
Schedule of Activities for the Two-week Suspension of Classes

Science, Technology & Society

Week 1:

A. The Good Life

- Students will have a film viewing on “That Sugar Film”.
- They will work in groups of three for the task after individual viewing (Attachment A).

B. When Technology & Humanity Cross

- Reading assignment of the handout (Attachment B).
- Class activity: Debate (Attachment C).

Week 2:

C. Information Society

- Reading assignment of the handout (Attachment D).
- Group activity: Interview with elders (Attachment E).

NOTE:

- All discussions will be carried out virtually, through group chat in Messenger.

Prepared by:

SYLESIA KINIWAY – PANGESFAN

Course Instructor

Attachment A

A Reflection Paper on "That Sugar Film"

Instructions:

- Form groups with three members each. View the short film title *That Sugar Film*.
- Discuss among yourselves and report on how production and consumption of sugar affect your journey towards the good life.
- Answer the following question through a Reflection Paper: *How does unreflective consumption of good (in this case: sugar) affect human life?* Your paper should be a minimum of 2 pages.
- Place in short bond paper, use Bookman Old Style size 11, single space, 1" on all sides.
- Be guided by the following for your title:

A Reflection Paper on 'That Sugar Film'

By (your names)

STS - Schedule

(content of your paper)

Rubric: The table below shows the basis of grading your reflection paper.

Criteria	Description	Point Allotment
Focus/Main Point & Support	The discussion is focused and thoroughly explains the group's reflection on the question posed. It is also supported by examples and proper reasoning.	15
Organization & Format	Ideas are organized to build logical and coherent arguments.	5
Mechanics and Grammar	Uses correct grammar, spelling, punctuation throughout the discussion.	5
Highest Possible Score		25/25

Final Reminder: This will be submitted on or before March 24. Papers will be returned to those who did not follow instructions.

Attachment B

Reading Assignment When Technology and Human Cross

Why the future doesn't need us?

In April 2000, William Nelson Joy, an American computer scientist and chief scientist of Sun Microsystems, wrote an article for Wired magazine entitled, 'Why the future doesn't need us?' In his article, Bill Joy warned against the rapid rise of new technologies. He explained:

"The 21st-century technologies - genetics, nanotechnology, and robotics (GNR) - are so powerful that they can spawn whole new classes of accidents and abuses. Most dangerously, for the first time, these accidents and abuses are widely within the reach of individuals or small groups. They will not require large **facilities or rare raw materials. Knowledge alone will enable the use of them**" (Joy, 2000).

He argued that robotics, genetic engineering, and nanotechnology pose much greater threats than those that have come before. He particularly cited bot's ability to self-replicate, which could quickly get out of control. In the article, he cautioned humans against overdependence on machines. He specifically stated:

"If the machines are permitted to make all their own decisions, we can't make any conjectures as to the results, because it is impossible to guess how such machines might behave. We only point out that the fate of the human race would be at the mercy of the machines. It might be argued that the human race would never be foolish enough to hand over all the power to the machines. But we are suggesting neither that the human race would voluntarily turn power over to the machines nor that the machines would willfully seize power. What we do suggest is that the human race might easily permit itself to drift into a position of such dependence on the machines that it would have no practical choice but to accept all of the machines' decisions."

Joy also voiced out his apprehension about rapidly increasing computer power. Joy's worry is that computers will eventually become more intelligent than humans, thus ushering societies into dystopian visions, such as robot rebellion. To illuminate his concern, Joy drew from Theodore Kaczynski's book, "Unabomber," as follows:

"Kaczynski's dystopian vision describes unintended consequences, a well-known problem with the design and use of technology, and one that is clearly related to Murphy's law - 'Anything that can go wrong, will.' Our overuse of antibiotics has led to what may be the biggest such problem so far: the emergence of antibiotic-resistant and much more dangerous bacteria. Similar things happened when attempts to eliminate malarial mosquitoes using DDT caused them to acquire DDT resistance; malarial parasites likewise acquired multi-drug-resistant genes."

Since the publication of the article, Joy's arguments against 21st-century technologies have received both criticisms and expression of shared concern. His critics dismissed Joy's article for deliberately presenting information in an imprecise manner that obscures the larger picture or state of things. For one, John Seely Brown and Paul Duguid (2001), in their article "A Response to Bill Joy and the Doom-and-Gloom Technofuturists," criticized Joy's failure to consider social factors and deliberately just focusing on one part of the larger picture. Others go as far as accusing Joy of being a neo-Luddite, someone who rejects new technologies and shows technophobic leanings.

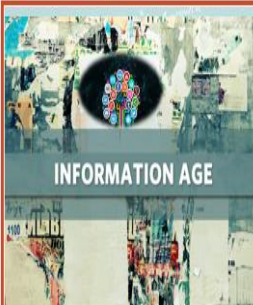
Attachment C

Class Activity: Debate

Mechanics of the Activity

- The class will be divided into 4 groups.
- Two groups (1 – affirmative and the other negative) will debate on the statement/question:
 - The future does not need humans. Robots can do all the work for man.
- The other two groups will debate on the statement/question:
 - Is Google making us stupid?
- Each member of the group will be given time to gather readings on their respective topic.
- The debate/discussion will commence on a date and time which will be specified in the group chat.

Attachment D



Learning Outcomes:

1. Determine the human and social impacts of the developments in the information age.
2. Discuss the evolution of technology from the ancient times up to the present; and
3. Illustrate how social media have affected their lives.

INFORMATION AGE

1

★



2

★

INFORMATION AGE

- Do they all provide information or just noise?
- More voices are trying to get our attention but how can we be sure that they share knowledge and the truth?

3

★



Sumerian Civilization
CUNEIFORM

Egyptian Civilization
PAPYRUS PAPER

Roman Civilization
BOUND BOOK / CODEX

4

★

INFORMATION

- A word is a combination of sounds that represents something. It is this significance which makes words distinct from just any kind of vocal utterance. Words are made up of sounds and yet they transmit something more significant. They transmit a message.
- The words are "informed" because they carry "information" (Chaisson, 2006; Ben-Naim, 2015). Words are informed with meaning given by the speaker and intended for the listener.

5

★

INFORMATION AGE

- The Information Age began around the 1970's and still going on today. It is also known as the Computer Age, Digital Age or New Media Age.
- This era brought a time period in which people could access information and knowledge easily.

6

★

The Printing Press and Beyond

- The **PRINTING PRESS** is a device that allows for the mass production of uniform printed matter, mainly text in the form of books, pamphlets and newspapers. Created in China, the printing press revolutionized society there before being further developed in Europe by Johannes Gutenberg.



7

★

The WORLD WIDE WEB

- The World Wide Web (WWW) is a system of interlinked, hypertext documents that runs over the Internet. With a Web browser, a user views Web pages that may contain text, images, and other multimedia and navigates between them using hyperlinks.
- The Web was first created around 1990 by Sir Tim Berners-Lee working at CERN (European Organization for Nuclear Research) in Geneva, Switzerland. As its inventor, Berners-Lee conceptualized the Web to be the Semantic Web where all its contents should be descriptively marked-up.

8

★

Impacts of the Information Age

- The Information Age brought about many new inventions and innovations. Many communication services like texting, email and social media developed and the world has not been the same since.
- People learn new languages easier and many books have been translated into different languages, so people around the world can become more educated.
- But there are people in the world that believe they can live their entire life through the Internet. Also, huge criminal organizations rely on hacking into government systems and obtaining confidential information to continue their way of life.
- Jobs have also become easier, and some jobs can even be done from the comfort of your own home.

9

★

FAKE NEWS



10

★

Caesar Cipher

ABCDEFGHIJKLMNOPQRSTUVWXYZ
BCDEFGHIJKLMNOPQRSTUVWXYZA

I know you.
J lopx zpv.

11

★

Attachment E

At the end of this lesson, you should have been able to:

1. Determine the human and social impacts of developments in the information age;
2. Discuss the evolution of technology from the previous decades up to the present from the perspective of elders; and
3. Illustrate how social media have affected your lives.

TASK 1 (Interview)

- Each member of the group will interview one elder who must be 60 years old or older. Ask them the following questions: (You can ask them in the dialect)
 - What were the technologies that existed when you were young?
 - How have these technologies evolved from when you were young up to this time?
 - How has the technologies affected your way of living/ the community's way of living?
 - If you were to choose, would you choose to live at present with all the technologies or at the past when technologies were limited?
 - **Important NOTE:** *You may ask the elders in your household to avoid movement and interaction with other members of your community.*

TASK 2 (Think-Quad-Share)

- Reflect individually first on the question: *What are the human and social impacts of developments in the information age?*
- Then, interact with your group to discuss as a group your individual reflections.
- Answer comprehensively the question as a group.

TASK 3 (Reflect – Quad – Share)

- Individually, go on a day without any form of technology.
- At the end of the day, reflect on your experience and answer the question: *How has social media affected my life?*
- Then, meet with your group again and discuss your experiences.
- Answer comprehensively the question (How has social media affected our lives? *You can cite the advantages and disadvantages or the good and bad effects; *Can you live without social media?) as a group.

NOTE:

- Present all answers in a cohesive manner. Answers should also be discussed comprehensively.

WHAT TO SUBMIT & PRESENT ON March 31, TUESDAY:

- I. Results of your interview with the elders. Take pictures of your interview and your group brainstorming.
- II. Results of Task 2. Discuss your answer to the question based on your group discussion.
- III. Results of Task 3. Narrate your experiences on the day without technology. Discuss your answer to the question/s based on your group discussion.
- Assign one representative on March 31 to present the summary of your answers per task.

INSTRUCTIONS:

- Place your work on short bond paper, use font Bookman Old Style size 11, with 1" on all sides.
- Place the following as your activity title:

Activity Report on Information & Its Impact to Us and the Community
Group Members
STS – Your Schedule

- I.
then continue until part III.