



Course Syllabus

<u>EDTC 5900 W1</u>	<u>MAHFOOD</u>	<u>/ mahfood@kenrick.edu</u>
COURSE NUMBER AND SECTION	INSTRUCTOR	E-MAIL ADDRESS
<u>Technology, Ethics and Society</u>	<u>Spring 2004</u>	<u>CREDIT HOURS 3</u>
<u>ONLINE</u>		
SITE		

1. Course Description: (provide details of student focus, rationale, scope, and prerequisites)

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.

2. Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.

- Student will demonstrate an understanding of some of the ethical concerns raised through the history of technological progress in relation to textuality. (MOSTep 1.2.11.1-1.2.11.6)
- Student will demonstrate an understanding of the traditional ethical issues concerning privacy, property, and civic responsibility. (MOSTep 1.2.11.1-1.2.11.6)
- Student will demonstrate a basic understanding of social ethics in relation to emerging web-based technologies. (MOSTep 1.2.11.1-1.2.11.6)
- Student will demonstrate a working knowledge of developing trends concerning the implementation of instructional technologies in educational environments. (MOSTep 1.2.11.1-1.2.11.6)
- Student will demonstrate an understanding of how ethical concerns involving rapid advances in technology are depicted in popular media. (MOSTep 1.2.11.1-1.2.11.6)
- Student will demonstrate an understanding of how culture shapes and is shaped by developing technologies. (MOSTep 1.2.11.1-1.2.11.6)
- Student will demonstrate an ability to be a producer in addition to being a consumer of ethical inquiry. (MOSTep 1.2.11.1-1.2.11.6)

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Entering the Conversation

WEEK ONE: Introduction to the Course, overview of materials and virtual spaces used, Cyberethics, first part [The Moral Landscape in Cyberspace]

WEEK TWO: Orality and Literacy, first part

WEEK THREE: Reading Set One—Report # 1 on Literary Theory

WEEK FOUR: Cyberethics, fourth part [Property Ownership in Cyberspace]

WEEK FIVE: Watch a film from Movie Set One and Movie Set Two, Exam 1

Responding to the Conversation

WEEK SIX: Cyberethics, second part [Anonymity in Cyberspace]

WEEK SEVEN: Orality and Literacy, second part

WEEK EIGHT: Reading Set Two—Report # 2 on Race, Class and Gender

WEEK NINE: CyberEthics, third part [Privacy in Cyberspace]

WEEK TEN: Watch a film from Movie Set Three and Movie Set Four, Exam 2

Shaping the Conversation

WEEK ELEVEN: Orality and Literacy, third part

WEEK TWELVE: Cyberethics, fifth part [Communities, Citizenship, and Democracy]

WEEK THIRTEEN: Reading Set Three—Report # 3 on Trends

WEEK FOURTEEN: Watch a film from Movie Set Five and Movie Set Six, Exam 3

WEEK FIFTEEN: Peer-Oriented Project Evaluations

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

4. Resources:

Text(s):

Cyberethics: Social and Moral Issues in the Computer Age. Ed. by Robert M. Baird, Reagan Mays Ramsower, Stuart E. Rosenbaum. Amherst, NY: Prometheus Books, 2000.

Ong, Walter J. *Orality and Literacy: The Technologizing of the Word*. New York: Methuen, 1982.

Supplemental Readings: (list and indicate how these are to be used)

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>
[<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

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>

Gaiter, Leonce. (1997) "Is the Web too Cool for Blacks?"
<http://archive.salon.com/june97/21st/cool970605.html>

Carvin, Andy. (2000) "Mind the Gap: The Digital Divide as the Civil Rights Issue of the New Millennium" <http://www.infotoday.com/mmschools/jan00/carvin.htm>

Reading Set Three: Developing Trends

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)
2. Converge (www.convergemag.com)
3. Syllabus (www.syllabus.com)
4. Technology & Learning (www.techlearning.com)

Audio-visual/other:

Interactive Video CD-ROMs to be supplied by instructor. Also, students will watch at least six of the following movies over the course of the semester (one from each category).

Movie Set One: HUMANLIKE TECHNOLOGIES

Terminator—machines taking the place of humans
Blade Runner—machines being hunted by humans
AI—humanlike assembly
Bicentennial Man—machines aiding society
Alien—android violates ethical protocols
Aliens—android sacrifices himself to ethical protocols
2001: A Space Odyssey—human error corrupting machines
Star Trek: Insurrection and Nemesis--Data works to save the ship in the first of these and gives his life in the second

Movie Set Two: MACHINELIKE HUMANS

Star Wars—man turning into a machine to destroy himself
Robocop—man turning into a machine to save himself
Star Trek: First Contact--man being assimilated into machinery

Movie Set Three: VIRTUAL REALITY

Matrix—virtual reality taking the place of reality
War Games—machine reality controlling human reality
Tron—humans physically entering virtual environments
Total Recall—machines masking human error

Movie Set Four: MEDIATED EXISTENCES

The Truman Show—mediated existence
The Net—identity theft
Minority Report--computers enable our actions to be predicted and scan our retinæ for commercial purposes
1984--Computers are used to monitor and control the population under a totalitarian society

Movie Set Five: TECHNOLOGY CONTROLLING NATURE

The Sixth Day—cloning
Gattaca—genetic engineering
Jurassic Park—genetic manipulation

Movie Set Six: TECHNOLOGY CONTROLLING SOCIETY

Logan's Run—machines controlling society
A Clockwork Orange—technology being used to control humans
1984—technology being used to keep humans under control
Metropolis--(1925)--a film of the 'future' with technology governing society by Fritz Lang

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

- a) 3 Short Essays – 15%
- b) 3 Work Sheets – 30%
- c) Curriculum project – 25%
- d) Class Participation – 30%

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.

30% 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.

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% 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.

6. Supplements (study guide, sample tests, project outlines may be attached.) Please list.

Interactive Video CD (to be mailed)

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.

7. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:

- Projects/Papers will be returned online.
- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.