UNIVERSITY OF BORÅS

Digital Technology, Business and Society
Digitala teknologier, företagande och samhälle
7.5 credits

Ladok Code: A1DT1A
Version: 2.1
Established by: Committee for Education in Business and Working Life 2025-02-05
Valid from: Autumn 2025

Education Cycle: First cycle
Main Field of Study (Progressive Specialisation): Business Administration (G1F)
Disciplinary Domain: Social sciences
Prerequisites: General entry requirements for university studies
and minimum 30 credit or equivalent
Subject Area: Business Administration
Grading Scale: Seven-degree grading scale (A-F)

Content

The course introduces students to various critical perspectives on the complex relationship between digital technologies, business, and society. Today's society is defined in many ways by the ongoing digital transformation. Innovations such as increasingly sophisticated computer systems, digital platforms, software, mobile telephony and robotics are fundamentally changing how work is done and how societies are organized. Developments in artificial intelligence, machine learning and the "internet of things" is driving digital transformation even further. Although digital technologies can help solve societal challenges, they also bring with them challenges and threats. By questioning ideas about technological determinism and technology as value-neutral, the course takes its starting point from the idea that digital technologies must be examined critically as these have the potential to fundamentally (re)shape society and people. The course combines insights from fields such as technology and science studies (STS), postcolonial theory, feminism, and critical labour studies to tackle a range of themes. These include inequalities and social injustices arising from the "digital precariat", the digital gap between different societies and groups, techno-imperialism, and data colonialism. Using critical theory, students will learn to question, deconstruct, and reshape digital artifacts.

Learning Outcomes

Upon completion of the course, the student is expected to be able to:

Knowledge and understanding
1.1 describe how and why the future is imagined and articulated through technology by tech companies and other stakeholders,
1.2 use critical theories to reflect on and describe how digital technologies are produced by tech companies and other stakeholders,
1.3 use critical theories to reflect on and describe how digital technologies emerge at the intersection between tech companies and invisible and gendered labor.

Skills and abilities
2.1 orally participate in discussions on contradictions and challenges relating to digital technology, business, and society,
2.2 use critical theory to describe and analyze in writing topics and cases at the intersection between technology, business, and society,
2.3 individually as well as in group be able to deconstruct a digital artifact by applying critical theory.

Judgement and approach
3.1 use critical theory to understand how digital technology can contribute to a more sustainable world.

Forms of Teaching

Forms of teaching include lectures, student-led seminars, innovation workshops/digital lab, individual written reflection, and group presentations.

The language of instruction is English.

Forms of Examination

The course will be examined through the following examination elements:

Individual written reflective essay
Learning outcomes: 1.1, 1.2, 1.3, 2.3, 3.1
Credits: 3
Gradingscale: Seven-degree grading scale (A-F)

Group project assignment (Digital Lab work and oral presentation)
Learning outcomes: 1.3, 2.1, 2.2, 2.3, 3.1
Credits: 1.5
Gradingscale: Fail (U) or Pass (G)

Student-led seminar
Learning outcomes: 1.2, 1.3, 2.1, 2.2, 2.3, 3.1
Credits: 3
Gradingscale: Fail (U) or Pass (G)

To obtain the grade Pass for the entire course, a passing grade (A-E) on the Individual Essay and a passing grade (G) on both the Project Work and the Student led seminar are required. The grade for the entire course is determined by the grade on the Individual Essay.

If the student has received a decision/recommendation regarding special pedagogical support from the University of Borås due to disability or special needs, the examiner has the right to make accommodations when it comes to examination. The examiner must, based on the objectives of the course syllabus, determine whether the examination can be adapted in accordance with the decision/recommendation.

Student rights and obligations at examination are in accordance with guidelines and rules for the University of Borås.

Literature and Other Teaching Materials

Little, B. and Winch, A., (2021). *The new patriarchs of digital capitalism: Celebrity tech founders and networks of power.* Routledge.

Fuchs, C., (2021). *Digital Capitalism: Media, Communication and Society Volume Three*. Routledge.

A list of additional course literature and teaching materials are available on our teaching platform.

Student Influence and Evaluation

The course is evaluated in accordance with current guidelines for course evaluations at the University of Borås in which students' views are to be gathered. The course evaluation report is published and returned to participating and prospective students in accordance with the above-mentioned guidelines, and will be taken into consideration in the future development of courses and education programmes. Course coordinators are responsible for ensuring that the evaluations are conducted as described above.

Miscellaneous

This syllabus is a translation from the Swedish original.