Term Information

Effective Term	Autumn 2022
Previous Value	*Spring 2022*

Course Change Information

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

Convert course to new GE citizenship theme.

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

Adjust to new GE.

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	Sociology
Fiscal Unit/Academic Org	Sociology - D0777
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3302
Course Title	Technology and Global Society
Transcript Abbreviation	Technlgy & Society
Course Description	Social aspects of technology, social change, and technological development; underdevelopment and the global economy.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
	Greater or equal to 50% at a distance
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

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   45.1101
Subsidy Level   Baccalaureate Course
Intended Rank   Sophomore

Requirement/Elective Designation

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

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	• Social aspects of technology, social change, and technological development; underdevelopment and the global economy
Content Topic List	• Definition of technology
	• Technological development
	• Theories of technology
	• Diffusion of technology
	• Environmental issues
	• Ethical issues surrounding technology
	• Technology as a social process
	• Consequences of technology
	• Control of technology
Sought Concurrence	No

Attachments

• 3302_Syllabus_New GEs_1-31-2022.doc: Syllabus for new GE, Citizenship

  (Syllabus. Owner: Downey,Douglas B)

• Espinosa_3302_submission-doc-citizenship (1).pdf: GE Citizenship

  (Other Supporting Documentation. Owner: Downey,Douglas B)

Comments

• Please consider 3302 for the new GE citizenship theme. *(by Downey,Douglas B on 01/31/2022 12:16 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Downey,Douglas B	01/31/2022 12:17 PM	Submitted for Approval
Approved	Downey,Douglas B	01/31/2022 12:17 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/05/2022 05:02 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	04/05/2022 05:02 PM	ASCCAO Approval

THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS
Sociology 3302 – Section X – Semester
TECHNOLOGY, GLOBALIZATION, AND SOCIAL CHANGE
Instruction mode:
Days and times:
Classroom location:

PROFESSOR

Name:
Email address:
Phone number:
Office location and hours:

COURSE DESCRIPTION

It is impossible to imagine our human societies without technology. Continuous technological innovation allowed humans to fight disease, hunger, and poverty while expanding productivity, human mobility, global communication, and cultural expression. However, humans have also an unprecedented power to dominate, kill humans and other species, and destroy nature. Nuclear and biological weapons and environmental degradation pose threats to human survival. The use of technology for mass surveillance, the construction of artificial intelligence, and the possible obsolescence of human labor have also raised deep ethical questions about human rights in post-industrial societies and our social responsibility in the construction of better social worlds.

In this course, we will study and critically analyze the structures, actors, and social forces that determine the development and unequal access to technological innovation and its effects on society. This class will acquaint students with key sociological theories and facts regarding the relationship between technological innovation, social change, and political transformation. Students will be encouraged to develop their sociological and critical thinking abilities to propose possible solutions to social-technological problems.

This course is structured around three related components: 1) an introduction to sociological literature that includes some of the classical theories about technology, globalization, and social change; 2) an analysis of cases that ilustrate some of the most salient effects of technology on food production, auto transportation, labor, automation and artificial intelligence, surveillance, privacy and social control, environmental issues and industrial disasters, war and target killing, democracy and political manipulation, and human enhancement; and 3) an opportunity to reflect and share your own experiences and ideas regarding the effects of technology on social behaviors and social change.

COURSE LEARNING OUTCOMES

By the end of this course, students should successfully be able to:

1) understand the main sociological theories that explains the mutual interactions between technology and society.
2) identify the connections between the different dimensions of technology and globalization.
3) identify the social forces that influence the access to technologies, individual behaviors, and social change.
4) understand how their individual experiences or concerns are part of global public debates regarding the development and use of technologies.
5) develop a sociological and critical thinking about how technology should be developed and used to provide for the collective material well-being and the construction of a better global society.

GENERAL EDUCATION GOALS AND LEARNING OUTCOMES

GENERAL THEME LEARNING OBJECTIVES

GOAL 1: Successful students will understand and critically analyze the complexities of the interaction between technology and society at an advanced level by:

1) learning how to apply the concept of "socio-technical system" to the study of the interactions between technology and society.

2) reading and critically analyzing the most advanced scholarly literature on ten specific case studies on the effects of technology on specific social behaviors.

3) watching, presenting, and discussing recognized visual cultural productions as a tool for an effective way to put in practice critical thinking about the unexpected, and sometimes negative, consequences of some technologies on society and human behavior.

GOAL 2: Successful students will be able to integrate the different sociological approaches discussed on the interaction between technology and society by connecting them to out-of-classroom personal, intellectual, and social experiences by:

1) identifying and describing in the assignments and discussions both their intellectual and subjective reactions to the assigned readings and visual materials; as well as using the concepts discussed in class to reflect on their personal experiences growing up with diverse forms of technology and the effects on their own social behaviors and larger society.

2) demonstrating the capacity to use that reflection and self-assessment in a sociological and creative way by thinking about technology and the future and imagining a possible utopian or dystopian society.

CITIZENSHIP FOR A JUST AND DIVERSE WORLD LEARNING OBJECTIVES

GOAL 1: Successful students will explore and analyze the access to technology and their effects on society from various perspectives to explore the notions of global citizenship and personal responsibility by:

1) identifying and analyzing the unequal access and unequal effects of technology from the perspective of social class, race, and gender.

2) identifying and analyzing the experiences of technological exclusion, unequal access to technological innovation, and unequal technological effects on society from the perspective of the Global North and the Global South.

3) recognizing and reflecting on our own privileges regarding the unequal access to technological innovations and the unequal distribution of the negative effects of technology on our global society and the environment.

4) developing the skills and the dispositions for the intercultural competence necessary for the exercise of global citizenship.

GOAL 2: Successful students will examine the connection between global citizenship, social justice, and social responsibility by:

1) discussing how technology should be developed and use to provide for the collective material well-being while we build a better global society.

2) evaluating and proposing possible solutions to social-technological global problems.

3) understanding how their concerns and posible solutions are part of global public debates regarding the development and better use of technologies.

ASSESSMENT OF GE GOALS AND EXPECTED LEARNING OUTCOMES

GE GOALS: Student success in meeting the general education goals will be measured via the assignments and activities designed to 1) build the necessary skills to think critically by analyzing from various perspectives the complexities of the interaction between technology and society and the unequal access and effects of technology on society, 2) stimulate their sociological imagination and put into practice the central sociological concepts learned in the class to analyze social problems, 3) encourage students to use those concepts to reflect on their personal experiences growing up with diverse forms of technology and the effects on their own social behaviors and larger society, and 4) to develop a sense of global citizenship and personal responsibility.

GE ELOs: The assignments and activities for this class are designed to provide students with the tools and opportunities necessary to meet the expected learning outcomes:

1) The lectures and the readings will offer the most advanced scholarly literature on the effects of technology on specific social behaviors and social problems such as a) the degradation of our diet and the food industry, b) cars, suburbanization, and environmental degradation, c) automation, AI, and unemployment, d) surveillance and the dilemma between privacy and security, e) war and the use of drones for targeted killing, f) social media and romance, g) Internet and democracy, and h) sports, human enhancement, and inequality.

2) Learning how to write a concise summary of the main arguments presented in the readings using their own words and then submitting a personal position or reaction to the main arguments presented in the readings in connection to their own experience using technology will help students to develop their skills for sociological and critical thinking.

3) Students will be stimulated and required to use the reading reports to connect the different sociological approaches discussed on the interaction between technology and society with their out-of-classroom personal, intellectual, social experiences or knowledge acquired in other disciplines or through the work they have done in other courses.

4) Participating during lectures and in group discussions will provide a safe space for students to freely express their ideas while developing the skills necessary for the comprehension and the retention of the often-challenging readings on the effects of technology on society

5) Students will lead a class discussion using documentary films as an effective way to put into practice critical thinking about the unexpected, and sometimes negative, consequences of some technologies on society and the radical separation between those who produce technological risks and those who bear the consequences. This activity will also open the opportunity for students to present possible solutions and to reflect on our rights and obligations as global citizens.

6) Students will have the opportunity to demonstrate the capacity for reflection and self-assessment in a sociological and creative way by working on teams to produce a short video that presents the most recent innovations on a specific form of technology and use their sociological imagination to predict the main technological changes that will occur in any of the following areas: human diet, cities and transportation, labor and employment, privacy and surveillance, accidents and social risk, war and world order, love and human interactions, democracy and political participation, human enhancement, and gender equality.

7) The team class presentation and the collaborative project will help students understand how their concerns and possible solutions are part of global public debates regarding the development and use of technologies.

8) To put in practice the central concepts of this class (socio-technical systems, globalization, and social change) and to stimulate their sociological imagination, each student will write a final essay to imagine the main technological changes that will occur in a "distant future" and to discuss some of their effects on human society in terms of economics (jobs and workplaces, economic productivity, leisure, unemployment, wages, economic inequality), political (government systems, criminal justice system, freedom, total surveillance) or socio-cultural implications (family, religion, educational system, mainstream beliefs and values).

9) The final essay will help students to examine the connections between global citizenship, social justice, and social responsibility by discussing how technology should be developed and used to provide for collective material well-being while we build a better global society.

10) The materials for this class are selected to help the students to identify, analyze, and discuss unequal access and unequal effects of technology from the perspective of social class, race, and gender; as well to identify and analyze the experiences of technological exclusion, unequal

access to technological innovation, and unequal technological effects on society at the local, national, and global level from the perspective of the Global North and the Global South.

COURSE MATERIALS

No textbook is required for this class.

Readings for this course will be made available as PDF files on CARMEN.

For this class, it is obligatory to watch some fiction and documentary films. These visual materials will have equal importance to readings.

COURSE REQUIREMENTS AND GRADING

This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction in addition to 6 hours of homework (reading, writing, and submitting assignment) to receive a grade of (C) average.

COURSE GRADING will be based on 100 total possible points that you will earn by:
1. Attending and participating in class = 10 points
2. Submitting fourteen reading reports = 42 points
3. Participating in a group presentation = 10 points
4. Final video project = 18 points
5. Final essay = 20 points

OSU Standard Grading Scheme - Starting Points Grade:

93	A	77	C+
90	A-	73	C
87	B+	70	C-
83	B	67	D+
80	B-	60	D
		00	E

ATTENDANCE AND PARTICIPATION
Please try not to miss classes. If you are not present, you cannot participate in class activities and discussions. You will have the opportunity to miss four classes without affecting your grade for participation. There is no need to provide explanations or documentation to justify your absence. Just keep in mind that missing five classes, for whatever reason will drop your participation grade to cero.

PLEASE KEEP TRACK OF YOUR ABSENCES. IT IS UP TO YOU TO KNOW HOW MANY YOU HAVE.

Please bring a notebook to take notes. The use of laptops and cell phones is strictly prohibited in this class. You must turn off your cell phone and must not text during class. If you are expecting an emergency phone call or text message, put your phone on vibrate and quietly leave the room in the event of a call or a message.

IF YOU ARE TEXTING OR USING YOUR PHONE OR LAPTOP TO SURF THE INTERNET, YOU WILL BE ASKED TO LEAVE THE CLASSROOM, AND YOU WILL BE MARKED ABSENT.

Keeping up with the readings and discussing their content is very important for this class. Students are expected to complete reading assignments on time and come to class prepared to discuss the readings. Every week we will have a discussion session based on the required readings. Be prepared to work in group discussions during class. It is very important to actively collaborate with your peers to gain a deeper understanding of the material assigned and the ideas discussed.

READING REPORTS
To prove that you carefully read the required readings, you are required to submit 14 reports of the REQUIRED READINGS [R] assigned for each class session. Articles for readings reports will be assigned according to your last name.

Each reading report must contain two sections with no less than <u>300 words each</u>.

<u>First section</u>: a concise summary of the reading including a) the main arguments and b) the conclusions presented by the author(s). You must <u>not</u> state <u>any</u> opinion in your summary. This section of the reading reports is designed to help you with comprehension and retention of the often-challenging readings. Your summary can include <u>brief</u>, well-chosen quotations, but must primarily be in your own words. The main point of the reading report is for you to be able to capture the main argument of a given reading in your words, and to give you some material with which to participate in class discussion.

<u>Second section</u>: your personal position, reaction, connection to your own experience using technology, or relevance to understanding the effects of technology on society and at least one discussion question at the end.

Reports submitted with less than 600 words will not be accepted. You are required to indicate the total number of words at the end of each section.

You are required to bring a hard copy to the classes of your reading reports for the discussion and group activities. However, you must first submit on CARMEN your reading report.

Each report will count for 3 points. Late reading reports will be accepted only for two weeks, but they will receive only 1.5 points. If the reading report does not minimally prove that you read material, it will receive 0 points.

You can submit reading reports of COMPLEMENTARY READINGS if you need extra points to compensate for late submissions or for reports that were not accepted. However, you cannot use complementary readings to increase your exam grades or to replace attendance or presentations. Summaries for complementary readings can be submitted at any time during the semester before the dropboxes close on the last day of classes.

FILM GROUP PRESENTATION

Each of student will participate on a group presentation to the class using video clips from a

film previously assigned to each team. Teams will watch a film and select three to five short clips of scenes that are relevant to the assigned topic. Teams will be required to use a PowerPoint to connect the film to the readings required for that topic and end the presentation with three discussion questions. This assignment will count for 10 points of your final grade. Guidelines will be posted on CARMEN and discussed on class.

VIDEO GROUP PROJECT

Students will work on teams and produce a **six-minute** short video. The goal of this project is to predict the main technological changes that will occur in the future and to imagine the possible effects on our society on ONE of the following areas: 1) human diet, 2) cities and transportation, 3) labor and employment, 4) privacy and social control, 5) accidents and social risk, 6) war and world order, 7) love and human interactions, 8) democracy and political participation, 9) human enhancement, and 10) gender equality. This assignment will count for 18 points of your final grade. Guidelines will be posted on CARMEN and discussed on class.

FINAL SHORT ESSAY ON TECHNOLOGY AND THE FUTURE

The goal of the final essay is to imagine or predict the main technological changes that will occur in the future and to discuss some of their effects on human society in terms of **economic** (jobs and workplaces, economic productivity, leisure, unemployment, wages, economic inequality, etc.), **political** (government systems, criminal justice system, freedom, total surveillance, etc.) or **social-cultural** implications (family, religion, educational system, mainstream beliefs and values, etc.).

The essay will count for 20 points and should have no less than 1,500 words. The guidelines will be posted on CARMEN and discussed on class.

ASSIGNMENTS GENERAL GUIDELINES

You must submit all the documents on Microsoft Word or PDF. If you use a different format and I cannot open your document, the assignment will be not graded.

PLEASE REMEMBER THAT ALL ASSIGNMENTS MUST BE POSTED ON CARMEN. YOU ARE ALSO REQUIRED TO BRING HARD COPIES OF ALL YOUR WRITTEN ASSIGNMENTS TO CLASS FOR THE DISCUSSION AND GROUP ACTIVITIES.

ASSIGNMENTS SENT BY EMAIL WILL NOT BE ACCEPTED OR GRADED UNDER ANY CIRCUMSTANCES.

Before submitting any assignment on CARMEN you must be sure that you followed ALL the required guidelines. If an assignment does not follow all the indicated guidelines, it will not be accepted and receive 0 points.

Always remember to include the total number of words at the end of each section of your assignment. IF YOU DO NOT FOLLOW THIS SIMPLE GUIDELINE, IT WILL NOT BE GRADED.

Assignments submitted to an incorrect folder will not be graded.

Technological problems are not valid excuses for not completing an assignment or posting it in late on CARMEN. You are required to familiarize yourself with CARMEN.

If necessary, please visit the OSU Writing Center to revise the assignments or essays before submitting them: OSU Writing Center (CSTW): http://cstw.osu.edu/writingcenter or 614-688-4291

COMMUNICATION

This is not an online class. Questions about the organization of the class, assignment guidelines or grades will not be answered by email. Please reserve your questions about the organization of the class or assignment guidelines for class time or meet me during my office hours. If you want to talk about your grade or absences, please make an appointment to meet me at my office.

If I give guidelines orally during class and you are absent, please do not ask me by email what you missed. You can see me during my office hours or ask a classmate. I do not use my smartphone for general email communication related to this class. If you have an urgent question, sometimes you must wait 24 hours to receive an answer. Please note that I do not reply to emails on weekends or holidays. Get emails and phone numbers of your team classmates with whom you can establish a buddy system to collect notes and information on days one of you is absent.

IN SHORT, YOU ARE EXPECTED TO:
- Be ready to work when class begins.
- Know all due dates and times for readings and your assignments.
- Work collaboratively with your peers on class activities and group presentations.
- Apply your knowledge of concepts from class to your oral and written work.

OTHER COURSE POLICIES

OHIO STATE'S 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*, 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.

Plagiarism is a serious offense at this university. All quoted and paraphrased passages must be cited appropriately in your written work. Copying sentences or whole sections of another's work from web sites or other materials is considered plagiarism. When you find it, you can use it if you cite it! Cutting and pasting from websites/online articles without proper citations is considered plagiarism.

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:

- The Committee on Academic Misconduct web pages (COAM Home)
- *Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)*
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

COPYRIGHT DISCLAIMER
The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

STATEMENT ON TITLE IX
Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

YOUR MENTAL HEALTH
A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact Ohio State University Counseling and Consultation Service (614-292-5766; www.ccs.osu.edu) for assistance, support, and advocacy. This service is free and confidential.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations
If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of

1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at 614-292-3307 or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University. Go to http://ods.osu.edu for more information.

ACCESSIBILITY OF COURSE TECHNOLOGY
This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Carmen (Canvas) accessibility
- Streaming audio and video
- Synchronous course tools

DIVERSITY, EQUITY, AND INCLUSION AT THE OHIO STATE UNIVERSITY
The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach their own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, ethnicity, religion, sex, sexual orientation, or veteran status, is prohibited.

The Ohio State University acknowledges that the land on which its campuses reside have long served as sites of meeting and exchange for Indigenous peoples, including those in historical times known as the Shawnee, Miami, Wyandotte, and Delaware; the People of Fort Ancient, Hopewell, and Adena cultures, also known as the earthwork's builders; as well as other tribal nations of the region. The Ohio State University honors and respects the diverse indigenous peoples connected to this land on which we gather.

The Ohio State University seeks the active involvement of students, faculty, and staff in open and honest communication. While we strive to be the best in everything that we do, we continuously evaluate our performance and welcome constructive assessment and suggestions for improvement. As a community, we treat each student complaint and concern with respect and review each one seriously. If you should have a complaint or concern, please utilize the following list to notify the appropriate contact: https://newark.osu.edu/students/complaint-and-concern.html.

COURSE SCHEDULE

WEEK 1 - INTRODUCTION TO THE CLASS: WHAT IS SOCIOLOGICAL THINKING?

Syllabus: Organization of the class.

Course guidelines: How to read sociological book chapters and sociological articles.
ORGANIZATION AND GUIDELINES FOR GROUPS PRESENTATIONS.
What is sociological and critical thinking?

WEEK 2 - THEORIES ON TECHNOLOGY

R1: Steve Matthewman, "Theorizing Technology," *Technology and Social Theory* (Palgrave MacMillan 2011): 8-28.

WEEK 3 - THEORIES ON GLOBALIZATION AND SOCIAL CHANGE

R2.1: Kenneth A. Gould, "Global Dynamics," Kenneth A. Gould and Tammt L. Lewis, *Ten Lessons in Introductory Sociology* (Oxford University Press 2014): 219-249.
R2.2: Jason Konefal, "Forces of Social Change," Kenneth A. Gould and Tammt L. Lewis, *Ten Lessons in Introductory Sociology* (Oxford University Press 2014): 251-276.

WEEK 3 - TECHNOLOGY AND THE ILLUSION OF PROGRESS

R3.1: Daniel Sarewitz, "Pas de Trois: Science, Technology, and the Marketplace," Deborah G. Johnson and Jameson W. Wetmore, *Technology and Society: Building Our Sociotechnical Future* (MIT Press 2009): 275-295.
R3.2: Jameson M. Wetmore, "Amish Technology: Reinforcing Values and Building Community," Deborah G. Johnson and Jameson W. Wetmore, *Technology and Society: Building Our Sociotechnical Future* (MIT Press 2009): 297-318.

WEEK 4 – CASE 1: THE FOOD INDUSTRY: CAPITALISM AND THE DEGRADATION OF OUR DIET

R4.1: Anthony Winson, "From Neolithic to Capitalist Diets," *Industrial Diet: The Degradation of Food and the Struggle for Healthy Eating* (UBC Press 2013): 76-92.
R4.2: Stefano B. Longo, Rebecca Clausen, and Brett Clark, "Capitalism and the Commodification of Salmon: From Wild Fish to a Genetically Modified Species," *The Tragedy of the Commodity: Oceans, Fisheries, and Aquaculture* (Rutgers University Press, 2015): 35-55.

FILM PRESENTATION & DISCUSSION - Group 1: *Food Inc.* by Robert Kenner (2008): 94 min.

C1: Anthony Winson, "The Industrial Diet Goes Global," *Industrial Diet: The Degradation of Food and the Struggle for Healthy Eating* (UBC Press 2013): pp. 229-251.

WEEK 5 – CASE 2: CARS: CITIES, SUBURBIA, AND THE ENVIRONMENT

R5.1: Kenneth Jackson, "The Drive-in Culture of Contemporary America," *Crabgrass Frontier: The Suburbanization of the Unites States* (Oxford University Press 1987): 1-10.
R5.2: Kingsley Dennis & John Urry, "The Century of the Car," *After the Car* (Polity 2009): 27-46.

FILM PRESENTATION & DISCUSSION - Group 2: *Sprawling from Grace: Driven to Madness* by David M. Edwards (2008): 82 min.

C2: John Urry, "The Century of Oil," *Societies Beyond Oil: Oil Dregs and Social Futures* (Zed

Books 2013): 37-52.

R9.2: Rafia Zakaria, "The Myth of Precision: Human Rights, Drones, and the Case of Pakistan" *Drones and the Future of Armed Conflict* (University of Chicago Press 2015): 199-212.

FILM PRESENTATION & DISCUSSION - Group 6: *Drone* by Tonje Hessen Schei (2014): 58 min.

C6: Martin Senn and Jodok Troy. "The Transformation of Targeted Killing and International Order," *Contemporary Security Policy*, Vol. 38, No. 2 (2017): 175-196.

WEEK 10 – CASE 7: GENDERED TECHNOLOGIES: ARE WOMEN STILL NOT WELCOME IN THE STEM WORLD?

R10.1: Judy Wajcman, "From Women and Technology to Gendered Technoscience," *Information, Communication & Society*, 10:3 (2007): 289-296.
R10.2: Lauren Alfrey and France Winddance Twine, "Gender-Fluid Geek Girls: Negotiating Inequality Regimes in the Tech Industry" *Gender & Society*, Vol 31 No. 1 (2017): 28-46.

FILM PRESENTATION & DISCUSSION - Group 7: *Code: Debugging the Gender Gap* by Robin Hauser Reynolds (2015): 80 min.

C7: Safiya Umoja Noble, "The Power of Algorithms," *Algorithms of Oppression: How Search Engines Reinforce Racism* (NYU Press 2018): 1-14.

WEEK 11 – CASE 8: SOCIAL MEDIA AND LOVE: ROMANCE AND ROMANTIC BREAKUPS ONLINE

R11.1: Sherry Turkle, "Romance," *Reclaiming Conversation: The Power of Talk in a Digital Age* (Penguin Press 2015): 177-207.
R11.2: Veronika Lukacs and Anabel Quan-Haase, "Romantic Breakups on Facebook: New Scales for Studying Post-Breakup Behaviors, Digital Distress, and Surveillance," *Information, Communication & Society,* Vol. 18, No. 5 (2015): 492-505.

FILM PRESENTATION & DISCUSSION – Group 8: *HER* by Spike Jonze (2013): 126 min.

C8: Sascha L. Goluboff, "Text to Sex: The Impact of Cell Phones on Hooking Up and Sexuality on Campus," *Mobile Media & Communication*, Vol. 4, No. 1 (2016): 102-118.

WEEK 12 – CASE 9: SOCIAL MEDIA AND POLITICS: DEMOCRACY AND SOCIAL MOVEMENTS

R12.1: Archon Fung and Jennifer Shkabatur, "Viral Engagement: Fast, Cheap, and Broad, but Good for Democracy?" *Max Weber Program, European University Institute* (2013): 1-14.
R12.2: Mohamed Arafa and Crystal Armstrong, "Facebook to Mobilize, Twitter to Coordinate Protests, and YouTube to Tell the World: New Media, Cyberactivism, and the Arab Spring," *Journal of Global Initiatives: Policy, Pedagogy, Perspective,* Vol. 10: No. 1, (2016): 73-97.

FILM PRESENTATION & DISCUSSION – Group 9: *Cambridge Analytica: Data, Democracy, and Dirty Tricks* by Chanel 4 – Parts 1, 2, 3, 4, 7 and 8 (2018): 82 min.

C9: Manuel Castells, "Occupy Wall Street: Harvesting the Salt of the Hearth," *Networks of Outrage and Hope: Social Movements in the Internet Age* (Polity Press, 2012): 157-198.

WEEK 13 – CASE 10: HUMAN ENHANCEMENT AND INEQUALITY: CYBORGS, POST-HUMANS, AND ATHLETES

R13.2: Michael Bess, ''Icarus 2.0: A Historian's Perspective on Human Biological Enhancement,'' *Technology and Society: Building Our Sociotechnical Future* (MIT Press 2009): 599-609.
R13.2: Andy Miah, "Human Enhancement in Sports," Handbook of Science and Technology Convergence (Springer 2015): 1-11.

FILM PRESENTATION & DISCUSSION – Group 10: *Icarus* by Bryan Fogel (2017): 121 min.

C10: Allen Buchanan, "Will the Rich Get Biologically Richer?" *Better than Human: The Promise and Perils of Enhancing Ourselves* (Oxford University Press 2011): 102-132.

WEEK 14: THE POWER OF IMAGINATION AND THE FUTURE: UTOPIA OR DYSTOPIA?

GUIDELINES FOR FINAL PAPER
R14: Frédéric Claisse and Pierre Delvenne, "Building on anticipation: Dystopia as empowerment," *Current Sociology Monograph*, Vol. 63, No. 2 (2015): 155-169.

WEEK 15 - FINAL PRESENTATIONS

FINALS WEEK – FINAL ESSAY DUE

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)*

Course subject & number

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)*

Course subject & number

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)*