Course Syllabus
Chaminade University Honolulu
3140 Waialae Avenue - Honolulu, HI 96816

Course Number: STM 601-90-03
Course Title: The Science and Technology Endeavor: SCIENCE, TECHNOLOGY, SOCIETY AND THE BIOSPHERE (3)
Department Name: Management Science, Business Analytics, Computer Information Systems (CIS)
College/School/Division Name: School of Business and Communication
Term: Spring 2022 Semester
Course Credits: 3
Class Meeting Days: (N/A) Online Asynchronous Course
Class Meeting Hours: Online Asynchronous Course
Class Location: Canvas Learning Management System (LMS)

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Other Professional Contact Information: eduardmerc (Skype) and @EdkoPletko (Twitter)

CHAMINADE UNIVERSITY MISSION STATEMENT

Chaminade University offers its students an education in a collaborative learning environment that prepares them for life, service, and successful careers. Guided by its Catholic, Marianist and liberal arts educational traditions, Chaminade encourages the development of moral character, personal competencies, and a commitment to build a just and peaceful society. The university offers both the civic and church communities of the Pacific region its academic and intellectual resources in the pursuit of common aims.

University Course Catalog Description

Catalog Description: This course presents historical, contemporary and futurist perspectives on domains sciences, the role of technology in society, impacts on the natural world. Reviews the connectivity between economics, science and technology, and prosperity.

Course Overview

We will examine the processes that have completely transformed society and technology, as well as their interactions with the biosphere. Facets of these processes include industrialization, rationalization, modernization, and secularization. The scope of these processes falls well beyond any discipline or specialty.

In the case of the social sciences, take a look at some typical first-year textbooks. Consulting the index for entries such as science or technology, you will find that there are very few entries. When these entries are checked, they are generally relatively marginal to the subjects under discussion. In engineering we encounter the mirror-image problem. Consulting the index of a typical engineering text, you find very few entries referring to human life, society and the biosphere, and their impact on the subject matter at hand is at best marginal. Next, carry out the following simple reality check. Can you think of any daily-life activities that do not directly or indirectly depend on some kind of technology? Is the habitat for a growing majority of humanity not a technological creation? Is it not reasonable to assume that the joint influence of all these technologies on our habitat, on individual and collective human life, and indeed on all life, is much greater than what is implied in these textbooks? Without these technologies, how would we live? What would our communities be like? What would be our habitat? Surely the most reasonable hypothesis and point of departure is to be prepared for a substantial influence of technology on our world.

Similarly, can our social and environmental problems be understood as phenomena in themselves as opposed to being "produced" by contemporary ways of life, just as they produce entities such as cars, computers, and cities? If these problems are "produced", is it not essential to understand exactly how the interactions between society, technology, and the biosphere integral to these ways of life "produce" them in order to deal with these social and environmental problems at their roots instead of dealing with them in an end-of-pipe manner? All this suggests the possibility that the social sciences, engineering, and environmental studies require a different trade-off between "breadth of knowledge" and "depth of knowledge".

We can also approach the above issues from a more practical perspective. Contemporary ways of life evolve, not on the basis of custom and tradition, but on the basis of countless decisions made by specialists. Most of the undesired consequences of these decisions fall beyond the domains of competence of the decision-makers, where they cannot "see" them. If these consequences are going to be dealt with at all, they must be tackled by those specialists in whose domains of competence they "land". Hence, the present intellectual and professional division of labor first creates problems and then seeks to deal with them in an end-of-pipe manner. This approach has translated into costs that are growing more rapidly than gross wealth production, with the result that net wealth is declining. Similarly, social, and environmental problems are not dealt with at their roots where they can be prevented, creating social and environmental crises in addition to this economic crisis. As we will see, there are other serious limitations as well. Once this is clearly understood, alternative forms of technological and economic development suggest themselves. These are based on the introduction of a preventive orientation, which in addition to getting the desired results, simultaneously prevents or greatly reduces undesired effects. The triple economic, social, and environmental crisis can thus be tackled at its roots, as an application of the knowledge acquired by examining the processes that have transformed society, technology, and their interactions with the biosphere.

The purpose of the course may be summed up as follows: *to gain a better understanding of the processes that have transformed society, technology, and their dependence on the biosphere during the last 200 years. The application of this knowledge to various disciplines and specialties will enable them to contribute to alternative forms of technological and economic development, characterized by a better ratio of desired to undesired effects on both the micro- and macrolevels.*

This course is being taught by Dr. Eddie Merc. Canvas is used for this course where you will find various types of assignments. All of your weekly homework will be done in Canvas.

Course Organization

The development of an understanding of the processes that have transformed society, technology, and their interactions with the biosphere, as well as some applications of that knowledge, will be organized as follows:

We will begin by examining the process of industrialization and the emergence of the ecology of contemporary technology. The process has two interdependent components. *People changing technology* interprets design and decision-making as ways of connecting ourselves to one another, society and the biosphere, and industrialization as the making, breaking, and transforming of these connections in interdependent ways. These ways are constrained by the fact that neither matter nor energy can be created nor destroyed, with the result that all activities in a society are connected by a network of flows of matter and a network of flows of energy suspended in corresponding networks representing these flows within the biosphere. The appearance of a technical division of labor (as examined by Adam Smith) paves the way for introducing machines into these networks, which in turn disturbs their dynamic equilibrium. In order to redress these disturbances, major economic, social, political, and legal adjustments have to be made. All such adjustments are integral to a larger pattern of change, which on the hand expresses our dependence on the biosphere for all flows of matter and energy and, on the other hand, reflects the fact that human beings live lives and that society have histories, both of which are more than a collection of activities evolving in time.

Technology changing people reflects the fact that the above adjustments add up to fundamental changes in the social and natural environments in which people live their lives; and these environments in turn influence them in significant ways. This influence will be examined by the concept of culture as the basis on which people, individually and collectively, make sense of and live in the world by means of a unique way of life. It will then become evident that industrialization involves profound additional changes, including those of a moral, religious, and artistic kind. Together *people changing technology and technology changing people* show how industrialization disconnects and reconnects us to the earth (our dependence on matter and energy) and to the gods (our dependence on roots in reality).

• We will examine the economic, social, and cultural resources required to sustain the transformation of traditional societies into industrial ones, and the problems that occur when such resources are absent. This will provide us with another perspective on what are referred to as underdeveloped and developing societies.

• *Knowledge separating from experience and culture*: A second phase in the process of industrialization is characterized by a fundamental change in the "software" of technology, namely, the way technological knowledge is applied, developed, and transmitted from one generation to the next within unique institutional contexts. These changes in the "software" of technology are superimposed on ongoing

changes in "hardware". In order to make use of this new kind of technological knowledge, societies must make changes to their corporations, economies, social structures, and political workings. Again, these changes are integral to a larger pattern of change that now disconnects and reconnects people to their experience and culture. This brings us to the conditions that prevailed in the United States and to a lesser degree in other industrially advanced societies during the decades following the Second World War, but prior to the computer revolution.

The last part of the semester is devoted to applying the understanding we have gained of the interactions between society, technology, and the biosphere to the introduction of preventive approaches in technological and economic development. These approaches use this understanding to adjust design and decision-making to achieve the desired results but at the same time prevent or greatly minimize undesired effects. As a result, preventive approaches build bridges between the technology-related professions and the social sciences. Topics include:

- *What are preventive approaches?*
- *How can we transform our materials and production?*
- *How can we transform our energy systems?*
- *How can we transform the organization of work?*
- *How can we transform cities?*

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ʻOlelo Noʻeau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (ʻŌlelo Noʻeau 364) May I live by God
2. Provide an Integral, Quality Education (Naʻauao) Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (ʻOhana) ʻIke aku, ʻike mai, kōkua aku kōkua mai; pela iho la ka nohana ʻohana (ʻŌlelo Noʻeau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka noʻeau (ʻŌlelo Noʻeau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ʻAʻohe pau ka ʻike i ka hālau hoʻokahi (ʻŌlelo Noʻeau 203) All knowledge is not taught in the same school

Program Learning Objectives (PLOs)

1. Communicate effectively regarding business related tasks, in both oral and written modes.
3. Undertake analysis, perform tasks, and develop strategies using the central concepts of each functional area of business.

Learning Outcomes

By the end of our course, students will be able to:

- Students will be able to connect science and technology to real-world problems by explaining how science relates to problems of societal concern
- Be able to distinguish between sound and unsound interpretations of scientific information
- Employ cogent reasoning methods in their own examinations of problems and issues
- Understand the applications of science and technology in societal context

Student Learning Outcomes – Service Learning

1. To demonstrate an understanding of the connections between academic work and real-life situations.

Course Prerequisites

Please check Chaminade's Course Catalog for any pre-requisites for this class at: https://catalog.chaminade.edu/

Required Learning Materials

Textbooks:

- W.H. Vanderburg, Our War on Ourselves, University of Toronto Press, 2011
- W.H. Vanderburg, The Labyrinth of Technology, University of Toronto Press, 2000 or 2002
- W.H. Vanderburg, Living in the Labyrinth of Technology, University of Toronto Press, 2005
- Alone Together: Why We Expect More from Technology and Less from Each Other Hardcover – January 11, 2011, by Sherry Turkle
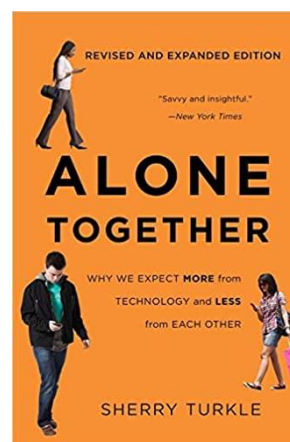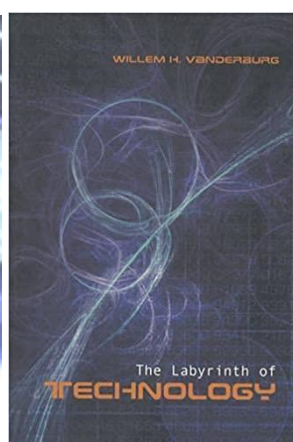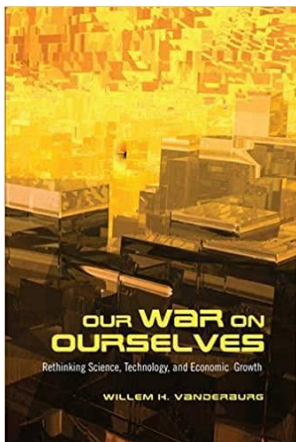
Course Website:

Our course website in Canvas can be accessed by clicking this link:
https://chaminade.instructure.com/courses/19558

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on "Students" role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ʻIke: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ʻIke's website (https://chaminade.edu/advising/kokua-ike/) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ʻIke at tutoring@chaminade.edu or 808-739-8305.

Course Expectations

Your final grade will be based on your performance on exams and quizzes, assignments, class participation, professionalism, and attendance.

- The average student can expect to spend approximately 6-9 hours per week preparing for this class.
- Active student participation in all required discussions and weekly assignments is required.
- Honest communication with me personally or via e-mail is expected if any unexpected changes occur in your life.
  - Note: In case of class cancelation, you will be notified via Canvas and your Chaminade email.

Computer Proficiency Expectations

Students in this course are expected to be proficient in the following technology areas:

- Canvas LMS
- Chaminade email
- Microsoft Word (or other word processing software)

Course Attendance Policy

Students are expected to attend daily and log in to Canvas daily to check for course announcements, materials, and assignments. You are encouraged tom attend our informal online class sessions in Zoom from time to time to ask questions about the course content or homework. Your attendance in these "office hour" online meetings is not required but highly recommended. I will provide the session recording afterwards for your review.

Behavioral Expectations

In the online classroom, civil discourse must be adhered to both in synchronous live meetings as well as asynchronous discussion rooms and/or interactions whether they are with the instructor or peers. Students should use proper netiquette at all times online.

Every student has the right to a respectful learning environment. In order to provide this right, students must take individual responsibility to conduct themselves in a mature and appropriate manner. I appreciate your serious approach to education.

Assessment
Assessment methods include quizzes, exams, and class discussions. Every effort will be made to return all student work within two-weeks of the due date.

Class assignments are divided into the following groups:

Canvas Content and Homework
- Content quizzes
- Weekly study materials
- Weekly online article discussions
- Weekly "Behind the Scenes" (BTS) assignment submission
- Final Individual Project (SWOT/TOWS Analysis)

Grading and Assignments

Class sessions are designed to promote student participation through the discussion of current events in the business world as they relate to the use of quantitative analysis for managerial decision-making processes.

Grading Distribution	Final Grade Requirements
Attendance = 50 points	A = 900 or more
Exam #1 (Midterm Exam) = 150 points	B = 800 to 899
Exam #2 (Final Exam) = 200 points	C = 700 to 799
3 Quizzes = 300 points	D = 600 to 699
Weekly Online Article Summaries = 300 points	F = Below 600

Exams (Midterm: 150 points + Final: 200 points = 350 points) (CO, 1, 2, 3)
Two major exams will cover material from class lectures, class discussion, handouts, and assigned readings. Exams may include multiple-choice, short-answer and essay questions. **There are no make-up exams without proper documentation** for your absence, which must be provided prior to the absence if at all possible. A missed exam will count as a zero.

Quizzes (3 @ 100 points each = 300 points) (CO, 1, 2, 3)
Fifteen quizzes will cover material from class lectures, discussions, videos, handouts and assigned readings. Students will complete assigned chapter quizzes in Canvas. Each quiz has approximately 5 to 10 questions. Quizzes are due every Sunday by 18:00PM HST. **There are no make-up quizzes without proper documentation**, which must be provided prior to the missed quiz if at all possible. Any missed quiz will count as a zero.

Weekly Online Article Summaries/Discussions (10 @ 30 points each = 300 points) (CO, 1, 2, 3)
Each student will post (via Canvas Discussion Forums) a short 10-20 sentence summary of any type of an article that relates to weekly class topic(s) based on our readings. In your post, please describe why you have selected the article, and how it relates to our weekly topic(s) as well as what you have learned from reading the article that relates to the weekly chapter materials.

Summaries must be posted each week on <u>Wednesday by 11:59PM HST</u> (Midnight). Students are required to also make a *substantive* response comment (avoid "I liked this!" or "Good job!") on at least two of their peers' article summaries each week by Sunday at 18:00PM HST in order to receive full credit for the assignment.

Grading Standards

"A" students do not miss classes during the semester. They read and critically engage all the assigned readings before class on their own, and with classmates and the instructor. All assignments are not only complete but go beyond more than just the minimum requirements. Their assignments are turned in on time or early, exhibit proper style, grammar, and format, are well-organized, integrate strategic planning and targeting, and are written precisely and concisely. They take advantage of all rewrite and extra credit opportunities. These students always keep up with current news events, both locally and globally.

"B" students miss a few classes during the semester. They usually read the assigned readings before class. Their assignments exhibit proper style, grammar, and format, are well-organized, integrate strategic planning and targeting, and are written precisely and concisely. They take advantage of all rewrite and extra credit opportunities. These students usually keep up with current events.

"C" students miss several classes during the semester. They complete the assigned readings before exams. Written assignments and exams usually exhibit proper style and formatting, but do not always integrate strategic planning and targeting, and are not always well organized or written precisely and concisely. All assignments are turned in on time, and most rewrite opportunities are used. These students sometimes keep up with current events.

"D" students miss four or more classes during the semester and skim assigned readings. Assignments and exams usually exhibit proper style and formatting, but they often lack integrated strategic planning and targeting, and are often not well-organized, or written precisely and concisely. Assignments are not always turned in on time and only some rewrite opportunities are used. They don't keep up with current events.

"F" students fail to attend class consistently, miss exams, written assignments; don't use rewrite opportunities.

Suggestions for Success

Manage your time wisely and stay organized! Learn how to use the required technology. Come to class prepared. Engage in the learning, discussions, and activities that take place in the classroom. Don't be distracted or distract others. Always do your best! ☺

Challenging a Grade on an Individual Assignment

Should a student find at any point during the semester that they wish to challenge a grade they have received on an assignment, they are welcome to do so. Following are the grade challenging guidelines:

- Students must wait 48 hours after receipt of their assignment before challenging the grade
- Grade challenges must be submitted in writing via email, in respectful and professional prose
- Students must articulate, based on the merits of their work (not on circumstances) and the guidelines of the assignment/rubric, why they feel their grade should be amended
- Students have up to 2 weeks to challenge an assignment grade, attempts to challenge a grade after 2 weeks from receiving an assignment back will be automatically forfeited

Students also retain the right to academic grievance for final course grades through standard Chaminade processes should they feel this step is necessary.

Course Policies

Late Work Policy

All work in this course will be due at <mark>18:00PM HST every Sunday</mark>, at which point online submission boxes will promptly close. Late work is NOT accepted in this course. Assignments which are not submitted on or before their due date will receive an automatic zero. If you find that you are having technical difficulties, please contact the Chaminade IT Helpdesk for issues related to Chaminade technology. If you have documentation from the Helpdesk indicating that they have identified a problem with the technology, I will allow you to submit the assignment once a resolution has been reached at no penalty to you. If students are unsure of their home technology, they should plan ahead to use the computer lab on-campus in order to submit work in a timely manner.

Grades of "Incomplete"

Incomplete grades are reserved for cases of illnesses and other emergencies that cause a student to be unable to complete the course by the due date. In such cases, the instructor has the option of issuing an "incomplete" grade at the end of the semester. Requests for an "incomplete" must be accompanied by substantive documentation.

Writing Policy

APA Style writing will be used in this class. For more information about this writing style, please visit: https://apastyle.apa.org/

Instructor and Student Communication

Questions for this course can be emailed to the instructor at Eduard.Merc@chaminade.edu. Online, in-person and phone conferences can be arranged. Response time will take place up to 24 hours.

Cell phones, tablets, and laptops

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and

should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy
The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.
Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy
From the 2019-2020 Undergraduate Academic Catalog (p. 39):
Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook: https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf

Credit Hour Policy
The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and

verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

<mark>Schedule</mark>
Include a schedule for all class meetings which includes dates and topics to be covered. You may also want to include readings, assignments, and holidays or non-instructional days. (Note: Any school-endorsed holidays will be honored.)

Schedule of Lecture Topics and Readings:

Part One: The Ecology of Contemporary Technology

*Week 1: Organizational Lecture and Course Structure.
Readings/Assignments:
- Introduction from Our War on Ourselves; 'Engineering' from Chapter 5 from Our War on Ourselves
- "Nearest Neighbors" (Chapter #1 from Alone Together)
- Weekly Article Discussions

Week 2: The Biology-based, the Technology-based, and the Culture-Based Connectedness of Human Life and Society.
Readings/Assignments:
- "Economics" from Chapter 5 of Our War on Ourselves
- "Alive Enough" (Chapter #2 from Alone Together)
- Weekly Article Discussions

Week 3: Industrialization as People Changing Technology.
Readings/Assignments:
- The first four subsections from Chapter 3 of Our War on Ourselves
- Chapter 1 of Living in the Labyrinth of Technology
- "True Companions" (Chapter #3 from Alone Together)
- Weekly Article Discussions
- QUIZ #1 in Canvas

Week 4: Industrialization as Technology Changing People Part I.
Readings:
- The first four subsections from Chapter 1 of Our War on Ourselves
- "Enchantment" (Chapter #4 from Alone Together)
- Weekly Article Discussions

Week 5: Industrialization as Technology Changing People Part II.
Readings:
- Chapter 2, Sections 2.4-2.8 of Living in the Labyrinth of Technology
- "Making the Collision Livable" from Chapter 3 of Our War on Ourselves
- "Complicities" (Chapter #5 from Alone Together)
- Weekly Article Discussions
- Midterm Exam

Week 6: Industrialization and the Change in the Relationship between Technology and Society.
Readings:
- Chapter 3 of Living in the Labyrinth of Technology.
- "Love's Labor Lost" (Chapter #6 from Alone Together)
- Weekly Article Discussions
- QUIZ# 2 in Canvas

Part Two: Preventive Approaches

Week 7: The Transformation of Technological Knowledge.
Readings:
- Chapter 4 of Living in the Labyrinth of Technology
- First two subsections from Chapter 4 of Our War on Ourselves
- "Communion" (Chapter #7 from Alone Together)
- Weekly Article Discussions

Week 8: The Transformation of the First Generation of Industrial Societies as a Consequence of Knowledge Separating from Experience.
Readings:
- Chapter 6 of Living in the Labyrinth of Technology.
- "Always On" (Chapter #8 from Alone Together)
- Weekly Article Discussions
- QUIZ #3 in Canvas

Part Two: Preventive Approaches

Week 9: What are Preventive Approaches? "Tools" and Values for Map-making.
Readings:
- Chapters 1, 4 and 5 of The Labyrinth of Technology
- "Growing Up Tethered" (Chapter #9 from Alone Together)
- Weekly Article Discussions

Week 10: Design Principles for Materials and Production. Design Principles for Energy Systems.
Readings:
- Chapter 8, Sections 8.2-8.4, 8.6, 8.7, and Chapter 9 of The Labyrinth of Technology
- "No Need to Call" (Chapter #10 from Alone Together)
- Weekly Article Discussions
- Final Exam
- End of Class

Aloha from Professor Eddie Merc, Ph.D./MBA

Miscellaneous Student Notes: