Term Information

Effective Term	Autumn 2022
Previous Value	*Autumn 2020*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We are submitting Public Affairs 2620 as a course for the Citizenship for a Diverse and Just World theme in the new General Education. Additionally, we are

changing the credit hour value of the class to make it worth 4 credit hours and comply with the team taught, high impact courses in the new GE

What is the rationale for the proposed change(s)?

Faculty have revised the syllabus to reflect the the new GE theme.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Public Affairs, John Glenn Col
Fiscal Unit/Academic Org	John Glenn College of Pub Aff - D4240
College/Academic Group	John Glenn College of Pub Aff
Level/Career	Undergraduate
Course Number/Catalog	2620
Course Title	Contemporary Issues in Science, Engineering, and Technology Policy
Transcript Abbreviation	SciEngTech Policy
Course Description	Science, engineering and technology policy problems are inherently interdisciplinary and challenging: science and engineering can be used to inform public policy; and public policy shapes the conditions and manner in which science and engineering are performed. This survey course will provide a fast-paced introduction to these realities using examples drawn from contemporary events and analyses.
Previous Value	*This course provides a fast-paced introduction to the way Science and Engineering and Public Policy affect each other using examples drawn from contemporary events and analyses.*
Semester Credit Hours/Units	Fixed: 4
Previous Value	*Fixed: 3*

Offering Information

Length Of Course	14 Week, 12 Week, 7 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No

Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	*Columbus*

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	44.0401
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
     Citizenship for a Diverse and Just World
The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	• Grasp the breadth of science and engineering endeavors that have public policy dimensions and appreciate the diversity and interdisciplinary nature of public affairs
	• Demonstrate a firm grasp of basic public affairs concepts and tools employed in this space, specifically:Governmental, financial, economic, legal, and political institutions
	• Practice essential professional skills that form the basis for engaging in science, engineering, and technology policy, specifically: human behavior – individual, group, and organizational – in the context of the public and nonprofit sectors

Content Topic List	• Institutions in the Science, Engineering, and Technology Policy (SETP) landscape
	• Policy Process: How does Policy Influence Science, Engineering, and Technology? How and Why does Policy Change?
	• Analytical Tools: Analyzing and Communicating Complex Issues
	• Current topics in SETP
	• Mechanisms of SETP Change
	• Pathways in the SETP landscape
Sought Concurrence	No

Attachments

• PA 2620 syllabus.pdf: Syllabus

(Syllabus. Owner: Adams,Christopher John)

• GE Themes_PA 2620_citizenship.pdf: GE Theme Description

(Other Supporting Documentation. Owner: Adams,Christopher John)

• newton.GE.2620.interdisciplinaryTheme.april24-2021.pdf: Form for team-teaching high impact practice

(Other Supporting Documentation. Owner: Adams,Christopher John)

Comments

• The filled-out form for team-teaching high impact practice has not been uploaded. *(by Vankeerbergen,Bernadette Chantal on 01/20/2022 03:19 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Adams,Christopher John	11/17/2021 01:40 PM	Submitted for Approval
Approved	Adams,Christopher John	11/17/2021 01:41 PM	Unit Approval
Approved	Adams,Christopher John	11/17/2021 01:42 PM	SubCollege Approval
Approved	Greenbaum,Robert Theodore	11/17/2021 02:42 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/18/2021 03:06 PM	ASCCAO Approval
Submitted	Adams,Christopher John	11/24/2021 09:12 AM	Submitted for Approval
Approved	Adams,Christopher John	11/24/2021 09:18 AM	Unit Approval
Approved	Adams,Christopher John	01/20/2022 01:11 PM	SubCollege Approval
Approved	Greenbaum,Robert Theodore	01/20/2022 01:55 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	01/20/2022 03:19 PM	ASCCAO Approval
Submitted	Adams,Christopher John	01/20/2022 04:55 PM	Submitted for Approval
Approved	Adams,Christopher John	01/20/2022 04:55 PM	Unit Approval
Approved	Adams,Christopher John	01/20/2022 04:56 PM	SubCollege Approval
Approved	Greenbaum,Robert Theodore	01/20/2022 04:58 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	01/20/2022 04:58 PM	ASCCAO Approval

Syllabus: PUBAFRS 2620 **Contemporary Issues in Science, Engineering, and Technology Policy [SETP]**

Gateway to the Glenn College undergraduate minor *Science and Engineering in the Public Interest*

LEAD INSTRUCTOR: **Dr. Elizabeth K. Newton, Glenn College of Public Affairs**
Preferred means of communication: email newton.387@osu.edu; mobile/ (256) 653-1310

CO-INSTRUCTOR: **Dr. David Staley, History Department**

240B Page Hall, office/(614) 247-6618

Office hours: by appointment; schedule with Course Coordinator.

Synchronous Meetings: **Days a,b,c,d** **tbd pm** **On-line** **4 credits**

Credit hours and work expectations: This is a [4] credit-hour course. According to Ohio State bylaws on instruction (go.osu.edu/credithours), students should expect to spend approximately [4] hours per week actively learning during scheduled classes and up to [8] hours per week on work outside of class times.

Course Description

Science, engineering and technology policy [SETP] problems are inherently interdisciplinary and challenging: science and engineering can be used to inform or enact public policy; and public policy shapes the conditions and manner in which science and engineering are performed. SETP issues represent complex societal problems requiring many stakeholders' diverse perspectives and many disciplines' tools and methods in order to develop desirable, feasible, and viable solutions.

This survey course will provide a fast-paced introduction to these realities using examples drawn from contemporary events and analyses. As a dynamic, applications-oriented class, it emphasizes project-based teamwork and practitioners' perspectives, more than heavy reading and writing assignments.

Subjects will include the nature of government funding for research and development, the impact of politics on research agendas, and the mechanisms of policy-making that supports or regulates science and engineering. Case studies will illustrate the differences between technical culture and political culture, the necessity of communicating technical risk and uncertainties in a manner customized for audiences, and the nature of decision-making and the unintended consequences of technology. Students will explore the ethical, social, historical, and psychological dimensions of science, engineering, and technology and reflect on their individual values and role as informed citizens.

Student Learning Objectives

Upon successful completion of this introductory survey course, students will:

1) Grasp the breadth of science and engineering endeavors that have public policy dimensions and appreciate the diversity and interdisciplinary nature of public affairs

2) Demonstrate a firm grasp of basic public affairs concepts and tools employed in this space, specifically:
   i) Governmental, financial, economic, legal, and political institutions and systems that constitute public and nonprofit sectors
   ii) Public sector policy making and administrative processes
   iii) The role of citizenship and ethical public service in a democratic process.

3) Practice essential professional skills that form the basis for engaging in science, engineering, and technology policy, specifically:
   i) Recognize and interpret human behavior – individual, group, and organizational – in the context of the public and nonprofit sectors
   ii) Define and address problems in the public and nonprofit sectors using analytical tools
   iii) Communicate effectively via written oral, and electronic methods
   iv) Appreciate individual and group differences in perspectives, backgrounds, interests, and needs.

4) GE Theme Learning Objective 1.1 Engage in critical and logical thinking about SETP.

5) GE Theme Learning Objective 1.2 Engage in an advanced, in-depth, scholarly exploration of a SETP issue.

6) GE Theme Learning Objective 2.1 Identify, describe, and synthesize approaches or experiences in SETP.

7) GE Theme Learning Objective 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

8) GE Citizenship Learning Objective 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

9) GE Citizenship Learning Objective 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

10) GE Citizenship Learning Objective 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

11) GE Citizenship Learning Objective 2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

Course Schedule

Week	Date	Instructor's In-class focus	Student Deliverables
SEGMENT 1: Principles of Science and Engineering in the Public Interest			
1		<u>Institutions</u> in the Science, Engineering, and Technology Policy (SETP) landscape	
		<u>Institutions</u> in the Science, Engineering, and Technology Policy (SETP) landscape	Student interest survey + Individual Knowledge Assessment I due
2		<u>Policy Process</u>: How does Policy Influence Science, Engineering, and Technology? How and Why does Policy Change?	***Selection of Segment 2 Theme*** *(for assignment to teams)*
		<u>Policy Process</u>: How does Policy Influence Science, Engineering, and Technology? How and Why does Policy Change?	Individual Knowledge Assessment II due
3		<u>Analytical Policy Tools</u>: Analyzing**,** Anticipating, and Communicating Complex Issues	
		<u>Analytical Policy Tools</u>: Analyzing**,** Anticipating, and Communicating Complex Issues	Individual Knowledge Assessment III due
SEGMENT 2: Team-based Application Practice			
4		Current topics in SETP. Workshop on sharing in a civil manner constructive criticism, perspectives, and feelings	
		Explaining Deliverable 1: Shifting Popular Opinion. **Book Salon**	3 question survey on Salon
5		Workshopping	
		Guest Speaker: Shifting Popular Opinion on SETP Issues	
6		Presentations: Deliverable 1 and peer critique	Deliverable 1 due
		Presentations: Deliverable 1 and peer critique	
7		Explaining Deliverable 2: Direct Engagement with Legislators. **Book Salon**	3 question survey on Salon
		Workshopping	
8		Guest Speaker: Direct Engagement w. Legislators in SETP	
		FALL BREAK	
9		Presentations: Deliverable 2 and peer critique	Deliverable 2 due
		Presentations: Deliverable 2 and peer critique	
10		Explaining Deliverable 3: catalyzing private sector activity. **Book Salon**	3 question survey on Salon
		Workshopping	
11		Guest Speaker: Catalyzing Private Sector Activity in SETP	***Selection of Segment 3 Text***
		Presentations: Deliverable 3 and peer critique	Deliverable 3 due.
12		Presentations: Deliverable 3 and peer critique	
SEGMENT 3: Exploration & Individual Crossroads			
		Reflecting on Mechanisms of SETP Change Explaining Segment 3	Peer Reviews+Self-Assessment
13		Exploring Individuals' Impact on SETP. **Salon (in-class film viewing)**	3 question survey on Salon
		Guest Speaker: Reflections on SETP – alumni or executive	Reflection essay I due
14		Exploring the Societal Impact of Science and Engineering	
		THANKSGIVING BREAK	
15		Unanticipated Consequences, Uncertainty, Choice. Guest Speaker: Reflections on SETP – near-peer	Reflection essay II due
		Wrap-up discussion **Salon (pre-class film viewing)**	3 question survey on Salon
→		Exam Week:	Final reflection essays III + IV due

Course Overview

The first 3-week segment of the course establishes foundational knowledge: What is the Science, Engineering, and Technology Policy [SETP] landscape? What are the mechanisms by which policy influences or addresses science and engineering? How can science and engineering shape policy? How and why does policy change?

The subsequent segment weeks 4-12 involves working on teams, during class and outside class via Microsoft Teams or other collaboration platforms, to produce three SETP deliverables, described below. SETP issues will be selected from current events each semester and reflect critical challenges of the time. *Examples* from 2020-21 include global pandemic response, climate-driven wildfires in Latin America, Australia, and the U.S., and the cybersecurity implications of 5G rollout in developed economies. Guest speakers will address the roles of media, nonprofits, and the private sector in shaping science, engineering, and technology policy outcomes. We expect to provide students with a lively discussion about the merits and challenges of the different approaches to influencing outcomes and their relative probabilities of success.

The team-based deliverables provide students with practice applying foundational SETP knowledge in order to effect change by:

1. **Shifting popular opinion.** This deliverable explores the role of media in shaping public perceptions of policy issues. Students can choose to: (1) record a short podcast in the Digital Union recording studio; (2) create a compelling infographic or visualization of the policy issue; (3) write a persuasive op-ed; or (4) create a social media campaign. The audience for this deliverable is a defined segment of the general public.
2. **Directly engaging legislators.** This deliverable emulates the role of think tanks, non-governmental organizations (NGOs), and grassroots organizations and advocates in influencing policy-makers. Students can choose to: (1) create and deliver a video or an oral briefing to an imagined legislator/staff at the Ohio Statehouse or US Congress; (2) develop and deliver a written issue-brief to an imagined legislator/staff at the Ohio Statehouse or US Congress; (3) create a funding package for delivery at either the state or federal legislature level that outlines, as an example, a budgetary roadmap for funding the development of a new technology or a risk mitigation strategy. The audience for this deliverable is a member of Congress and her/his staff.
3. **Catalyzing private sector activity.** This deliverable delves into the private sector's role shaping policy. Students can choose to: (1) create a branding strategy for a private sector organization that promotes a policy agenda; (2) create an investment pitch for an emerging technology that could solve a policy challenge; (3) demonstrate the long-term cost-savings of mitigating adverse consequences of a technology. The audience for this deliverable is a private sector executive.

The final course segment weeks 13-15 will focus on exploring career journeys in the SETP domain and fostering the development of personal frameworks for supporting and making ethical decisions. Guests and readings will showcase individuals working in the public science, engineering, and technology realm. A de-briefing exercise at the end of the term will capture this exploration, thereby enabling the final deliverable of the course, a reflection essay submitted via Carmen at the semester's end.

Student Assessment

Student participation is an essential aspect of this course, therefore students are expected to attend every class or seek an excused absence with make-up work. Individual engagement will be evaluated from attendance and contributions to teams' deliverables, as reported by peer review.

Deliverables count toward the student's final grade in a mix of individual and team performance (70:30):
- 50 points   Individual Student interest survey
- 50 points   Individual Attendance points
- 25 points   Individual Knowledge Assessment I
- 25 points   Individual Knowledge Assessment II
- 50 points   Individual Knowledge Assessment III
- 300 points   Team Deliverables 1, 2, and 3 (100 points each)
- 100 points   Peer Assessment of Individuals' Contributions to Team's work
- 400 points   Individual Reflection Essays I, II, III, and IV (100 points each)

Required Reading/Video Assignments:

Course texts are referenced throughout lectures and students should be familiar with them:
Our American Government. Free download at: https://www.govinfo.gov/content/pkg/CDOC-108hdoc94/pdf/CDOC-108hdoc94.pdf

Kraft, Michael E. and Scott R. Furlong (2015, 5th ed.). *Public Policy. Politics, Analysis and Alternatives*. Los Angeles: Sage/CQ Press

Week 1:
- ~10min reading of Interview Transcript: Daniel Gross, 3 December 2020. *Wartime Innovation: Lessons from the Office of Scientific R&D*, https://www.aaas.org/news/wartime-innovation-lessons-office-scientific-rd

- Preface and pages 1-42 of the PDF document: Bush, Vannevar (1945) *The Endless Frontier (75th Anniversary Edition)* or online https://www.nsf.gov/about/history/EndlessFrontier_w.pdf

- 1h 3m Audio/Video: *What Science and Technology Owe the National Defense*, moderated event recording   https://www.newamerica.org/future-tense/events/online-what-science-and-technology-owe-national-defense/

- 5 page PDF document and website resource: 22 October 2020 *A Snapshot of U.S. R&D Competitiveness*: 2020 Update   https://www.aaas.org/sites/default/files/2020-10/AAAS%20International%20Snapshot.pdf

Week 2:
- 38page PDF document: Stine, Deborah (2009). Science and Technology Policymaking: A Primer. Also online https://fas.org/sgp/crs/misc/RL34454.pdf, Congressional Research Service, May 27, 2009

- 30min 30s Video: The Legislative Process: Overview https://www.congress.gov/legislative-process

- 4-page Website article and PDF: The Federal Budget Process 101 by Matt Hourihan, American Association for the Advancement of Science https://www.aaas.org/news/federal-budget-process-101

- 20-page PDF document: The Congressional Appropriations Process: An Introduction, Congressional Research Service, November 30, 2016 (https://crsreports.congress.gov/product/pdf/R/R42388)

- Interact with the dashboard at this Website Resource: FY2022 R&D Appropriations Dashboard https://www.aaas.org/page/fy-2021-rd-appropriations-dashboard

- Pages 49-67 Short Story: "When Robot and Crow Saved East St. Louis," *Future Tense Fiction: Stories of Tomorrow,* 2019. Also available online at https://slate.com/technology/2018/12/annalee-newitz-short-story-when-robot-and-crow-saved-east-st-louis.html

- 5-page PDF article: Zember, Christopher, April 13, 2016: "The Democratization of Science Ushers in a New World Order". Also online https://warontherocks.com/2016/04/the-democratization-of-science-ushers-in-a-new-world-order/

Week 3:
- Short Story: 16 September 2020 Wijeratne, Yudhanjaya, *The State Machine*, https://slate.com/technology/2020/09/state-machine-yudhanjaya-wijeratne.html and response essay by Divya, S.B. 26 September 2020, https://slate.com/technology/2020/09/yudhanjaya-wijeratne-state-machine-response-essay.html

- 13:29m Video: CBS *60 Minutes* NASA's New Race to Put a Woman on the Moon, aired March 7, 2021.   https://www.cbsnews.com/news/moon-nasa-efforts-return-60-minutes-2021-03-07/

- 76-page PDF document: AAAS (2011) Working with Congress: A Scientist's Guide to Policy.

- 20-page PDF document: Suhay, Cloyd, Heath, and Nash (20). Recommended Practices

for Science Communications with Policymakers. Also online
https://www.american.edu/spa/scicomm/upload/recommended-practices-booklet_v17-digital.pdf

Weeks 4-12:   In order to ensure the currency of topics showcased, students will select
contemporary articles and reports that support their exploration of the selected topics in greater
detail. Credible sources will include among others: the National Academies of Sciences,
Engineering, and Medicine; the National Research Council (NRC); the Government
Accountability Office (GAO); the Library of Congress; the American Association for the
Advancement of Science (AAAS); Congressional Research Service (CRS); Organization of
Economic Cooperation and Development (OECD); Congressional Budget Office (CBO); the
Office of Science and Technology Policy (OSTP); Institute for Defense Analysis' Science and
Technology Policy Institute (IDA STPI); and leading journals which follow policy issues, such
as Science magazine, Scientific American magazine, and the magazine Nature.

Weeks 13-15:   Students will select one book from a list of approved candidates, or will propose
a book that meets the provided criterion. The book and discussions will form the basis for the
Reflections essays.

> Week 13:
> Short film: "Sight" (8 minute film) https://www.youtube.com/watch?v=lK_cdkpazjI)
>
> Week 15:
> Feature-length film: "Her"

Your Mental Health matters to us.   As a student you may experience a range of issues
that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug
problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health
concerns or stressful events may lead to diminished academic performance or reduce a student's
ability to participate in daily activities. No matter whether or not you are engaged in distance
learning, the Office of Student Life has numerous resources and services available to you at no
charge to help you address those concerns.

If you find yourself feeling isolated, anxious or overwhelmed, on-demand mental health
resources (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when
CCS is closed at 614- 292-5766. 24-hour emergency help is available through the National
Suicide Prevention Lifeline website (suicidepreventionlifeline.org) or by calling 1-800-273-
8255(TALK). The Ohio State Wellness app (go.osu.edu/wellnessapp) is also a great resource.
For students in recovery or seeking recovery from substance use disorders, learn more about
support on campus by visiting the Collegiate Recovery Community. For students facing food
insecurity, learn more about the free on-campus food pantry by visiting the Buckeye Food
Alliance. For students interested in speaking with a peer to learn more about campus resources,
call the Buckeye Peer Access Line. For students interested in meeting with a peer and setting
holistic wellness goals, learn more about Wellness Coaching.

Practicalities:

Required Attendance
- **Mode of delivery**: This course is an **<u>online synchronous</u>** class.
- Participating in online synchronous class for attendance: twice per week.
- You are expected to log in to CarmenZoom (See Technology Skills Needed) every week on Tuesdays and Thursdays from 11:10 am – 12:30 pm. If you have a situation that might cause you to miss class, discuss it with me as soon as possible.

Required Equipment
- Computer: current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please see these links and request accommodations as early as possible:
CarmenCanvas accessibility (go.osu.edu/canvas-accessibility)
CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

CarmenCanvas Access. You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:
- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Install the Duo Mobile application (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course
- Basic computer and web-browsing skills
- Navigating CarmenCanvas (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration and recording, editing and uploading video (go.osu.edu/video-assignment-guide)

Technology Support. For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- Self Service and Chat: go.osu.edu/it
- Phone: 614-688-4357 (HELP)
- Email: servicedesk@osu.edu

Policy

Late Submissions of Assignments will be penalized. Unless prior arrangement is made (see below concerning deadline extensions), assignments submitted late will be penalized with a 10% grade reduction.

Deadlines may be Extended. Extensions will be granted for family emergencies, religious observances, or unanticipated/unavoidable work-related contingencies, provided the instructors receive such requests by telephone or e-mail before the applicable deadline. Extensions will automatically be granted in the case of *force majeure* events including natural disasters or other Acts of God. However, in such cases, we will attempt to collaborate online using video conferencing or other tools and will adjust deliverables' deadlines as appropriate.

COVID Accommodations can be provided. The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292- 3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Ohio State and the Glenn College value Diversity. Ohio State and the Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe environment which promotes civil discourse and acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

Your Privacy matters. The Family Educational Rights and Privacy Act (FERPA; http://e.osu.edu/eoa/yOpXQHuT8U/) protects all meetings held in CarmenZoom that include course content or student information. Video and audio recordings of class lectures will be part of the classroom activity. The video and audio recording is used for educational use/purposes and may be made available to all students presently enrolled in the course. Please note that you are not allowed to share these recordings. This is to protect your FERPA rights and those of your fellow students.

Ohio State will have an environment free from Harassment, Discrimination, and Sexual Misconduct. The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

    Online reporting form at equity.osu.edu,
    Call 614-247-5838 or TTY 614-688-8605
    Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Ohio State enforces its Academic Integrity Policy. Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that

you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:
Committee on Academic Misconduct (go.osu.edu/coam)
Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Ohio State will make reasonable accommodations to ensure your Access to Learning Experiences. The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services (SLDS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. Disability Services may be contacted:
- Phone: 614-292-3307
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: Baker Hall 098, 113 W. 12th Avenue

Grading Policy

Grading rubrics for deliverables will be distributed well in advance of deadline dates. Generally the criteria for earning grades are consistent with these standard guidelines:

Grade	GPA %	Criteria
A	4.0 (93-100)	Brilliant and original work; nearly publishable. Commendably clear and thoroughly analytical; comprehensively supported by, and systematically substantiated with, voluminous empirical evidence.
A-	3.67 (90-92.9)	Excellent work; powerful analysis with distinctive, well- structured argument; critical and full awareness of the literature alongside masterful use of empirical evidence to support and substantiate the arguments presented.
B+	3.33 (87-89.9)	Very good; fine analysis with a coherent argument, most of the most important points are developed in a structured discussion; well-substantiated with clear and firm command of supporting empirical evidence.

B   3.0 (83-86.9)   Good; sound analytical skill shown from identification and understanding of the core intellectual problem accompanied by a clear discussion of the subject substantiated with some (albeit insufficient) empirical evidence.

B-   2.67 (80-82.9)   Satisfactory; basic analytical skills apparent from identification of the intellectual problem and an insufficiently developed discussion of the same. Poorly structured argument with inadequate empirical evidence.

C+   2.33 (77-79.9)   Average; little analysis and an insufficiently developed argument. S*ome,* albeit cursory knowledge of the main intellectual problem; *some* key empirical points may have been identified and touched on, basic, but are anemically developed. No detailed familiarity with the literature evident.

C   2.0 (73-76.9)   Below average. weak analysis and an incoherent argument, bare evidence of ability to identify intellectual problem, little use of empirical evidence and minimal knowledge of the relevant literature.

C-   1.7 (70-72.9)   Below average, very weak analysis and an incoherent argument, and little use of empirical evidence and minimum to little knowledge of the relevant literature.

D+   1.3 (67-69.9)   Unsatisfactory, absence of argument, analysis; and little reference to, much less knowledge of, the relevant literature.

D   1.0 (60-66.9)   Unsatisfactory, absence of argument, analysis; and little or much less knowledge of, the relevant literature.

E   0.0 (0-59)   Totally unsatisfactory, absence of argument, analysis; and little if any reference to, much less knowledge of, the relevant literature.

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document Because this document will be used in the course review and approval process, you should be _as specific as possible_, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme.
In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. _(50-500 words)_

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*