1. Co-Contributors: 

2. This Proposal is Part of a Package: No

3. Course/Programs related to this Package:

4. Course Status: Launched
5. Subject/Abbrev: PHIL - Philosophy
6. Department: 560 - PHILOSOPHY - *Active*
7. School: 62 - ARTS & LETTERS - *Active*
8. Number: 0140
9. Suffix: 
10. Catalog Number: 
11. Full Title: Technology and Human Behavior
12. Abbrev. Title: TECH AND HUMAN BEHAVIOR
13. Variable Title: No
14. General Education:
   a. Proposed for General Education: Yes
   b. GE Fulfill: III - Lifelong Learning and Self-Development (Area E)
   c. If Not Approved GE, Still New Course: Yes
15. Special Course Designator: 
16. Cross Listed Courses: No
17. Campus: R - San Diego Campus
18. Description: Consequences of technology on our lives as integrated physiological, psychological, and social beings. Environmental problems associated with rapid development of technology. Responses to problems by various philosophers and writers.
19. General Text:
20. Course Hours Description:
21. Course Statement:
22. Proposed Start Year: 2019 Term: Fall
23. Variable Units: No
24. Units: 3.00
25. Mode of Instruction:

<table>
<thead>
<tr>
<th>Units</th>
<th>Staffing Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
<td>C- 2</td>
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<tr>
<td>0</td>
<td>C-</td>
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<tr>
<td>0</td>
<td>S-</td>
</tr>
</tbody>
</table>
26. Repeatable for Credit: No
27. Grading Methods: +LETTER (C/N OK)
28. Prerequisites: N/A
29. Resources:
   a. Faculty Resources
      - Describe Available Resources:
Can teach with existing faculty.

Describe Needed Resources:

b. Instructional Resources

Describe Available Resources:

No new institutional resources needed.

Describe Needed Resources:

30. Relationship of this Course to Total Educational Program of University:

a. What other course or courses (in your department and others) cover subject matter similar to proposed content?

Other: There are no other courses in the university covering the content of this proposed course. It's possible that some of the content could be included in the PHIL 329 Social Ethics, but it would be only a small fraction. A letter is not required since both the proposed course and PHIL 329 are in the department of philosophy.

PHIL 0329 - Social Ethics *Active*

b. Will this course replace a course now offered? No
   i. If yes, which course(s)?

b. Has this course been offered as a topics course? No
   i. If yes, which semester and year?

d. Is course being proposed in response to academic review or accreditation recommendations? No
   i. If yes, explain fully.

c. Does this course affect the STAR ACT? No
   i. If yes, explain fully.

31. Justification:

a. Need for course:

Currently there is no philosophy of technology taught on campus. From the printing press to the steam engine, technology has always been a powerful force for change, disrupting the way we do things and driving economic change in the modern age. What is new today is the sheer ubiquity of technology in our lives, the asymptotic pace of new innovation, and the scale of adoption. But technology also poses a threat, not only to the planet, which is obvious, but also, according to Heidegger, to our human existence (Dasein), transforming both how we live and also how we think. The General Education program at SDSU is meant to prepare students to succeed in an increasingly complex and rapidly changing world. This course aims to help students develop themselves with critical insight and self-understanding as integrated physiological, psychological, and social beings in the context of scientific and technological innovation, and environmental challenges.

b. Justify level of course (a justification for all 500-level courses is required by Graduate Council):

c. Justify Cr/NC only grading (if applicable):

d. Justify if no prerequisite(s) for 300 through 700 level courses:

32. Needs Met by Course:

a. Satisfies:
   i. Doesn't fulfill a specific requirement

b. Does this course affect a program? Yes

c. List courses for which this course will be required as a prerequisite:

d. Have Course Change proposals been submitted to make prerequisite changes? No

e. List which other departments or programs will use this course:

Course is a requirement for the recently proposed Science, Technology and Society major.

33. Required Student Course Materials:

a. Textbooks:

b. Manuals:

c. Periodicals:

d. Software:

e. Other:

f. Accessibility Materials: No

g. Accessibility
34. Writing Component (300 level courses or above):

35. Grading Standards:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm</td>
<td>25%</td>
</tr>
<tr>
<td>5-6-page essay</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
</tbody>
</table>

36. Graduate Student Requirements (500 level courses):

- a. For 500 numbered courses, specify any special assignments for graduate students:
- b. For 500 numbered courses, if grading standards and weights are identical for graduate and undergraduate students, please justify:

37. Student Learning Outcomes:

1. Outcome 1:
   - i. Interpret a significant body of classic and contemporary texts in the philosophy of technology.
   - ii. **Course Activity:**
     - Readings, lectures, discussions.
   - iii. **Assessment Strategy:**
     - Class quizzes, in-class exams, and 5-6-page essay.

2. Outcome 2:
   - i. Describe and explain major questions and traditions in the philosophy of technology.
   - ii. **Course Activity:**
     - Readings and lectures.
   - iii. **Assessment Strategy:**
     - In-class exams and 5-6-page essay.

3. Outcome 3:
   - i. Articulate, compare and contrast the socially responsible creation and uses of technology.
   - ii. **Course Activity:**
     - Readings, lectures, discussions.
   - iii. **Assessment Strategy:**
     - In-class exams and 5-6-page essay.

4. Outcome 4:
   - i. Analyze and discuss the nature of, value of, and challenges to technology as an intellectual and cultural institution.
   - ii. **Course Activity:**
     - Reading, lectures, and film.
   - iii. **Assessment Strategy:**
     - Class quizzes, in-class exams, and 5-6-page essay.

5. Outcome 5:
   - i. Relate their own particular lived experiences to universal philosophical concepts that illuminate the human relationship to technology.
   - ii. **Course Activity:**
     - Lectures and discussions.
   - iii. **Assessment Strategy:**
     - 5-6-page essay

38. Design and Conduct

- a. Include topics to be covered:
   - i. Introducing the philosophy of technology
   - ii. Historical background
   - iii. The autonomous status of technology
   - iv. Heidegger and technology
   - v. Women, eco-feminism, and technology
   - vi. Deep Ecology
   - vii. Technology as social practice
viii. Technology, knowledge, and power
ix. Cyberspace, cyborgs, and human nature

b. Approximate time in number of weeks:

i. 1

ii. 2

iii. 1

iv. 1

v. 1

vi. 1

vii. 1

viii. 3

ix. 2

39. General Education:

a. Section A:

i. Outline Selection:

   I. Communication and Critical Thinking
   II. Foundations of Learning
   III. Lifelong Learning and Self-Development (Area E)
       ☐ III. Lifelong Learning and Self-Development (Area E)
   IV. Explorations

   ii. Justify Classification:

      This course focuses on three areas of inquiry required for Area E: 1. Sociological: explores the ways in which culture and social structures shape the design and use of technology, and how technology in turn influences cultural and social experience. 2. Physiological: explores the ways in which technology: a) maintains/compromises a healthy body; b) enhances the body (prostheses); c) creates "docile bodies" (Foucault) through various disciplinary "techniques" (e.g., in the school, the clinic, prison, and military); d) alters the body through the modern and postindustrial labor process; e) extends the life of the body by postponing death indefinitely through biomedical research and interventions; f) shortens the life of the body through environmental decay and pollution; g) risks the wholesale destruction of the body by the threat posed by nuclear technology and weaponry. 3. Psychological: explores the ways in which technology transforms not only how only we live but also how we think, including the impact that ubiquitous, continual networking has on our cognitive processes, as well as the manner in which technology affects consciousness, emotions, and intelligence.

b. Section B:

   Lifelong Learning and Self-Development (Area E) - Lifelong Learning and Self-Development (Area E)

   Goal 1: Develop cognitive, physical, and affective skills to become more integrated and well-rounded individuals in society.

   Activity:

   Reading and in-class discussions in which students relate their own particular lived experiences to universal philosophical concepts that illuminate the relationship to technology.

   Assessment:

   Quizzes (announced and unannounced) to measure recall of key philosophical concepts. Midterm Final exam Construct well-reasoned, well-integrated essays based on philosophical research.

   Goal 2: Comprehend various behaviors conducive to physiological health and development.

   Activity:

   Reading and class discussions led by the professor addressing the ways in which technology negatively impacts physical health (e.g., pollution) as well as promotes health (e.g., medicine).

   Assessment:

   Midterm 5-6-page essay
Goal 3: Identify and apply strategies leading to psychological well-being.

**Activity:**
Discussion and problem-solving group exercises. Practice and development of critical and analytical skills associated with understanding how our interpersonal relations as citizens, consumers, patients, and workers are both stymied and promoted by technology.

**Assessment:**
5-6-page essay Final Exam

Goal 4: Develop strategies to be integrated physiological, socio-cultural, and psychological beings engaged in learning and self-development throughout their lives.

**Activity:**
In-class discussions in which students discuss scenarios drawn from the reading addressing the interaction of science and technology with human nature and the natural environment. They deliberate over the ways in which for better or for worse, technology alters our social relations as citizens, consumers, patients, and workers, and explore the multiple ways in which human beings can mitigate the pernicious effects of technology on their lives and as well as benefit from technology.

**Assessment:**
5-6-page essay

c. Section C:

i. **1. Construct, analyze, and communicate arguments.**
   **Course Work:**
   Reading, lectures, and and in-class discussion
   **Assessment:**
   Midterm Construct well-reasoned, well-integrated essays based on philosophical research. Final Exam

ii. **2. Apply theoretical models to the real world.**
   **Course Work:**
   Reading of assigned texts providing a wide range of arguments and perspectives on various topics.
   **Assessment:**
   Construct well-reasoned, well-integrated essays based on philosophical research.

iii. **3. Contextualize phenomena.**
   **Course Work:**
   Lectures provide insight into the historical, social, political, and cultural contexts of each topic under investigation.
   **Assessment:**
   Midterm Final Exam

iv. **4. Negotiate differences.**
   **Course Work:**
   
   **Assessment:**
   
   v. **5. Integrate global and local perspectives.**
   **Course Work:**
   
   **Assessment:**
   
Assessment:

vi.  □ 6. Illustrate relevance of concepts across boundaries.
    Course Work: 
    Assessment: 

vii. □ 7. Evaluate consequences of actions.
    Course Work: 
    Assessment: 

d. Section D:
   i. Forms of Communication: Lectures, in-class discussions, regular in-class quizzes, 5-6-page type-written essay.

e. Section E:
   i. Required For Majors: Yes

   Course is a requirement for the recently proposed Science, Technology and Society major.

f. Section F:
   i. GE Cultural Diversity Upper Division Only: No
   ii. Consider if Rejected: No