

**SCLA 102 Transformative Texts: Critical Thinking & Communication II: Modern World**

**“Technology, Great Power, and Its Responsibilities”**

Spring 2022

Tuesday and Thursday, 4:30 – 5:45 pm, Beering Hall 1254

**Professor Swati Srivastava** (pronounced Shri-VAS-tuv)

Department of Political Science

Email: [srivas70@purdue.edu](mailto:srivas70@purdue.edu)

Office Hours: Thursdays, 1–3 pm, on Zoom (link on Brightspace)

**COURSE DESCRIPTION**

SCLA 102 is based on the fundamental premise that great texts – whether famous speeches, essays, or poetry as well as film and digital media – inform and inspire students, encouraging their creative and imaginative capacities, helping students see the world from different perspectives and broadening their worldview. In this class, we will examine a series of texts (including digital media) seeking to understand the contexts in which these texts were produced as well as what these texts mean to us today.

SCLA 102 is part of Level I of the Cornerstone certificate program. It fulfills the Oral Communication requirement in the University Core Curriculum. It is dedicated to developing and enhancing the ability of students to convey information through oral presentations, advancing their understanding of the importance of rhetorical situations and choices, analyzing and constructing presentations for different audiences, gathering and evaluating sources for presentations and using visual aids effectively.

This particular course will consider the theme of “Technology, Great Power, and Its Responsibilities.” We will read classic literature of the use and abuse of great power (George Orwell), latest research on the power of Big Tech (Shoshana Zuboff) along with political and social theory that places these works in context (Hannah Arendt and Michel Foucault). Through these transformative modern texts, you will ask: What makes for great power? How is technology expressed as great power? What are the responsibilities of great power? How do people hold great power responsible?

## LEARNING OUTCOMES

### Oral Communication

By the end of the semester, students will:

1. Demonstrate effective, professional delivery, designing and adapting appropriate verbal appeals through vocal intonation and non-verbal cues.
2. Distinguish and apply appropriate informative, persuasive, explanatory, interrogatory and argumentative strategies and techniques in the discussions and in formal presentations.
3. Organize presentations with effective supporting materials.
4. Locate and evaluate effective sources of information.
5. Engage critically with transformative texts, drawing on multiple perspectives, including the individual, the historical, and the contemporary.

### REQUIRED BOOKS

There are four required books. You must purchase (not rent) the exact edition listed here.

1. *Nineteen Eighty-Four*, George Orwell (Penguin Random House 2003, 4<sup>th</sup> edition with foreword by Thomas Pynchon) ISBN: 978-0452284234
2. *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power*, Shoshana Zuboff (Public Affairs 2019) ISBN: 978-1610395694
3. *Eichmann in Jerusalem: A Report on the Banality of Evil*, Hannah Arendt (Penguin Classics 2006, 1<sup>st</sup> edition with Introduction by Amos Elon) ISBN: 978-0143039884
4. *Power/Knowledge: Selected Interviews and Other Writings 1972-1977*, Michel Foucault (Vintage 1980, 1<sup>st</sup> American edition) ISBN: 978-0394739540

There is one recommended book. I will provide excerpts for you, but you may also purchase or rent if that is your preference.

1. *Oral Communication: Skills, Choices, and Consequences*, Kathryn Sue Young and Howard Paul Travis (Waveland Press 2018, 4<sup>th</sup> Edition) ISBN: 978-1478635796

### REQUIRED VIDEOS

1. *The Art of Public Speaking: Lessons from the Greatest Speeches in History* (Lectures available on Kanopy, linked on Brightspace)

## COURSE REQUIREMENTS

This is a reading-heaving class with 130 pages assigned every week. But you will read some of our best modern writers and engage with the most profound ideas about social existence.

<i>Assignment</i>	<i>Weight</i>	<i>Due</i>
Oral Presentations:		
<i>Product Pitch:</i>	15%	Week 4
<i>Privacy Policy:</i>	20%	Week 11 *with a partner
<i>Political Campaign:</i>	25%	Weeks 15-16
Participation:		
<i>Discussion:</i>	20%	Every class
<i>Reading Posts:</i>	20%	Weeks 2, 3, 5, 6, 7, 8, 13, 14

### *Discussion:*

The course is driven by discussions rather than lectures. In addition to maintaining regular attendance, come well-prepared: keep up with the readings, have a hard copy of the books, and contribute to the conversation.

### *Oral Presentations:*

You will deliver three oral presentations. The first will be a 3-minute presentation pitching a new product seeking investment. The second will be a 5-minute presentation with a partner on suggested changes to the privacy policy of an assigned company. The third will be a 4-minute presentation launching a political campaign that critiques some aspect of modern technology and proposes a solution. Detailed rubrics for each presentation will be made available.

### *Reading posts:*

For most weeks we have assigned reading, you will post reading responses on Brightspace *by 10 am the day of class* (you will be assigned whether you post on Tuesday or Thursday). There are 8 reading posts in total. You *may skip one post* without penalty. The posts must be 200 words and respond to the question for that week (posted on Brightspace). I will use the posts to guide class discussion, so be ready to elaborate.

## GRADING

Guidelines for grading correspond to student performance where,

- A — Outstanding achievement
- B — Very good, commendable achievement
- C — Satisfactory achievement
- D — Minimum performance
- F — Failure without credit

Letter grades will be determined as follows:

A = 100 - 93%

A - = 92.5 - 90%

B+ = 89.5 - 87.5%

B = 87 - 83%

B- = 82.5 - 80%

C+ = 79.5 - 77.5%

C = 77 - 73%

C- = 72.5 - 70%

D+ = 69.5 - 67.5%

D = 67 - 60%

F = 59.5% and below

## POLICIES

1. No use of laptops, tablets, or phones allowed during class.
2. Class communication will be through your Purdue email, which I expect you will check at least once a day.
3. I will do my best to respond within 24 hours to your emails, except after 6 pm and on weekends. If you do not hear from me, feel free to check in.
4. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at [drc@purdue.edu](mailto:drc@purdue.edu) or 765-494-1247.
5. Thoroughly cite all paraphrased and quoted material in your reading posts and written speeches. You are responsible for knowing Purdue's policy regarding [academic integrity](#).
6. Be mindful of Purdue's [honor pledge](#) and give others the same respect you would like to receive in our classroom.
7. The syllabus is subject to change with fair notice.

### *Attendance*

The university is operating under standard academic regulations regarding attendance. You are allowed to miss *two* classes unexcused. Under academic regulations, excused absences may be granted for cases of grief/bereavement, military service, jury duty, and parenting leave. If other situations arise that affect your attendance in a prolonged manner, we can explore options to get you on track.

When absences can be anticipated, such as for many University-sponsored activities and religious observations, you should inform me in advance. For unanticipated or emergency conflict, when advance notification is not possible, you should contact me as soon as possible. You may also contact the Office of the Dean of Students ([email](#) or 765-494-1747).

### *COVID-19*

If you have symptoms associated with COVID-19, you must isolate and contact the [Protect Purdue Health Center](#). If you must miss class at any point during the semester, please reach out to me via email so that we can communicate about how you can maintain your academic progress. If you find yourself too sick to progress in the course, notify me and we

will make arrangements based on your particular situation. Please note that, according to [Details for Students on Normal Operations for Fall 2021](#) announced on the Protect Purdue website, “individuals who test positive for COVID-19 are not guaranteed remote access to all course activities, materials, and assignments.”

## COURSE SCHEDULE

❖ Indicates required reading *for* that class

WEEK ONE	
1/11	❖ This syllabus
1/13	❖ 1984, Pages 1-71
WEEK TWO	
1/18	❖ 1984, Pages 71-139
1/20	❖ 1984, Pages 139-204
WEEK THREE	
1/25	❖ 1984, Pages 205-269
1/27	❖ 1984, Pages 269-323
WEEK FOUR	
2/1	<b>Oral presentation #1: Product Pitch</b>
2/3	<b>Oral presentation #1: Product Pitch</b>
WEEK FIVE	

2/8	❖ <i>Surveillance Capitalism</i> , Pages 3-62
2/10	❖ Video: <i>In the Age of AI</i> (PBS Frontline)
<b>WEEK SIX</b>	
2/15	❖ <i>Surveillance Capitalism</i> , Pages 63-127
2/17	❖ <i>Surveillance Capitalism</i> , Pages 128-194
<b>WEEK SEVEN</b>	
2/22	❖ <i>Surveillance Capitalism</i> , Pages 197-231
2/24	❖ <i>Surveillance Capitalism</i> , Pages 232-253
<b>WEEK EIGHT</b>	
3/1	❖ <i>Surveillance Capitalism</i> , Pages 254-291
3/3	❖ <i>Surveillance Capitalism</i> , Pages 292-327
<b>WEEK NINE</b>	
3/8	❖ <i>Surveillance Capitalism</i> , Pages 351-397
3/10	❖ Video: <i>The Art of Public Speaking</i> , Episode 6 (“Use the Power of Three”) ❖ Video: <i>The Art of Public Speaking</i> , Episode 7 (“Build a Logical Case”)
<b>WEEK TEN</b>	
3/15	No class: Spring break

3/17	No class: Spring break
<b>WEEK ELEVEN</b>	
3/22	<b>Oral Presentation #2: Privacy Policy (with a partner)</b>
3/24	<b>Oral Presentation #2: Privacy Policy (with a partner)</b>
<b>WEEK TWELVE</b>	
3/29	❖ Video: <i>The Art of Public Speaking</i> , Episode 11 (“Change Minds and Hearts”)
3/31	❖ Video: <i>The Art of Public Speaking</i> , Episode 12 (“Call for Positive Action”)
<b>WEEK THIRTEEN</b>	
4/5	❖ <i>Eichmann in Jerusalem</i> , Pages 3-55
4/7	❖ <i>Eichmann in Jerusalem</i> , Pages 56-111
<b>WEEK FOURTEEN</b>	
4/12	❖ <i>Eichmann in Jerusalem</i> , Pages 112-150; 234-252
4/14	❖ <i>Power/Knowledge</i> , Pages 37-62
<b>WEEK FIFTEEN</b>	
4/19	❖ <i>Power/Knowledge</i> , Pages 146-165
4/21	<b>Oral presentation #3: Political Campaign</b>

<b>WEEK SIXTEEN</b>	
---------------------	--

4/26	<b>Oral presentation #3: Political Campaign</b>
------	---

	<b>Oral presentation #3: Political Campaign</b>
--	---

4/28	<b>Oral presentation #3: Political Campaign</b>
------	---

	<b>Oral presentation #3: Political Campaign</b>
--	---



**SCLA Oral Presentation Rubric**

	Poor	Average	Good	Excellent
<b>Introduction</b>				
How well did the beginning grab the audience’s attention?				
How effectively did the speaker introduce the topic?				
<b>Body</b>				
How effectively did the presentation flow? Was the body well organized?				
How well did the presentation utilize credible supportive evidence? Were there sufficient details (explanations, examples, illustrations, etc.) to support the principal ideas of the presentation?				
Was the central message clear? Was there a clear main point/thesis/“take away” that was easy to identify?				
<b>Conclusion</b>				
How well did the speaker bring the presentation to an end?				
<b>Delivery</b>				
How effective was the speaker’s eye contact?				
How effective was the physical delivery? (posture, gestures, distracting movements, movement)				
How effective was the verbal delivery? (tone, rate, volume, vocal fillers)				
How well did the speaker use language (vocabulary, terminology if applicable, sentence structure)? Was the language appropriate for the audience and did it support the effectiveness of the presentation?				
<b>Additional criteria:</b>				

Adapted from AAC&U VALUE Rubric for Oral Communication