Term Information

Effective Term   Autumn 2024

General Information

Course Bulletin Listing/Subject Area   Public Affairs, John Glenn Col
Fiscal Unit/Academic Org   John Glenn College of Pub Aff - D4240
College/Academic Group   John Glenn College of Pub Aff
Level/Career   Undergraduate
Course Number/Catalog   3220
Course Title   Citizenship in the Age of Big Data: Law, Technology, and Social Justice
Transcript Abbreviation   Ctznshp Big Data
Course Description   This course equips students with an in-depth understanding of civil liberties and rights during a time of swift technological transformation. We will explore what it means to be a citizen in the age of big data and how technological transformations can either uphold or challenge core constitutional protections. Key focal points include surveillance, algorithmic bias, and free speech.
Semester Credit Hours/Units   Fixed: 3

Offering Information

Length Of Course   14 Week
Flexibly Scheduled Course   Never
Does any section of this course have a distance education component?   No
Grading Basis   Letter Grade
Repeatable   No
Course Components   Lecture
Grade Roster Component   Lecture
Credit Available by Exam   No
Admission Condition Course   No
Off Campus   Never
Campus of Offering   Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   44.0401
Subsidy Level   Baccalaureate 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

- Upon conclusion of this course students will be able to:
- Think critically think what the future looks like, what it should look like, and what policy makers can do today
- Be equipped not only with an understanding of the symbiotic relationship between technology, civil rights, and liberties but will also foster a deep appreciation for diverse perspectives in public affairs.
- Be primed to recognize the challenges created by using data science tools in ways outside their intended use and critically evaluate technological shifts concerning core democratic and constitutional values, embodying the ethos of an informed citizen

Content Topic List

- Civil liberties and civil rights foundations
- What is "big data" and why does it matter?
- Civil liberties in the era of big data
- Civil rights in the era of big data
- Rights activism in the era of big data

Sought Concurrence

Yes

Attachments

- GE Theme course submission- Citizenship for a Just & Diverse World_PA 3220.pdf: GE Theme course submission worksheet: Citizenship

  (Other Supporting Documentation. Owner: Adams,Christopher John)

- Concurrence Request_Political Science.pdf: Concurrence from Political Science

  (Concurrence. Owner: Adams,Christopher John)

- Concurrence Request_Social Work.pdf: Concurrence from Social Work

  (Concurrence. Owner: Adams,Christopher John)

- Concurrence Request_Sociology.pdf: Concurrence from Sociology

  (Concurrence. Owner: Adams,Christopher John)

- Concurrence Request_Economics.pdf: Concurrence request to Economics

  (Concurrence. Owner: Adams,Christopher John)

- Re_ Concurrence Request_Statistics.pdf: Concurrence from Statistics and Data Analytics

  (Concurrence. Owner: Adams,Christopher John)

- PUBAFRS 3220 Syllabus _Updated 2-21-24.pdf: Syllabus

  (Syllabus. Owner: Adams,Christopher John)

Comments

- Please see Subcommittee feedback email sent 02/20/2024. *(by Hilty,Michael on 02/20/2024 12:27 PM)*
- Please request concurrence from the Data Analytics program in ASC. The contact is Prof. Chris Hans. Thank you.

  (by Vankeerbergen,Bernadette Chantal on 12/13/2023 11:59 AM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Adams,Christopher John	12/04/2023 09:33 AM	Submitted for Approval
Approved	Adams,Christopher John	12/04/2023 09:37 AM	Unit Approval
Approved	Adams,Christopher John	12/04/2023 09:39 AM	SubCollege Approval
Approved	Greenbaum,Robert Theodore	12/04/2023 12:14 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	12/13/2023 11:59 AM	ASCCAO Approval
Submitted	Adams,Christopher John	01/09/2024 12:40 PM	Submitted for Approval
Approved	Adams,Christopher John	01/09/2024 12:42 PM	Unit Approval
Approved	Adams,Christopher John	01/09/2024 12:43 PM	SubCollege Approval
Approved	Greenbaum,Robert Theodore	01/09/2024 03:33 PM	College Approval
Revision Requested	Hilty,Michael	02/20/2024 12:27 PM	ASCCAO Approval
Submitted	Adams,Christopher John	02/21/2024 02:59 PM	Submitted for Approval
Approved	Adams,Christopher John	02/21/2024 03:00 PM	Unit Approval
Approved	Adams,Christopher John	02/21/2024 03:00 PM	SubCollege Approval
Approved	Greenbaum,Robert Theodore	02/21/2024 05:10 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	02/21/2024 05:10 PM	ASCCAO Approval

Citizenship in the Age of Big Data: Law, Technology, and Social Justice
PUBAFRS 3220 Syllabus

Credit Hours: 3
Class Time and Location: TBD
Instructor: Professor Esra Gules-Guctas (she/her)
                              Email: gules-guctas.1@osu.edu
Instructor Office Hours: TBA
Mode of delivery: in-person

Course Description

As citizens of an increasingly digital world, understanding the interplay between technology, civil liberties, and social justice is vital. This interdisciplinary course is designed to offer an in-depth exploration of the complex relationships between technological innovations, legal frameworks, and constructs of power. In a society where "Big Data" is revolutionizing decision-making, this course encourages students to contemplate the implications and unintended consequences of data collection, storage, and usage.

Key focal points include contemporary challenges in surveillance, algorithmic bias, and free speech, with special attention to their bearing on civil liberties and social justice. As we navigate the digital realm, questions arise: Can technology affect the arrangements of power in society? Do the outcomes of a given technology differ for various groups of people? Can the principles that have been enshrined in the Constitution over 200 years ago address the challenges of today? Law and policy often turn to disparate impact analyses to determine whether a decision procedure might be discriminatory. How do policies, especially through disparate impact analyses, grapple with potentially discriminatory decision-making algorithms? What are the quandaries associated with harnessing "Big Data", foundational for modern technologies, yet laden with unforeseen repercussions?

While unpacking these issues, the course offers students a foundational knowledge of the constitutional principles that anchor our democratic society. This platform is further enriched by analyzing how technological transformations can either uphold or challenge these principles, emphasizing the role of informed citizenship in this dynamic. Within the realm of this course, students will grapple with the evolving nature of citizenship in a digital age, exploring how citizenship manifests not just through national boundaries but also within digital ecosystems. Throughout the course, students will examine the responsibilities and rights associated with being citizens in an era of rapid technological transformation.

Prerequisites
None.

Goals and Expected Learning Outcomes Specific to this Course

In this course, students will be prompted to critically think what the future looks like, what it should look like, and what policy makers can do today. Upon conclusion, students will be equipped not only with an understanding of the symbiotic relationship between technology, civil rights, and liberties but will also foster a deep appreciation for diverse perspectives in public affairs. They will be primed to recognize the challenges created by using data science tools in ways outside their intended use and critically evaluate technological shifts concerning core democratic and constitutional values, embodying the ethos of an informed citizen**.**

General Education Expected Learning Goals

This course fulfills the following four goals of the *Citizenship for a Just and Diverse* World theme:

Goal l: "Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component."

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."

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."

Expected Learning Outcomes

1.1. Engage in critical and logical thinking about the topic or idea of the theme.

1.2 Engage in advance, in-depth, scholarly exploration of the topic or idea of the theme.

2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.

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.

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.

4.1: Examine, critique, and evaluate various expressions and implications of diversity, equity, 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.

Grading and Evaluation

Assignment Category	Weight	Assignment Type
Course Engagement	%10	Independent Work
Portfolio (goal 2, 3, 4; ELO 2.2, 3.1, 3.2, 4.1,4.2)	%20	Independent Work
Knowledge Assessment Test – I (goal 1, ELO 1.1, 1.2, 2.1)	%10	Independent Work
Knowledge Assessment Test -II (goal 1, ELO 1.1, 1.2, 2.1)	%10	Independent Work
Final Paper (goal 1, 3, 4; ELO 3.1, 3.2, 4.1, 4.2)	%30	Independent Work
Final Exam (goal 1, 3, 4; ELO 3.1, 3.2, 4.1, 4.2)	%20	Independent Work

Descriptions of Course Assignments

The following activities are designed to help you achieve the class objectives and give you the opportunity to demonstrate your learning in various ways.

Portfolio

Throughout the course, you will build a portfolio of small assignments. Much of student success can be attributed to keeping up with the coursework. The purpose of the portfolio is to stimulate you to engage with the class materials and explore your interests within the context of citizenship in the age of big data. The portfolio assignments are meant to be fun and not burdensome, and you are encouraged to use your creativity. You can supplement your responses with reference to outside sources, personal experiences and observations etc., but be sure to include strong reliance on course material. For your portfolio you have the flexibility to choose between short reading responses and self-reflective assessment.

Option I - Short Reflective Self-Assessment:

Your task is to weave together your in-class learning experiences with your own viewpoints, reflecting on specific class discussions and/or activities (e.g., Me and my data double, GPS mapping exercise, predictive policing simulator, digital redlining) that have influenced your understanding of citizenship and your rights as citizens (e.g., How a particular in class activity modified or solidified your perceptions and beliefs about what it means to be a citizen in the age of big data?).

Reflect on how you can leverage your understanding of citizenship to navigate real-world challenges effectively and advocate for both your rights and the rights of others. Consider potential scenarios in your academic path and/or anticipated professional future where you might need to apply this knowledge in making informed decisions.

You may write in a more personal, non-academic manner and use images.

Option II - Short Reading Responses:

Short reading responses will give you the opportunity to practice asking well-thought questions, demonstrate your understanding of the topics as well as your ability to think and write critically about others' ideas. You can choose any of the readings in the syllabus. You can format your response in the form of a question and answer—as in you will write out a question you have from the reading, and then answer that question yourself.

There are in general three types of questions that you could pose from the readings. First, these questions could **summarize** the arguments of a text (e.g., How do Reed and Boyd contrast who control public sphere in an era of algorithms with past investigations of the power dynamics shaping free discussions and exchange of ideas in public sphere? How does the concept of "colorblind" is discussed in "Race and Rights in the Digital Age" by Powell?), these questions could be **synthetic**, connecting the main themes across two or three texts in the syllabus (e.g., How does Dubow's approach to digital technology encouraging greater engagement in civil society compare with Tufekci's understanding of digital activism?). Third, these questions could be **critical**, in that it challenges the assumptions or conclusions of the text (e.g., How might an analysis of race complicate Almeida's analysis of digital technologies for governance?). You can also choose two readings on the same topic but with competing arguments, assess those arguments, and choose a "side" in the debate and explaining why you chose this side.

Portfolio Requirements

You can find the portfolio assignments for each Module on Carmen under Assignments.

- There are six portfolio assignments, but you can miss one. That means that your portfolio needs to contain five items towards the end of the course. You will bundle your five assignments into one PDF at the end of the course. This consolidated document will be your complete portfolio.

- Each individual assignment should be approximately one page of text in length.

- Only include your student number within the portfolio. Please refrain from adding your name or any other identifying information.

- Ensure to submit your complete portfolio by adhering to the outlined guidelines and keep track of the assignment due dates.

- Your grade will be based on the entirety of your submitted portfolio. A detailed rubric, which outlines the grading criteria for the complete portfolio, can be found in the "Assignments" section on Carmen. Simply click on the relevant button to view the rubric and familiarize yourself with how your portfolio will be assessed.

Knowledge Assessment Tests and Final Exam Descriptions

The knowledge assessment tests, and the final exam are devised to evaluate your grasp and comprehension of the course material. Two knowledge assessment tests will focus on subjects from the first half of the semester while the final exam will focus on subjects from the second half of the semester.

Knowledge Assessment Tests Structure:

- Part 1- Multiple-Choice Section: Contains 15 questions. Each question is worth 4 points.

- Part 2 - Short Answer Section: Features 4 questions. Each question is valued at 10 points.

Final Exam Structure:

- Part 1- Multiple-Choice Section: Contains 30 questions. Each question is worth 2 points.

- Part 2 - Short Answer Section: Features 4 questions. Each question is valued at 10 points.

To help you prepare, review sessions will be conducted prior to exams. These sessions are designed to clarify your questions and revisit key topics. Engage actively in these review sessions and ensure you revisit course materials to optimize your performance in the exams.

Final Paper: Reimagining Citizenship in the Age of Big Data

For the final paper, you will critically think through a chosen technological innovation, scrutinizing its potential or actual impacts on civil liberties or civil rights, and how it might reshape practices and conceptualizations of citizenship.

You can select a domain such as criminal justice, housing, employment, disability rights, or smart cities and explore the civil liberties or civil rights implications of a technological innovation discussed in class. Your paper should include the analysis of following dynamics:

Inclusion and Exclusion Dynamics:

You can choose one of the following focal points: How is inclusion and exclusion created, reproduced, and governed in digital societies and the digital space? Or how technology offers new opportunities to imagine and define civic engagement and practicing democracy in the age of big data?

Power Dynamics and Stakeholder Analysis:

In your paper, you will decode and discuss power imbalances that underpin your chosen technological innovation (I will give a tutorial and we will practice decoding power imbalances in class). You will consider perspectives from multiple stakeholders—be it a developer, an affected community member, a policymaker, or an activist. Analyze how different stakeholders see, interpret, and may be impacted by your chosen technology. In the alternative, you can identify an interest group that has been advocating related to your chosen issue, describe the group, its objectives, strategies, and influence.

Before you start working on your paper you will upload **a brief proposal** (a paragraph on what you intend to work on) on Carmen. The due date for the proposal is TBA. Before you submit your paper, I strongly encourage you to make an office hour visit to discuss your progress and challenges. Detailed instructions on formatting and the grading rubric are available on Carmen.

Course Engagement:

Active class participation plays a pivotal role in student success. However, life is unpredictable, and things happen - illness, serious family emergencies, participation in official university-sponsored events or competitions, religious holidays, etc. Each student is allowed two (2) unexcused absences without penalty to their grade. However, for any additional occurrences, it's crucial to reach out and notify me as soon as possible.

Introverted students, you can use the short self-assessment papers to showcase your engagement with the course materials. Your contributions to class discussions that align with your comfort levels and personal strengths are not only welcomed but appreciated.

Course engagement doesn't solely mean regular class attendance. I define engagement as your ability to gain something out of this course. These goals are necessarily individualized. So, you will be asked to write two memos (each one paragraph long) that will prompt you to reflect on your goals and what you were able to learn from the readings, activities, and lectures.

- **Mid-Semester Memo:** Due halfway through our course, this memo is your chance to pause and ponder your goals and what you were able to learn thus far.

- **Concluding Memo:** Due at the semester's end, this final memo invites you to reflect upon what you were able to learn from the readings, activities, and lectures.

Grading

The course is graded based on a total of 100 points, with point distribution outlined in the course requirements section. Numerical grades are transformed to letter grades according to the schedule:

A	100-93	A-	<93-90	B+	<90-87	B	<87-83	B-	<83-80
C+	<80-77	C	<77-73	C-	<73-70	D+	<70-67	D	<67-60

Required Readings

All required and optional readings will be available on Carmen at http://www.carmen.osu.edu/

Please note that due to the rapid and ever-evolving landscape of technological advancements, there may be occasions when adjustments to the reading assignments are necessary to ensure that our course remains relevant and reflective of the latest developments. Any changes to the reading assignments will be communicated to you at least one week in advance. All updated reading materials will be accessible on Carmen.

Course Schedule

Refer to the Carmen for readings and specific assignment instructions and due dates.

Week	Topics
1	**Introduction and Setting the Stage** Overview of the course, major themes, and tutorial on the responsible use of Generative AI tools. No reading assignments this session. There will be an open discussion on what citizenship means to you. You will be invited to share what you expect to gain from this course and your prior knowledge and understanding of civil liberties and civil rights.
	PART ONE - CIVIL LIBERTIES AND CIVIL RIGHTS FOUNDATIONS
1	**What are Civil Liberties and Why Does It Matter?** The Rise of Civil Liberties - Outline of Major Developments and Landmark Supreme Court Cases [Carmen] Optional Readings: Domino, J. C. (2018). *Civil Rights and Liberties in the 21st Century*. Routledge. Chapters, 2, 4 and 5. Wilson, J. Q., DiIulio Jr, J. J., Bose, M., & Levendusky, M. S. (2021). *American Government: Institutions and Policies*. pp. 99, 111-115.
2	**What are Civil Rights and Why Does It Matter?** The Struggle for Civil Rights - Outline of Major Developments and Landmark Supreme Court Cases [Carmen] Optional Readings: Domino, J. C. (2018). *Civil Rights and Liberties in the 21st Century*. Routledge. Chapter 6.

	Wilson, J. Q., DiIulio Jr, J. J., Bose, M., & Levendusky, M. S. (2021). *American Government: Institutions and Policies*. pp.124-125, 136-137, 144-145. Rich resources recounting the struggles for civil rights throughout history are available online, including the Library of Congress's Voices of Civil Rights, an online exhibition of thousands of documents, oral histories, photos, and news reports.
	PART TWO - WHAT IS "BIG DATA" & WHY DOES IT MATTER?
2	**What is "Big Data" and Why Does it Matter?** Kitchin, R. (2014). *The Data Revolution: Big Data, Open Data, Data Infrastructures and Their Consequences*. London, UK: SAGE. pp. 67-79. Optional Reading: O' Neil, C. (2016). *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy*. Crown. Read introduction, pp.1-14. Optional Viewing The Human Face of Big Data, PBS (52 minutes in length) "What is Big Data and Why Should You Care? Forbes (2:45 minutes in length) Kenneth Cukier, "Big Data Dystopia," Tedx Talks (15:47 minutes in length)
3	**The Mining, Analysis and Use of Data** Calders, T., & Custers, B. (2013). What is data mining and how does it work? in *Discrimination and Privacy in the Information Society*, Springer, Berlin, Heidelberg, (pp. 27-42). The Myth of the Impartial Machine Exercise Optional Readings: Kitchin, R. (2014). *The Data Revolution: Big Data, Open Data, Data Infrastructures and Their Consequences*. London, UK: SAGE. Read Data Analytics pp. 100-112. Galetto, M "What is Big Data Analytics," ngdata.com (February 9, 2016). Hawkins, J., & Dubinsky, D. (2016). What Is Machine Intelligence vs. Machine Learning vs. Deep Learning vs. Artificial Intelligence (AI). *Numenta blog, Jan*, *11*.
	KNOWLEDGE ASSESSMENT TEST – I [Carmen]
	PART THREE - CIVIL LIBERTIES IN THE ERA OF BIG DATA
3	**Privacy of Citizens: Freedom from Government Intrusion**

	Lynch, J. (2012). What Facial Recognition Technology Means for Privacy and Civil Liberties. Written testimony to the Senate Committee on the Judiciary, Subcommittee on Privacy, Technology and the Law Bischoff, P. (2019). "Data privacy laws and government surveillance by country: Which countries best protect their citizens?" <u>Optional Reading:</u> Doss, A. F. (2020). *Cyber Privacy: Who Has Your Data and Why You Should Care*. BenBella Books. pp.177-190. Entrikin, J. L. (2016). The Right to Privacy, in C. Anglim & JD (Ed.), *Privacy Rights in the Digital Age*. Salem Press.
4	**Privacy of Citizens: Freedom from Government Intrusion II** Rogers, M., & Eden, G. (2017). The Snowden Disclosures, Technical Standards and the Making of Surveillance Infrastructures. *International Journal of Communication*, *11*, 802-823. Richards, N (2018) Secret Government Searches and the Future of Civil Liberties *in A Twenty-First Century Framework for Digital Privacy.* <u>Optional Readings:</u> Richards, N. M. (2012). The Dangers of Surveillance. *Harvard Law Review*, *126*, 1934. Tréguer, F. (2019). *Seeing like Big Tech: Security Assemblages, Technology, And the Future of State Bureaucracy*. Data Politics: Worlds, Subjects, Rights. New York: Routledge. Markoff, J. and Schwartz, J. (2002) Many Tools of Big Brother Are Up and Running, New York Times <u>Optional Viewing:</u> Privacy and Civil Liberties in the Post-Snowden Era (1 hour in length)
4	**The Fourth Amendment in the Digital Age** Redefining the Limits of Legal Search*, Riley v. California*. Read the case analysis on Carmen. Soghoian, C. (2012). *The Spies We Trust: Third Party Service Providers and Law Enforcement Surveillance*. Read ii-x, 31-40. <u>Optional Reading:</u> Domino, J. C. (2018). *Civil Rights and Liberties in the 21st Century*. Routledge. pp. 175-183. Donohue, L. K. (2015). The Fourth Amendment in a Digital World. *NYU Ann. Surv. Am. L.*, *71*, 553. Slobogin, C. (2008). *Privacy at Risk: The New Government Surveillance and the Fourth Amendment*. University of Chicago Press.

	Optional Viewing: NSA Surveillance at Restore the Fourth SF (10 minutes in length)
5	**Big Data, High-Tech Profiling and Law Enforcement** Richardson, R., Schultz, J. M., & Crawford, K. (2019). Dirty Data, Bad Predictions: How Civil Rights Violations Impact Police Data, Predictive Policing Systems, and Justice. *NYUL Rev. Online*, *94*, 15. Alexander, M. (2018, November 11). The Newest Jim Crow. The New York Times, SR3. Optional Readings: Browne, S. (2015). *Dark Matters: On the Surveillance of Blackness*. Durham, NC: Duke University Press. Read "Introduction, and Other Dark Matters" Ferguson, A. G. (2019). *The Rise of Big Data Policing: Surveillance, Race, and the Future of Law Enforcement*. NYU Press. Brayne, S. (2020). *Predict and Surveil: Data, Discretion, and The Future of Policing*. Oxford University Press, USA. Jefferson, B. (2020). *Digitize and Punish: Racial Criminalization in the Digital Age*. University of Minnesota Press. Berg, N. (2014, June 25, 2014). Predicting crime, LAPD-style. The Guardian. Optional Viewing: Watch a CSPAN report on Technology and Police Surveillance (29 minutes in length) State of Surveillance: Police, Privacy and Technology (27 minutes in length)
5	**The First Amendment – Freedom of Speech and Association** Balkin, J. M. (2017). Free speech in the Algorithmic Society: Big Data, Private Governance, and New School Speech Regulation. *UCDL Rev.*, *51*, 1149. Reed, L., & Boyd, D. (2016). Who Controls the Public Sphere in an Era of Algorithms? *Mediation, Automation, Power*, 1-19. Optional Readings: Domino, J. C. (2018). *Civil rights and Liberties in the 21st Century*. Routledge. pp. 27-56. Gillespie, T. (2018). *Custodians of the Internet: Platforms, Content Moderation, and the Hidden Decisions That Shape Social Media*. Yale University Press. Rahman, K. S. (2018). Regulating Informational Infrastructure: Internet Platforms as the New Public Utilities. *Georgetown Law and Technology Review*, *2*, 2.

	Citron, D. K., & Norton, H. (2011). Intermediaries and Hate Speech: Fostering Digital Citizenship for Our Information Age. *BUL Rev.*, *91*, 1435. Chesney, B., & Citron, D. (2019). Deep fakes: A Looming Challenge for Privacy, Democracy, and National Security. *Calif. L. Rev.*, *107*, 1753. ACLU white paper [Censorship in a Box](#) ACLU white paper [Fahrenheit 451.2: Is Cyberspace Burning?](#) Anti-Defamation League's [Hate filter](#) Oxford University's 2020 [Global Inventory of Organized Social Media Manipulation](#)
	PART FOUR: CIVIL RIGHTS IN THE ERA OF BIG DATA
6	**Big Data and Civil Rights** Barocas, Bradley, Honavar, & Provost. (2017). Big Data, Data Science, and Civil Rights: A white paper prepared for the Computing Community Consortium committee of the Computing Research Association. Eubanks, V. (2014). Big Data and Human Rights. *Data and Discrimination. Washington, DC: Open Technology Institute*, 48-52. Crawford, K. (2013). Hidden Biases in Big Data. *Harvard Business Review*. <u>Optional Reading</u> Domino, J. C. (2018). *Civil rights and Liberties in the 21st Century*. Routledge. Chapter 6. Citron, D. K. (2009). Cyber Civil Rights. *BUL Rev.*, *89*, 61. Favaretto, M., De Clercq, E., & Elger, B. S. (2019). Big Data and Discrimination: Perils, Promises and Solutions. A Systematic Review. *Journal of Big Data*, *6*(1), 1-27. "Big Data: A Tool for Inclusion or Exclusion?" [Federal Trade Commission Report](#) (January 2016). Perez, C. C. (2019). *Invisible Women: Exposing Data Bias In A World Designed For Men*. Random House.
6	**Race and Rights in the Digital Age I** Benjamin, R. (2019). *Race after Technology: Abolitionist tools for the New Jim Code*. Social Forces. pp.49-76. Powell, C. (2018). Race and Rights in the Digital Age. *AJIL Unbound*, *112*, 339-343.
7	**Race and Rights in the Digital Age II**

	Angwin, J., Larson, J., Mattu, S., & Kirchner, L. (2016). Machine Bias. *ProPublica, May*, *23*(2016), 139-159. Buolamwini, J. (2018). When the Robot Doesn't See Dark Skin. Optional Readings: Noble, S. U. (2018). *Algorithms of Oppression: How Search Engines Reinforce Racism*. NYU Press. Custers, B., Zarsky, T., Schermer, B., & Calders, T. (2013). *Discrimination and Privacy in the Information Society Data Mining and Profiling In Large Databases*. Berlin: Springer. Optional Viewing: Coded Bias (2020) Documentary
7	Knowledge Assessment Test II Review
8	**KNOWLEDGE ASSESSMENT TEST -II**
8	**Big Data' Disparate Impact - Housing** The Right to Life, Liberty, and Technology? How Civil Rights Are Violated in the Digital Age. Optional Readings: Edelman, B. G., & Luca, M. (2014). Digital Discrimination: The Case of Airbnb.com. *Harvard Business School NOM Unit Working Paper*, (14-054). Ali, M., Sapiezynski, P., Bogen, M., Korolova, A., Mislove, A., & Rieke, A. (2019). Discrimination through optimization: How Facebook's Ad delivery can lead to Biased Outcomes. *Proceedings of the ACM on Human-Computer Interaction*, *3*(CSCW), 1-30. Hanson, A., & Santas, M. (2014). Field Experiment Tests for Discrimination against Hispanics in The US Rental Housing Market. *Southern Economic Journal*, *81*(1), 135-167. HUD is investigating Google and Twitter in housing discrimination probe
9	**Big Data' Disparate Impact – Employment** Rieke, A (2014) A Guide to "Big Data's Disparate Impact" Barocas, S., & Selbst, A. D. (2016). Big Data's Disparate Impact. *Calif. L. Rev.*, *104*, 671. Optional Readings: Raub, M. (2018). Bots, Bias and Big Data: Artificial Intelligence, Algorithmic Bias and Disparate Impact Liability in Hiring Practices. *Ark. L. Rev.*, *71*, 529.

	Amazon scraps secret [AI recruiting tool that showed bias against women](#) New York City Proposes [Regulating Algorithms Used in Hiring](#)
9	**Big Data's Disparate Impact – Disability Rights** Report by Center for Democracy and Technology (2020) [Algorithm-driven Hiring Tools: Innovative Recruitment or Expedited Disability Discrimination?](#) Brown (2020) How Automated Test Proctoring Software [Discriminates Against Disabled Students](#)
10	**Digital Technologies for Governance** White House Report on [Algorithmic Systems, Opportunity and Civil Rights](#), Executive Office of the President (May 2016). Filgueiras, F., & Almeida, V. (2021). Digital Technologies for Governance. In *Governance for the Digital World* (pp. 43-73). Palgrave Macmillan.
10	**COVID-19 and Digital Rights** Read Electronic Frontier Foundation Report on [COVID-19: Protecting Openness, Security, and Civil Liberties](#)
	PART FIVE – RIGHTS ACTIVISM IN THE ERA OF BIG DATA
11	**Challenging Datafication - Institutions** United Nations on Bias, Racism and Lies: [Facing Up to the Unwanted Consequences of AI](#) Center for Democracy and Technology's Recommendations to the Biden Administration and 117th Congress [to Advance Civil Rights & Civil Liberties in the Digital Age](#) Keynote Address by FTC Chairwoman Edith Ramirez <u>Optional Reading</u> Guild, E. (2019). Data Rights: Searching for Privacy Rights through International Institutions. In *Routledge*. Routledge. European Union Agency for Fundamental Rights (2020) Getting the future right – [Artificial intelligence and fundamental rights](#)
11	**Challenging Datafication -Activism** Stop LAPD Spying. 2020. [The Algorithmic Ecology: An Abolitionist Tool for Organizing Against Algorithms](#). [Community Defense: Sarah T. Hamid on Abolishing Carceral Technologies](#), *Logic Magazine*.

	Milner, Yeshi. 2019. [Abolition means the creation of something new](#).

Optional Readings

Lewis, T., Gangadharan, S. P., Saba, M., Petty, T. (2018). Digital Defense Playbook: Community Power Tools for Reclaiming Data. Detroit: Our Data Bodies

Dencik, L., Hintz, A., & Cable, J. (2016). Towards Data Justice? The Ambiguity of Anti-Surveillance Resistance in Political Activism. *Big Data & Society*, *3*(2), 2053951716679678. |
| 12 | **Rights Activism on Cyberspace**

Dubow, T., Devaux, A. & Manville, C. (2017). *Civic Engagement: How Can Digital Technology Encourage Greater Engagement in Civil Society*? Santa Monica, CA: RAND Corporation.

Optional Readings:

Karpf, D. (2016). *Analytic Activism: Digital Listening and the New Political Strategy*. Oxford, UK: Oxford University Press.

Tufekci, Z. (2017). *Twitter and Tear Gas: The Power and Fragility of Networked Protest*. Yale University Press.

Jackson, S. J., Bailey, M., & Welles, B. F. (2020). *# HashtagActivism: Networks of Race and Gender Justice*. MIT Press. |
12	**Class Exercise: Decoding Power Asymmetries**
13	Final Exam Review
13	**FINAL EXAM**
14	**Course wrap up**
Reflection on major themes

Instructor Feedback and Response Time
I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 (HELP)](#) at any time if you have a technical problem.

Preferred contact method: If you have a question, please contact me first through my Ohio State email address. I will attempt to reply to emails within **24 hours on days when class is in session at the university**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](#) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For weekly assignments, you can generally expect feedback

within seven days**.**

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. Visit the installing Office 365 (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access
- You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:
- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device (go.osu.edu/add-device) help article for step-by-step instructions.
- 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.
- Install the Duo Mobile application (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will 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.

Technology Skills Needed for This Course
- Basic computer and web-browsing skills
- Navigating CarmenCanvas (go.osu.edu/canvasstudent)

Technology Support
For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat**: go.osu.edu/it
- **Phone:** 614-688-4357 (HELP)
- **Email:** servicedesk@osu.edu

Additional Resources

Writing Consulting: Students wishing to have additional help with the writing of their papers can meet with a consultant at the Writing Center (https://cstw.osu.edu/writing-center).

Library Assistance: The Glenn College has a dedicated librarian at OSU Libraries, Carly Dearborn (dearborn.8@osu.edu), who can help provide research assistance. For more information and links to some common public affairs resources, see http://guides.osu.edu/c.php?g=290952

Ohio State's Academic Integrity Policy
The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

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

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

Ethical Use of Generative AI Policy
Generative AI technologies (GAIs) are any artificial intelligence technology that can produce or summarize digital content (e.g., text, images, video, audio) from a prompt. Current examples include ChatGPT, Bard, Claude, Perplexity, the Google Docs "Help me write" feature, Dall-E, and Midjourney. In this class, the use of Generative Artificial Intelligence is generally allowed. Whenever GAI use is prohibited for a particular assignment, it will be explicitly stated in the assignment guidelines. To provide a quick reference, symbols will be utilized to indicate whether GAI is allowed or not:

GAI

GAI OK
WITHIN
RULES

The use of AI must be done responsibly and ethically. Students are mandated to strictly adhere to the instructor guidelines provided at the outset of the course. A copy of the guideline is readily accessible on Carmen for your reference. Inappropriate use of AI is a violation of academic integrity that will result in grade penalties, including failure on a specific assignment or failure for the course.

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
All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options on Ohio State's Title IX website (titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information, visit the OIE website (equity.osu.edu) or email equity@osu.edu.

Commitment to a Diverse and Inclusive Learning Environment
The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your Mental Health
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and **24 hour emergency help** is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Diversity Values
The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each

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

Religious Accommodations
It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Accessibility Accommodations for Students with Disabilities Requesting Accommodations

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](#).

Accessibility of Course Technology
This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools.

If you need additional services to use these technologies, please request accommodations with your instructor.

- [CarmenCanvas accessibility](go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)
- Collaborative course tools

FERPA and Privacy in CarmenZoom
Video and audio recordings of class lectures will be part of the classroom activity. The video and audio recording is used for educational use/purposes and may be made available to all students presently enrolled in the course.

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. As a land grant institution, 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.

Student Wellness Statement
As a student, your health and wellness can have an impact on your academic success. Common wellness concerns during your time at the university may include high levels of stress, sleep and diet behaviors, alcohol and other drug use, depression and anxiety, and interpersonal relationship issues. The Office of Student Life has numerous resources and services available to you at no charge to help you address those concerns.

You can learn more about health and wellness resources available on campus by visiting the websites for the Student Wellness Center, Wilce Student Health Center, Recreational Sports and Counseling and Consultation Service. For students in recovery or seeking recovery from substance use disorders, learn more about support on campus by visiting the Collegiate Recovery Community. For students facing food insecurity, learn more about the free on-campus food pantry by visiting the Buckeye Food Alliance. For students interested in speaking with a peer to learn more about campus resources, call the Buckeye Peer Access Line. For students interested in meeting with a peer and setting holistic wellness goals, learn more about Wellness Coaching.

NO BUCKEYE GOES HUNGRY
The Ohio State University is committed to ensuring that all students have access to adequate and healthy food. Any undergraduate or graduate student with a BuckID may confidentially use the Buckeye Food Alliance food pantries. No proof of need is required. There are two locations:

- West Campus: Lincoln Tower. Doors are locked - call 614-688-2508 upon arrival.
- North Campus: St. Stephens. Look for the Buckeye Food Alliance (BFA) sign on the southwest corner of the building.

To learn more, visit https://www.buckeyefoodalliance.org/

Weather or other short-term closing

Should in-person classes be canceled, we will meet virtually via CarmenZoom during our regularly scheduled time. I will share any updates via CarmenCanvas and email.

Course Connection:

It's essential to realize that citizenship is not just a status, but a role that encompasses both rights and responsibilities. Civil liberties and civil rights define the freedoms and rights of citizens which shape the boundaries of what citizens can expect in terms of treatment and protections from their government. An informed citizenry is one of the best checks against the erosion of these rights. Understanding these rights and freedoms can guide citizens in participating more effectively in the democratic process. Hence, this course is crucial for students as it equips them with an in-depth understanding of civil liberties and civil rights during a time of swift technological evolution. In this course, students will delve deep into how technological advancements are reshaping the contours of citizenship or what it means to be a citizen in the age of big data. By critically examining the intersection of technological advancements with fundamental rights, students are prompted to understand and critically evaluate their rights as citizens, aligning directly with the focal theme of "Citizenship for a Just & Diverse World."

General Education Expected Learning Outcomes:

- **ELO 1.1**: Engage in critical and logical thinking about the topic or idea of the theme.

  Civil liberties and civil rights are fundamental to the concept of citizenship, shaping the relationship between individuals and the state. Throughout the course students will be encouraged to critically think about how technology and power are intertwined, how technological advancements may reshape state-citizen power dynamics, where citizens become infinitely 'knowable' but have little ability to interrogate how their data is being collected and used. Students will also engage in critical evaluation of who controls the public sphere in an era of algorithms by contrasting with past investigations of the power dynamics shaping free discussions and exchange of ideas in public sphere. During the second half of the semester, students will engage in critical evaluation of how big data driven technologies may replicate or exacerbate existing biases against disadvantaged groups or reinforce structural discrimination.

  This course will build skills needed to engage in critical and logical thinking about citizenship in the age of big data through class discussions and written assignments that include building a portfolio of weekly reflections and a final paper assignment. For their portfolio students will be given the opportunity to demonstrate their critical thinking by choosing to write a short self-assessment or short reading response. Self-assessment papers will ask students to weave together their in-class learning experiences with their own viewpoints, reflecting on specific class discussions and/or activities that have influenced their understanding of citizenship and their rights as citizens. Short reading responses will give students the opportunity to practice asking well-thought questions, demonstrate their ability to think and write critically about others' ideas. For the final paper, students will critically think through a chosen technological innovation, scrutinizing its potential or actual impacts on civil liberties or civil rights, and how it might influence practices and conceptualizations of citizenship through examination of inclusion/exclusion dynamics as well as power dynamics and stakeholder analysis.

- **ELO 1.2**: Engage in advance, in-depth, scholarly exploration of the topic or idea of the theme.

  Throughout the course, students will examine the responsibilities and rights associated with being citizens in an era of rapid technological transformation. Conventionally, civil liberties and civil rights are taught in foundational courses by tracing historical developments and examining landmark Supreme Court cases. However, this traditional approach can sometimes cause students to perceive these topics merely as history lessons. To help students better relate these concepts to the real world and contemporary issues, it's vital to also include discussions on more recent developments. By critically engaging with cutting-edge developments in this course students will delve deeper than foundational understandings of civil liberties and civil rights to grapple with the impact of technology on civil liberties, social justice, and citizenship.

  Students' knowledge will be tested through two knowledge assessment tests and a final exam. Students also will write reflection papers and a final paper where they apply course material to the world around them.

- **ELO 2.1**: Identify, describe, and synthesize approaches or experiences.

  This course integrates insights from law, public affairs, information technology, and political science. This multidisciplinary approach will enable students to make connections across disciplines, thereby fostering an understanding of how they collectively shape the perception of what it means to be a citizen in a technology-saturated world.

  A central goal in this course is to support students in developing critical thinking skills and applying the class concepts to real-world issues. To that end, the course connects theory and practice, considering the deployment of technology in different contexts including digital technologies for public governance, criminal justice, housing, employment, disability rights and smart cities. Throughout the course, students will be encouraged to integrate their academic knowledge with real-world applications and contemporary digital challenges via class discussions, group activities and written assignments. Students' knowledge will be tested through two knowledge assessment tests and a final exam. Students also will write reflection papers and a final paper where they apply course material to the world around them.

- **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.

  Reflection will be a central component of the learning process in this course. For instance for their portfolio assignment students will write short reflections which will weave together in-class learning experiences with their own viewpoints, reflecting on specific class discussions and/or activities (e.g., Me and my data double, GPS mapping exercise, predictive policing simulator, digital redlining) that have influenced their understanding of

citizenship and their rights as citizens (e.g., How a particular in class activity modified or solidified their perceptions and beliefs about what it means to be a citizen in the age of big data?).

In class activities will be based on real world examples. For instance, course activities include students making an anonymous GPS map of themselves by listing the places they live, like to visit, and searched on google and peers commenting on what this information reveals by looking at the map. In another class activity, students will be asked to differentiate the types of data they share intentionally through social media and unintentionally through other means such as location tracking or credit scoring and to consider which data they would prefer to share less.

Students will reflect on how they can leverage their understanding of citizenship in the age of big data to navigate real-world challenges effectively and advocate for both your rights and the rights of others. Consider potential scenarios in their anticipated academic and professional future where they might need to apply this knowledge in making informed decisions. In addition, students will write two additional memos (each one paragraph long, first one halfway through the semester and the second one at the semester's end) that will prompt them to reflect on their personal learning goals and what they were able to learn from the readings, class activities, and lectures.

- **ELO 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.

This learning outcome is met most directly through weekly reflection papers and class discussions. Within the realm of this course, students will grapple with the evolving nature of citizenship in the age of big data, exploring how citizenship manifests not just through national boundaries but also within digital ecosystems.

The course encourages students to contemplate the changing nature of freedoms and rights that are integral to citizenship. Topics such as digital surveillance, and freedom of speech in cyberspace will enable students to connect these modern issues to traditional ideas of freedoms and protections citizenship entails, especially when contextualized against the backdrop of the Constitution that's over two centuries old. For instance, students will be tasked with critically thinking about whether fundamental rights that have been enshrined in the Constitution over 200 years ago address the challenges associated with today's technological changes such as surveillance technologies, and the challenges of free speech in the digital age. Similarly, in class discussions students will explore questions such as what is the meaning of equality? How has its meaning changed since the Constitution was written in 1787? What role has government played with regard to equality in the past? What role does it assume today? Can the progress we have made around civil rights be undermined by automated decision-making systems? Is the existing civil rights framework enough to capture the issues in the era of big data or do we need to reconceptualize the civil rights principles underlining existing legal frameworks? Are data rights the next big civil rights issue? Why or why not?

Activity Example: Students will be divided into groups to brainstorm protections that should be included in a Digital Bill of Rights. After each group creates its list, the entire class will come together to rank the suggestions in order of significance. Class will discuss how it differs from past notions of citizenship rights, the benefits, and drawbacks of each suggestion (e.g., regulating data ownership as an accountability mechanism and pitfalls of reducing privacy to a commodity).

The course content also addresses citizenship questions at the global level (see week 3- data privacy laws and government surveillance by country: which countries best protect their citizens; week 12 rights activism on cyberspace) students will be introduced to the concept of digital authoritarianism including online censorship tactics, surveillance systems increasingly used by authoritarian regimes and how data analytics can be used as a tool of state control. Students will be prompted to analyze and compare what it means to be a citizen where the government not only fails to protect citizens' privacy, but actively invades it and uses online censorship to suppress democratic movements.

In their reflection papers students will have the opportunity to describe and analyze a range of perspectives on what constitutes citizenship by engaging with questions such as what does the right to free speech mean when global digital platforms can restrict or amplify marginalized voices? How can technology improve or undermine democracy depending on how it is used and who controls it? What policy options will help ensure democratic control of decision-making to acquire or deploy surveillance technology to prevent mission creep for services like smart streetlights?

- **ELO 3.2:** Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

  This course offers a holistic perspective on knowledge, skills and dispositions required for intercultural competence. More specifically, rather than approaching intercultural competence solely as understanding other cultures, the course will challenge students to consider how technologies (like AI models) may reflect or fail to reflect diverse perspectives. This understanding is crucial for a global citizen in a world filled with technology-based decisions.

  In weeks 2 and 3 students will be introduced to the concept of "Big Data" and its foundational role in technologies that permeate our everyday lives. Throughout the second half of the semester, central focus will be on understanding how the data utilized to train algorithmic systems can display different forms of bias and the resultant implications. One example that students will learn is that large language models (also known as foundational models or generative AI), are primarily trained on four high-resource languages, with a dominant focus on English. Yet there are about 7,000 languages are in use around the world, each representing different cultures and diverse ways of thinking. Moral norms and values differ widely across cultures. Relying heavily on English-trained models often means that the nuanced values of other cultures are overshadowed, leading to a

predominantly western-centric perspective. This skewed representation fails to capture differences in values across cultures, results in an unbalanced representation of different cultures and might erase diversity of ways of thinking and creating.

In addition, students will consider the implications of a lack of diversity in tech innovation, they will engage in critical discussions around how homogeneity can skew the purpose for which technology is developed and the related consequences. Such discussions will prompt students to consider if technology, developed without diverse input, might inadvertently perpetuate biases, infringe on rights, or miss opportunities to serve public interest thereby fostering the dispositions required for intercultural competence.

Students will hone their skills required for intercultural competence by engaging in class discussions, exchanging ideas, and challenging their own preconceptions.

- **ELO 4.1:** Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

  This learning outcome is met most directly through weekly reflection papers and students' final paper, including one prompt that invites students to consider inclusion and exclusion dynamics in which they will choose one of the following focal points: How is inclusion and exclusion created, reproduced, and governed in digital societies and the digital space? Or how technology offers new opportunities to imagine and define civic engagement and practicing democracy in the age of big data?

  Through readings and discussions (weeks 11 and 12) students will study the implications of technology on advocacy for social change, examining how the digital sphere can be both an enabler and a barrier to social change. Lectures in weeks 11 and 12 will include examples of how social movement actors are able to repurpose the power of big data to pursue social justice and amplify the voices of marginalized communities. Students will also critically evaluate how technology can hinder diverse expressions. Some examples of class discussion questions are: do bots create significant enough shifts in conversations to be considered dangerous to public discourse? Are there "good" bots vs. "bad" bots? Who should make this determination? Who should decide what we see online? Should institutional efforts to mitigate the harmful effects of big data technologies by themselves be enough or is there a role for civil society organizations and citizens? how civil society organizations and activism can influence mitigating the risks and unwanted effects?

  The aim is to broaden students' understanding of the performance of citizenship and democratic participation beyond voting to include knowing when and how to seek redress for rights violations.

- **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.

The intersection of justice, difference, and citizenship will be a central theme of the course. This goal is met through lectures, course readings, discussion, exams, and written assignments. For example, one of the prompts in final paper assignment, asks students to decode and discuss power imbalances that underpin their chosen technological innovation I will give a tutorial and students will practice decoding power imbalances in class (see week 12). Recognizing power asymmetries is one of the most important tools students need for developing the skills for envisioning a just technological future, especially because power relations structure and constrain how social issues are framed, which in turn influences not only the public support but also elite political behavior and public policy. In addition, a power centered approach allows greater engagement with historical and sociopolitical contexts that shape and in return shaped by emergent technologies. Students will explore power asymmetries vis a vis impact, discursive framing, and accountability.

Throughout the course students will delve into how social equity and justice can be sought, upheld, and sometimes thwarted in a digitally connected world. Through research based real world examples (weeks 5, 6, 8, 9, 10) students will examine big data's disparate impact, and how historically marginalized groups are affected differently such as by facial recognition technologies, high tech profiling, and algorithmic biases. In the second half of the semester, students will discuss the challenges with recognizing and understanding discrimination. Students will grapple with questions such as are civil rights violations always recognized or acknowledged? What role could government play in addressing the issues raised? Which branch of government has been most powerful in ensuring equality? Can discrimination exist without clear intent? If a policy treats everybody the same, regardless of race, and there's no intent to discriminate, can it still be labeled "discriminatory" if its results aren't racially balanced? Can policy solutions developed to mitigate disparate impact in one area help alleviate disparate impact in others? Can the cities of tomorrow be both technologically advanced and socially just? What steps should policy makers take to ensure technology is inclusive, accessible, human-centered, and works for all citizens?

Hi Chris,

Sociology is happy to offer concurrence for this course. The general topic overlaps somewhat with our Technology and Society course but the readings are quite distinct. Looks like a great course!

Best,
Kristi

THE OHIO STATE UNIVERSITY

Kristi Williams, PhD
Professor and Chair
Department of Sociology
238 Townshend Hall, 1885 Neil Avenue Mall, Columbus, OH 43210
6146883207 Office
williams.2339@osu.edu / sociology.osu.edu

first gen
OHIO STATE

From: Adams, Christopher <adams.615@osu.edu>
Date: Wednesday, November 15, 2023 at 12:20 PM
To: Williams, Kristi <williams.2339@osu.edu>
Cc: Greenbaum, Rob <greenbaum.3@osu.edu>
Subject: Concurrence Request

Professor Williams,

I hope your week is going well. I'm reaching out because the Glenn School is in the process of designing a new course, and we would like to ask the Department of Sociology for concurrence. Please see the attached syllabus. We would appreciate a response by December 1 if possible. Please let me know if you have any questions.

Thanks,
Chris

THE OHIO STATE UNIVERSITY

Chris Adams, MPA
Director of Student Services and Programs
John Glenn College of Public Affairs
110C Page Hall
614-247-2512
adams.615@osu.edu glenn.osu.edu.
(he/him/his)

Working remotely on Mondays and Tuesdays

Dear Chris,

I passed the syllabus around and my colleagues concur. It looks like a good course, very timely. Since we got a Good to Great grant on social/political dimensions of AI, we may well do a course with a "poli sci" angle on these issues.

Best wishes, Greg

From: Adams, Christopher <adams.615@osu.edu>
Sent: Wednesday, November 15, 2023 12:21 PM
To: Caldeira, Gregory <caldeira.1@polisci.osu.edu>
Cc: Greenbaum, Rob <greenbaum.3@osu.edu>
Subject: Concurrence Request

Professor Caldeira,

I hope your week is going well. I'm reaching out because the Glenn School is in the process of designing a new course, and we would like to ask the Department of Political Science for concurrence. Please see the attached syllabus. We would appreciate a response by December 1 if possible. Please let me know if you have any questions.

Thanks,
Chris

THE OHIO STATE UNIVERSITY

Chris Adams, MPA
Director of Student Services and Programs
John Glenn College of Public Affairs
110C Page Hall
614-247-2512
adams.615@osu.edu glenn.osu.edu.
(he/him/his)

Working remotely on Mondays and Tuesdays

Hello Chris,

The College of Social Work is pleased to provide concurrence for the PUBAFRS 3220 course. We appreciated the content and are excited to recommend it to our social work students as a Citizenship theme option. Please let us know if you need any additional information.

Have a wonderful weekend!
Jennie

THE OHIO STATE UNIVERSITY

Jennie Babcock, MSW, LISW-S
Assistant Dean of Academic Affairs
College of Social Work
425-G Stillman Hall, 1947 College Rd, Columbus, OH 43210
614-292-5471 Office
babcock.79@osu.edu / csw.osu.edu
Pronouns: she/her/hers

From: Adams, Christopher <adams.615@osu.edu>
Sent: Wednesday, November 15, 2023 12:23 PM
To: Babcock, Jennie <babcock.79@osu.edu>
Cc: Greenbaum, Rob <greenbaum.3@osu.edu>
Subject: Concurrence Request

Hi Jennie,

I hope your week is going well. I'm reaching out because the Glenn School is in the process of designing a new course, and we would like to ask the College of Social Work for Concurrence. Please

see the attached syllabus. We would appreciate a response by December 1 if possible. Please let me know if you have any questions.

Thanks,
Chris

Chris Adams, MPA
Director of Student Services and Programs
John Glenn College of Public Affairs
110C Page Hall
614-247-2512
adams.615@osu.edu glenn.osu.edu.
(he/him/his)

Working remotely on Mondays and Tuesdays

From:	Zhang, Yuan
To:	Hans, Christopher; Adams, Christopher
Cc:	Metzger, Thomas; Parthasarathy, Srinivasan; Lee, Yoonkyung; Kaizar, Elly; Sivakoff, David
Subject:	Re: Concurrence Request
Date:	Friday, December 15, 2023 9:09:58 AM
Attachments:	image001.png
	image002.png

Dear Chris,

After discussion, the statistics department is happy to give their concurrence to your course request.

Best regards,
Curriculum Committee, Department of Statistics
Yoonkyung Lee and Yuan Zhang

From: Hans, Christopher <hans@stat.osu.edu>
Sent: Thursday, December 14, 2023 09:11
To: Adams, Christopher <adams.615@osu.edu>
Cc: Metzger, Thomas <metzger.181@osu.edu>; Parthasarathy, Srinivasan <srini@cse.ohio-state.edu>; Lee, Yoonkyung <yklee@stat.osu.edu>; Zhang, Yuan <yzhanghf@stat.osu.edu>; Kaizar, Elly <kaizar.1@osu.edu>
Subject: Re: Concurrence Request

Dear Chris,

Thank you for reaching out to me about the proposed course!

The Data Analytics major routes concurrence requests to the curriculum committees for the Department of Statistics and the Department of Computer Science and Engineering (the two departments that co-direct the major).

I have cc'd Tom Metzger (who has replaced me as the co-director from Statistics) and Srini Parthasarathy (the co-director from CSE). Srini can forward your request on the CSE curriculum committee; I have cc'd the Statistics Curriculum co-chairs here (Yoon Lee and Yuan Zhang).

The respective committees will respond by the deadline.

Best,
Chris

THE OHIO STATE UNIVERSITY

Christopher Hans
Associate Professor
Vice Chair for Undergraduate Studies and Administration
Department of Statistics

From: Adams, Christopher <adams.615@osu.edu>

Date: Wednesday, December 13, 2023 at 9:23 PM

To: Hans, Christopher <hans@stat.osu.edu>

Cc: Greenbaum, Rob <greenbaum.3@osu.edu>

Subject: Concurrence Request

Professor Hans,

Hello. I hope the end of the semester is going well for you. I'm reaching out because the Glenn College is in the process of designing a new course, and we would like to ask the Data Analytics program for concurrence. Please see the attached syllabus. We would appreciate a response by January 8th if possible. Please let me know if you have any questions.

Thank you for your consideration.

-Chris

THE OHIO STATE UNIVERSITY

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Working remotely on Mondays and Tuesdays

Professor Yang,

I hope your week is going well. I'm reaching out because the Glenn School is in the process of designing a new course, and we would like to ask the Department of Economics for concurrence. Please see the attached syllabus. We would appreciate a response by December 1 if possible. Please let me know if you have any questions.

Thanks,
Chris

THE OHIO STATE UNIVERSITY

Chris Adams, MPA
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