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Office Hours:
Tuesdays, 4:30-5:20
and by appointment

**Topics in Global Politics:
The Politics of Science and Technology**

Tuesdays 6:00-9:00
Location: CON 455
Rutgers University – Newark

Course Description: This course will examine the politics of science and technology with a particular focus on violence, war and conflict. In it, we will be inquiring into the relationship between science and technology, and war and violence. By moving beyond the view that technology is either ‘good’ or ‘bad’ we will open up new questions focused on the ways in which both technology and war are *generative* – that is to say, that war generates the invention and production of new forms of science and technology, and at the same time science and technology produce new forms of warfare and violence both within states and in relations between states. In the course we will study various forms of science and technology, including weapons, robotics/drones, biometrics, ‘big data’, medicine, neuroscience, psychology, amongst others. We will also examine how these sciences and technologies are generated by, and generate various forms of violence and responses to them, including policing (both within the US and in warfare), counterinsurgency, counter-terrorism, border control and surveillance.

Welcome to class!

Assessment:

Assignment	Due Date	Value
Quiz	March 20	15%
Reading Response Papers (2)	At the beginning of class in the week of the readings covered in the assignment, until March 27	20% (2 @ 10% each)
Essay	April 8 (for peer review) + April 29 (final essay - for assessment)	35%
Peer Reviews (2)	April 17th	20% (2 @ 10% each)
Attendance & Participation	Weekly, throughout the course	10%

Assignments:

1. A Quiz worth 15%. The quiz will test your completion of the readings. There are no make-up quizzes, except in exceptional circumstances.

3. Students will complete TWO Reading Response Papers throughout the course, each worth 10% (for a total of 20%). Each Response Paper should be approximately 700 words. Response Papers must be submitted at the beginning of class during the week in which we discuss those readings. This will accomplish the following: a) it will position you as an expert during that class, and; b) ensure that you do not get behind in your work (and have time to read the following week's readings). You are strongly encouraged to incorporate the 'Additional Resource' for your week). No late assignments will be accepted. Late assignments will be given a grade of 0. Reading Responses must be submitted by the March 27 class.

4. A major essay (35%) which will be based on the two reading response papers, but will also expand their findings. The purpose of this assignment is three-fold: First, it is designed to teach students to take existing writing and re-visit and develop it. Secondly, it is intended to give students the opportunity to incorporate feedback from their Reading Responses into their essays – i.e. giving students an opportunity to 'act' on the feedback provided on their Reading Responses. Third, it is designed to teach students to think hard about the connections between two apparently distinct topics (i.e. the topic of your first Reading Response paper, and the topic of your second Reading Response paper). Your resulting paper may, in the end, bear little resemblance to your original papers: indeed, the idea is to revise your previous work in order to rework it into a more fully fleshed-out form, and to move from the form of reading response to an essay. Your essay must also take account of the readings listed under 'Additional Resources' listed in the course outline. Students will have the opportunity to revise their essays based on a peer-review from a fellow student.

***The essay will be submitted twice: the first time on **April 8** (for peer review) and the second time (for assessment by the Professor) on **April 29**. No late assignments will be accepted: **failure to submit your paper on either of these dates will result in a grade of 0.**

5. Two Peer Reviews (20%), in which feedback is provided to another student in the class on their essay. The Professor will lead students in a workshop on how to write effective peer reviews. Peer reviews will be conducted in the manner of professional academic journals (i.e. they will be double-blind), and students will provide reviews of two of their fellow students' papers. Note that these peer reviews are time-sensitive because your fellow students will need their papers back in order to incorporate your suggestions into their essays. As such, **NO LATE ASSIGNMENTS WILL BE ACCEPTED** and failure to submit your peer reviews on time will result in a grade of 0.

6. Attendance and Participation are worth 10% of your final grade. Participation grades are awarded on the basis of: 1. Attendance; 2. Coming to class prepared with your readings done, and engaging in the class in ways that demonstrate your careful reading of the assigned texts; 3. Collegiality: showing

respect for your fellow students even when you might disagree, and actively working to make sure that everyone in the course has an opportunity to be heard – i.e. encouraging the participation of others.

Fairness Policy: In this course we will adhere to a policy of fairness: students are expected to submit their assignments on time, and to extend exceptions to some students is unfair to those who submitted their assignments on time. Additionally, the assignments in this class are time-sensitive: that is, they will proceed through various stages (i.e. peer review, revising), so if you hand in an assignment late, you are not only affecting your own progress in the course, but also that of your fellow students. In order to ensure that the class is fair and functional, no late assignments will be accepted.

In the case that you face exceptional circumstances such as a major illness, accident, or death of a family member, please contact the professor as soon as possible and we will find a way to make the course work in the face of such exceptional circumstances.

Fairness is a two-way street, and so students can expect the following from the Professor: that I will keep regular office hours, that I will be available by appointment if your schedule conflicts with my office hours, that classes will be run in an orderly and productive way, that I will respond to your emails within 3 days (and that you are encouraged to follow-up if you have not received a response), that the Blackboard site will be kept up-to-date, and that you will always get your assignments back within a week of having submitted them (if you submit them on time).

Additionally, for students who are having difficulties with time-management or facing other challenges, I am always available in my office hours or by appointment – we can work together to create a plan, or I can refer you to appropriate services on campus.

Note: Readings will be posted on Blackboard. There is no textbook for this course. **Please bring your readings to class (in either electronic form or hardcopy).**

- ❖ Students with disabilities who require accommodation should work with the [Office of Disability Services](#) (973-353-5300). Also please let me know whether you require any accommodation, and we can work together with the Office of Disability Services to ensure your needs are met.
- ❖ Students should also be aware of the services of [The Writing Centre](#). The Writing Center offers writing tutoring and writing workshops to all undergraduate students currently enrolled in classes.
- ❖ All students are required to be familiar with, and adhere to, the University's Academic Integrity Policy (see the University's [Academic Integrity site](#)). Students who commit plagiarism will be reported to the Academic Integrity Facilitator, and may be subject to sanction. It is your responsibility to be fully familiar with the University's policy on academic integrity.

Learning Objectives:

- To promote critical understanding of the connections between science, technology, war and violence
- To develop conceptual tools with which to understand grounded case studies
- Improvement of writing skills
- Improvement of proofreading and editing skills
- Working cooperatively and peer-review skills
- To develop time-management skills
- To foster students' understanding of themselves as producers (not just passive recipients) of knowledge, and to give students an opportunity to disseminate their work, and potentially publish examples of their writing (i.e. for potential job interviews or other opportunities)
- To professionalize students and foster forward-thinking in preparation for their future careers

- SCHEDULE -

Jan 16: Introduction to the Politics of Science and Technology

Jan 23: The Politics of Science, Technology & War – Concepts, Background and History

Antoine Bousquet, "War" in Edwin Amenta, Kate Nash, & Alan Scott (eds.), *New Blackwell Companion to Political Sociology* (2012).

Antoine Bousquet, "Welcome to the Machine: Rethinking Technology and Society through Assemblage Theory" in Michele Acuto & Simon Curtis (eds.), *Re-assembling International Theory: Assemblage Thinking and International Relations* (Palgrave Pivot, 2014).

Additional Resource:

Melanie Richter-Montpetit, "Beyond the Erotics of Orientalism. Lawfare, torture and the racial-sexual grammars of legitimate suffering." *Security Dialogue*, 45, no. 1 (2014), pp. 43-62.

The Council on Foreign Relations' [Iraq War Timeline](#) and the [Afghanistan War Timeline](#).

Jan 30: Technology and the Militarization of Policing

American Civil Liberties Union (ACLU), "[War Comes Home: The Excessive Militarization of American Policing](#)." ***Note: read only pages 12-40.***

Jon Swaine and Amanda Holpuch, "[Ferguson police: a stark illustration of newly militarised US law enforcement](#)." *The Guardian*, Aug 14, 2014.

Additional Resource:

Henry Giroux. "Violence, USA." *Monthly Review* 65, no. 1 (2013).

Feb 6: Biometrics and Counterinsurgency Warfare in Iraq & Afghanistan

Colleen Bell. "[Grey's Anatomy Goes South: Global Racism and Suspect Identities in the Colonial Present](#)." *Canadian Journal of Sociology* 38, no. 4 (2013): 465-486.

Public Intelligence, "[Identity Dominance: The U.S. Military's Biometric War in Afghanistan](#)," April 21, 2014.

Additional Resource:

Kristian Williams. "[The other side of the COIN: Counterinsurgency and community policing](#)." *Interface* 3, no. 1 (2011): 81-117.

Feb 13: Biometrics and Border Control

Simone Browne, "Digital Epidermalization: Race, Identity and Biometrics", *Critical Sociology*, 36, no. 1 (2009): 131-150.

David Kravets, "[Biometric Database of All Adult Americans Hidden in Immigration Reform](#)," *Wired*, May 10, 2013.

Additional Resource:

Louise Amoore. "Algorithmic War: Everyday Geographies of the War on Terror." *Antipode* 41, no. 1 (2009): 49-69.

Feb 20: Universities in War, Universities at War: Scientific Knowledge and Warfare

Hugh Gusterson, "[The University at War](#)" The Costs of War Project, 2011.

Peter Scott, "[Our Universities Helped Fuel this Century of War.](#)" *The Guardian*. Aug 5, 2014.

Additional Resource:

Hugh Gusterson, "Anthropology and Militarism" *Annual Review of Anthropology*. v.36 (2007): 155-75.

Feb 27: Drone Warfare and Robotics

Jamie Allinson, "[The Necropolitics of Drones](#)" *International Political Sociology*, 9 (2015): 113-127.

Craig Whitlock, "[Border-patrol drones being borrowed by other agencies more often than previously known](#)," *The Washington Post*. Jan 14, 2014.

Additional Resource:

Ian Shaw and Majed Akhter. "The dronification of state violence." *Critical Asian Studies* 46, no. 2 (2014): 211-234.

Mar 6: War and Medicine

Joanna Bourke, "Suffering and the Healing Profession," *War and Medicine*, (London: Wellcome Trust/Black Dog Publishing, 2008).

Gopal Ratnam, "[Tourniquets to Robots, Iraq War Innovations Finding Wider Use](#)" *Bloomberg News*. Dec 28, 2011.

Additional Resource:

William Wiesmann, Nicole Draghic, and John Parish, 'Advances in Modern Combat Casualty Care with a Vision to the Future,' *War and Medicine*, (London: Wellcome Trust/Black Dog Publishing, 2008).

Mar 13: No class (Spring Recess)

Mar 20: Neuroscience & War

Quiz

The Royal Society (UK), [*Brain Waves 3 – Neuroscience, Conflict and Security*](#). February 2012. ***Read only pages 5-15, 26-7, and 60-63.***

David Axe, "[Military Must Prep Now for 'Mutant' Future, Researchers Warn](#)" *Wired*, Dec 31, 2012.

Additional Resources:

Jonathan H. Marks, "A Neuroskeptic's Guide to Neuroethics and National Security." *American Journal of Bioethics AJOB Neuroscience* 1, no. 2 (2010).

Students may also wish to browse the [DARPA website](#) for examples of military neuroscientific research, or the Department of Defense's science blog: [Armed With Science](#).

Mar 27: War and Psychology

Alison Howell, "Resilience, War, and Austerity: The Ethics of Military Human Enhancement and the Politics of Data." *Security Dialogue*, 2015.

Spenser Ackerman, "[US psychology body declines to rebuke member in Guantánamo torture case](#)" *The Guardian*, Jan 22, 2014.

Additional Resource:

Orr, Jackie. "The Militarization of Inner Space." *Critical Sociology* 30, no. 2 (2004): 451–81.

Students may wish to browse the website of the [Coalition for an Ethical Psychology](#) for further information on the debates in the American Psychological Association about the reported involvement of psychologists in torture during the War on Terror.

April 3: No class – (ISA conference) *Use this time to write your Essays!*

*****April 8th: Essays due on Blackboard*** NO LATE ESSAYS ACCEPTED!!**

April 10: Workshop on Peer Reviewing

In this workshop students will be led in learning about how to write an effective peer review – what to avoid, how to frame a peer review, and how to provide constructive feedback on work you are reviewing. By reviewing the process of revisions on the Professor’s work, the workshop will give students insights not only into how to review the work of their peers, but also to understand what it takes to publish a scholarly article, such as the ones we are reading in this course. The workshop is intended to give students insights into the world of academic publishing. The workshop will take place in preparation for the student peer review assignment, in which you will provide a double-blind review of two of your fellow students’ papers.

April 17: Workshop on Revising Written Work

***** Peer Reviews Due *****

This class will be dedicated to our second workshop intended to teach students skills that are useful both in their academic careers, and in their future career paths. In this class we will explore what it means to re-visit and revise a text repeatedly in order to best communicate our ideas and research findings. Students will be instructed in what it takes to produce a good piece of writing – the repeated process of feedback (when available) and above all, revision: including both substantive editing and proofreading.

April 24: Big Data and Surveillance: PRISM and the Question of Privacy Rights

Kristan Stoddart, “[Life through a PRISM: Data Mining, Processing Capacity and Intelligence Gathering](#),” E-IR, July 4 2013.

Spenser Ackerman, “[‘Illegal spying below’: activists launch airship in protest at NSA surveillance](#)” *The Guardian*, June 27, 2014.

Students may also wish to view the [short documentary on the reporter Glenn Greenwald](#).

***** Final version of the essay is due on: April 29th on Blackboard *****