

CST 462S: Computer Science and Community Service (2 units)

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Time: Tues 4:00 pm to 6:00 pm

Place: MLC 160

Instructors: Vardeep Kaur and Sathya Narayanan

Office hours: By Appointment. Email me at vkaur@csumb.edu

Description

The impact of democratization of information on society as whole and pockets society without such access will be explored. The inclinations and prejudices leading to overall lack of women and minorities in computer science will be studied; short-term and long term activities to address them will be developed. Students will implement components of the activities they identified by serving at community sites including high schools, community centers and non-profit organizations.

Textbook: Required:

Textbook II: "Stuck in the Shallow End: Education, Race and Computing", by Jane Margolis (Author), ([Amazon Link](#)).

Recommended reading (Not required)

Textbook III: "Information Technology and Social Justice", by E. Rooksby and J. Weckert, ([Amazon Link](#)).

Pre-requisites

Specified by co-course.

Outcomes

At the end of the course, students must

Service Learning outcomes

1. Self and Social Awareness

Students deepen their understanding and analysis of the social, cultural and civic aspects of their personal and professional identities.

- a. Be able to identify and describe qualities in their cultural background, the opportunities and challenges due to that background in to becoming a computing professional.

2. Service and Social Responsibility

Students deepen their understanding of the social responsibility of professionals in their field or discipline, and analyze how their professional activities and knowledge can contribute to greater long-term societal wellbeing.

- a. Be able to identify and describe the impact of the information age on the social and political landscape.

3. Community & Social Justice

Students evaluate how the actions of professionals and institutions in their field or discipline foster both equity and inequity in communities and society.

- a. Be able to identify the preconceived notions and prejudices that keep large segments of the society away from the opportunities created by the computing sciences.

4. Multicultural Community Building/Civic Engagement:

Students learn from and work responsively and inclusively with diverse individuals, groups and organizations to build more just, equitable, and sustainable communities.

- a. Be able to develop specific plan and activities to address some of these prejudices.
- b. Be able to implement at least one component of their plan by visiting service learning partner sites for a total of 30 hours.

Project & Assignments

Social Justice: Study and discussion of the following topics both through in class discussions and online forum discussions:

1. Personal reflection on a students' cultural background including the events that inspired her/him into the computer science education.
2. Impact of computer science and information technology on society and politics. Topics will include, but not limited to, effect of blogosphere on journalism, twitter revolution in Iran, impact of new business models (like Amazon, Skype) on existing large organizations. (Or, how non-profits and service agencies can better use technologies, ie., twitter, Facebook, Skype).
3. Social structural issues, preconceived notions and prejudices due to which women and minorities do not have a significant presence in the computing related professions. The text "Stuck in the Shallow End" will be the starting point for exploration of this topic - individual teams will explore references provided in the book.
4. From Information Society to Global Village of Wisdom? The Role of IT in Realize Social Justice in the Developing World
5. Global Digital Divide, Global Justice, Cultures and Epistemology
6. Computing Ethics: Intercultural Comparison

Service Learning: Students will develop specific short-term and long-term activities to address the issues identified in the topics. Students will visit service learning partner sites to implement components of their activities. Following is a list of example sites that will be visited by the teams:

- Middle/High school after school programs encouraging underrepresented students to get into computing related fields
- Non profit organization like 'Loaves, Fishes and Computers' to build, configure and setup connected computers in low income areas

- Develop introductory material to teach computing technology and their benefits to traditional and non-traditional students from local communities.
- High school classes (AP classes) focusing on computing related subjects
- Boys and Girls Clubs
- Community Centers
- Other non-profit organizations

Teaching modality

You will complete the reading assignments to deepen your understanding of the topics of discussion, actively participate in the online forum and the guided classroom discussion. You will also have to work at least 30 hours at the service learning partner sites.

Assignments

Assignments are posted on iLearn. You are responsible for keep track of posted assignments and their due date/time.

Absolutely NO late assignments will be accepted. If you are late by 30 sec, you miss that assignment - **no exceptions**. If the amount of time allotted for an assignment is not enough, it should be brought for discussion during class.

Grading

Service Learning Partner evaluation	- 20%
Assignments, Online & Class Room discussions	- 20%
Group grade	- 10%
Class participation (Bonus)	- 5%

Email

When you email me, please put the class name in the subject line and include your name in the body of the message. I teach a number of classes, so this helps me whenever questions are being asked.

Also, I expect all email correspondence to adhere to academic and professional guidelines - TEXT MESSAGE approaches and other shortcuts are completely inappropriate. Emails that contain spelling, grammar, or punctuation errors, or use shortcuts such as not capitalizing, will be either returned to you unanswered or ignored entirely.

Academic Integrity

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 work for another student to copy from, is considered plagiarism and will be treated as a serious offense. If you have any questions about how to get help, please talk with your instructor. CSUMB's policies regarding student discipline and judicial affairs may be found at: <http://csumb.edu/site/x2161.xml>.

Note to Students with Disabilities

Students with disabilities, who may need accommodations, please see the instructor by 02/08/13 during class hours or during office hours.

ALSO, contact:

Student_Disability_Resources@csumb.edu

Building 47, Student Services, First Floor

Phone: 831/582-3672 voice, or 582-4024 fax/TTY

<http://sdr.csumb.edu/>