

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

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|---------------------------------|---|
| Voyage: | Fall 2022 |
| Discipline: | Journalism and Technical Communication |
| Course Number and Title: | JTC 416 Global Communication Technologies |
| Division: | Upper |
| Faculty Name: | Dr. Pete Seel |
| Semester Credit Hours: | 3 |

Pre-requisites: One (1) lower-division newswriting course has been waived by the instructor.

COURSE DESCRIPTION

This is a course about evolving and emergent **global information and communication technologies** (ICTs) and their effects on society, with a primary focus on the creation, evolution, and future of the Internet. Related telecommunication technologies such as **mobile telephony, broadcasting, teleconferencing, and virtual/augmented realities** will also be examined. The rise of **Internet hacking** on an international level and its implications for national security and personal privacy will be a central area of study. Internet applications such as **social networks, games, and teleconferencing** will be analyzed in terms of social effects. **Key telecommunication theories** related to ICT will be studied and applied in relevant areas. Universal social issues that transcend media boundaries such as equal access to ICT, censorship, privacy infringement, cultural norms, overcoming physical impairments, and environmental factors will also be examined in detail.

LEARNING OBJECTIVES

At the completion of this course, each student will be able to:

- 1) Describe how existing communication modes are evolving in response to developments in digital technology.
- 2) Describe how new ICTs are diffused through diverse national and international societies.
- 3) Explain how the Internet affects telecommunication, media usage, and ICT industries on a global basis and how Internet access may affect cultural awareness and global perspectives.
- 4) Describe how applications such as social networks and online games affect interpersonal relationships, gender issues, and enhance communication opportunities for those with physical impairments.
- 5) Describe communication theories and social policy issues that are related to new communication technologies and take into account international diversity.
- 6) Explain why this is an exciting time to be involved in the study of digital telecommunication technologies.

REQUIRED TEXTBOOKS

AUTHOR: Seel, P. B.

TITLE: *Digital Universe: The Global Telecommunication Revolution* (second edition)

PUBLISHER: Wiley-Blackwell

ISBN #: TBA (softcover)

DATE/EDITION: 2021

TOPICAL COURSE OUTLINE

Embarkation Day – September 9

| Day | Lecture/Discussion Topic | Readings and Due Dates |
|-----|---|--|
| 1 | Course orientation | <i>Digital Universe</i> , preface |
| 2 | Immersion | <i>Digital Universe</i> , Ch. 1 – Immersion in the Digital Universe |
| 3 | Thinking about Moore’s Law and Technological Determinism | <i>Digital Universe</i> , Ch. 2 – The Future of Moore’s Law |
| 4 | Human-Computer Symbiosis – with related reserve reading | <i>Man-Computer Symbiosis</i> (1960) by J.C.R. Licklider. |
| 5 | Critical Perspectives: The Deification of Technology | <i>D.U.</i> , Ch. 3 – Critical Perspectives: Jacques Ellul, Neil Postman & The Tao of Technology |
| 6 | Instantaneous Communication – Telegraphy and the Death of Distance | Ch. 7, Telecommunication and the Flat World – first half. <u>Quiz #1</u> |
| 7 | The Atlantic Cable and the Emergence of the “Flat World” | Ch. 7, Telecommunication and the Flat World – second half |
| 8 | Wired Telephony and the Transformation of Global Telecommunication | Ch. 12, Wired and Wireless Technologies – first half |
| 9 | Wireless Telephony – Social Effects | Ch. 12, Wired and Wireless Technologies – second half |
| 10 | Diffusion of Innovations Theory – Global Radio and Television as a Case Study | Review Winston’s Model. <u>Quiz #2</u> |
| 11 | Media Convergence – Part 1 | Ch. 9, Digital Media Convergence – first half |

| Day | Lecture/Discussion Topic | Readings and Due Dates |
|-----|--|---|
| 12 | Media Convergence – Part 2 | Ch. 9, Digital Media Convergence – second half |
| 13 | Origins of the Net: Cold War Influences | Ch. 4, Origins of the Internet – first half |
| 14 | Origins of the Net: the ARPANET | Ch. 4, Origins of the Internet – second half |
| 15 | The Evolution from the ARPANET to the Global Internet | Ch. 5, Internet Evolution. Quiz #3 |
| 16 | The World Wide Web | Ch. 6, The Web and the Evolution of Search |
| 17 | The Global Ubiquity of Social Media | Be prepared to discuss social media use in prior ports – draw insights from your journals |
| 18 | Censorship and Global Cyber-Culture | Ch. 11, Censorship and Global Cyber-Culture. |
| 19 | The Dark Side: Privacy and Surveillance Worldwide | Ch. 12, Privacy and Surveillance – first half |
| 20 | Privacy and Surveillance – part 2 | Ch. 12, Privacy and Surveillance – second half Quiz #4 |
| 21 | The Emergence of A.I. in Every Aspect of Human Digital Life | Ch. 13, Artificial Intelligence and Telecommunication |
| 22 | Virtual and Augmented Realities | Ch. 14, Alternative Digital Realities – V.R. & A.R. |
| 23 | The Future of Global Telecommunication Technologies | Ch. 15, The Future of the Digital Universe. |
| 24 | In-class final essays | Field Class Essay is due at start of class today. |
| 25 | Final Class – discussion of key lessons learned in the course and voyage. | |

Disembarkation Day – December 22

FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete a Comparative Experiential Project that span multiple countries.

Field Class & Assignment

STUDENTS: Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the [Fall 22 Courses and Field Class page](#) when available.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute 20% of the contact hours for each course.

Field Class Title: State of the Art in Digital Communication Technologies

Activities: We will visit sites and centers focusing on communication technologies possibly including a video game facility where we can speak with game designers.

Outcomes: Students will develop an enhanced knowledge of the state-of-the art communication and electronic game technology. The planned site visits will provide a comprehensive view of interpersonal and mass communication enhanced by recent developments in artificial intelligence, wireless technologies, advanced electronic game design, and social media technologies.

Assessment: Each student will submit an essay about new knowledge and perspectives about cultural similarities and differences concerning the use of communication technologies acquired during the field program. Each essay should address all of the objectives outlined above. These essays will be due at the start of class on course day 24.

COMPARATIVE EXPERIENTIAL PROJECT

The CEP is the required comparative assignment that span multiple countries. The Comparative Experiential Project constitutes at least 5% of the grade for each course.

During port visits, students in the course will create **journal entries of observations about the use of communication technologies in each country.** Students will report back in classes while at sea about these observations. Keep detailed notes while ashore and document in photos (using a simple aim & shoot camera or a mobile phone with a good camera) what you observe and insert these images with your text into a Word version of your journal and then submit it as a PDF file. The PDFs of your journal will be evaluated by the instructor **at the midpoint of the voyage.** A detailed rubric for this assignment will be provided in the first week of the course. The maximum point value is up to 100 for 33 percent of the possible course grade (see below). **Please keep your journals up to date as the voyage progresses.**

METHODS OF EVALUATION / GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

| <u>Excellent</u> | <u>Good</u> | <u>Satisfactory/Poor</u> | <u>Failing</u> |
|------------------|-------------|--------------------------|----------------|
| 97-100%: A+ | 87-89%: B+ | 77-79%: C+ | Less than 60%: |
| 93-96%: A | 83-86%: B | 70-76%: C | |
| 90-92%: A- | 80-82%: B- | 60-69%: D | |

| Points | Element |
|------------|--|
| 120 | 4 exams @ 30 pts. each |
| 60 | Field class reflective essay (=20% of grade) |
| 20 | In-class participation (e.g., as a discussant) |
| <u>100</u> | Technology journals (the C.E.P. assignment) |
| 300 | Total points possible |

| Points | % | Grade |
|-----------|----|-------|
| 291 - 300 | 97 | A+ |
| 279 - 290 | 93 | A |
| 270 - 278 | 90 | A- |
| 261 - 269 | 87 | B+ |
| 249 - 260 | 83 | B |
| 240 - 248 | 80 | B- |
| 231 - 239 | 77 | C+ |
| 210 - 230 | 70 | C |
| 180 - 209 | 60 | D |
| <180 | | F |

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

CLASSROOM CLIMATE

Semester at Sea® is committed to the Voyage Community Values. Consequently, the classroom environment is founded on mutual respect, community, and an aim toward equity. The Voyage Community Values support the creation of a collaborative and vibrant community. Our community is the foundation of our learning, critical inquiry, and discovery. Each member of this course has a responsibility to uphold these values when engaging with one another.

With that, please review the following Voyage Community Values:

- **Well-Being:** We commit to the health, safety and well-being of ourselves, all members of our voyage community, *and* members of the communities we will visit.
- **Interconnectedness:** We understand our actions and attitudes have an impact locally and globally. We always seek to positively affect the planet and the people around us near and far.
- **Respect:** We honor the inherent dignity of *all people* with an abiding commitment to freedom of expression, scholarly discourse and the advancement of knowledge. We have the right to be treated, and the responsibility to treat others, with fairness and equity.
- **Inclusion:** We ensure inclusive environments that welcome, value, affirm and embrace *all people* within the shipboard community and in each country we visit.

- **Integrity:** We are honest and ethical in all of our interactions, including our academic work. We hold ourselves accountable for our actions.
- **Excellence:** We model the highest academic standards of preparation, inquiry and knowledge and consistently seek to understand complex issues and express informed opinions with courage and conviction.

LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to their Student Services advisor as soon as possible, but no later than two months prior to the voyage. More details can be found within the **Course Registration Packet**, as posted to the [Courses and Field Classes page](#) no later than one month prior to registration.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea® courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

AUTHOR: Friedman, Thomas

TITLE: *The World is Flat: A Brief History of the Twenty-First Century.*

PUBLISHER: Picador

ISBN #: 978-0312425074

DATE/EDITION: 2007

AUTHOR: Grant, A. E. & Meadows, J. L. (eds.)

TITLE: ***Communication Technology Update and Fundamentals*** (17th edition – 2020)

PUBLISHER: Focal Press

ISBN #: 978-0367420161

DATE/EDITION: 2020/17th

AUTHOR: Postman, Neil

TITLE: ***Technopoly: The Surrender of Culture to Technology.***

PUBLISHER: Vintage

ISBN #: 978-0679745402

DATE/EDITION: 1993

FILMS

TBA

ELECTRONIC COURSE MATERIALS

AUTHOR: Licklider, J. C. R.

ARTICLE/CHAPTER TITLE: **Man-Computer Symbiosis**

JOURNAL/BOOK TITLE: *IRE Transactions on Human Factors in Electronics*

VOLUME: HFE-1

DATE: March 1960

PAGES: 4-11