

WR152: Writing, Research & Inquiry with Digital/Multimedia Expression (Future, Futurism, and Technology: Ethics of the Unknown)

Course Instructor: Jordan Kokot

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Office Location: Mugar 446

Office Hours: M/F, 4:00-5:00

Course Librarian: JD Kotula

Course Dates: Jan. 22-Apr. 29

Course Location: YAW 440

Course Time: M/W/F, 2:30-3:20

Credits: 4 credits + 3 BU Hub Units (Writing; Research and Information Literacy; Digital/Multimedia Expression)

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Course Description

Although we are often encouraged to write what we know, the best research writing is motivated by our interest in the unknown: What do we want to discover, how can we discover it, and what are the most effective ways to communicate our discoveries? These questions will drive our work in WR 152. Building on WR 120 or its equivalent, this class will help you cultivate your writing and research skills through a range of assignments, including a scholarly research essay in which you will be responsible for identifying and refining a topic, devising research questions, and answering those questions by finding and using a range of scholarly and non-scholarly sources. As a course that earns a Hub Unit in Digital/Multimedia Expression, WR 152 will also give you an opportunity to analyze different media and modes, such as podcasts, websites, and artwork, and to compose them yourself as you translate your academic writing into different forms for different audiences. Even as it will draw on the principles of traditional rhetoric, this is a course about the ways twenty-first century writers can communicate both ethically and effectively. No special technological knowledge is required.

The specific topic of this section is “Future, Futurism, and Technology: Philosophizing the Unknown” In this course, we will begin to investigate the meteoric rise of modern technology, the tremendous impact it has had on the human experience, and what it might mean for our future as individuals and as a species. Rather than providing an historical overview of a particular technology or set of technologies, this course will investigate the more general role technology plays in human life, its benefits, the damage it can cause, its moral weight, and its implications for the future. The question of this class is not simply “what will happen,” but “what *should* we do next?” We will be reading texts regarding important figures in the history of technology such as Alan Turing, futurists such as Raymond Kurzweil, and theorists who are more wary, such as Martin Heidegger and Danah Boyd.

Course Objectives

You will receive three Hub units for this class: Writing, Research and Information Literacy, and Digital/Multimedia Expression.

You will develop your abilities to:

- Strategically search for and select both scholarly and non-scholarly sources in different modes and media and read them with understanding, appreciation, and critical judgment
- Express yourself orally and converse thoughtfully about complex ideas

- Engage a range of sources in order to address research questions and to communicate findings in the form of responsible, considered, and well-structured arguments using different media and modes of expression as appropriate
- Produce clear, coherent work in a range of genres, modes, and styles; to demonstrate an understanding of the capabilities of various communication technologies
- Plan, draft, and revise efficiently and effectively, and help your peers do the same by responding productively to their work
- Reflect on how research, reading, writing, and editing practices differ for varied audiences, genres, modes, media, and purposes

Instructional Format, Course Pedagogy, and Approach to Learning

Although they differ in their subject content, all WR seminars share common goals and lead you through a sequence of assignments that emphasize a process of planning, drafting, and revising informed by feedback from your classmates and instructor. Seminar activities also give you opportunities to engage in focused scholarly inquiry and discussion.

In WR 152, you will undertake an extended research project related to our course topic. You will conduct individual and/or group research, exploring new ways to find, evaluate, and engage with information from different sources and in different formats. You will become better able to select and use information sources strategically to formulate and respond to research questions and to participate in the scholarly conversation about your topic. You will also become a more flexible writer by adapting your inquiry to address different audiences, integrating research into your writing in various ways to create new knowledge. Reflecting on your approach to writing and research will prepare you to adapt it to future occasions.

Books and Other Course Materials

Ball, Cheryl E., Jennifer Sheppard, and Kristin L. Arola. *Writer/Designer: A Guide to Making Multimodal Projects*. 2nd Ed. Boston: Bedford St. Martin's, 2018. (Optional)

Braver, Lee. *Heidegger's Later Writings*. New York: Continuum International Publishing Group, 2009.*

Kurzweil, Raymond. *The Singularity is Near*. Penguin Books, 2006*

Turabian, Kate L., Gregory G. Colomb, and Joseph M. Williams. *Student's Guide to Writing College Papers*. Chicago: University of Chicago, 2010. (Required in all Writing Program classes; available for sale at the BU Bookstore.)

World of Tomorrow. Dir. John Hertzfeldt. (film available for rent or purchase here: <https://vimeo.com/ondemand/worldoftomorrow/155036442>)

Note: Books noted with a * are available through Amazon and will be made available through the BU bookstore shortly. Relevant sections from these texts will also be made available on Blackboard. This means that you only need to buy these texts if you enjoy using physical books.

Note: All course texts except Turabian will be available on Blackboard (denoted as BB in the rest of this document). On Blackboard, texts in **black** are required. Texts in **blue** are recommended and should be considered supplemental readings.

Additional Resources: Finding reliable information about philosophy online can be tricky. I highly recommend the following sites:

The Stanford Encyclopedia of Philosophy: <https://plato.stanford.edu/>

The Internet Encyclopedia of Philosophy: <https://www.iep.utm.edu/>

Courseware

Our class has a Blackboard site that contains the syllabus, assignments, and other course-related materials. You can log in to our Blackboard page at: <http://learn.bu.edu/> All additional coursework will be posted on blackboard.

During the semester you will design a Digication website that will serve as a platform for your portfolio (see Assignments and Grading Criteria, below). You can access Digication at <https://bu.digication.com/>.

All Boston University students have free access to Microsoft Office (a suite of basic personal and professional computing software) and to Adobe Creative Cloud (a suite of design and multimedia communication software). Most BU courses require Microsoft Office or the equivalent. Many sections of WR 152 require one or more Adobe applications. Download your free Microsoft Office suite here:

<https://www.bu.edu/tech/services/cccs/desktop/distribution/microsoft/studentoffice/>

Request your free Adobe Creative Cloud license here:

<http://www.bu.edu/tech/services/teaching/digital-multimedia-production/adobe-creative-cloud/request/>.

Additional Resources

Digital Media Equipment Loan

Video Editing Studio (CAS 539A): a small conference room (seating 6) with a large display monitor, useful for group work and group conferences on video projects. To reserve, contact Dan Rabinowitz: [dj255@bu.edu](mailto:djr255@bu.edu).

Audio Recording Studios

CAS 539C: a nearly sound-proof space for recording, run by Geddes Language Center. Two high-quality USB stereo microphones are available, allowing you to easily transfer files directly to your laptop for storage and editing. Available 8:30-6:00, Monday-Friday. To reserve, contact Frank Antonelli: fantonel@bu.edu.

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In-Person Tutorial Sessions: during the second half of the semester there will be a series of 75-minute hands-on tutorial sessions introducing the basic functions of various Adobe applications, such as Audition and Premiere Pro.

Assignments and Grading Criteria

In order to make the most out of WR 152 for you and your classmates, you will do a good deal of reading and writing. You will also study and compose digital multimodal or non-linguistic texts, such as movies, posters, podcasts. The type of multimodal/non-linguistic text may vary from one section to another. Specific course requirements for all sections are to:

- Develop a sustained research inquiry in which you explore a range of information sources and modes of research to help formulate and engage with research questions
- Communicate about your research in an academic essay that includes at least one form of non-linguistic supporting media (e.g., images, audio, video, data visualizations)
- Translate all or part of your research into one or more digital multimodal/non-linguistic forms (e.g., podcast, short film, poster) with a different purpose and/or for a different audience
- Prepare reading, drafts, and exercises as assigned so that you are ready to participate in class
- Attend at least one conference with your instructor
- Reflect on your learning throughout the term by maintaining a digital portfolio, which will include self-assessments from the beginning and end of the semester and offer an additional opportunity to practice digital/multimedia communication and design

Grading and Evaluation

Your final grade will be calculated as follows:

Three major assignments:	70%
- Research proposal and annotated bibliography	10%
- Research Paper	25%
- Digital Media Assignment	35%
Exercises and Handouts	10%
Website/Portfolio	10%
Attendance and Participation	10%

Course Structure

General Outline

During this class, you will embark on a semester long research project involving multiple modes of investigation, domains of inquiry, and genera of expression. This project will be oriented around developing and exploring a research question targeted at a specific technology or technological trend. The question will involve both predictive and ethical element. That is, your work will involve reflections on both what *might* happen and what *should* happen. It will require extensive research which will be guided by a series of exercises and it will require you to produce multiple written and visual artifacts for different audiences. It will also require you to present your work to the class in a mock academic conference and contribute to a classroom digital journal. More details on each stage of this project are provide below. You will also receive handouts explaining each step in even more detail.

You will not be alone in this process. As the semester progresses, students will be divided into groups based on their research interests. These groups will work together to find resources, produce and edit drafts, present their findings, and think through tough issues. Additionally, I will be involved in both the planning and execution of each phase of the project by providing feedback through meetings and comments. I am always available to help.

Research Proposal & Annotated Bibliography

The preliminary stage of your work will require a research proposal and an annotated bibliography. These are two separate assignments (each worth 5% of your grade). The former will require you to outline both a research question and a general trajectory for your research. The second, which will be due later in the semester, will require you to compile a list of your most important sources and provide a brief description of each source and why it is relevant for your project. Note that your research need not be finalized at this stage—you will likely continue to add sources to your project as you go through the subsequent stages.

Research Paper

The “core” of your research project is a traditional academic research paper, styled to be submitted to a journal or collection for publication. The paper must include at least two multimedia components (audio, images, charts, etc.). We will discuss the formal features of this paper as the semester progresses. You will also be required to produce an abstract of your project at this stage. This stage of the project will be worth 25% of your grade.

Digital Media Assignment

At this stage in the project, we will host a small public conference and produce an E-Journal aimed at informing college students and young tech professionals about the technologies and trends we studied. In our case, the conference will be modeled after the upcoming Society for Philosophy and Technology’s “Technology and Society” conference held in Leuven last fall (<https://www.spt.org/cfa-technology-and-society-leuven-september-2019/>). Over the course of several class periods, students will present their work to the class and then we will compile our research into a digital journal.

Students will have two options:

1. Multimedia Presentation/Extended Abstract & Commentary:

Students will be asked to create a short (~10-15 minute spoken/5-10 minute Q&A) presentation of their research, which will be delivered to the class as part of our mini-conference. I will record these presentations to be included in our E-Journal. Students will then write an extended abstract and commentary on their presentation as a way of framing the presentation, which will also be included in the E-Journal.

2. Poster Presentation/Public Multimedia Essay:

Students will be asked to create a poster presenting their research. We will then have a class “poster session” where students not presenting posters will be able to see each other’s work. Students will then use the media produced for the poster to create a multimedia

public essay presenting their work to a more general audience. Images of the posters and the multimedia essay will be included in the E-Journal.

This stage will be divided into several parts and will be worth 35% of your grade. I will try to accommodate student preference as much as possible

Exercises and Handouts

Over the course of the semester, you will be given several handouts and shorter exercises. These will be due as marked on the syllabus and on the exercise sheets themselves. These will be graded on a complete/incomplete basis. So long as they are completed in good faith and submitted on time, you will receive full credit. I will not accept late exercises. Though I may occasionally provide comments, I will not regularly do so. If you would like comments on an exercise, please let me know in advance and I will do my best to accommodate your request. These exercise will be worth 10% of your grade.

Note: These exercises are incredibly important! Though they may not be graded, they will help you to effectively plan and execute your graded work. One of the biggest potential pitfalls of this class is missing or not putting effective work into early exercises, and then finding that you are not adequately prepared for the large-scale assignments towards the end of the semester. When used well, these exercises will teach you the skills you need to effectively design and execute your project.

Website/Portfolio

As with last semester, at the end of this semester you will be responsible for creating a short portfolio of your work this semester on the Digication platform. This semester, we will begin work on our portfolios early and treat them as personal/research websites. This portfolio will be worth 10% of your grade.

Research Distribution and Participation

As we enter the research phase of this course, each student will select a domain of inquiry (i.e., a “genera” of technology) that will delimit their research project. At present, I have identified seven genre or domains (though we will have a conversation about whether these categories are adequate, and they are subject to change based on that discussion):

1. AI, Computing, and Robotics
2. Information Tech, Privacy, and Entertainment
3. Transhumanism and Augmentation; Biotechnology and Gene Editing
4. Space Technology
5. Materials Science, Energy, and Industry
6. Geo-Engineering and Environmental Issues

I recognize that there is a good deal of overlap between these categories so some projects may not fall neatly into just one category. Additionally, if you have an idea for a project that doesn't fit into *any* of these categories, please let me know so we can work something out.

Each category will have at least two students. Each week, from week 5-12, we will discuss one of the six domains. The students whose projects fall within the topic of each week will collectively select a short reading or bit of media on their topic relevant to their research for the class to read or

watch. These readings must be distributed by the students to the class by class time on the Wednesday of their week. We will discuss the reading as group that Friday. During this discussion, the students who selected the reading will be responsible for leading the conversation.

Course Policies and Other Information

Participation and Attendance

Since this course is a seminar, your regular attendance and active participation are essential both to your own learning and to your classmates' learning. Under ordinary circumstances, missing more than one week of class (that is, missing three days of class) will lower your final grade by 1/3. Missing more than two weeks (five or more class periods) may lead to failing grade for the course. If you have a special obligation that will require you to miss several classes (e.g., religious observances, varsity athletics), please talk with me at the beginning of the semester. If you have a serious personal emergency (illness, injury, loss of family, etc.), please inform me as soon as possible so that I can make accommodations. Missed conference appointments will be counted as absences. In order to participate appropriately, you will be expected to prepare for class by reading all of the assigned texts and thinking critically about their content. There should never be a situation where a student doesn't have something important to say or ask about a text in class.

Participation means regular verbal engagement with the course material. For most of you, this will mean paying attention in class and contributing to the conversation on a regular basis. When we enter the research phase of our class, it will mean regular participation in research check-ins and in article selection (more on this below). Seminars work best when every voice is engaged in their own unique way. I know that participation can be a hurdle for some students but it is important that you try to develop public speaking skills as well as you are able. You may supplement class participation with regular office visits. Bare attendance will earn you a D in this category. Attendance and participation are worth 10% of your grade.

Office Hours, Instructor Conferences, and Librarian Meetings

I will maintain regular office hours as described above. If you would like to meet with me but have a **hard conflict** with the above times, please let me know and we will work something out. Hard conflicts include other classes and necessary employment. If you do not have a hard conflict, I cannot promise that I will be able to meet with you. I am, however, often in my office at other times, so feel free to email me to see if I am available to help.

You will have several required and scheduled meetings with me over the course of the semester to discuss your research and your writing. Missing one of these scheduled meetings without notifying me of extenuating circumstances will count as an absence from class.

You are also required to meet at least once this semester with either our class research librarian (JD Kotula) or another similar librarian. Failure to do so will incur a one letter penalty on your attendance and participation grade. Meeting with a librarian is in your best interest! Doing so will almost certainly help you to develop a quality project. You are encouraged to schedule as many meetings as are helpful.

Submitting Assignments and Exercises

All assignments and exercises will be submitted and returned via individual Google Drive folders. All exercises should be submitted to Google Drive using the following naming convention: "Exercise # (Last Name)". Unless otherwise noted, the assumed submission time is at the BEGINNING of the class period on the day that the assignment is due.

Late and Missed Assignments

Unless you make other arrangements with me in advance, graded assignments will be penalized by one-third of a letter grade for each day they are late. Please note too that we will regularly work with our exercises and drafts in class. If you are habitually late with your assignments, you will be unable to participate fully in the class.

I am committed to providing you with timely written or verbal feedback on one draft of each major paper and written feedback and a grade on the final version of each major paper. You can generally expect my responses to your drafts within five or six days of your punctual submission of them; graded final versions will be returned to you within a week and a half.

Technology Policy

I recognize the irony of creating a "technology policy" for a class about technology. Computers, tablets, and similar devices (excluding cell phones) will be generally permitted in this class. There will be a "zero tolerance" policy for anyone who abuses this privilege. If you are caught misusing technology in this class (checking social media, for example), you will no longer be able to use your device at all in the classroom. If three people are penalized in this way, then the entire class will lose technology privilege. For your own sake and for the sake of your classmates, please use your technology responsibly.

CAS Writing Center

The CAS Center for Writing (100 Bay State Road, 3rd floor, with a satellite location at Mugar Library, 1st floor) offers one-on-one consultations for students to discuss their work for WR courses with well-trained writing consultants. Consultants will work with you at any stage in your writing process, but they will not edit or correct your paper for you. They will work with you to help you do your own best work, so you should expect to be actively involved in your session. The center is a resource for all WR students. Whether you consider yourself to be a strong writer or a weak one, you can benefit from meeting with a writing consultant.

The CAS Center for Writing is open Monday through Friday. Hours for the current semester are posted on the website below. While the center accepts walk-in visits, you are strongly encouraged to reserve an appointment in advance. Because of the high demand for consultations, students are limited to one reservation per week. You may schedule a session online:

<http://www.bu.edu/writingprogram/the-writing-center/>

You may also schedule a session in person at the front desk of CAS Center for Writing or by calling 617-358-1500 between 9 a.m. and 5 p.m. Cancellations must be made at least 9 hours in advance.

Academic Integrity

In this class, we will discuss conventions for using and citing sources in academic papers. Cases of plagiarism will be handled in accordance with the disciplinary procedures described in Boston University's Academic Conduct Code. All WR students are subject to this code:

<http://www.bu.edu/academics/resources/academic-conduct-code/>

CAS Academic Advising

A central resource for all questions concerning academic policy and practice in the College of Arts and Sciences. The office is headed by the Associate Dean for Student Academic Life and has a staff of fifteen faculty advisors and five academic counselors. All students can receive academic advice about and assistance through this office. Students who have not yet declared concentrations can receive pre-registration advising through this office.

100 Bay State Rd. 4th Floor
Email: casadv@bu.edu
Phone: 617-353-2400
<http://www.bu.edu/casadvising/>

Here are links to the advising offices of other BU colleges:

CFA: <http://www.bu.edu/cfa/resources/advising/>
CGS: <http://www.bu.edu/cgs/academics/advising/>
COM: <http://www.bu.edu/com/resources/current-students/undergraduate>
ENG: <http://www.bu.edu/eng/current-students/ugrad/advising/>
QST: <http://questromworld.bu.edu/udc/essentials/advising/>
SAR: <http://www.bu.edu/sargent/current-students/academic-services-center/>
SED: <http://www.bu.edu/sedadmitted>
SHA: <http://www.bu.edu/hospitality/academics/advising/>

Chosen Name and Gender Pronouns

This course aims to be an inclusive learning community that supports students of all gender expressions and identities. While class rosters are provided to instructors with students' legal names, please let me know if you would like to be addressed by a different name than that listed in the StudentLink. You are also invited to tell me early in the semester which set of pronouns (she/her/hers, he/him/his, they/their/theirs, etc.) you feel best fits your identity. For your reference, I prefer that students refer to me with he/him/his pronouns. You may refer to me by my first name (Jordan) or by Prof. Kokot. If you have any questions or concerns, please do not hesitate to contact me.

Behavioral Health

College is a tumultuous and challenging stage of anyone's life, and it is not at all uncommon to struggle with various mental health issues over the course of the semester. Some may predate matriculation, some may be brought on by stimuli external to the class, and some are generated by the challenges of the class itself. Whatever the reason, as an instructor, I am dedicated to supporting you in this class and responding as effectively as I can to wherever you find yourself emotionally and mentally. If you are struggling with depression, anxiety, or other mental health

concerns that are interfering with or have the potential to interfere with your performance in this course, please let me know as soon as possible.

If things become rocky for you at any point, or if you would just like someone to talk to—about feeling homesick, fitting in, or becoming depressed or overwhelmed—there are great people available to listen and to help. Contact Behavioral Medicine for an appointment or urgent care. Clinicians are available 24 hours a day on-call for mental health emergencies. You are also welcome to speak with me, and I'd be happy to connect you to the appropriate resources.

Student Health Services
881 Commonwealth Avenue
Phone: 617-353-3569
<http://www.bu.edu/shs/behavioral/>

Office of Disability Services

I assume that all of us learn in different ways. If there are circumstances that may affect your performance in this class, please talk to me as soon as possible so that we can work together to develop strategies for accommodations that will satisfy both your learning needs and the requirements of the course. Whether or not you have a documented disability, BU provides many support services that are available to all students.

Disability Services is the office responsible for assisting students with disabilities. If you have a disability that interferes with your learning (whether visible or invisible, physical or mental), you are encouraged to register with this office. Disability Services will work with you to determine appropriate accommodations for your courses, such as additional time on tests, staggered homework assignments, or note-taking assistance. This office will give you a letter outlining the accommodations you need that you can share with your teachers; specific information about your disability will remain private. If you have any questions about accommodation, or what constitutes a disability, I invite you to speak with me or to Disability Services.

Sexual Assault Response and Prevention Center (SARP)

The Sexual Assault Response & Prevention Center (SARP) provides confidential care, support, and advocacy for victims of sexual assault, while simultaneously promoting awareness and prevention programs on campus. SARP provides rapid, confidential, compassionate, and free-of-charge advocacy and assistance to BU students who have experienced a traumatic incident. The particular focus of the center is sexual trauma and rape. They also assist survivors of physical assault, interpersonal violence, and other crimes. You should not have to go through a difficult time by yourself.

930 Commonwealth Avenue, Boston, MA 02215
ON CALL EMERGENCY LINE: 617-353-SARP (7277)
sarp@bu.edu
<http://www.bu.edu/sarp/>

Note on Faculty Involvement and Responsibilities

It is important for me to point out that while this class and teaching in general are extraordinarily high priorities for me, they are by no means my only academic responsibilities. A key difference between a high school teacher and a college professor is that professors are required to take on a broad range of responsibilities outside of the classroom. You are a high priority and I will do everything I can to help you grow as a thinker and writer over the course of this semester, but there are limits to the time and energy I can commit. You can expect:

- My full attention inside the classroom and during office hours
- Quick and regular communication via email
- Attention, care, and efficiency in written and verbal feedback
- An effort to accommodate scheduling needs and the rigors of college life, within reason
- Respect for your other commitments as both students and persons

Course Schedule

This schedule is intended as a blueprint and is subject to change based on the needs of the class. Any changes will be announced in class and will be posted on Blackboard.

Date	Learning goals	Readings due	Assignments due
<p>Unit 1, Course Foundations: Technology, Future, and Philosophy</p> <p>In this unit, we will lay the theoretical and philosophical groundwork for the course, beginning with a general discussion of the “ontology” of technology (i.e., what <i>is</i> technology) and moving into a conversation about the role technology has played in human culture and in individual human lives. We will then begin to think more carefully about the sorts of trends and patterns exhibited by technological development in recent decades, and about what those trends might mean for the future. We will also begin to discuss ethical questions concerning how technology <i>should</i> develop.</p> <p>On a practical level, we will begin discussing the basics of a research project, including how form a good research question, how to delimit a domain of inquiry, how to think about sources, and how to think about your audience.</p>			
Week 1: What is Technology?			
Wed, 1/22	- Define course goals - Introduce topic - Discussion: What is research? What is Technology? What is “future?”		
Fri, 1/24	- Discuss/Review Syllabus - Discuss Biology and Technology - Exercise 1 handed out	Required: - Arthur, <i>The Nature of Technology</i> , Ch. 1 (BB) - Turabian, 1-5 - This syllabus	- Come with questions about the syllabus and the course and thoughts about technology.

		Recommended: - Start reading <i>Physics</i> , Book II - Fassio, “How to Read Philosophy” (BB) - Philosophy of Technology (SEP)	
Week 2: What is Technology (cont.)? What is “future?”			
Mon, 1/26	- Aristotle on Nature and Technology - Exercise 2 handed out	Required: - Aristotle, <i>Physics</i> , Book II Recommended: - Turabian, 11-26 - Max, “How Humans are Shaping our Own Evolution”	- Exercise 1: Initial self-assessment (due)
Wed, 1/29	- Introduce Technology and Society Conference - What is research and how does it work?	Required: - Schummer, “Aristotle on Technology and Nature” - Turabian, 11-26 Recommended: - Turabian, 56-63	
Fri, 1/31	- What is the future?	Required: - Staley, Ontology of the Future - Hertzfeldt, <i>World of Tomorrow</i> (on Viemo) - Review Phil. of Tech. Conference CFA (https://www.spt.org/)	- Exercise 2: Note Taking/Reading Log
Week 3: What is “the future?” What is futurism?			
Mon, 2/3	- Introduce Kurzweil and Futurism	Required: Kurzweil, 1-21 (PDF 21-35) Recommended: - Turabian 26-39	
Wed, 2/5	- Library Orientation 1	Required: - Kurzweil, 22-55 (PDF 36-55)	
Fri, 2/7	- Kurzweil - What is a research Question? - Exercise 3 handed out	Required: - Kurzweil, 56-96 (PDF 56-96) - Turabian, 26-39 Recommended: - Braver, 70-82 (<i>Modern Science, Metaphysics, and Mathematics</i>) - Heidegger, <i>Question Concerning Technology</i>	
Week 4: Technologies, Futurism, and Being Human (Ethics of the Unknown)			
Mon, 2/10	- Kurzweil	Required: - Kurzweil, 56-96 (PDF 56-96) - Turabian, 26-39	
Wed, 2/12	- Planning research and	Required:	- Exercise 3: Beginning Research—

	best practices - Technology as a mode of access - Theory as a lens - Exercise 4 handed out - Assignment Roadmap handed out	- Braver, 82-97 (<i>Question Concerning Technology</i>) Recommended: - Heidegger, <i>Question Concerning Technology</i> - Start <i>A Postphenomenological Field Guide</i>	finding and evaluating claims
Fri, 2/13	- Website Building - Finding and documenting sources - Thinking about arguments and argumentation - Finding a research niche	Required: - Verbeek, "Obstetric Ultrasound" Recommended: - Rosenberger and Verbeek, <i>A Postphenomenological Field Guide</i> , 1-23 - Turabian 44-55	

Unit 2: Research as Exploration

In this unit, you will conduct open-ended research to develop and shape a research question that will drive your project. You will design and propose an executable research project. In this unit we will also begin doing weekly check-ins on research progress. We will also conduct a broad survey of several relevant emerging technologies, including artificial intelligence, space technologies, gene editing, transhumanism, etc.

Week 5: AI, Computing, and Robotics

Mon, 2/17	<i>President's Day. No Class.</i>		
Tue, 2/18	- Finish discussing Heidegger - Start discussing Rosenberger, et al. - Review Exercise 4	Required: - Biondi, "The Specter of Machine Intelligence" Recommended: - Schnider, "Can a Robot Feel" (TedTalk) - Copeland/Turing, <i>The Essential Turing</i> , 362-394	- Exercise 4: Draft Initial Research Plan and Question (to be exchanged with a peer for comments) - Start instructor/student conferences
Wed, 2/19	- Discuss Biondi and Schnider - Talk about Theory	Recommended: - Copeland/Turing, <i>The Essential Turing</i> , 362-394	
Fri, 2/21		Required: - Student Selected: o TBD	- Exercise 4b: Return comments to peer

Week 6: Information Technology, Privacy, and Entertainment

Mon, 2/24	- Research Clinic (with Librarian)	Required: - Boyd, "Hacking Big Data" (public lecture) -	
Wed, 2/26		Required: - Turabian, 145-157	- Schedule one-on-one meeting with librarian by this date
Fri, 2/28	- Research, Bibliographies, and Citation	Required: - Student Selected: o TBD	

	- Exercise 5: Annotated Bibliography, handed out		
Week 7: Transhumanism and Augmentation			
Mon, 3/2	- Discuss Bibliographies	Required: - Bostrom, "Transhumanist Values"	
Wed, 3/4	- Anatomy of a Research Paper - Evaluating arguments and planning your own - Research Paper Assignment Sheet handed out	Required: Recommended: - Review Turabian, 63-75 - Littman, "Rise of the Machines"	
Fri, 3/6	- Exercise 6: Planning and Drafting handed out	Required: - Student Selected: o TBD	- Exercise 5: Annotated Bibliography (Draft—final to be included with final draft of Research Paper)

Unit 3: Writing for an Academic Audience

In this unit, you will apply the best practices of writing and research—planning, drafting, integrating feedback, and revising—to communicate your research to an academic audience with authority and precision. We will also continue discussing various domains of technology and maintain our weekly check-in schedule.

Week 8: Class (Spring Break)

Recommended Reading: Bostrom, "The Vulnerable World Hypothesis"

Week 9: Biotechnology, Gene Editing, etc.

Mon, 3/16	- Learning through Disruption	Required: - Rodriguez, "Ethical Issues in Genome Editing" Recommended: - Caplan et al., "No Time to Waste"	
Wed, 3/18	- What makes a good thesis and argument?	Required: - "What is an Argument?" (Blackboard) - "How to Craft a Thesis" (Blackboard)	
Fri, 3/20	- Structuring papers	Required: - Turabian, 75-88 - Student Selected (TBD)	
Week 10: Space Technology (Rocketry, Asteroid Mining, Colonization, Surveillance)			
Mon, 3/23	-	Required: - Musk and Anderson, " The Future we are Building " (TedTalk)	- Exercise 6a: Central Claim (discuss in class)
Wed, 3/25	- Workshop on	Required:	- Exercise 6b: Planning and Drafting

	Planning Documents	- Review WGPT website (hiw.kuleuven.be/wgpt) - Review SPT website (www.spt.org) - Review SPT CFA (www.spt.org/cfa-technology-and-society-leuven-september-2019/)	(bring to class)
Fri, 3/27	-	Required: - Student Selected:	
Week 11: Geo-Engineering and Environmental Issues			
Mon, 3/30	- Introductions	Required: -	
Wed, 4/1	- Planning Doc. Workshop	-	
Fri, 4/3	- Conclusions	Required: Rayner et al., "The Oxford Principles"	-

Unit 4: Multimedia Assignment			
In this unit, you will transition first to a new genre, and then to a new audience, highlighting how new contexts call for different kinds of argument, research, and prose style. You will convert your research paper into either a multimedia presentation for a well-educated public audience, or you will produce a public multimedia essay. Both will be designed to be contributions in an online Ethics and Technology Journal.			
Week 12: Preparing your Paper			
Mon, 4/6	- Incorporating Sources - Counterarguments	-	-
Wed, 4/8	-	Required: -	
Fri, 4/10	- Incorporating Sources - Counterarguments - Sentence Flow	Required: -	Final version of research paper due at midnight, Sunday, 4/12 (option to resubmit for 1/3 letter improvement by the last day of class)
Week 13			
Mon, 4/13	- Exercise 7: Abstracts handed out - Introduce Final Iteration of Project - Metacognitive Work 1 Handed out	No new readings (focus on your paper!) Check the redrafting guide!	
Wed, 4/15	- Public writing, genre, and audience - Multi-Modal Projects	-Ball et al., <i>Writer/Designer</i> , ch. 1, pg 3-20 (on Blackboard)	
Fri, 4/17	- Exercise 8: Genre and Audience Handed out - Abstract Workshop	-TBD (Genre, audience, and black holes) -Ball et al., <i>Writer/Designer</i> , ch. 1, pgs 21-33 (on Blackboard)	- Decide on Final Project - Exercise 7 Due in class
Week 14			

Mon, 4/20	<i>Patriots Day, No Class</i>		
Wed, 4/22	-	Required: TBD	- Exercise 8 Due
Fri, 4/24	- Writing Workshop	Required: - TBD	-

Unit 5: Closing Reflection			
In this unit, you will reflect on what you have learned in this course and consider how you can transfer your new knowledge to other areas of your studies and your life.			
Week 15			
Mon, 4/27	- Debrief/Revisit Websites	Required: - TBD	
Wed, 4/29	- Course Evaluations - Looking into the future by looking into the past.	Required: - TBD	- Final Draft of Public Writing Assignment, due at midnight - Final portfolio (with Metacognitive Work 1 & 2) due at midnight 3/5