

## IAH 206 : Self, Society, and Technology

**Focus:** The ways in which human lives are structured by technology.  
Fall 2010; Sections 011-019

**Time:** Mondays and Wednesdays, 12:40-2pm  
**Place:** North Kedzie Hall 101

**Instructor:** Dr. Kyle Powys Whyte  
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535 S. Kedzie Hall  
**Office Hours:** By Appointment

**Assistants (TAs):** Andrew Woodson  
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528 S. Kedzie Hall  
**Office Hours:** By Appointment

**Recitation**

011:	Thursdays, 12:40-1:30pm, Bessey Hall 107
012:	Thursdays, 1:50-2:40pm, Bessey Hall 107
013:	Thursdays, 3-3:50pm, Bessey Hall 107

John Wallace  
walla237@msu.edu  
529 S. Kedzie Hall  
**Office Hours:** By Appointment

**Recitation**

014:	Fridays, 11:30am-12:20pm, Berkey Hall 318
015:	Fridays, 12:40pm-1:30pm, Berkey Hall 318
016:	Fridays, 1:50pm-2:40pm, Berkey Hall 318

Andrea Walsh  
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542 S. Kedzie Hall  
**Office Hours:** By Appointment

**Recitation**

017:	Thursdays, 12:40-1:30pm, Wells Hall C301
018:	Thursdays, 1:50-2:40pm, Wells Hall C216
019:	Thursdays, 3-3:50pm, Wells Hall C300

### Required Purchases

Approximately 3 file folders or another kind of binder  
Approximately 100 blank, 8.5x11 inch pages for printing typed documents  
Sufficient Ink for printing on the 100 blank pages

### Goals of Integrative Studies in Arts and Humanities

Integrative Studies in Arts and Humanities at MSU seeks to assist students to become more familiar with ways of knowing in the arts and humanities and to be more knowledgeable and capable in a range of intellectual and expressive abilities. IAH courses encourage students to engage critically with their own society, history, and culture(s); they also encourage students to learn more about the history and culture of other societies. They focus on key ideas and issues in human experience; encourage appreciation of the roles of knowledge and values in shaping and understanding human behavior; emphasize the responsibilities and opportunities of democratic citizenship; highlight the value of the creative arts of literature, theater, music, and arts; and alert us to important issues that occur among peoples in an increasingly interconnected, interdependent world.

### Course Questions and Outcomes

Technologies mediate every facet of our lives, making it hard to imagine what it would be like for us without them. In IAH 206, we will study how technologies are interwoven with our lives by looking at three questions:

- (1) Is technological progress good or bad for our society?
- (2) How do technologies influence our perception of the world?
- (3) How should we cope with risky technologies?

The outcomes for this course are your improvement in the following areas:

- (1) Fluency in humanities perspectives on our lives and the world.
- (2) Expository and argumentative writing skills.
- (3) Ability to receive feedback on your writing and revise accordingly.
- (4) Context sensitivity, 'either/or' thinking, and critical reasoning.

### Your Final Grade: Blogs, White Papers, Rubric, and Portfolio

What is the basis for your final grade?

You are required to write one **blog** for each numbered week, WEEK 1 – WEEK 11 (see **Schedule** below). These blogs are much of the basis on which your final grade will be assessed. A blog is a writing assignment that has two prompts to which you must respond. You can write up to 300 words (no more) for each prompt. Every time you write a blog, you must work from the blog templates on ANGEL in **Lessons**, follow the directions, and type in your responses. When you have completed your first draft of a blog, print it out, and store it in a file folder that has your name on both sides.

What can you blog about?

For each numbered week, you can write only one kind of blog of three possible kinds. A lecture blog (LB) is about one of the **LB Topics** shown in the schedule (pg. 7). A reading blog (RB) is about one of the **RB Topics** shown in the schedule. A film blog (FB) is about one of the **FB Topics** shown in the schedule (the topic is the title of the film watched during that day). For a given week, whether you write an LB, RB, or FB, the topic must be listed under that week in the schedule. However, you may blog at a pace that will best achieve your target grade. You can, for example, write an LB or RB for Week 1, but cannot write an LB and RB for Week 1: only one blog per numbered week is allowed. You can only write an LB for Week 11 for a lecture given in Week 11, or a FB for Week 11 for a film shown during Week 11, or an RB for Week 11 for a reading assigned for Week 11.

How do you make your blogs better?

The content of your blogs will be assessed according to how well they fulfill a **blogging rubric** that is also in **Lessons** on ANGEL. Good writing – in all professional contexts – is a matter of re-writing, or **revision**. The entire course is structured to facilitate the revision of your blogs toward better fulfilling the rubric.

How do you revise?

To revise, you have to have a printed, first draft. After you have decided what to write about (LB, RB, or FB), go to the **blogging templates** in **Lessons** on ANGEL and download the template that corresponds to what you have decided to write about. Type in your responses to the two prompts, using the **Blogging Rubric** (Lessons/ANGEL) as your guide. It is important that you make sure to fill out the header of your first draft, making sure to fill in all queries and highlight or circle the "First Draft" label at the top left. For first drafts, only highlight or circle the "First Draft" label; do not circle or highlight the "Appointment" or "Personal" labels. Once you've done all of this, you're done with your first draft and are ready to consider revising it. Print it out and store it in your folder.

There are two kinds of revisions that are built into the course structure, **appointment** and **personal**.

Appointment: Once you have completed a first draft of a blog, you are now ready to begin revising it. Appointment revisions require you to come to office hours with the hardcopy of your first draft. Either the instructor or a TA will read your blog on the spot, provide written comments on your first draft, and sign (and date) it. You should use the comments as the basis for writing a revised draft. You should write revised drafts in the same manner as you wrote your first draft. However, in the header, do not circle or highlight the "First Draft" label, but circle both the "Revised Draft" and "Appointment" labels. Once your revision is complete, you are to staple it on top of your first draft, and then store the stapled blogs in the file folder (your revision should be stapled in front of your first draft so that your revised draft is face up with your first draft behind it).

Personal revisions require that you write a revised blog based on any new insights you've gained after writing the first draft. Start by taking your first draft and marking, with a pen or pencil, rubric items that you feel are missing, sentences that should be changed, and any other improvements that you feel need to be made (including spelling and grammar). Once you've finished your comments, you should revise based on your own comments in a way similar to how you would respond to the comments of the instructor or teaching assistants. In the header, do not circle or highlight the "First Draft" label, but circle both the "Revision" and "Personal" labels. Once your revision is complete, you are to staple it on top of your first draft, and then store the stapled blogs in the file folder (your revision should be stapled in front of your first draft so that your revised draft is face up with your first draft behind it).

You may do as many appointment and personal revisions as you feel you need to. In some cases, you may revise a revision. That is, you may have an appointment revision, and then decide to do a personal revision of that appointment revision. Or you may do an appointment revision of a personal revision (you would bring the personal revision to office hours instead of the first draft). In either case, simply fill out your revision header in the same way you would were it a revision of a first draft, and make sure it is stapled on top of the previous revision(s) and first draft so the first draft that appears face up.

How do you submit blogs for assessment?

The folder(s) in which you keep your printed blogs is your **portfolio**. The blogs should be stored in order, starting with WEEK 1 (when the folder is opened, the blog for WEEK 1, face up, should be the first that we see). All revisions should be stapled in front of their corresponding first drafts. That is, the revision will be the first visible draft; the first draft is stapled behind it (both drafts should face the same direction). If you have two or more revisions, the most recent revision should be on top, followed by previous revisions and, finally, the first draft. Never staple blogs of different WEEKs together. During the last week of courses, you will turn in the portfolio that has all of your blogs in it as the vehicle for the assessment of your final grade.

What is a white paper?

A white paper is a written deliverable that is produced from your working with a group of other students during a class or recitation session. Every numbered week features at least one opportunity to produce a white paper, and each opportunity is labeled WP1, WP2, WP3, etc. The directions for each WP will be given immediately before the group work begins. You will then be given time to deliberate with your group members and write the white paper together. To write a white paper, take a blank sheet of paper and simply write down your group's collective response. Your white paper should not be longer than the front and back of one page. Once completed, show your draft to the instructor or a TA, who may suggest that you and your group make changes. Once your white paper has been approved, the instructor or a TA will sign and date it, and collect it. Each white paper will be scanned into a PDF and posted in **Lessons** with the last names of the group members in the title.

Print out your white papers and include them in your portfolio behind all of your blogs. Thus, when you open your portfolio, first should be your blogs for all weeks and behind them should be your white papers in order from most recent to least recent. At the end of the semester you should staple your white papers together.

**What is a review?**

A review refers to having your entire complete or incomplete portfolio assessed by a TA or the instructor. The outcome of a review is a piece of paper with the TA or instructor's recommendations for what should be done. On a blank sheet of paper, the instructor or TA will write down and date advice on what you need to do to improve your portfolio. Include your reviews as the last item in your portfolio behind your white papers.

**How are final grades determined?**

There are two criteria by which your final grade will be derived from your portfolio:

**(1) Writing Engagement: 60% of final grade**

It's best to submit one of the following portfolios to ensure your own control over your writing engagement grade.

+ = at least      'A' = Appointment      P = Personal

Grade	A-Revisions	Total Blogs	White Papers	P-Revisions	Reviews
4.0	5	11	10+	6	2+
3.5	4	11	10+	6+	1+
3.0	3	11	8+	5+	1+
2.5	2	11	8+	5+	0+
2.0	2	11	8+	3+	0+
1.5	1	11	6+	3+	0+
1.0	0	11	6+	2+	0+

The following are factored into your Writing Engagement Grade at the instructor and TAs' discretion:

- (A) Professionalism, which includes:
  - (1) whether you attend appointments you signed up for.
  - (2) whether your portfolio is put together unprofessionally (to an extreme degree).
- (B) Having fewer than eleven blogs.
- (C) Having fewer white papers than are required for the particular grade.
- (D) Non sequiturs: blogs that have no relevance to course content or are extremely underprepared. In other words, if graded according to the rubric, a non-sequitur would fail to pass rubric items 1-3.
- (E) Fewer than five RBs.
- (F) More than three FBs.
- (G) Personal revisions without marked up first drafts.
- (H) Having fewer P-revisions than are required for the particular writing engagement grade.
- (I) Having fewer reviews than are required for the particular writing engagement grade.

By blogs, we mean first drafts of blogs. A revision, whether appointment or personal, only counts as such if it is a revision of a first draft. Therefore, revisions of revisions only improve the quality of your writing; they cannot be used to meet the requirements of any of the writing engagement grades in the table above.

**(2) Writing Content: 40% of final grade**

We will evaluate the content of your three best blogging weeks according to how well they fulfill the blogging rubric in Lessons on ANGEL and give you a grade, 0.0 to 4.0. We will only evaluate the most recent revision in that blogging week. Identify your 3 best in the Final Assessment in Lessons on ANGEL (it is one of the questions). Make

copies of the most recent drafts of your top three, staple them together (the most recent week at the top), and place them in the front of your portfolio on top of your blogs.

How is the final grade calculated?

The weighted average of (1) and (2) will be rounded to the nearest final grade.

When you are ready to submit your portfolio for final evaluation, put your separately stapled top three blogs, stapled weekly blogs, white papers, and reviews together in the folder. Then, go to **Lessons** and download the **Final Assessment** sheet. The sheet will allow you to identify what Writing Engagement grade you expect, what your top 3 blogs are, and which person (instructor or TA) you would prefer to have grade your portfolio. Attach two copies of the Final Assessment sheet, face up, to an outside flap of your folder using a paper clip, so that the Final Assessment sheet can be used to identify your portfolio. Once your portfolio has been graded, it will be handed back to you with a **Final Grade** sheet on top.

#### **Instructor and Assistant Responsibilities**

IAH 206 will be administered by one instructor and three TAs who will help you improve your blogging and white papers during class sessions, recitation sessions, and office hours.

**Keep in mind the instructor and TAs' availability:** office hours will likely become busier toward the end of the semester, so it is not at all prudent to procrastinate. If others are waiting in line, it is up to the instructor or TA's discretion as to how long they will spend with you beyond reviewing your portfolio or a single blog. To save time, reserving time slots is possible. During seminar and recitation sessions, the instructor and TAs will provide sign-up sheets. If you have to cancel an appointment, email whomever you have an appointment with at least 1 hour before the reserved time slot. During some recitation sessions, **integration** will be listed as one of the activities. During integration components of recitation sessions, the TA will help you connect material from different weeks in order to fulfill the corresponding rubric items in your blogs.

Blogs and portfolios **cannot** be reviewed by email. All reviews are of hard copies and are face-to-face. Of course, any other questions may be handled over email. All office hours and reservation sheets will be fully posted starting WEEK 1.

#### **Student Responsibilities**

Be courteous, professional, and polite in everything that you do in class sessions, recitation sessions, and office hours. Electronic devices are allowed if your use of them is not audible in any way. The impact of courtesy, professionalism, and politeness on your final grade is subject to the instructor's discretion.

If one file folder is not enough, use a second file folder, putting your name and section on it. Make sure your portfolio presentation is as clear and professional as possible.

**Academic Integrity**

Academic Honesty: Article 2.3.3 of the Academic Freedom Report states: "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, IAH adheres to the policies on academic honesty specified in General Student Regulation 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site [www.msu.edu](http://www.msu.edu).)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course or someone else's answers to satisfy the requirements for this course. Also, you are not authorized to use the [www.allmsu.com](http://www.allmsu.com) Web site to complete any course work in this course. Students who violate MSU rules may receive a penalty grade, including but not limited to a failing grade on the assignment or in the course.

**Note to Students with Disabilities**

It is Michigan State University's policy to not discriminate against qualified students with documented disabilities in its educational programs. If you have a disability-related need for accommodations in this course, contact the instructor and the Resource Center for Persons with Disabilities (RCDP), located in 120 Bessey Hall. For an appointment with a counselor, call 353-9642 (voice) or 355-1293 (voice). The instructor should be notified as early in the semester as possible.

**Student Resources**

The Learning Resource Center, located in 202 Bessey Hall, offers academic support seminars and workshops, consults with students about study and learning styles and time management, and provides one-on-one tutoring in such areas as critical reading. For a more detailed description of LRC services and hour (see <http://www.msu.edu/user/lrc/>).

The Writing Center offers students the opportunity to meet one-on-one with a consultant while they are engaged in the process of writing course papers and other documents. It also offers consulting on digital writing projects and a Grammar Hotline. The Writing Center is located in 300 Bessey Hall. For information about appointments and satellite locations, see <http://writing.msu.edu/>

The ESL Writing Lab will assist students with all aspects of their work in IAH 203, including understanding of course readings to be used in writing papers, planning and revising papers, and proofreading. See <http://polyglot.cal.msu.edu/elc/student1.html> for more information and instructions on making appointments.

## Schedule

All readings are available on ANGEL.

### Introduction

9/1: Class Session  
*Overview of Syllabus*

9/2-3: Recitation Session  
*Syllabus Tutorial*

### Week 1 [Read Mesthene pgs. 71-74]

9/8: Class Session  
WP Topic: What are the three views on technology? What sort of people hold each of the three views?  
LB Topic: "Technology and the Fate of Humanity"

9/9-10: Recitation Session  
RB Topic: What is Mesthene's criticism of the three views?  
Integration

### Week 2 [Read Mesthene pgs. 74-81]

9/13: Class Session  
FB Topic: *Who Killed the Electric Car?* (Wallace)

9/15: Class Session  
WP Topic: What is a social institution/organization?  
LB Topic: "Technology and Social Hypocrisy"

9/16-17: Recitation Session  
RB Topic: How do social institutions/organizations receive new technologies and the opportunities that come with them? Does Mesthene think that social institutions do so effectively?  
Integration

### Portfolio and Writing Tips Week

9/20: Class Session  
Topic: "Good Descriptions and Good Arguments"

9/22: Class Session  
Topic: "Review of Portfolio System and Tips for Improving your Grades"

9/23-24: Recitation Session  
Writing and Portfolio Tips from the Teaching Assistants

### Week 3 [Winner, entire article]

9/27: Class Session  
FB Topic: *Maxed Out* (Woodson)

9/29: Class Session  
RB Topic: What are the two ways in which technologies have politics in Winner?  
Integration

9/30-: Recitation Session

10/1 WP Topic: Are the technologies used for credit cards responsible for Americans' problems with debt?

Week 4 [McDermott pgs. 92-104]

10/4: Class Session

FB Topic: *Food, Inc.* (Walsh)

10/6: Class Session

LB: "What You Don't Know Will Hurt You"

WP: What are some of the ways in which people who you will never know and who make technologies you will never understand control your (1) health, (2) wealth, and (3) happiness?

10/7-8: Recitation Session

RB Topic: What does McDermott mean by the idea that the growth of technologies excludes human values?

Integration

Week 5 [Benjamin sections I-XII]

10/11: Class Session

LB Topic: "Are There Any Auras Left?"

RB Topic: How does Benjamin understand the relationship between aura and mechanical reproduction?

10/13: Class Session

FB Topic: *High Tech Soul* (Wallace)

10/14-15: Recitation Session

WP Topic: Does Benjamin's sense of art map onto the sense of art in *High Tech Soul*?

Integration

Week 6 [Cole and Foster, entire article]

10/18: Class Session

FB Topic: *Trashed* (Woodson)

10/20: Class Session

FB Topic: *Homelands* (Walsh)

WP Topic: What are the psychological impacts of the technologies on the nearby residents in the films and reading for this week? Do these communities bear burdens so that people in other parts of the country do not have to change their behavior?

10/21-22: Recitation Session

RB: Was the injustice against the residents in Kettleman City *just* distributional?

Week 7

10/25: Class Session

FB Topic: *Objectified* (Wallace)

10/27: Class Session

LB Topic: "A Theory of How Technologies Should Be Designed"

WP Topic: Was the lecture correct about how technologies should be designed?

10/28-29: Recitation Session

Extended Office Hours for Reviews (Woodson, Wallace, Walsh, Whyte)



Week 8 [Collins and Pinch, *Crash!*]

11/1: Class Session

LB Topic: "Why Less Democracy Is Better When it Comes to Technologies"

RB Topic: What is the difference between a demonstration and an experiment?

11/3: Class Session

FB Topic: *Fenceline* (Whyte)

WP Topic: Do people think different about risks than experts? How is the film similar to *Crash!*

11/4-5: Recitation Session

Integration

Portfolio and Writing Tips Week

11/8: Class Session

Topic: TA Feedback

11/10: Class Session

Topic: "Cleaning Up Arguments and Making a 4.0 Grade on Your Portfolio"

11/11-12: Recitation Session

Extended Office Hours (Woodson, Wallace, Walsh, Whyte)

Week 9: [Butler, entire article]

11/15: Class Session

FB Topic: *Bioterrorism* (Woodson)

11/17: Class Session

RB Topic: What is Butler's argument?

LB Topic: "Biosecurity and Responsibility"

11/18-19: Recitation Session

WP Topic: TA's Choice

Integration

Week 10 [Familiarize yourself with Google.com, Facebook.com; read Boyd, entire article]

11/22: Class Session

RB/WP Topic: How have social networking websites changed our social lives forever?

LB Topic: "Privacy and Your Own Responsibility"

11/24: No class

Thanksgiving Break

Week 11 [Fukuyama, entire article]

11/29: Class Session

WP Topic: What are the technological changes associated with globalization?

LB Topic: Globalization and the End

12/1: Class Session

Watch *Mindwalk*

12/2: Recitation Session  
12/3 RB Topic: What is the role of technical thinking in Fukuyama? How is it different from McDermott?  
Integration

Conclusion Week

12/6, 12/8, 12/9, 12/10  
Extended Office Hours

12/6: Review Session

12/8: Review Session

12/9-10: Review Sessions  
FINAL WEEK

You may turn in your final portfolio starting on 12/6. Make sure to turn it in during class or recitation time so that the instructor or one of the TAs can look it over. Make sure to include two copies of the Final Assessment, clipped face up on top of your portfolio.

No portfolios will be accepted after 5pm on 12/10.

12/16: Pick up graded portfolios between 12:45pm and 2:45pm  
Final grading questions will be answered by instructor and TAs on site.