

Term Information

Effective Term Autumn 2023
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_submission-doc-citizenship_5-28-22.pdf: GE submission doc
(Other Supporting Documentation. Owner: Downey, Douglas B)
- 3302_Syllabus_New GEs_2-20-23.doc
(Syllabus. Owner: Downey, Douglas B)

Comments

- 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)*
- Please see Panel feedback email sent 04/27/2022. *(by Hilty, Michael on 04/27/2022 04:17 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
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/27/2023 02:34 PM	ASCCAO Approval



SYLLABUS: Sociology 3302

**TECHNOLOGY, GLOBALIZATION, AND SOCIAL CHANGE
SEMESTER**

COURSE OVERVIEW

CLASSROOM INFORMATION

Instruction mode: In-Person Lecture

Meeting Days/times:

Classroom location:

INSTRUCTOR

Name:

Email address:

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 development 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 a more inclusive and equal global society.

This course will 1) introduce the students to the main sociological theories that explains the mutual interactions between technology, social change, and globalization; 2) provide empirical case studies that illustrate some of the most salient effects of technology (such as automation, artificial intelligence, surveillance, privacy, social control, environment, industrial disasters, target killing, political manipulation, and human enhancement) with the goal to discuss pressing social and ethical issues related to the unequal access to technology and the challenges and opportunities that underlie diversity, equity, inclusion, and technological global interdependence; 3) provide the conceptual tools to 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; 4) collectively create a safe space in which students can share individual experiences and concerns and use the skills developed in class to practice sociological and critical thinking; and 5) apply the knowledge and dispositions required for intercultural competence as a global citizen to sociologically imagine how technology should be

developed and used to provide for the collective material well-being and the construction of a more inclusive, diverse, and just global society.

GENERAL EDUCATION CATEGORY: CITIZENSHIP FOR A DIVERSE AND JUST WORLD

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.

Expected Learning Outcomes:

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.

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.

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.

Expected Learning Outcomes:

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.

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.

GOAL 3. 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.

Expected Learning Outcomes:

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.

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.

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.

Expected Learning Outcomes:

4.1 Successful students are able to examine, critique, and evaluate various expressions and implications of diversity, equity and inclusion and explore a variety of lived experiences.

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.

This course will meet the GE Theme: Citizenship for a Just and Diverse World via readings, lectures, class-based discussions, reading responses, group presentations, group projects, analysis of documentary films, peer-review activities, and discussions of two papers the students will engage with and apply a range of modes of thought, inquiry, and expression to better understand and critically assess the interaction between technology, society, and globalization. Through the course content and activities, successful students will demonstrate skills that will prepare them to be engaged global citizens. Our advanced, in-depth, scholarly exploration of technology and social change from local, national, and global perspectives will produce educated global citizens with the capacity for engaged citizenship and growth.

This course will specifically fulfill the GE Goals and ELOS in the following ways:

GOAL 1: Successful students will understand and analyze how the concepts of citizenship, social justice, and diversity are connected to the complexities of the interaction between technology and society at an advanced and global level. They will be able to apply the concept of “socio-technical system” to the study of the unexpected impacts of technology on society and human behavior and reading and critically analyzing the most advanced scholarly literature on case studies on the effects of technology on specific social behaviors, with the goal of understanding the structures, actors, and social forces that determine the development and unequal access to technological innovation and its effects on society.

ELO 1.1. The central components of this class (lectures, group discussion of current research, film presentations by students, group projects, and papers) are designed to help students to build and develop the necessary skills to think critically about the concepts of global citizenship, social justice, and diversity; as well as how they are connected to the complexities of the interaction between technology and society. Students develop their skills in sociological and critical thinking by submitting concise weekly reading reports that include two sections: the first will include the main arguments and concepts presented by the author(s); the second will include the student’s personal position or reaction to the main arguments presented in the readings in connection to their own experience using technology. Students participate in group discussions designed to help them to express their ideas freely while developing the skills necessary for the comprehension and the retention of the often-challenging research on the effects of technology on society. Students work on teams and lead a class discussion using documentary films as an effective way to practice critical thinking and discuss pressing social and ethical issues related to the unequal access to technology. We will also discuss the challenges and opportunities that underlie diversity, equity, inclusion, technological global interdependence, as well as our responsibilities as global citizens.

ELO 1.2. During the course of the semester, students engage in an in-depth exploration of the structures, actors, and social forces that determine the development and unequal access to technological innovation by critically analyzing empirical case studies that offer the most

advanced scholarly literature on the effects of technology on a) the food industry and the degradation of our diet, b) private transportation and environmental degradation, c) automation and unemployment, d) privacy and surveillance, e) the use of drones for targeted killing, f) romance and social media, g) democracy, social movements and the Internet, and h) human enhancement and inequality. Students work on teams to research and produce a six-minute video that presents the most recent innovations on a specific form of technology related to one of the areas discussed throughout the semester: 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. Students write a final research paper to predict the technological changes that will occur in the future and discuss some of their possible effects on human society in terms of economic (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). Both the group project and the final paper stimulate students' sociological imagination and connect the concepts of socio-technical systems, globalization, and social change with the notions of social justice and global citizenship.

GOAL 2: Successful students will be able to integrate approaches from sociology and other disciplines to analyze the interaction between technology and society, the concepts of citizenship for a just world, and out-of-classroom personal, intellectual, and social experiences.

ELO 2.1. The readings for this course analyze the interaction between technology and society from an interdisciplinary perspective. The guidelines for the reading reports, group presentations, and discussions encourage students to integrate approaches from sociology and other disciplines to analyzing the interaction between technology and society, the concepts of citizenship for a just world, and out-of-classroom personal, intellectual, and social experiences. Students use discussion to identify, describe, and share their intellectual and subjective reactions to the assigned readings and documentary films. In the opinion section of the reading reports, students are encouraged to connect the knowledge acquired in other disciplines, or through the work they have done in other courses, with the main issues learned and discussed in this class.

ELO 2.2. Besides the constructive and regular feedback that students receive from the instructor, group discussions include peer review activities designed to encourage students to see the world from different perspectives and to facilitate and enrich the process of self-reflection and self-assessment. Students are asked to write a midterm autobiographical paper in which they use the approaches and concepts discussed in class to self-reflect on the impacts of technology on their daily life and on their experiences as children and adolescents growing up with diverse forms of technology. In this assignment, students are asked to use their own personal experiences to illustrate and reflect on the positive or negative effects of technologies on individual social behaviors and the larger society. Students have the opportunity to demonstrate the capacity to use self-reflection and self-assessment in a creative way by working in teams to produce a six-minute video that presents the most recent innovations on a specific form of technology related to one of the areas discussed throughout the semester. Students read and comment on two final essays written by their peers to compare their experiences using technologies and collectively thinking and imagining how a possible utopian or dystopian future depends on our present actions.

GOAL 3: Successful 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. Reflecting on the Global North privileges regarding the unequal access to technological innovations and the 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 responsibilities as global citizens.

ELO 3.1 The following examples illustrate how the readings and activities for this class are designed to help students to understand the concepts of difference, social justice, membership, and citizenship in the context of the United States and the world as historical social constructions: 1) In the week dedicated to gender, students use the readings, movie, and personal experiences to reflect on the notion of gendered technologies and discuss why women have not been completely welcome in the STEM world yet. Students use this case 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 the week dedicated to progress and social change, students use the case of Amish technology and the concepts of economic wellbeing, standard of living, and quality of life to critically analyze the notion of technological progress from diverse cultural traditions and discuss how technology should be developed and used to provide for community well-being while we build a better society. 3) In the week dedicated to technological disasters, we analyze the cases of the Challenger and the explosion in Bhopal, India to reflect on the unexpected consequences of technology and to discuss why marginalized people are more affected by industrial disasters while proposing and evaluating possible solutions to social-technological global problems. We use those examples 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 from the perspective of the Global North and the Global South. Those intellectual exercises help students to develop the knowledge, skills, and disposition necessary to reflect on the ethical dimensions of the development and unequal access to technological innovations, the possibilities of practicing global citizenship, and the personal responsibilities on building a better world.

ELO 3.2. The documentary films discussed in this class have been carefully selected to 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. Working on teams to present and discuss the documentary films students are encouraged to identify, recognize, and reflect on the Global North privileges regarding unequal access to technological innovations and the unequal distribution of the negative effects of technology on our communities, the Global South, and the environment. Writing a final paper about the possible social effects of future of technology innovations creates the opportunity to discuss the mechanisms of inclusion and exclusion that determine what constitutes citizenship, the urgency to design viable solutions, and to reflect on our rights and obligations as global citizens.

GOAL 4: Successful students will be able to examine and self-reflect on the concepts of difference, social justice, membership, and global citizenship in the context of the United States and the world as historical social constructions.

ELO 4.1. The lectures, readings, films, team projects, papers, and discussions expose students to a wide range of perspectives on unequal technological effects in society to self-reflect on the realities of social exclusion and inequality from a variety of lived experiences that include social class, race, and gender in relation to cultural differences impacted by spatial locations at the national and Global (North and South) levels. Students are encouraged to apply the knowledge and skills developed in this class, together with their own personal experiences, to work on team projects from a social justice perspective that require them to consider how our access to technological innovations and the effects of those technologies are determined by our own position in society in terms of class, race, gender, and geographical location. The final paper provides 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 potentials or limits of technology to build a more diverse, equitable, and inclusive global society.

ELO 4.2. All the class materials help students to reflect from a critical perspective on the effects of technology in globalization and social change. The lectures, readings, films, team projects, papers, and discussions help students to have a better understanding how technology has connected our lives on global scale, making us much more interdependent. This global reality requires that students critically analyze the definitions and limitations of concepts such as justice, difference, and citizenship. The team film presentation, the team project, and the final paper require students to reflect on the mentioned connections between globalization, citizenship, social justice, and social responsibility, as well as to imagine the best ways to develop and use technologies that would provide for collective material well-being while help us to build a better global society. Particularly, final paper, which require to propose viable 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	
Assignment Category	Points

Class Participation	10	GRADING SCALE: 93 – 100 = A 90 – 92.9 = A- 87 – 89.9 = B+ 83 – 86.9 = B 80 – 82.9 = B- 77 – 79.9 = C+ 73 – 76.9 = C 70 – 72.9 = C- 67 – 69.9 = D+ 60 – 66.9 = D Below 60 = E
Reading Reports (13 X 3 Points)	39	
Group Class Presentation	10	
Group Video Project	10	
First Paper	15	
Final Paper	16	
TOTAL POINTS	100	

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

To prove that you carefully read the required readings, you are required to submit 14 reports of the REQUIRED READINGS 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 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: 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 or have electronic access to your assignments on class for discussion and group activities. However, you must first submit on CARMEN your reading report.

Each report will count for three 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 replace attendance, presentations, or papers. 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 require 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 ten points of your final grade. Guidelines are posted on CARMEN and will be discussed on class.

VIDEO GROUP PROJECT

Students will work on teams and produce a six-minute video. The goal of this project is to predict the main technological changes that will occur in the future 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 10 points of your final grade. Guidelines are posted on CARMEN and will be discussed on class.

MIDTERM AUTOBIOGRAPHICAL 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 under REQUIRED READINGS FOR AUTOBIOGRAPHICAL ESSAY. You are welcome to read the chapters 2 and 3 also included in the same file (pages 26-50), but those chapters are not required. You are also required to cite at least 2 other readings discussed in this class.

The paper will count for 15 points and should have no less than 1,500 words. The guidelines are posted on CARMEN and will be discussed on class.

FINAL PAPER: IMAGINING A UTOPIAN OR DYSTOPIAN SOCIETY

The goal of this assignment 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), **political** (government systems, criminal justice system, freedom, total surveillance) or **social-cultural** implications (family, religion, educational system, mainstream beliefs and values). As we will discuss in this class, continuous technological innovations have expanded productivity, enhanced our capacities, and increased humans' wellbeing. Yet, some scholars argue that technologies have unprecedented power to destroy humans, other species, and nature. Just as during the 19th century, when technology made it possible to imagine a utopian future, for some, we are again living in a pivotal age in which technologies have created both a sense of hope and pessimism. Some argue that technology has the potential to solve many age-old human problems, while others believe that we are moving toward more totalitarian societies. Meanwhile, we are making our planet uninhabitable. These assignments will be an opportunity to reflect on your position regarding technology and the future of our global society. Are you an optimist or a pessimist about the future? Do you foresee utopian or dystopian? You must cite the required reading R14 (see class schedule below), two other articles or movies discussed in class, and two extra academic articles not discussed in this class. To support your main argument or position you must read and cite one of the following books (you are welcome to propose an alternative or more relevant book for your topic):

Superintelligence: Paths, Dangers, Strategies, by Nick Bostrom (2014).

Better Than Human: The Promise and Perils of Enhancing Ourselves, by Allen Buchanan (2011).

Tell Everyone: How the Stories We Share Shape What We Know and Why It Matters, by Alfred Hermida (2014).

This Changes Everything: Capitalism vs. the Climate, by Naomi Klein (2014).

To Save Everything, Click Here: The Folly of Technological Solutionism, by Evgeny Morozov (2013).

Pressed for Time: The Acceleration of Life in Digital Capitalism, by Judy Wajcman (2015).

The Second Machine Age: Work, Progress, and Prosperity in a Time of Brilliant Technologies, by Erik Brynjolfsson and Andrew McAfee (New edition, 2016).

The paper will count for sixteen points and should have no less than 1,600 words. The guidelines are posted on CARMEN and will be 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. 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.
- 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](tel: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 OF GROUPS AND GUIDELINES FOR PRESENTATIONS AND GROUP PROJECT.

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 United 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.

WEEK 6 - CASE 3: LABOR AND AUTOMATION: UNEMPLOYMENT AND THE ROBOTS

R6.1: Richard Susskind and Daniel Susskind, "From the Vanguard," *The Future of the Professions: How Technology Will Transform the Work of the Human Experts* (Oxford University Press 2015): 47-100.

R6.2: 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.

FILM PRESENTATION & DISCUSSION - Group 3: *Sleep Dealer* by Alex Rivera (2009): 90 min.

C3: Carl Benedikt 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.

WEEK 7 - CASE 4: SURVEILLANCE AND SOCIAL CONTROL: THE DILEMMA OF PRIVACY VS SECURITY

R7.1: 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.

R7.2: Torin Monahan, "Questioning Surveillance and Security," Deborah G. Johnson and Jameson W. Wetmore, *Technology and Society: Building Our Sociotechnical Future* (MIT Press 2009): 537-557.

FILM PRESENTATION & DISCUSSION - Group 4: "United States of Secrets" (PART TWO) by *Frontline* (2014): 53 min.

C4: Glenn Greenwald, "The Harm of Surveillance," *No Place to Hide: Edward Snowden, the NSA, the U.S. Surveillance State* (Metropolitan Books 2014): 171-209.

MIDTERM – FIRST ESSAY DUE

WEEK 8 – CASE 5: DISASTERS AND RISK: THE UNEXPECTED CONSEQUENCES OF TECHNOLOGY

R8.1: 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.

R8.2: Jaime Cassels, "The Anatomy of a Disaster," *The Uncertain Promise of Law: Lessons from Bhopal* (University of Toronto Press 1993): 3-32.

FILM PRESENTATION & DISCUSSION - Group 5: *Bhopali* by Max Carlson (2011): 89 min.

C5: Jaime Cassels, "The Political Economy of Industrial and Environmental Hazards," *The Uncertain Promise of Law: Lessons from Bhopal* (University of Toronto Press 1993): 33-53.

WEEK 9 – CASE 6 – WAR: DRONES AND TARGETED KILLING

R9.1: David Cortright and Rachel Fairhurst, "Assessing the Debate on Drone Warfare," *Drones and the Future of Armed Conflict* (University of Chicago Press 2015): 1-23.

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: THE POLITICS OF SOCIAL MEDIA: 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 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)