

Term Information

Effective Term Spring 2024
[Previous Value](#) Autumn 2022

Course Change Information

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

Addition of REGD

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

The course has been updated to reflect the ELOs of the REGD foundation

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)?

Increased enrollment, particularly among students looking for REGD courses

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 Comparative Studies
Fiscal Unit/Academic Org Comparative Studies - D0518
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2340
Course Title Introduction to Cultures of Science and Technology
Transcript Abbreviation IntrCultr/Sci&Tech
Course Description This course offers a critical analysis of the multiple relations of science to society, with an emphasis on knowledge, power, authority, values, and ethics. We will sharpen our analytical skills by discussing a broad range of historical and contemporary examples as they relate to race, ethnicity, gender, global capitalism, and politics.
[Previous Value](#) *Critical analysis of the multiple relations of science to society, with emphasis on knowledge, power, authority, values, and ethics.*
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 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

Prerequisites and Exclusions

Prerequisites/Corequisites

English 1110, or equiv, or completion of GE Foundation Writing and Information Literacy course

Previous Value

Prereq: English 1110 (110), or equiv.

Exclusions

Not open to students with credit for 2341

Previous Value

Not open to students with credit for 2341 (272).

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

24.0103

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Culture and Ideas; Global Studies (International Issues successors); Historical and Cultural Studies; Race, Ethnicity and Gender Diversity

The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors

General Education course:

Culture and Ideas; Global Studies (International Issues successors); Historical and Cultural Studies

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

- Analyze scientific knowledge production as a culturally and historically situated practice.
- Examine how technology both shapes social relations and is shaped by it.
- Explore STS as an interdisciplinary field that combines theories and methodologies from a range of disciplines in the humanities and social sciences, including anthropology, history, and sociology, among others.
- Reflect on the social and ethical implications of scientific and technological development from specific historical and contemporary examples.
- Identify systems of power in science and technology with particular attention to inequalities based on social divisions of race, ethnicity, gender, and class within the United States and at a more global level.
- Understand how the intersection of science and technology with inequalities of race, ethnicity, gender, and class, among others, impacts lived experiences within the United States and more globally.
- Develop a more self-aware and critical stance as global citizens in our daily engagements with science and technology.
- Acquire the skills to develop and express complex opinions in different media, including writing, oral presentations, and multimodal class activities.

Previous Value

Content Topic List

- Culture
- Science
- Technology
- Society
- Race
- Ethnicity
- Gender
- Ethics
- Class

Previous Value

- *Culture*
- *Science*
- *Technology*
- *Society*
- *Gender*
- *Race*
- *Ethics*
- *Class*

Sought Concurrence

No

Previous Value

Attachments

- LG 2340 ge-foundations-submission.pdf: REGD foundation responses
(Other Supporting Documentation. Owner: Arceno, Mark Anthony)
- LG 2340 sample syllabus REGD.pdf: Sample syllabus
(Syllabus. Owner: Arceno, Mark Anthony)

COURSE CHANGE REQUEST
2340 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/22/2023

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Arceno, Mark Anthony	09/11/2023 01:54 PM	Submitted for Approval
Approved	Armstrong, Philip Alexander	09/11/2023 02:13 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/22/2023 08:34 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/22/2023 08:34 AM	ASCCAO Approval

AUTUMN 2023

Comparative Studies 2340:

Introduction to Cultures of Science and Technology

Wed and Fri, 3:55 PM - 5:15 PM, Mendenhall 175

Professor Liliana Gil

Email: gils.1@osu.edu

Office Hours: Fri 11 AM - 12 PM Hagerty 436 or Zoom, scheduled at calendly.com/gilsosu, or by appt.



Factory by Djanira da Motta e Silva, 1962.

Course Description

This course offers an introduction to the interdisciplinary field of Science and Technology Studies. Science and Technology Studies, often referred to as STS, examines how science and technology are shaped by and shape culture and society. STS brings the sciences, social sciences, and humanities together by asking questions such as: How do we know what we know? What do we mean when we talk about things like scientific knowledge and methods? How do historical and social contexts shape technological production, and how does technology in turn shape our world, experiences, and relationships? As we address these questions, we will familiarize ourselves with critical thought about science and technology, including key historical, sociological, and anthropological theories. Together, we will sharpen our analytical skills by discussing a broad range of historical and contemporary examples in which scientific knowledge and technological capacity are entwined with power relations of race, ethnicity, gender, global capitalism, and politics. The course is organized in three units: 1. Science and Culture; 2. Technology and Culture; 3. Global Connections and Inequalities.

Course Approach

This is an interactive and collaborative course that combines mini-lectures, discussions, workshops, group presentations, and active engagement from all students. The mode of instruction is in-person except when noted in the syllabus. You are responsible for arriving to class on time and prepared to engage meaningfully in class activities. To do that, you must complete all the required readings and assignments in a timely manner. You should also display a willingness to respectfully listen to what others have to say in the classroom as part of our collaborative endeavor. You are responsible for bringing a copy of the readings to class on the days we are scheduled to discuss them and for taking

notes. You may use a laptop or a tablet for this purpose; cellphones are not suitable. For your group presentation, you must sign up for a session and find a time to meet with your peers to discuss, design, script, and practice your presentation. If you miss a class, you are responsible for catching up on course content. Please note that this course is substantially graded on participation and presentations (50%). Written assignments include reflection posts on CarmenCanvas and a movie commentary. Details below.

Learning Outcomes

GE Legacy: Cultures and Ideas

Goal: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

- Students analyze and interpret major forms of human thought, culture, and expression.
- Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

GE Legacy: Diversity: Global Studies

Goal: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

- Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
- Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

GE Foundations: Historical or Cultural Studies

Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation and evaluation.

Expected Learning Outcomes:

- Analyze and interpret selected major forms of human thought, culture, ideas or expression.
- Describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.
- Use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs and behaviors.
- Evaluate social and ethical implications in cultural studies.

GE Foundations: Race, Ethnicity and Gender Diversity

Goal 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity and gender, and possibly others, shape perceptions, individual outcomes and broader societal, political, economic and cultural systems. Successful students are able to:

- Describe and evaluate the social positions and representations of categories including race, gender and ethnicity, and possibly others.

- Explain how categories including race, gender and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
- Analyze how the intersection of categories including race, gender and ethnicity combine to shape lived experiences.
- Evaluate social and ethical implications of studying race, gender and ethnicity.

Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender and ethnicity. Successful students are able to:

- Demonstrate critical self-reflection and critique of their social positions and identities.
- Recognize how perceptions of difference shape one’s own attitudes, beliefs or behaviors.
- Describe how the categories of race, gender and ethnicity influence the lived experiences of others.

We will meet these goals by:

- Analyzing scientific knowledge production as a culturally and historically situated practice.
- Examining how technology both shapes social relations and is shaped by it.
- Exploring STS as an interdisciplinary field that combines theories and methodologies from a range of disciplines in the humanities and social sciences, including anthropology, history, and sociology, among others.
- Reflecting on the social and ethical implications of scientific and technological development from specific historical and contemporary examples.
- Identifying systems of power in science and technology with particular attention to inequalities based on social divisions of race, ethnicity, gender, and class within the United States and at a more global level.
- Understanding how the intersection of science and technology with inequalities of race, ethnicity, gender, and class, among others, impacts lived experiences within the United States and more globally.
- Developing a more self-aware and critical stance as global citizens in our daily engagements with science and technology.
- Acquiring the skills to develop and express complex opinions in different media, including writing, oral presentations, and multimodal class activities.

Course Requirements

Course Materials

All required readings available through Carmen Canvas.

Assignments Overview

Assignment	Where and how	Due date and time	Final grade %
Collaborative Participation	Show up on time, be engaged, complete in-class activities, listen, take notes, and ask and answer questions.	Ongoing	20%

Reflection Posts	Post 8 short (<100words) reflections with questions about the readings on Carmen Canvas throughout the semester.	Due by 10:30 AM of Wednesday or Friday. Except final weeks (12 to 15).	20%
Group Presentation	Give a 15-20min group presentation about the readings and raise questions for discussion.	Due on the date you signed up for, usually a Friday.	30%
Movie Commentary	Submit an 800-word essay on Carmen Canvas about one of the movies suggested.	Due by 11:59 PM of Monday, November 20 th .	30%

Assignment Rubrics

Collaborative Participation: I encourage you to come prepared to ask questions, make mistakes, and learn collaboratively. While there are no “wrong” or “stupid” questions, it is important that students frame their contributions in relation to the course materials, thus practicing and showcasing their ability to synthesize information, analyze it, and draw on evidence. To receive full participation points, you must participate in all class activities and make at least one significant contribution per class. Therefore, although attendance is not directly graded, it is essential for you to obtain a good participation grade. You can improve your participation grade by making additional contributions on Carmen Canvas.

Reflection Posts: These posts are graded based on completion rather than content. You are required to post a minimum of 8 short reflections during the semester. You have the freedom to decide which readings or days you want to post on. A reflection post consists of a few sentences (<100words) providing a quick description of the reading and raising 2 or 3 ideas about it, which can be questions or comments. Students are also encouraged to link the readings to current issues and news. Example: *This reading is about A. I was particularly struck by aspect B because C. I didn't understand D. Point E reminded me of last week's news about F.* These posts are intended to help you articulate your thoughts before class, enabling you to participate more confidently. We may refer to these posts during class to address particular questions.

Group Presentations: This entails delivering a 15-to-20minute collaborative presentation, accompanied by visuals – e.g., Power Point slides, photographs, videos, etc. The presentation should contextualize the assigned materials, cover their main concepts and ideas, offer illustrative examples, and pose questions for group discussion. This is a group assignment and, as such, the grade shall be shared, though there might be exceptions. Group presentations cultivate essential skills such as teamwork, effective oral communication, clear and creative articulation of complex ideas, and the facilitation of in-depth conversations and debates. After the first week of the course, group sizes will be determined, and a sign-up sheet will be provided for you to select your preferred class session for the presentation. More detailed rubrics and instructions will be communicated in week 2 during our Presentation Workshop.

Movie Commentary: This assignment will be completed asynchronously during week 13. Instead of attending class, students will work independently on an 800-word essay (approx. 3 pages double spaced) about a movie that they will choose from a carefully curated list. The goal is to consolidate knowledge by drawing on appropriate concepts and readings from the course to analyze the movie's main themes. Essays provide an opportunity to cultivate critical thinking, effective communication, and time management skills. To prepare for this task, you'll have the opportunity to review essential course materials in week 12. Further detailed rubrics and instructions will be provided by then.

General Grading Scale

A (100-94)	Excellent understanding of course themes, outstanding engagement, precise writing
A- (93-90)	Excellent understanding of course themes, very good engagement and writing
B+ (89-87)	Very good understanding of course themes, very good engagement and writing
B (86-83)	Consistently good understanding of course themes, good engagement and writing
B- (82-80)	Mostly good understanding of course themes, good or uneven engagement and writing
C+ (79-77)	Some good understanding of course themes, good engagement and writing
C (76-73)	Superficial understanding of course themes and uneven engagement and writing
C- (72-70)	Incomplete understanding of course themes and uneven engagement and writing
D+ (69-67)	Passing, but some serious deficiencies in understanding and engagement and/or writing
D (66-60)	Passing, but many serious deficiencies in understanding and engagement and/or writing
E (59-0)	Not Passing, too many serious deficiencies to receive passing credit for this course

Course Policies

Contact and Questions

I prefer to be contacted through Carmen Canvas Conversations. I check my inbox regularly on weekdays. You may address me as Dr. Gil or Liliana. The name Gil can be pronounced in many different ways and I'm fine with all of them. Please do not hesitate to ask me to explain unfamiliar terms or complex ideas. You can message me with specific questions, pose them in class, or sign up for office hours. I'm here to help. Some of the readings contain technical language and advanced theoretical discussions, so they might be dense and hard to understand. Don't worry. That's normal. Read slowly and twice if needed. Do your best and bring your questions to class.

Attendance, Absences, and Tardiness

Students are expected to attend all course sessions on time unless there is a formal justification (e.g., religious observance, doctor's note). You should notify me in advance if you will be missing class or need to arrive late or leave early. Remember that participation significantly influences your grade in this class. Should you miss a class, it's your responsibility to catch up on course materials and contribute to Carmen Canvas discussions to compensate for any missed participation.

Late Assignments

All assignments are due by the deadline noted in the syllabus. If you believe you will have a problem submitting an assignment on time, please inform me as soon as possible. For assignments submitted after the deadline, a full letter grade (10 points) will be automatically deducted for each day late.

Process of Grade Appeal

If you are unsatisfied with your final grade, you can request a re-evaluation by submitting a two-page note explaining why you think this is justified. I will then re-evaluate your assignments but reserve the right to raise or lower the grade. This second decision is final.

Weather or Other Short-term Closing

Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via Carmen Canvas.

Technology

I encourage you to bring your laptop or tablet to class. However, these are only permitted for accessing readings, taking notes, and completing class activities. Cellphones are not suitable for classwork. You may make sensible use of Chat GPT and other AI tools to generate ideas and polish your writing, but you must acknowledge their use and avoid plagiarism (see below). For instance, you may include a brief paragraph at the end of your Movie Commentary explaining how you used AI tools to improve your work.

Plagiarism

Plagiarism is the unauthorized use of the words or ideas of another person, misrepresenting someone else's work as your own with or without their knowledge, quoting or paraphrasing without citing the original source, or providing work for someone else to use as their own. Plagiarism is not permitted in any assignment in this course. It is a serious academic offense that will result in a report to the Committee on Academic Misconduct.

Citation Rules

Please follow MLA style to cite your sources. Comprehensive information on MLA citation can be found here: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work for you. The Writing Center is a great resource for advice on improving your writing; distance appointments are available.

Community Agreements

This course promotes an environment of non-discriminatory language and behavior. Students should not use racist, sexist, or discriminatory language in class discussions and written assignments. During our sessions, I request that you focus solely on our discussions and activities. All interactions within the classroom should contribute to the enhancement of both collective and individual learning. If participation proves challenging for you, please let me know. I will work with you to find suitable solutions to facilitate your engagement. At the beginning of the semester, we will collaboratively

develop Community Agreements that outline the values and practices guiding our interactions. This document will be accessible on Carmen Canvas. We can collectively revise and amend our Community Agreements as needed throughout the term. Should you have concerns about the learning environment or class dynamics, please don't hesitate to reach out.

University Policies and Other Important Information

Academic Misconduct

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/pdfs/csc_12-31-07.pdf

Disabilities

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

Mental Health and Consultation Services

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. The Ohio State University 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 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.

Sexual Misconduct/Relationship Violence

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 at titleix@osu.edu**.

Diversity Statement

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 his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Inclusive Language

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity and expression, and nationalities. Class rosters are provided to the instructor and may include the student's legal name unless changed via the University Name Change policy. **I will gladly honor your request to address you by another name or gender pronoun. Please advise me of this early in the semester so that I may make appropriate changes to my records.**

Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief. **Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins.** The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe, and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

Course schedule and full list of assigned materials

This schedule may be subject to small adjustments during the semester.

Required readings in black | Supplemental in grey

WEEK 1: INTRODUCTION

Wed, Aug 23: Introductions and Overview of Course

Fri, Aug 25: What's Social about Science and Technology?

Introduction to the field of social studies of science and technology. Collective outlining of community agreements.

- Sismondo, Sergio. 2010. "The Prehistory of Science and Technology Studies." In *An Introduction to Science and Technology Studies*, 1–11.

UNIT 1: SCIENCE AND CULTURE

WEEK 2: SCIENTIFIC PROGRESS

Wed, Aug 30: Paradigms and Non-linear Progress

Science as a dynamic process marked by conflict, rupture, and bursts, instead of a slow, linear, and cumulative path towards the truth. The importance of thought collectives and power relationships for the adoption of new ideas by the scientific community.

- Sismondo, Sergio. 2010. "The Kuhnian Revolution." In *An Introduction to Science and Technology Studies*, 12–22.
- Fleck, Ludwik. 1935. *Genesis and Development of a Scientific Fact*.
- Kuhn, Thomas. 1962. "Introduction: A Role for History," "The Route to Normal Science," and "Progress through Revolutions." In *The Structure of Scientific Revolutions*, 1–9, 10–22, 160–173.

Fri, Sep 1: Reading and Presentation Workshop

Workshop on how to read academic texts + how to build a presentation. Collective discussion of assessment rubric.

- Rosenberg, Karen. 2011. "Reading Games: Strategies for Reading Scholarly Sources." In *Writing Spaces 2: Readings on Writing*, 210–220.

WEEK 3: SCIENCE AS A SOCIAL PRACTICE

Wed, Sep 6: Opening Pandora's Box

Science as a social practice involving particular actors, objects, and social values.

- Latour, Bruno. 1987. "Opening Pandora's Black Box." In *Science in Action: How to Follow Scientists and Engineers Through Society*, 1–17.
- Weber, Max. 1919. "Science as a Vocation."
- Shapin, Steven. 1995. "Trust, Honesty, and the Authority of Science." In *Society's Choices: Social and Ethical Decision Making in Biomedicine*, 388–408.

Fri, Sep 8: Language and Metaphors (student-led discussion)

Example of how culture shapes science, in this case via gendered language.

- ☰ Martin, Emily. 1991. "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." *Signs* 16 (3): 485–501.

WEEK 4: KNOWLEDGE AND POSITIONALITY

Wed, Sep 13: Situated Knowledges

Feminist critique of knowledge production. Scientific knowledge as situated in the sense that it reflects the researchers' interests and concerns and their specific structural position in society.

- ☰ Haraway, Donna. 1988. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." *Feminist Studies* 14 (3): 575–599.
- ☰ Harding, Sandra. 2017. "'Strong Objectivity' and Socially Situated Knowledge." In *Whose Science? Whose Knowledge?*, 138–63.

Fri, Sep 15: Memory and Objectivity

Simplification, representation, and modeling are crucial in science. The acceptable – aka objective – ways of completing these operations are socially and historically defined. Can we build knowledge from perfect data? What then?

- ☰ Film in class and discussion: Black Mirror, "The Entire History of You" (45min)
- ☰ Jorge Luis Borges. 1946. "On Exactitude in Science"
- ☰ Daston, Lorraine, and Peter Galison. 1992. "The Image of Objectivity." *Representations*, no. 40 (October): 81–128.

UNIT 2: TECHNOLOGY AND CULTURE

WEEK 5: POLITICS OF TECHNOLOGY

Wed, Sep 20: Embedded Politics

The enduring consequences of design choices. Are some technologies intrinsically more democratic than others? Why do we let less democratic technologies rule our lives? Autonomy vs. convenience.

- ☰ Langdon, Winner. 1980. "Do Artifacts Have Politics?" *Daedalus* 109 (1): 121–136.
- ☰ Mumford, Lewis. 1964. "Authoritarian and Democratic Technics." *Technology and Culture* 5 (1): 1–8.
- ☰ Star, Susan Leigh. 1999. "The Ethnography of Infrastructure." *American Behavioral Scientist* 43 (3): 377–91.

Fri, Sep 22: Symposium "Is AI Justice Possible?" @ Ohio Union Cartoon Room

Enjoy the opportunity to listen to experts talking about AI and justice! We will have conversations about AI later in the semester.

Instructions:

1) RSVP in advance

- RSVP at <https://humanitiesinstitute.osu.edu/events/symposium-ai-justice-possible>

2) Attend on Sept 22

- Attend the event “Is AI Justice Possible?” for at least one hour.
- The event has two sessions: 10:00AM – 12:00 and 2:30 – 4:30PM.
- Location: Ohio Union Cartoon Room, 1739 N High St, Columbus, OH 43210.

3) Post on Carmen Canvas by the end of the day

- Post a selfie of yourself at the symposium as proof of attendance. Be creative!
- Indicate the specific session you attended (include the time and speaker’s name).
- Share 5 bullet points about what you learned during the event. These could be key takeaways, insights, or reflections from the discussions.

WEEK 6: TECHNOLOGICAL PROGRESS

Wed, Sep 27: Choice, Values, and Social Good

Critique of technological determinism. It is not technology that determines social structures and cultural values but the other way around. Humans choose what to accept, where to invest, etc., and this choice builds on pre-existing structures and beliefs.

- 📖 Marx, Leo. 1997. “‘Technology’: The Emergence of a Hazardous Concept.” *Social Research* 64 (3): 965–988.
- 📖 Smith, Merritt Roe. 1994. “Technological Determinism in American Culture.” In *Does Technology Drive History?*, 1–35.
- 📖 MacKenzie, Donald, and Judy Wajcman, eds. 1985. *The Social Shaping of Technology*.

Fri, Sep 29: More Work for Mother (student-led discussion)

Example of the complexities of particular technological choices. Explore the relationship between gender and tech.

- 📖 Cowan, Ruth Schwartz. 1976. “The ‘Industrial Revolution’ in the Home: Household Technology and Social Change in the 20th Century.” *Technology & Culture* 17 (1): 1–23.
- 📖 Wajcman, Judy. 1991. “Technology as Masculine Culture.” In *Feminism Confronts Technology*, 137–59.

WEEK 7: INNOVATION

Wed, Oct 4: Hype and Capital

Innovation as a social practice. How “innovation speak” can be deceptive; the role of financial interest in technological development; and the overlooked importance of maintenance for building a sustainable life with technology.

- 🔊 New Books Network, Interview with Lee Vinsel and Andrew Russell about the 2020 book *The Innovation Delusion* (55min) <https://newbooksnetwork.com/the-innovation-delusion>
- 📖 Liu, Wendy. 2020. *Abolish Silicon Valley: How to Liberate Technology from Capitalism*.
- 📖 Graeber, David. 2012. “Of Flying Cars and the Declining Rate of Profit.” *The Baffler*. March 2012. <https://thebaffler.com/salvos/of-flying-cars-and-the-declining-rate-of-profit>.
- 📖 Edgerton, David. 2011. *The Shock of the Old*.

Fri, Oct 6: Innovation by/for whom? (student-led discussion)

Who gets included and excluded from the sphere of innovation? The social, cultural, economic, and even legal geopolitical barriers to becoming an innovator. Plus, many innovations stay unrecognized. Note the relationship between race and tech.

- 📖 Fouché, Rayvon. 2006. "Say It Loud, I'm Black and I'm Proud: African Americans, American Artifactual Culture, and Black Vernacular Technological Creativity." *American Quarterly* 58 (3): 639–661.

UNIT 3: GLOBAL CONNECTIONS AND INEQUALITIES

WEEK 8: DEVELOPMENT

Wed, Oct 11: Digital Divides (student-led discussion)

An attempt to bridge the global digital divide. Aid or media imperialism in South America?

- 📖 Ames, Morgan. 2019. "Introduction" and "Little Toys, Media Machines, and the Limits of Charisma." In *The Charisma Machine: The Life, Death, and Legacy of One Laptop Per Child*, 13-26, 109-136.

Fri, Oct 13: NO CLASS – AUTUMN BREAK

WEEK 9: IDENTITY

Wed, Oct 18: Genetic Testing

Race and ethnicity as sociohistorical phenomena and the attempts to scientize them. The case of commercial genetic testing.

- 📖 TallBear, Kim. 2013. "The Genographic Project: The Business of Research and Representation." In *Native American DNA: Tribal Belonging and the False Promise of Genetic Science*, 143–176.
- 🎧 Radiolab team. 2014. "Race Doesn't Exist. Or Does It?" (22min)
<https://www.radiolab.org/podcast/91654-race-doesnt-exist-or-does-it>
- 📖 Rajagopalan, Ramya M., Alondra Nelson, and Joan H. Fujimura. 2017. "Race and Science in the Twenty-First Century." In *The Handbook of Science and Technology Studies 4th Edition*, 349-378.
- 📖 Understanding RACE: Are We so Different? <https://understandingrace.org/>

Fri, Oct 20: Techno-Orientalism (student-led discussion)

Popular media representations of Asia as hypertechnological – origins, implications, and reappropriations.

- 📖 Roh, David, Betsy Huang, and Greta A. Niu. 2015. "Technologizing Orientalism." In *Techno-Orientalism: Imagining Asia in Speculative Fiction, History, and Media*, 1–15.
- 📖 Said, Edward. 1978. "Introduction." In *Orientalism*, 1-30.

WEEK 10: ARTIFICIAL INTELLIGENCE

Wed, Oct 25: Implicit Bias

AI systems are trained on data sets. Data sets are produced by humans. Humans are biased. Implications for risk assessment algorithms and other rapidly proliferating expert systems.

- 📖 Angwin, Julia, Jeff Larson, Surya Mattu, and Lauren Kirchner. 2016. "Machine Bias." *ProPublica*, May 23, 2016. <https://www.propublica.org/article/machine-bias-risk-assessments-in-criminal-sentencing>
- 🎥 Wired, "Computer Scientist Explains Machine Learning in 5 Levels of Difficulty" (26min) <https://youtu.be/5q87K1WaoFI>
- 📖 Noble, Safiya Umoja. 2018. "A Society, Searching." *Algorithms of Oppression*, 15-63.

Fri, Oct 27: Ghost Work (student-led discussion)

On the invisible labor that sustains our automated systems and its global inequalities.

- 📖 Gray, Mary L., and Siddharth Suri. 2019. "Introduction: Ghosts in the Machine." In *Ghost Work: How to Stop Silicon Valley from Building a New Global Underclass*, ix–xxxi.
- 🎥 Film in class and discussion: Field of Vision, "The Moderators" (20min) <https://youtu.be/k9m0axUDpro>

WEEK 11: ENVIRONMENT

Wed, Nov 1: Environmental Impacts of Computing (student-led discussion)

AI's material underpinnings – natural resources, labor, logistics, infrastructures, etc. – and environmental costs.

- 📖 Crawford, Kate. 2021. "Earth." In *The Atlas of AI: Power, Politics, and the Planetary Costs of Artificial Intelligence*, 23–51.
- 📖 Crawford, Kate, and Vladan Joler. 2018. "Anatomy of an AI System." AI Now Institute and Share Lab. <http://www.anatomyof.ai>

Fri, Nov 3: Nature and Colonialism (student-led discussion)

Human-non-human relations. Exploring the relationship between colonialism and orangutan rehabilitation in Borneo.

- 📖 Parreñas, Juno Salazar. 2018. "Introduction." In *Decolonizing Extinction: The Work of Care in Orangutan Rehabilitation*, 1-27.

WEEK 12: REVIEW

Wed, Nov 8: Revision and Collective Sketch

Revision session.

- 🗣️ Bring all the readings and come prepared with questions. We will go over key concepts and practical details about your main written assignment, due by Monday, November 20th.

Fri, Nov 10: NO CLASS – VETERANS DAY

WEEK 13: MOVIE COMMENTARY

Wed, Nov 15: Asynchronous Work

*Work independently on your main written assignment for this course.**

Fri, Nov 17: Asynchronous Work

*Work independently on your main written assignment for this course.**

* Your Movie Commentary will be completed asynchronously during week 13. Students will work on an 800-word essay (approx. 3 pages double spaced) about a movie that they will choose from the list below. You may choose to watch the film during our class time on Wednesday and write your essay on Friday or manage your time in any other way. Detailed rubrics and instructions for this assignment will be provided closer to the date. Due by Mon, November 20th.

- 📖 *After Yang* 2021 (sci-fi)
- 📖 *Hidden Figures* 2016 (biographical drama) available [here](#)
- 📖 *American Factory* 2019 (documentary)
- 📖 *Coded Bias* 2020 (documentary) available [here](#)

WEEK 14: THANKSGIVING BREAK

Wed, Nov 22: NO CLASS

Fri, Nov 24: NO CLASS

WEEK 15: NEW PRACTICES AND NARRATIVES

Wed, Nov 29: Indigenous Networks

Activism and citizen participation in matters of science and tech.

- 📖 Rosa, Fernanda. 2023. "From Community Networks to Shared Networks: The Paths of Latin-Centric Indigenous Networks to a Pluriversal Internet." *Information, Communication & Society* 26 (11): 2326–44.
- 🗣️ Dr. Fernanda Rosa, Assistant Professor of STS at Virginia Tech, will join us for a Q&A!

Fri, Dec 1: Wrap-up & Goodbye

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: _____

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. 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: _____

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape 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)

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. 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 recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors. 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: _____

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.