
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
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? Yes
Is any section of the course offered 100% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Always
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 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

- What is Citizenship in the Age of Technology?
Justice and Citizenship in Data Analytics
Diversity, Equality, and Equity in Emerging Technologies
Diversity and Identity in virtual spaces
Diversity and Representation in AI Chatbots
- Inclusion and Community in Virtual Spaces
Justice, Crime and Corruption in Smart Cities
Justice and Ethics in the Automated Courtroom
Economic Justice and the Digital Divide
Justice in Health Outcomes with Advanced Technology
- Citizenship and AI threats to the Political Process
Citizenship and Misinformation in New Media
Environmental Justice and Sustainable Futures
Citizenship, Refugees, and Future Warfare
- Future Citizenship, Connectivity, and Community with and without Technology
Yes

Sought Concurrence

Attachments

- submission-doc-citizenship_German3250.02.pdf: GE Theme Citizenship submission German 3250.02
(Other Supporting Documentation. Owner: Miller, Natascha)
- Signed DL Cover Sheet - German 3250.02.pdf: Signed DL Approval Cover Sheet
(Other Supporting Documentation. Owner: Miller, Natascha)
- Cover Letter for the GE Committee German 3250-02.pdf: Cover Letter with summary
(Other Supporting Documentation. Owner: Miller, Natascha)
- Ohio_State_Course_Review_Concurrence_Form-signed.pdf: Concurrence Form Signed
(Concurrence. Owner: Miller, Natascha)
- CurriculumMap_Update_2023Oct.pdf: Curriculum Map
(Other Supporting Documentation. Owner: Miller, Natascha)
- German 3250 Revised Syllabus April 03-2024 - Citizenship in the Age of Technology.pdf: Syllabus rev. 4/3/24
(Syllabus. Owner: Miller, Natascha)

Comments

- 4/3/24 the revised syllabus for 3250 has been uploaded in response to subcommittee feedback. In addition, we no longer wish to utilize .02 as part of the course number.

1/25/24 the cover letter & the revised syllabus, also the signed DL Cover Sheet have been uploaded as requested. Concurrence was requested from Engineering and is also attached.

10/04/23 an updated curriculum map has been uploaded *(by Miller, Natascha on 04/03/2024 12:34 PM)*

- Please see Subcommittee feedback email sent 03/01/2024. *(by Hilty, Michael on 03/01/2024 01:34 PM)*

- The course must be sent to ASC ODE for initial review; it should be re-submitted via curriculum.osu.edu once the unit has the DL Cover Sheet signed by J. Smith. See more info here:

<https://ascas.osu.edu/submission/development/submission-materials/distance-courses> *(by Steele, Rachel Lea on 10/31/2023 02:01 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 02:53 PM	Submitted for Approval
Approved	Taleghani-Nikazm, Carmen	09/18/2023 09:16 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	10/04/2023 09:37 AM	College Approval
Submitted	Miller, Natascha	10/04/2023 01:12 PM	Submitted for Approval
Approved	Taleghani-Nikazm, Carmen	10/04/2023 02:22 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/30/2023 02:52 PM	College Approval
Revision Requested	Steele, Rachel Lea	10/31/2023 02:01 PM	ASCCAO Approval
Submitted	Miller, Natascha	01/29/2024 04:03 PM	Submitted for Approval
Approved	Taleghani-Nikazm, Carmen	01/29/2024 04:06 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/06/2024 04:06 PM	College Approval
Revision Requested	Hilty, Michael	03/01/2024 01:34 PM	ASCCAO Approval
Submitted	Miller, Natascha	04/03/2024 12:36 PM	Submitted for Approval
Approved	Taleghani-Nikazm, Carmen	04/03/2024 12:53 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/10/2024 01:01 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/10/2024 01:01 PM	ASCCAO Approval



GE Syllabus

German 3250

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

Autumn 2024 • 3 Credit Hours • Online

Course overview

Instructor

Instructor: [Prof. Kevin A. Richards](#)
E-Mail: richards.113@germanic.osu.edu

Course Zoom Link: (TBA)
Office Hours (TBA)
Office Hours Zoom link: [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

This course focuses on two inter-related avenues of inquiry into the concepts of citizenship for a just and diverse world as they intersect and are influenced by rapidly advancing emerging technologies. The first avenue will lead you through the tenuous history of how these concepts have been challenged with specific attention paid to case studies by experts, scholars, and investigative journalists, as you explore what it means to be a citizen and a digital citizen in today's world.

The second avenue will offer reflective speculative explorations into the future of the concept of citizenship and the potential impacts of newly emerging technologies. Here the focus will be on the potential challenges facing our democracies as emerging technologies like artificial intelligence, extended reality, data analytics, neural implants, and quantum computing move from science fiction into our everyday lives. Through essays, short stories, films, and novels, you will explore how these imagined future impacts on citizenship can inform us on what a just and diverse future could look like.



Theme: Citizenship for a Just and Diverse World		
Goal	Expected Learning Outcomes	Related Course Content
<p>Goal 1: Analyzing Concepts</p> <p>Successful students will analyze concepts of citizenship, justice, and diversity at a more advanced and in-depth level than in the Foundations component.</p>	<p>1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.</p>	<p>Weeks are clearly marked with the concepts you will be engaging with that week in the materials, discussions, and assignments. For example:</p> <p>In the weekly discussions, you will be asked to engage in critical and logical thinking about the topic. Particularly in week one and the final leg of the course (Weeks 11-15).</p>
	<p>1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.</p>	<p>Portfolio Projects I, II, and III ask you to develop a critical response to the materials. The final portfolio project is an in-depth, scholarly exploration of the course materials and a specific aspect of citizenship for a just and diverse world that you have chosen.</p>
<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>The materials chosen for the course introduce a breadth of perspectives from multiple disciplines.</p> <p>Discussions will ask you for your experience with technologies, and assignments (f.ex.: week eight) will ask you to reflect on how the technologies presented can be interpreted to impact the future of your profession and current discipline.</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>In the first weeks of the course, you will be asked to define the concepts of Citizenship for a Just and Diverse world, and with every portfolio project (week 5: Diversity, Week 10: Justice, Week 15: Citizenship), you will revisit and reflect upon those definitions and how they have changed while engaging with the course, your peers, and current events.</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>Throughout the course, you will be presented with a variety of perspectives from authors, directors, journalists, and experts of different backgrounds, nationalities, and communities.</p> <p>Weekly discussions will support your further understanding of this variety of perspectives and interpretations as you converse with peers. In addition, many assignments will ask you to work with the concept of diversity. For example, the assignment for week 3 asks you to consider the differences between your identity and your digital identity.</p>
	<p>3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>	<p>Through lectures and discussions on texts, films, poetry and art from international contexts. You will be introduced to key differences in the US and German-Speaking world, and within these works, the complexity of these contexts that include German-Turkish, German-Iranian, German-Jewish, and other cultural contexts important for an interculturally competent understanding of a text or film.</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>Much of the course will present you with a variety of lived experiences, while weeks that have diversity as a focus, the elements of diversity, equity and inclusion will be more pronounced. For example, in weeks 3-5, you will work with the perspectives of minorities and vulnerable populations within the US and the German-speaking world. This includes differences in lived experiences that include ethnicity, religion, race, gender, and sexual orientation.</p> <p>For example, an assignment to prepare you for the first portfolio project, you will be asked to compose a reflection on these differences presented in the course materials.</p>
	<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.</p>	<p>You will be asked to conduct the analysis and critique of the concepts of citizenship as they relate to institutions and traditions and consider avenues for activism and community participation throughout the course. This becomes more prominent in weeks 11-15 as we examine the international issues. For example, in the assignment for week 13, you will examine the challenges of environmental activism in an age of technology.</p>

How this online course works

Mode of delivery

This course is 100% online. It is asynchronous with an optional live weekly synchronous session which you can attend and participate in instead of completing your weekly discussion assignment. If you cannot make this time, then you are expected to complete the weekly asynchronous discussion assignment.

Pace of online activities

Course Structure

This course is divided into three sections, each made up of a five-week modular progression that leads towards a portfolio project. The first section will ask you to engage with concepts of citizenship at the level of individual, the second at the level of community, and the third at the level of global concerns.

Modules

Each module represents the opportunities for engagement for that week. It opens at 1 a.m. early Monday morning and closes the following Sunday at midnight. All work for that module must be completed before it closes unless prior arrangements have been approved. I recommend that you start at the top of the module and progress your way downward, selecting how you wish to engage with the course that week. Each module consists of five parts including 1) the module overview, 2) core readings and lectures, 3) optional additional annotated readings or viewings, 4) participation and engagement opportunities, and 5) items for evaluation.

Overview

The overview will help orient you on the theme with guiding questions, key assignments, options, including suggested pathways and the overall flow of the week. There is a pre-module survey you can complete that will encourage you to reflect and help you track your progress.

1. Optional Pre-Module Survey

Preparation: Core Readings, Viewings, and Lectures

As a foundation for your week's work, you will be expected to complete the following via annotations and short integrated quizzes for the lectures:

1. A background reading with social annotation (ca. 20 pages)
2. A novel (part) or a short story (ca. 20-40 pages)



3. A film (ca. 60-90 minutes)
4. Accompanying Lectures (ca. 120 minutes)

Annotated readings use hypothesis is a social reading software that allows you to highlight, share, and discuss annotations with your peers.

Optional: Additional Annotated Readings and Viewings

Every week there will be an *optional* additional annotated readings and/or viewing. If you have the time and ambition, you will be able to earn extra points that week by completing these assignments.

The categories you can choose from include:

1. An additional background reading (ca. 10-15 pages)
2. An additional Short Story (ca. 10-15 pages)
3. An additional Short Film (ca. 20-30 minutes)

Participation and Engagement Opportunities

Participation for each week consists of either (or both for bonus points):

1. Asynchronous Option: online discussion forum with an initial one-page response to the prompt and at least three responses to peers of at least 3 sentences each with substantial content.
2. Synchronous Option: engagement with the online live session discussion in breakout rooms or in the common forum.

Evaluation

Evaluation consists of weekly opportunities to complete either the end of week module quizzes, or to complete the weekly assignment and weekly assignment peer reviews. In the 4th and 5th week of a section, work on the portfolio projects substitutes for the weekly assignments.

1. Completing the weekly assignment
2. Completing the weekly assignment peer reviews

Portfolio Preparation

In the week before a portfolio project, you will complete a preparatory reflection that will ask you to connect the theme to the course materials.

Portfolio Projects



Portfolio projects are larger assignments that will evaluate your work at the end of a specific five-week course segment. The three projects:

1. A Diverse World: Exploration of Identity (Co-Pilot)
2. Justice: Bias in AI (Adobe Firefly)
3. Citizenship: Future of Citizenship (Thinglink)

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 an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

Participating in online activities

You are expected to log in at least once per week. If you are not attending the optional live session discussion, you are expected to contribute to the weekly discussion with an initial one-page response and three responses to peer posts of at least one paragraph in length (min. 3 sentences) that are substantial in their content and take up points made in the peer response.

Office hours and live sessions (optional)

All live, scheduled events for the course, including my office hours, are optional. Participation in the weekly live session discussion can substitute for the weekly asynchronous discussion assignment.

Course communication guidelines

Writing style

You should avoid informal writing, logical fallacies, and reliance on cliches 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](http://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 to generate one-time codes if 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

Categories	Percentage
Core Materials	25%
Participation/Engagement	15%
Assignments	20%
Portfolio Preparation	15%
Portfolio Projects	25%

Bonuses

Completing the Pre-course Survey adds 1 point to that week's Core Materials category. Completing a bonus reading adds 3 points to that week's Core Materials category. Completing both the discussion and live sessions adds 5 points to the engagement category.

Grading Scale	
> 93 A	79-78 C+
92-90 A-	77-73 C
89-88 B+	72-70 C-
87-83 B	72-70 C-
82-80 B-	69-63 D
	< 62 E

Description of major course assignments

Portfolio Project #1: Investigating Diversity with MS Co-Pilot (100 Pts)

The first portfolio project consists of an Adobe Express Webpage (or alternatively: Pebble Pad) that reports and reflects on the following experiment with the Ohio State student data secured AI Chatbot MS Co-Pilot.

Exploration of Diversity in AI Chatbots

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 will be critically evaluating the ability of the MS Co-Pilot chatbot to 1) understand the fundamentals of prompt-engineering and 2) explore and compare the ability of a chatbot response with peer responses, and 3) investigate reproduction of bias and problems of representation in chatbot responses.

Week Four

I. Discussion: Exploring Identity with Prompt Engineering (15 pts)

In the first phase (during week four), you will be working in a discussion group with your peers to brainstorm possible prompts concerning the above themes and formulating the questions you plan to ask the AI Chatbot. You will respond to 2 of your peers with a thoughtful and thorough response that includes your answer and how you anticipate their answer to differ from one given by AI. Consider how you want to train CoPilot in terms of assigning it a perspective that includes several aspects from the identity wheel used in week three. This can include profession, expertise, background, location, etc. (Entries can be text-based, video, or audio)

II. Assignment: Reflection on Course Content Connections (50 pts)

Consider how your experience with the chatbot connects with the topic of diversity, identity, and artificial intelligence in the readings, viewings and other assignments from weeks 1-4. Select a specific passage or scene to include in your analysis. This reflection should be approximately one page or ca. 250-300 words, double-spaced with a 12-point Times New Roman or Arial font, or a 2–3-minute video or podcast.

Week Five

I. Discussion: Training and Interviewing a Chatbot: MS Co-Pilot (15 pts)

After receiving feedback, you can then revise your prompt and ask MS Co-Pilot to respond. You will want to train CoPilot by assigning it a role before asking your questions. Record your prompt and Co-Pilot's responses and then reflect on how these responses compare to what your peers'



answers were and how they anticipated the AI to respond? What is helpful and what is not? Are there errors or useful information? What issues of identity and representation emerge through this use of AI. Post your prompt, response, and reflection to the discussion board. (Entries can be text-based, video, or audio)

II: Assignment: Portfolio Production (100 pts)

Once you have your interview, combine and extend your reflection from week four to incorporate your further thoughts from the week's discussion. Create an Adobe Express (or a pebble pad) webpage in the format of 500 words 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. You will also have two peer reviews (substantial content) to provide.

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 (100 Pts)

The second portfolio project consists of an Adobe Express Webpage (or alternatively: Pebble Pad) that reports and reflects on the following experiment with the Ohio State student approved Creative Cloud tool Adobe Firefly. Adobe Firefly is very different from other image generative AIs since you have direct access to the training data set that Firefly uses to generate the images. For this assignment, you will use your prompt keywords developed in the discussion to search and find the adobe stock photos that are the top match (or matches) for your search as a crude means of locating the training data for your generated image.

Exploration of the Concept of Justice in Generative AI

In an extension of our in-class critical exploration of the biases that have been discovered in the application of algorithms and filters derived from biases training sets, you will be tasked to generate a series of images that familiarize you with prompting and inherent problems in the images generated. By working with the generated images and their training data, you will be able to form opinions on how AI can reproduce bias and perpetuate injustice through the repetition of historical misrepresentations and stereotypes.

Week Nine

I. Discussion: Exploring Images of Justice/Injustice with Prompt Engineering (15 pts)

In the preliminary work for this second project, you will be working in a discussion group with your peers to brainstorm your expectations of the image that generative AI will produce. In your initial one-page post, include the theme or topic related to the concept of Justice that you are interested in having Firefly generate images for. List the keywords you plan to use to describe the image series you wish to generate and how you anticipate the AI to respond to your prompt. This means you should include a short description of your prompt and the image you expect it to generate. After your initial post, you will respond to 2 posts of your peers with a thoughtful and thorough response that includes how you anticipate the image series to reflect images of justice and injustice, including reproductions of harmful stereotypes, omissions, and considerations of the privileging of stereotyped perspectives.

Assignment: Reflection on Course Content Connections (50 pts)

In the second part of the first phase of portfolio project 2, you will consider how your experience with Adobe Firefly connects with the topic of justice, representation, and misrepresentation in the readings, viewings and other assignments from weeks 6-9. Consider the ethical, social, and legal implications of algorithmic bias in the given context. Select a specific passage or scene to include in your analysis. This reflection should be approximately one page or 250-300 words, double-spaced with a 12-point Times New Roman or Arial font, or a 2-3 minute video or podcast.

Week Ten

I. Discussion: Comparing Generative Images with their Training Set (15 pts)

For this week's discussion, you will be posting two sets of images and your thoughts on how these images differed from your expectations. You will then also respond to 2 of your peer's posts with thoughtful, substantive responses about how the images represent or misrepresent the theme. The first set of images will be those generated by Firefly and the prompt you used. The second set of images will be a simple search of the Adobe Stock Photo library with the keywords used in your prompt. You will be asked to reflect on the images produced and how accurate they were in attempting to depict the aspect of the concept of Justice you were most interested in capturing.

II. Assignment: An Exploration of Algorithmic Bias in Generative Images (100 pts)

Once you have your images and comparison peer feedback, combine and extend your reflection from week four to incorporate your further thoughts from the week's discussion. Create an Adobe Express (or a pebble pad) single-page webpage in the format of ca. 500 words that 1) introduces the problem/topic chosen, 2) select examples of your Firefly Images and matching (or found) Adobe Stock Photos, and 3) conclude your reflection with considerations of patterns of underrepresentation, overrepresentation in the images, as well as imagery that depicts equal treatment based on demographic factors such as race, gender, or socioeconomic status. How of representation can shape individual and societal expectations and representational not confronted through a critical lens. You will need to ask questions of your images generated. Questions such as: what point of view is being represented? What points of view present? What seems to be omitted? What negative or positive impressions created? What impressions would you have had if other images had been included? Exploring these questions and others, you can begin to identify the areas of representation and misrepresentation that are connected those found in the training data to reproduce stereotypes and from there investigate how more broadly how algorithms can reproduce injustices from examples and insights from the materials from week 6-9.

Taleghani-Nikazm, Carmen
2024-04-02 10:14:00

This is the part that talk s about "justice" and "citizenship" Perhaps you can be more explicit how the concepts of "citizenship" and Just world" fold into this assignment in a more explicit way

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 # 3 – The Virtual Escape Room: Visions of Future Citizenship

The final portfolio project allows you to implement *Thinglink* to connect your weeks fourteen and fifteen assignments with your previous portfolio projects. *Thinglink* allows you to generate scenes via its integrated Blockade Labs *Skybox 360* and place links to other media into the scene, and the user can experience your scene via interactive 360-degree images on a flatscreen or in a VR headset. For the week fourteen assignment, you will discuss the future visions found in the course materials, and then use that knowledge to work together to solve an escape room built with *Thinglink*. In the subsequent week, you will discuss and construct your scene of future citizenship with your portfolio materials from previous weeks and any additional materials you wish to include.

Exploration of the Concept of Citizenship

Week Fourteen

I. Discussion: Visualizing the Future of Citizenship (15 pts)

As the first step in this portfolio project, you will choose two texts and describe an aspect of citizenship as it is impacted by technology in the text. What is the intent of the technology and how does it impact citizenship (examples)? How realistic do you find the speculation to be (reasoning)? What do you consider to be an overlooked effect of a specific technology on your experience of citizenship?

II. Assignment: Future Citizenship Escape Room (50 pts)

For this assignment, students will work together to solve puzzles in interlinked escape rooms (360 scenes with linked media) that are constructed in the Ohio State media creative tool *Thinglink* and based on the major literary and cinematic works from the course. Branching off from the main room, there will be four escape rooms that include clues for you to contribute to the solving of the puzzle in the main room. The main room presents a vision of a future city with links to media on several key topics concerning the future of citizenship as well as the links to the four other literary and cinematic worlds. These other worlds are themed after *Drone State*, *Qualityland*, the short stories from *How Artificial is Intelligence?*, and the course films.

Week Fifteen

I. Discussion: Visualizing the Future of Citizenship via Thinglink (15 pts)

In this discussion, you will describe the visualization of the future in the escape rooms of the texts and how it may or may not be useful as a platform for speculating on the future of citizenship. Describe your idea for your scene. What theme of citizenship will you focus on? How will you



craft the generative prompt for the generative AI? Provide a sample image for feedback. What kinds of additional links will you add? Where will they best be placed? How will you integrate your previous portfolio assignments? Your initial response should be one-page in length with a sample image, and then respond to 2 of your peers (min. 3 substantive sentences).

II. Assignment: The Future of Citizenship Portfolio Project (100 pts)

For the final portfolio project, use your discussion postings and feedback from weeks fourteen and fifteen to compose a response of ca. 500 words (or video/podcast of 3-5 min.) in which you articulate your critical perspective on the future of citizenship, your experience with the escape rooms, and a description of the prompt you plan to use to generate the scene. Use this prompt (modified as necessary) with Thinglink's Blockade Labs *Skybox 360* feature to generate a visualization based on your critical perspective of this future. After this, consider where to position a link to your week fifteen response and the two previous portfolio projects. Consider also two additional artifacts to include in your scene (text, image, video, podcast, etc.) that provide further information on this aspect of citizenship. Include a final link with a bibliography of your sources.

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 points from 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.

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](https://ccs.osu.edu) 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

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Course Schedule

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

Week	Topics, Readings, Discussions, Assignments, Deadlines
Section I: Concepts of Citizenship and the Individual	
1	<p>Citizenship I: An Introduction to Citizenship in the Age of Technology</p> <ul style="list-style-type: none"> • Background Lecture 1A: What is Citizenship in an Age of Technology? • Literature Lecture 1B: Science Fiction as an experiment with concepts of Citizenship? • Film Lecture 1C: Film as a mirror of citizenship in new media • Reading: Dumbrava, Costica “Citizenship and Technology” <i>The Oxford Handbook of Citizenship</i>. Oxford UP, 2017. 767-788. • Discussion: Defining the concept of Citizenship - What is your concept of Citizenship? How does this differ from the concept of Digital Citizenship? What technologies have the greatest impact? • Assignment: Using Flip (or alternative) to introduce yourself, what you study, and how you define citizenship. In this initial work with the concept of Citizenship, you will be asked to focus on what intersection between technology and citizenship you are most interested in exploring and why. • Bonus: Completing a Pre-Course Survey on the GE Citizenship Category.
2	<p>A Just World I: Data-Analytics and Privacy</p> <ul style="list-style-type: none"> • Background Lecture 2A: Citizenship and Data-Analytics: The Case of IBM and the Holocaust • Literature Lecture 2B: Data privacy and its impact on citizenship in science fiction • Film Lecture 2C: Explorations of a citizen’s right to privacy in film • Background Reading: Black, Edwin. “IBM organizes the Holocaust” <i>Nazi Nexus: America’s Corporate Connections to Hitler’s Holocaust</i>. 2017. 127-165.



	<ul style="list-style-type: none"> ● Literature: Bijan Moini’s <i>The Cube</i> (Excerpt – 2019) ● Film: Niccol’s <i>Anon</i> (2018) ● Discussion: Defining the concept of justice in the age of technology: How do you define justice? What arguments are presented in the material, or have you come across? Why is privacy important? ● Assignment: You will be working with the concept of Justice by examining the Bill of Rights and considering how the cases covered this week concerning abuses in data analytics have impacted their interpretation. One page response or 2–3-minute video/audio
3	<p>A Diverse World I: Emerging Technology and Gender Equality</p> <ul style="list-style-type: none"> ● Background Lecture 3A: Issues of Diversity, Equality, and Equity in Emerging Technologies ● Literature Lecture 3B: The Self, the Ally, the Other: Equality and Diversity in Science Fiction ● Film Lecture 3C: Deconstructing the Male/Female Gaze in Science Fiction Film ● Background Reading: Broussard “Gender Rights and Databases” <i>More than a Glitch</i> (2023) ● Literature: Duve <i>The Prepper Room</i> (Excerpt) (2016) ● Films: Wollner <i>The Trouble with Being Born</i> (2020) ● Discussion: Defining the concept of diversity in the age of technology – how do you define diversity? What arguments are presented in the materials? How does technology intersect with matters of diversity? How is technology supportive and/or toxic? ● Assignment: This assignment has you work with the concept of Diversity. There are two parts to this assignment. After completing an identity wheel, you will then revise it for your digital twin/footprint and reflection may be used and its accuracy.
4	<p>A Diverse World II: Exploration of Virtual Identities</p> <ul style="list-style-type: none"> ● Background Lecture 4A: Exploring Diversity of Representation and Identity in Virtual Spaces ● Literature Lecture 4B: Inclusive Futures: Identity, Diversity, and Belonging in Science Fiction ● Film Lecture 4C: Identity formation and choice in Linnenbaum’s <i>The Ordinaries</i> ● Background Reading: Wiesinger & Belliveau “We’re not here: The Cultural Consequences of All Me, All the Time” <i>Digital Literacy</i> ● Literature: Vogt’s “Exit” How Artificial is Intelligence? (2020) and/or ● Film: Linnenbaum’s <i>The Ordinaries</i> (2022) ● Discussion: Portfolio Preparation Part A: Exploring Diversity in Prompt Engineering ● Assignment: Portfolio Preparation Part B: Reflections on Course Connections
5	<p>A Diverse World III: Representation in Digital Assistants</p> <ul style="list-style-type: none"> ● Background Lecture 5A: Diversity in Representation and Stereotypes in AI Chatbots ● Literature Lecture 5B: Diversity, Equality, Faith, Hope, Love, and Loss in Science Fiction ● Film Lecture 5C: Ironic Isolation in Maria Schrader’s <i>I’m your Man</i> ● Reading: Kislev “Looking Ahead – Policy, Ethics, and Guidelines for Relationships 5.0” <i>Relationships 5.0</i>, and/or ● Literature: Radeleff’s “Crash Test Dummies” <i>How Artificial is Intelligence?</i> (2020) ● Films: Maria Schrader’s <i>I’m Your Man</i> (2021)



	<ul style="list-style-type: none"> • Discussion: Portfolio Preparation Part C: Training and Interviewing a Chatbot • Assignment: Portfolio Project I: Critical Examination of the concept of Diversity in AI Chatbots.
Part II: Concepts of Citizenship and Communities	
6	<p>A Diverse World IV: Digital Activism and Virtual Communities</p> <ul style="list-style-type: none"> • Background Lecture 6A: Diversity, Inclusion, and Community Building in Virtual Spaces • Literature Lecture 6B: Communities of Inclusion in Science Fiction • Film Lecture 6C: Diversity, Inclusion, and Understanding the Other in Willinger's <i>Hi, Ai</i> • Background Reading: Kemp "A New Civics for a Smart Century" <i>Smart Cities</i> • Literature: Hillebrand's <i>Drone State</i> (2018) (Part I) • Films: Willinger <i>Hi, Ai</i> (2019) • Discussion: This week will focus on the concept of Diversity as you explore online identities in terms of masking, authenticity, as we discuss the social interactions in the metaverse. • Assignment: In this short writing assignment, you will explore the concepts of diversity and citizenship by imagining a future (based on concepts from <i>Drone State</i>) in which participation in Democracy is virtual (with some current real-world examples) – what is lost and what is gained? What does activism look like?
7	<p>A Just World II: Digital Redlining in Smart Cities</p> <ul style="list-style-type: none"> • Background Lecture 7A: Justice, Crime, and Corruption in the Smart City and Smart Home • Literature Lecture 7B: Systems of Justice in the Smart Cities of Science Fiction • Film Lecture 7C: The Illusion of a Convenient Life in Osterman's <i>The House</i> • Background Reading: Townsend "Urbanization and Ubiquity" <i>Smart Cities</i> • Literature: Hillebrand's <i>Drone State</i> (2018) (Part II) • Films: Osterman's <i>The House</i> (2021) • Discussion: this week's discussion focuses on the concept of Justice and the impact that smart cities like Shenzhen have on safety, surveillance, and justice. • Assignment: In this assignment you will explore the concepts of Justice and Citizenship by examining drafts for specific aspects of smart city planning and how you anticipate the design to enhance or hinder the quality of life of the citizens who live there.
8	<p>A Just World III: AI in the Courtroom and Human-Centric Design</p> <ul style="list-style-type: none"> • Background Lecture 8A: Automated Judgments: Programming ethics into bots. • Literature Lecture 8B: A Fair Trial: Processes of Justice in Science Fiction. • Film Lecture 8C: Confronting colonial tropes in <i>Detroit: Become Human – The Film</i> • Background Reading: Leonard "Digital Ethics" <i>Technology vs. Humanity</i> (2020) • Literature: Hillebrand's <i>Drone State</i> (2018) (Part III) • Films: Morbach <i>Detroit Become Human – The Film</i> (2023)



	<ul style="list-style-type: none"> • Discussion: This week’s focus on the concept of Justice will include the integration of automation into law. Arguments for and against with contemporary cases. • Assignment: Drawing on the discussion from this week, who is responsible when AI causes physical, emotional, or financial harm. You will review the US federal AI governance law and anticipate the potential for harm in your own discipline and suggest regulation.
9	<p>A Just World IV: Social Responsibility and Crypto-Economics</p> <ul style="list-style-type: none"> • Background Lecture 9A: Economic Justice that considers the Digital Divide • Literature Lecture 9B: Just and Unjust Economic systems in Science Fiction • Film Lecture 9C: Privatization and Ponzi Schemes in Teuscher’s <i>Electric Light</i> • Background Reading(s): O’Neill “The Targeted Citizen” <i>Weapons of Math Destruction</i> (2016) • Literature: Hillebrand’s <i>Drone State</i> (2018) (Part IV) • Choose your Film: Teuscher’s <i>Electric Light</i> (2023) • Discussion: Portfolio Preparation Part A: Discussing expectations of the representations of Justice produced by generative AI. • Assignment: Portfolio Preparation Part B: Reflection on Course Connections
10	<p>A Just World V: Equitable Access to Future Health Care</p> <ul style="list-style-type: none"> • Background Lecture 10A: Justice in Health Outcomes: Advancements in Technology • Literature Lecture 10B: Just and Unjust Health Systems of Science Fiction • Film Lecture 10C: The Injustice of Health on Credit in Kunz’s <i>Paradise</i> (2023) • Background Reading: Singh “Future Models of Care” <i>Future Care</i> • Choose your Literature: Schmitt’s “Wagners Voice” <i>How Artificial is Intelligence?</i> (2020) • Films: Kunz <i>Paradise</i> (2023) • Discussion: Portfolio Preparation Part C: Discuss the findings in the training set used to produce your images of Justice. • Assignment: Portfolio Project II: Critical examination of the representation of the concept of Justice in generative AI.
Part III: Concepts of Citizenship and Global Concerns	
11	<p>Citizenship II: Technology, Participation, and Wealth Disparity</p> <ul style="list-style-type: none"> • Background Lecture 11A: AI-assisted Gerrymandering and other threats to Democracy • Literature Lecture 11B: The Consumer Citizen in Science Fiction • Film Lecture 11C: Inequality in Utopic Futures: Klotzek’s <i>Eve</i> • Background Reading: Susskind “Meaning and Purpose” <i>A World without Work</i>



	<ul style="list-style-type: none"> ● Literature: Kling’s <i>Qualityland</i> (Part I) ● Films: Klotzek’s <i>Eve</i> (2021) ● Discussion: This week’s discussion will focus on citizenship. With examples of marketing campaigns that have involved political nudging and manipulation, we will discuss products and the ideology they contain. ● Assignment: The focus for this assignment is Citizenship. Using the materials from this week, design and produce a poster/video/audio advertisement as a Public Service Announcement to inform and support future citizens/voters.
12	<p>Citizenship III: New Media and Digital Democracy</p> <ul style="list-style-type: none"> ● Background Lecture 12A: Curation Algorithms, Deepfakes, and Misinformation: Threats to Citizenship in our Media ● Literature Lecture 12B: Mass Manipulation and Media in Science Fiction ● Film Lecture 12C: The Radio in Huber’s <i>A Good Place</i> ● Background Reading: Sumpter “Who reads Fake News” <i>Outnumbered</i> ● Literature: Kling’s <i>Qualityland</i> (part II) ● Films: Huber’s <i>A Good Place</i> (2023) ● Discussion: This week’s discussion focuses on Citizenship. How does new media shape information? What effect does it have on citizenship? What threat do deepfakes and misinformation pose? ● Assignment: The focus of this assignment is on Citizenship. In extension of our discussion concerning echo chambers and filters, you will be asked to compare news as it comes from different outlets including local, national, and international for biased editing and presentation.
13	<p>A Just World V: Environmental Justice</p> <ul style="list-style-type: none"> ● Background Lecture 13A: Is there Justice for all in a Sustainable Future? ● Literature Lecture 13B: Corporate Justice and Industrial Impact in Science Fiction Futures ● Film Lecture 13C: Nature as Arbiter of Justice in Science Fiction Film ● Background Reading: Schaus “Possible Futures” <i>Our Livable World</i> (2021) ● Literature: Kling’s <i>Qualityland</i> (part III) ● Films: <i>Swarm</i> Miniseries (Episodes 7-8) ● Discussion: This week’s discussion focuses on the concept of Justice. Students will discuss the global environmental impacts and civic responsibility considering current, coming, and imagined advanced technologies. ● Assignment: The focus of the assignment this week is on Justice. A one-page response or 2–3-minute video/audio. You will examine one of the several environmental challenges that these new technologies present and strategies of activism from the past. What new challenges does environmental activism in the age of technology pose to effective



	activism?
14	<p>Citizenship IV: Democracy, Refugee Crises, and Future Wars</p> <ul style="list-style-type: none">• Background Lecture 13A: Vulnerable Citizenry and Refugees of Technology• Literature Lecture 13B: Citizenship in a world of automation: Refugees in Science Fiction• Film Lecture 13C: Re-establishing Community: the loss of citizenship in post-apocalyptic film• Background Reading: Jacobsen “Drone Wars” <i>The Pentagon’s Brain</i> (2015)• Literature: Kling’s Qualityland (part IV)• Choose you Film(s): Kleinfeld’s <i>Sanitatem</i> (2023)• Discussion: Portfolio Preparation part A: Discuss visualizing the Future of Citizenship• Assignment: Portfolio Preparation part B: Course Content/Connections Review via Escape Rooms
15	<p>Citizenship V: Future Citizenship, Connectivity, and Community</p> <ul style="list-style-type: none">• Background Lecture 13A: Citizenship in Futures with and without Technology• Literature Lecture 13B: Neuralink and Visions of the connected citizen in Science Fiction• Film Lecture 13C: Films on Future Citizenship without Technology• Background Reading: Aguirre “Surviving without Modern Technology” (2023)• Literature: Schattensheider “A Letter from the Other Side” <i>The Black Mirror & Other Stories</i> ()• Choose you Film(s): Poelsler <i>The Wall</i> (2012)• Discussion: Portfolio Preparation Part C: Crafting a Future Vision of Citizenship with Thinglink• Assignment: Portfolio Project III: Critical Reflection on the Concept of Citizenship, the Course, and Future

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: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; 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) 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>
--	--

<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

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title: German 3250.02 - Citizenship in the Age of Technology

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

- A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

- Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.
- Syllabus is consistent and is easy to understand from the student perspective.
- Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.
- If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Weekly check-ins(announcements)/Optional live sessions/introduction - these are all optional (part of the level up grading scheme)

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Regular instructor communications with the class via announcements or weekly check-ins.
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

There will be weekly videos/announcements that go over the major themes and expectations/assignments/news for the week. I will participate in the annotated readings and discussions, and lead the weekly optional live sessions. I will be creator of the lecture videos and create instructional videos to accompany the text of assignments.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Each week students will be experimenting with a different type of web-based technology or experience - the instructions for each assignment will be clear and detailed and will walk them through it. This will support their informed reflections on the technology and how the author and others discuss and imagine its impact.

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

Lectures, quizzes, literary readings, films, annotated scholarly readings - these are all planned for asynchronous delivery, while the live review and discussions will be synchronous, but recorded. In essence, all components except for the live review and discussion will be asynchronous.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

With the level-up grading scheme, students in weeks 1-4, 6-9, and 11-14 will have the following instructional arc, with the expectation that they have achieved enough points to unlock the portfolio projects in weeks 5, 10, and 15.

Choice of 1 or 2 annotated readings
 Online Discussion
 Live Session
 Quiz on Literary Reading
 Weekly Assignment
 Peer Reviews

These are all worth 5 points, except the lit quiz, worth 10. (200 to unlock Portfolio Project I & II, and 300 to unlock the final project)

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Alternate assignments will be available for any weekly assignment that presents challenges to its completion.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Structuring/varying student-centered assignments that scaffold and build - multiple ways to complete assignments/level up.

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities.
Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Each week has a similar structure, but the formats vary within these and include differences in the medium, the task, and even quizzes will have a vary in the types of questions that students engage with.

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Using platforms like flip, padlet, hypothesis, zoom breakout rooms (option of live session), as well as the the canvas discussion and peer reviews feature, the course provides students many different ways to connect and build their in-class community and several of the assignments have this as one of the learning goals (like the introduction).

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.



- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

The learning goals are there in the weekly overview, the module overview, in reading/lecture and assignment introductions and instructions. Every assignment will ask them to reflect with check-ins that help them consider what they are turning in before doing so, it is also there in the instructions and in the live session reviews as well.

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on 11/02/2023

Reviewer Comments:

- This being an asynchronous course, the ASCC panel that reviews the course will want specific indications of meeting the required 3 hours of weekly Direct Instruction for the class. In the Syllabus, you mentioned having some narrated recorded lecture videos each week, what other direct instruction do you have planned for the course? I recommend being more explicit about the direct instruction time in the How This Online Course Works section of the syllabus, by enumerating the time students will be engaged in each type of activity, on average each week (and which you will be providing direct instruction), to support a speedy approval process. This will also improve transparency and metacognitive reflection as it will give students a better idea how to effectively manage their time to be successful in the course.

I believe there are a lot of different ways in which instructors are providing direct instruction in asynchronous courses (I like this succinct resource for exploring how to describe this: <https://www.apsu.edu/academic-course-and-program-development/course-credit-hour-review/direct-indirect-instruction.php>).

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

