

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

Sought Concurrence

Yes

Attachments

- submission-doc-citizenship_German3250.01.docx: Citizenship GE submission
(Other Supporting Documentation. Owner: Miller, Natascha)
- CurriculumMap_Update_2023Oct.pdf: Curriculum Map
(Other Supporting Documentation. Owner: Miller, Natascha)
- Rev Syllabus German 3250-01 Citizenship and Emerging Technologies.pdf: German 3250.01 Syllabus
(Syllabus. Owner: Miller, Natascha)
- Cover Letter for the GE Committee German 3250-01.pdf: Cover Sheet with summary
(Other Supporting Documentation. Owner: Miller, Natascha)
- Ohio_State_Course_Review_Concurrence_Form-signed.pdf: Concurrence Form Signed
(Concurrence. Owner: Miller, Natascha)

Comments

- 1/25/24 Concurrence has been requested from Engineering.
1/25/24 Revised Syllabus and Cover Sheet with summary of changes has been uploaded.

10/04/23 an updated curriculum map has been uploaded *(by Miller, Natascha on 01/25/2024 04:07 PM)*
- It doesn't look like any changes were made to the course. *(by Vankeerbergen, Bernadette Chantal on 12/19/2023 12:02 PM)*
- Please see Subcommittee feedback email sent 12/04/2023. *(by Hilty, Michael on 12/04/2023 05:19 PM)*

COURSE REQUEST
3250.01 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/05/2024

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
Revision Requested	Hilty, Michael	12/04/2023 05:19 PM	ASCCAO Approval
Submitted	Taleghani-Nikazm, Carmen	12/04/2023 05:45 PM	Submitted for Approval
Approved	Taleghani-Nikazm, Carmen	12/19/2023 11:41 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	12/19/2023 12:02 PM	College Approval
Submitted	Miller, Natascha	01/29/2024 04:02 PM	Submitted for Approval
Approved	Taleghani-Nikazm, Carmen	01/29/2024 04:06 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/05/2024 11:49 AM	College Approval
Pending Approval	Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Jenkins, Mary Ellen Bigler Steele, Rachel Lea	02/05/2024 11:49 AM	ASCCAO Approval

Resubmission Cover Letter

German 3250 Citizenship in the Age of Technology: Exploring Social Justice through Science Fiction in Germany, the U.S., and the World

1/24/2024

Dear GE Theme: Citizenship for a Just and Diverse World Committee members,

Thank you for your feedback. I've thoroughly reworked the syllabus to address the points indicated. Please see the detailed explanation below.

Best,

Kevin Richards

Syllabus Modification 1

The reviewing faculty would like to see additional engagement with the Theme-specific Goals and ELOs (3.1, 3.2, 4.1, and 4.2)

3.1 - describe and analyze a range of perspectives that constitute citizenship - how it differs across political, cultural, national, global, and/or historical communities

3.2 - identify, reflect on and apply knowledge , skills, dispositions that require intercultural competence as a global citizen

4.1 - examine and 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 change.

Actions Taken: The syllabus has been thoroughly revised with additional and substituted films and texts, more details on how I will use these texts in the titles of lectures and in the descriptions of discussions and assignments to help students



understand how the course meets the theme goals, and in particular, the theme-specific goals in the ELOs 3.1, 3.2, 4.1, and 4.2 as requested.

These changes and additions to the syllabus include a revised 3-part course structure that moves our focus from individual and local, to community and state, to intercultural and global issues. In part 1 the weekly themes include concepts of 1) Citizenship, 2) Civil Rights, 3) Gender Equity, 4) Diversity and Personal Identity, and 5) Diversity in Representation. In part 2, the weekly themes include concepts of 1) Inclusion and Community, 2) Equitable access, 3) human-centric design, 4) social responsibility and equity in banking, 5) and equity in health care. In part 3, the weekly themes include 1) addressing global wealth disparity and access to technology, 2) Civic Engagement across borders, 3) Global Environmental Justice, and 4) Migration, Refugee Crises and Future War.

Additional readings have been included, or substitutes have been made to provide students with more diverse perspectives and insight into a greater variety of lived experiences. These include works by authors and directors who identify as Afro-German, German-Iranian, German-Turkish, German-Jewish, Feminist, LGBTQ+, etc. The titles of lectures help students better see the connections between the background readings, literature, and the theme course themes that intersect concepts of justice, difference, and citizenship while incorporating a critique of cultural traditions, structures of power, and advocacy for change that is seen both in contemporary and historical examples of background readings and lectures and in the exploration and critical analysis of the hypothetical futures of speculative fiction and film. The topics of the background readings emphasize contemporary research, innovations, impacts, and strategies of advocating for social justice within the domains of algorithmic discrimination, cyber-harassment, statelessness, gender rights, machine bias, civil rights, equity in banking and healthcare, global income disparity, etc.

The descriptions of the planned assignments and discussions have been reworked to emphasize how they intersect with the Citizenship theme and foster the development of student's intercultural competence.

Syllabus Modification 2

Throughout the course proposal to help students more readily understand the connections between the course content and the GEN Theme category.

Specifically, they would like to see more of the concepts of citizenship, diversity,



and justice integrated into the course assignments/assessments and the course readings, as they are currently unconvinced that a student will successfully fulfill the ELOs for the GEN Theme category based on the current selection of readings and course assignments. These elements should be highlighted and prominently displayed throughout the course syllabus, both for the benefit of the reviewing faculty but, more importantly, for the benefit of students as they review the course's content.

Actions Taken: The syllabus has been thoroughly reworked to include more concepts of citizenship, diversity, and justice and to integrate these into the course assignments and assessments as well as into the course readings and films. These elements have then been highlighted and more prominently displayed throughout the course syllabus to help students better identify how the course meets the theme goals.

Syllabus Modification 3

The reviewing faculty ask that the department reach out and request concurrence from the College of Engineering. The contact for the College of Engineering is David Tomasko.1, Associate Dean for Undergraduate Education and Student Services.

Action taken: Concurrence from the College of Engineering has been cleared.

Syllabus Modification 4

The reviewing faculty ask that the course proposer reach out to Elizabeth Marsch (vu.191@osu.edu), Director of Distance Education within the ASC Office of Distance Education, to speak about the use of AI software ChatGPT within Ohio State coursework. There is a concern that courses are not permitted to utilize this software, as the terms and conditions have not been formally agreed upon by the university, and Elizabeth will be able to guide you through these potential issues.

Demonstration of use, while not direct use by students, is deemed acceptable, while official policy from the university is awaited upon. Until that policy is developed, modifications to the assignments have been made to eliminate student's direct contact with AI.

Actions taken: I met with Elizabeth Marsch Vu at the first available meeting time on Monday, January 8th 2024 and after our discussion, I decided to eliminate direct



student contact with AI from assignments. Following that meeting, I met with Jessica Henderson and Sarah Dove to discuss other possible assignments using University approved tools like H5P and Thing-link.

Syllabus Modification 5

The Arts and Sciences Curriculum Committee recently updated their list of required syllabus statements to include a statement on religious accommodations. This new, required statement is a result of a directive by the Executive Vice President and Provost and can be found here on the ASC Curriculum and Assessment Services website. The Subcommittee thanks you for adding this statement to your course syllabus.

Action Taken: The outdated statements have been replaced with new boilerplate syllabus template statements from the recommended source.



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
- 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

In this course, you will be investigating the promises and pitfalls of technologies that once were confined to the pages of science fiction but now have emerged into our everyday lives and challenged multiple aspects of our democracy. One of these challenges is the growing digital divide between those who will and those who will not benefit from these technologies, and this demands that we should take the visions of these futures that have been anticipated by a diverse and international group of authors, experts, journalists, directors, artists, and scholars more seriously as their perspectives provide a foundation for discussions on the growing concerns surrounding access, ethical use, sustainability, and civil rights. Through your engagement with course materials and assignments, you will be exploring and moving beyond the imaginative laboratory of science fiction to situate emerging technologies in your contemporary world where they intersect and provide a foundation for the development of concepts of citizenship, social justice, and diversity.



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>Goal 2: Integrating Approaches</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>	<p>2.1 Identify, describe, and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.</p>	<p>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.</p>
	<p>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.</p>	<p>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>



<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>Explore, describe, and analyze a variety of perspectives as every five weeks a new focus shifts from concerns the move from the individual (local), state (national), and international (global) discussion of citizenship. The weekly discussions and assignments during each of these five weeks will ask the student to apply their knowledge, skills, and dispositions that constitute citizenship. For example: In week 2, our discussion will focus on contemporary grassroots activism, in week 7, the role of the state in smart cities, and in week 13, the role of international regulation in facing global environmental disasters.</p>
	<p>3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>	<p>Identify, reflect on, and apply the knowledge, skills and dispositions required to be an interculturally competent global citizen by increasing their knowledge of diverse cultures and current events, and the diverse backgrounds and experiences of those who live within German-speaking lands, other cultures within the United States, and in the world. Students will reflect on their own biases and prejudices, actively engaging with the diverse representation of German-speakers in different</p>



		contexts, while developing empathy through their engagement with subjective perspectives provided by literature, film, and art. F. Ex: they will encounter the diversity found within Germa-speaking perspectives and backgrounds that includes Turkish-German, German-Jewish, Afro-German, German-Iranian, LGBTQ+, and variations in Swiss, Austrian, German regional and other identities and perspectives, as well as the many international perspectives and backgrounds of the experts working with emerging technologies.
<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 modes of expression that allow students to contemplate the expressions and implications of diversity, equity, and inclusion by exploring a variety of lived experiences. This includes the experiences provided by scholars, journalists, authors, artists, and directors whose diverse backgrounds and identities influence their work and/or art – including and considering the voices of transnational, minority, and vulnerable populations. For example: The first session (weeks 1-5) includes readings, films, discussions, and assignments concerning discrimination through algorithmic bias, gender equity</p>



		in tech, identity exploration and empathy learning through virtual experiences, and the examination of digital representations of the self.
	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 the intersection of justice, difference, and citizenship with technologies that can support and disrupt cultural traditions, represent and transform new and old structures of power, and where it can help and hinder the advocacy for social change. This includes underrepresented voices in German-speaking lands, the USA, and globally. F. Ex.: weeks 1-5 focus on diversity, equity, and inclusion with a focus on representation of minority perspectives, weeks 6-10 address support and growth of communities with equitable access to housing, credit, and healthcare, while weeks 11-14 concern global injustice that includes a focus on the wealth gap, environmental costs, civic engagement, and the welfare of the stateless



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 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 in which weekly assignments work towards a larger project every 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 five parts that include 1) an annotated reading (choose from a selection), 2) literature (novel section, short story, or excerpt (ca. 60-80 pages), and 3) a film and film clips (ca. 2 hours), and 4) watch/listen/read and take notes on the lecture (ca. 120 minutes), and 5) 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), 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 9th 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. 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

There are two books to purchase for this course. Access to short stories and excerpts are provided online with links and in pdf format.

Hillebrand, Thomas. *Drone State*. Trans. Laura Canton. (ISBN- 3000605134)

Kling, Marc-Uwe. *Qualityland*. Trans. Jamie Lee Searle. (ISBN- 1538732963)

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
- Phone: 614-688-4357(HELP)
- Email: 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)
- CarmenZoom virtual meetings (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.

Carmen Access

You will need to use BuckeyePass (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 <i>(175 to unlock)</i>					200										
Portfolio Project II <i>(500 to unlock)</i>										200					
Final Portfolio Project <i>(850 to unlock)</i>															300



Description of major course assignments

Portfolio Project #1: Representation and Diversity in AI Chatbots

Step 1: Exploration Diversity in Demonstrations

In an extension of our in-class critical exploration of the perspectives produced by a variety of human-like AI in specific use cases (including a variety of international contexts), in this assignment, you are critically evaluating the ability of these chatbots to 1) engage with users of different backgrounds and 2) their representation of race, gender, and diversity, and 3) their role in assisting users of differing backgrounds and identities to participate in their domains. You will not be working with the chatbots directly (until university policy is clear), but rather with a selection of chatbots through demonstration videos of their operation. Consider the examples presented in class, like the USNCIS Emma, and discuss what you see to be both the problems and benefits that these technologies offer when an individual attempts to engage with a complex bureaucratic system through a chatbot. What future impacts do you anticipate these technologies to have, as they advance, on civic responsibilities, equality, social justice, diversity, and the ethical dilemmas of access and use (and how does your field relate to this?).

Step 2: Connections to Course Content

Consider how your reflections from step 1 connect with the topics from weeks 1-5 concerning the intersection of technology with citizenship, justice, and diversity. Select a specific passage or scene to include in your analysis from which several questions emerge and how these fictional representations connect to our real-world examples. The topics here include the impact of the technology on citizenship, more specifically the rights and responsibilities of citizens, social justice, and equity within local communities, as well as larger societal and global concerns.

Step 3: Portfolio Production

Once you have your initial writing completed, create an adobe express web page in the format of a two-page (900 word) news article that 1) introduces the problem/topic from one of the first weeks that focuses on the themes of citizenship, justice, and diversity, and then 2) include example responses you have read about or that have been introduced in class, 3) conclude the article with a reflection on how imitative these AI personalities reflect diversity in local, state, and global contexts.

○ 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 9th 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. During this week, one of the sessions will orient you on text to image generation with the university approved tool *Adobe Firefly*. In this session, you will work in a group to discuss possible areas of life, values, or domains that will then be described in your general text prompt for the image creation. You will 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 9th edition.

Final Portfolio Podcast Project – Citizenship of the Future

For your final portfolio group project will entail the creation of a video/audio podcast (video or audio) or script that covers several variations of the future of a specific discipline or issue supported by your analyses and discussions that have arisen from your engagement with the materials of the course and their impact and influence on issues of citizenship, justice, and equity. The first variation consists of a future of solutions, in which technology has supported the goals of equity and justice in citizenship in regional, state, and global communities, and you have illustrated the benefits specific emerging technology has been for a marginalized community. The second variation recognizes the pitfalls and challenges the reliance or adoption of the technology poses to those and other communities, 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 readings, one literature, and one film from the course. One reading must be from weeks 11-14, while the other texts and film can be from any week. After completion, provide feedback on two other group projects. Your work will include 1) a five-page draft outline of the script (or storyboard) of the video/audio project with an explanation of the concept, 2) a section of the aforementioned document that includes your selection of scenes/passages/quotes from your sources (with citation) that you will analyze with notes on their analysis/incorporation into the project, 3) a video/audio file of the podcast uploaded and shared through media-site, and 4) the completion of the required peer reviews (with peer review template) for the assignment.

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 9th 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

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/>.

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.



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 people 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 everyone to strive to reach his or her 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 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. 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

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

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.

Course Schedule

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

Lectures provide contextual synthesis of the background readings, literature, films, discussion, and assignments for the week.

Background Readings address the contemporary world issues, problems, and questions surrounding a topic.

Literature provides diverse, subjective perspectives in which science fiction serves to explore the philosophical, moral, and ethical dilemmas concerning the proliferation and growth of a



technology and its anticipated consequences.

Films support the readings by offering both documentary and fictional visualizations of our contemporary and future relationships involving emerging technologies.

Discussions offer a space to collaborate and exchange ideas, developing and understanding perspectives, and to learn, respect, and appreciate each other as individual thinkers.

Assignments offer the opportunity for students to engage with the concepts of citizenship and other course themes and materials that results in the production of an asset/artifact.



Week	Topics, Readings, Discussions, Assignments, Deadlines
Part I: The Individual	
1	<p>Introduction: Technology and Democracy</p> <p>Background Lecture 1A: Beyond Borders: Responsible Technology in the Era of Connectivity. Voices of Activism from across the World.</p> <p>Literature Lecture 1B: The Socially Critical Genre: New Authors of German Science Fiction explore local, societal, and global issues – A Survey.</p> <p>Film Lecture 1C: Histories of connectivity in Herzog’s <i>Lo and Behold</i> and Orłowski’s <i>The Social Dilemma</i>.</p> <p>Choose your Background Reading(s): Suleyman and Bhaskar “Life after the Anthropocene” <i>The Coming Wave</i> (2023), and/or Karger “Deep Future” <i>How Artificial is Intelligence?</i> (2020)</p> <p>Choose your Literature: Beck <i>Paradise City</i> (Excerpt - 2020), and/or Hanning <i>Pantopia</i> (Excerpt - 2023)</p> <p>Films: Herzog <i>Lo and Behold: Reveries of the Connected World</i> (2016), and Orłowski <i>The Social Dilemma</i> (Clips - 2020)</p> <p>Discussion: Examining Emerging Technology Policy: students examine a selection of technology policy statements from a variety of nations and consider why these were adopted and how they interact with their concept of citizenship, and what ethical implications arise?</p> <p>Assignment: Using Flip to introduce yourself and what you study, and what technology are you most interested in exploring and why? What impact do you see it having on your rights and responsibilities as a citizen in a democratic society?</p> <p>Bonus: Completing a Pre-Course Survey on the GE Citizenship Category.</p>
2	<p>Technology and Civil Rights</p> <p>Background Lecture 2A: Big Data, Demographics, and Individual Rights. Privacy Concerns in Germany, the US, and the world.</p> <p>Literature Lecture 2B: Privacy in the Panopticon: How the surveillance and the erosion of rights in Science Fiction is closer to reality than you might think.</p> <p>Film Lecture 2C: Niccol’s <i>Anon</i> and the exploration of the right to anonymity in the future</p>



	<p>Choose your Background Reading(s): Kissinger, et al “AI and Human Identity” <i>The Age of AI</i> (2021), and/or Moini “Fundamental Rights safeguard our Freedom, but not from Manipulation” <i>Save our Freedom</i> (2021)</p> <p>Choose your Literature: Frick “The Dance of the Sand Devils” <i>How Artificial is Intelligence?</i> (2020) and/or Bijan Moini’s <i>The Cube</i> (Excerpt – 2019)</p> <p>Film: Niccol’s <i>Anon</i> (2018), and Spielberg <i>AI: Artificial Intelligence</i> (Clips - 2001)</p> <p>Discussion: Grassroots Activism: students explore how local communities are organizing to protect individual rights that are being challenged by our current technological age? How will this look in the future?</p> <p>Assignment: Bill of Rights 2.0 - License Agreement: students discuss several examples of end-user license agreements of data-collecting corporations and the fundamental challenges the terms present to the protection of individual rights</p>
3	<p>Gender Equity</p> <p>Background Lecture 3A: Gendered Digital Spaces: Online Harassment, Cybersexism, and Industry Efforts towards Equity.</p> <p>Literature Lecture 3B: Feminist Sci-Fi: Challenging and Subverting Sexist Tropes</p> <p>Film Lecture 3C: Laura Mulvey’s <i>Male Gaze</i> in <i>The Trouble with Being Born</i></p> <p>Choose your Background Reading(s): Broussard “Gender Rights and Databases” <i>More than a Glitch</i> (2023), and/or “Understanding Machine Bias” <i>More than a Glitch</i></p> <p>Choose your Literature: Duve <i>The Prepper Room</i> (Excerpt) (2016) and/or Tiptree “The Girl who was Plugged In” (1974)</p> <p>Films: Wollner <i>The Trouble with Being Born</i> (2020), and Garland <i>Deus Ex Machina</i> (Clips - 2014)</p> <p>Discussion: Toxic Technology: students will be presented with technology company policies and strategies (and cases) to deal with harassment and other forms of toxic behavior and discuss what can be done to create a better, inclusive and safe environment online.</p>



	<p>Assignment: Gender Equity in Technology Analysis. Students investigate fairness and justice in the distribution of benefits and responsibilities between men, women, and all genders by comparing statistics on gender equity with policy on gender equity and equity in Germany, the US, and other nations.</p>
4	<p>Diversity and Personal Identity Background Lecture 4A: Digital Selves: Exploring Identity in Virtual Spaces Literature Lecture 4B: Inclusive Futures: Sci-Fi Narratives Addressing Identity, Diversity, and Belonging Film Lecture 4C: Identity formation and choice in Linnenbaum’s <i>The Ordinaries</i> Choose your Background Reading(s): Wiesinger & Beliveau “Digital Identity: Options, Opportunities, Oppressions, Impressions” <i>Digital Literacy</i>, and/or “We’re not here: The Cultural Consequences of All Me, All the Time” <i>Digital Literacy</i> Choose your Literature: Vogt’s “Exit” How Artificial is Intelligence? (2020) and/or Sharon Dodua Otoo’s “Mr Gottrup sits down” (2016) Films: Linnenbaum’s <i>The Ordinaries</i> (2022), and Tykwer, Wachowskis <i>Cloud Atlas</i> (Clips - 2012) Discussion: Students discuss markers of identity and how these may change or be augmented by future technology such as memory implants, virtual identities, AI-assistants, and other future considerations in the formation of identity. Assignment: Intersectional Identities. Students work with an identity wheel to describe the intersectional dimensions of a character from their favorite medium (novel/film,etc.). Students then consider the challenges the figure faces and how these would change if dimensions of their identity were altered.</p>
5	<p>Diversity in Representation of Digital Relationships Background Lecture 5A: Representation and Stereotype in AI Companions and Human-Technology Relationships Literature Lecture 5B: Love and Loss in the Technological Era: A Literary and Cinematic Exploration Film Lecture 5C: The Uncanny Lack in Maria Schrader’s <i>I’m your Man</i> and Jonze’s <i>Her</i></p>



	<p>Choose your Background Reading(s): Kislev “Looking Ahead – Policy, Ethics, and Guidelines for Relationships 5.0” <i>Relationships 5.0</i>, and/or Maggiori “The Mind” <i>Smart until its Dumb</i></p> <p>Choose your Literature: Radeleff’s “Crash Test Dummies” <i>How Artificial is Intelligence?</i> (2020), and/or Sickel “A Completely Legal Box” <i>How Artificial is Intelligence?</i> (2020)</p> <p>Films: Maria Schrader’s <i>I’m Your Man</i> (2021), and Jonze <i>Her</i> (Clips - 2013)</p> <p>Discussion: Meaningful Connection. Students discuss how technology can be used to facilitate or hamper meaningful connections, exploring both positive and negative implications in case studies.</p> <p>Portfolio Project I: Investigating Diversity in AI Chatbots. Students will work together to investigate diversity in the representation of chatbots in conversation with stereotypes. See Assignments for more details.</p>
Part II: The State (National)	
6	<p>Inclusion and Community</p> <p>Background Lecture 6A: Community Building in Virtual Landscapes: International Activism online.</p> <p>Literature Lecture 6B: Imagining Communities: Sci-Fi Visions of Collective Futures</p> <p>Film Lecture 6C: Community building in Real and Virtual Worlds: Willinger’s <i>Hi, Ai</i> and Hunting’s <i>We Met in Virtual Reality</i></p> <p>Choose your Background Reading: Narula “On Speciation” <i>Virtual Society</i>, and/or Kemp “A New Civics for a Smart Century” <i>Smart Cities</i></p> <p>Literature: Hillebrand’s <i>Drone State</i> (2018) (Part I)</p> <p>Films: Willinger <i>Hi, Ai</i> (2019), and Hunting <i>We Met in Virtual Reality</i> (Clips - 2022)</p> <p>Discussion: Inclusive Spaces in the Metaverse: students discuss inclusive and exclusive behavior and inclusive strategies and policies in both real-world, online, and virtual spaces and subcultures.</p>



	<p>Assignment: Designing a community of virtual citizenship. Students are asked to imagine a future in which participation in Democracy is virtual (with some current real-world examples) – what is lost and what is gained?</p>
7	<p>Equitable Access in the Smart City Background Lecture 7A: Home Automation and Social Equity: Who Benefits? Literature Lecture 7B: Future Living: Designing Homes and Cities in the Sci-Fi Landscape Film Lecture 7C: The Illusion of the Convenient Life in Osterman’s <i>The House</i> Background Readings: Kerley “Smart Cities and Democratic Vulnerabilities” Townsend “Urbanization and Ubiquity” <i>Smart Cities</i> Literature: Hillebrand’s Drone State (2018) (Part II) Films: Osterman’s <i>The House</i> (2021), and Di, He “Oblivio” <i>Dust</i> (short film, 2021) Discussion: The State and Smart Cities: What kinds of guidelines are necessary to address the ethical concerns of state surveillance in a smart city – its potential for misuse and its potential to support civic life. Case Studies provided. Assignment: Human-centered smart city design: Students will research and present on a specific aspect of city planning and how it will enhance or hinder the quality of life of the citizens who live there.</p>
8	<p>Human-Centric Design Background Lecture 8A: Decision by Bot: Ethical Frameworks for Technological Decision-Making and the consequences for citizens. Literature Lecture 8B: Too Human: Ethics and Human Responsibility: A Survey of Sci-Fi examples. Film Lecture 8C: The Post-Colonial Gaze Revisited: <i>Detroit: Become Human – The Film</i> and other android films. Choose your Background Reading(s): Sandler (Ed.) “Introduction” <i>Ethics and Emerging Technologies</i> Leonard “Digital Ethics” <i>Technology vs. Humanity</i> (2020) Literature: Hillebrand’s Drone State (2018) (Part III)</p>



	<p>Films: Morbach <i>Detroit Become Human – The Film</i> (2023), and Johnstone <i>M3gan</i> (Clips - 2022)</p> <p>Discussion: Professional Code of Ethics: Students will examine the code of ethics for the given field of interest and examine/analyze how emerging technologies may challenge them. How have narratives of android rights harmed and/or benefitted the understanding of the struggle for civil rights in the United States and Beyond.</p> <p>Assignment: Thought Experiment 2.0. Students will choose one of the classic thought experiments and reflect on how it would be updated with new technologies and provide their own response.</p>
9	<p>Cryptocurrency, Social Responsibility, and Banking</p> <p>Background Lecture 9A: Economic Disparities in the Digital Divide: Governmental Interventions.</p> <p>Literature Lecture 9B: Automated Inequality: Sci-Fi Reflections on Job Displacement and Economic Disparity</p> <p>Film Lecture 9C: Technology-Facilitated Fraud: Privatization and Ponzi Schemes in Teuscher’s <i>Electric Light</i> and Stalberg’s <i>Crypto</i></p> <p>Choose your Background Reading(s): O’Neil “Collateral Damage: Landing Credit” O’Neill “The Targeted Citizen” <i>Weapons of Math Destruction</i> (2016)</p> <p>Literature: Hillebrand’s <i>Drone State</i> (2018) (Part IV)</p> <p>Choose your Film: Teuscher’s <i>Electric Light</i> (2023), and/or Stalberg <i>Crypto</i> (2019)</p> <p>Discussion: The Unemployment Debate: students consider the impact of technology on the future of work, imagining how innovations will change the field they plan on entering, what demographic is most at risk, how to achieve equity in the coming jobs market.</p> <p>Assignment: The Economic Inequality Podcast: students use the week’s readings to create a short script or audio or video production that explores the economic impact of emerging technologies on a specific profession.</p>
10	<p>Equitable Access to Health Care</p>



	<p>Background Lecture 10A: Medical Advancements and Ethical Dilemmas: Where has it gone wrong, where has it gone right?</p> <p>Literature Lecture 10B: Healing in the Digital Age: Sci-Fi's Vision of Advanced Medical Technologies</p> <p>Film Lecture 10C: Confronting medical injustice and inequitable outcomes in Kunz's <i>Paradise</i> (2023) and Verbinski's <i>A Cure for Wellness</i></p> <p>Choose your Background Reading(s): Lee, Goldberg, Kohane "Safety First" <i>The AI Revolution in Medicine</i> Singh "Future Models of Care" <i>Future Care</i></p> <p>Choose your Literature: Schmitt's "Wagners Voice" <i>How Artificial is Intelligence?</i> (2020) and/or Zeh <i>The Method</i> (Excerpt – 2012)</p> <p>Films: <i>Kunz Paradise</i> (2023) <i>Verbinski's A Cure for Wellness</i> (Clips - 2016)</p> <p>Discussion: Ethics in Medicine: Students will analyze the benefits, challenges, and ethical considerations associated with technological advancements in biotechnology and the challenges of equity in outcomes for differing demographics who have been historically underserved/underrepresented.</p> <p>Portfolio Project II: Algorithmic Bias Case Study. See Assignments for more details.</p>
<p>Part III: Global Concerns</p>	
11	<p>Future Employment and Wealth Disparity</p> <p>Background Lecture 11A: Technology and Hyper-capitalism: Threats to Democracy</p> <p>Literature Lecture 11B: The End of the Entrepreneur: Visions of Dystopic Consumerism</p> <p>Film Lecture 11C: Inequality in Utopic Futures: Klotzek's <i>Eve</i> and Blomkamp's <i>Elysium</i></p> <p>Choose your Background Reading(s): Kemp "Persuasive Technology" <i>Containing Big Tech</i> Susskind "Meaning and Purpose" <i>A World without Work</i></p> <p>Literature: Kling's <i>Qualityland</i> (Part I)</p> <p>Films:</p>



	<p>Klotzek's <i>Eve</i> (2021) and Blomkamp <i>Elysium</i> (Clips - 2013)</p> <p>Discussion: The coming impact of AI on our Media. Students will be presented with projections on anticipated changes in media and news consumption and how to best guard against/interact with persuasive technologies.</p> <p>Assignment: Remote Citizenship in Virtual Worlds. Students will be presented with several cases of virtual remote work and imagine how their own discipline could adopt the technology – reflecting on the challenges and opportunities presented by digital citizenship in a speculative setting.</p>
12	<p>Digital Democracy and Civic Engagement</p> <p>Background Lecture 12A: Curation Algorithms, Deepfakes, and Misinformation: Threats to Democracy in our Media</p> <p>Literature Lecture 12B: A Common Trope: Representations of Media Manipulation in Sci-Fi and its relationship to today's Information Landscape</p> <p>Film Lecture 12C: Channels of Influence: Investigating the role of Media in Huber's <i>A Good Place</i> and Amer/Noujaim's <i>The Great Hack</i></p> <p>Choose your Background Reading(s):</p> <p>Sumpter "Who reads Fake News" <i>Outnumbered</i></p> <p>Wiesinger and Belliveau "Much to lose: The Symbiotic Relationship between Journalism, Technology, and Democracy" <i>Digital Literacy</i></p> <p>Literature:</p> <p>Kling's <i>Qualityland</i> (part II)</p> <p>Films:</p> <p>Huber's <i>A Good Place</i> (2023) and Amer, Noujaim <i>The Great Hack</i> (Clips - 2019)</p> <p>Discussion: Examples of digital citizenship: Students discuss various scenarios concerning the ethical implications of further adoption of technology to access services and what demographics are threatened to be left behind, and how to include them.</p> <p>Assignment: State Services at a button. Students will analyze and compare the echo chambers of a variety of curated news platforms.</p>
13	<p>Migration, Refugee Crises, and Environmental Justice</p> <p>Background Lecture 13A: Green Tech Revolution: Innovations for a Sustainable Future</p>



	<p>Literature Lecture 13B: The Post-Apocalyptic Landscape: Sci-Fi Reflections on Environmental Collapse</p> <p>Film Lecture 13C:</p> <p>Choose your Background Reading(s): Gates “52 billion to Zero” <i>How to Avoid a Climate Disaster</i> (2021) Schaus “Possible Futures” <i>Our Livable World</i> (2021)</p> <p>Literature: Kling’s <i>Qualityland</i> (part III)</p> <p>Films: <i>Swarm</i> Miniseries (Episodes 6-8) <i>Fehlbaum Hell</i> (Clips - 2011)</p> <p>Discussion: Students will discuss the global environmental impacts and civic responsibility and environmental justice considering current, coming, and imagined advanced technologies and climate.</p> <p>Assignment: Eco-Tourism and Virtual Realities – Students will develop their intercultural competence through empathy by exploring the potential of virtual reality to foster a deeper connection between individuals, nature, and national parks (potential experience at the Emerging Tech Studio @ OSU or alternately via Youtube).</p>
14	<p>Migration, Refugee Crises, and Future Wars</p> <p>Background Lecture 13A: Cyber Warfare: Vulnerable Systems and Refugee Crises</p> <p>Literature Lecture 13B: Autonomous Weapons: Sci-Fi Predictions and Current Realities</p> <p>Film Lecture 13C: The Future is Medieval: The Struggle to Find the Modern World in the Post-Apocalyptic Landscape.</p> <p>Choose your Background Reading(s): Jacobsen “Drone Wars” <i>The Pentagon’s Brain</i> (2015) Perloth “Mission Impossible” <i>This is How They Tell Me the World Ends: The Cyber-Arms Race</i></p> <p>Literature: Kling’s <i>Qualityland</i> (part IV)</p> <p>Choose you Film(s): Kleinfeld’s <i>Sanitatem</i> (2023), and/or Fleischman <i>Hard to be a God</i> (1989)</p>



	<p>Discussion: Ethics of Autonomous Weapons. Students explore the ethical implications of autonomous weapons in warfare and rights of citizenship issues such as surveillance, privacy, and civil liberties.</p> <p>Assignment: Technology and Refugees. Students explore the role of technology in aiding or complicating the experiences of refugees (the stateless) seeking asylum during and after wartime (in science fiction and in contemporary journalism)</p> <p>Draft of Final Portfolio Projects: Video/Podcast Visions of the Future. See Assignments for more details.</p>
15	<p>Presentation of Final Portfolio Projects and Peer Reviews</p>

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

Overview

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)

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

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
ELO 1.1 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>
ELO 1.2 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>ELO 2.1 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>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</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>ELO 1.1 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>ELO 2.1 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>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</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

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>ELO 3.1 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>ELO 3.2 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>ELO 4.1 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>ELO 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.</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>ELO 3.1 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>ELO 3.2 <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>ELO 4.1 <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>ELO 4.2 <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>

Ohio State Department Course Review Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental reactions to proposed new courses, group studies, study tours, workshop requests, and course changes. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the Office of Academic Affairs.

A. Information from academic unit *initiating* the request:

Initiating Academic Unit: Department of Germanic Languages and Literatures Date: _____

Registrar's Listing: _____

Course Number: 3250.02 Level: U P G Credit Hours: 3

Course Title: Citizenship in the Age of Technology: Exploring Social Justice through Science Fiction in Germany, the U.S., and the World

Type of Request: New Course Group Studies Workshop Study Tour Course Change

Academic Unit with related interests asked to review the request (use a separate form for each unit while requesting concurrences from multiple units):

Date responses are needed:

B. Information from academic units *reviewing* the request:

- The academic unit **supports** the proposal
 The academic unit **does not support** the proposal.

Please explain:

The academic unit suggests: _____

Lynn Hall

Signature of Department Chair

Signature of Graduate Studies Chair (if applicable)

Lynn Hall
Interim Associate Chair for Academic Administration
Department of Engineering Education