureaucratic processes, procedural decision-making and many other technocratic virtues are themselves controversial in a contemporary society: sometimes they seem like bulwarks against capricious or self-serving application of state power; sometimes they seem like conservative forces preventing political change; sometimes they are foci of a range of anti-state and anti-expert politics.

In this seminar, we will develop a set of conceptual tools applicable to humanistic and social scientific inquiry for thinking critically about the relationship between governance, politics, and technology broadly. Technology is critical materially and ideologically to the practices of governance and to many collective visions of how the political sphere can and should operate. How do technological systems emerge from, or shape political values? What sort of power do scientific experts and technocrats hold, and can this power be squared with democratic principles? How have these dynamics changed over time in the case of the United States, and what role have they played in state formation?

In the first third of the course, we read and synthesize texts from political theory, science and technology studies (STS), media and cultural studies and sketch a map of the main schools of thought on these questions, highlighting occasional divergences, gaps, and resonances. We'll discuss a range of *materialist* perspectives that emphasize the affordances that technology provides in the organizations of power over or among people; as well as *constructivist* and *co-productionist* models that focus attention on the various social structures, institutions, conflicts, and forces that make technology work, give it meaning, and maintain its social effects. In the second and third portion of the course, we focus on a historical interrogation of technology and politics in the United States, and students prepare independent research that brings course themes and texts to bear on their own area of research.

Course Details

Prerequisites: Graduate/Professional Standing

Level: Graduate

Credits: 3

Modality: In-person

Credit Hour Details

This course counts for three credits. The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course's learning activities (at least 45 hours per credit or 9 hours per week), which include regularly scheduled meeting times (group seminar meetings of 115 minutes per week), reading, writing, individual consultations with the instructor, and other student work as described in the syllabus. It is expected that students will meet with the instructor on a one-on-one basis at least 3 times during the semester for 30 minutes to discuss research plans and writing responses.

Regular and substantive student-instructor interaction

Students will receive regular and substantive interaction with instructor during in-person seminars, through regular one-on-one meetings on research and class topics, and feedback on written assignments.

Course Learning Outcomes:

Students completing this course will...

- Gain familiarity with major texts in US history and science and technology studies related to expertise, technology, and governance
- Practice and improve reading strategies for analyzing scholarly texts across varied styles and disciplines pertaining to the course themes
- Articulate, critique, and synthesize theories, research methods, and approaches to STS and historical inquiry related to course themes
- Improve their ability to craft a persuasive, article-length argument that makes an original contribution to knowledge in the student's field of research and situates a scholarly question in relation to existing literature
- Improve oral presentation skills for communicating and collaborating on complex topics in an academic environment

Grades and Assignments

Reading Responses (20%)

Oral Presentation (20%)

Seminar Paper (35%)

Participation and Preparation (25%)

Readings, Reading Packet and Minimal Device Policy

This is a reading intensive course requiring preparation of the equivalent of one book per week of reading, normally distributed between several articles, or multiple chapters of two or three books. Selections have been made to present major episodes and ideas from scholarly books.

You will be provided for free, a physical course reader with copies of many of the course texts. Other texts, especially from books, are available through the library's website as e-books.

While I have normally allowed use of laptops, phones and tablets in small classes, recent experience has shown that devices get in the way of the formation of a classroom community and for the kind of collective textual analysis that is at the heart of the graduate seminar. **On weeks where we are using only readings from the packet, I will ask that you refrain from using your devices. The rest of the time, I will ask that you use your devices lightly, keeping attention on print materials and each other during our limited time together**

Some suggestions on how to read for a reading-intensive graduate seminar

Begin with a few realistic expectations:

It's hard to remember every detail of the plot of even our most cherished books, let alone all the things we read for school and work.

You won't read every word.

Reading and note taking are time consuming but productive

Some texts we read closely, others we read thinly—this depends on the genre and our Needs

Set as one of the main goals of reading scholarly materials to be the generation of a set of reference notes. Those notes explain in a concise and single space, the main idea, argument, historical episodes, and methodological and/or theoretical contributions of works read, and that crucially, can point you back to key texts, ideas, or passages when you need it later (in your teaching, writing, in class, etc.). I normally write these notes after I've finished reading, when the text is freshest, and when I can quickly summarize the main things, I want to retain.

There are several, excellent guides available online for how to read for graduate courses and think about note-taking, written by some of our colleagues from other institutions. Here are a few that have been helpful for me:

<https://marhicks.com/syllabi/ReadingTipsforHistoryClassesv2.pdf>

<https://courses.bowdoin.edu/writing-guides/predatory-reading/>

<https://courses.bowdoin.edu/writing-guides/how-to-read-a-secondary-source/>

<https://cte.ku.edu/sites/cte.drupal.ku.edu/files/docs/portfolios/jahanbani/gutbook.pdf>

Academic Integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to www.studentconduct.wiscweb.wisc.edu/academic-integrity/

Accommodations for Students with Disabilities

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I, will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

<http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

Diversity & Inclusion

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. <https://diversity.wisc.edu/>

Assignment Details

Assignment 1: Weekly* Reading Responses (20%)

~300-400 words (max 500).

Due 1PM Thursday; sent via email either as email attachment or in body of email to dbkennedy@wisc.edu

*Complete 8 total; no need to do more.

A reading response is an exercise to rehearse arguments and synthesize work before we arrive in class, and to create a dialogue between me and you on course themes and your ideas over the course of the semester. To start, you should consider some (but not all) of the below ideas. A summary of the cases/historical episodes/arguments in the texts is not required, except to the extent it helps you clarify your response to it.

- What were the main arguments of the book/article (hint: historians often put these in the introduction, the conclusion, or both)? Did the author, in your opinion succeed in following through on those arguments?
- What materials, episodes, narratives, or cases do they use? What is the research method (synthesis of existing work, close analysis of primary published sources, ethnography, archival (of what)...)?
- What is at stake in the author's argument or methods (politically, methodologically, in the treatment of subject matter etc.)?
- How is the book/article "talking" to other parts of the literature in their own field or others? Is the author styling themselves as a particular type of historian (women's historian, social historian, political historian, etc.) or theorist (Marxist, social constructivist, political theorist)? Who are their subjects?
- What questions did this text leave you with? What gaps does it leave open for further work?

(adapted from Margaret O'Mara "How to write a reader response paper")

Assignment 2: Oral Presentation of Two Readings (20%)

Each student is responsible for preparing a ~10-12 Minute oral presentation (15 minutes maximum; no slides needed or expected) introducing **two** of the texts for the week (i.e. two of the books sampled in the syllabus, or two articles).

Signup here: <https://uwmadison.box.com/s/jjfd7xs7lgyju5nyt6nh2caqstzwhk5>

This should quickly introduce the two works to support our seminar discussion; the goal is to engage with the text's content and provide some *context* (the who, why, where of its publication) that can inform our engagement with it.

Presentations should briefly cover

- 1) relevant background information on the author(s) (e.g. what (sub)field are they working in, their research interests; and how this work fits into it)
- 2) a *brief* synopsis of the texts (not for each chapter) which introduces the main ideas, arguments, and methods/materials used to achieve them.
- 3) a description of the genre, cited/inspiring literature, and format of the items (e.g. describe the journal this article was published in; what sorts of things/fields are cited or interrogated, what publisher published the book, was it part of a series, what other books appeared in similar time)
- 4) finally, a discussion question or two for us to begin engaging with the texts.

Assignment 3: Seminar Paper, Article Length (35%)

Various formats are welcome: Either a review essay of texts from outside of class, or a research paper from your own interests applying course texts or concepts. Your paper should *identify a specific academic journal* as its target, and use the style and format requirements of that journal for

You should meet with me before week 5 to discuss your project ideas. You can email me to make an appointment via zoom.

Discussion and Preparation

General Discussion Participation Rubric

Excellent (90-100)	Good (80-90)	Competent (70-80)	Pass (60-70)	Fail (0-60)
- Consistent, demonstrated preparation and regular involvement in discussion - Explores ideas and texts rigorously and creatively - Comes to class with questions and ideas - Draws on material from other weeks in the course - Consistently and respectfully builds on the conversation; engaging classmates, synthesizing ideas and giving credit to classmates work - Makes space for other students to speak	- Consistent, demonstrated preparation and regular involvement in discussion - Draws on course materials in responding to questions or adding to discussion - Engages others respectfully and gives credit to other students' Comments - Makes space for other students to speak	- Involved in discussion with on-topic comments but does not demonstrate adequate preparation of readings each week	- Contributes when called upon but not actively engaged in the conversation - Responses are on-topic but do not demonstrate awareness of course materials of course	- Uninvolved - Disruptive or disrespectful to peers

Week-by-Week Agenda and Reading List

Unit 1: Framing Texts

Week 1: Technology as a Matter of Social Order (January 26)

- Anderson, Benedict. "Chapter Two. Cultural Roots" and "Chapter 10. Census, Map, Museum." In *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, second edition. London and New York: Verso Books, 2006.
- Ezrahi, Yaron. "Technology and Civil Epistemology of Democracy." In *Technology and the Politics of Knowledge*, edited by Alastair Hannay and Andrew Feenburg. Bloomington, IN: Indiana University Press, 1995.
- Latour, Bruno. "Technology is Society Made Durable" in *A Sociology of Monsters: Essays on Power, Technology, and Domination*, *Sociographical Review Monograph No. 38*, 103-132, 1991.

Week 2: Balance, Clockwork, Network: Technical Metaphors for the State (February 2)

- Chun, Wendy. "Crisis, Crisis, Crisis, or Sovereignty and Networks." *Theory, Culture, and Society* 28, no. 6 (2011): 91-112.
- Mayr, Otto. "Chapter 4. The Clockwork State," "Chapter 5. The Authoritarian Conception of Order," "Chapter 6. Rejection of the Clock Metaphor in the Name of Liberty," "Chapter 7. Imagery of Balance and Equilibrium," "Chapter 9. Self-balancing Political Systems." In *Authority, Liberty, & Automatic Machinery in Early Modern Europe*. Baltimore: Johns Hopkins University Press, 1986.
- Marx, Leo. "'Technology': The Emergence of a Hazardous Concept." *Social Research* 64, no. 3 (1997): 965-88.

Week 3: Technocracy and the Performance of Public Reasoning (February 9)

- Daston, Lorraine. "Introduction. The Hidden History of Rules," and "Ch. 6 – Rules and Regulation." In *Rules: A Short History of What We Live By*. Princeton, NJ: Princeton University Press, 2022.
- Habermas, Jürgen "The Scientization of Politics and Public Opinion." In *Towards a Rational Society: Student Protest, Science, and Politics*, translated by Jeremy J. Shapiro. Boston: Beacon Press, 1970.
- Jasanoff, Sheila "Transparency in Public Science: Purposes, Reasons, Limits." *Law and Contemporary Problems* 69, No. 3, Sequestered Science: The Consequences of Undisclosed Knowledge (Summer, 2006), pp. 21-45.
- Rawls, John "The Idea of Public Reason, Revisited." *University of Chicago Law Review* 64, No. 3 (1997): 765-807.
- Weber, Max. "Chapter Three. Types of Power." In *Economy and Society: A New Translation*, translated by Keith Tribe. Cambridge, MA: Harvard University Press, 2019.

Week 4: Technology and Coercive Power (February 16)

- Arnold, David. "Europe, technology, and colonialism in the 20th century." *History and Technology* 21, no. 1 (2005): 85-106.
- Cardon, Nathan. "Cycling on the Color Line: Race, Technology and Bicycle Mobilities in the Early Jim Crow South, 1887-1905." *Technology and Culture* 62, no. 4 (2021): 973-1002.
- Cook, Lisa. "Violence and Economic Activity: Evidence from African American Patents, 1870-1940." *Journal of Economic Growth* 19 (2014): 221-257.
- Foucault, Michel. "Lectures I – III." In *The Birth of Biopolitics Lectures at the Collège de France*, edited by Michel Senellart, translated by Graham Burchell. New York: Palgrave Macmillan, 2008.
- Jefferson, Brian Jordan. "Computerizing carceral space: Coded geographies of criminalization and capture in New York City." *Environment and Planning A: Economy and Space* 50, no. 5 (2018): 969-988.
- Mitchell, Timothy. "Fixing the Economy." *Cultural Studies* 12, no. 1 (1998): 82-101.
- Moon, Suzanne. "Place, voice, interdisciplinarity: understanding technology in the colony and postcolony." *History and Technology* 26, no. 3 (2010): 189-201.
- Winner, Langdon. "Do Artifacts Have Politics?" *Daedalus* 109, no. 1 (1980): 121–36.

Week 5: Constitutional Models of Technology and Society (February 23)

- Balogh, Brian. "Chapter 1. The Enduring Legacy of Nineteenth-Century Governance in the United States: The Emergence of the Associational Order." In *The Associational State: American Governance in the Twentieth Century*. Philadelphia: University of Pennsylvania Press, 2015.
- Jasanoff, Sheila. "Constitutional Moments in Governing Science and Technology." *Science and Engineering Ethics* 17, no. 4 (2011): 621–38.
- Jasanoff, Sheila. "Future Imperfect: Science, Technology, and the Imaginations of Modernity." In *Dreamscapes of Modernity: Sociotechnical Imaginaries and the Fabrication of Power*, edited by Sheila Jasanoff and Sang-Hyun Kim, 1–33. Chicago, IL: The University of Chicago Press, 2015.
- Moon, Suzanne. "Building from the Outside-In: Sociotechnical Imaginaries and Civil Society in New Order Indonesia." In *Dreamscapes of Modernity: Sociotechnical Imaginaries and the Fabrication of Power*, edited by Sheila Jasanoff and Sang-Hyun Kim. Chicago: University of Chicago Press, 2015.

Unit 2: State Power and Technology in the US Through the New Deal

Week 6: Infrastructure and the "Missing" 19th Century State (March 2)

- Barreyre, Nicolas and Claire Lemerrier, "The Unexceptional State: Rethinking the State in the Nineteenth Century (France, United States)." *The American Historical Review* 126, no. 2 (2021): 481–503.
- John, Richard. "Chapter 1. The Postal System as an Agent of Change," "Chapter 4. The Imagined Community," "Chapter 6. The Wellspring of Democracy." In *Spreading the*

- News: The American Postal System from Franklin to Morse*. Cambridge, MA: Harvard University Press, 1995.
- Rood, Daniel. "Introduction - Atlantic Inversions," "Ch. 3 – From an Infrastructure of Fees to an Infrastructure of Flows" and "Ch. 4 – Wrought-Iron Politics." In *The Reinvention of Atlantic Slavery: Technology, Labor, Race, and Capitalism in the Greater Caribbean*. New York: Oxford University Press, 2017.
- White, Richard. "Introduction," "Ch. 1 – Genesis," "Ch. 3- Friends," "Ch. 4 – Spatial Politics." In *Railroaded: The Transcontinentals and the Making of Modern America*. New York: W. W. Norton & Co., 2011.

Week 7: Professionals, Social Facts, and the “Organizational Synthesis” of the 19th Century (March 9)

- Galambos, Louis. "Technology, Political Economy, and Professionalization: Central Themes of the Organizational Synthesis." *The Business History Review* 57, no. 4 (1983): 471–93.
- Noble, David. Introduction and Part 1: "Technology as Social Production." In *America by Design: Science, Technology, and the Rise of Corporate Capitalism*. New York: Knopf, 1977.
- Porter, Theodore. "Introduction: Cultures of Objectivity," "Chapter 4. The Political Philosophy of Quantification," "Chapter 5. Experts Against Objectivity: Accountants and Actuaries," "Chapter 6. French State Engineers and the Ambiguities of Technocracy," "Chapter 7. U.S. Army Engineers and the Rise of Cost-Benefit Analysis." In *Trust in Numbers: The Pursuit of Objectivity in Science and Public Life*. New edition. Princeton, NJ: Princeton University Press, 2020.
- Furner, Mary. "Knowing Capitalism: Public Investigation and the Labor Question in the Long Progressive Era." In *The State and Economic Knowledge: The American and British Experience*, edited by Mary O. Furner and Barry Supple. Cambridge and New York: Cambridge University Press, 1990.
- Rosenthal, Caitlin. "Introduction," "Ch.1 - Hierarchies of Life and Death," and "Ch. 3 – Slavery's Scientific Management." In *Accounting for Slavery: Masters and Management*. Cambridge, MA: Harvard University Press, 2018.

SPRING BREAK – No Meeting 3/16

Week 8: Energy, Capital, and Territorial Power (March 23)

- Brown, Adrienne R. *The Black Skyscraper: Architecture and the Perception of Race*. Baltimore: Johns Hopkins University Press, 2017.
- Connolly, Emilie. "Fiduciary Colonialism: Annuities and Native Dispossession in the Early United States." *American Historical Review* 127, no. 1 (2022): 223-253.
- Jones, Christopher. "Ch. 1 – Coal’s Liquid Pathways," and "Ch. 2 – Pipelines and Power." In *Routes of Power: Energy and Modern America*. Cambridge, MA: Harvard University Press, 2014.

- Saunt, Claudio. "Financing Dispossession: Stocks, Bonds, and the Deportation of Native Peoples in the Antebellum United States." *Journal of American History* 106, no. 2 (2019): 315–37, <https://doi.org/10.1093/jahist/jaz344>.
- Scott, James C. "Ch. 1 – Nature and Space" and "Ch. 4 – 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, CT: Yale University Press, 1999.

Week 9: Technocracy, Biopolitics and the Progressive Vision (March 30)

- Agar, Jon, Introduction, Chapter 1, Chapter 2 and Chapter 4. In *The Government Machine: A Revolutionary History of the Computer* 2002.
- Alexander, Jennifer. "Introduction – The Varieties of Efficiency," "Ch. 3 – Economy and Nature: Darwin, Marshall, and the Costs of Efficiency," and "Ch. 4 – Balance and Transformation: Technical and Popular Efficiency in the Progressive Era United States." In *The Mantra of Efficiency: From Waterwheel to Social Control*. Baltimore: Johns Hopkins University Press, 2008.
- Briggs, Laura. "Introduction – Colonialism: Familiar Territory," "Ch. 2 – Sex and Citizenship: The Politics of Prostitution in Puerto Rico, 1898-1918," "Ch. 3 – Debating Reproduction: Birth Control, Eugenics, and Overpopulation in Puerto Rico, 1920-1940," and "Ch. 4 Demon Mothers in the Social Laboratory: Development, Overpopulation, and 'the Pill,' 1940-1960." In *Reproducing Empire: Race, Sex, Science, and US Imperialism in Puerto Rico*. Berkeley: University of California Press, 2003.

Week 10: Technocracy and State Visions in the New Deal Order (April 6)

- Balogh, Brian, "Reorganizing the Organizational Synthesis: Federal-Professional Relations in Modern America," *Studies in American Political Development* 5 (1991): 119-172
- Brinkley, Alan "The New Deal and the Idea of the State." In Fraser and Gerstle ed. *The Rise and Fall of the New Deal Order, 1930-1980*, edited by Steve Fraser and Gary Gerstle, 85-121. Princeton, NJ: Princeton University Press, 1989.
- Jordan, John M. "Introduction" and Chapters 1-7, 9." In *Machine-Age Ideology: Social Engineering and American Liberalism, 1911-1939*. Chapel Hill: University of North Carolina, 1994.
- Galison, Peter "Secrecy in Three Acts" *Social Research* 77, no. 3 (2010): 970-974.
- Offner, Amy. "Introduction," "1. Decentralization in One Valley," and "3. Private Homes and Economic Orders." In *Sorting out the Mixed Economy The Rise and Fall of Welfare and Developmental States in the Americas*. Princeton, NJ: Princeton University Press, 2019.

Unit 3: Expertise and Governance from the Cold War to the Age of Networks

Week 11: Rule by Rules (April 13)

- Paul Erickson et al., *How Reason Almost Lost Its Mind: The Strange Career of Cold War Rationality*. Chicago: University of Chicago Press, 2013.
- Jones-Imhotep, Edward. *The Unreliable Nation: Hostile Nature and Technological Failure in the Cold War*. Cambridge, MA: MIT Press, 2017.

Rohde, Joy “Pax Technologica: Computers, International Affairs, and Human Reason in the Cold War.” *Isis* 108, no. 4 (2017): 792-813.

Week 12: War Technology, Cold War Experts, and Civil Violence (April 20)

Edwards, Paul. “Ch. 1,” “Ch. 2,” and “Ch. 3.” In *The Closed World: Computers and the Politics of Discourse in Cold War America*. Cambridge: MIT Press, 1996.

Ammon, Francesca Russello. “Introduction,” “Ch. 4,” and “Ch. 5.” *Bulldozer: Demolition and Clearance of the Postwar Landscape*. New Haven: Yale University Press, 2016.

Light, Jennifer. “Introduction,” “Ch. 1 – Planning for the Atomic Age,” “Ch. 4 – Urban Intelligence Gathering,” “Ch. 5 – Moon-shot Management for American Cities.” In *From Warfare to Welfare: Defense Intellectuals and Urban Problems in Cold War America*. Baltimore: Johns Hopkins University Press, 2003.

Offner, Amy. “Ch. 4” and “Ch. 5.” In *Sorting out the Mixed Economy: The Rise and Fall of Welfare and Developmental States in the Americas*. Princeton, NJ: Princeton University Press, 2019.

Week 13: 1970s and the Fracture in Expertise (April 27)

Balogh, Brian, Chapter 8. In *Chain Reaction: Expert Debate and Public Participation in American Commercial Nuclear Power, 1945-1975*. Cambridge and New York: Cambridge University Press, 1991.

Robin, Ron. “Introduction,” “Chapter 1,” “Chapter 2,” “Chapter 9,” “Chapter 10.” In *The Making of the Cold War Enemy: Culture and Politics in the Military-Industrial Complex*. Princeton, NJ: Princeton University Press, 2001.

Rodgers, Daniel. “Prologue,” and “3. The Search for Power.” In *Age of Fracture*. Cambridge, MA: Belknap Press of Harvard University Press, 2011.

Schmalzer, Sigrid, Daniel S. Chard, and Alyssa Botelho, eds. “Introduction,” “Ch. 1 – Science, Power and Ideology,” and “Ch. 7 – Technology.” In *Science for the People: Documents from America's Movement of Radical Scientists*. Amherst: University of Massachusetts Press, 2018.

Week 14: Digital Society and the Network Idiom (May 4)

Turner, Fred. “Introduction,” “1. The Shifting Politics of the Computational Metaphor,” “8. The Triumph of the Network Mode.” In *From Counterculture to Cyberculture: Stewart Brand, the Whole Earth Network, and the Rise of Digital Utopianism*. Chicago: University of Chicago Press, 2021.

Chun, Wendy. “Introduction,” “1. On Sourcery and Source Codes,” and “2. Daemonic Interfaces, Empowering Obfuscations.” In *Programmed Visions: Software and Memory*. Cambridge, MA: MIT Press, 2011.

Igo, Sarah. “Introduction,” “6. The Record Prison,” and “7. The Ethic of Transparency.” *The Known Citizen: A History of Privacy in Modern America*. Cambridge, MA: Harvard University Press, 2020.

Vismann, Cornelia and Markus Krajewski. "Computer Juridisms." *Grey Room* 29 (Winter 2008): 90-109.

Kelty, Chris. "The Fog of Freedom." In *Media Technologies: Essays on Communication, Materiality, and Society*, edited by Tarleton Gillespie, Pablo J. Boczkowski, and Kirsten A. Foot, 195–220. Cambridge, MA: MIT Press, 2014.