

## Term Information

Effective Term Spring 2023  
[Previous Value](#) [Spring 2021](#)

## Course Change Information

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

We are submitting GEOG 5502 for consideration into the Citizenship for a Diverse and Just World Theme in the New GE.

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

The course already was taught with the theme of citizenship and justice. The main change in the content of the course is to shift a section of the course from theories of neoliberalism as applied to smart-city contexts to problems of citizenship in cities becoming 'smartified;' the latter encompasses the former and shifts attention from 'what is neoliberalism' (applied to smart cities) to the various patterns and processes associated with smart cities (including neoliberal agendas) and the implications for citizenship and justice.

### 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)?

None

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	Geography
Fiscal Unit/Academic Org	Geography - D0733
College/Academic Group	Arts and Sciences
Level/Career	Graduate, Undergraduate
Course Number/Catalog	5502
Course Title	Data Justice and the Right to the Smart City
<a href="#">Previous Value</a>	<a href="#">The Smart Neoliberal City</a>
Transcript Abbreviation	Data Smart Cities
<a href="#">Previous Value</a>	<a href="#">Smart Neolib City</a>
Course Description	Neoliberal governance of cities affecting cultural, civic, and environmental politics; urban geographies of difference; politics and social economy of global cities; the uneven landscape of access and opportunity; shadow governance; and the built form.
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?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No

---

Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus</i>

## Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	45.0701
Subsidy Level	Doctoral Course
Intended Rank	Junior, Senior, Masters, Doctoral

## 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	<ul style="list-style-type: none"><li>• Conceptualize problems in human geography regarding neoliberal smart cities; critically evaluate different approaches to neoliberalism; appraise the relation between neoliberal conceptualizations of smart cities and actual experience</li></ul>
Content Topic List	<ul style="list-style-type: none"><li>• Social difference in the city</li><li>• Origins of cities</li><li>• The urban condition</li><li>• The new metropolis</li><li>• Postmodern urbanism and the end of suburbia</li><li>• Globalization and urban growth</li><li>• Housing, gentrification, and urban renewal</li><li>• Social mixing and difference in the city</li><li>• Public space and community capacity</li></ul>
Sought Concurrence	No

**COURSE CHANGE REQUEST**  
5502 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
09/08/2022

**Attachments**

- Geog 5502 syl sp 2023.docx: Syllabus  
*(Syllabus. Owner: Grandey, Mary Allison)*
- Citizenship GE theme - Geog 5502.pdf: Theme Course Submission Form  
*(Other Supporting Documentation. Owner: Grandey, Mary Allison)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Grandey, Mary Allison	07/25/2022 02:41 PM	Submitted for Approval
Approved	Ettlinger, Nancy	07/25/2022 02:56 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/08/2022 03:38 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/08/2022 03:38 PM	ASCCAO Approval

## **Geography 5502: Data Justice and the Right to the Smart City** *title modified from The Neoliberal Smart City*

### **Rationale for title change:**

The title for Geog 5502, 'The Neoliberal Smart City,' is being changed to 'Data Justice and the Right to the Smart City,' which better expresses the citizenship component of the course per the GE theme 'Citizenship for a Just and Diverse World.' The course already was taught with the theme of citizenship and justice. The main change in the content of the course is to shift a section of the course from theories of neoliberalism as applied to smart-city contexts to problems of citizenship in cities becoming 'smartified;' the latter encompasses the former and shifts attention from 'what is neoliberalism' (applied to smart cities) to the various patterns and processes associated with smart cities (including neoliberal agendas) and the implications for citizenship and justice – specifically 'data justice' in the context of smart-city designs focused on producing, examining, and curating data on people, places, and various types of systems, from transportation and energy to policing and surveillance.

## Geography 5502: Data Justice and the Right to the Smart City

Spring 2023, Tuesdays and Thursdays

3 credit hours

Instructor: Professor Nancy Ettliger

Office Hours: tbd by Spring 2023 when schedules are set, and by appointment

Contact Information: office – 1100 Derby Hall 1100, [ettlinger.1@osu.edu](mailto:ettlinger.1@osu.edu); 614-292-2573 (o)  
<http://carmen.osu.edu>

A list and discussion of campus resources for *disability services, mental health, civil rights, wellness, and learning*, along with a statement of the *code of student conduct* and *academic integrity* are on pp. 12-15.

### COURSE DESCRIPTION

We are living in the infancy of the digital era in which new, digital approaches to governance have emerged and rapidly have prevailed. This course focuses on digital governance in *cities*, which have been the principal focal points of digital governance. Columbus, for example, is a ‘smart’ city, dubbed as such following its successful bid for a federal grant in 2016 to develop ‘smart governance;’ most cities around the world, of all sizes, are embarking on new plans for digital governance, and even small towns and villages have been targeted. At an advanced level regarding critical thinking, reading, writing, and discussion, this course introduces students to the problems and potentialities of digital life in cities with a fundamental concern for social justice and democratic processes.

We all are subject to smart governance, and as citizens, we need to know the implications for our lives and those of our families, friends, neighbors. Crucially, citizenship in smart cities can be constructed in various ways along a continuum from passive citizenship in which citizenship rights are accorded by city governments and the tech firms that design and implement smart-city technologies, to active citizenship in which ordinary urban residents organize to design, implement, and manage digital technologies to serve their needs. ‘The right to the city’ is the title of a book written in 1968 by critical theorist Henri Lefebvre (*Le Droit à la Ville*); it is an idea about citizenship; and has become a slogan for formal and informal social movements and progressive authorities to claim their role in local governance and to produce social space that is open and accessible to all; the agenda is not about specific rights relative to particular sectors (transportation, education, housing, health...) but rather is a general call to enable active citizenship, fair and equitable governance.

In a smart-city context, *data* justice is germane. A cliché of the digital era is ‘data is the new oil’ because data are fundamental to value and profitability. Our personal data routinely is extracted by firms whenever we are online or engaged in ‘smart’ life, from the use of Siri to smart appliances, watches, and toys. Firms use our data in the absence of our knowledge and consent, constituting a profound erosion of privacy in digital life. ‘Datafication’ refers to the quantification of social activity – human life – for use in algorithmic governance and predictive analysis as ordinary actors – citizens – become ‘datafied.’ ‘Data justice,’ then, refers not just to

the use and collection of data and associated societal impacts, but also the power relations that enable datafication and issues of social justice that are interwoven in the use of data. Although digital governance promises numerous efficiencies and opportunities, research has revealed discriminatory designs and numerous injustices resulting from algorithmic control over city life as people and places are unjustly profiled, resulting in the production or deepening of inequalities along multiple axes of difference such as class, race/ethnicity, gender, sexuality, abilities. More generally, then, 'data justice' is about understanding the context and dynamics of such injustices and making use of that knowledge towards constructing uses of data that deliver justice.

The course examines the topics indicated above in US cities as well as cities around the world, and accordingly, class discussion includes a comparative, context-sensitive assessment of digital urban governance. Throughout the course, we discuss geographic insights on digital life, notably regarding issues of place, space, and multi-scalar sensibilities.

Students learn through critical reading and class discussion, collaborative critiques of reading, reflective and critical carmen posts on reading, a collaborative group project, independent research, and two short essays (2-4 pp.) intended to aid in tying material together for a synthetic understanding.

#### course organization and topics

The course begins with introductory classes on basic concepts such as datafication, dataism, dataveillance, data justice, smart cities, citizenship, and the right to the smart city.

The next section historicizes the smart city and calls attention to *context* – how and processes in a pre-digital socio-technical context become reproduced, albeit in different ways, in a digital context, often deepening longstanding inequalities and socio-economic polarization. We examine the legacies of minoritization processes and injustices in 'smartified' cities internationally and in the United States.

The section on 'platform urbanism' – data-driven digital platforms that prevail in cities of the 21<sup>st</sup> century for wide-ranging activity, including governance and work – introduces the concept and explains the connection with smart-city life. Specific readings and class discussions focus on work in the localized gig economy and the problems that gig workers as citizens confront, the role of platforms in subject formation, the crucial importance of an intersectional lens on the effects of platform urbanism on citizen's lives, and the role of the pandemic in accelerating governance processes through platforms.

The next 2 short sections (1 week each) focus on how smart-city processes foster gentrification and the displacement of citizens in new ways, and smart-city regimes of control regarding surveillance, securitization, predictive policing and the consequences for citizenship in the smart city.

Just before spring break, the class will move into workshop mode for group projects on specific smart cities. Students will get into groups, and each group will decide by consensus the smart city on which they will focus, and develop a plan for collaborative research. The final product will be a collaborative group oral presentation to the class followed by Q/A and discussion at the end of March.

The remainder of classes focuses on data justice regarding specific challenges, projects, and an appraisal of the prospects for data justice in smart-city life. We begin with a discussion of ‘data activism’ – how ‘data citizens’ can challenge the status quo productively by proactively making use of the digital infrastructure to serve their needs. Individual topics include constructing agency in the smart city; citizen sensing; paternalistic approaches to ‘smart citizens;’ civic hacking; and counter mapping.

<b>Theme: Citizenship for a Just and Diverse World</b>		
<b>goals</b>	<b>expected learning outcomes</b>	<b>related course content</b>
<b>GOAL 1: CITIZENSHIP</b> 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	Successful students are able to... 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	In this course, students will... read, reflect on, discuss cutting-edge research throughout the semester, and write a short essay on the various ways in which technological advance in the digital era is deployed to construct citizenship and the social and ethical implications [overlaps with Embedded Literacy 3]  write a short essay using references from course material that identifies and explains different constructions of citizenship through smart-city technologies
	1.2 identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen	write a short essay as if you are heading an international consortium on 'the right to the smart city.' Your tasks are to first, identify salient challenges to constructing active and engaged

		citizenship in smart cities around the world referencing course material, and second, accordingly, identify and reflect on the techno-economic, social, and political knowledges and skills that are required to achieve 'the right to the smart city' in various contexts around the world, referencing course material
<p>GOAL 2: JUST &amp; DIVERSE WORLD 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</p>	<p>2.1. Students are able to... examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences</p>	<p>examine power relations and processes of minoritization in pre-digital socio-technical urban contexts and their legacies in smart-city contexts [overlaps with Embedded Literacy activity, 1]</p>
	<p>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</p>	<p>read, reflect on, and discuss cutting-edge research throughout the semester on various dimensions of issues pertaining to citizenship in smart-city life and the social and ethical implications [overlaps with Embedded Literacy activity 3]</p>

**Specific course goals:** Successful students will:

- Appreciate how a new round of technological development (in this case smart-city technologies) constructs citizenship differently depending on how technology and governance are linked.
- Appreciate how a new round of technological development (in this case, smart-city technologies) can result in data injustice or data justice, depending on the role of citizens in the design and deployment of the technologies.
- Engage in independent advanced scholarly research of a topic/problem of choice on citizenship in a particular smart city or across smart cities in consultation with and approval from the instructor through a proposal process.
- Engage in advanced scholarly collaborative research regarding how citizenship has been constructed in a particular smart city and the consequences.



- Examine the various ways in which technological advance in the digital era is deployed to construct citizenship.
- Explain how the pre-existing socio-technical context for smart-city development shapes whom 'development' is for, who participates in 'development,' and the consequences for inclusions and exclusions and associated lived experiences.
- Explain the concept 'data justice,' how uneven power relations in cities being 'smartified' prompt projects seeking 'data justice,' and the relation between 'data justice' and issues of difference and citizenship.

**REQUIRED READING** (all readings are accessible on the course Carmen page, listed in the order in which you read the assigned material; bibliographic information below is in alphabetical order)

- Baack, S. 2018 Civic tech at MySociety: how the imagined affordances of data shape data activism. *Krisis* 1: 44-56.
- Bauriedl, S. and Strüver, A. 2020. Platform urbanism: technocapitalist production of private and public spaces. *Urban Planning* 5: 267–276.
- Bronsvort, I. & Uitermark, J.L. 2021. Seeing the street through Instagram: digital platforms and the amplification of gentrification. *Urban Studies*, DOI: 10.1177/00420980211046539.
- Caprotti, F., I.-C.C.Chang, and Joss, S. 2022. Beyond the smart city: a typology of platform urbanism. *Urban Transformations* 4: 1-21.
- Cardullo, P. and Kitchin, R. 2019. Being a 'citizen' in the smart city: up and down the scaffold of smart citizen participation in Dublin, Ireland. *Geojournal* 84: 1-13.
- Cinnamon, J. 2019. Visual data justice? Datafication of urban informality in South Africa using 360o imaging technologies. *Development Informatics Working Paper Series 75*. Sustainable Consumption Institute, University of Manchester: Manchester, UK.
- Coates, T.-N. 2014. The case for reparations. *The Atlantic*  
<https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>.
- Cugurullo, F. 2019. Dissecting the Frankenstein city: an examination of smart urbanism in Hong Kong. In *Place, Politics and Urban Innovation*, eds. A. Karvonen, F. Cugurullo, and F. Caprotti, pp. 30-44. New York: Routledge.
- Dattani, K. 2021. Platform 'glitch as surprise.' *City*: 25: 376-395.
- Dencik, L. and Sanchez-Monedero, J. 2022. Data justice. *Internet Policy Review* 11: 1-16.
- Fileborn, B. 2021. Online activism and street harassment: critical cartographies, counter-mapping and spatial justice. *Oñati Socio-Legal Series* 11: 1198-1221.
- Gabrys, J. 2019. Data citizens: how to reinvent rights. *Data Politics: Worlds, Subjects, Rights*. Bigo, D., Isin, E., and Ruppert, E., eds., pp. 248-266. New York: Routledge.
- Gregory, K. and Sadowski, J. 2021. Biopolitical platforms: the perverse virtues of digital labour. *Journal of Cultural Economy* 14: 662–674.
- The Guardian* 2017, podcast, March 13  
<https://www.theguardian.com/technology/audio/2017/mar/31/how-tech-can-help-asylum-claims-homelessness-and-parking-fines-tech-podcast>.

- Hanakata, N.C. and Bignami, F. 2022. Platform urbanization, its recent acceleration, and implications on citizenship: the case of Singapore. *Citizenship Studies*, DOI: 10.1080/13621025.2022.2077568.
- Heeks, R. and Shekhar, S. 2019. Datafication, development and marginalised urban communities: an applied data justice framework. *Information, Communication & Society* 22: 992–1011.
- Hoang, L., Blank, G. and Quan-Haase, A. 2020. The winners and the losers of the platform economy: who participates? *Information, Communication & Society*, 23: 681-700.
- Houston, L., Gabrys, J., and Pritchard, H. 2019. Breakdown in the Smart City: Exploring workarounds with urban-sensing practices and technologies. *Science, Technology & Human Values* 44: 843-870.
- Iazzolino, G. 2021. ‘Going Karura’: colliding subjectivities and labour struggle in Nairobi’s gig economy. *Environment & Planning A: Economy & Space*, DOI: 10.1177/0308518X211031916.
- Irani, L. 2015. Hackathons and the making of entrepreneurial citizenship. *Science, Technology & Human Values* 40: 1-26.
- Jefferson, B.J. 2017. Digitize and punish: computerized crime mapping and racialized carceral power in Chicago. *Environment & Planning D: Society & Space* 35: 775-796.
- Jefferson, B.J. 2018. Computerizing carceral space. *Environment & Planning A: Economy & Space* 50: 969-988.
- Jefferson 2020 (video) [Computerizing Carceral Power](#), Robinson Lecture, Department of Geography, Ohio State University, October 10.
- Kitchin, R., Cardullo, P., and Di Feliciano, C. 2018. Citizenship, justice and the right to the smart city. *The Programmable City*, Working Paper 41, <http://progcity.maynoothuniversity.ie/>.
- Leszczynski, A. and Kong, V. 2022. Gentrification and the an/aesthetics of digital spatial capital in Canadian “platform cities.” *The Canadian Geographer* 66: 8-22.
- Marshall, A. 2021. America’s ‘smart city’ didn’t get much smarter. *.Wired*, <https://www.wired.com/story/us-smart-city-didnt-get-much-smarter/>, June 28.
- McElroy, E. 2020. Property as technology. *City* 24: 112-129.
- McElroy, E. and Vergerio, M. 2022. Automating gentrification: Landlord technologies and housing justice organizing in New York City homes. *Environment & Planning D: Society & Space*, DOI: 10.1177/02637758221088868.
- Meng, A. and DiSalvo, C. 2018. Grassroots resource mobilization through counter-data action. *Big Data & Society* 5: 1-12.
- Odendaal, N. 2020. Everyday urbanisms and the importance of place: Exploring the elements of the emancipatory smart city. *Urban Studies*, DOI: 10.1177/0042098020970970.
- Ricker, Y., Cinnamon, J., and Dierwechter, B. 2020. When open data and data activism meet: An analysis of civic participation in Cape Town, South Africa. *The Canadian Geographer*, DOI: 10.1111/cag.12608.
- Sadowski, J. 2020a. Cyberspace and cityscapes: on the emergence of platform urbanism, *Urban Geography*, 41: 448-452.
- Sadowski, J. 2020b. The internet of landlords: digital platforms and new mechanisms of rentier capitalism. *Antipode* 52: 562-580.

- Safransky, S. 2020. Geographies of algorithmic violence: redlining the smart city. *International Journal of Urban and Regional Research* 44: 200-218.
- Schrock, A.R. 2016. Civic hacking as data activism and advocacy: a history from publicity to open government data. *New Media & Society* 18: 581-599.
- Shelton, T., Zook, M., and Wiig, A. 2015. The ‘actually existing smart city.’ *Cambridge Journal of Regions, Economy and Society* 8: 13-25.
- Smith, A. and Martin, P. 2021. Going beyond the smart city? Implementing technopolitical platforms for urban democracy in Madrid and Barcelona. *Journal of Urban Technology* 28: 311-330.
- Taylor, L. 2021. The taming of chaos: optimal cities and the state of the art in urban systems research. *Urban Studies* 58: 196–3202.
- Tele, M., Bordin, S., Menéndez Blanco, M., Orabona, G., De Angeli, A. 2015. Public design of digital commons in urban places: a case study. *International Journal of Human-Computer Studies* 81: 17-30.
- Tulumello, S. and Iapaolo, F. 2022. Policing the future, disrupting urban policy today. Predictive policing, smart city, and urban policy in Memphis (TN). *Urban Geography* 43: 448–469.
- Vallas, S. and Schor, J.B. 2020. What do platforms do? Understanding the gig economy. *Annual Review of Sociology* 46: 1-16.
- van Dijck, J. 2014. Datafication, dataism and dataveillance: Big data between scientific paradigm and ideology. *Surveillance and Society* 12: 197-208.
- Wiig, A. 2018. Secure the city, revitalize the zone: smart urbanization in Camden, New Jersey. *Environment & Planning C: Politics and Space* 36: 403-422.

### SCHEDULE

**CC** indicates collaborative critiques presented to the class (see Assignments/Evaluation/Grading section)

date	general topic	class lecture/discussion	assignment
Jan T 10	introductions, class requirements and discussion of the course		
Th 12	introduction to basic concepts re: datafication, data justice, smart cities, citizenship, the right to the (smart) city	datafication, dataism, dataveillance, data justice	van Dijck; Dencik & Sanchez-Monedero
T 17		smart cities	Shelton et al; Cugurullo <b>CC</b>
Th 19		data, justice, citizenship, smart cities	Kitchin et al.; Tele et al.
T 24			Taylor; Heeks & Shekhar <b>CC</b>
Th 26	pre-digital socio-technical contexts & their significance	legacies of minoritization from a postcolonial perspective	Cinnamon <b>CC</b> ; Odendaal
T 31		legacies of injustice through the lens of critical race theory and racial capitalism in the US	Coates; Safransky <b>CC</b>
Feb Th 2	platform urbanism	the platform urbanism – smart-city relation	Sadowski ‘20a, ‘20b <b>CC</b>
T 7		the platform economy and work	Vallas & Schor; Hoang et al <b>CC</b>
Th 9	tbd: panel of experts on Smart Columbus and smart cities in general; discussion		Marshall

T 14		platform work and subject formation	Gregory & Sadowski; lazzolino <b>CC</b>
Th 16		platforms through the lens of intersectionality	Dattani <b>CC</b> ; Bauriedl & Strüver
T 21		platform urbanism and the pandemic	Caprotti et al; Hanakata & Bignami <b>CC</b>
Th 23	platforms and gentrification	securitization and gentrification in the smart city	Wiig; McElroy & Vergerio <b>CC</b>
T 28		aestheticizing the smart city & consequences	Leszczynski & Kong; Bronsvort & Uitermark <b>CC</b>
Mar Th 2	smart-city regimes of control	smart-city conceptualizations of security	Jefferson video; Jefferson '18 <b>CC</b>
T 7		predictive policing	Jefferson '17; Tulumello and Iapaolo <b>CC</b>
Th 9	workshop: group projects on smart-cities – form groups, decide on a smart-city project as focus, decide on issues, develop plan for collaboration		
F 10	<b>essay 1 due by email (Word attachment)</b>		
T 14	<i>spring break!</i>		
Th 16			
T 21		data activism in the smart city	Ricker et al. <b>CC</b> ; Smith & Martín
Th 23	data justice – projects, challenges,	constructing agency in the smart city	Baack <b>CC</b> ; podcast
T 28	prospects	environment, sensors, and data citizens	Gabrys; Houston et al <b>CC</b>
Th 30		workshop – group projects	
F 31	<b>project proposals due by email (Word attachment)</b>		
Apr T 4		group presentations	
W 5	<b>revised proposals due by email (Word attachment)</b>		
Th 6		paternalistic approaches to ‘smart citizens’	Irani <b>CC</b> ; Cardullo & Kitchin
T 11		civic hacking	Schrock; Meng & DiSalvo <b>CC</b>
Th 13		counter mapping	McElroy <b>CC</b> ; Fileborn
F 14	<b>essay 2 due by email (Word attachment)</b>		
T 18	paper preparation - discussion		carmen posts on <i>problems</i> encountered in research & preparation
Th 20	tbd by class		carmen posts: paper abstracts and responses

**CLASSROOM ETIQUETTE**

The course entails considerable discussion. Basic expectations include mutual respect and interest in learning from each other.

Use of electronic devices in class for any reason other than course engagement is unacceptable.

**ASSIGNMENTS, EVALUATION, GRADING**

Students are evaluated on: (1) Carmen posts; (2) attendance & participation; (3) collaborative critiques of readings; (4) a group presentation; (5) completion of independent research project.

**Grading scheme**

Each mode of evaluation is given a letter grade, figured on a 4.0 scale as follows:

	<u>undergraduate students</u>	<u>graduate students</u>
Carmen posts	20%	20%
attendance & participation	5%	5%
collaborative critiques, reading	20%	20%
group presentation	10%	10%
2 short essays	20%	10%
independent project	25%	35 %

**(1) Carmen Posts**

Carmen posts are required for all reading. They are an effective way to prepare for class discussion as well as an interesting avenue through which to get to know your peers and their insights. Each class for which reading is assigned, students post on the ***Discussion forum*** so that everyone can read each other’s posts in advance of class. The class will decide on a deadline for the posts before class so that everyone has a chance to read all the posts.

For *each* reading assignment due: (a) *briefly* summarize the main points of each reading (no more than 2 sentences); (b) indicate the conceptualization of the smart city evident in the reading; (c) indicate the conceptualization of the role of ordinary citizens in smart-city development evident in the readings; (d) explain how 'the right' to the smart-city materializes or dissolves depending on the conceptualization and design of smart-city technologies, the role of citizens in smart-city life, and power relations; (e) comment on the reading relative to other readings, your experiences/interests, or changes in/evolution of, your thinking.

**LATE POLICY: If you are pressed for time and cannot meet the deadline on a Carmen post, I will read it and record it as completed IF you send me an email before the deadline to let me know it will be late + when you plan to post; OTHERWISE, I will not read posts after the**

**deadline (i.e. they will not 'count')**. Please place all your comments/questions in the one post, with an indication of the author of the article on which you are commenting.

To avoid possible anxiety about regular posting on material with which students may be unfamiliar, posts are ungraded except for 'E' for failure to post. If posting seems challenging for some readings, that's ok: the point is to make an effort, and whatever is difficult should become clear in class. Most important is leaving a class with clarity. Questions of all kinds, including clarification questions, are welcome in class and during office hours. A fundamental pedagogical principle underscoring this course is that learning is a process.

## **(2) participation**

Attendance is required for all classes. If you are unable to come to class or if you have to leave class early for something beyond your control (sickness, doctor's appointment, job interview...), **discuss with N. Ettliger in advance of the class**. The participation portion of the evaluation pertains to regular and punctual attendance, and general responsible class participation.

## **(3) collaborative critiques of case studies in assigned reading**

Readings in the schedule designated 'CC' (collaborative critiques) provide an opportunity for students to collaborate on a critique of a case study from the assigned reading to present to the class. Collaborative critiques are a vehicle for actively and critically engaging course material *collaboratively* to appraise the case study, situate it in the literature; provide presentation experience; and provide a mechanism for teamwork with various partners with different perspectives and interests. The presentation should *not* summarize a case study, which would be boring because everyone in class will have read and posted on the article. Rather, the critique should identify the perspective evident in the article regarding smart cities, citizenship, and data justice, situate the case study relative to other reading and perspectives, and provide critical commentary. Style of presentations are open; notes are fine at presentations, but presentations should not be read.

Students have several opportunities to present in a small group of 2 or 3 over the course of the semester. Each student presents briefly (5-10 min), followed by Q/A from the class and general class discussion. Individual presentations in a group presentation must connect and flow from *collaborative preparation*. Should students find that they disagree about points while preparing, that's fine; indicate the disagreement in the presentation as a talking point.

Each group should prepare a brief **outline** (*not more than 1 side of 1 page*) of the presentation to distribute to the class; email the outline to me *no later than 30 minutes before class* so it can be posted on the Carmen page in advance of class.

Letter grades for presentations will be posted on Carmen within 24 hours after class. 50% of the grade will be given by your partner(s) regarding your collaboration; *each student should email me the 'collaboration grade' (a letter grade) before class*.

Students are welcome to request presenting on a particular article and/or topic; please let me know by e-mail at the start or end of class at the beginning of the semester if you have requests (assignments will be made on a first-come, first-serve basis). By the second week of the semester, students will either sign up for presentations or I will assign presentations randomly. As soon as the assignments are finalized, the presentation roster will be posted on the Carmen page. Students are then welcome to swap presentations if the need arises (due to a difficult schedule in a particular week, changing interests...); justification for swapping is *not* required – the main requirement is that you handle the swap yourselves and let me know so that I can update the online assignment roster.

#### **(4) Group presentation on a particular smart city**

Students work collaboratively in small groups to research and present to the class a critical synthesis of 'smart' designs/plans/activity in a particular smart city activity. Students decide on a city, work together on research and on applying their knowledges from the course to critically evaluate the smart projects and prospects for the right to that particular smart city, and then decide of a division of labor for the group presentation. Each student receives a separate grade. As with the collaborative critiques, 50% of the grade is on collaboration; students email the collaboration grade for their presentation partners before the class in which they present.

#### **(5) 2 short essays (2-4 pp)**

Students write 2 short essays, one just before spring break and one near the end of the semester. The essay assignments are intended to help tie together material for a synthetic understanding.

Essay 1: Using references from course material, explain how the deployment of smart-city technologies can produce different types of citizenship along a continuum from passive to active. Identify 3 modes of citizenship using examples of each from course material.

Essay 2: Imagine you are heading an international consortium on 'the right to the smart city.' Your tasks are to first, identify salient challenges to constructing active and engaged citizenship in smart cities around the world referencing course material; second, accordingly, identify and reflect on the techno-economic, social, and political knowledges and skills that are required to achieve 'the right to the smart city' in various contexts around the world, referencing course material.

#### **(6) independent project**

Students complete their independent research projects. The completed project is due on Monday, April 24; it should be double spaced with 1" margins using 11 or 12 Times Roman font, paginated, and proofed.

In most cases, the projects will be research papers, and students can choose a range of types of research depending on their stage and their interests. Graduate students will write research papers on a problem and topic they select, presumably relating course material to their

research programs with eventual publication in mind, or possibly a section of a thesis/dissertation proposal or a section of a thesis or dissertation. Undergraduate students also have the research paper option. Alternatively, undergraduates can choose to write a critical review of a book they have selected that takes a deep dive into particular issues pertinent to the course; the 'research' component of this option is in *finding* and selecting an appropriate, cutting-edge book. Proposals from graduate and undergraduate students for alternatives to a written paper are welcome; the course is intended to be useful for students from wide-ranging disciplines, recognizing that some fields of study may be conducive to a project with a communication mode other than writing.

All students submit written proposals for their projects (due by March 31), on which they will receive feedback, and a revised proposal (due by April 5) may be required. The Carmen page includes a directions on how to construct a proposal. Proposals can be submitted anytime during the semester before the deadline, and discussions about proposals are welcome at any time.

#### ***Undergraduate students'*** papers

Research papers should be 8-12 pages (not including the bibliography) and should connect to course material, using at least 6 assigned references. Referencing beyond course material also is required, using at least 6 academic references outside course readings; in addition, references may include non-academic references (blogs, news articles...). Undergraduates are encouraged but not required to use the paper towards a senior thesis.

Critical book reviews should be 5-8 pages (not including the bibliography) and should connect to course material, using at least 5 assigned references; other references are welcome but not required. You are welcome to structure your review as you like; all the following elements should be included: (1) a *brief* summary of the book (no more than 1-2 paragraphs and not more than 1 page); (2) a critique of the book (i.e. situate the book in the literature per course readings and clarify the nature of the contributions, issues, problems or limitations); (3) bibliography.

***Graduate students'*** papers should 15-25 pages (not including the bibliography), should reference course material, and extend academic referencing *well beyond course material*. Graduate students are expected to use this course towards their research program.

## **CAMPUS RESOURCES FOR DISABILITY SERVICES, MENTAL HEALTH, CIVIL RIGHTS, WELLNESS, AND LEARNING**

### **Disability Services (Office of Student Life)**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including learning disabilities, hearing or visual impairments, mobility impairments, attention deficit disorders, and psychiatric or medical disabilities), please let me know immediately so that we can privately discuss options.



Please also let me know if you require this syllabus or other course materials in an alternate format, or if you require special classroom/testing arrangements. You are welcome to register with Student Life Disability Services to establish reasonable accommodations. Contact info: a 24-hour information line is available at (614) 292-3307 (voice), (614) 429-4190 (VRS), and the office (098 Baker Hall, 113 W. 12<sup>th</sup> Avenue) can be reached via the Web at <http://www.slds.osu.edu/> or via email at [slds@osu.edu](mailto:slds@osu.edu).

### **Counseling and Consultation Service (Office of Student Life)**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. OSU offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life's Counseling and Consultation Service (CCS)** by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

### **Statement On Title IX**

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

### **STUDENT ADVOCACY INFORMATION & OTHER RESOURCES**

**Student Advocacy Center:** Answer students' questions, direct students to appropriate resources and departments, provides general university guidance

- 614-292-1111 <http://advocacy.osu.edu/>

**Student Wellness Center:** Promoting student wellness through nine dimensions of wellness

- 614-292-4527 <http://swc.osu.edu/>

**Multicultural Center:** Offering programs, services and outreach for all OSU students; supporting and celebrating all students through an intercultural model

- 614-688-8449 <http://www.mcc.osu.edu/>

**Academic Advising:** Advising for undergraduate students on the Columbus campus is provided by the individual college or department that offers the program of study you are pursuing. This allows you to get advice from someone who knows the specifics of your curriculum

- <https://advising.osu.edu/>

**Student Academic Services:** Find information by topic and take care of your personal Buckeye business (i.e. Financial Aid and other services) online at [buckeyelink.osu.edu](http://buckeyelink.osu.edu). Or speak with someone in person.

- Student Academic Services Bldg., Lobby; 281 W. Lane Ave. [[map](#)]  
Monday–Thursday: 9 a.m. to 5 p.m.; Friday: 9 a.m. to 4 p.m.

**Academic Support Services:** This includes various resources for learning support from tutoring and study strategies to stress management and confidence building.

- <http://younkinsuccess.osu.edu/academic-services/>

### **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 (Kanopy & DocuSeek)
- Synchronous course tools

### **CODE OF STUDENT CONDUCT/POLICIES**

The Code of Student Conduct is established to foster and protect the core missions of the university, to foster the scholarly and civic development of the university's students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions. Preservation of academic freedom and free and open exchange of ideas and opinions for all members of the university are central to these missions.

- The Code of Student Conduct can be accessed at: <http://studentlife.osu.edu/csc/>
- For information regarding IT/computer policies: <https://ocio.osu.edu/sites/default/files/assets/Policies/Responsible-Use-of-University-Computing-and-Network-Resources-Policy.pdf>
- For Residence Hall policies: <http://housing.osu.edu/living-on-campus/fees-contracts-policies/residential-living-handbook-code-student-conduct>
- For Parking policies: <http://osu.campusparc.com/home>

### **ACADEMIC INTEGRITY**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: <http://studentlife.osu.edu/csc/>.

**Plagiarism** is the act of stealing the ideas and/or the expression of another and representing them as your own. It is a form of cheating and a kind of academic misconduct, which can incur severe penalties. It is important, therefore, that you understand what it consists of, so that you will not unwittingly jeopardize your college career. Plagiarism includes, but is not limited to: word-for-word copying of someone

else's work, in whole or in part, without acknowledgment, whether that work be a magazine article, a portion of a book, a newspaper piece, another student's essay, or any other composition not your own without proper citation. Changing a few words of another's composition, omitting a few sentences, or changing their order does not constitute original composition. If you have any doubts about the originality of a paper/assignment you have written, see your instructor before you turn it in (*Colleges of the Arts and Sciences Degree Planning Manual 2006-7*, pp. 34-35).

### **COPYRIGHT**

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.

# 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)