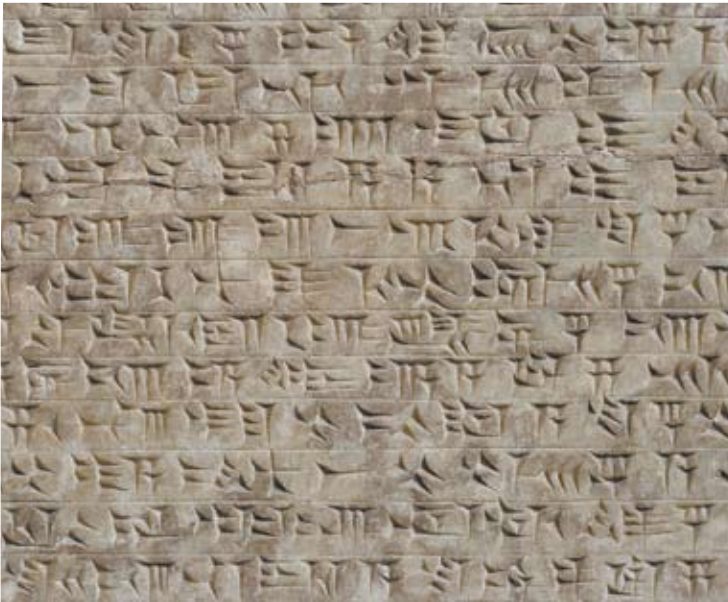


The Democratization of Information: Power, Peril, and Promise

Honors Program Guide January 1, 2010 – December 31, 2011



The Phi Theta Kappa Experience:
Honoring Scholars, Building Servant Leaders



PHI THETA KAPPA
HONOR SOCIETY

Additional Resources are Available Online

Resources include a detailed Honors Study Topic annotated bibliography, film list, and a list of links to further web resources, Phi Theta Kappa's Leadership Briefs and other external websites.

www.ptk.org
www.ptk.org/honors
<http://leadership.ptk.org>



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General Introduction

Phi Theta Kappa is dedicated to providing members with opportunities for intellectual growth and challenge, as well as opportunities for leadership development and service through the Society's Hallmarks. The central focus of the Hallmarks is an Honors Study Topic that offers chapters a platform for examination of a timely, interdisciplinary subject of vital importance to the human experience. This Guide serves as an introduction to The Phi Theta Kappa Experience through the Society's four Hallmarks: Scholarship, Leadership, Service, and Fellowship. The Guide provides ideas for chapters to develop in each of the Hallmarks through exploration of the 2010/2011 Honors Study Topic, *The Democratization of Information: Power, Peril, and Promise*. Through analysis of the issues related to the Honors Study Topic, chapters will be able to develop Honors in Action activities that incorporate leadership roles, leadership development activities and service learning projects they initiate to engage their chapters, colleges, and communities.

~~The~~ ^{Your} Phi Theta Kappa Experience: Honoring Scholars and Building Servant Leaders

You've made the grade - now it's time to reap the rewards. Phi Theta Kappa's primary mission is to recognize students for their academic achievement. Your membership certificate entitles you to much more than recognition; it's your ticket to building a better you. Phi Theta Kappa can help you achieve your goals by an approach we call Honors in Action, based on our four Hallmarks of Scholarship, Leadership, Service, and Fellowship. Simply put, Honors in Action provides you with opportunities to **LEARN, LEAD** and **SERVE**.

Learn. Explore real-world issues through our Honors Study Topic. Currently, we're discovering the many facets of *The Democratization of Information: Power, Peril, and Promise*. These are issues that affect your everyday life – from social networking sites to scientific advances that can make the last decade's innovations seem quaint. This Honors Program Guide asks provocative questions whose answers will determine our collective future. How do educators prepare students for jobs that don't yet exist? Can "sexting" be a crime? Should any information be censored on the Internet?

Lead. After exploring in detail the issue that means the most to you and your chapter, you're ready to plan an Honors in Action Project. This takes leadership abilities – such as goal setting, teambuilding, organizing and motivating. As you develop a project, you should seek out others as mentors and partners – teachers, community leaders and colleagues. All of us have leadership strengths and deficiencies. *Phi Theta Kappa's Leadership Development Studies resources can help develop and advance your skills.* For further information, visit <http://leadership.ptk.org>.

Serve. This is so much more than volunteering your time. Serving is the "action" part of Honors in Action. It's taking what you have learned and applying it to make a positive difference. You'll learn by serving, too. Reflection is a critical component of service learning. A guide for effective reflection can be summed up in three questions: (1) What? (What occurred?), (2) So what? (What does it mean?) and (3) Now what? (What does this mean for future actions?).

Other Opportunities To Enhance Your Phi Theta Kappa Experience:

Five Star Competitive Edge

This is Phi Theta Kappa's personal and professional development plan that helps members enhance the skills and abilities that transfer recruiters and employers are looking for – such as critical thinking, writing, professional etiquette and goal setting. Competitive Edge is for ALL members, regardless of chapter size, activity level of chapter, or chapter location, and can be completed as an individual endeavor. The plan features five levels of activities – from one star to five stars – and is tracked completely online at <http://ce-web.ptk.org/edge/>. Activities range from completing online courseware to gaining leadership experience.

Annual Convention

The Phi Theta Kappa Annual Convention is the largest multinational gathering of community college students in the world. At the Convention, members learn from internationally known speakers and interact with peers and faculty. Educational forums offer in-depth examination of the Honors Study Topic, leadership and service-learning opportunities, college transfer, and career advice. Participants have called it a life-changing experience. Come prepared to gain a fresh perspective on our world! Learn more at <http://convention.ptk.org>.

Honors Institute and Honors Seminars

Known as the crown jewel of Phi Theta Kappa's honors programming, the Honors Institute provides a week's intensive study of the Honors Study Topic through outstanding speakers, intimate group discussions, field trips, and experiential exercises. Many Institute attendees make friendships that last a lifetime.

The Honors Seminar Series brings Honors Study Topic experts to your campus via DVD and/or web downloads. Supplement your Honors in Action research with a viewing and discussion of the seminar presentations. Visit www.ptk.org/honors/seminars for speaker information, subscription rates, and promotional materials.

Five Star Chapter Development Plan

Chapters are encouraged to use this Honors Program Guide as the basis for their chapter programming. To help put all the (chapter) pieces together, we've designed a step-by-step guide called the Five Star Chapter Development Plan. Level by level, step by step, your chapter will be able to follow a plan of activities that build chapter membership, administrative support, and Honors in Action programming. And the best part is your chapter determines how active you want to be – from one star to five stars. All chapters who achieve any level in the Five Star Chapter Development Plan will receive recognition locally, regionally, and internationally. Read more about the Five Star Plan at www.ptk.org/fivestar.

Hallmark Awards

The Hallmark Awards are the Society's competitive awards, designed to recognize the best of the best. Award categories recognize chapters, regions, members, officers, advisors, and even college administrators for their demonstration of Honors in Action! For a complete list of categories, entry forms and judging guidelines, visit www.ptk.org/hallmarks.

Chapter, Regional and International Officers

Members who are interested in taking an active leadership role within Phi Theta Kappa can aspire to officer positions at the chapter, regional, and international levels. The number and structure of chapter and regional officer positions vary from chapter to chapter and region to region. See your chapter advisor and Regional Coordinator for more information. At the Annual Convention, chapter voting delegates elect five members to the International Officer Team, which consists of the International President and four Divisional Vice Presidents. More information is available at www.ptk.org/directories/intofficers.htm.

The Phi Theta Kappa Experience is Honors in Action

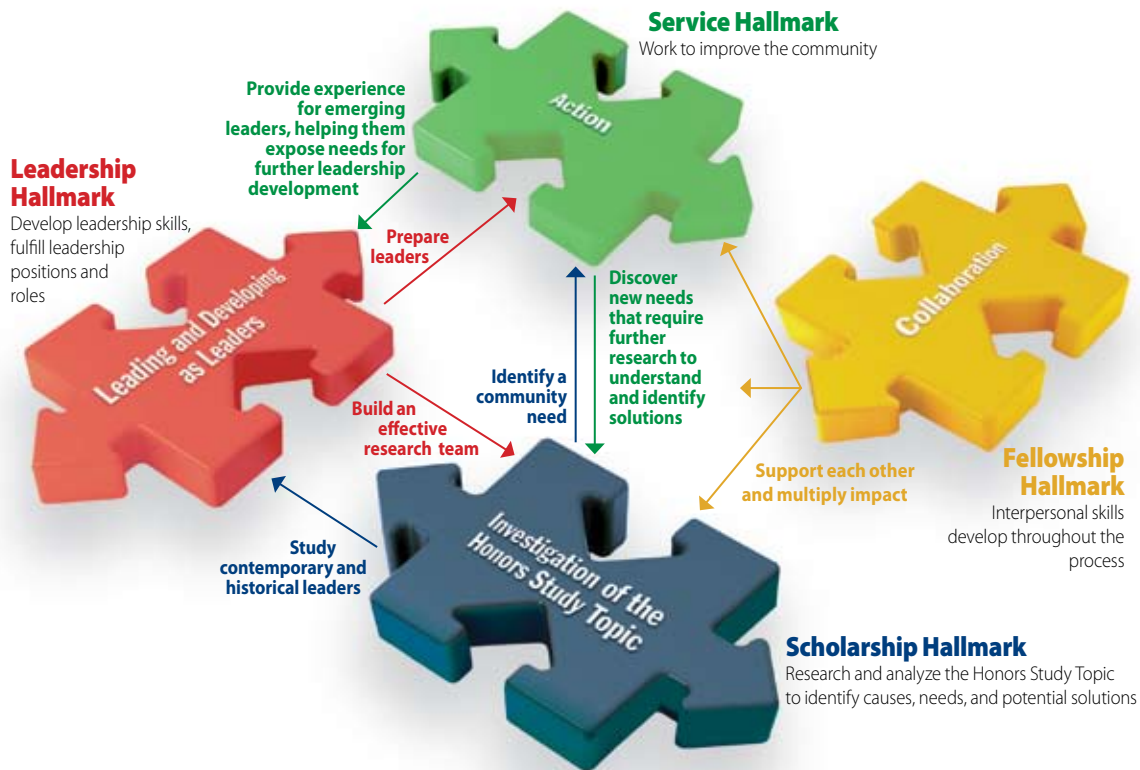
All of us – members, officers, advisors, as well as college faculty and administrators – contribute to the creation of the Phi Theta Kappa Experience through **Honors in Action**. “Honors in Action” means that scholars are engaging with their communities using the Phi Theta Kappa Hallmarks of Scholarship (defined as Scholarly Inquiry), Leadership, Service, and Fellowship to seek solutions for the world’s challenges related to our Honors Study Topic, *The Democratization of Information: Power, Peril, and Promise*.

The Honors in Action project descriptions in this Guide provide the initial ideas and guidance for comprehensive projects. They may vary in scope depending upon the number of people involved – a single Phi Theta Kappa member, a chapter, an honors class, an entire college community – but the essence of the projects remains the same: focus on an aspect of the Honors Study Topic and integration of all the Phi Theta Kappa Hallmarks through scholarly inquiry, leadership and leadership development, service and service-learning, and collaboration.

Imagine the incredible potential for impact when thousands of Phi Theta Kappa honor students focus their attention and efforts in the same area: *The Democratization of Information: Power, Peril, and Promise!*

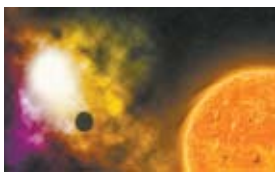
Honors in Action

Putting the pieces together



Issue 9: Science

What are the connections between the scientific process and information?



A space nebula and the sun

Study Questions

1. How has the increased access to information altered our everyday understanding of science?
2. What types of illness or new maladies may result from increased time spent using personal technology?
3. What role does increased access to information play in empowering us to live healthier lifestyles or to gain better quality medical care?
4. Some developing countries accept electronic waste and then hire locals to dismantle it for the recycling market, exposing them to dangerous chemicals. Who should be responsible for the health and environmental impact of such practices?
5. What impact has the information gained from major scientific endeavors, such as the Human Genome Project, had on our understanding of who we are?
6. In what ways can the pursuit of pure science merely to gain knowledge improve the human condition?
7. Given the brain's plasticity, what impact do changes in the methods by which we gain information alter the way we think, learn and respond?
8. In what ways are greater scientific knowledge and technology blurring the line between man and machine?
9. As our acquisition of scientific information increases, we gain the capability to do previously impossible feats, such as human cloning. Does the fact that we can mean that we should? Who should make those decisions, and can the field of bioethics keep pace with scientific advances?
10. With the explosion of information resources that have a "scientific" feel or sound, how do we distinguish valid science from pseudoscience or myth?
11. Based on the scientific method of inquiry, hypotheses cannot be proved to be correct but can be proved incorrect. Why is that statement true and how has increased information through the years led to changes in our scientific beliefs?
12. How do new discoveries in neurological sciences apply to the development of artificial intelligence?
13. How might the development of artificial intelligence increase our acquisition and analysis of information?
14. How has neurobiological research influenced our understanding of learning disorders?

Honors in Action

INFLUENZA

Investigation of the Honors Study Topic (Research): Each year, we witness a worldwide outbreak of the influenza, which comes in many strains, but in 2009, the world was rocked by a strain called H1N1. This strain was so significant that it garnered major media attention, and the world braced itself for a highly lethal flu outbreak. Explore the epidemiology of influenza. Begin by gaining an understanding of what influenza is and is not. Research the pattern of the annual flu outbreaks. What makes H1N1 more significant than the usual annual flu strains (or is it)? What does it mean for a disease to be given pandemic status? If H1N1 began as swine flu, why are humans concerned, and what role does genetics play in this potential threat? How is influenza spread? Research the development of flu vaccines. We have flu shots each year—why are they sometimes effective and sometimes not, and why do we need a new one for H1N1? Explore the media coverage of the origins of the H1N1 strain and other potential worldwide threats, such as SARS. How has the media coverage affected public response? Where can one go for reliable information during a major health crisis? Does our current ability to access information help or hinder our ability to recognize serious threats?

Leadership Role(s): Talk to local health care experts (epidemiologists, public health department officials) and discover what action plan your community has in place for handling a major disease outbreak. What information do you need from them? How will you use that information? Talk to your college administration. Who is responsible for your college's action plan for such events, and what is that plan? Are students and employees aware of the plan? Are flu vaccines easily accessible for the college and community?

Leadership Development: As a chapter, read "Enlist Others: Attracting People to Common Purposes" in *Leadership Development Studies: A Humanities Approach*. Invite an Allied Health or a nursing faculty member to facilitate a discussion about the lessons you learned from reading the article and the ways you can use the information to develop your influenza project.

Action: Each year, there will be a cold and flu season. What steps can be taken to minimize the spread of any flu strain? What does your college

24 • 1975 - Microsoft is founded. 1977 - Television signals are transmitted on optical fibers. 1977 - Robert O'Connell's *Servant Leadership: A Journey Into the Heart of Legitimate Power and Greatness* is published. 1979 - First digitally recorded album released. 1980 - CNN is launched. 1981 - MTV is launched.

Using this Honors Program Guide to Launch Honors in Action

Your Honors in Action project will provide avenues for enriching your academic and extracurricular endeavors by:

- Sharing your knowledge and learning more about real-world, timely issues with others from diverse backgrounds and academic experiences
- Creating leadership opportunities and growing your leadership skills
- Engaging in meaningful service to others and learning valuable lessons that connect your classroom knowledge to real challenges
- Building a team of collaborators who share a common desire to make an impact

Using the Guide Step By Step

1. Read the essay introduction to the Honors Study Topic on page 6.
2. Review the issue related to the Honors Study Topic, found on pages 8-27.
3. Engage in a dialogue about the issues that connect and resonate with the members of your chapter, campus, or community.
4. Select an issue for your focus and explore the Study Questions more deeply.
5. Research the issue with academic, scholarly rigor (additional bibliographies for each issue are online in the expanded, online Honors Program Guide, available at www.ptk.org/honors/guide/).
6. Share the research with others who may be motivated to collaborate with you to address challenges or concerns that you uncover through your research.
7. Consider the Honors in Action project ideas related to the issue you selected for focus: Is there an issue that addresses the challenge or concern on your campus and/or in your community that you identified, or one that can serve as a model for how to proceed with another Honors in Action project?

Beyond the Guide

1. What are your **specific and measurable goals** for the Honors in Action project?
 - Whom will you serve? How will they benefit?
 - How will you grow and benefit?
 - How will you review your goals during the year?
 - How will you know when you have achieved these goals?
2. Describe and **plan the strategies** you will use to achieve the goals.
3. How will you **ensure impact** on your campus and/or in your community?
 - Who else needs to be involved?
 - What leadership roles need to be filled?
 - What new leadership skills can you develop?
 - What else do you need to know that calls for further investigation?
4. **Record and reflect** throughout the process of using the Guide and planning and implementing your Honors in Action project. Successful scholar-servant-leaders understand the value and importance of thorough recording and reflection. It is indispensable for:
 - Capturing the information you need for tracking progress related to the Five Star Chapter Development Plan and to prepare your Hallmark Awards entries
 - Recalling action-oriented details that are significant additions to scholarship applications, résumés, and cover letters
 - Providing valuable information for successors to sustain or grow the project

Keeping an Honors in Action Journal

The following lists pose questions related to the four Hallmarks and can guide your record-keeping and reflection as you use the guide and plan and implement your Honors in Action project.

Scholarship Hallmark

- ✓ How and why did you choose a particular issue related to the democratization of information?
- ✓ Who engaged in the research?
- ✓ What study questions were the researchers investigating?
- ✓ What are the different disciplines involved in the issue and study questions?
- ✓ What are the varied perspectives and points of view to explore?
- ✓ What are the details of your research plan (sources, deadlines, etc.)?
- ✓ What sources did each researcher consult?
- ✓ In what ways was the research challenging and how did you overcome the challenges?
- ✓ How do you better understand what's happening in the world related to the democratization of information?
- ✓ How did the discussions on the topic, issues, and study questions proceed?
- ✓ What are your research conclusions?
- ✓ How were the studies, research, analysis, and conclusions shared?
- ✓ What are the questions remaining for further research?

Leadership Hallmark

- ✓ Who are the leaders on this issue and what can you learn from their leadership and strategies?
- ✓ What processes did you use for setting goals, assigning roles, building a team, making decisions, staying motivated, empowering group members, and recruiting people for the project?
- ✓ What leadership lessons did you learn?
- ✓ How do you know that your leadership for the project was effective?
- ✓ What is the evidence for great teamwork, for example?
- ✓ Who are potential model leaders, mentors, and coaches for you on your campus and in your community?
- ✓ With whom did you make connections as mentors, coaches, and leaders on campus or in your community and what did you learn from them?
- ✓ Describe the details of your leadership development resources and events that improved your leadership.
- ✓ How did you and others overcome obstacles or threats to your project?
- ✓ What feedback did you receive from participants about the leadership of the project and how will you use the feedback?

Service Hallmark

- ✓ What are the different possible actions related to the Issue you chose?
- ✓ What specific actions will you take and why?
- ✓ Whom will you serve? (demographics, numbers, location, etc.)
- ✓ What organizations exist in the world and locally that are engaged in service similar to what you aim to do?
- ✓ How can you use what you learn from your analysis of their work to proceed with your project?
- ✓ What is the specific impact you intend to make?
- ✓ What are the details of your strategies and plan?
- ✓ How are you going to measure the impact (quantitative measures and qualitative measures)?
- ✓ What are the specific results and impact of your service?
- ✓ What are the reactions and feedback from the people and organizations whom you serve?
- ✓ What is necessary for the project to be sustained and grow?

Fellowship Hallmark

- ✓ Who are the different people and audiences with whom you can collaborate?
- ✓ How can you maximize the diversity and inclusivity for your project?
- ✓ What perspectives and points of view are represented in your group? What challenges and benefits does diversity create?
- ✓ What are your public relations and communication strategies? How will you measure success for these strategies?
- ✓ What are the details of meetings and events for planning, information gathering, presentations, and debriefing and reflecting?
- ✓ What feedback do you receive from meeting and event participants about the connections they make with others? How will you use the feedback?



25,000-30,000 BP – Earliest cave drawings are created.

3,100 BCE – Cuneiform writing is developed in Sumeria.

8th or 9th Century BCE – Greek Epics *The Iliad* and *The Odyssey* are transcribed from oral tradition to written.

Circa 425 BCE – Herodotus writes the first scientific history.

Circa 300 BCE – Travel begins on the Silk Road to connect Asia with Europe for an exchange of goods.

Issue 2: Technology

How has technology influenced the spread of information?



Array of large radio telescopes in New Mexico, USA

Study Questions

1. What is the digital divide and how has technology helped to fill or create it?
2. How has the development of technologies helped increase information access for citizens of developing regions?
3. What role do cell phones play in opening communications in developing areas?
4. How does this increased access affect communication in our region? What differences exist in regions throughout the world?
5. How has the development of information technology systems influenced information availability to global audiences?
6. Why do some people make conscious decisions to avoid information technologies?
7. In what ways does technology limit information access and distribution?
8. How vulnerable are information technologies to disruptions in service?
9. What technologies that we enjoy today had their origins in scientific and military applications?
10. How do we determine that information technologies become obsolete and what happens to them?
11. How has technology increased our ability to collect and mine data to make it more useful?
12. How has technology contributed to online voyeurism and addictions?
13. How did technological advances result in the development of the Internet?
14. How do advances in information acquisition lead to the perceived need for more technology?
15. How do information technologies promote the study and preservation of languages?

Honors in Action

LIVE WITH THE MET

Investigation of the Honors Study Topic (Research): Examine the websites for the Metropolitan Opera Company (Met), the National Endowment for the Arts and other resources about opera. What are the demographics of people who attend opera? What are the implications of this demographic for opera companies like the Metropolitan Opera in New York City? What steps has the Met taken to increase its audience? How has technology played a significant role in the efforts to expand the Met audience?

Leadership Role(s): Organize a workshop on opera that relates general information to specific operas being broadcast by live stream by the Met. Go to www.metoperafamily.org to access the annual Met schedule and classroom materials for each performance. Work with a member of the music faculty or someone who is learned about opera to choose a performance to study from the schedule. Who was the composer? Who was the librettist? Who staged notable performances of the work? Who were the notable performers who sang roles in the opera?

If there is no live streaming performance in your area, work with the Met to see if it is possible to have your college included as a Met Live in HD site. Or you may work with a local movie theater to bring the Met Live in HD series to your community. Independent venues such as colleges may submit applications online by filling out the form found on the Met website: www.metoperafamily.org/broadcast/hd_events_current.aspx. Click on the box labeled "Cinema Operators" found on the lower left side of the page.

Leadership Development: Host a workshop with arts and social sciences faculty to develop a pre- and post-questionnaire for Met Live in HD attendees to be sure the questions asked will result in valid and reliable outcomes.

Action: Using what you have learned about opera and Met Live in HD performances, visit classrooms on your college campus and in local high schools to promote the event, and talk about ways attendees can better appreciate the experience. Work with faculty to develop ways the Met Live in HD performance can be used in classrooms on your campus and in local high schools.

Collaboration:

- Chapter members
- Fellow Phi Theta Kappa members beyond your chapter who participated in the Met Live in HD performance
- Students on your college campus
- Students at your local high school
- Faculty on your college campus
- College administrators with whom you can work to determine whether your campus would be an effective Met Live in HD site
- Community members who view the Met Live in HD performance

Reflection: Have attendees complete a pre- and post-questionnaire addressing their attitudes and impressions of opera and the use of technology to deliver what is often seen as an “elite” art form. Discuss together as a chapter what you learned about the arts and the ways technology can help democratize information. How did you grow as scholars and leaders? What would you change if you were to organize the project again?

CAN YOU HEAR ME NOW?

Investigation of the Honors Study Topic (Research): Investigate the role that cell phone technology plays in opening communication in developing areas. Search the literature to examine the history of communication needs during your country’s development, discover how these technologies improved communication and the effects they had on social, economic and cultural growth. Investigate the implications of improved communications for developing countries.

Leadership Role(s): Develop an educational forum to present your research to the college and community. Invite additional speakers from among immigrant faculty, students, and citizens of developing countries to share their experiences with the impact of cell phones in their homelands and how this technology has affected life there. Invite representatives from cell phone companies and other organizations that played a role opening these frontiers to share the benefits and constraints of these projects.

Leadership Development: Organize a chapter team to lead this project and a goal-setting workshop to help the team learn how to determine measurable goals, develop a project management plan and implementation timeline, organize committees, and collaborate with community groups, businesses and public safety agencies.

Action: Apply your learning to local underserved populations (women’s and family shelters, elderly, crime victims, disabled, etc.) that need communication access. Find local organizations that collect or recycle cell phones and work with them to provide cell phones to the underserved groups in your area. Have your college serve as a collection point and invite fellow Phi Theta Kappa members beyond your chapter to participate with you.

Collaboration:

- Chapter members
- Students on your college campus
- Fellow Phi Theta Kappa members beyond your campus
- Faculty members on your college campus
- Community cell phone manufacturers and recycling organizations

Reflection: After the project is over, spend some time reflecting on the project impact, what you learned as scholars and leaders and about technology and sustainability. How could you improve the project if you were to continue it or repeat it?

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