



## Course Description

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| Course title       | Technology, Ethics and Society   |
| Course number      | EDTC 5900 W1   |
| Course description | This course will engage social ethics in response to its impact on the developing technologies of global societies. We will explore the idea that traditional concepts of ethics insist that people in social relationships be treated as ends, in and of themselves, and never as means to the ends of others. Since all technologies evolve from our social relationships, no technology is value-free. Because of the value-laden nature of technological developments, new technologies are characteristically defined as both socially-determinative and socially derived. This is a three-credit course. |
| Location           | Online   |
| Meeting day(s)     | See schedule of assignments  |

## Learner Outcomes

- Course Goals 2. Learner Outcomes:
- Student will demonstrate an understanding of some of the ethical concerns raised through the history of technological progress in relation to textuality. **(NETS 3 and 6)**
  - Student will demonstrate an understanding of the traditional ethical issues concerning privacy, property, and civic responsibility. **(NETS 6)**
  - Student will demonstrate a basic understanding of social ethics in relation to emerging web-based technologies. **(NETS 4 and 6)**
  - Student will demonstrate a working knowledge of developing trends concerning the implementation of instructional technologies in educational environments. **(NETS 1 and 5)**

- Student will demonstrate an understanding of how ethical concerns involving rapid advances in technology are depicted in popular media. **(NETS 6)**
- Student will demonstrate an understanding of how culture shapes and is shaped by developing technologies. **(NETS 5 and 6)**
- Student will demonstrate an ability to be a producer in addition to being a consumer of ethical inquiry. **(NETS 5 and 6)**

### Entering the Conversation

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| Assignments | WEEK ONE: Orientation week. Introduction to the Course, overview of materials and virtual spaces used, introductions of one another.                      |
|             | WEEK TWO: <i>Computer Ethics and Professional Responsibility</i> , first part [What is Computer Ethics? pp. 17-86]  |
|             | WEEK THREE: Orality and Literacy, first part  |
|             | WEEK FOUR: Reading Set One—Report # 1 on Literary Theory; Project Thesis Statement Due  |
|             | WEEK FIVE: <i>Computer Ethics and Professional Responsibility</i> , fourth part ["Computing and Intellectual Property" pp.277-314] and selected readings. |
|             | WEEK SIX: Watch a film from Movie Set One and Movie Set Two, Worksheet 1 Due  |

### Responding to the Conversation

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| Assignments | WEEK SEVEN: <i>Computer Ethics and Professional Responsibility</i> , second part ["Professional Responsibility" pp. 89-132] and fourth part ["Computer Security" pp. 203-244]; project bibliography due |
|             | WEEK EIGHT: Orality and Literacy, second part   |
|             | WEEK NINE: Reading Set Two—Report # 2 on Race, Class and Gender   |
|             | WEEK TEN: <i>Computer Ethics and Professional Responsibility</i> , third part ["Codes of Ethics" pp. 133-167] and fourth part ["Privacy and Computing" pp. 245-276]; project tagmemics chart due        |
|             | WEEK ELEVEN: Watch a film from Movie Set Three and Movie Set Four, Worksheet 2 Due  |

### Shaping the Conversation

- Assignments      WEEK TWELVE: Orality and Literacy, third part
- WEEK THIRTEEN: *Computer Ethics and Professional Responsibility*, fourth part ["Global Information Ethics" pp. 315-346] and selected readings; 3-page analysis due
- WEEK FOURTEEN: Reading Set Three—Report # 3 on Trends
- WEEK FIFTEEN: Watch a film from Movie Set Five and Movie Set Six, Worksheet 3 Due
- WEEK SIXTEEN: Peer-Oriented Project Presentations and Evaluations

**Required Reading -- If not yet available in the Webster Bookstore, order online through Amazon.com immediately.**

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|---------------------|---|
| Required reading    | <i>Orality and Literacy: The Technologizing of the Word</i> , Fr. Walter J. Ong, Methuen, 1982  |
| Required reading    | <i>Computer Ethics and Professional Responsibility</i> , Ed. by Terrell Ward Bynum & Simon Rogerson, Blackwell Publishing, 2004   |
| Recommended reading | <i>Understanding Media: The Extensions of Man</i> , Marshall McLuhan, <a href="http://heim.ifi.uio.no/~gisle/overload/mcluhan/um.html">http://heim.ifi.uio.no/~gisle/overload/mcluhan/um.html</a> |

**Further Course Materials**

In addition, there will also be selected weblinks, document postings and films on the relevant historical and cultural perspectives through which these issues have grown, in an effort to illustrate the impact of developing technologies on the relationships people have with one another.

**Evaluation**

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| Introduction | 30% Class participation on the discussion board is worth the lion's share of the course grade. You won't be graded on your week-by-week postings and responses to the readings, but you will be evaluated by me and by your classmates on the thoughts these readings inspire and on your interaction with others concerning them. This should be an easy 30% for everyone. |
|              | 15% There will be three two-page reports due concerning the reading sets. Students are required to analyze the dominant theme of each reading set and provide a response to it concerning its impact on social relationships in the hyperliterate world. Each report is worth 5% of the course grade.   |
|              | 25% Each student will also be responsible for developing an online capstone project revolving around one particular aspect of any of the works studied in this class. As the project is being prepared, each student will present an ongoing rationale in an online forum devoted to his or her project   |

and lead a continuing discussion concerning its nature. Students may use any forms of media (i.e. news clippings, video clips, slides, photographs) to complement their presentations. There are five components of this project, due at intervals throughout the course of the semester: 1) A thesis statement (the point or purpose of your research)

2) A list of source materials that will be helpful not only to your own research but also to the creation for your classmates of a kind of canon or extended bibliography where they can go to continue their research on your topic should they desire to do so

3) A tagmemic chart breaking down your idea into its constituent elements

4) A three-page comprehensive analysis that attempts to demonstrate how your thesis statement is valid

5) A presentation to the class through the chat room at a time decided upon by the student to be scheduled during the fifteenth week of the course

30% Finally, there will be worksheets over each of the three sections of the course, the format of which will consist of both an objective and subjective section, each worth 50% of the total worksheet grade. Each worksheet is worth 10% of the course grade.

### Grading Scale

Introduction A 93-100 A- 90-92 B+ 87-89 B 83-86 B- 80-82 C 70-79 NC 69 and below

### Supplemental Films

Objectives or Goals See the Cyberethics webpage for the list.  
<http://www.sebsteph.com/cyberethics/entering.html>

### Reading Set One: Literary Theory

“The Work of Art in the Age of Mechanical Reproduction”—Walter Benjamin <http://www.student.math.uwaterloo.ca/~cs492/Benjamin.html>

A reading of Derrida’s reading of “Plato’s Pharmacy” by Tim Spurgin <http://www.lawrence.edu/dept/english/courses/60A/handouts/pharmacy.html>  
1 [<http://ccat.sas.upenn.edu/jod/texts/phaedrus.html>] Phaedrus  
[<http://social.chass.ncsu.edu/wyrick/debclass/pharma.htm>] Derrida on Phaedrus

“What is an Author?” excerpt—Michel Foucault  
<http://www.eiu.edu/~literary/4950/foucault.htm>  
[<http://www.colorado.edu/English/ENGL2012Klages/foucault.html>] Klages on Foucault

### Reading Set Two: Gender, Race and Class

Assignments Dibbel, Julian. (1998) “A Rape in Cyberspace.”  
<http://www.levity.com/julian/bungle.html>

Hubbard, Lee. (2000) "Is the Digital Divide a Black Thing?"  
<http://dir.salon.com/news/feature/2000/03/02/digital/index.html>  
PBS. (2000) Read through the Voices interviews in the Digital Divide  
Series on Gender and Race  
<http://www.pbs.org/digitaldivide/>

Stone, Amey. (August 19, 2003) "The Digital Divide that Wasn't"  
[http://www.businessweek.com/technology/content/aug2003/tc20030819\\_4285\\_tc126.htm](http://www.businessweek.com/technology/content/aug2003/tc20030819_4285_tc126.htm)

### Reading Set Three: Developing Trends

Assignments Journal Subscription—students must subscribe to one (or all) of the following free journals. Subscriptions can be processed online at the following addresses:

1. The Journal ([www.thejournal.com](http://www.thejournal.com))
2. Converge ([www.convergemag.com](http://www.convergemag.com))
3. Syllabus ([www.syllabus.com](http://www.syllabus.com))
4. Technology & Learning ([www.techlearning.com](http://www.techlearning.com))

### Rules for the Course

Objectives or Goals Because this class is being taught entirely in a technology-mediated forum, weekly class participation and fulfillment of the course schedule is mandatory. In a traditional classroom setting, students would be required to be in class 2.5 hours a week and prepare for class discussions 3.5 hours a week. Expect to devote at least 6 quality hours a week to this course. There will be a virtual environment within which students might meet during weekly open houses in the evening hours. Students who do not complete the requirements of the course must meet with the instructor prior to the end of the course to complete an Incomplete Course Form; otherwise, an NC will be issued. Assignments not submitted by the deadlines listed may be penalized. This syllabus is subject to change at the discretion of the instructor.

### Policies

Additional information A word about plagiarism (which is an inherently unethical activity because it entails the uncredited use of someone else's expression of ideas for another's personal advancement): Whenever you use thoughts or words derived from another writer (from online and print-based resources) without citation, you are guilty of an act of plagiarism. To avoid this, always credit your source. At this stage in your academic career, you should be fully conscious of what it means to plagiarize. If you are not, we'll also cover the topic in week four during our discussion of intellectual property rights and the laws that are put in place to ensure them. Students guilty of plagiarism

may be removed from the course without credit or refund. Respect yourselves, and respect your own work.