Gordon Ford College of Business
Department of Information Systems
Proposal to Create a New Course
(Action Item)

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1.   **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: Computer Information Systems (CIS) 205
    1.2   Course title: Technology in Society and Business
    1.3   Abbreviated course title: Technology in Society and Business
    1.4   Credit hours: 3   Variable credit: No
    1.5   Grade type: Standard letter grade
    1.6   Prerequisites/corequisites: None
    1.7   Course catalog listing: Examination of the impact of digital information technology on domestic and international businesses and societies, along with ethical and social impacts on professional and personal decision-making.

2.   **Rationale:**
    2.1   Reason for developing the proposed course: The advances of digital information technology are continuing to have profound impacts upon business, society, and individuals both at home and abroad. With these advances come many significant questions: Will robots take away jobs? What protections should employees have regarding electronic monitoring by their employers? Should companies be permitted to patent genes? To what extent should a government monitor electronic communications of its citizens? Do video games encourage violent behavior? Is cyberterrorism a credible threat? These and many other ethical, social, and behavioral questions are at the forefront of the impact of technology on business and society. In order to successfully navigate through today's technology environment users need to explore the "pros and cons" of this myriad of questions about the impact of technology. And because different societies approach these questions from different perspectives, it is also important to compare and contrast these views from around the globe. This course is designed to examine digital information technology's impact today and the questions that it raises in businesses and society. Emphasis will be placed on examining both sides of these questions. The ability to understand these issues and use that knowledge will help WKU students become productive, engaged, and socially responsible digital citizens in today's global society.
    2.2   Projected enrollment in the proposed course: Approximately 30 per semester. Students outside of the department and college are expected to enroll.
    2.3   Relationship of the proposed course to courses now offered by the department: There are currently no courses related to the impact of technology being offered by the department.

2.4   Relationship of the proposed course to courses offered in other departments: AMS 210. TECHNOLOGY AND SOCIETAL IMPACT (3) A study of technology and the west through Great Britain's Industrial Revolution (c. 1850) and the expansion and diffusion of Western Industrial Technology (c. 1850 to present). The course objectives for AMS 210 are: "explain the importance of increasing technological literacy; describe the role and historical impact of technology, its usefulness to an industry or business, and how it affects society; document the core concepts of technology and its primary areas of application; identify the opportunities available in a technological career; and develop and understanding and application of problem solving using the scientific method." AREAS OF OVERLAP: Whereas CIS 205 will also explore how technology affects society and business, none of the other outcomes will be addressed.

SJB 101. UNDERSTANDING MEDIA CONTENT, ETHICS AND TECHNOLOGY (3) Develops a framework to access, analyze, evaluate, and interact with content, audiences and technology in a variety of digital forms. The course objectives for SJB 101 include "an in-depth study of the theoretical foundations and ethical considerations for analyzing mass communication messages, channels, institutions, audiences, and communities. Specific course objectives include: knowing the definitions of convergence digitization , networks and audiences; learning the various ways of convergence of media, computer network, and communications is changing the role of the journalist storyteller understanding the three key elements of media literacy such as media grammar, fragmentation of media channels, and how audiences shaped media content appreciating media ethics, understanding communication law and regulation, and applying these principles to media consumption, production, and distribution habits in the digital age." AREAS OF OVERLAP: None of these outcomes will be addressed in CIS 205.

SOCL 352. TECHNOLOGY, WORK AND SOCIETY. (3) Analysis of technology's impact on work systems, relationships between work and society, and management-worker interaction in varied industrial settings. The outcomes of SOCL 100 are an "analysis of technology's impact on work systems, relationships between work and society, and management-worker interaction in varied industrial settings. SOCL 100 is intended for upper-division enrollees with interest in how technological issues are patterned by social life. Material deals with such topics as the environment, applications of technology in health care, the internet, public policy and technological trends, and others of importance such as global warming and civic engagement on technological issues. Material should appeal to students who have interests in social issues such as environmentalism as well as to students with more interest in modern technologies and future public policy issues such as carbon neutrality." AREAS OF OVERLAP: Whereas CIS 205 will cover work and society it will do so from the business perspective and not the sociological viewpoint. CIS 205 will not cover the environment, global warming, civic engagement, or future public policy issues.

2.5   Relationship of the proposed course to courses offered in other institutions:
- Morehead State (IET 600 Impact of Technology)
- Eastern Illinois University (EIU 4102G Technology and Society)
- Florida International University (EGN 1033 Technology, Humans and Society)
- Temple University (CIS 0835.013 Cyberspace, Technology and Society)
- Framingham State University (CSCI 135 Information Technology and Society)
- The College of New Jersey (IDS 252 Society, Ethics and Technology)
- Morrisville State College (STS 101 The Values of Science and Technology)
- University of Texas (POEC 6353 Industry, Technology and Science Policy)
- Cornell University (INFO 4240 Designing Technology for Social Impact)
- Old Dominion University (STEM 307T Technology and Society)
- De Anza College (CIS 2 Computers and the Internet in Society)
- Wright State University (CS 1000 Technology and Society)
- University of Montana (CSCI 315E Computers, Ethics and Society)
- University of Bridgeport (PRST 204 Social Impact of Technology)

3.   Discussion of proposed course:

3.1   Schedule type: C

3.2   Learning Outcomes: Upon successful completion of this course students should be able to demonstrate the ability to discuss the "pros and cons" of questions that relate to the impact of technology on businesses, societies, and individuals. Student should also be able to compare and contrast these views from other societies around the world by examining technology's impact today and the questions that it raises. Emphasis will be placed on examining both sides of these questions.

3.3   Content outline:

A. Impact of Computer Hardware
   a. How Should Business Utilize Technology to Its Highest Impact?
   b. What are the Business Risks of Depending Too Heavily on Technology?
   c. Can Machines Be Conscious?
   d. Should We Reject the Transhumanist Goal of the Enhanced Human Being?
   e. Will Robots Take Your Job?

B. Impact of the Internet
   a. Is Employer Monitoring of Employee Social Media Justified?
   b. What Should Be the Penalty for Businesses to Manipulate Search Engine Optimization?
   c. Should the Internet Be Neutral?
   d. Do Social Media Encourage Revolution?
   e. Does Online Communication Compromise Rights When Anonymous?

     f. Are Online Services Responsible for Increase in Bullying & Harassment?
     g. Are People Better Informed in the Information Society?
   C. Impact of Technology on Privacy, Law, and Ethics
     a. Do New Business Models Result in Greater Consumer Choice?
     b. Should Patenting Genes By Businesses Be Understood as Unethical?
     c. Does Government Internet Surveillance Efforts Threaten Privacy & Civil Rights?
     d. Is Cyberterrorism a Genuine Threat?
     e. Do Video Games Encourage Violent Behavior?
     f. Do Copyright Laws Protect Ownership of Intellectual Property?

3.4 Student expectations and requirements: Students are evaluated on their performance on examinations, class projects, and homework assignments.

3.5 Tentative texts and course materials:

Hjorth, Linda, Eichler, Barbara, Khan, Ahmed, and Morello, John. (2007). Technology and Society: Issue for the 21st Century and Beyond, 3ed. New York, NY: Pearson.

Johnson, Deborah, and Wetmore, Jameson. (2008). Technology and Society: Building our Sociotechnical Future. Boston, MA: MIT Press.

Quan-Haase, Anabel. (2012). Technology and Society: Social Networks, Work, and Inequality. New York, NY: Oxford University Press.

Harrington, Jan. (2008). Technology And Society. Sudbury, MA: Jones and Bartlett.

Winston, Morton and Edelbach, Ralph. (2013). Society, Ethics, and Technology. Boston: Cengage Learning.

(In addition, current readings from the MIT Sloan Management Review, Harvard Business Review, Wall Street Journal, and similar business-related periodicals and journals will be utilized as appropriate)

4. Resources:
 4.1 Library resources: See attached Library Resources document.
 4.2 Computer resources: Students may utilize WKU computer lab resources for additional research.

5. Budget implications:
 5.1 Proposed method of staffing: Existing faculty will be used.
 5.2 Special equipment needed: None.
 5.3 Expendable materials needed: None.
 5.4 Laboratory materials needed: None.

6. Proposed term for implementation: Fall 2016

7. **Dates of prior committee approvals:**

Information Systems Department/Division: September 10, 2015

GFCoB Curriculum Committee   September 22, 2015

Undergraduate Curriculum Committee   _____

University Senate   _____

Attachment: Library Resources Form, **Course Inventory Form**