



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from [Class Search/Course Catalog](#).

**T. Denny Sanford School of
Social and**

Academic Unit	<u>Family Dynamics</u>	Department	<u>Sociology</u>
Subject	<u>SOC</u>	Number	<u>334</u>
		Title	<u>Technology and Society</u>
Units:	<u>3</u>		
Is this a cross-listed course? If yes, please identify course(s)	<u>No</u>		
Is this a shared course? Course description:	(choose one)	If so, list all academic units offering this course	<u>no</u>

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

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Mail code	<u>3701</u>	E-mail:	<u>Marcella.Gemelli@asu.edu</u>

Department Chair/Director approval: (Required)

Chair/Director name (Typed):	<u>Richard Fabes</u>	Date:	_____
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ARIZONA STATE UNIVERSITY

Chair/Director (Signature):

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA		
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>
		Syllabus - Points Breakdown page 3
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>
		Sample Reading Analysis Paper, Technology Investigation, and Research Examination and Interview
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>
		Sample Reading Analysis Paper and Research Examination and Interview
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p>C-3</p>		

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	Syllabus - Feedback page 5
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
SOC	334	Technology and Society	L

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. 50% of grade in course depends on writing	Writing assignments comprise 180/250 points resulting in 72% of a student's grade. Reading Analysis Papers, New Technology Investigations and the Research Examination and Interview all require significant engagement with the course readings, lectures, and videos that make up the course material, as well as the gathering, analysis, and connection of outside research to course material.	Points Breakdown page 3 of Syllabus labeled C-1
2. Composition tasks involve gathering, interpretation and evaluation of evidence beyond opinion and reflection	Reading Analysis Papers, New Technology Investigations and the Research Examination and Interview all require significant engagement with the course readings, lectures, and videos that make up the course material, as well as the gathering, analysis, and connection of outside research to course material. For the Reading Analysis Papers, students must describe and analyze certain concepts from the readings as well as gather and interpret evidence from two outside scholarly research sources. For the New Technology Investigations, students must research an outside news source highlighting a new technology that impacts society (i.e. a smartphone that records and tracks medical data). They must explain the technology in their own words and relate the technology to a concept covered in class. For the Research Examination and Interview, students must find and analyze two peer reviewed, scholarly	Sample Reading Analysis Paper, Technology Investigation, and Research Examination and Interview labeled C-2

	<p>sources regarding interpersonal relationships and technology. Students must then apply the concepts they learned about from the articles to their own experiences and with someone older or younger than themselves.</p>	
<p>3. Minimum of two substantial writing tasks that require in depth engagement with the material - i.e. research reports, articles, essays</p>	<p>The Reading Analysis Papers, Technology Investigations, and Research Examination and Interview are all essentially research reports as all require outside research to be conducted, analyzed, and connected to course materials. The Reading Analysis Papers should be about 3 pages, require outside research, analysis, APA formatting, and clear essay organization (3 throughout the course worth 30 points each). The Research Examination and Interview should be about 5 pages, requires outside research, analysis, APA formatting, clear essay organization, as well as a direct application of material to real life (1 worth 50 points). The Reading Analysis Papers and Research Examination and Interview are the most substantive writing assignments requiring an in depth engagement with the material and outside sources. Thus, a total of 4 substantial writing tasks.</p>	<p>Sample Reading Analysis Paper and Research Examination and Interview</p>
<p>4. Students receive timely feedback</p>	<p>In order to provide students in large sections of SOC 334 with better feedback in a timely manner we recruit top students who have previously taken the course and have demonstrated excellent writing and APA skills to serve as TAs. We break up students into groups ranging from 10 to 20 students per group, then the TAs work closely with their assigned group to help students improve their performance on all writing assignments. The instructor conducts trainings and provides tutorials before the semester and performs quality assurance checks with the TAs throughout the semester to ensure the students are getting accurate, timely, and helpful feedback. The Reading Analysis papers and</p>	<p>Feedback page 5 of Syllabus - labeled C-4</p>

	<p>Research Examination and Interview are staggered throughout the course thus allowing enough time for feedback to be provided before the next writing assignment. Graders use the Crocodoc feature in Blackboard that provides the ability to write specific comments and edits directly on the paper. The grading rubric allows for feedback to be provided to specific criteria.</p>	
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C-2 Reading Analysis Paper, Technology Investigation, Research Examination and Interview

Technology and Society Theories Reading Analysis

Instructions:

This week you have learned about several theories associated with technology and society, including: technological determinism, social constructionism, and technological momentum. Based on what you have learned about these theories and other concepts, please answer the following questions:

1. Define and describe in your own words the theory you find most applicable to technology and society today by referring to your readings. Explain how the theory you have chosen can be applied to a technology and society concept by providing a substantive example based on your outside research from a peer reviewed, scholarly journal.
2. Define and describe in your own words the theory you find least applicable to technology and society today by referring to your readings. Explain how the theory you have chosen is can be applied to a technology and concept by providing a substantive example based on your outside research from a peer reviewed, scholarly journal.
3. Provide a conclusion that evaluates each theory and their applicability to technology and society today.

Make sure that you revisit the course readings and lectures regarding these theories. You must include at **least two** course readings in your analysis. In addition to using the course readings you must also include at **least two** outside sources that are from a peer-reviewed scholarly journal.

Requirements:

- Your paper must be typed, double-spaced in 12-point font and be between 500-750 words (approx. 2-3 pages). Page requirements do not include the references page. You do not need an abstract or title page.
- Your paper must incorporate at least two of the course readings. Also, you must include two outside sources in the form of a peer-reviewed scholarly journal. When incorporating the readings and referencing any information from your outside sources that is not your original thought, you should paraphrase and cite your source in **APA format**. **NO DIRECT QUOTES!!** Paraphrase and cite the material used in your paper. Please see the helpful tips on how to search for academic journal articles and how to write your paper in APA format located in the course site.

Please take your time to write a thoughtful assignment. I expect your writing to be at a college level which means proper, clear, concise writing with organization, and correct spelling, grammar, and punctuation. See the grading rubric on how your paper will be evaluated.

Submit your paper in the designated area in the course site by the deadline.

New Technology Investigation

Instructions

Step 1: Find an online news article highlighting a new technology and society concept we have covered in class. (For example, a smartphone that can record and track personal medical data.) Answer the questions below.

- What are the essential concepts, ideas, and/or insights of the new technology as presented by the author of the article? (NO quotations! If you do want to use specific information, paraphrase and cite your source.)
- What connection can you make to any concepts and ideas related to any of the readings you have had so far? You **MUST** reference at least **one** of your course readings. (NO quotations! If you do want to use specific information, paraphrase and cite your source.)
- What is the most positive aspect of the new technology? What is the least positive?

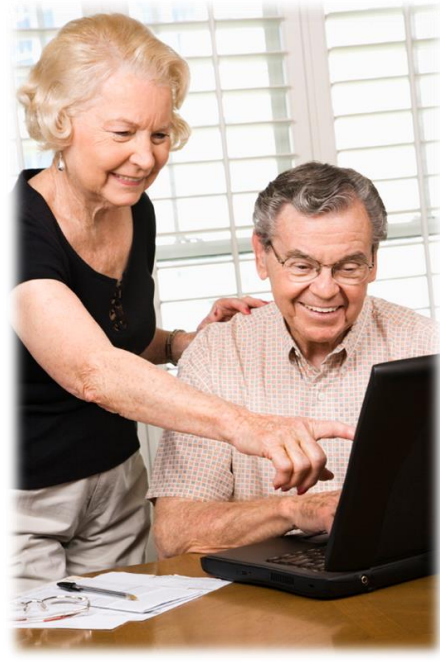
Requirements:

- Your paper must be typed, double-spaced in 12-point font and be between 300-400 words (approx. 1-2 pages). Page requirements do not include the references page. You do not need an abstract or title page.
- Your paper must incorporate at least one of the course readings. Also, you must include your outside news source. When incorporating the readings and referencing any information from your outside sources that is not your original thought, you should paraphrase and cite your source in **APA format**. NO DIRECT QUOTES!! Paraphrase and cite the material used in your paper. Please see the helpful tips on how to search for articles and how to write your paper in APA format located in the course site.

Please take your time to write a thoughtful assignment. I expect your writing to be at a college level which means proper, clear, concise writing with organization, and correct spelling, grammar, and punctuation. See the grading rubric on how your paper will be evaluated.

Submit your paper in the designated area in the course site by the deadline.

Research Examination and Interview



In this course you have read about the historical and current importance of technological innovations and their impact on users of various ages. You have also learned about interpersonal communication issues mainly in online communities and have read commentary regarding the impact of technology on our relationships and communities; how reliant we are on various technologies and what this means for our relationships. The learning intentions of this writing assignment are twofold 1) to find **two** scholarly, peer-reviewed journal articles on the impact of technology use on relationships and/or the influence of technology on users in particular age categories, and to use **one** course reading, in order to 2) analyze an interview with someone at least 15 years older or younger than you, and your own experiences assessing the impact of technology on relationships. This writing assignment is designed to give you an opportunity to apply the concepts you have read about to real life experiences.

In a .doc (Word) document of about 900-1200 words (4-5 pages), using APA format and citations (hint: any references cited throughout the course are in APA format!), write a report covering the following:

- Introduce and summarize briefly the scholarly, peer reviewed articles you found (i.e. what are the essential concepts, ideas, and/or insights presented by the author of the article? (NO quotations! If you want to use specific information, paraphrase and cite your source.) Transition into the next question.
- Briefly introduce your interviewee providing information on what kind of relationship you have (for example, a parent, grandparent, boss) and age difference. Have your interviewee identify a “new” technology that came out when s/he was your age. What was it? Why was it important? How did it impact his or her relationships with others? Did it change his or her view of the world?
- Answer the same questions above of yourself. Identify a new technology that has come out in the last couple of years. What is it? Why is it important? How does it impact your relationships with others? Does it change your view of the world?
- What conclusions can you make based upon the technologies you and your interviewee identified? (For example, What do your technologies have in common or what are the

differences? Did you identify a “generational gap” regarding technology use? Are you both using the same technologies now? Has your relationship with your interviewee been strengthened or weakened by your technology use?)

- In explaining your conclusions, what connections can you make to the research or information presented in the three readings (two scholarly, peer reviewed articles and one in class reading) you are using for this assignment? (Again, NO quotations! If you want to use specific information, paraphrase and cite your source.)

Please take your time to write a thoughtful assignment. I expect your writing to be at a college level - this means proper spelling, grammar, and punctuation. See the grading rubric on the next page for specific grading information.

Submit your paper by the deadline in the course site.

C-3 Reading Analysis Paper, Research Examination and Interview

Technology and Politics Reading Analysis Paper

Instructions:

This week you have learned from political theorist, Langdon Winner that technological artifacts are political. Examples are aircraft, bus overpasses and the tomato harvester. You have also learned that political systems influence technological development with globalization impacting global economic and political integration. The Millennium Development Goals (MDG) established by the United Nations are an attempt to establish global solidarity around pertinent issues that would benefit the human race.

Based on what you have learned from the material this week and from a peer reviewed scholarly article you find, please answer the following questions:

1. What is the MDG that can be met through technological development, innovation or implementation?
2. What is the technological artifact and how does it meet the MDG you identified?
3. How is the development or implementation of the technological artifact influenced by politics or a political system?
4. How does meeting the MDG through the example of technology you provide integrate our global world?

Make sure that you revisit the course readings and lectures. You must include at **least two** course readings in your analysis. In addition to using the course readings you must also include at **least one** outside source that is from a peer-reviewed scholarly journal. Describe how you believe at least one of the MDGs can be met through technological development, innovation or implementation. In other words, find an example of a technological artifact (like aircraft) that may achieve that goal. You should discuss the politics or political system influence of the technology and the impact on meeting the MDG. The peer reviewed article you find should provide an example that substantiates your opinion.

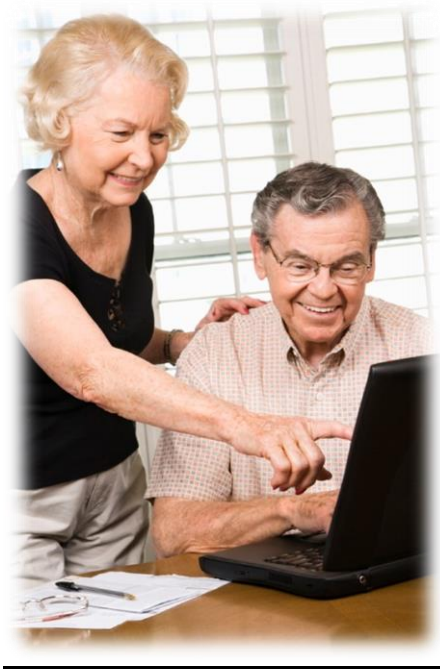
Requirements:

- Your paper must be typed, double-spaced in 12-point font and be between 500-750 words (approx. 2-3 pages). Page requirements do not include the references page. You do not need an abstract or title page.
- Your paper must incorporate at least two of the course readings. Also, you must include one outside source in the form of a peer-reviewed scholarly journal. When incorporating the readings and referencing any information from the article that is not your original thought, you should paraphrase and cite your source in **APA format**. **NO DIRECT QUOTES!!** Paraphrase and cite the material used in your paper. Please see the helpful tips on how to search for academic journal articles and how to write your paper in APA format located in the course site (<http://owl.english.purdue.edu/owl/resource/560/01/>).

Please take your time to write a thoughtful assignment. I expect your writing to be at a college level - this means proper clear, concise writing with organization, and correct spelling, grammar, and punctuation. See the grading rubric on how your paper will be evaluated.

Submit your paper in the designated area in the course site by the deadline.

Research Examination and Interview



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Submit your paper by the deadline in the course site.

Course	Title	Units	GeneralStudies
SOC 334	Technology and Society Development of technology in relation to society, work, science, the environment, public health, and cultural values related to social change. Allow multiple enrollments: No Primary course component: Lecture Repeatable for credit: No Grading method: Student Option Offered by:	3	L or SB
	Interdisciplinary Arts and Sciences -- School of Social and Behavioral Sciences Pre-requisite: Minimum 45 hours; Credit is allowed for only ASB 344 or SOC 334		
	College of Liberal Arts and Sciences -- Sanford School of Social and Family Dynamics Pre-requisite: Minimum 45 hours; Credit is allowed for only ASB 344 or SOC 334		

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Contents

Introduction	viii
I. Technology in a Historical Perspective.....	1
“In the Beginning was the Word” <i>Christine Rosen</i>	3
“Revolution in a Box” <i>Charles Kenny</i>	7
“Automation on the Job” <i>Brian Hayes</i>	13
“Generational Myth: Not All Young People Are Tech-Savvy” <i>Siva Vaidhyanathan</i>	20
“Small Change: Why the Revolution Will Not Be Tweeted” <i>Malcolm Gladwell</i>	25
II. Theories of Technology and Society.....	29
“Five Things We Need to Know about Technological Change” <i>Neil Postman</i>	31
“Moore’s Law and Technological Determinism: Reflections on the History of Technology” <i>Paul E. Ceruzzi</i>	35
“A Passion for Objects: How Science is Fueled by an Attachment to Things” <i>Sherry Turkle</i>	40
“In Good Company? On the Threshold of Robotic Companions” <i>Sherry Turkle</i>	43
III. Interpersonal Relationships	47
“Is Pornography Adultery?” <i>Ross Douthat</i>	49
“Is Google Making Us Stupid?” <i>Nicholas Carr</i>	55
“The End of Solitude” <i>William Deresiewicz</i>	60
“Relationships, Community, and Identity in the New Virtual Society” <i>Arnold Brown</i>	64
“Expressing My Inner Gnome: Appearance and Behavior in Virtual Worlds” <i>Shyong (Tony) K. Lam and John Riedl</i>	69
“The End of Forgetting” <i>Jeffrey Rosen</i>	73
“How Google Dominates Us” <i>James Gleick</i>	82
“Are Online Services Responsible for an Increase in Bullying and Harassment?” <i>Yes –Penny A. Leisring; No – Amanda Lenhart</i>	88
IV. Technology and Work.....	104
“Women, Mathematics, and Computing” <i>Paul De Palma</i>	105

“Overload! Journalism’s Battle for Relevance in an Age of Too Much Information” <i>Bree Nordenson</i>	110
“How Deep Can You Probe?” <i>Rita Zeidner</i>	116
“Dilberts of the World, Unite!” <i>David Sirota</i>	120
“The Software Wars: Why You Can’t Understand Your Computer” <i>Paul De Palma</i>	123
“Multitasking Youth” <i>Andrew J. Rohm, Fareena Sultan, and Fleura Bardhi</i>	130
“But Who’s Counting?” <i>Jason Pontin</i>	136
“Do Copyright Laws Protect Ownership of Intellectual Property? Yes – <i>Siva Vaidhyathan;</i> No – <i>Stephanie C. Ardito</i>	141
V. Technology and Education	165
“For Openers: How Technology Is Changing School” <i>Curtis J. Bonk</i>	166
“Digital Readers: The Next Chapter in E-Book Reading and Response” <i>Lotta C. Larson</i>	170
“Effects of Video-Game Ownership on Young Boys’ Academic and Behavioral Functioning: A Randomized, Controlled Study” <i>Robert Weis and Brittany C. Cerankosky</i>	177
“Degrees, Distance, and Dollars” <i>Marina Krakovsky</i>	185
“It’s Not Easy to Stand up to Cyberbullies, but We Must” <i>Robert M. O’Neil</i>	188
“E-Mail in Academia: Expectations, Use, and Instructional Impact” <i>Meredith Weiss and Dana Hanson-Baldauf</i>	191
“Are People Better Informed in the Information Society?” Yes – <i>Linda Jackson, Alexander von</i> <i>Eye, Frank Biocca, Gretchen Barbatsis, Yong Zhao, and Hiram Fitzgerald;</i> No – <i>Mark Bauerlein</i>	198
VI. Technology and Health	221
“The Case for Killing Granny” <i>Evan Thomas Et al.</i>	222
“Personally Controlled Online Health Data – The Next Big Thing in Medical Care” <i>Robert Steinbrook, MD</i>	224
“Medical Tourism: What You Should Know” <i>Lorene Burkhart and Lorna Gentry</i>	229
“Is Genetic Enhancement an Unacceptable Use of Technology?” Yes – <i>Michael J. Sandel;</i> No – <i>Howard Trachtman</i>	232
“Is There Sufficient Scientific Evidence to Conclude That Cell Phones Cause Cancer” Yes – <i>Olga</i> <i>V. Naidenko;</i> No – <i>Linda S. Erdreich</i>	245
VII. Technology and the Environment	259
“How to Stop Climate Change: The Easy Way” <i>Mark Lynas</i>	261

“High-Tech Trash: Will Your Discarded TV or Computer End up in a Ditch in Ghana?” <i>Chris Carroll</i>	264
“Navigating the Energy Transition” <i>Michael T. Klare</i>	268
“Countering Radiation Fears with Just the Facts” <i>Denise Grady</i>	274
“Is It Time to Revive Nuclear Power” <i>Yes – Allison MacFarlane; No – Kristin Shrader-Frechette</i>	276
“Are Genetically Modified Foods Safe to Eat?” <i>Yes – Henry I. Miller and Gregory Conko; No – Jeffrey M. Smith</i>	294
“Environmental Justice for All” <i>Leyla Kokmen</i>	313
“Do the Potential Benefits of Synthetic Biology Outweigh the Possible Risks” <i>Yes – Gregory E. Kaebnick; No – Christopher J. Preston</i>	317
VIII. Global and Political Issues	332
“Distorted Picture” <i>Sherry Ricchiardi</i>	334
“Geek Life: Die Another Day” <i>Susan Karlin</i>	340
“Millennium Development Goals: At a Glance”	343
“I Can’t Think!” <i>Sharon Begley</i>	347
“Women in the Shadow of Climate Change” <i>Balgis Osman-Elasha</i>	350
“The Trouble with Twittering: Integrating Social Media into Mainstream News” <i>Robert Jewitt</i>	354
“The List: Look Who’s Censoring the Internet Now” <i>Joshua Keating</i>	358
“Should the Internet be Neutral?” <i>Yes – Julius Genachowski; No – Kyle McSlarrow</i>	360
“Google and Saving Face in China” <i>Adam Segal</i>	380
“It’s A Flat World, After All” <i>Thomas L. Friedman</i>	382
“Why the World Isn’t Flat” <i>Pankaj Ghemawat</i>	387
“Is Social Media Becoming the Most Powerful Force in Global Politics?” <i>Yes – Clay Shirky; No – Evgeny Morozov</i>	390
IX. War and Terrorism	404
“Is Your Food Contaminated?” <i>Mark Fischetti</i>	406
“The Evolution of Cyber Warfare” <i>Greg Bruno</i>	411
“Networks, Netwar, and Information-Age Terrorism” <i>John Arquilla, David Ronfeldt, and Michele Zanini</i>	415
“www.terror.net: How Modern Terrorism Uses the Internet” <i>Gabriel Weimann</i>	439
“Public Diplomacy, New Media, and Counterterrorism” <i>Philip Seib</i>	454

“Does Online Communication Compromise the Rights of an Individual When Information Is ‘Anonymous?’” <i>Yes – Neil Swidey; No – Ian Lloyd</i>	470
X. Security and Surveillance	488
“Untangling Attribution: Moving to Accountability in Cyberspace” <i>Robert K. Knake</i>	490
“Hacking the Lights Out” <i>David M. Nicol</i>	497
“DOD’s Energy Challenge as Strategic Opportunity” <i>Amory B. Lovins</i>	502
“Do Government Internet Surveillance Efforts Threaten Privacy and Civil Rights?” <i>Yes – James A. Lewis; No – Amitai Etzioni</i>	511
XI. Technology and the Future	528
“Energy” in Nanotechnology Demystified <i>Linda Williams and Dr. Wade Adams</i>	529
“From Here to There” in Nanotechnology Demystified <i>Linda Williams and Dr. Wade Adams</i>	548
“The Coming Superbrain” <i>John Markoff</i>	575
“Biotech on the Farm: Realizing the Promise” <i>Clifton E. Anderson</i>	578
“A User’s Guide to the Century” <i>Jeffrey D. Sachs</i>	583
“Should Biotechnology Be Used to Alter and Enhance Humans? <i>Yes – President’s Council on Bioethics; No – Michael J. Sandel</i>	588

Credits

1. Gleick, James. "How Google Dominates Us," from *The New York Review of Books*, August 18, 2011. Copyright © 2011 by New York Review of Books. Reprinted by permission.
2. Hayes, Brian. "Automation on the Job," from *American Scientist*, January/February 2009. Copyright © 2009 by Brian Hayes. Reprinted by permission of the author.
3. Lam, Shyong and Tony Riedl. "Expressing My Inner Gnome: Appearance and Behavior in Virtual Worlds," from *IEEE Computer*, July 2011. Copyright © 2011 by IEEE Computer Society. Reprinted by permission via Rightslink.
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Introduction



Technology plays a significant role in our everyday lives. Individually, we use technological inventions to clothe, feed, and shelter us; we use technology to keep us warm and cool, transport us from our homes to work, to various countries and cities around the world; we can even visit a new country via our computers and the Internet without ever leaving our home. We use technologies to stay connected to our communities and for entertainment. Undeniably, technology is embedded in our everyday lives, defining who we are and how we see the world.

Yet, technologies are more than specific inventions influencing individual identity and behavior. Technological innovation, development, and application are embedded in our social systems; which is why we must consider the social relationships, social practices, norms, and values of a society. Technology and society are intertwined composing a complex relationship that spans history to our future.

The purpose of creating this book is to enlighten the reader on the many ways technology is built into our individual lives and social systems. The composition and arrangement of the sections demonstrate a variety of relevant issues that illustrate our relationship with technology. Certainly, the topics covered in this book are by no means exhaustive, as the relationship between technology and society encompasses much more than can be captured in one book. However, the compiled readings were deliberately chosen to elucidate how technology is embedded in our relationships with work, health, politics, education, interpersonal relationships, environment, warfare, security, and our future; topics, we believe are representative of an interdisciplinary focus designed specifically for students who take our Technology and Society courses. This book invites students and other readers to critically examine the issues set forth here, but also to extrapolate learned knowledge into other areas shaping our technological lives as well.

Technology and Society Online

Spring Session B 2015
SLN 15233/15426

Instructor:
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Teaching Assistant (TA):
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Additional TAs will be assigned:
look for announcement regarding
your specific TA

SOC 334

What's in this Syllabus?

Student Success;
Communication, p. 2
Submitting Assignments;
Grading, p. 3
Course Schedule, p. 4
Assignments, p. 5-6
Quizzes; Analytic Reflections
Media Reviews;
Interview Write Up; Exams
Course Policies and
Resources, p. 7

Course Materials

Required Textbook

Gemelli, M., & Jackson, D. (Eds.). (2012). *Technology & society: Making connections between social systems and interpersonal relationships* (3rd ed.). Boston, MA: McGraw Hill. ISBN 978-0-07-811815-9 (Referred to as GJ in Course Schedule)

Any additional required readings will be made available through the course site.

Computer Requirements

This course requires a computer with high speed Internet access and the following:

- A web browser (Google Chrome, Internet Explorer, Mozilla Firefox, or Safari)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microsoft Word

Technical Support

This course uses Blackboard to deliver content. It can be accessed through MyASU at <http://my.asu.edu>.

To monitor the status of campus networks and services, visit the System Health Portal <http://syshealth.asu.edu>.

To contact the MyASU Service Center, you have two options:

- Call toll-free at 1-855-278-5080
- Visit the MyASU Service Center (my.asu.edu/service) to get personalized support through 24/7 live chat or by submitting your request online.

Course Description and Objectives

Completion of this course meets the L: Literacy and Critical Inquiry general studies requirement. Literacy is competence in written and oral discourse. Critical inquiry is the gathering, interpretation and evaluation of evidence. The literacy and critical inquiry requirement helps students sustain and extend their ability to reason critically and communicate clearly through language.

Students must have completed ENG 101, ENG 105, or ENG 107 to take an L course.

This class will explore the relationship between technology and society to understand where technologies come from, how they are used, and how they may be shaped to create better futures. By the end of this course, you will be able to critically assess through written discourse the following questions:

- Where do technologies come from and why do they work as they do? Technologies are human creations, and so their forms and uses reveal the interests and purposes of the people, institutions, and societies that build them.
- How do technologies shape our world? We will explore the variety of ways by which machines and techniques become embedded in society and thereby shape institutions, relationships, and values.
- How can we make decisions about technology that will get us to the future we want? Once we understand the role of technology in society and the world we want to build, we must develop strategies to progress from past, present, to future.



Student Success

Check the “Announcements” page daily; read and act upon any messages as necessary!
Check and read through responses in the Course Questions discussion board for frequently asked questions!
Give yourself plenty of time to complete your assignments by the due dates!
Create a study and/or assignment schedule to stay on track!



Communication

In an online course, the majority of our communication takes place within the course site which is visible to all. **Any information relating to the course needing to be communicated by the instructor to students will be available on the Announcements page in the course site, as well as through the MyASU main page.** Thus, students are expected to check announcements regularly and act upon them if necessary in a timely fashion. Students bear the responsibility of any missed messages.

While the instructor and teaching assistants will use announcements as a main way to communicate with all students, **students should use the weekly Course Questions discussion board in the course site as the primary source for communication with the instructor.** The Course Questions discussion board is the forum for posting inquiries regarding due dates, assignments, technology issues, and any other items related to the course. If you have a question on an upcoming assignment, make sure you allow up to 24 hours for an answer to be provided. Students are encouraged to answer the questions of other students.



If your question is not answered satisfactorily in the Course Questions discussion board, please adhere to the following communication protocol:

- For any technological problem, contact Technical Support by calling toll free 1-855-278-5080 or by visiting the MyASU Service Center (my.asu.edu/service) to get personalized support through 24/7 live chat or by submitting your request online.
- For any specific questions regarding assignment submissions, exams, and assigned grades, email your assigned teaching assistant.
- For questions of a more personal nature, or for a more in-depth discussion of content, email Dr. Gemelli.

Should you need to send an email, consider the following:

- Please (always!) send your email from the Email link in your Blackboard course.
- Please allow up to 24 hours for us to respond to your email. If you email us after 3:00pm on Friday, during the weekend or on a university recognized holiday, you *may* not receive a response until the following business day.
- Please keep in mind that your correspondence with us is considered business/professional. This means that you should email us using proper forms of address while also composing your messages in complete sentences, without the use of text-messaging language (e.g. “u” for “you.”). Check out this list of pointers (somewhat humorous, too!) on how to email your professors:

<http://www.usnews.com/education/blogs/professors-guide/2010/09/30/18-etiquette-tips-for-e-mailing-your-professor>

Netiquette

In an online classroom, our primary means of communication is written. The written language has many advantages: more opportunity for reasoned thought, more ability to go in-depth, and more time to think through an issue before posting a comment. However, written communication also has certain disadvantages, such a lack of the face-to-face signaling that occurs through body language, intonation, pausing, facial expressions, and gestures. As a result, please be aware of the possibility of miscommunication and compose your comments in a positive, supportive, and constructive manner.

Submitting Assignments/Late or Missed Assignments

- All assignments, unless otherwise announced, **MUST** be submitted to the designated area in Blackboard. **Assignments are never accepted via email!**
- All deadlines in this course are in conjunction with **Arizona (Mountain Standard) time**. If you reside outside of Arizona while taking this course, you are responsible for making any time-difference calculations and adjustments that are necessary to submit your assignments by the deadlines (according to Arizona time).
- Work or personal conflicts are not justification for missed assignments, nor are computer/internet problems. Should you experience some type of **emergency** (medical or weather-related) up until one hour before a deadline, you will need to provide Dr. Gemelli documentation in order to be considered eligible for an extension. Given that appropriate documentation is provided, any decision for an extension is at the discretion of Dr. Gemelli. **Absolutely no exceptions will be considered if you contact Dr. Gemelli within an hour before an assessment is due or AFTER a deadline has passed.**
- **Please note that links for submitting your assignments and exams close after the deadlines.** Therefore, if you try to submit your assignment, or log on to take your exam even only seconds after the deadline has passed, you will not be able to do so. **You should not email Dr. Gemelli or the TA your late assignment or ask for an extension for a missed exam.**
- Should a system-wide problem or outage occur (as determined by the University Technology Office at <http://syshealth.asu.edu/>) causing difficulties in submitting assignments or taking quizzes, I will take any actions necessary in order for you to complete your assessments.

Grading

A point system will be used to determine your final grade for this course. Thus, the number of points you have total at the end of the semester is what will be used to assign your letter grade.

C-1Points Breakdown

Assignment	Point Value
Syllabus and Academic Integrity Quiz	5
Writing Resources Quiz	5
Reading Analysis Papers	(3 @ 30 points) 90
New Technology Investigations	40
Research Examination and Interview	50
Midterm Exam	30
Final Exam	30
Total	250 points

Grading Scale

Grade	Points
A	224-250
B	199-223
C	174-198
D	150-173
E	0-149

Extra Credit

Extra credit questions may be included on the Midterm and the Final. If an opportunity for additional extra credit arises, information will be posted in the "Announcements" page in the course site.

Incompletes

I do not give Incompletes. If you remain in this course beyond the withdrawal deadline, you will have completed the course and you will get a letter grade. Therefore, even if you choose to stop participating in the class without officially withdrawing, you will receive a course grade based on the number of points you earned before you ceased to participate divided by the total number of points possible for the course.

Course Schedule

Week	Topic	Readings, Videos, & Lectures* <i>*Additional readings, videos, and/or lectures may be added throughout the course. Always check the weekly schedule in the course site for any updates.</i>	What's Due	Due Date (11:59pm)
1 (March 16-24)	Syllabus, Course Site	Syllabus, Academic Integrity, APA formatting, and Paraphrasing powerpoints, Incorporating Sources Into Your Research Paper video	Syllabus and Academic Integrity Quiz	Friday 3/20
	Foundations and Theories of Technology and Society	GJ Introduction and Section 1 (except for Article 8)	Writing Resources Quiz	Friday 3/20
		Technology Throughout History and Theories Lectures FMG Video #43343 "Can we have unlimited power? A history of energy"	Technology and Society Theories Reading Analysis	Tuesday 3/24
2 (March 25-31)	Interpersonal Relationships	GJ Section 2	Technology Investigation #1	Monday 3/30
		Interpersonal Relationships Lecture	Comments on classmate's Technology Investigation	Tuesday 3/31
		FMG Video #41697 "Disconnected: A month without computers" How the Internet enables intimacy TED Talk		
3 (April 1-7)	Technology and Work	GJ Sections 3 and 4 (except for Articles 26, 27, and 33)	Technological Changes in Work and Education Reading Analysis	Tuesday 4/7
	Technology and Education	Technology and Education, Technology and Work I and II Lectures	MIDTERM	Tuesday 4/7
4 (April 8-14)	Technology and Health	GJ Sections 5 and 6 (except for Article 42)	Technology Investigation #2	Monday 4/13
	Technology and the Environment	Technology and Health, Energy Lectures	Comments on classmate's Technology Investigation	Tuesday 4/14
		FMG video #44665 "IVF: Medical ethics-real-world applications" and FMG video #30801 "Making better babies: Genetics and reproduction" John Doerr: Salvation (and profit) in greentech TED Talk		
5 (April 15-21)	Global and Political Issues	GJ Section 7 (except for Articles 49, 52, and 53) What are Values?, Technology and Globalization Lectures	Technology and Politics Reading Analysis	Tuesday 4/21
6 (April 22-28)	War and Terrorism	GJ Sections 8 and 9	Research Examination and Interview	Tuesday 4/28
	Security and Surveillance	Technology and War and Security and Surveillance Lectures		
7 (April 29-May 1)	Technology and the Future	GJ Section 10 (except for Articles 70 and 72)	FINAL	Friday 5/1
		Future Lecture		
		FMG Video "41693 "From micro to nano: The emergence of nanotechnology" Ray Kurzweil: The accelerating power of technology TED talk		

PLEASE NOTE: This syllabus may be modified if deemed necessary. You will be notified of any changes via Announcements. Content in the weeks open up upon conclusion of the previous week.

Assignments

Syllabus and Academic Integrity Quiz

(worth 5 possible points)

This quiz is designed to help you focus on the important information contained in this Syllabus and the Academic Integrity powerpoint located in Week 1 in the course site. You will be asked 10 true/false questions. All the material that you will need to know to answer these questions can be found in this Syllabus and the Academic integrity powerpoint. You will have 30 minutes to complete this quiz.

Writing Resources Quiz

(worth 5 possible points)

This quiz is designed to help you focus on the important information contained in the APA Formatting and Paraphrasing lectures located under Writing Resources in Week 1 in the course site. You will be asked 5 multiple choice questions. All the material that you will need to know to answer these questions can be found in the APA Formatting and Paraphrasing powerpoints. You will have 30 minutes to complete this quiz.



Reading Analysis Papers



(worth 90 possible points)

You are required to complete 3 analytic reflections each worth 30 points for a combined total of 90 possible points. These consist of posting your answers to questions regarding the course readings, lectures, or supplemental material. You will find the specific questions and instructions located in their respective due date weeks in the course site.

Technology Investigations

(worth 40 possible points)

You are required to review 2 media sources each worth 20 points for a combined total of 40 possible points. The nature of these media reviews is to be aware of issues around technology and society in the media and to stay up to date with current events, research and programs. You must choose 2 items as described to the right, write a summary on each (about 300 words each), and provide comments on other students' reviews (about 150 words each). Specific instructions on how to write up, post and comment on reviews will be posted in the course site.

Grade Breakdown for Technology Investigations

- 1) Online news article (15 pts)
Peer feedback (5 pts)
- 2) Popular culture article ad or article (15 pts)
Peer feedback (5 pts)

Research Examination and Interview

(worth 50 possible points)

You are required to conduct an interview (via phone, in – person, email) with a family member, co-worker, or acquaintance (basically, anyone who is roughly 15 years older or younger than yourself) regarding their relationship with technology. You will then compare this person's relationship with technology to your own. The nature of this assignment is to engage in a deeper understanding of how technology has influenced our interpersonal relationships, to understand technological progression, to contemplate changes in work, health, and security, as well as the possibility for changes in our technological future. I will provide some core questions to be addressed, but you may modify your interview as you wish. You will then write up the interview in narrative form that includes references to in class materials and outside research from scholarly, peer-reviewed journals. You will find specific instructions and the grading rubric located in the course site.

C-4!!!!!!!Feedback!!!!!!

You will receive in-depth feedback on your writing assignments 4 days after the due date so that you may improve on subsequent assignments throughout the course. Click on your grade in the gradebook to access the feedback on your paper and any comments in the feedback areas of the grading rubric.

Exams

Midterm Exam

(worth 30 possible points)

You are required to complete one midterm exam worth 30 points in Week 3 of the semester. The midterm will consist of 30 multiple choice and true/false questions based upon certain material covered from Weeks 1-3 in the course. You will have 40 minutes to complete the exam.

Final Exam

(worth 30 possible points)

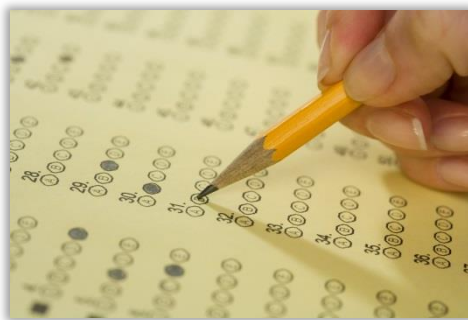
You are required to complete one final exam worth 30 points in Week 7 of the semester. The final will consist of 30 multiple choice and true/false questions based upon certain material covered from Weeks 4-7 in the course. You will have 40 minutes to complete the exam.

Exam Information

Taking the exams on a computer with reliable high-speed internet access is critical. If you do not have access to reliable high-speed internet at home, you should take the exams at a different location. Regardless of where you take the exams you should have a back-up plan in case something should occur with your regular computer. You should ensure that you leave enough time to get to another computer if an issue arises. **Problems and/or technical issues that are not system wide events are not valid reasons for a make-up or extension.**

If you experience technical issues before or during your exam you **MUST** call the myASU Service Center at 1-855-278-5080 prior to contacting the TA about trouble experienced in taking the test. Do not wait until the last minute to take your exam. Troubleshooting problems on your computer with the Service Center can take up to an hour or more depending upon the complexity of the issue. Since every computer is configured differently, it is the Service Center and not the TA nor Dr. Gemelli who will help you with technical issues related to taking the exam.

You must take the exams in one sitting. You are not permitted to partially complete the exam, log out, then log back in at a later time and complete it. You are only permitted one chance to take the exam.



The exam grades will be available in the Gradebook immediately after completion. If you are exited out of the exam at the end of the time allotment, even though you have not finished it, your score will be the number of questions you answered correctly before the time expired. If your score is not posted, email your TA immediately and cc Dr. Gemelli. Appropriate actions will be taken to remedy the matter.

You will not be given the questions you missed and/or the correct answers. If you want feedback on the types of questions you missed, you can email the TA within three days after the exam's deadline.

Course Policies and Resources



Academic Integrity

ASU's Academic Integrity policy (<http://provost.asu.edu/academicintegrity/policy>) holds students to a code of conduct that defines academic dishonesty to include cheating, plagiarism, academic deceit, falsifying records, and inappropriate collaboration. Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. To increase student awareness, and student-instructor discussion of these issues, students are required to read the TDSSFD Academic Integrity PowerPoint and to take the accompanying Academic Integrity quiz in the course site.

Sensitive Material

Teaching sociological concepts often includes the examination of sensitive (and sometimes controversial and potentially offensive) material through assigned textbook readings, videos, and other supplemental media. In online courses, videos, movie clips, and other media such as blogs or newspaper articles can engage students in the learning process above and beyond the assigned textbook readings and exams. This syllabus and your enrollment in this course signify that you are aware of the sensitive and potentially controversial and offensive material that may be included as part of the course. Should you have a concern about reading, viewing or discussing such material, please email Dr. Gemelli during the first week of the semester to discuss.

Disability Resources

ASU Disability Resource Services coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted DRS, please do so as soon as possible. Qualified students with disabilities who require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester via email. For additional information, visit: www.asu.edu/studentaffairs/ed/drc for the Tempe campus center and links to the centers on other campuses.