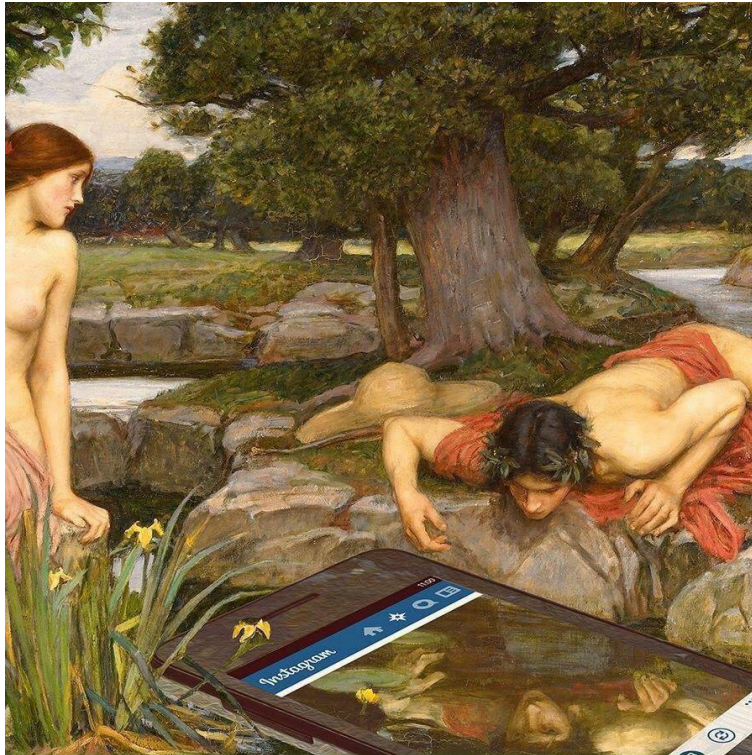# Philosophy of Media and Technology
PHIL 4920/5920 TUESDAYS 5-7:50 P.M.

Course Description: As we are constantly reminded, we live in an ever-accelerating "Information Age," an era of rapidly shifting images and voluminous data. This is an age of apps, algorithms, and robots where social media and identity become increasingly difficult to disentangle. What is "knowledge" and "truth" in such an environment? What is "wisdom"? What is morality in this shifting technological era? What does it mean to be "human" and to live a meaningful life? Finally, what challenges are posed to our public life, our democracy? To pursue these questions, this course will investigate key approaches to the philosophy of technology and media along with critiques and alterations of those approaches.

COURSE OBJECTIVES: Ideally, by the end of this course students should gain the following skills:

Familiarization. Gain a good sense of what is at stake in issues of course.
Comprehension. Comprehend the arguments offered by various philosophers.
Critical analysis. Criticize those arguments by pointing out where they lack evidence, make an unreasonable leap, hold a false assumption, etc.
Demonstration of the above through writing.
Verbalization. Summarize and criticize a philosophical position, without notes, using your own words.
Conversation and Debate. Be able to discuss issues in a focused and informed way with others in the class. This will involve listening closely to their points, then responding in a way that moves the discussion ahead.

TEXTS

REQUIRED Physical Texts: Available at Tivoli Station bookstore and, if you desire, online (see, for example, http://used.addall.com). If you buy your book online, make sure (1) that it is the correct edition, and (2) that you have it in time for class.

1. *Amusing Ourselves to Death* by Neil Postman; Publisher: Penguin Books; (November 1, 1986); ISBN: 0140094385

2. *Technopoly: The Surrender of Culture to Technology* by Neil Postman, Vintage Books, 1993; ISBN: 0679745408

3. *Reclaiming Conversation: The Power of Talk in a Digital Age* by Sherry Turkle

REQUIRED Online Texts: Readings and resources will be posted on CANVAS.
1. UCD Canvas site https://ucdenver.instructure.com (CANVAS)

NOTE: YOU MUST PRINT OUT ANY REQUIRED ONLINE READING AND BRING IT TO CLASS.

Canvas/Website: There are two online sites related to this course. **Familiarize yourself with them right away**. Both will offer you access to information about the course such as study questions, announcements, grades, extra credit assignments.

1. The first and most important one is our course Canvas site: https://ucdenver.instructure.com/. On this page are LOGIN INSTRUCTIONS. Please make sure you enroll right at the beginning of the class.
2. The second site is my home page at http://www.davidhildebrand.org. Here there are a variety of general study tips and resources in philosophy.

Readings: **It is expected that you have done the readings before we discuss them**. As you read, copy out important points and questions you have onto a separate sheet of paper. (These will help you with your short reflection papers.) You may also want to note problem passages (e.g., with a "?" or "Q.") in your text as you read. These are good points for class discussion. **You should come to each class able to discuss the main issues of the reading and you could be asked during class to present the main points to the class**. If I find people are not prepared, I will start giving quizzes to test basic understanding. Your well-prepared participation is crucial for a successful class. Please see the tips section of my website.

Very important: please set aside about 10 minutes shortly before class to look back over (skim-review) the readings and whatever you have written for that day.

COURSE REQUIREMENTS/EVALUATION: **Max. points possible:**

1000 points

(1) Participation (including presentation of short writings)	130 points
(2) Short Writings (8 total) the next 4 by May 7)	160 points (4 must be done by March 19;
(3) Technology journal NOON on May 14)	160 points (due rough: May 7, Final by
(4) Exam #1 Maximum length: 1250-1750 words	250 points (Due in class, March 5)
(5) Exam #2 GRADUATE students: 2500-3250 words UNDERGRADUATE students: 2000-2500 words	300 points (due: NOON, May 14)

Graduate students: besides the different length exams for exam #2, expectations will be set at a higher level than undergraduates. If you have questions about this, please let me know.

Grades: There are 1000 possible points for this class. I use the plus/minus system. An "A" will be a body of work achieving at or above 930 points; an "A-" will be 900-929 points; a "B+" is 870-899 points, etc. Values for those letters, as well as the policies regarding other grades such as Incomplete, are available in the CU Academic Policies and Regulations section of the handbook. I have set out my standards of what a grade means on my FAQ section of my website.

Attendance: Attendance is required. Because each class is equal to a **week** of material, only one *unexcused* absence over the course of the semester is permitted without penalty. Each additional absence will lower your final course grade, approximately 60 points per absence. (E.g., having a total of two unexcused absences would lower a cumulative 900 point course average by 60 points [because the first absence is "free"] to 840—effectively a reduction from an A- to a B — and then each additional absence would take 60 more points off. And so on.) An *excusable* absence is a medical illness or emergency that is completely unavoidable. It is the student's responsibility to talk to me about excusable absences ASAP.

(1) Participation/Presentation/Quizzes: Course participation grades are not automatic. They are based on oral contributions to the collective learning experience of the class as a whole in terms of asking pertinent questions, answering questions correctly or, at least, provocatively, making insightful observations, and offering other meaningful expressions of interest in the material that help encourage learning. Shyness is not an excuse—oral participation is part of your evaluation. There will be ample opportunity for active and well prepared participation, which I value.

I will measure your participation by a variety of components: informed dialogue, presentation of your short papers in class, participation in any group work, and your performance on any quizzes. **It is possible, but not certain, that there will be comprehension quizzes given during the semester.** These may be given in class or online. The point of them is to help give you a "reality check" on how well you're understanding significant issues in the class. Poor performance on quizzes will subtract from your final grade.

Important: part of this grade will be determined by your presentation of your **short writings (see below)**: when called upon in class, you must demonstrate that you know what you wrote and why you wrote it; in other words, show clarity of thought, effective communication, and ability to field questions on your paper will all contribute to the participation portion of your grade. (I suggest looking over your short papers briefly before class to prepare.)

(2) SHORT WRITINGS (**8** total) The purpose of these assignments is to help you clarify your understanding of the readings and to help you think critically about the issues. **Follow these instructions carefully, please.**

WHAT to write on short/critical reaction papers:

- Short papers should be: 250-350 word, typewritten reactions or questions about some specific issue which you find compelling in the readings. Your paper must not simply sum up the reading or repeat points made there. (I.e., **no book reports**, please.) Rather, you must try to raise a question or discuss some original insight. You may use these papers to demonstrate your application of a concept/idea in the readings to an experience you have making or experiencing art, but the connection to the reading must be significant (and not a mere "jumping off" point. **See the website link "Writing short, critical papers" for further hints** about how to write a good paper.

  - The first paragraph should state in 1-2 sentences a summary of what the paper is about.

  - Only papers written on a reading or topic that will be discussed in the class immediately coming up are acceptable.

WHEN to write short papers:

- You must do 8 critical papers total and you may not hand in more than one paper on the same date. **FOUR papers must be done by the course midpoint, March 19. Students who have not done 4 papers by this point will only be permitted to do 4 more papers.**

- Must be handed in and presentable in class. In other words, you must come to class for a paper to be accepted.

GRADING on short papers

- Grade: This will be a "graded" assignment only in a loose sense; in other words it will be either S-satisfactory (full credit or 20 points) or U-unsatisfactory (half credit or 10 points). A zero (0) will be awarded if nothing (or next to nothing) is turned in.

- TWO MAKE-UPS: If you get a Unsatisfactory on up to two papers, you may revise and resubmit them. The old grade will be dropped in favor of the revised paper's grade.

(3) **Technology Journal:** Over the course of the semester you will keep a journal on your ongoing relationship to technology in your daily life. The journal will be made up of will include two main assignments. Journals will be graded. Excellent entries will go into detail about the experiences and try to link those details to larger conclusions about the role of these technologies in your life.

A. Doing without. Choose 2 different technological objects you know are central to your life. In other words, 2 things which you use everyday (or almost everyday) to accomplish some activity (work or recreation, up to you). This could be small, like an iPod, laptop, or phone; it could be larger, like a microwave or television. Now, do the following: for each of these technologies give it up for three days--turn it off, put it away, avoid it, whatever it takes. Next, take notes each day about what it was like to do without it. Describe:

(a) what it felt like to go without it,
(b) whether you found some other substitute for the functions of the device (don't just borrow someone else's iPod!) or what you did in the space that habit had been taking up; finally,
(c) record any insights you had about why you had formed an attachment to that technology in the first place.

Summarize these notes and type them up for each technology. Each set of notes should be a minimum of 1000 words. (2000 words total for this assignment.)

B. Alone together. People everywhere these days are on their phones, iPods, etc. For 7 days this semester, take note-- all day long--of the ways in which you notice people connected to devices in public spaces. (These should be days you are not home or alone most of the day!). Make sure each date recorded includes date, places observed, and duration of observation.

As you observe people, try to notice:
- *The ways* people are isolating from public spaces. (Are they on the phone with their mom? On Facebook in a lecture? etc.)
- *When* people are isolating themselves from public spaces?
- What *motivation* you think people have for disconnecting (e.g. to avoid the boredom of a long line, to contact their friends, etc.) Try not to speculate--if there are no clues as to why people are isolated, don't just guess wildly.
- Whether their isolation causes any practical, social, ethical *problems*. (E.g., did they miss their bus? Were they rude to another student? Did they disrespect a waiter trying to serve them? Etc.)
- What effects do phones have on ***conversation***? Do they shorten them, interrupt them, prevent them, etc.? Look carefully and document what you observe.

Summarize these notes and type them up for each technology. The notes should be a minimum of 1300 words.

(4&5) **Longer Exams**: There will be two longer exams required for this class. They will likely be take home, but may contain an in class portion. They will likely contain a mixture of shorter and longer parts, as well as objective and essay formats. NO late exams without prior and absolutely justified permission. You may email me at any time to discuss your progress on ALL papers/assignments or we can discuss them in office hours. **Only hard/paper copies will be accepted. I will not print out papers for you nor accept electronic copies as a way of meeting the deadline.**

University Deadlines and Registrar Policies
For relevant university deadlines and procedures (such as the last day to withdraw from a course) as well as academic support sites, please see this website: **https://clas.ucdenver.edu/facultystaff/sites/default/files/ attachedfiles/student_services_and_calendar.pdf**

Course Policies

Plagiarism/ Academic Dishonesty *Plagiarism* is a form of stealing. It occurs when an author uses the words or ideas of others as if they were the author's own original thought. (It may include word-for-word copying, interspersing one's own words with another's, paraphrasing, inventing or counterfeiting sources, submitting another's work as one's own, neglecting quotation marks on material that is otherwise acknowledged.) Plagiarism is often unintentional. It can be avoided by always acknowledging one's debt to others by citing the exact source of a quotation or paraphrase. Since plagiarism is such a serious violation of academic honesty, the PENALTY for it will be an AUTOMATIC F FOR THIS COURSE.

Academic dishonesty is the intentional disregard of course or university rules. This may include (but is not limited to) collaborating with others when rules forbid or using sources/experts not permitted by an assignment. The CU handbook has a more complete description of plagiarism and academic dishonesty.

Access, Disability, Communication: The University of Colorado Denver is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS), 177 Arts Building, phone (303) 315-3510, fax (303) 315-3515. I will be happy to provide approved accommodations, once you provide me with a copy of DRS's letter. [DRS requires students to provide current and adequate documentation of their disabilities. Once a student has registered with DRS, DRS will review the documentation and assess the student's request for academic accommodations in light of the documentation. DRS will then provide the student with a letter indicating which academic accommodations have been approved.]

Students called for military duty: If you are a student in the military with the potential of being called to military service and /or training during the course of the semester, you are encouraged to contact your school/college Associate Dean or Advising Office immediately.

Course Communication: In addition to announcements made and written handouts distributed in class, I may need to contact you between classes, which I'll do through individual and group email messages. **One of the requirements for this course is that you maintain an email address, check it regularly for messages, be sure it is working, and let me know if you change your email address.** You are responsible for any messages, including assignments and schedule changes, I send you via email. You also may contact me via email, in addition to seeing me during office hours or calling me.

Civility and Technology: Turn off cell phones during class. Text messaging, web surfing, and other electronic distractions may result in expulsion from class and will be counted as an absence and against the class "participation" grade. **Students who are speaking deserve your attention and respect as much as I do. Listen to one another**. Adherence to the Student Conduct Code is expected.

Contact Information and Office Hours

Phone : 303-315-7218   **Canvas course site:** ucdenver.instructure.com
E-mail:david.hildebrand@ucdenver.edu   **Additional website**: davidhildebrand.org
Office: Plaza M108   **Hours** T 3:30-4:30 p.m. or by appointment.

Purpose of office hours: I *strongly* encourage you to participate by dropping by during office hours. We can talk about the class readings and lectures, exams and papers, your progress, or just philosophy in general. Note: If you are a student with a disability, I will make myself available to discuss appropriate academic accommodations. Before accommodations will be made, you may be required to provide documentation.

Students with disabilities will be accommodated. Students with disabilities are required to register disabilities with the UCD Disability Services Office, and are responsible for requesting reasonable accommodations at the beginning of the term.

NOTE: ALL COURSE REQUIREMENTS SUBJECT TO CHANGE AT DISCRETION OF THE INSTRUCTOR.

Course Schedule: Readings and Assignments

All readings are required unless noted as "recommended." All readings will come either (a) from 1 of the 3 books listed for course (2 by Postman, 1 by Turkle) or (b) online on Canvas. Look for it by its title. I will attempt to put readings in the order we will get to them. **Assignments and due dates in RED.**

Note: This is a rough schedule. Subject to revision. I will let you know in each class if something different is coming up.

Tuesday   1/22   Introduction to course

NOTES: Introduction to one another, class, syllabus. Discussion about what we take technology to be and the various meanings it has for us. IN CLASS FILMS: Short clip from Curb (Larry's invisible cell phone); Neil Postman on the rise of the Internet, TED talks by Zeynep: https://www.youtube.com/watch?v=iFTWM7HV2UI and Rushkoff: https://www.youtube.com/watch?v=wa48ky3TXhE

Tuesday   1/29   What Is Technology? What Is The Philosophy Of Technology?

Readings: Prefatory readings: (a) "Philosophy of Technology entry from Encyclopedia of Philosophy Waks Mitcham" (b) "Scharff_Dusek INTRODUCTION Philosophy of Technology"; (c) "Ch 1 History of Technology Companion Philosophy Technology Misa" (d) "Ch 2 Definitions of Technology Companion Philosophy Technology Li-Hua.pdf"

Philosophical readings: (a) "Drengson Four Philosophies of Technology" by Drengson; (b) "Mumford Technics Nature of Man.pdf" by Mumford
NOTES: The prefatory readings are short and can be skimmed. They're meant to provide us with a quick overview of the various aspects of technology as historical fact, terminology, and field of philosophic analysis. The denser readings — by Drengson and Mumford — are more invested attempts to provide a philosophic "take" on technology and values.

Tuesday   2/5   Technology and the Social Order

Readings: Postman, *Technopoly*, Introduction, Chapters 1, 2, 3. Postman, *Amusing Ourselves to Death*, Forward, Chapters 1, 2, 3, 4, 5

NOTES: Postman writes in the style of a "jeremiad" (somewhat elevated tone, warning about impending troubles), but he makes excellent points along the way and is transparent about what he values and why. These readings will help place the issues of technology in a larger humanistic and cultural framework and we'll return to Postman at the end of the course.

Tuesday   2/12   Technology and the Social Order 2

Reading: (a) "Ellul Technological Order" by Ellul and (b) "Winner Techne and Politeia" by Winner

Recommended: "Ellul_Biography" and a short video where Ellul describes the difficulty of responsibility in a technological society: https://www.youtube.com/watch?v=K2ZDZya3fS0

Recommended: "Preface" and "Introduction" from *The Whale and the Reactor*

NOTES: Ellul and Winner are both important for defining the early contours of the philosophy of technology field. They emphasize the way technique itself — not just the artifacts which comprise "technology" — shape our society, including our morality and our politics.He

Tuesday   2/19   Phenomenology of Technology: Heidegger 1

Readings: (a) Heidegger: "Heidegger Question Concerning Technology and The Turning" (b) Borgmann on Heidegger: "Borgmann Technology Chapter Blackwell_companion-heidegger"

NOTES: Heidegger is, in many ways, the "Plato" of the philosophy of technology — everyone must read him, discuss him, react to his approach. He is profound and very difficult, so we will take our time trying to understand his view. This will pay off for the rest of the semester. Heidegger sees technology implicated in a whole new way of being in the world--a new way of being a human being.

Tuesday   2/26   Phenomenology of Technology: Heidegger 2

Readings: (a) Review Heidegger and Borgmann readings from last week. (b) "Scharff_Dusek_Introduction_to_Heidegger_Philosophy_of_Technology"

NOTES: We'll continue to parse Heidegger. We will be helped greatly by the added introductory piece here. For additional help, jump down on the reading list and take a look at a future, required reading from April 9th, namely Verbeek, *What Things Do*, Chapter 2.

Tuesday   3/5   Neo-Heideggerian Philosophy of Technology: Borgmann 1

Readings: (a) Borgmann: from *Technology and the Character of Contemporary Life*: 1-12; 33-48; 48-68; 101-107; 124-143, 196-210 (Download files with titles starting with: 1 Borgmann, 2 Borgmann, 3 Borgmann , 4 Borgmann , 5 Borgmann)

Recommended: "Work and Labor," 114-124 (In 3 Borgmann)

Exam #1 due in class.

NOTES: Albert Borgmann is one of the most influential philosophers of technology alive today. He attempts to put into practice Heidegger's philosophy but also develops an innovative and influential original view. By reading him, we can both understand the more obscure aspects of Heidegger and see Borgmann's own initiatives at work in connecting technology with human life.

Tuesday   3/12   Neo-Heideggerian Philosophy of Technology: Borgmann 2 (criticism)

Readings: (a) Dreyfus on Borgmann: "Highway Bridges and Feasts Heidegger and Borgmann on How to Affirm Technology" (b) Hickman on Borgmann: "A Neo-Heideggerian Critique of Technology: Albert Borgmann," (c) Feenberg on Heidegger and Borgmann: "Philosophy of Technology at the Crossroads: Critique of Heidegger and Borgmann"

NOTES: Here we wrap up Borgmann's earlier book on technology and look to others for perspective on Borgmann and Heidegger. Dreyfus is a Heidegger scholar, Hickman is a pragmatist, and Feenberg comes from the Critical Theory perspective.

Tuesday   3/19   Phenomenology and Post-Phenomenology: Merleau-Ponty, Ihde

Readings: (a) "From Phenomenology of Perception" by Merleau-Ponty (b) Ihde, 1-10, 21-41, selections from *Technology and the Lifeworld*; (c) "Verbeek Don lhde The Technological Lifeworld"

Recommended video: Verbeek and Ihde : https://www.youtube.com/watch?v=hmBgJjfjG7Q&t=3133s

1st 4 short papers should be done by this date.

NOTES: While Heidegger's views of technology are labelled "phenomenology," two other important figures under that rubric are Merleau-Ponty and Don Ihde. We'll read a brief selection of Merleau-Ponty, a bit of Ihde, and a profile of Ihde by one of his most prominent students, Verbeek.

Tuesday   3/26 SPRING BREAK   Start Turkle book

NOTES: While on break, I suggest that you start reading the Turkle book, *Reclaiming Conversation*. Sections are assigned later in the course, but it's a fast read and it's enjoyable.

Tuesday   4/2   Latour and Actor Network Theory

Readings: (a) "1990 Technology is Society Made Durable" by Latour Bruno.pdf (b) "1994 Latour On Technical Mediation Philosophy Sociology Genealogy" by Latour (c) "25 Actor-Network Theory ANT Latour_THE_TECHNOLOGICAL_CONDITION"

Recommended: Postman, *Technopoly* ch. 9 (on scientism)

NOTES: Bruno Latour is a very influential thinker who seeks to move away from the subject/object and science/technology dichotomy in technology studies. For him, what is central are "actants" which may be things or people but what is key is to see the network in action.

Tuesday   4/9   Critiques of ANT and phenomenological approach: Verbeek 1

Readings: (a) Verbeek from *What Things Do*: Introduction, Chapter 2; (b) Verbeek, *What Things Do*, Chapter 6

NOTES: Verbeek reviews Heidegger's philosophy of technology and then critiques it. Then, Verbeek reviews Borgmann's philosophy of technology and then critiques it. Verbeek is younger philosopher of technology who draws more heavily on Jaspers while criticizing both Heidegger and Borgmann. Verbeek wants to bracket the Heidegger-type analyses and do more phenomenology of things. Borgmann wants to save Heidegger by returning to a phenomenological approach--which is also what Verbeek wants--but not as an effort to save Heidegger. Instead, Verbeek argues that Borgmann does not go far enough.

Tuesday   4/16   Post-Phenomenological Philosophy of Technology: Verbeek 2

Readings: (a) "Ch_28_Technological_Artifacts_Verbeek Vermas Companion_Philosophy_Technology.pdf" (b) Ch. 1 Technology and User Behavior Slob and Verbeek (in Verbeek and Slob, *User Behavior and Technology Development*); (c) Ch. 6 Acting Artifacts by Verbeek (in Verbeek and Slob, *User Behavior and Technology Development*); (d) Ch. 36 Analyzing the Relations Between Technologies and User Behavior by Verbeek and Slob in *User Behavior and Technology Development* (385-391 only)

NOTES: What would a post-phenomenological philosophy of technology look like? How can theory improve by looking more closely at the contexts, objects, and practices? Here we look at the program Verbeek and others lay out.

Tuesday   4/23   Technology's Impact on our Relationships and Experience: Turkle 1

Readings: (a) Turkle, *Reclaiming Conversation,* beginning to 99. (b) Hayles on Deep Attention vs. Hyper Attention .

NOTES: Turkle lays out ethnographic and psychological evidence that our forms of engagement with personal technologies is diminishing the most important elements of our relationships — with ourselves, with others, with the wider public. She draws on Thoreau and a slew of research over her past 30 years at MIT to examine our present moment and suggests possible ways to intervene and reconstruct our habits.

Tuesday   4/30   Technology's Impact on our Relationships and Experience: Turkle 2

Readings: (a) Turkle, *Reclaiming Conversation,* 103-126, 144-161, 173-176, 211-227, 293-310, 315-333. (b) Hildebrand on Turkle and Pragmatism

NOTES: Turkle continued. Hildebrand examines the deeper pragmatic and phenomenological stakes of device usage, drawing on James, Dewey, and McDermott and pressing toward aesthetic tools to improve everyday practice.

Tuesday   5/7   Technology's Impact on our Relationships and Experience: Postman; Course Wrap up

Readings: Postman, *Technopoly*, Introduction, Chapters 8, 10, 11. Postman, *Amusing Ourselves to Death*, Forward, Chapters 6-7, 10-11.

Discuss final journal entries in class.

2nd 4 short papers should be done by this date.

NOTES: Postman's final thoughts on the directions he thought media and technology might be taking culture. This will serve as a good place to wrap up our conversations.

Tuesday 5/14 Final Exam & Assignments Due by NOON in Hildebrand mailbox, Plaza M-108

Technology journal, Spring 2019
Philosophy of Media and Technology
Dr. Hildebrand

Assignment: Over the course of the semester you will keep a journal on your ongoing relationship to technology in your daily life. The journal will include two main assignments.

Due dates:
May 7th: rough draft for presentation during the last class.
May 14: final draft due by noon in philosophy department.

Grading: Journals will be graded using the following criteria. The entries should be clear, grammatical, organized, and should try to at least gesture toward a philosophical point.

Assignment 1. "Doing without" (1000+1000 words)

(a) Choose 2 different technological objects you know are central to your life. In other words, 2 things which you use everyday (or almost everyday) to accomplish some activity (work or recreation, up to you). This could be small, like an phone, game device, or laptop; it could be larger, like a microwave or television.

(b) Now, do the following: for each of these technologies give it up for three days--turn it off, put it away, avoid it, whatever it takes.

(c) Next, take notes each day about what it was like to do without it. Describe:

• what it felt like to go without it,
• whether you found some other substitute for the functions of the device (don't just borrow someone else's iPod!) or what you did in the space that habit had been taking up; finally,
• any insights you had about why you had formed an attachment to that technology in the first place.

Summarize and organize these notes and type them up for each technology. Each set of notes should be a minimum of 1000 words. (2000 words total for this assignment.)

Assignment 2. "Alone together" (1300 words) People everywhere these days are on their phones, iPods, etc. For 7 days this semester, take note--all day long--of the ways in which you notice people connected to devices in public spaces. (These should be days you are not home or alone most of the day!). Make sure each date recorded includes date, places observed, and duration of observation.

As you observe people, try to notice:
• *The ways* people are isolating from public spaces. (Are they on the phone with their mom? On Facebook in a lecture? etc.)
• *When* people are isolating themselves from public spaces?
• What *motivation* you think people have for disconnecting (e.g. to avoid the boredom of a long line, to contact their friends, etc.) Try not to speculate--if there are no clues as to why people are isolated, don't just guess wildly.
• Whether their isolation causes any practical, social, ethical *problems*. (E.g., did they miss their bus? Were they rude to another student? Did they disrespect a waiter trying to serve them? Etc.)

Summarize and organize these notes and type them up for each technology. The notes should be a minimum of 1300 words.