

L&S College Curriculum Committee
AGENDA
Thursday, February 5, 2015 at 2:00 PM
New location: LT 4012

1. Approval of December 4, 2014 Minutes (handout at meeting)

2. Announcements

3. **Liberal Studies**
 - a. New Course-LIBST 350 Technology and Social Responsibility
 - b. Change in Major –Liberal Studies
 - c. Change in Minor – Liberal Studies

4. **Sociology**
 - a. Administrative Action

5. Discussion Items
 - a. Should the University create a series of 29X Special courses comparable to the 49X Special course series?

6. Old and New Business

7. Adjournment

University of Wisconsin-Whitewater
Curriculum Proposal Form #3

New Course

Effective Term: 2161 (Spring 2016)

Subject Area - Course Number: LIBST 350
(See Note #1 below)

Cross-listing: n/a

Course Title: (Limited to 65 characters) Technology and Social Responsibility

25-Character Abbreviation: Tech & Soc Respons

Sponsor(s): Tracy Hawkins

Department(s): Philosophy & Religious Studies

College(s): Letters and Sciences

Consultation took place: NA Yes (list departments and attach consultation sheet)
Departments: Computer Science

Programs Affected: LIBST BA/BS (with & without minors) major, LIBST minor, & COMPSCI Comprehensive Major

Is paperwork complete for those programs? (Use "Form 2" for Catalog & Academic Report updates)

NA Yes will be at future meeting

Prerequisites: none

Grade Basis: Conventional Letter S/NC or Pass/Fail

Course will be offered: Part of Load Above Load
 On Campus Off Campus - Location

College: Letters and Sciences

Dept/Area(s): Philosophy and Religious Studies

Instructor: Tracy Hawkins

Note: If the course is dual-listed, instructor must be a member of Grad Faculty.

Check if the Course is to Meet Any of the Following:

Technological Literacy Requirement Writing Requirement
 Diversity General Education Option: GH

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

Credit/Contact Hours: (per semester)

Total lab hours: 0 Total lecture hours: 48
Number of credits: 3 Total contact hours: 48

Can course be taken more than once for credit? (Repeatability)

No Yes If "Yes", answer the following questions:

No of times in major:

No of credits in major:

No of times in degree:

No of credits in degree:

Proposal Information: ([Procedures for form #3](#))

Course justification:

This proposal results from student feedback that Liberal Studies majors find it difficult to enroll in courses that meet their Social & Personal Responsibility requirement and are also above 300 level. This course would ease that difficulty. Additionally, the Liberal Studies major includes within it a student learning objective regarding computer skills (SLO6). While those skills are developed in other courses, this course would allow students to critically reflect on those skills, thus bringing the Liberal Studies emphasis on critical thinking more clearly into practice.

Furthermore, the Computer Science Comprehensive major requires an ethics course that can currently only be filled by INTRAUNIV 246: Business Ethics; this new course would give students another (perhaps more relevant) option for fulfilling that requirement.

Relationship to Liberal Studies assessment objectives:

This course's emphasis on the evaluation of current and possible future uses of technology through the lens of concern for social justice issues such as race, gender, class, and sexuality would mean that the course would contribute to student learning regarding making sound ethical and value judgments (SLO2), communicating effectively in written, oral, and symbolic form (SLO4), understanding and applying the information gathering and organizing methodologies of the liberal disciplines, including the use of information technology (SLO6), and applying the concepts and methodologies of the liberal arts to understand issues in society and in one's own life (SLO7).

Relationship to General Education- Humanities (GH) goals: This course meets many of the goals of General Education humanities courses. By having students read, discuss, and critically analyze texts that recount the impact of technology use on various populations, students will gain understanding of historical and contemporary controversies surrounding technology and its potential uses. Students will bring frames of analysis from the humanities (such as textual criticism, issues of social justice, historical analysis, and ethical evaluation) into conversation with the use of technology in the contemporary world.

Budgetary impact:

The budgetary impact will be minimal. This course will be taught in the regular course rotation and was anticipated when Tracy Hawkins was hired.

Course description: (50 word limit)

This course is an examination of the impact of various types of technology on a user's view of and behaviors regarding social responsibility. The use of video games, social media, blogs, and wearable technologies will be examined with regard to issues of gender, race, class, & sexuality, public health, political dissidence, and capitalism.

If dual listed, list graduate level requirements for the following: n/a

1. **Content** (e.g., What are additional presentation/project requirements?)
2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates?)
3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

Course objectives, tentative course syllabus, & bibliography:

(see attached)

UNIVERSITY OF WISCONSIN- WHITEWATER
LIBST 350: TECHNOLOGY & SOCIAL RESPONSIBILITY (3 UNITS)
SPRING 2016, TUESDAYS & THURSDAYS 11:00AM-12:15PM, HYLAND HALL 2102

INSTRUCTOR'S CONTACT INFORMATION

Dr. Tracy L. Hawkins, PhD	Twitter: @tracylhawkins
hawkinst@uwv.edu	Office Phone: x1975
Cell: 909-373-7532 (text preferred)	tracylhawkins.com
Office Location: Laurentide Hall 4212	Office Hours: Mon & Wed 9:30am-12:30pm or by
Skype: tracylhawkins	Skype Office Hours: Tues 1-3pm or by appointment

COURSE DESCRIPTION

This course is an examination of the impact of various types of technology on a user's view of and behaviors regarding social responsibility. The use of video games, social media, blogs, and wearable technologies will be examined with regard to issues of gender, race, class, and sexuality, public health, political dissidence, and capitalism.

COURSE GOALS

By the end of the course, students will:

- be able to analyze the ways that groups of people have used technology in situations of public health crises or political unrest
- be able to critically reflect on the ways that technology use can contribute to exploitation, disenfranchisement, and marginalization
- be able to research and draw conclusions about the how technologies might be used to benefit issues facing certain societies
- be able to reflection on and write about the social implications of their own technology use

REQUIRED TEXTS

1. All course readings will be available on D2L.

INSTRUCTOR POLICIES

1. **Policy on Assignment Submission Policy:** All assignments must be submitted electronically. No hard copy assignments will be accepted.
2. **Policy on Late Assignments:** Every effort should be made to ensure that all assignments are submitted by the date and time indicated in the course schedule. Late assignments will be assessed point deductions as described in the grading rubrics or as deemed appropriate by the instructor. Assignments will not be accepted more than 24 hours late. The only exception to this policy is if a student has obtained my permission for an extension. Such permission must be obtained prior to the original due date.
3. **Policy on Redistribution of Course Content:** Recording, photographing, or forwarding/disseminating lectures, conversations, presentations, or notes requires prior consent from the instructor.
4. **Policy on Academic Honesty:** As you should expect, academic dishonesty of any kind will not be tolerated. As outlined in the University catalog, if a situation of plagiarism or cheating arises, you may receive a 0 on the assignment or you may fail this course.
5. **Policy on Accommodations:** If any assignments (because of their format or their content) are inaccessible to you or otherwise pose undue difficulty for you, please come talk to me as soon as possible to make other arrangements.
6. **Policy on Inclusivity:** It is my goal for our class space to be safe and open; therefore, diverse perspectives, worldviews, and opinions are welcome and encouraged. Additionally, I hope that we, as a learning community, can be thoughtful about minimizing hurtful speech and behaviors, including (but not limited to) racist, sexist, homophobic, ableist, agist, and heteronormative microaggressions.

7. Grading Scale:

		87-89%	B+	77-79%	C+	67-69%	D+	below 60%	F
94-100%	A	84-86%	B	74-76%	C	64-66%	D		
90-93%	A-	80-83%	B-	70-73%	C-	60-63%	D-		

UNIVERSITY POLICIES

The University of Wisconsin—Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details please refer to the Schedule of Classes; the “Rights and Responsibilities” section of the Undergraduate Catalog; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Catalog; and the “Student Academic Disciplinary Procedures” (UWS Chapter 14); and the “Student Nonacademic Disciplinary Procedures” (UWS Chapter 17)).

SUMMARY OF COURSE ASSIGNMENTS—Detailed assignment instructions are below.

Assignment	Due Date	Points Explanation	Point Breakdown
Attendance/Participation	every class session		100
Discussion Leadership			
Discussion Leadership #1	as assigned		100
Discussion Leadership #2	as assigned		100
Discussion Leadership #3	as assigned		100
Twitter Project			
Class Prep Tweets	by 11:59pm before class for all sessions after the first one	2 tweets per day x 27 days x 5 points each	270
Class Response Tweets	in class or by 11:59pm after all class sessions	2 tweets per day x 28 days x 5 points each	280
Writing Assignments			
Research Paper: How has technology been used in social movements around the world?	due Feb 18 by 11:59pm		100
Analysis Paper: How has technology use led to exploitation, marginalization, or disenfranchisement?	due April 5 by 11:59pm		100
Persuasive Paper: How might technology be used to address and correct social problems?	due April 21 by 11:59pm		100
Final Essay & Presentation			
Final Essay & Presentation: What are the implications of your own technology use?	during our finals week session		150
			1400

ATTENDANCE/PARTICIPATION

Attendance at all class sessions is mandatory. Attendance will be taken during every class. If you are late for class, it is your responsibility to make sure you are not recorded as absent. If you miss a class for any reason, it is your responsibility to contact someone from class to find out what you missed (do this before the next class meeting).

Your participation will be evaluated on the following criteria:

Was it obvious that you completed the reading assignments before we discussed it?

Did you bring the appropriate texts to class each day?

Did you actively participate in all small-group discussions? This includes not using technology during this time.

Did you listen (in the active sense) during the large group presentations? This includes not letting technology distract you.

Did you turn in writing assignments on time?

Did you put effort into your work throughout the course?

DISCUSSION LEADERSHIP

Each student will be responsible for leading discussions about the readings. There will usually be 3-4 students assigned to a single day, but this is not to be understood as a group project. During class, students will be broken into groups with one leader per group; therefore, each student should prepare their discussion individually.

Each student should prepare 15 in-depth analysis questions covering their assigned day's reading. These questions might:

Ask questions to ensure that other students understand the complexities of the major points of the article.

Analyze and ask others to analyze the author's position in relationship to other thinkers, other topics from class, and the class member's own personal beliefs/values.

Ask about strengths or weaknesses of the author's position.

Ask questions that relate the content of the article to daily life.

Bring any additional information about topics raised in the reading and ask for comparison between outside sources and course readings.

Additionally, the students should be prepared to answer a few questions from the class about the reading.

The student should be prepared to facilitate discussion for approximately 30 minutes.

Each student's list of questions should be emailed to the instructor by midnight before their assigned presentation date.

Discussion Leadership will be evaluated on the following criteria:

Did the leader successfully demonstrate, through the composed questions, that she or he understood and had reflected on the reading prior to class?

Did the leader successfully facilitate a discussion that contributed to the learning of other students?

Did the leader keep the group's discussion on topic?

Was the leader able to successfully summarize their group's conclusions to the whole class?

Every effort should be made not to miss class on the day of your discussion leadership; however, if extenuating circumstances will cause you to miss class, you need to let me know as soon as possible. If you are absent on the day you are supposed to lead and you have not contacted me ahead of time, you will receive a 0 for the assignment.

However, if you contact me ahead of time and if there is space available, your leadership can be moved to a different day. If your leadership needs be rescheduled, you would be responsible for discussing the text assigned for the day of your rescheduled leadership (not the text assigned for the day you were originally going to lead). This means that you may have to prepare an entirely new set of questions, etc.

TWITTER PROJECT: CLASS PREP

Each student is responsible for preparing 2 tweets for every class session after the first one.

Your class prep tweets will be evaluated on successfully including at least one of the following:

Did you make it obvious that you have read all of the assigned material & show that you have reflected thoughtfully about the topic for the day?

Did you highlight something that you would like to discuss further in class?

Did you ask a question or answer a question posed by a classmate?

Did you link to a video, news article, infographic, organization, or other Twitter user that are relevant to the topic?

Even if a student will be absent from class (for any reason, including sickness), these 2 tweets are still due. Not completing these tweets for any reason will result in the loss of points.

TWITTER PROJECT: CLASS RESPONSE

Each student is responsible for preparing 2 tweets during or shortly after every class session.

These tweets may be posted during large group discussion/lecture but should not be posted during small group discussion time.

Your class response tweets will be evaluated on successfully including at least one of the following:

Did you demonstrate that you listened actively to the in-class presentations and discussion?

Did you reflect on how the class discussion made you think about the topic differently than you had before?

Did you relate the class discussion to another topic from class or some outside research?

If a student is absent from class, that means that they will not be able to respond to the discussion/presentations from that class session. This will result in the loss of points. This loss of points functions as an additional portion of the attendance/participation grade. Please note that the instructor reverses the right to refuse to grade response tweets that are posted for a class session where the student was obviously not paying attention during class (re: was absent).

Please also know that if a student misses 1/5 of the class sessions, the student will not be able to pass the class.

WRITING ASSIGNMENTS

Each student will prepare a 800+ word essay responding to these prompts:

Research Paper: How has technology been used in social movements around the world?

Analysis Paper: How has technology use led to exploitation, marginalization, or disenfranchisement?

Persuasive Paper: How might technology be used to address and correct social problems?

FINAL ESSAY & PRESENTATION

Your final assignment for the course will be a 1500+ word research and personal perspectives essay in which you will reflect on and make prescriptive statements about your own technology use. More instructions for this will be given as the deadline approaches.

	Topic (All readings can be found on D2L)	Discussion Leaders	Twitter #
Thurs Jan 21	Introductions Go through Syllabus	Instructor	1 (C&D only)
Tues Jan 26	What is technology? - Discussion	1- 2- 3-	2
Thurs Jan 28	What is social responsibility? <i>Ethics in Technology</i>	1- 2- 3-	3
Use of Technology in Social Movments			
Tues Feb 2	Facebook & the Egyptian Revolution "We Are All Kahlid Saeed"	1- 2- 3-	4
Thurs Feb 4	Twitter Use in Ukraine "Why the Revolution Will Not Be Tweeted"	1- 2- 3-	5
Tues Feb 9	Blogging in Iran	1- 2- 3-	6
Thurs Feb 11	Flickr & Natural Disasters <i>CauseWired</i>	1- 2- 3-	7
Tues Feb 16	LGBT Youth Online Support Groups <i>Out in the Country</i>	1- 2- 3-	8
Thurs Feb 18	Film Research Paper Due	n/a	9 (all 4 tweets are response)
Technology's Role in Marginalization, Exploitation & Disenfranchisement			
Tues Feb 23	The "Have Nots": Lack of Access <i>Always Already New</i>	1- 2- 3-	10
Thurs Feb 25	The "Have Lateres": Growing Up without technology <i>What Technology Wants</i>	1- 2- 3-	11
Tues March	Technology & Language	1-	12

1		2- 3-	
Thurs March 3	Technology & Class <i>Media & Political Engagement</i>	1- 2- 3-	13
Tues March 8	Technology & Education <i>Learning from YouTube</i>	1- 2- 3-	14
Thurs March 10	GamerGate	1- 2- 3-	15
Tues March 15	Spring Break — No Class	n/a	n/a
Thurs March 17	Spring Break — No Class	n/a	n/a
Tues March 22	Conflicts about Google Glass	1- 2- 3-	16
Thurs March 24	Wearable Technology & Sexual Accountability Ward Article	1- 2- 3-	17
Tues March 29	Women & Wikipedia Alana Cattapan's "Wikipedia in the Feminist Classroom"	1- 2- 3-	18
Thurs March 31	Facebook & Capitalism: The One Dimensional Society	Instructor Presents	19
Tues April 5	Film Analysis Paper Due	1- 2- 3-	20 (all 4 tweets are response)
Technology & Social Improvement			
Thurs April 7	Gender & Second Life <i>Life on the Screen</i>	1- 2- 3-	21
Tues April 12	Microlending: kiva.org & DonorsChoose.org <i>Here Comes Everybody</i>	1- 2- 3-	22
Thurs April 14	Social Media & Activism: causes.com & <i>We the People</i>	1- 2-	23

	<i>Cause Wired</i>	3-	
Tues April 19	code4cause.com	1- 2- 3-	24
Thurs April 21	Film Persuasive Paper Due	n/a	25 (all 4 tweets are response)
Your Responsibility			
Tues April 26	In-Class Activity	Instructor Presents	no tweets for today
Thurs April 28	Your Computer Use <i>Digital Natives</i>	1- 2- 3-	26
Tues May 3	Your Social Media Use <i>The Facebook Effect</i>	1- 2- 3-	27
Thurs May 5	The Future of Technology <i>Want Technology Wants</i>	1- 2- 3-	28
Tues May 10	Finals Week- Last Student Presentations Final Essay & Presentation Due	everyone	n/a

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University of Wisconsin-Whitewater
Curriculum Proposal Form #2
Change in Degree, Major, or Submajor

Effective Term: 2161 (Spring 2016)

Type of Action: Change in Major

Degree: BA/BS

Program Title: Liberal Studies

GPA Requirement for the Major/Submajor: n/a

Sponsor(s): Tracy Hawkins

Department(s): Philosophy & Religious Studies

College(s): Letters and Sciences

Consultation took place: NA Yes (list departments and attach consultation sheet)

Departments: Philosophy & Religions Studies +
Computer Science

Proposal Information:

[\(Procedures for Form #2\)](#)

Total number of credit units in program:

Before change 54 or 36

After change 54 or 36

1. Exact description of request:

We would like to add LIBST 350: Technology & Social Responsibility as a course that meets the Personal & Social Responsibility (Area 5) of the Liberal Studies major.

2. Relationship to mission and strategic plan of institution, and/or college and department

goals and objectives:

This course's emphasis on the evaluation of current and possible future uses of technology through the lens of concern for social justice issues such as race, gender, class, and sexuality would mean that the course would contribute to student learning regarding making sound ethical and value judgments (SLO2), communicating effectively in written, oral, and symbolic form (SLO4), understanding and applying the information gathering and organizing methodologies of the liberal disciplines, including the use of information technology (SLO6), and applying the concepts and methodologies of the liberal arts to understand issues in society and in one's own life (SLO7).

3. Rationale:

A significant portion of this course will be devoted to examining students' own technological practices and the implications of those practices for marginalized groups: women, economically disadvantaged groups, ethnic minorities, and developing nations. This seems to fit precisely the intentions of the Personal and Social Responsibility requirement.

4. Cost Implications:

The budgetary impact will be minimal. This course will be taught in the regular course rotation and was anticipated when Tracy Hawkins was hired.

University of Wisconsin-Whitewater
Curriculum Proposal Form #2
Change in Degree, Major, or Submajor

Effective Term: 2161 (Spring 2016)

Type of Action: Change in Minor

Degree: Minor

Program Title: Liberal Studies

GPA Requirement for the Major/Submajor: n/a

Sponsor(s): Tracy Hawkins

Department(s): Philosophy & Religious Studies

College(s): Letters and Sciences

Consultation took place: NA Yes (list departments and attach consultation sheet)

Departments: Philosophy & Religions Studies +
Computer Science

Proposal Information:

[\(Procedures for Form #2\)](#)

Total number of credit units in program:

Before change 24

After change 24

1. Exact description of request:

We would like to add LIBST 350: Technology & Social Responsibility as a course that meets the Personal & Social Responsibility (Area 5) of the Liberal Studies minor.

2. Relationship to mission and strategic plan of institution, and/or college and department

goals and objectives:

This course's emphasis on the evaluation of current and possible future uses of technology through the lens of concern for social justice issues such as race, gender, class, and sexuality would mean that the course would contribute to student learning regarding making sound ethical and value judgments (SLO2), communicating effectively in written, oral, and symbolic form (SLO4), understanding and applying the information gathering and organizing methodologies of the liberal disciplines, including the use of information technology (SLO6), and applying the concepts and methodologies of the liberal arts to understand issues in society and in one's own life (SLO7).

3. Rationale:

4. A significant portion of this course will be devoted to examining students' own technological practices and the implications of those practices for marginalized groups: women, economically disadvantaged groups, ethnic minorities, and developing nations. This seems to fit precisely the intentions of the Personal and Social Responsibility requirement.

5. Cost Implications:

The budgetary impact will be minimal. This course will be taught in the regular course rotation and was anticipated when Tracy Hawkins was hired.

University of Wisconsin-Whitewater
Curriculum Proposal Form #8

Administrative Action

Description of Action: Reverse previous action to convert CRIMJUS prefixed courses to CRIM

Initiator of Action: Leda Nath

Department(s) Affected: Sociology, Criminology and Anthropology

College(s) Affected: Letters and Sciences

Other Programs Affected: none

Proposal Information: ([Procedures for form#8](#))

Reasons for Action (include whether the action was recommended by any review body, if appropriate):

In Spring 2014, the CCC and UCC approved a curricular action proposal from Sociology, Criminology and Anthropology to convert seven courses with the CRIMJUS prefix (CRIMJUS 321, 322, 325, 327, 329 and 425) to a new CRIM prefix. This administrative action seeks to reverse that proposal. More conversation among faculty in our department has led us to a consensus that the earlier request was a mistake. In addition, Liz Hachten and Jodi Hare support us and also feel strongly these changes will cause additional problems, including hundreds of personalizations for Deb Klocek, the L&S Student Status Examiner.

Email correspondence with Greg Cook, Liz Hachten, et al. in the Registrars Office concur with this request. Per Greg Cook's email dated 1/26/2015, 5:52, he writes:

"I am fine with canceling this curriculum proposal. Here's how we will proceed:

1. People in the Registrar's Office can stop the processing of this proposal and revert any changes they already made.
2. We'll put this proposal and Leda's email below on the next available agenda of the UCC. It will be an action item so all members can affirmatively vote to cancel the proposal, at the request of the proposal sponsors.
3. The UCC action from #2 above will then be included in the Faculty Senate transmittal and will later be delivered to the Registrar's Office. The Registrar's Office can then amend the original proposal in their ImageNow database—for future reference.
4. I leave it to Liz to procure any approvals or notifications deemed appropriate in L&S—Leda, same with your department. We won't need those for the UCC action, but I'm just suggesting you tidy your records up in your own areas.

Staffing and Budgetary Impacts: None.