

Term Information

Effective Term Spring 2024
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

COURSE CHANGE REQUEST
3302 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
08/22/2023

Attachments

- 3302_submission-doc-citizenship_5-28-22.pdf: GE submission doc
(Other Supporting Documentation. Owner: Downey, Douglas B)
- Espinosa_3302_GE_New Version_5.8.23.doc: Revised syllabus
(Syllabus. Owner: Downey, Douglas B)
- 3302 cover letter.docx
(Cover Letter. Owner: Downey, Douglas B)

Comments

- Please see Panel feedback email sent 03/31/2023. *(by Hilty, Michael on 03/31/2023 11:20 AM)*
- I included a new assignment that I had previously used in this class. They also described better the other required assignments for this class.

The instructor reorganized, edited, and extended all the Goals and Learning Outcomes using some of the text from the GE Worksheet that they had submitted before. *(by Downey, Douglas B on 02/22/2023 01:44 PM)*
- Sent back at dept's request *(by Vankeerbergen, Bernadette Chantal on 02/06/2023 09:25 AM)*
- Please see Panel feedback e-mail sent 09/30/22. *(by Cody, Emily Kathryn on 09/30/2022 12:34 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
Revision Requested	Hilty, Michael	04/27/2022 04:17 PM	ASCCAO Approval
Submitted	Downey, Douglas B	06/13/2022 07:29 AM	Submitted for Approval
Approved	Downey, Douglas B	06/13/2022 07:29 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	07/20/2022 08:29 AM	College Approval
Revision Requested	Cody, Emily Kathryn	09/30/2022 12:34 PM	ASCCAO Approval
Submitted	Downey, Douglas B	01/06/2023 10:24 AM	Submitted for Approval
Approved	Downey, Douglas B	01/06/2023 10:24 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/30/2023 02:12 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	02/06/2023 09:25 AM	ASCCAO Approval
Submitted	Downey, Douglas B	02/22/2023 01:45 PM	Submitted for Approval
Approved	Downey, Douglas B	02/22/2023 01:45 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/27/2023 02:34 PM	College Approval
Revision Requested	Hilty, Michael	03/31/2023 11:20 AM	ASCCAO Approval
Submitted	Downey, Douglas B	05/08/2023 08:35 AM	Submitted for Approval
Approved	Downey, Douglas B	05/08/2023 08:36 AM	Unit Approval
Pending Approval	Vankeerbergen, Bernadette Chantal	05/08/2023 08:36 AM	College Approval



Department of Sociology

College of Social and Behavioral Sciences

238 Townshend Hall

1885 Neil Ave. Mall

Columbus, OH 43210

May 8, 2023

Dear curriculum committee,

Please consider this revision to Sociology 3302, Technology and Global Society.

The instructor describes the following changes:

“This version has a new course description.

I also rewrote almost all the ELOs. They are still long, but I think it is necessary to clearly explain how this class will meet the requirements and expected learning outcomes.

I included twelve new readings and three new films.

I reorganized the class schedule in three units and kept the topics that are the most interesting and effective according to evaluations done by former students. In the first unit we are now going to dedicate four weeks to the conceptual foundation of this class to make explicit the theoretical intersection between technology, global society, citizenship, and social justice.” I also redefine the

Sincerely,

A handwritten signature in black ink that reads "Douglas B. Downey".

Douglas B. Downey
Professor of Sociology

goals for the final paper.



Sociology 3302 - TECHNOLOGY AND GLOBAL SOCIETY

Instructor: Víctor M. Espinosa, Ph.D.
Email address: espinosa.24@osu.edu
Office location and hours: TBA

Instruction mode: In Person Lecture
Meeting Days/times: TBA
Classroom location: TBA

COURSE DESCRIPTION

In this course, we will study and critically analyze the relationship among technology, global society, citizenship, and social justice. We will explore some of the most significant debates on the positive and negative connections between technology and society to interrogate what it means for technologies to engage with citizenship and social justice; how technology can better serve marginalized communities; and how students' experiences provide a valuable resource for thinking collectively and critically about sustainable social futures, as well as building a better global society.

The study of the interactions between technology and global society from a critical and sociological perspective will require:

- a) Understanding technology not just as a set of artifacts but as sociotechnical systems, that is, as complex assemblages of material objects, social practices, forms of knowledge, modes of organizations, and social relationships that make what we call technology possible and useful.
- b) Critically analyze structures of power, social forces, and actors that determine the development of technology, and their effects on our global society.
- c) Distinguish, at the local and global level, the notions of technological progress from that of social change, economic wellbeing, standard of living, and quality of life to understand how some specific technologies affect, influence, or reproduce social inequalities.
- d) Identify and discuss both the positive and negative aspects of technology. As we all know, continuous technological innovation has allowed humans to fight disease, hunger, and poverty while expanding productivity, human mobility, global communication, and cultural expression. However, thanks to technology humans also have an unprecedented power to dominate, kill humans and other species, and destroy nature to the point of threatening human survival. We must then recognize and discuss the social implications of technology's dark side.
- e) Discuss the role we can play as citizens to globally achieve social justice through a better use of current technologies and the development of new alternative technologies.

Throughout the semester and in a final paper students will be encouraged to use their sociological (and sociotechnical) imagination to envision a world of global equity and a sustainable social future.

This class will be organized in three units:

First, we will learn and analyze the foundational concepts of this class: technology as a socio-technical system, global society, social change, technological risk, and global citizenship.

Second, we will study the intersection of technology, citizenship, and social justice from a global perspective by analyzing specific cases of sociotechnical systems that will help us to identify the hidden actors and motives that explain how technologies affect our lives both in positive and negative ways, such as agriculture and the food industry; energies, transportation and the environment; technological unemployment and artificial intelligence; gendered technologies and the STEM world; technologies of surveillance and social control; social media and romance; internet and political participation; and technologies for human enhancement.

Finally, we will analyze and discuss how technology should be developed and used to provide for collective material well-being and the construction of a more inclusive, diverse, and just global society.

In sum, this is an advanced class about the role that technology plays in the construction of a more globally interconnected society that will allow students to learn and discuss both about the rights we have as citizens to live in more just and equal world and our responsibilities to participate in building a more sustainable global future.

OBJECTIVES AND LEARNING OUTCOMES

This course fulfills the general requirements and expected learning outcomes for the GE Theme: **Citizenship for a Just and Diverse World.**

General requirements and expected learning outcomes for Theme Courses.

GOAL 1. Successful students will analyze concepts of citizenship, justice, and diversity at a more advanced and in-depth level than in the Foundations component.

ELO 1.1 Successful students are able to engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.

In this course, students will learn and apply the concept of sociotechnical systems (see class description) to both think critically about the negative impacts of technology on society and human behavior and discuss how social justice could be achieved globally through alternative technologies. For example, in week 6, for study of the global food industry as a sociotechnical system, students will use interdisciplinary readings, a reading response, instructor lecture, class-based discussion, and a group presentation of a documentary film to 1) identify and critically analyze the structures, actors, and social forces that are responsible for the degradation of our diets at the global level and among minorities, women, and low income families; 2) build on the notion of citizenship rights and responsibilities to imagine alternative and inclusive ways to use technology to improve our diets; and 3) discuss, from a food justice

perspective, the possibilities of more sustainable sociotechnical systems for the production of food. During the semester, students will engage in an in-depth and scholarly exploration of eight specific sociotechnical systems (see course description) following the same structure.

ELO 1.2 Successful students are able to engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.

In this course, the advance readings for this class will allow students to engage in an in-depth scholarly exploration of the complexities of the connection between technology, global society, and citizenship. By submitting critical reading reports and participating in class discussion, students will integrate approaches from the most advanced literature on sociology and other disciplines to understand technology as complex assemblages of material objects, social practices, forms of knowledge, modes of organizations, and social relationships at the local and global level. This multifaceted form of understanding the interaction between technology and society will allow students to understand the relevance of our roles as citizens in using technology to construct a more just and diverse world. Student success in attaining this expected learning outcome will primarily be measured by the final paper about the student's vision of a technologically sustainable future and a world of global equity.

GOAL 2. Successful students will integrate approaches to understanding citizenship for a just and diverse world 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 Successful students are able to identify, describe, and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.

The guidelines for the weekly written reading reports, group presentations, and class discussions are designed to stimulate students' ability to learn how integrate approaches from sociology and other disciplines, as well as their own individual experiences as they analyze the interaction between technology, society, and citizenship rights and obligation. In this course, students will use the weekly reading reports as the main tool to learn how identify, describe, and synthesize an approach or main argument using their own words. In the opinion section of the weekly reading reports, students will share their intellectual and subjective reactions to the assigned reading, connect them with individual, out-of-classroom experiences, work they have done in other classes, or envision solutions for the problems identified in the readings.

ELO 2.2 Successful students are able to 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.

To respond to the challenges to studying the dark side of technology, in this course students will develop a critical, rigorous, and conscious engagement over key issues for all citizens such as the unequal access to technological innovation, democracy, social interactions, energy crises, environment degradation, the right to privacy, social protest, technological unemployment, human enhancement, and the practice of global citizenship. Students will use group discussions and peer review activities to develop a sense of self as a learner through self-reflection and self-assessment. Students will also write a midterm autobiographical paper in which they will use

the conceptual foundations discussed in class to self-reflect on the impacts of technology on their daily life and on their experiences growing up with diverse technologies. In this assignment, students will use their own individual and social experiences to illustrate and reflect on the positive or negative effects of technologies on social behaviors and the larger society. Students will have the opportunity to demonstrate the capacity to use self-reflection and self-assessment in a creative way by working in teams to present and organize a class discussion about a documentary film. Students will also read and comment on the papers written by their peers to compare their experiences growing up with technologies and to envision the future from a social justice perspective.

Specific requirements and expected learning outcomes for the Citizenship for a Diverse and Just World theme.

GOAL 3. Successful students will explore and analyze a range of perspectives on local, national, and global citizenship, and apply the knowledge, skills and dispositions that constitute citizenship.

ELO 3.1 Successful students are able to describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.

In this course, students will be able to identify and analyze the experiences of technological exclusion, unequal access to technological innovation, and unequal technological effects on society from the perspectives of local, national, and global citizenships. Students will also discuss how technology guided by ethics has the potential to reduce inequality by helping poor people all over the planet. The following examples illustrate how readings, films, assignments, in-class activities, and discussions are designed to help students understand the concepts of diversity, social justice, and citizenship rights in the context of the United States and the world: 1) In week 9, students will learn the notion of gendered technologies to identify and analyze the unequal access and unequal effects of technology from the perspective of intersectional lived experiences that include gender, social class, and race. 2) In week 5 on technological risk, students will first analyze the Challenger explosion to reflect on the unexpected consequences of technology and then the disaster in Bhopal, India to interrogate why marginalized people are more affected by industrial disasters. The study of specific cases will help students to identify and analyze the structures of power that are responsible for the unethical use of technologies and unequal technological effects on society at the local, national, and global level.

ELO 3.2 Successful students are able to identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

In this course, students will work in teams to present a documentary film and lead a class discussion. The assigned documentary films include different perspectives and experiences from around the globe to encourage students to reflect on the radical separation between those who produce technological risks and those who bear the consequences. In the week 6 on the global food industry and week 7 of technologies of transportation and the energy crisis, for example, students are required to identify, recognize, and reflect on the Global North privileges regarding unequal access to technological innovations and energy, as well as the unequal distribution of the negative effects of technology on our communities, the Global South, and

the environment. Reflecting on Global North privileges regarding unequal access to technological innovations and unequal distribution of the negative effects of technology on the Global South will help students to develop the skills and the dispositions for the intercultural competence necessary for the exercise and recognition of our rights and responsibilities as global citizens.

GOAL 4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

ELO 4.1 Students will be able to examine, critique, and evaluate various expressions and implications of diversity, equity and inclusion and explore a variety of lived experiences. In this course, students will have the opportunity to examine, critique, and evaluate a wide range of lived experiences in relation to unequal access and contrasting technological effects that include social class, race, ethnicity, gender, and cultural diversity at the national and global (North and South) levels. Some examples that will help students to understand the importance of promoting diversity, equity, and inclusion are the study of the negative impact of the fast-food industry on minorities and low income families (week 6), the discrimination of black women in the IT industry (week 9), the higher vulnerability of people from the Global South in case of technological disasters (week 5), and the case of Amish culture, which exemplifies the capacity to integrate only certain technologies into their society that will help to promote and preserve the values they hold most dear: humility, equality, simplicity and community. The class discussions and the final paper will provide an opportunity for the students to reflect on the mechanisms of inclusion and exclusion that determine what constitutes citizenship and membership, and to imagine the potential of technology to build a more diverse, equitable, and inclusive global society.

ELO 4.2 Successful students are able to 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.

In this course, students will be able to analyze and interrogate from a critical perspective how the use and design of technologies always engages with issues of citizenship, social justice, and the promotion, or limitation, of diversity. The readings, films, and discussions will also help students to identify and critically analyze the structures of power, actors, and social forces that are responsible for development of technology, and their positive or negative effects on our global society. For example, the assignments and activities for week 10 on the technologies of surveillance and social control and week 12 on democracy and social moments will meet this ELO. In week 10, students will be able to analyze from a critical perspective the intersection between justice and structures of power by discussing citizens' rights to privacy versus the promise of the state that full security will ensure from surveillance technologies. In week 12, students will analyze the potential of technology to suppress or foment critical democratic values such as inclusion, political equality, public deliberation, and civic education. The final paper will meet this ELO too. In this final assignment students will choose three technologies that if developed or put to alternative use, in their opinion, are essential to build a more just, inclusive, and diverse society. Students will not only describe the technologies in technical terms but to also consider the social and political changes necessary to produce or use the alternative technologies that they propose. Students will be encouraged to not be afraid of

being idealistic but to use their sociotechnical imagination to envision sustainable technologies that also serve marginalized communities. Proposing sustainable solutions to socio-technological global problems will help students understand how both their concerns as global citizens and their proposed solutions, are part of global public debates regarding the development of more inclusive technologies from a social justice perspective.

COURSE MATERIALS

No textbook is required for this class.

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

For this class, it is obligatory to watch 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 one hundred total points.

HOW YOUR GRADE IS CALCULATED		POINTS	GRADING SCALE:
Assignment Category	Points		
Class Participation	10	93 – 100 = A	
Reading Reports (13 X 3 Points)	39	90 – 92.9 = A-	
Group Class Presentation	15	87 – 89.9 = B+	
First Paper	16	83 – 86.9 = B	
Final Paper	20	80 – 82.9 = B-	
TOTAL POINTS	100	77 – 79.9 = C+	
		73 – 76.9 = C	
		70 – 72.9 = C-	
		67 – 69.9 = D+	
		60 – 66.9 = D	
		Below 60 = 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 three 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 four classes will drop your participation grade to zero.

Keeping up with the readings and discussing their content is especially 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

You must read all the articles for this class, but you are required to submit only one reading report of one of the required readings assigned for each week. You are required to submit a total of 13 reports. Articles for reading reports will be assigned according to your last name.

Each reading report must contain two sections with no less than 300 words each:

First section: a concise summary of the reading including a) the main arguments and b) the conclusions presented by the author(s). You must not state any opinion in the first section of 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 brief, 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.

Second section: 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. This section should include your subjective reaction to the reading. How does the content affect you intellectually and emotionally? What thoughts or feelings does it provoke? What personal experiences or associations does it bring for you? Do you agree or disagree with the central arguments or conclusions? Why or why not?

You are required to include at least two discussion questions at the end.

The rubrics and the minimum requirements for this assignment are posted on Carmen.

FILM GROUP PRESENTATION

Each student will participate in a group presentation to the class using 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. The team will lead the class discussion assisted by the instructor.

The guidelines for this assignment are posted on CARMEN and will be discussed in class.

FIRST PAPER: GROWING UP WITH TECHNOLOGY

The goal of this assignment is to reflect on the impact of technology on your daily life experiences since you were a child. You must describe and analyze by order of importance the most important forms of technology that make your daily life possible or on which your daily life most depends. You must also analyze the most important innovation in technology that, according to you, was produced in your lifetime: what impact did it have or is it having in your life? You must be critical: describe, for example, any possible oppressive or negative side of the technology you use. Do you use any form of technology that produces any kind of fear or

uncertainty about future effects on society or the environment? For inspiration, you will be required to read and cite the chapter 1 titled “Growing Up with Technology” by Jerry Mander (pages 11-24) posted on Carmen and to cite at least two other readings discussed in this class.

The guidelines are posted on CARMEN and will be discussed in class.

FINAL PAPER: IMAGINING THE FUTURE FROM A SOCIAL JUSTICE PERSPECTIVE

In your final paper you must choose three technologies that if developed or put to alternative use, you believe are essential to build a more just, inclusive, and diverse future society. You must not only describe the technologies you chose in technical terms but to also consider the economic, social, and political changes necessary to produce or use the technologies you analyze, along with their consequences for citizenship in a just society. The readings from week 13 will inspire you to not be afraid to dare to be idealistic and use your sociotechnical imagination to envision sustainable technologies that also serve marginalized communities. You must cite at least two readings discussed in class and at least three academic sources not discussed in class that are part of the global public debates regarding the development of more inclusive technologies from a social justice perspective.

Rubrics and extended guidelines are posted in carmen and will be discussed in class.

ASSIGNMENTS GENERAL GUIDELINES

You must submit all the documents in 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. 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.

Assignments submitted to an incorrect folder will not be graded.

Technological problems are not valid excuses for not completing an assignment or posting it 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 or in Zoom.

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.
- Collaborate 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 resource at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator 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 accommodation 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's 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

UNIT ONE: CONCEPTUAL FOUNDATIONS

WEEK 1 - Introduction to the Class

Organization of the class: Syllabus.
 Course guidelines: How to read sociological articles.
 Group presentation guidelines: Organization of groups.
 Lecture: Sociological and critical thinking?

WEEK 2 – Theories and Ethics of Technology

Readings:
 R1.1: Steve Matthewman, "Theorizing Technology," *Technology and Social Theory* (Palgrave MacMillan, 2011): 8-28.

R1.2: Sheila Jasanoff, "The Power of Technology." In *The Ethics of Invention: Technology and the Human Future* (W.W. Norton & Company, 2016), pp. 1-30.

Documentary Film:

Anthropocene: The Human Epoch (87 min). Directed by Jennifer Baichwal, Edward Burtynsky, Nicholas de Pencier (2019).

GUIDELINES FOR FIRST PAPER

WEEK 3 – Technology, Global Society, and Citizenship

Readings:

R2.1: Mauro Guillen, "Is Globalization Civilizing, Destructive or Feeble? A Critique of Five Key Debates in the Social Science Literature." *Readings in Globalization*, George Ritzer and Zeynep Atalay, eds (Blackwell Publishing, 2010) pp 4-17.

R2.2: Jason Konefal, "Forces of Social Change," Kenneth Gould and Tammy Lewis, *Ten Lessons in Introductory Sociology* (Oxford University Press 2014): 251-276.

Video Clip:

Offshoring (15 min). Animation used to promote the book *Offshoring* (Polity Press, 2014) by sociologist John Urry and his talk at TEDxLancasterU.

WEEK 4 – Technological Progress and Inequality

Readings:

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 Johnson and Jameson Wetmore, *Technology and Society: Building Our Sociotechnical Future* (MIT Press 2009): 297-318.

WEEK 5 – Technological Risks

R4.1: Harry Collins and Trevor Pitch, "The Naked Launch: Assigning Blame for the Challenger," Deborah G. Johnson and Jameson W. Wetmore, *Technology and Society: Building Our Sociotechnical Future* (MIT Press 2009): 369-388.

R4.2: Jaime Cassels, "The Anatomy of a Disaster," *The Uncertain Promise of Law: Lessons from Bhopal* (University of Toronto Press 1993): 3-32.

Documentary Film:

Nuclear Meltdown Disaster: Inside the Fukushima Crisis (54 min). By NOVA/PBS (2016).

GUIDELINES FOR FINAL PAPER

UNIT TWO: SOCIOTECHNICAL SYSTEMS CASE STUDIES

WEEK 6 – CASE 1: Technologies of Food and Capitalist Diets

R5.1: Alison Hope Alkon, "Food Justice and the Challenge to Neoliberalism," *Gastronomica: Journal of Critical Food Studies*, vol.14, no.2 (2014), pp.27–40.

R5.2: Anthony Winson, "From Neolithic to Capitalist Diets," *Industrial Diet: The Degradation of Food and the Struggle for Healthy Eating* (UBC Press 2013): 76-92.

R5.3: 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.

Documentary Film Presentation & Group Discussion 1:
Food Inc. (94 min). Directed by Robert Kenner (2008).

WEEK 7 – CASE 2: Technologies of Transportation and the Environment

R6.1: Karen Hudlet-Vazqueza, Melissa Bollmana, Jessica Craigg, and James McCarthy, "Utopias and dystopias of renewable energy imaginaries." In *Energy Democracies for Sustainable Futures*, Edited by Majia Nadesan, Martin J. Pasqualetti, and Jennifer Keahey (Academic Press, 2023): 31-40.

R6.2: Kingsley Dennis & John Urry, "The Century of the Car," *After the Car* (Polity 2009): 27-46.

R6.3: John Urry, "The Century of Oil," *Societies Beyond Oil: Oil Dregs and Social Futures* (Zed Books 2013): 37-52.

Complementary reading:

Maggie Koerth-Baker, "Why Your Car Isn't Electric," *New York Times* (October 2, 2012).

Documentary Film Presentation & Group Discussion 2:
Sprawling from Grace: Driven to Madness (82 min). Directed by David Edwards (2008).

WEEK 8 - CASE 3: Technologies of Labor and Artificial Intelligence

R7.1: Filippo Santoni de Sio, Txai Almeida, and Jeroen van den Hoven, "The Future of Work: Freedom, Justice, and Capital in the Age of Artificial Intelligence," *Critical Review of International Social and Political Philosophy*, Vol.26, no.2 (2023): 1-25.

R7.2: Martin Ford, "Consumers, Limits to Growth... and Crisis?" *The Rise of the Robots: Technology and the Threat of a Jobless Future* (Basic Books, 2015): 193-228.

R7.3: Carl Benedict Frey and Michael A. Osborne, "The Future of Employment: How Susceptible Are Jobs to Computerization?" *Oxford Martin Program on Technology and Employment* (2013): 3-48.

Fiction Film Presentation & Group Discussion 3:
Sleep Dealer (90 min). Directed by Alex Rivera (2009).

WEEK 9 – CASE 4: Technologies of Gender and the STEM World

R8.1: Judy Wajcman, "From Women and Technology to Gendered Technoscience," *Information, Communication & Society*, 10:3 (2007): 289-296.

R8.2: 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.

R8.3: Sharla N. Alegria, "What Do We Mean by Broadening Participation? Race, Inequality, and Diversity in Tech Work," *Sociology Compass*, 14:e12793 (2020), 1–12.

Complementary reading:

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

Documentary Film Presentation & Group Discussion 4:

Code: Debugging the Gender Gap (80 min). Directed by Robin Hauser Reynolds (2015).

WEEK 10 - CASE 5: Technologies of Surveillance and the Dilemmas of Security

R9.1: Torin Monahan, "Questioning Surveillance and Security," Deborah Johnson and Jameson Wetmore, *Technology and Society: Building Our Sociotechnical Future* (MIT Press 2009): 537-557.

R9.2: James Stacey Taylor, "In Praise of Big Brother: Why We Should Learn to Stop Worrying and Love Government Surveillance," *Public Affairs Quarterly*, Vol. 19, No. 3 (2005): 227-242.

R9.3: Glenn Greenwald, "The Harm of Surveillance," *No Place to Hide: Edward Snowden, the NSA, the U.S. Surveillance State* (Metropolitan Books 2014): 171-209.

Documentary Film Presentation & Group Discussion 5:

United States of Secrets (Part Two, 53 min). Produced by *Frontline* (2014).

WEEK 11 – CASE 6: Technologies of Social Life and Romance

R10.1: Amy Shields Dobson, "Sexting, Intimate and Sexual Media Practices, and Social Justice," In *Digital Intimate Publics and Social Media*, edited by Amy Shields Dobson, Nicholas Carah, Brady Robards (Palgrave 2018): 93-110.

R10.2: Sherry Turkle, "Romance," *Reclaiming Conversation: The Power of Talk in a Digital Age* (Penguin Press 2015): 177-207.

R10.3: 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.

Fiction Film Presentation & Group Discussion 6:

HER (126 min). Directed by Spike Jonze (2013).

WEEK 12 – CASE 7: Technologies of Democracy and Social Movements

Readings:

R11.1: Petros Iosifidis and Nicholas Nicoli, "Democracy, Public Sphere and Citizenship in a Network Society," *Digital Democracy, Social Media and Disinformation* (Routledge 2021): 13-25.

R11.2: Archon Fung and Jennifer Shkabatur, "Viral Engagement: Fast, Cheap, and Broad, but Good for Democracy?" *Max Weber Program, European University Institute* (2013): 1-14.

R11.3: 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.

Documentary Film Presentation & Group Discussion 7:

Cambridge Analytica: Data, Democracy, and Dirty Tricks (82 min) by Chanel 4 – Parts 1, 2, 3, 4, 7 and 8 (2018).

WEEK 13 – CASE 8: Technologies of Human Enhancement and Post-Humans

R12.1: Marija Bogdanović, “Times of Hope and Risk: Market Based Genetics,” In *From Humanism to Meta-, Post- and Transhumanism?* Edited by Irina Deretić and Stefan Lorenz Sorgner (Peter Lang 2016): 191-213.

R12.2: 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.

R12.3: Allen Buchanan, “Will the Rich Get Biologically Richer?” *Better than Human: The Promise and Perils of Enhancing Ourselves* (Oxford University Press 2011): 102-132.

Complementary reading:

Andy Miah, “Human Enhancement in Sports,” *Handbook of Science and Technology Convergence* (Springer 2015): 1-11.

Documentary Film Presentation & Group Discussion 8:

Icarus (121 min). Directed by Bryan Fogel (2017).

UNIT THREE: DISCUSSION OF FINAL PAPER

WEEK 14: Sociotechnical Imaginaries and the Future

Readings:

R13.1: Freeman J. Dyson, “Technology and Social Justice,” *Technology and Society: Building Our Sociotechnical Future* (MIT Press 2009): 275-295.

R13.3: Kasper Schiølin, “Revolutionary Dreams: Future Essentialism and the Sociotechnical Imaginary of the Fourth Industrial Revolution in Denmark,” *Social Studies of Science*, Vol. 50, no. 4 (2020): 542–566.

R13.3: Frédéric Claisse and Pierre Delvenne, “Building on anticipation: Dystopia as empowerment,” *Current Sociology*, 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 seeking 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)

Course subject & number

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)

Course subject & number

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)