Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: Honors College
   Department: N/A

2. Course Prefix and Number: HONR 1017
3. Effective Term: Spring 2013

4. Course Title: Honors Technology and Culture 2
   Abbreviated Title (30 characters or less): Honors Technology & Culture 2

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course

6. Course Credit:
<table>
<thead>
<tr>
<th>Contact/Group</th>
<th>Scheduled Type (e.g.: Lab, Lecture, Practicum, Directed Study)</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Hours (Repeatability): 3</td>
<td>Lecture, discussion</td>
<td>W</td>
<td>3</td>
<td>65</td>
</tr>
<tr>
<td>Total Credit Hours:</td>
<td>3</td>
<td></td>
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</tbody>
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7. Grading Type:
   - [ ] Regular (ABCDF)
   - [ ] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. Prerequisites/Corequisites:
   P. Honors College

9. Restrictions: List specific restriction in space above.
   - [ ] College
   - [ ] Major
   - [ ] Standing
   - [ ] Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Interdisciplinary course examining the intersections of technology and culture from a variety of social, historical, scientific, and global perspectives.

11. May Count Either:
    Honors core or elective credit (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)
    | Program Type | Program Title | Requirement or Elective? |
    |--------------|---------------|--------------------------|
    | (e.g.: minor, major, etc.) | (e.g.: MS in Chemistry, Performance Option, Minor in Art) | (required or optional?) |
    | N/A | N/A | N/A |

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - [ ] Applicable
    - [ ] Not Applicable
14. Justification:

Currently, the course is a 2 course sequence totaling 6 hours in fall semester (3 hours SS credit and 3 hours Humanities credit) and 5 hours in spring semester (3 hours SS credit and 3 hours Humanities credit). Many students do not register for the series due to difficulties of scheduling a 6 hour course and because they do not need both SS and Humanities credits to complete their core curriculum requirements. The reduction in hours earned per semester should alleviate these problems, increase course enrollments, and reduce the demand on the regular Honors core courses.

Non-Honors students with acceptable GPAs and permission may enroll in the symposium after all Honors students have enrolled.

(include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

N/A. The revision we request will not required additional funding.

(indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

The specific SLOs covered by HONR 1017 include: SLO 2—"Students will be able to read analytically and critically," SLO 3—"Students will be able to critique and construct an argument effectively," and SLO 8—"Students will be informed and engaged citizens of the U.S. and the world."

(state in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

Using an interdisciplinary approach, HONR 1017 will examine the complex and dynamic relationships between technology and culture with a particular focus on the recent past, present, and future—all in their global settings. The course will expose students to a variety of perspectives regarding technology and culture and will engage students in some of the more contentious debates surrounding modern technology. Along the way, the course will explore how humans use technology to shape their environment and how technologies are understood and used by diverse peoples around the globe. The course will explore the relationship between technology and science and study the forces behind technological and cultural change. We will critically analyze issues relating to what makes us human, the role of the environment, the quest for resources, the structure of societies and civilizations, organized violence and conflict, religion, health and medicine, work and play, and how communication and transportation both divides us and brings us together.

A draft HONR 1007 syllabus is attached to this form. The course will introduce students to the basics of research, address technologies of the mind (education, drugs/medicine, philosophy, and religion), technologies of the body (ergonomics, design, and food), technologies of place (architecture, planning, the environment, and sustainability), technologies of competition (sports, global business, and warfare), and technologies of communication (information and global media).

**TOPIC ONE: FUNDAMENTALS OF RESEARCH**  
**WEEK 1 (1/09 – 1/11)**  
Readings for week: Chap. 4 of Earl Babbie, The Practice of Social Research.  
(Wed. 1/09) Introduction and course requirements  
(Fri., 1/11) Lecture/discussion: Asking the question.

**TOPIC TWO: TECHNOLOGIES OF THE MIND**  
**WEEK 2 (1/14 – 1/18): Education and society.**
(Mon., 1/14) Lecture/discussion: Research, interpretation, analysis, models, theory
(Wed., 1/16) Lecture: Austin
(Fri., 1/18) Discussion

(Mon., 1/21) No Class: Martin Luther King Jr. Day
(Wed., 1/23) Lecture: Rueber
(Fri., 1/25) Student Proposal Presentations, Week 1
Term Project Proposal Draft Due (Fri., 1/25)

WEEK 4 (1/30 – 2/03): Philosophy and religion in the modern world.
(Mon. 1/30) Lecture: Israel
(Wed., 2/01) Discussion
(Fri., 2/03) Student Proposal Presentations, Week 2
Abstracts for Research Forum (Due: 2/03)

TOPIC TWO: TECHNOLOGIES OF THE BODY
WEEK 5 (2/06 – 2/10): Technology and modern medicine.
Readings for week: Tenner, Chaps. 2, 3.
(Mon., 2/06) Lecture: Modern Medicine and the Sickness Industry (Weaver)
(Wed., 2/08) Discussion
(Fri., 2/10) Student Proposal Presentations, Week 3

Readings for week: Tenner, Chaps. 8, 9.
(Mon., 2/13) Lecture: Form and Function (Liu)
(Wed., 2/15) Discussion
(Fri., 2/17) Student Proposal Presentations, Week 4

WEEK 7 (2/20 – 2/24): Food and the modern world.
Readings for week: Federoff and Brown, "Food for Thought"; Thompson, "Value Judgments and Risk..."; both in Hanks, Technology and Values; watch: Michael Pollan, The Omnivore's Next Dilemma," at http://blog.ted.com/2008/02/07/michael_pollan/
(Mon., 2/20) Lecture: Green Revolution, food, diet, culture (Monks, College of Agriculture, check)
(Wed., 2/22) Discussion
(Fri., 2/24) Lecture: AU hunger program (Thornton, AU Hunger and Sustainability Initiatives)
TOPIC THREE: TECHNOLOGIES OF PLACE
WEEK 8 (2/27–3/02): Urbanization, technology, and planning.

(Mon., 2/27) Lecture: Community planning (Retzlaff, AU Community Planning program,
(check)
(Wed., 2/29) Discussion
(Fri., 3/02) Lecture: Nature’s Metropolis (Kozuh)


Readings for week: Tenner, Chaps. 5, 6, 7; Natural Capitalism Chap. 1.
(Mon., 3/05) Lecture: Climate and change (David King)
(Wed., 3/07) Discussion
(Fri., 3/09) Midterm Exam

WEEK 10 (3/12 – 3/16)
Spring Break


Readings for week: Chaps. 34, 35, 36 in Hanks, Technology and Values.
(Mon., 3/19) Lecture: Sustainability (Ken Thomas check)
(Wed., 3/21) Discussion
(Fri., 3/23) Term Project Presentations

TOPIC FOUR: TECHNOLOGIES OF COMPETITION

Readings for week: Tenner, Chaps. 10, 11; Hansen article on golf and Frederick Winslow Taylor (check); Real NASCAR, Intro, Chap. 1; Carvalho additional reading (check).
(Mon., 3/26) Lecture: Sports and the media (Carvalho)
(Wed., 3/28) Discussion
(Fri., 3/30) Term Project Presentations


Readings for week: LeFeber: "Greatest Endorser"; additional readings from Rueber (check).
(Mon., 4/2) Lecture: Sports and multinational business (Rueber)
(Wed., 4/4) Discussion
(Fri., 4/6) Term Project Presentations


Readings for week: Sherry: "Sources of Technological Fanaticism"; Kurt Vonnegut, Slaughterhouse Five, chaps. 6-8
(Mon., 4/09) Lecture: Modern conflict and globalization (Adm. Mark Fox check)
(Wed., 4/11) Discussion
(Fri., 4/13) Term Project Presentations

TOPIC FIVE: TECHNOLOGIES OF COMMUNICATION

Readings for week: Eisenstein, "Print Culture"; Birkerts, "Fate of the Book."
(Mon., 4/16) Lecture: Gutenberg revolution: printing and information technology (Carvalho)
(Wed., 4/18) Discussion/faculty roundtable (Carvalho, Plasketes)
(Fri., 4/20) Term Project Presentations


Readings for week: "Principles of Mediamorphosis"; selection from Turkle, Alone Together;
selection from Postman (check)
(Mon., 4/23) Lecture: The new media (Plasketes)
(Wed., 4/25) Where we are and where we're going: discussion/faculty roundtable

Term Projects Due (Wed., 4/25)

Final Exam  TBA

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

Students will be required to take a midterm and final exam, in addition to a term research project. Student research projects can be in any area of student interest—biological sciences, physical sciences, comm./journalism (video or multimedia project) engineering, architecture/design (local, community, Rural Studio), education, humanities, social sciences, or combinations (systems biology, for example). The projects may overlap with or combine with Honors Theses or Honors Apogee Projects. The projects may also be submitted the AU Undergraduate Research and Creative Scholarship Forum. Students will start with proposals, prepare successive drafts, and complete their research with papers, posters, models, or experiments. Students will coordinate their projects with the teaching faculty and the postdocs in the course. They may also work with any other faculty on campus who share their interest and can provide specialized advice and direction to their projects. Students will prepare drafts of their projects and make oral presentations in class. Students will also make oral presentations of their completed projects in class.

Independent Research/Term Projects:
Student research projects can be in any area of student interest—biological sciences, physical sciences, comm./journalism (video or multimedia project) engineering, architecture/design (local, community, Rural Studio), education, humanities, social sciences, or combinations (systems biology, for example). The projects may overlap with or combine with Honors Theses or Honors Apogee Projects. The projects may also be submitted to the AU Undergraduate Research and Creative Scholarship Forum (note deadlines). Students would start with proposals, prepare successive drafts, and complete their research with papers, posters, models, or experiments. Students will coordinate their projects with the teaching faculty and the postdocs in the course. They may also work with any other faculty on campus who share their interest and can provide specialized advice and direction to their projects.

Exams:
Students will take a midterm exam and a final. The midterm exam will include an essay question in which the student will be required to integrate all of the material covered during the course to that point. The final exam will be similar to the hour exam, with an essay question requiring the student to summarize and interpret all the information covered in the course.

(List all quizzes, projects, reports, activities and other components of the course grade — including a brief description of each assignment that clarifies its contribution to the course's learning objectives)
19. Rubric and Grading Scale:

<table>
<thead>
<tr>
<th>Grading Component</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm exam</td>
<td>100 points</td>
</tr>
<tr>
<td>Term project proposal (written)</td>
<td>100 points</td>
</tr>
<tr>
<td>Term Project Presentation</td>
<td>100 points</td>
</tr>
<tr>
<td>Term project/Oral Presentation</td>
<td>200 points</td>
</tr>
<tr>
<td>Final exam</td>
<td>200 points</td>
</tr>
<tr>
<td>Discussion</td>
<td>100 points</td>
</tr>
<tr>
<td>Total</td>
<td>800 points</td>
</tr>
</tbody>
</table>

All grades will be based on a scale with 10 percent increments: That is, 100-90=A; 89-80=B; 79-70=C; 69-60=D; <60=F.

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade.)

20. Justification for Graduate Credit: N/A

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.).

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Student Policy eHandbook, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please consult the Student Policy eHandbook for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail, if you have not established accommodations through the Office of Accessibility, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2086 (V/TTY).
HONR 1017 is a 6-hour interdisciplinary course divided 3 and 3, with 3 hours of classroom work, MWF 11:00—a mix of lectures, guest lectures, and discussion sessions—followed by 3 hours of independent research during which students will meet individually or in groups a few times a month. It will build on what students have been exposed to in HONR 1007 about the complex interactions of technology and culture in a variety of social, historical, professional, and global settings (including such ideas as progress, determinism, causality, agency, control, values, what makes us human). Using a topical approach, HONR 1017 will examine will explore the forces behind technological and cultural change in the modern world and how technological and cultural artifacts are understood and used by diverse peoples in a global context. Among the topics will be the environment, urbanization, medicine, the media and information technology, global business, sports and entertainment, and war. All students will make presentations of their research projects to the faculty and other students.

The course has the following principal goals: (1) to develop a basic understanding of how and why humans create technologies and to understand what these developments have meant not only to societies and civilizations in the past, but to ordinary people in their everyday lives; (2) to develop critical reading and analytical skills; (3) to understand how to pose, critique, and develop an argument; and (4) to understand technology as a human enterprise that has influenced modern global society. The course is a semester-long exercise in learning to ask questions, critically analyze problems, and articulate answers. The course has a strong discussion component, with students taking much of the responsibility in the learning process.

More specifically, the course is intended to develop students’ writing skills, consistent with several of Auburn University’s Student Learning Outcomes. The specific SLOs covered by HONR 1017 include: SLO 2—“Students will be able to read analytically and critically;” SLO 3—“Students will be able to critique and construct an argument effectively;” and SLO 8—“Students will be informed and engaged citizens of the U.S. and the world.”


Independent Research/Term Projects:

Student research projects can be in any area of student interest—biological sciences, physical sciences, com./journalism (video or multimedia project) engineering, architecture/design (local, community, Rural Studio), education, humanities, social sciences, or combinations (systems biology, for example). The projects may overlap with or combine with Honors Theses or Honors Apogee Projects. The projects may also be submitted the AU Undergraduate Research and Creative Scholarship Forum (note deadlines). Students would start with proposals, prepare successive drafts, and complete their research with papers, posters, models, or experiments. Students will coordinate their projects with the teaching faculty and the postdocs and may work with any other faculty on campus who share their interest and can provide specialized advice and direction to their projects.
Exams:
Students will take a midterm exam and a final. The midterm exam will include an essay question in which the student will be required to integrate all of the material covered during the course to that point. The final exam will be similar to the hour exam, with an essay question requiring the student to summarize and interpret all the information covered in the course.

Grading:
Grades will be calculated by the following:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
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<tbody>
<tr>
<td>Midterm exam</td>
<td>100</td>
</tr>
<tr>
<td>Term project proposal (written/oral)</td>
<td>100</td>
</tr>
<tr>
<td>Term Project Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Term project/Oral Presentation</td>
<td>200</td>
</tr>
<tr>
<td>Final exam</td>
<td>200</td>
</tr>
<tr>
<td>Discussion/weekly journal</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>800</td>
</tr>
</tbody>
</table>

All grades will be based on a scale with 10 percent increments: That is, 100-90=A; 89-80=B; 79-70=C; 69-60=D; <60=F.

Makeups:
Students with valid written excuses are permitted to miss one of the readings quizzes. Makeup quizzes for these students will be administered on the last day of classes at the end of the semester. Students with valid written excuses for the day of the midterm exam, or those who miss a consecutive week of classes before the exam (with a valid written excuse), may also miss the midterm exam. The exams must be made up within ten days of the scheduled exam. Under no circumstances will makeup exams be provided for students missing the makeup exams. All students must take the final exam as scheduled to pass the course.

Withdrawal from Course:
Students may withdraw from the course up to midsemester (with a W on their transcript).

Attendance:
Attendance will be taken at the lectures (for administrative and record-keeping purposes). Although the student's attendance record will not be used in directly calculating the course grade, when there is an instance of "borderline" grade situations, attendance may be taken into consideration. That is, a student with a solid attendance record will be more likely to receive the higher grade. Therefore, we strongly urge all students to attend class.

Discussion:
One hundred (100) points will be based on classroom discussion. Your grade will depend on how much you participate, and the nature of your questions and answers (meaning, are you informed by what you have read and know and not merely expressing an opinion).

Electronic Devices Policy:
Unless otherwise directed, all cell phones must be turned off before coming to class. If a cell phone rings during class, the student will be marked absent for that day and asked to leave. If a cell phone rings during a quiz or an exam the quiz or exam will be marked as a zero. If a student requires the use of any other electronic device (notebook PC, PDA, or other such device) he or she must have the permission of the instructor.

Academic Honesty:
For accepted university policies on attendance, academic honesty, and other matters, consult the most recent issues of the *Tiger Cub* and *SGA Code of Laws*. See www.auburn.edu/tigercub/.

**Special Needs:**

Students who need special accommodations in class, as provided for by the Americans with Disabilities Act, should arrange a meeting with me during the first week of class. Come during office hours or e-mail for an alternate time. You should bring the Accommodation Memo and Instructor Verification Form to the meeting and be prepared to discuss the items needed for this course. If you do not have an Accommodation Memo but need special accommodation, make an appointment by e-mail with the Program for Students with Disabilities, 1244 Haley Center, or call 844-2096.

For assistance in note taking, reading, and writing, contact Academic Student Services in the office of the Dean of Students.

**Office hours:**
Austin: Carvalho: Plasketes: 206 Tichenor; Thomas: Trimble: Thach Hall 332, Prior arrangements must be made to meet with us outside these hours.

**TOPIC ONE: FUNDAMENTALS OF RESEARCH**

**WEEK 1 (1/09 – 1/13)**


(Mon., 1/09) Introduction and course requirements
(Wed., 1/11) Lecture: How academics go about their business (asking/answering “the question”)
(Fri., 1/13) Lecture/discussion: Research, interpretation, analysis, models, theory

**TOPIC TWO: TECHNOLOGIES OF THE MIND**

**WEEK 2 (1/16 – 1/20)**

**Education and society**


(Mon., 1/16) No Class. Martin Luther King, Jr. Day
(Wed., 1/18) Lecture: Austin?
(Fri., 1/20) Discussion

**WEEK 3 (1/23 – 1/27)**

**Modernity and the mind**

Readings for week: Rueber with something on peyote (check); selections from Wurtzel, *Prozac Nation*. 
Lecture: Somebody for Pharmacy (check, or Rueber, if he can’t find someone).

Discussion

Student Proposal Presentations, Week 1

Term Project Proposal Draft Due (Fri., 1/27)

WEEK 4 (1/30 – 2/03)

Philosophy and religion in the modern world


Lecture: Israel?

Discussion

Student Proposal Presentations, Week 2

TOPIC TWO: TECHNOLOGIES OF THE BODY

WEEK 5 (2/06 – 2/10)

Technology and modern medicine

Readings for week: Tenner, Chaps. 2, 3; additional readings from Weaver (check).

Lecture: Modern Medicine and the Sickness Industry (Weaver check)

Discussion

Student Proposal Presentations, Week 3

WEEK 6 (2/13 – 2/17)

Ergonomics and human factors

Readings for week: Tenner, Chaps. 8, 9.

Lecture: From and Function (Liu)

Discussion

Student Proposal Presentations, Week 4

WEEK 7 (2/20 – 2/24)

Food and the modern world


Lecture: Green Revolution, food, diet, culture (Worosz check)

Discussion

Lecture: Something on UN food program (Doug Coutts check)
TOPIC THREE: TECHNOLOGIES OF PLACE
WEEK 8 (2/27–3/02)
Urbanization, technology, and planning

(Mon., 2/27) Lecture: Nature's Metropolis (Kozuh check)
(Wed., 2/29) Discussion
(Fri., 3/02) Lecture: Community planning (Retzlaff, from AU Community Planning program check)
Abstracts for Research Forum (Due: 3/05)

WEEK 9 (3/05 – 3/09)
The environment

Readings for week: Tenner, Chaps. 5, 6, 7; Natural Capitalism Chap. 1 (check, on B/B from previous course); additional readings suggested by King check.
(Mon., 3/05) Lecture: Climate and change (David King check) Or Kelly Alley (check)
(Wed., 3/07) Discussion
(Fri., 3/09) Midterm Exam

WEEK 10 (3/12 – 3/16)
Spring Break

WEEK 11 (3/19– 3/23)
Sustainability

Readings for week: appropriate chapters in Hanks, Technology and Values (check).
(Mon., 3/19) Lecture: Sustainability (Ken Thomas check)
(Wed., 3/21) Discussion
(Fri., 3/23) Term Project Presentations

TOPIC FOUR: TECHNOLOGIES OF COMPETITION

WEEK 12 (3/26–3/30)
Sports and leisure in the modern world

Readings for week: Tenner, Chaps. 10, 11; Hansen article on golf and Frederick Winslow Taylor (check); Real NASCAR, Intro, Chap. 1; Carvalho additional reading (check).
(Mon., 3/26) Lecture: Sports and the media (Carvalho)
(Wed., 3/28) Discussion
(Fri., 3/30) Term Project Presentations
WEEK 13 (4/2–4/6)
Global business and competition

Readings for week: LeFeber: “Greatest Endorser”; additional readings from Rueber (check).
(Mon., 4/2) Lecture: Sports and multinational business (Rueber)
(Wed., 4/4) Discussion
(Fri., 4/6) Term Project Presentations

WEEK 14 (4/09–4/13)
Global war

Readings for week: Sherry: “Sources of Technological Fanaticism”; Kurt Vonnegut, Slaughterhouse Five, chaps. 6-8
(Mon., 4/09) Lecture: Modern conflict and globalization (Adm. Mark Fox check)
(Wed., 4/11) Discussion
(Fri., 4/13) Term Project Presentations

TOPIC FIVE: TECHNOLOGIES OF COMMUNICATION

WEEK 15 (4/16–4/20)
Information media

Readings for week: Eisenstein, “Print Culture”; Birkirts, “Fate of the Book.”
(Mon., 4/16) Lecture: Gutenberg revolution: printing and information technology (Carvalho)
(Wed., 4/18) Discussion/faculty roundtable (Carvalho, Plasketes)
(Fri., 4/20) Term Project Presentations

WEEK 16 (4/23–4/25)
Mass media and social media

Readings for week: “Principles of Mediamorphosis”; selection from Turkle, Alone Together; selection from Postman (check)
(Mon., 4/23) Lecture: The new media (Plasketes)
(Wed., 4/25) Where we are and where we’re going: discussion/faculty roundtable
Term Projects Due (Wed., 4/25)
Final Exam (Fri., 5/04, 12:00 noon)