

ITCD 373
ETHICS AND CURRENT ISSUES
in Communication Science and Technology
Spring 2013

Prerequisites: none

Meetings:

MLC, Room 118, Mondays and Wednesdays, 10 –11:50 am

Contacting the Instructor

Email: kcahill@csumb.edu

Office: MLC/Lobby C, Room184; Office hours: Mondays and Wednesdays, 2:00-3:50 pm

Capstone advising: Fridays Noon-1pm or by appointment

Office phone: 582-4566

COURSE OVERVIEW

- This course looks at the big picture of how technology affects our lives.
- It is both reflective and forward-thinking.
- It asks the questions why? (and why not?) and what if?
- It also considers who might see things the way you do and who might have very different opinions.

The entire investigation is framed through the perspective of ethics.

How do choices we make as individuals and as a society demonstrate our moral value systems?

Are our values changing because of technology?

And is technology redefining basic ideas of right and wrong, good and bad, individual and democratic, national and global?

COURSE OUTCOMES

- Greater understanding of complex ethical challenges users of technology encounter in their personal, social and/or professional lives.
- Definition of the student's initial perspective on these ethical challenges.
- Descriptions of different perspectives offered by others through dialogue.
- Descriptions of different perspectives drawn from public artifacts (such as books, journals, radio broadcasts, magazines, films, websites);
- Thoughtful analyses of these different perspectives;
- Explication of the student's current views on the relevant issues (if confronted with the challenge today, how do you anticipate you would respond? Why? To what degree have others' views influenced your own?)
- An ability to project to future issues so that individuals and groups can be better prepared to deal with ethical implications and consequences
- A broader understanding of how technology affects our social frameworks:
Environment (housing, transportation, recreation, etc.), Health (food, medicine, reproduction, etc.), Education (exploration, knowledge, etc.), Governance (democracy, laws, international policies, etc.), Social interaction (communications, personal relationships, entertainment, etc.), Business/commerce

MAJOR DELIVERABLES

Note: A portfolio (burned on a CD) of all of the deliverables is due on the day of the final.

- **01: Weekly threaded discussions**

Each week an ethical issue will be posted in the Forum section of the iLearn course website. You will be expected to read and react to your fellow student's responses to the instructor's posts and contribute your own perspectives.

- **02: Weekly postings to online scrapbook**

Design a web site (hosted on your student server account). Record what's defining the digital culture as it happens by selecting a current issue relating to INFORMATION TECHNOLOGY. A brief statement should accompany the artifact 1) summarizing its content, 2) the reason it was chosen, 3) the credibility of its sources, and 4) its relevance to the course (the ethical implications and identifying the values at stake). You are also expected to present three of your scrapbooks to the class and to lead a discussion analyzing the topic's ethical implications.

- **03: Team-led Proposal and eDebate on current issue theme**

Written proposal and formal presentation will define the technological, economic, cultural, historical and political contexts of a current issue and present a recommended solution.

- **04: Paper 1: My Concept of Privacy**

A short paper (maximum 5 pages double-spaced) without references/citations that defines your personal concept of privacy, the external forces that helped influence it, and how it has evolved through time.

- **05: Paper 2: My Thoughts on The Limits of Privacy Post 9/11**

A short paper (minimum 10 pages double-spaced) using Etzioni's text as a starting point. The paper should include a minimum of ten references/citations that support your arguments/reactions to Etzioni's ideas and conclusions. Posted to personal course website as a PDF.

- **06: ePaper**

focusing on a single current issue in communications technology and, specifically, the ethical questions it raises. Each paper will include links to these content areas:

Introduction (includes research statement);

Historical contexts/Legal precedents

Media perspectives

Ethical perspectives

Other views (representing both sides of the ethical issue)

Discussions

Future Challenges

Personal reflections and recommendations for future change

- **GRADING (Item/Points)**

- Threaded weekly discussions/15
- Online scrapbook/presentations/15
- Team-led proposal & eDebate/10
- Paper 01/10
- Paper 02/15
- ePaper/20
- Class Participation/15*

* Includes attendance, contributing to team projects, and engaging in class discussions. Your class **participation should enhance and support** the shared learning for everyone in the course.

Note:

ITCD department policy allows for only the following letter grades: A, B, C and F. University policy states that a student's failure to submit a minimum of 50 per cent of the assigned deliverables for the course requires the WU grade.

REQUIRED TEXTS

NOTE: There are two required texts for the course. The first is available at the bookstore or online. The second is available online and a number of copies are available for short term loan from the instructor. There are also other texts (also available for short term loan) which will be used for discussions and to supplement assignments.

- Click: what millions of people are doing online and why it matters by Bill Tancer
Publisher: Hyperion (2008)
ISBN: 9781401323042
- The Limits of Privacy by Amitai Etzioni
Publisher: Basic Books (April 4, 2000)
ISBN: 046504090X

RECOMMENDED TEXTS

- How Patriotic is the Patriot Act? by Amitai Etzioni
Publisher: Routledge (October 20, 2004)
ISBN: 0415950473
- Interface Culture
Johnson, Steven; 1997: Harper San Francisco/Basic Books; ISBN 0-465-03680-5
- A 21st Century Ethical Toolbox. Weston, Anthony. (2001). New York, NY: Oxford University Press. ISBN 0-19-513040-5
- Growing Up Digital/The Rise of the Net Generation
Tapscott, Don; 1998; McGraw Hill; ISBN 0-07-134798-4
- The Age of Spiritual Machines/When Computers Exceed Human Intelligence
Kurzweil, Ray; 1999; Viking; ISBN 0-965-086131

PROTOCOL

All assignments will be submitted electronically in PDF format unless otherwise specified. All files submitted should adhere to the naming convention of LastNameAssignmentNameorNumber.extension (for example: Team1_SemProposal.pdf.) Assignments that do not adhere to the naming convention will not be accepted. It is the responsibility of the person who submits a file to make sure that the recipient will be able to open the file.

Accurate spelling, grammar, and punctuation reflect on the professionalism of your work. Errors

will detract from the overall quality of your work and will be reflected in the final assessment of your assignments.

MIDTERM SELF-ASSESSMENTS

Every assignment has clearly defined assessment criteria presented as a rubric on the last page of the assignment handout. **You should use these criteria as a checklist** for making sure you meet the requirements of the assignment.

At the midpoint of the semester you should have completed the team project, two of the three papers, and have completed half of the weekly threaded discussions and scrapbooks which, collectively, represent 66% of the deliverables for the course.

To demonstrate that you and I are in agreement of your class performance, you will submit a self assessment form at the beginning of class on **Wednesday, 03/13/13**. I will review your form and return it shortly thereafter with my revisions (if needed) and a midterm grade.

CONSULTATIONS

Students are encouraged to consult with the instructor whenever necessary throughout the semester. Short consultations are best handled by e-mail. Consultation will be more productive if you prepare a brief written agenda outlining the issues you want to discuss.

ACCOMODATIONS

Your instructor wants every student to succeed. Students with disabilities who require accommodations such as time extensions or test accommodations must present verification from Student Disability Resources as soon as possible. If you think a disability may impact your performance in this class, please see the instructor as soon as possible. You may want to meet with SDR professional staff at:
Student_Disability_Resources@csumb.edu
Health & Wellness Services Building (Building 80, Campus Health Center)
Phone: 831/582-3672 voice, or 582-4024 fax/TTY
<http://sdr.csumb.edu/>

CLASS COURTESIES

Please arrive in class on time and ready to work. Personal laptops are encouraged but their use will only be permitted when required by the instructor. Surfing the web, texting, playing games and/or answering email during class, especially when others are presenting will not be allowed.

DIVERSITY AND RESPECT

From the CSUMB Vision Statement: "To build a multicultural learning community founded on academic excellence from which all partners in the educational process emerge prepared to contribute productively, responsibly, and ethically to California and the global community." Unlike most classes you will take in the School of ITCD, this class requires a significant amount of student interaction, both in class and online. Discussions should be civil and based on mutual respect.

ACADEMIC INTEGRITY

Academic integrity is of central importance to an education at CSUMB. The core of this integrity resides in the scholastic honesty of the CSUMB community, and therefore, is the responsibility of all students and faculty to uphold and maintain. Forms of academic dishonesty include: cheating, fabrication, plagiarism, and collusion in any of these activities. We value informal resolution of academic integrity allegations; however, students discovered to have engaged in academic dishonesty will be sanctioned

Cheating of any kind will not be tolerated at all in this class. You are responsible for your own original work on all assignments, labs, homework, projects, exams, and all programming code. Unless specifically stated, it is expected that you yourself have done the work you turn in. That is not to say you cannot get help from another student, your instructor or any other person. However, you need to be very clear about the difference between getting help and another person doing your work. Making a copy (electronic or paper) of another person's assignment (or providing your work for someone else to copy) is considered plagiarism and will be treated as a serious offense. If you have any questions about how to get help or what constitutes acceptable collaboration, please talk with your instructors.

Note that due to changes in CSU policy, all instances of academic dishonesty must now be documented and submitted to the Office of Judicial Affairs & Community Standards. At a minimum, you will fail the assignment; most likely, you will fail the course. For more information regarding the Academic Integrity Policy please go to: <http://policy.csumb.edu/site/x16011.xml#students> and you are responsible for reading and understanding it. If you have any question about whether collaboration with another student is permitted or prohibited for a specific assignment, ask the instructor! For more information about Student Conduct and Responsibilities please go to: <http://catalog.csumb.edu/general-information/behavior-codes/student-conduct> For more information regarding the Academic Integrity Policy please go to: <http://policy.csumb.edu/site/x16011.xml#students>

Center for Student Success (CSS)

CSUMB works to make sure that all students are succeeding in their courses. To ensure that this takes place, if you are falling behind or are missing too many class sessions, I strongly encourage you to schedule an appointment with the Center for Student Success to create an Academic Success Plan and get back on track. The CSS offers services such as one-on-one support, peer mentoring, and study skills workshops. CSS is located in the Library, 2nd Floor, Suite 2163, 582-3165.

Academic Skills Achievement Program (ASAP)

The Academic Skills Achievement Program (ASAP), a campus-wide tutoring program, is open to all students and offers peer tutoring services and workshops. It seeks to provide high-quality learning assistance in computer technology, math, science, writing, languages and study strategies aimed at enhancing learning needs at all ability levels. ASAP works with students to expand their knowledge and abilities by empowering them to become independent learners. ASAP tutors, staff, and faculty work together to design and offer effective, collaborative, and active learning experiences. ASAP is located in the Library, 2nd floor, 582-4104.

TECHNOLOGY SUPPORT RESOURCES

In keeping with the CSUMB vision statement, which says: "The University will invest in preparation for the future through integrated and experimental use of technologies", this course will require the application of technology to solve problems and create material relevant to our discipline. It is the responsibility of each student to fully understand the required technology and how to use it to complete assignments for this course. There are a variety of campus resources provided to help students enhance their technology skills and you are encouraged to take advantage of these opportunities as needed.

For more information on technology support:

- Visit mytech.csumb.edu
- Contact ASAP Tutoring, Library 2nd floor, 582-4104, asap@csumb.edu
- Register for Atomic Learning via iLearn

CRITERIA AND STANDARDS**(1) Complexity (broad, multifaceted, interconnected)**

Standard for Excellent: Consistently views sophisticated and significant dilemmas and issues with a broad focus and from multiple perspectives

Standard for Satisfactory: Usually views sophisticated and significant dilemmas and issues with a broad focus, but may sometimes use a more narrow focus and may use fewer perspectives

Standard for Needs Improvement to Meet Minimum Standards: Mainly views issues and dilemmas in simple terms and usually does so with a limited focus and minimal perspectives

(2) Conscious Awareness

Standard for Excellent: Is consistently aware of one's own perspectives, values and beliefs; acknowledges the role of those perspectives, values, and beliefs on the definition of available choices; and frequently engages in re-examination of one's own beliefs, perspectives, and assumptions

Standard for Satisfactory: Is usually aware of one's own perspectives, values and beliefs; acknowledges the role of those perspectives, values, and beliefs on the definition of available choices; and occasionally engages in re-examination of one's own beliefs, perspectives, and assumptions

Standard for Needs Improvement to Meet Minimum Standards: Is seldom aware of one's own perspectives, values and beliefs; seldom acknowledges the role of those perspectives, values, and beliefs on the definition of available choices; and seldom engages in re-examination of one's own beliefs, perspectives, and assumptions

(3) Depth of Understanding (refers to knowledge base, integrates knowledge base into one's own perspectives, and integrates multiple perspectives)

Standard for Excellent: The written work/presentation consistently refers to the knowledge base of ethics and integrates it into one's own perspective with thorough consideration of multiple relevant perspectives

Standard for Satisfactory: The written work/presentation usually refers to the knowledge base of ethics and integrates it somewhat into one's own perspective with occasional consideration of multiple relevant perspectives

Standard for Needs Improvement to Meet Minimum Standards: The written work/presentation contains minimal or no reference to the knowledge base of ethics and lacks integration of the knowledge base into one's own perspective; contains no or minimal consideration of multiple perspectives or includes irrelevant perspectives, or the analysis is based on only one other perspective

4) Coherence and Logic

Standard for Excellent: Consistently communicates with clarity; makes explicit connections between complex issues, perspectives, and responses

Standard for Satisfactory: Usually communicates with clarity and usually makes explicit connections between dilemma issues, perspectives, and responses

Standard for Needs Improvement to Meet Minimum Standards: Lacks clarity and contains few explicit connections between issues, perspectives, and responses

(5) Reflection

Standard for Excellent: Consistently self-assesses for awareness and insights; puts issues into context of experience of self and others for comparison and analysis; consistently takes a questioning approach to dilemmas or problems and engages in a reasoned process of deliberation that leads to ethical decision-making

Standard for Satisfactory: Usually self-assesses for awareness and insights; puts issues into context of experience of self and others for comparison and analysis; usually takes a questioning approach to dilemmas or problems and engages in a reasoned process of deliberation that leads to ethical decision-making

Standard for Needs Improvement to Meet Minimum Standards: Rarely self-assesses for awareness and insights; may not put issues into context of experience of self and others for comparison and analysis; rarely takes a questioning approach to dilemmas or problems or engages in decision-making

(6) Relational Accountability

Standard for Excellent: Consistently examines dilemmas from the perspective of those who are affected by the dilemmas and deliberates with deep levels of compassion and empathy to address the dilemmas with recognition of the consequences of one's own action or behavior on others. In addition, the consequences are usually seen from the point of view of those who are affected by the consequences

Standard for Satisfactory: Usually examines dilemmas from the perspective of those who are affected by the dilemmas and deliberates with deep levels of compassion and empathy to address the dilemmas with recognition of the consequences of one's own action or behavior on others. In addition, the consequences are sometimes seen from the point of view of those who are affected by the consequences.

Standard for Needs Improvement to Meet Minimum Standards: Rarely examines dilemmas from the perspective of those who are affected by the dilemmas and deliberates with minimal compassion and empathy to address the dilemmas with minimal recognition of the consequences of one's own action or behavior on others. In addition, the consequences are rarely seen from the point of view of those who are affected by the consequences