

## Term Information

Effective Term Summer 2024

## General Information

Course Bulletin Listing/Subject Area German  
Fiscal Unit/Academic Org Germanic Languages & Lit - D0547  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3250.01  
Course Title Citizenship in the Age of Technology: Exploring Social Justice through Science Fiction in Germany  
Transcript Abbreviation GerTechCitizenship  
Course Description Investigating the promises & pitfalls that technologies once confined to the pages of science fiction pose to our relationships, our communities, and our world, with a specific focus on the challenges they will bring to our concept of citizenship. Recent German science fiction will illuminate the debate on the future of democracy as it unfolds in Germany, the USA & in a broader global context.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 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  
Exclusions Not open to students with credit for 3250.02  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 16.0501  
Subsidy Level General Studies Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## **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

## **Course Details**

### **Course goals or learning objectives/outcomes**

- Goal 1: Analyzing Concepts - Successful students will analyze concepts of citizenship, justice & diversity at a more advanced and in-depth level than in the Foundations component.
- 1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.
- Goal 2: Integrating Approaches -  
Successful students will integrate approaches to understanding citizenship for a just & diverse world by making connections to out-of-classroom experiences with academic knowledge or ...
- ... across disciplines and/or to work they have done in previous classes and that they anticipate doing in the future.
- 2.1 Identify, describe, and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.
- 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.
- Goal 3: Exploring Perspectives  
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.
- 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.
- 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
- Goal 4: Examining Contextual Identity  
Successful students will examine notions of justice amid difference & analyze & critique how these interact with historically & socially constructed ideas of citizenship and membership within society, ...
- ...within society, both within the United States and around the world.
- 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.
- 4.2 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.

**Content Topic List**

- Citizenship and Emerging Technologies in a German, U.S., and Global Contexts
    - Big Data and the Individual: The Politics of Persuasive Media
    - Artificial Intelligence (AI): Ethics and Agency
    - Extended Reality (XR) and Virtual Communities
  - Relationship 5.0: Intimacy and Emerging Technology
    - Bioethics and Genetic Engineering: Ethics and Identity
    - Surveillance and the Smart City: Eliminating Crime and Freedom?
    - Cybernetic and Enhanced Humanity: Ethics and Autonomy
  - Algorithmic Bias and Discrimination: Identifying Systemic Prejudice
    - Exploring Other Emerging Technologies in Science Fiction (Quantum Computing, Nanotechnology, others)
    - Utopian and Dystopian Visions of Technological Citizenship
  - Gender, Identity, and Technology
    - Emerging Technologies and Environmental Citizenship
    - Science Fiction as Social Commentary: Reflecting on Citizen's Role
    - Presentation of Final Portfolio Projects and Peer Reviews
- No

**Sought Concurrence**

**Attachments**

- submission-doc-citizenship\_German3250.01.docx: Citizenship GE submission  
*(Other Supporting Documentation. Owner: Miller, Natascha)*
- German3250.01\_Citizenship and Emerging Technologies - Syllabus.docx: German 3250.01 Syllabus  
*(Syllabus. Owner: Miller, Natascha)*
- CurriculumMap\_Update\_2021October.docx: Curriculum Map  
*(Other Supporting Documentation. Owner: Miller, Natascha)*

**Comments**

- 10/04/23 an updated curriculum map has been uploaded *(by Miller, Natascha on 10/04/2023 01:11 PM)*
- If this course will be able to count in one of your majors (even as an elective), please upload an updated curriculum map. *(by Vankeerbergen, Bernadette Chantal on 10/04/2023 09:37 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Miller, Natascha	09/15/2023 02:52 PM	Submitted for Approval
Approved	Taleghani-Nikazm, Carmen	09/18/2023 09:08 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	10/04/2023 09:37 AM	College Approval
Submitted	Miller, Natascha	10/04/2023 01:11 PM	Submitted for Approval
Approved	Taleghani-Nikazm, Carmen	10/04/2023 02:21 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/30/2023 02:51 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/30/2023 02:51 PM	ASCCAO Approval

**COURSE REQUEST**  
3250.01 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
10/30/2023

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# GE Syllabus

## German 3250.01

Citizenship in the Age of Technology: Exploring Social Justice through Science Fiction in Germany

Spring 2025 (Or earlier)

3 Credit Hours

In-Person

## Course overview

### Instructor

- [Prof. Kevin A. Richards](#)
- E-Mail: [richards.113](mailto:richards.113)
- GLL Office: 614-292-6985
- Location: (TBA)
- Office Hours (TBA)
  - [Zoom Link](#)

**Note:** Please feel welcome to visit the virtual office hours and to e-mail me to make appointments outside of these hours if your scheduling conflicts with the posted times.

### Course description

If you are not already chatting with human-like Artificial Intelligence, sharing embodied experiences with friends in Extended Reality, being served your meal at the local restaurant by robot waiters and chefs, or being offered new life-saving treatments now made possible by medical technology breakthroughs, you soon could choose to be. These and other novel technologies that were once confined to the pages of science fiction novels



are now entering into our contemporary reality at an unprecedented pace. This course will ask you to investigate both the promises and pitfalls that these technologies portend for our relationships, our communities, and our world, with a specific focus on the challenges they will bring to our concept of citizenship.

Each week, you will be asked to review and share insights from a selection of contemporary articles and excerpts from recent German science fiction to illuminate the debate as it unfolds in Germany, the U.S., and in a broader global context. You will encounter best-selling authors and popular directors like Andreas Eschbach, Frank Schätzing, Tom Hillebrand, Juli Zeh, Karen Duve, Andreas Brandhorst, Theresa Hannig, Werner Herzog, Maria Schröder, and others who offer us their impressive visions of a future where these emerging technologies have established themselves and the effects they have on citizenship. Through engaged readings, hands-on activities, discussions, response papers, and a final project, you will have the opportunity to join in these debates and speculate alongside your peers on the future of our democracy.

## General education goals and expected learning outcomes

Theme: Citizenship for a Just and Diverse World		
Goal	Expected Learning Outcomes	Related Course Content
Goal 1: Analyzing Concepts  Successful students will analyze concepts of citizenship, justice, and diversity at a more advanced and in-depth level than in the Foundations component.	1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.	In this course, students will...  Identify and critically analyze a) how scholars, journalists, policy makers, and creators understand the impact of emerging technologies, and b) how authors and auteurs use their mediums to explore issues of social justice and civil rights implicated in their development and adoption.



	1.2	Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.	Engage with scholarship on the emerging technology and in the analysis of literature and film as mediums to represent issues of citizenship, social justice, and civil rights.
<p><b>Goal 2: Integrating Approaches</b></p> <p>Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in the future.</p>	2.1	Identify, describe, and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.	Identify, describe, and synthesize the varying approaches taken by scholars, journalists, policy makers, creators, authors, and auteurs to anticipate the influence that emerging technologies will have on the concepts of Citizenship, Justice, and Diversity and the benefits and challenges presented by emerging technologies. This is further supported by hands-on activities with the technologies and engagement with scholarly and popular representations of their influence.
	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.	Develop and engage with their own understanding of concepts of Citizenship, Justice, and Diversity in relation those represented in scholarship and popular media and continue to expand their knowledge as they are asked express themselves in a variety of creative and academic assignments.



<p>Goal 3: Exploring Perspectives</p> <p>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.</p>	<p>3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.</p>	<p>Describe German, U.S. and other global perspectives on the risks involved with emerging technologies to democracy, and analyze how these differ in the varying cultural, national, political, and historical contexts.</p>
	<p>3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>	<p>Demonstrate the ability to act as an interculturally competent global citizen by identifying, reflecting on, and applying their skills and knowledge of the various contexts and perspectives represented in diverse texts and in their engagement with peers of diverse backgrounds.</p>
<p>Goal 4. Examining Contextual Identity</p> <p>Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.</p>	<p>4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.</p>	<p>Engage with a variety of texts and technologies that ask students to contemplate the expressions and implications of diversity, equity, and inclusion within imagined future possible worlds and experiences as they have been shaped by emerging technologies.</p>





	4.2	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.	Reflect on, analyze, and critique texts that advocate for social change and ask questions about the rights and responsibilities of individuals in democracies like Germany and the United States, as emerging technologies threaten to disrupt their cultural traditions and exacerbate the structural inequities that exist and have their own histories.
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## How this online course works

### Mode of delivery

This course is a flipped class. This means you prepare by reading/annotating texts and watching and taking notes on the lecture videos at home before class, and then participate by completing an in-class assignments, and then afterward, completing a weekly reflection or paper/project (weeks 5, 10, 15).

### Pace of online activities

#### Sessions

The course is divided into three sessions consisting of five weeks each, in which weekly assignments work towards a larger project in the fifth week.

#### Modules

Every week, a new module opens early Monday morning at 1:00 a.m. and closes the following Sunday at midnight. All your work for that module must be completed before it closes unless prior arrangements have been



approved. Each module consists of two sections preparation (completed outside of class) and participation (completed in class).

### **Preparation (Before Class)**

Preparation has four parts that include 1) reading and annotating a background article (you will be required to read one of several options – ca. 10-20 pages), 2) reading the assigned novel excerpt (80-100 pages), and 3) watch/listen/read and take notes on the lecture (ca. 120 minutes), and 4) completing the accompanying quiz.

### **Participation/Evaluation**

Participation has three parts that include 1) discussing the background and literary/cinematic representations, 2) hands-on activities to explore the technology as an in-class assignment, and 3) beginning the weekly reflection to be completed at home.

### **Other/Peer Reviews**

Ungraded practice tests are available to help review each reading and lecture, and 3 peer reviews are assigned for each weekly reflection.

## **Credit hours and work expectations**

This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

## **Participation requirements**



Because this is a flipped course, a preparatory step to the weekly assignment will be due at the end of class. The following is a summary of students' expected participation:

### **Participating in in-class activities**

You are expected to attend and participate in the in-class discussion. If you are unable to attend and your absence excused, you will be able to complete the in-class activity for credit.

### **Office hours**

Office hours are virtual and set at the start of the semester. If you cannot make these times, please email me and we can find a time together.

## **Course communication guidelines**

### Writing style

You should avoid informal writing, logical fallacies, and reliance on clichés and stereotypes. Instead, seek to write with precision and efficiency so that your reader will understand your message.

### Tone and civility

Communication between yourself and your peers and instructor should not contain any profanity or racist/sexist/chauvinist content. Be respectful and courteous, be generous, and give others the benefit of doubt when miscommunications occur, and though you may not agree, state your argument, or point, without invective and in a manner that encourages further dialog. I encourage you to be assertive with your position and to seek to understand differing perspectives.

### Citing your sources

In your written assignments you will need to cite your sources according to MLA 9<sup>th</sup> edition.



### **Basic template:**

Author Last name, First name. *Title*. Publisher, year.

### **Book example:**

Leroux, Marcel. *Global Warming: Myth or Reality?: The Erring Ways of Climatology*. Springer, 2005.

### **Online source template:**

Author last name, first name. "section/article name." *Journal/Book Name*. Date. Link. Access Date. Publisher, Year.

### **Online source example:**

Dean, Cornelia. "Executive on a Mission: Saving the Planet." *The New York Times*, 22 May 2007,  
[www.nytimes.com/2007/05/22/science/earth/22ander.html?\\_r=0](http://www.nytimes.com/2007/05/22/science/earth/22ander.html?_r=0).  
Accessed 29 May 2019.

For more information, see <https://owl.purdue.edu>

### Protecting and saving your work

You are encouraged to save your work often and to make use of the services afforded you by the university, such as backing up your work with auto-save to one cloud (or other service) that will ensure that your work is protected, yet easy for you to access.

## **Course materials and technologies**

### **Texts**

#### **Articles and Essays**

Background texts are either linked to their original posting or cited and reproduced in a screen-reader ready web-page format for accessibility.



## Literature

All literary texts are provided in their translation and consist of three parts including 1) a summary of the novel to provide context, and 2) the translated novel excerpt, and 3) questions to support further discussion. These texts are made available in a screen-reader ready web-page format for accessibility.

## Film and Video

Film and Video clips are provided via a mediasite link with subtitles when necessary. (Lecture videos are also made available in podcast and pdf formats).

## Course technology

### Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: [it.osu.edu/help](https://it.osu.edu/help)
- Phone: 614-688-4357(HELP)
- Email: [8help@osu.edu](mailto:8help@osu.edu)
- TDD: 614-688-8743

### Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))

### Required Equipment



- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

## Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).

## Carmen Access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you can always connect to Carmen, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

## Grading and instructor response



## How your grade is calculated

### Level Up Grading Scheme

Your grade is point based. You start with zero and have three levels to unlock and complete, each with a final ‘boss’ major course assignment. Within each five-week period, you can complete a mix of quizzes, annotated readings, discussion options, and weekly assignments to unlock the major course assignment at the end of that level. You must complete all three Portfolio Projects (“Bosses”) to pass the course.

See the point matrix below:

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Annotated Reading 1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
Annotated Reading 2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
In Class Activity	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
Quiz	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
Weekly Reflection	15	15	15	15		15	15	15	15		15	15	15	15	
Peer Reviews	10	10	10	10		10	10	10	10		10	10	10	10	
Portfolio Project I (175 to unlock)					200										
Portfolio Project II (500 to unlock)										200					
Final Portfolio Project (850 to unlock)															300

### Description of major course assignments

#### Portfolio Project #1: An Interview with Artificial Intelligence



You are a journalist interviewing two/three artificial intelligences: Chat-GPT4 and *Replika*, and both have memory, so that your interview can refer to what you have already asked in the same session. Before you begin, choose one of the topics we have been working on in class in weeks 1-4, selecting a specific passage to include and analyze. Think of three to five questions you would want to ask the chatbot, include references to themes drawn from our readings.

1. Navigate to <https://chat.openai.com> and ask and record the output, note how it interacts with you and its responses.
2. While still with Chat-GPT4, think of a few personalities that the Chat-GPT4 can take on, now ask it to respond as if it were that personality and ask it the same questions again (this could be a worried mother, an elderly schoolteacher, a construction worker, etc.). Note how it interacts with you and what differences there are.
3. Navigate to <https://replika.ai> and create an artificial intelligence avatar, then pose the same questions that you had asked Chat-GPT4. Note how it interacts with you and what differences there are.

Once you have collected your data, create an adobe express web page in the format of a two-page (900 word) news article that 1) introduces the problem/topic, and then 2) include responses from the AI as persons interviewed providing differing perspectives, 3) conclude the article with a reflection on how these AI personalities responded and whether it can provide diverse perspectives.

- **Academic integrity and collaboration guidelines**

You are expected to complete this assignment on your own without collaborating with others and without the assistance of artificial intelligence, except for that specified in the assignment step 2. Cite the sources you use to complete your work in MLA 9<sup>th</sup> edition format.

## **Portfolio Project #2: Algorithmic Bias Case Study**





You will work in a project group to examine possible algorithmic bias in generative AI Image platforms such as Dal-E, Mid-journey, Firefly, etc. As you put in your general prompt for the image creation, look for patterns of underrepresentation, overrepresentation, or unequal treatment based on demographic factors such as race, gender, or socioeconomic status. Include insights from select passages from weeks 6-9 from the course.

In your group, discuss the potential impact of the identified biases on different stakeholders. Consider the ethical, social, and legal implications of algorithmic bias in the given context. Then work together to propose recommendations to mitigate or address the algorithmic bias. Finally, create an adobe express webpage to present your findings and recommendations through a written report that also includes the prompts you used and the source images that were generated. In addition, the report should refer to a case or example covered in the course readings from weeks 6-9 as an example of bias embedded within a system.

### **Academic integrity and collaboration guidelines**

You are expected to collaborate with others in your group to produce the adobe express webpage report. Images generated through AI currently do not require citation, but any other sources should be cited in MLA 9<sup>th</sup> edition.

### **Final Portfolio Podcast Project – Citizenship of the Future**

For your final portfolio group project, you and your group will be creating a podcast (video or audio) that covers two versions of the future. One future that is utopic, illustrating the benefits of an emerging technology for a marginalized community, and another that is dystopic, emphasizing the negative consequences of its adoption and implementation for this community. In your discussion, you will need to



incorporate insights from at least two texts from the course. One source must be from weeks 11-14, while the other can be from any week. After completion, provide feedback on two other group projects. In addition to uploading the podcast audio file, your group will need to provide a script and a one page (450-word explanation of concept).

### **Academic integrity and collaboration guidelines**

You are expected to collaborate with others in your group to produce the adobe express webpage report. Voices may be generated through AI if desired, but any other sources should be cited in MLA 9<sup>th</sup> edition.

### **Late assignments**

Late assignments lose 2 pts. of their score for each day past their due date. If you anticipate a delay, please contact me as soon as possible. Any exclusions would need some form of documentation.

### **Grading Scale**

- >1,100 pts.: A
- 1,050-1,099: A-
- 1,000-1,049: B+
- 925-999: B
- 900-924: B-
- 850-899: C+
- 800-874: C
- 775-799: C-
- 725-774: D
- <724: E

### **Instructor feedback and response time**

#### **Grading and feedback**



Weekly assignments will be graded within three business days after the peer review deadline has passed. Portfolio assignments will be graded within one week after the deadline passes, or with a large enrollment, two weeks after the deadline.

### **Preferred contact method**

I will respond to inquiries (e-mail) during the week within 48 hours (no guarantee on the weekend). For more detailed feedback please visit virtual office hours or contact me via email to organize another time.

## **Academic policies**

### **Academic integrity policy**

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.



If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

## Copyright for instructional materials

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

## Statement on title IX

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



## **Commitment to a diverse and inclusive learning environment**

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.

## **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.

More information on OSU's land acknowledgement can be found here:  
<https://mcc.osu.edu/about-us/land-acknowledgement>

## **Your mental health**

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 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. 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 and 24-hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

## **Accessibility accommodations for students with disabilities**

### **Requesting accommodations**

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## Religious accommodations

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit [odi.osu.edu/religious-accommodations](http://odi.osu.edu/religious-accommodations).

## Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	1/6/2025 - 1/12/2025	<b>Citizenship and Emerging Technologies in a German, U.S., and Global Contexts</b> <ul style="list-style-type: none"><li>• <b>Articles:</b> “The Digital Battlefield for Democratic Principles” by Krzysztof Izdebski; “A German Digital Grand Strategy” by Tyson Barker (2022)</li><li>• <b>Literature:</b> Andreas Eschbach’s <i>NSA</i> (2018) (Excerpt)</li><li>• <b>In-Class Assignment:</b> Using <b>Flip</b> to introduce yourself and your course expectations</li></ul>



		<ul style="list-style-type: none"><li>• <b>Reflection:</b> Defining Citizenship in the Digital Age</li></ul>
2	1/13/2025 - 1/19/2025	<p><b>Big Data and the Individual: The Politics of Persuasive Media</b></p> <ul style="list-style-type: none"><li>• <b>Articles:</b> Podcast “IBM and the Holocaust” NPR; “Social Media and microtargeting: Political data processing and the consequences for Germany” by Papakyriakopoulos, et al.</li><li>• <b>Literature:</b> Bljam Moini’s <i>The Cube</i> (2018)</li><li>• <b>In-Class Assignment:</b> Using <b>Voyant</b> to analyze <i>The Cube</i> text as a dataset</li><li>• <b>Reflection:</b> Protecting individual rights and privacy at the intersection of big data and social media.</li></ul>
3	1/20/2025 - 1/26/2025	<p><b>Artificial Intelligence (AI): Ethics and Agency</b></p> <ul style="list-style-type: none"><li>• <b>Articles:</b> Podcast “Can Democratic Norms catch up with AI Surveillance” by Power 3.0; “Germany’s Ethics Council on Artificial Intelligence” by Thomas Kilkaer</li><li>• <b>Literature:</b> Juli Zeh’s <i>Empty Hearts</i> (2017)</li><li>• <b>In-Class Assignment:</b> Training an <b>AI Chatbot</b> on <i>Empty Hearts</i> to ask the text questions</li><li>• <b>Reflection:</b> Ethical dilemmas, human-AI interactions, and societal consequences</li></ul>
4	1/27/2025 - 2/2/2025	<p><b>Extended Reality (XR) and Virtual Communities</b></p> <ul style="list-style-type: none"><li>• <b>Articles:</b> “Position Paper XR (2022)” – Consortium of XR Associations Germany; “Societal XR – A Vision Paper” - Görlich</li><li>• <b>Literature:</b> Tom Hillebrand’s <i>Hologrammatica</i> (2018)</li><li>• <b>In-Class Assignment:</b> Using <b>VR Chat</b> to explore virtual communities</li><li>• <b>Reflection:</b> XR's impact on identity, perception of reality, and social dynamics</li></ul>





5	2/3/2025 - 2/9/2025	<p style="text-align: center;"><b>Relationship 5.0: Intimacy and Emerging Technology</b></p> <ul style="list-style-type: none"><li>• <b>Articles:</b> Kislev „Looking Ahead – Policy, Ethics, and Guidelines for Relationships 5.0”; Podcast “The Surprising Case for AI Boyfriends” NPR</li><li>• <b>Film:</b> Maria Schrader’s <i>I’m Your Man</i> (2021)</li><li>• <b>Reflection:</b> Impact of Relationship 5.0 on love, companionship, and human connection</li><li>• <b>Portfolio Project I: An Interview with AI</b></li></ul>
6	2/10/2025 - 2/16/2025	<p style="text-align: center;"><b>Bioethics and Genetic Engineering: Ethics and Identity</b></p> <ul style="list-style-type: none"><li>• <b>Articles:</b> Rosene “Comparing Genetic Engineering in the USA, Germany and China” (2021); “Germany – Public Discourse on Genome Editing (2019)” – Council of Europe</li><li>• <b>Film:</b> <i>Blueprint</i> (2003) or <i>Pandorum</i> (2009)</li><li>• <b>In-Class Assignment:</b> using <i>Eleven Labs</i> to clone your voice or create one to recite your response to <i>Blueprint</i></li><li>• <b>Reflection:</b> Ethical implications of manipulating genetics and its impact on personal identity</li></ul>
7	2/17/2025 - 2/23/2025	<p style="text-align: center;"><b>Surveillance and the Smart City: Eliminating Crime and Freedom?</b></p> <ul style="list-style-type: none"><li>• <b>Articles:</b> “Smart Cities and Democratic Vulnerabilities” by Beth Kerley; “The ‘Capital of Silicon Valley’ is Ignoring its Privacy Experts” Dodge (<i>Vice</i>)</li><li>• <b>Literature:</b> Tom Hillebrand’s <i>Drone State</i> (2019)</li><li>• <b>In-Class Assignment:</b> Exploring <i>ArcGIS Urban and Storymaps</i> to analyze real and fictional Smart Cities and Communities</li><li>• <b>Reflection:</b> Balancing security, privacy, and civil liberties in technologically advanced societies</li></ul>



8	2/24/2025 - 3/2/2025	<p><b>Cybernetic and Enhanced Humanity: Ethics and Autonomy</b></p> <ul style="list-style-type: none"><li>• <b>Articles:</b> “What Americans think about possibilities ahead for human enhancement” Pew; “Heated Discussions and Far-Ranging Visions” <i>Human Enhancement Study</i>- EU Parliament</li><li>• <b>Literature:</b> Andreas Brandhorst’s <i>Eternal Life</i> (2018)</li><li>• <b>In-Class Assignment:</b> Experiencing the <i>Detroit: Become Human</i> Demo to explore a Cybernetic Future via a Videogame Novella</li><li>• <b>Reflection:</b> Ethical dilemmas and personal autonomy in a world of enhanced humanity</li></ul>
9	3/2/2025 - 3/9/2025	<p><b>Algorithmic Bias and Discrimination: Identifying Systemic Prejudice</b></p> <ul style="list-style-type: none"><li>• <b>Articles:</b> Broussard’s <i>More than a Glitch</i> (2023); “Risks of Discrimination through the Use of Algorithms – Case Study” – German Federal Anti-Discrimination Agency</li><li>• <b>Literature:</b> Richard Weiner’s <i>Rise of the Thinking Computers: A Science Fantasy</i> (2016)</li><li>• <b>In-Class Activity:</b> Using <i>Visage Technologies: Face Analysis</i> Demo to explore bias in use cases identifying gender, age, and emotions</li><li>• <b>Reflection:</b> Unintended consequences of biased algorithms and their societal impact</li></ul>
<p><b>Spring Break (3/10-3/16/2025)</b></p>		
10	3/17/2025 - 3/23/2025	<p><b>Exploring Other Emerging Technologies in Science Fiction (Quantum Computing, Nanotechnology, others)</b></p> <ul style="list-style-type: none"><li>• <b>Articles:</b> “Prologue” <i>Democratic Experiments: Problematizing Nanotechnology and Democracy in Europe and the United States</i> – Brice Laurent; “Democratization of quantum</li></ul>



		<p>technologies” <i>IOP Science</i> – Seskir, Umbrello, Coenen and Vermaas</p> <ul style="list-style-type: none"><li>• <b>Literature:</b> Eschbach’s <i>Lord of All Things</i> (2011)</li><li>• <b>Reflection:</b> Examining the social, ethical, and political implications of these technologies</li><li>• <b>Portfolio Project II: Algorithmic Bias in Generative AI Images</b></li></ul>
11	3/24/2025 - 3/30/2025	<p><b>Utopian and Dystopian Visions of Technological Citizenship</b></p> <ul style="list-style-type: none"><li>• <b>Articles:</b> “The Internet as Utopia: Reality, Virtuality, and Politics” – Cowles; “Young People’s technological images of the future: implications for science and technology education” <i>European Journal of Futures Research</i> - Rasa &amp; Laherto</li><li>• <b>Literature:</b> Marc-Uwe Kling’s <i>Qualityland</i> (2017)</li><li>• <b>In-Class Assignment:</b> Using <i>Skybox Labs/Blockade Labs</i> to generate and analyze utopic and dystopic visions of real/fictional worlds</li><li>• <b>Reflection:</b> Evaluation of utopian and dystopian societies in terms of technological advancements</li></ul>
12	3/31/2025 - 4/6/2025	<p><b>Gender, Identity, and Technology</b></p> <ul style="list-style-type: none"><li>• <b>Articles:</b> “Computers and binary, people are not: how AI systems undermine LGBTQ identity” <i>Access Now</i> - Leufer; “‘Acting Out’ Queer Identity: The Embodied Visibility in Social Virtual Reality” – Freeman &amp; Acena</li><li>• <b>Literature:</b> Karen Duve’s <i>The Prepper Room</i> (2018)</li><li>• <b>In-Class Assignment:</b> Reflecting on <i>She: An Interactive VR Short Film to Discover Who You Are</i> as a platform to explore gender identity</li><li>• <b>Reflection:</b> Exploring gender roles, fluidity, and the impact of technology on identity construction</li></ul>



13	4/7/2025 - 4/13/2025	<p><b>Emerging Technologies and Environmental Citizenship</b></p> <ul style="list-style-type: none"><li>• <b>Articles:</b> “Shaping Digitalization for Humans and the Environment” <i>Digital Agenda Policy Paper</i> – BMUV; “Introduction” <i>White Paper Citizen Science Strategy 2030</i> – Citizen Science Germany</li><li>• <b>Literature:</b> Schätzing’s <i>The Tyranny of the Butterfly</i> (2018)</li><li>• <b>In-Class Assignment:</b> Using <i>EnviroAtlas</i> Interactive Map to explore contemporary dangers to the environment</li><li>• <b>Reflection:</b> Environmental sustainability, climate change, and their interaction with citizenship</li></ul>
14	4/14/2025 - 4/20/2025	<p><b>Science Fiction as Social Commentary: Reflecting on Citizen's Role</b></p> <ul style="list-style-type: none"><li>• <b>Articles:</b> “Militaries plunder science fiction for technology ideas, but turn a blind eye to the genre’s social commentary” – Slocombe; “Introduction” <i>Beyond Tomorrow</i> - Cornils</li><li>• <b>Literature:</b> Theresa Hannig’s <i>Pantopia</i> (2022)</li><li>• <b>Reflection:</b> Examining science fiction's potential to critique and shape society</li><li>• <b>Draft of Final Portfolio Projects: Podcasting Visions of the Future</b></li></ul>
15	4/21/2025 - 4/27/2025	<p><b>Presentation of Final Portfolio Projects and Peer Reviews</b></p>

# GE Theme course submission worksheet: Citizenship for a Just & Diverse World

## Overview

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Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

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In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

*(enter text here)*

This course examines the benefits and dangers to democracy inherent in much of our emerging technology through the works of authors, directors, policy makers, experts and critics in Germany, the United States, and elsewhere. Students will also gain insight into how citizens will interact with these technologies through hands-on assignments with varying platforms like Replika, MidJourney, Chat GPT, etc.

## Connect this course to the Goals and ELOs shared by *all* Themes

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Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. 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.

**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.

	Course activities and assignments to meet these ELOs
<b>ELO 1.1</b> Engage in critical and logical thinking.	<p>Students will be engaging in critical and logical thinking every week in their readings, lectures, discussions, and assignments.</p> <p>For example, in week one, students will have the choice of reading two articles that both address the foundational question of the course. One is geared more towards international cooperation and risks (Ktyzysztof), the other towards the German context (Barker). They will then read an excerpt of the leading German science fiction author Andreas Eschbach's NSA from 2018 with an accompanying interview transcript with the author. The premise for the book is the development of emerging technologies in a surveillance state that emphasizes the concerns of the German public given their national history. The lectures will offer more analysis and background on the literature and articles, while the discussion lets students engage in an exercise of drafting their own laws for these emerging technologies. The assignment for the week will ask them to post a video introduction on the Flip platform and include their familiarity with the technologies, and their course expectations.</p>
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	<p>Weekly readings will present students with the issues that experts have identified in the technologies and their histories, the author/directors will then provide the imagined impact on future societies – connecting their vision with the issues identified by the scholars, while discussions will allow them to exchange perspectives. Assignments will ask them to use the technology to better understand its current limitations and future possibilities.</p> <p>For example, in week two, the students will have the choice between a podcast interview with Ed Black on the role of tabulators in Holocaust (NPR) and an article on the recent scandal involving the selling of social media data in Germany authored by leading scholars Papakyriakopoulos, et al. This is common to every week and should give an idea of how students will be asked to engage with scholarship.</p>

<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p>Students will be presented with a variety of perspectives through articles, readings, films, and lectures (and from their engagement with other students). They will be asked to identify (quizzes), describe (discussions) and synthesize approaches (assignments) from the variety of perspectives in the sources.</p> <p>For example: in week three, students will have the choice between a podcast on whether our democratic norms can catch up with AI surveillance, or an article on the resolution of Germany’s ethics council on AI’ and this will be further discussed and expanded in the lectures, and the novel by Juli Zeh that imagines a near-future German dystopia where she identifies and satirizes the threats of populism combined with big data to our contemporary democracies. Students will then share their perspectives on the ethical dilemmas of human-AI interactions. And the assignment will have them training their own chatbot on the text from Empty Hearts to ask it questions about the near future depicted there.</p>
<p><b>ELO 2.2</b> 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.</p>	<p>Students will ask meta-questions on their learning, their development, their identity as they explore virtual versions of the social world and read how others have used the platforms to understand themselves better. They will have choices in the paths they choose to pursue and the format and mediums they use in their assignment.</p> <p>For example, in week four, students will choose between reading a position paper on XR in Germany and a vision for deeper societal engagement with the technology. They will read an excerpt from Hillebrand’s <i>Hologrammatica</i> that focuses on how people interact with holographic representations of themselves and the challenges this presents to investigating crime (thriller). The discussion will focus on the impact of XR on identity, perception of reality, and social dynamics, and the assignment will ask students to explore the VR Chat (also available through PC non-headset) to explore and engage with the virtual communities that have blossomed there.</p>

*Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):*

<p><b>ELO 1.1</b> Engage in critical and logical thinking.</p>	<p><i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through:</i>  <i>Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration;</i>  <i>Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions;</i>  <i>Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i></p>
	<p><i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</i>  <i>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i></p>

<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u>  Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u>  The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u>  Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p><b>ELO 2.2</b> 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.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites:  The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>
	<p>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.  The Vélodrome d'hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps  The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</p>



## Goals and ELOs unique to Citizenship for a Just & Diverse World

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Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

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

**GOAL 4:** 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.

	Course activities and assignments to meet these ELOs
<p><b>ELO 3.1</b> Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.</p>	<p>Students will be able to describe German, U.S. and other global perspectives on the security and social risks involved with emerging technologies to democracy, and analyze how these differ in the varying cultural, national, political, and historical contexts.</p> <p>For example, in week 6 students will choose from the Rosene article from 2021 on comparing genetic engineering stances and policy in the US, Germany and China, and the Council of Europe’s study on Germany’s public discourse on genetic engineering. They will view the German film <i>Blueprint</i> that deals with the possible issue of having a parent-twin and explore potential impacts on identity. The discussion will ask them to synthesize the sources and to weigh different policy stances with their own personal views. The assignment for that week will ask them to clone their own voice (or practice building a voice) using <i>Eleven Labs</i> and to reflect on the potential impact that this technology and the techniques of deepfake in a variety of domains.</p>
<p><b>ELO 3.2</b> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>	<p>Students will be able to demonstrate the ability to act as an interculturally competent global citizen by identifying, reflecting on, and applying their skills and knowledge of the various contexts and perspectives represented in diverse texts and in their engagement with peers of diverse backgrounds.</p> <p>For example, in week 9 students will choose reading either an excerpt from Broussard’s <i>More than a Glitch</i> and a case-study published by the German Federal Anti-Discrimination agency on algorithmic bias. They then read an excerpt from Weiner’s <i>Rise of Thinking Computers</i> and engaged in a discussion on the risks of algorithmic bias, examining the platform <i>Visage</i> that uses face analysis for any bias in identifying gender, age, and emotions. This initial investigation will prepare them in the following week for a study of the bias in generative AI images.</p>

<p><b>ELO 4.1</b> Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</p>	<p>Students will engage with a variety of texts and technologies that ask students to contemplate the expressions and implications of diversity, equity, and inclusion within imagined future possible worlds and experiences as they have been shaped by emerging technologies.</p> <p>For example, in week 12 students will read either the Leufer article ‘Computers are binary, people are not’ or the Freeman and Acena article on acting out queer identities in social VR. They will combine their reading with an excerpt of Duve’s <i>The Prepper Room</i> to support their exploration into gender roles, fluidity, and the impact of technology on identity construction in the discussion, and then reflect on the VR short film <i>SHE</i> and VR as a platform to explore identities, empathy, and other non-majority perspectives.</p>
<p><b>ELO 4.2</b> 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>Students will be asked to reflect on, analyze, and critique texts that advocate for social change and ask questions about the rights and responsibilities of individuals in democracies like Germany and the United States, as emerging technologies can augment or threaten cultural traditions and further entrench or exacerbate the structural inequities that exist and their histories.</p> <p>For example, in week 14 students read either the Slocombe article on the science fiction genre as the technologies often inspire real-world engineering projects, while the social commentary is ignored, and an excerpt from Cornils book on how science fiction imagines a specifically future for Germany. This will serve as a backdrop in understanding the future imagined in a very rare vision of the future in which problems are confronted and resolutions offered. This will lead to the discussion on how the traditions in the genre work, how it takes up and imagines new futures with a focus on what justice, citizenship, and diversity looks like. This will prepare them (along with the other weeks) to develop their own views on how science fiction can work as a simulation to test out ideas that critique and shape visions of the world we want. This will culminate in the final portfolio project that asks students to work together to create a group podcast in which they discuss, debate, and provide their own visions of what the future may hold.</p>

*Example responses for proposals within “Citizenship” (Hist/Relig. Studies 3680, Music 3364; Soc 3200):*

<p><b>ELO 3.1</b> Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural,</p>	<p><i>Citizenship could not be more central to a topic such as immigration/migration. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on local, national, and global citizenship.</i></p>
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<p><i>national, global, and/or historical communities.</i></p>	<p><i>Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</i></p> <p><i>The course content addresses citizenship questions at the global (see weeks #3 and #15 on refugees and open border debates), national (see weeks #5, 7-#14 on the U.S. case), and the local level (see week #6 on Columbus). Specific activities addressing different perspectives on citizenship include Assignment #1, where students produce a demographic profile of a U.S.-based immigrant group, including a profile of their citizenship statuses using U.S.-based regulatory definitions. In addition, Assignment #3, which has students connect their family origins to broader population-level immigration patterns, necessitates a discussion of citizenship. Finally, the critical reading responses have the students engage the literature on different perspectives of citizenship and reflect on what constitutes citizenship and how it varies across communities.</i></p>
<p><b>ELO 3.2</b> <i>Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</i></p>	<p><i>This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of multiple forms of musical-political agency worldwide, from the grass-roots to the state-sponsored. Students identify varied cultural expressions of "musical citizenship" each week, through their reading and listening assignments, and reflect on them via online and in-class discussion. It is common for us to ask probing and programmatic questions about the musical-political subjects and cultures we study. What are the possibilities and constraints of this particular version of musical citizenship? What might we carry forward in our own lives and labors as musical citizens Further, students are encouraged to apply their emergent intercultural competencies as global, musical citizens in their midterm report and final project, in which weekly course topics inform student-led research and creative projects.</i></p>
<p><b>ELO 4.1</b> <i>Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</i></p>	<p><i>Through the historical and contemporary case studies students examine in HIST/RS 3680, they have numerous opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. The cases highlight the challenges of living in religiously diverse societies, examining a range of issues and their implications. They also consider the intersections of religious difference with other categories of difference, including race and gender. For example, during the unit on US religious freedom, students consider how incarcerated Black Americans and Native Americans have experienced questions of freedom and equality in dramatically different ways than white Protestants. In a weekly reflection post, they address this question directly. In the unit on marriage and sexuality, they consider different ways that different social groups have experienced the regulation of marriage in Israel and Malaysia in ways that do not correspond simplistically to gender (e.g. different women's groups with very different perspectives on the issues).</i></p> <p><i>In their weekly reflection posts and other written assignments, students are invited to analyze the implications of different regulatory models for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which model is</i></p>

	<p><i>"right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different societies manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion. They also consider how the different social and demographic conditions of different societies shape their approaches (e.g. a historic Catholic majority in France committed to laicite confronting a growing Muslim minority, or how pluralism *within* Israeli Judaism led to a fragile and contested status quo arrangement). Again, these goals are met most directly through weekly reflection posts and students' final projects, including one prompt that invites students to consider Israel's status quo arrangement from the perspective of different social groups, including liberal feminists, Orthodox and Reform religious leaders, LGBTQ communities, interfaith couples, and others.</i></p>
<p><b>ELO 4.2</b> <i>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.</i></p>	<p><i>As students analyze specific case studies in HIST/RS 3680, they assess law's role in and capacity for enacting justice, managing difference, and constructing citizenship. This goal is met through lectures, course readings, discussion, and written assignments. For example, the unit on indigenous sovereignty and sacred space invites students to consider why liberal systems of law have rarely accommodated indigenous land claims and what this says about indigenous citizenship and justice. They also study examples of indigenous activism and resistance around these issues. At the conclusion of the unit, the neighborhood exploration assignment specifically asks students to take note of whether and how indigenous land claims are marked or acknowledged in the spaces they explore and what they learn from this about citizenship, difference, belonging, and power. In the unit on legal pluralism, marriage, and the law, students study the personal law systems in Israel and Malaysia. They consider the structures of power that privilege certain kinds of communities and identities and also encounter groups advocating for social change. In their final projects, students apply the insights they've gained to particular case studies. As they analyze their selected case studies, they are required to discuss how the cases reveal the different ways justice, difference, and citizenship intersect and how they are shaped by cultural traditions and structures of power in particular social contexts. They present their conclusions in an oral group presentation and in an individually written final paper. Finally, in their end of semester letter to professor, they reflect on how they issues might shape their own advocacy for social change in the future.</i></p>

## German Major--Curriculum Map

B = Beginning  
I = Intermediate  
A = Advanced

*Jan 31, 2022 update*  
*Oct 7, 2021 update*

	Cultural Knowledge & Awareness	Compre-hension	Speaking	Critical Analysis	Writing & Critical Expression
<b>Core Required Courses</b>					
1101.01 German 1 -GE	B	B	B		B
1101.02 German 1 (DL) -GE	B	B	B		B
1101.51 German 1: Self-paced -GE	B	B	B		B
1102.01 German 2 -GE	B	B	B		B
1102.02 German 2 (DL) -GE	B	B	B		B
1102.51 German 2: Self-paced -GE	B	B	B		B
1103.01 German 3 -GE	B/I	B/I	B/I		B/I
1103.02 German 3 (DL) -GE	B/I	B/I	B/I		B/I
1103.51 German 3: Self-paced -GE	B/I	B/I	B/I		B/I
2101 Texts & Contexts 1: Contemporary Germany	I	I	I	B/I	I
2102 Texts & Contexts 2: 20 <sup>th</sup> -century Germany	I	I	I	I	I
3101 Texts & Contexts 3: Historical Perspectives	I/A	I/A	I/A	I	I
3102 News & Views: Current Issues	I/A	I/A	I/A	I	I
2350 Introduction to German Studies	B				
<b>3689</b> (data) Words Across the World				I	I
<b>Advanced Required Courses</b>					
3200 Topics in German Literature, Art and Film	I	I	I	I	I
3300 Topics in German Culture Studies, Social and Intellectual History	I	I	I	I	I
3600 Topics in German Linguistics/Language	I	I	I	I	I
3602 German for the Professions 1	I	I	I	I	I
3603 Translation 1	I	I	I	I	I
4200 Senior Seminar in German: Literature, Art and Film (German)	A	A	A	A	A
4300 Senior Seminar in German: Culture Studies, Social and Intellectual History (German)	A	A	A	A	A
4600 Senior Seminar in German: Linguistics/Language (German)	A	A	A	A	A
4602 German for the Professions 2	A	A	A	A	A
4603 Translation 2	A	A	A	A	A
<b>Advanced Required Courses in English</b>					
4250 Senior Seminar in German Studies: Literature, Art and Film (English)	A			A	A
<b>Elective Courses in English</b>					
2250 Berlin: Stories, Languages, and Ideas GE	B			B	B
2251 German Literature and Popular Culture GE	B			B	B
2252H The Faust Theme GE	B			B	B

2253	Magic, Murder and Mayhem	GE	B			B	B
2254.01	Grimms' Fairy Tales and their Afterlives	GE	B			B	B
2254.02 (DL)	Grimms' Fairy Tales and their Afterlives	GE	B			B	B
2255	Postwar Germany and Japan	GE	B			B	B
2256	Fan Fiction: From Homer to Harry Potter	GE	B			B	B
2310	Introduction to Literature, Culture, and the Environment		B			B	B
2352	Dresden Yesterday and Today	GE	B			B	B
2367	German Literature and American Culture	GE	B			B	B
2451	Hollywood: Exiles and Émigrés	GE	B			B	B
2798.02	Berlin, Then and Now: People, Places, and Experiences	GE	B			B	B
3252.01	The Holocaust in Literature and Film	GE	I			I	I
3252.02 (DL)	The Holocaust in Literature and Film	GE	I			I	I
3253	The German Experience in American	GE	I			I	I
3254H	Representations and Memory of the Holocaust in Film	GE	I			I	I
3256	Coming to Terms with the Holocaust and War in Germany: <i>Vergangenheitsbewaeltigung</i>	GE					
3351	Democracy, Fascism and German Culture	GE	I			I	I
3353H	German Intellectual History: Marx, Nietzsche, and Freud	GE	I			I	I
3451H	Religion in Modern German Literature and Philosophy	GE					
4191	Internship in German		A			A	A
4252	Masterpieces of German Literature	GE	A			A	A
4670H	Cinema and the Historical Avant Garde	GE	A			A	A

**The proposed GE course GERM/SCAN 2310 “Introduction to Literature, Culture, and the Environment” will fulfill the following three program goals of the German major (the full list of goals can be found in the Appendix below):**

**Knowledge** Students demonstrate knowledge of German Linguistics, German History, German Cultural Achievements, and the current German-speaking world.

**Critical Analysis** Students demonstrate the ability to undertake critical reading and analysis of texts, to interpret cultural products and events within relevant contexts, and to express ideas and perspectives clearly, cogently and persuasively.

**Understanding/Perspective** Students demonstrate an understanding of differences in verbal and nonverbal communication, recognize cultural differences and similarities, and gain perspective on their own world view and cultural values.

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## **Appendix**

### **Program Goals of the German Major at Ohio State University**

**Linguistic Proficiency** Students demonstrate linguistic proficiency in German at the B2 or C1 level of CEFR, they reflect on their own language and gain translation skills.

**Knowledge** Students demonstrate knowledge of German Linguistics, German History, German Cultural Achievements, and the current German-speaking world.

**Critical Analysis** Students demonstrate the ability to undertake critical reading and analysis of texts, to interpret cultural products and events within relevant contexts, and to express ideas and perspectives clearly, cogently and persuasively.

**Understanding/Perspective** Students demonstrate an understanding of differences in verbal and nonverbal communication, recognize cultural differences and similarities, and gain perspective on their own world view and cultural values.

**Research/Inquiry** Students demonstrate the ability to use sophisticated tools for research and knowledge acquisition, and to evaluate the validity of resources available in the media landscape.