

School of Communications, University of Hawaii at Manoa
COM633: Information and Communication Technologies
Fall 2011
Course Syllabus

Course Information

Meetings: Friday, 3-5:30pm, Webster 112

Instructor: Wayne Bunte

Office hours: Wednesdays, 3-5pm or by appointment

Contact: wbunte@hawaii.edu

(808) 956-3360 (phone)

Course description:

The objective of this course is to help you think critically and constructively about information technology and its relationship to society at large. We will explore the ways in which a wide range of academics, activists and policy-makers talk about the nature and uses of information and communication technologies (ICTs) in a number of settings. We will focus on developing tools to critique these perspectives and propose alternatives. The first part of the course will examine a series of concepts and analytical devices to make sense of the empirical case studies and related research that will comprise the second part of the course. In addition, we will examine the development of computerization movements. Computerization movements are “a type of movement that focuses on computer-based systems as the core technologies, which their advocates claim will be instruments to bring about a new social order” (Elliott and Kraemer, 2008, p. 3). The knowledge and insights developed in this seminar will help you throughout your professional, personal, and civic lives.

By the end of the semester, you will be able to:

- Analyze the complex relationships among ICTs, people, and institutions in any social setting.
- Identify and critique popular discourse regarding IT.
- Apply analytical tools learned in this class to solve a variety of practical challenges involving ICTs.

Readings:

Readings will be provided through Laulima. We will read a few chapters from the following title.

Elliott, M. S., & Kraemer, K. L. (Eds.). (2008). *Computerization movements and technology diffusion: From mainframes to ubiquitous computing*. Medford, N.J.: Information Today.

Course assignments:

Readings will typically be assigned for each class period and the latest information about reading will be listed in Laulima. Please come prepared. Class discussions are important especially for small class sizes. Your grade will be based on five assignments:

Critical summaries of reading (5 total) 15%

Review of professional sources 15%

Mid-term 15%

Final project Paper	40%
Class Participation	15%

Evaluation:

The grading criteria are taken from Appendix C in Enerson, D. M., Johnson, R. N., Milner, S., & Plank, K. M. (1997). *The Penn State Teacher II*. University Park, PA: Center for Excellence in Teaching and Learning. Retrieved August 22, 2011, from <http://www.schreyerinstitute.psu.edu/pdf/PennStateTeacherII.pdf>

Grading Criteria

These grading standards establish four major criteria for evaluation at each grade level: rhetorical situation, reasoning and content, organization and expression. Since papers may have some characteristics of "B" and others of "C," the final grade depends on the weight the instructor gives to each criterion. A paper grossly inadequate in one area may still receive a very low grade even if it successfully meets the other criteria. A brief summary of the grading criteria is provided below. Please consult the grading criteria in Appendix C for a more detailed explanation.

The "A" Paper: An "A" paper is clear and consistent and the content is appropriate for the assignment. It also demonstrates clear organization and expression.

The "B" Paper: The "B" paper shows an awareness of the audience and purpose. Its content is reasonably well developed with adequate evidence. The organization is clear and expression is competent.

The "C" Paper: The "C" paper has a clear purpose but lacks originality in topic selection. The content is adequately developed and supported with valid reasoning. Organization is clear with mechanical but appropriate transitions. The paper also demonstrates mastery of most conventions of edited English.

The "D" Paper: The "D" paper has a unclear purpose and an inappropriate topic for its intended audience. The content is inadequately developed and evidence is insufficient. The paper also shows flawed reasoning. Organization is deficient and the paper exhibits poor grammar.

The "F" Paper: The "F" paper has no clear purpose or remotely appropriate for its intended audience. The content is not developed nor adequately supported. The paper has no organization and serious errors with English comprehension.

Attendance:

I expect you to be at all class sessions. Excessive absences that are not excused will lower your final grade.

Course Schedule:

Week 1 (08/26): Introduction

Introduction to the course and expectations

Week 2 (09/02): Technological Determinism and other discourses on ICTs

Week 3 (09/09): Social Shaping of technology: Social informatics

Week 4 (09/16): Reception

Week 5 (09/23): Socio-technical Interaction Networks (STINs) and Computerization Movements (CM)

Week 6 (09/30): Productivity

Week 7 (10/7): Democratization

Week 8 (10/14): Death of distance

Week 9 (10/21): ICTs and social relationships

Week 10 (10/28): Freedom and Information Rights

Week 11 (11/04): E-government, ICTs and civic life

Week 12 (11/11):

Week 13 (11/18): Community informatics

Week 14 (11/25): Thanksgiving

Week 15 (12/2): TBD

Week 16 (12/9): Final Paper Presentation and wrap up