

## Term Information

Effective Term Autumn 2024

## General Information

Course Bulletin Listing/Subject Area Arts and Sciences  
Fiscal Unit/Academic Org ASC Administration - D4350  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3120  
Course Title Information, Citizenship, and Social Justice  
Transcript Abbreviation Info, CtznsHP & SJ  
Course Description An exploration of the intersections of citizenship and justice through the lens of information; how the creation of and access to information impacts the ability to act as a global, national and digital citizen and is an issue of justice.  
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 24.0101  
Subsidy Level General Studies Course  
Intended Rank Junior, Senior

## **Requirement/Elective Designation**

Citizenship for a Diverse and Just World  
Survey Course

## **Course Details**

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

- Define active and informed citizenship within a global and digital society
- Identify power structures that influence the production, dissemination, access, use, and value of information
- Analyze information privilege in relation to their lived experience and their position as a global and digital citizen
- Consider how access to information, or the inability to access information, has historically contributed to and continues to contribute to systematic inequities that marginalize some individuals or groups
- Explore how information can be used to advocate for personal or social change
- Demonstrate critical and informed information behaviors as related to global citizenship, intercultural competence, and social justice

### **Content Topic List**

- Information inequalities
- information sources
- information lifecycle
- organization of information
- copyright and intellectual property
- misinformation
- ethical information use
- citizenship and information
- social justice and information
- activism

### **Sought Concurrence**

No

**Attachments**

- ISJ Course Syllabus (1).pdf  
*(Syllabus. Owner: Primeau, Hanna N)*
- GE Submission Arts Sci 3120.pdf  
*(Other Supporting Documentation. Owner: Primeau, Hanna N)*
- concurrence\_request\_form\_Dept of Social Work.pdf  
*(List of Depts Concurrence Requested From. Owner: Primeau, Hanna N)*
- concurrence\_request\_form\_John Glenn College.pdf  
*(List of Depts Concurrence Requested From. Owner: Primeau, Hanna N)*
- concurrence\_request\_form\_Political Science (1).pdf  
*(List of Depts Concurrence Requested From. Owner: Primeau, Hanna N)*
- concurrence\_request\_form\_Political Science (2).pdf  
*(List of Depts Concurrence Requested From. Owner: Primeau, Hanna N)*
- concurrence\_request\_form\_School of Comm (2).pdf  
*(List of Depts Concurrence Requested From. Owner: Primeau, Hanna N)*
- concurrence\_request\_form\_Sociology.pdf  
*(List of Depts Concurrence Requested From. Owner: Primeau, Hanna N)*

**Comments**

- - On the form, please check off "General Education course 2021" and then the "Citizenship" theme category.
- Per OAA, please check off all campuses on the form for a course in the new General Education program.
- Please request concurrences from the following units: (1) School of Communication, (2) Dept of Political Science, (3) College of Social Work, (4) Dept of Sociology, and (5) John Glenn College.
- Please fill out and upload the document to request the Citizenship Theme:  
<https://oaa.osu.edu/sites/default/files/uploads/general-education-review/new-ge/submission-doc-citizenship.pdf> *(by Vankeerbergen, Bernadette Chantal on 12/18/2023 08:32 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Primeau, Hanna N	11/20/2023 02:54 PM	Submitted for Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	12/18/2023 08:32 AM	Unit Approval
Submitted	Primeau, Hanna N	01/22/2024 03:45 PM	Submitted for Approval
Approved	Vankeerbergen, Bernadette Chantal	02/02/2024 01:53 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/02/2024 01:53 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/02/2024 01:53 PM	ASCCAO Approval

# ISJ Course Syllabus – Draft

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## Course Information

### Instructor

TBD

### Course Description

This course includes both twice weekly in-person class meetings and assignments completed in Carmen.

In this course, students will examine how information, citizenship, and social justice intersect. We will explore how information is created, accessed, and shared, and how this influences their role as active and engaged global citizens. Through readings and coursework, we will uncover the power dynamics related to information and the harm this information privilege can perpetuate or communities it can oppress. The course will explore access to information as a crucial right of citizenship, and how barriers such as information paywalls or internet access can hinder one's ability to participate as an informed citizen leading to inequity. By the end of the course, students will be better equipped to navigate these issues and experience today's digital world as engaged global citizens.

The course will delve into the role of information and technology in the context of citizenship and social justice. Students will learn that while technology has the potential to bridge gaps in information access, it has also widened disparities, creating what's known as the digital divide. We'll explore how this divide affects different communities and discuss strategies for reducing these gaps.

Students will also explore an information inequality issue that interests them and research its history, the different groups involved, the specific terminology used, and how it connects to citizenship and social justice. Most significantly, students will learn how information can be a powerful tool for positive change. This project will be a step-by-step process throughout the semester, culminating in the creation of a digital chapter in a class webbook. Students will learn and determine the licensing rights for their work, and even have the opportunity to decide how their work is shared with others.

### Course Goals

#### Course Goal 1 – Information has Value and Power

Students will analyze the intersections between information and power, including how existing power structures influence the production, dissemination, access, use, and value of information, and how information can be used to replicate or challenge power structures.

### **Course Goal 2 – Information and Citizenship**

Students will construct a definition of active and informed citizenship in a global and digital society, explore the connections between informed citizenship and information access, and reflect on their own ability to participate as an active and informed citizen.

### **Course Goal 3 – Information and Social Justice**

Students will analyze the intersections between information, citizenship and justice, identify the ways in which the current information ecosystem privileges some citizens over others, and explore the potential uses of information to advocate for or enact personal and social change.

### **Course Goal 4 – Critical and Responsible Information Behaviors**

Students will identify and critically reflect on their rights and responsibilities as a global and digital citizen and apply their knowledge to make informed choices when accessing, sharing, and using information.

## **GE Themes and Learning Outcomes**

This course meets can be used towards satisfaction of the GE Theme: Citizenship for a Just and Diverse World. Below are the expected learning outcomes for the GE theme.

- 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.
- 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.
- 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 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.

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## **Course Expectations**

### **Course Materials**

This course requires no textbook. All required readings will be linked in the module for the week in which they are assigned. These readings are below in the course schedule.

### **Course Technology**

If you do not have access to the technology you need to succeed in this class, you can review options for technology and internet access at [go.osu.edu/student-tech-access](http://go.osu.edu/student-tech-access)

- Computer: current Mac (MacOS) or PC (Windows 10) with high-speed internet connection, webcam, and microphone
- BuckeyePass: a mobile device (smartphone or tablet) to use for authentication
- Microsoft Office 365: All Ohio State students are eligible for free Microsoft Office 365.
- Visit the installing Office 365 ([go.osu.edu/office365help](https://go.osu.edu/office365help)) help article for full instructions.

Core technology skills:

- Navigating CarmenCanvas ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))

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: <https://it.osu.edu/students>

Review the Answers to Common Questions (FAQ) Page linked on the course home page for tips and information on course software & technology use.

## **Accessibility Accommodations for Students with Disabilities**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To help 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. You can contact SLDS at [slids@osu.edu](mailto:slids@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

This 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 as early as possible.

- [CarmenCanvas accessibility \(go.osu.edu/canvas-accessibility\)](https://go.osu.edu/canvas-accessibility)

## **Late Assignments**

Pay attention to due dates. You will see these listed on the home page of your Carmen course. Upcoming due dates can also be found under your To-do list in Carmen. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Work submitted after the deadline may receive less feedback and, unless excused, may not be accepted. Please communicate with your instructor about scheduling issues as soon as possible, regardless of the reason for late work.

## Faculty Feedback and Response Time

Information on the instructor's feedback and response time policy can be found on the course home page in Carmen below their contact information. Assignments submitted after the due date, even if excused, may have reduced feedback, and confirmation of satisfactory completion may take longer to be posted.

## Student Participation Expectations

Students who are not able to participate due to illness (COVID-19 or other illnesses), exposure to COVID-19, care for family members exposed to COVID-19 or other reasons are expected to contact the instructor as soon as possible to arrange for accommodation. Students in special situations or those requiring specific, long-term or other accommodation should seek support from appropriate university offices including but not limited to [Student Advocacy](#), [Student Life Disability Services](#) and [the Office of Institutional Equity](#). The following is a summary of everyone's expected participation.

- **Course Participation REQUIRED**

Attend class meetings regularly and submit assignments regularly. The work completed in this course supports future assignments and learning. Your instructor's feedback on assignments should be applied in future assignments. This course is not self-paced. Part of your grade will be earned through your participation in various activities, primarily in class. Instructors have some flexibility in the event individual accommodations are needed, and some points may be available out of class, for example, through discussion posts or peer feedback.

- One hundred (100) points or 10% of the points in the course will be earned through your participation in these activities. The timing of all activities/assignments will not be explicitly provided, but there will be at least one opportunity in most weeks. Typically, more of these points are available than are necessary to earn the full 100 points. This means you can miss a few in-class assignments without an excuse and without affecting your grade. Your instructor will provide more details, and accommodations will be available if necessary.

- **Respectful Engagement REQUIRED**

Your participation will be evaluated in part on your ability to communicate constructively and respectfully with other members of the class. To create a space that is welcoming to all learners, please maintain a respectful tone in your posts and responses, even when there is disagreement. Often when we disagree, asking questions of each other is an opportunity for us to learn more, challenge ourselves and grow in our ways of thinking.

- **Office Hours: By Appointment.**

Office hours are by appointment and may be in person, over the phone, or virtual. I encourage you to contact me if you need to discuss an assignment with me. Tools used for virtual office hours are flexible; [CarmenZoom](#) and Teams are 2 popular options. The Zoom [privacy policy](#) and [accessibility policy](#) are available for your review.



## Discussion and communication guidelines

Above all, please remember to be respectful and thoughtful. Additional guidance on this subject is available in the Answers to Common Questions (FAQ) in your course in Carmen.

### ChatGPT/AI Usage

ChatGPT and other AI tools have become widely accessible and heavily used. It is important to remember that Generative AI tools are not a replacement for your own critical thinking and original ideas. The ultimate goal of this course and any tool used to submit work is to enhance your own learning and understanding, not to undermine it. There are, however, some instances in which the use of AI tools is permitted and may be beneficial.

- Manage your time (for instance, break a project into smaller steps with deadlines)
- Check the grammar of content you've written
- Generate email templates

Keep in mind that these tools may use your prompts to train themselves and may store the information that you provide. Consider this when creating your prompts for AI to protect your privacy and sensitive data.

### Resources

- [OSU Office of Academic Affairs - Artificial Intelligence and Academic Integrity](#)
- [Security and Privacy Statement on AI from OTDI](#)

### How to Succeed

To do well in this course, you should:

- participate in class activities
- suspend your assumptions before responding
- read everything carefully
- submit work on time
- read the rubric (detailed description of grading criteria) for each assignment

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## Grading and Course Schedule

### How Your Grade Will be Calculated

There are a total of 1000 points available in this course.

Your work in this course will fall into one of a few categories. Below is a brief description of those categories & their associated assignments.

CATEGORY	GOAL
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Course participation, 10% 100 pts.	Participation and engagement points require that you attend class for specific activities and assignments that support learning in this course, or that you participate in an out-of-class activity within a specific time frame.
Foundational Assignments, 20%, 200 pts.	These assignments will focus on the knowledge foundational to the understanding of all other course content and will support your work on all other assignments. These assignments will take a variety of formats including Carmen quizzes, document submissions in Carmen, among other formats.
Course Contribution Assignments 10%, 100 pts.	These assignments will require you to interact with readings directly by submitting notations to your instructors.
Assignments Supporting the Final Project 10%, 100 pts.	These assignments are meant to help you prepare for your final e-book chapter. They may include drafts or practicing with the skills or tools you will use for your final project.
Final Projects Drafts 30%, 300 pts.	In addition to the pieces of your final project, you will complete several other assignments to support your work on your final project.
Final Project Assignments 20%, 200 pts.	The final project in this class culminates in the publication of a chapter of a book in Pressbooks (online publishing platform....). The project includes several additional pieces completed throughout the semester.

### **Grading Scale**

<b>A</b>	93 - 100%	<b>B</b>	83 - <87%	<b>C</b>	73 - <77%	<b>D</b>	60 - <67%
<b>A-</b>	90 - <93%	<b>B-</b>	80 - <83%	<b>C-</b>	70 - <73%	<b>E</b>	<60% and
<b>B+</b>	87 - <90%	<b>C+</b>	77 - <80%	<b>D+</b>	67 - <70%		below

## **Categories of Assignments**

### **Course Participation (10%)**

### **Foundational Assignments (20%, 8 assignments)**

<b>ASSIGNMENT</b>	<b>POINTS</b>
Class norms	25
Question formation	25

Information Lifecycle	25
Branching Activity	25
ChatGPT	50 (2 @ 25 points/each)
Pre-bunking worksheet	25
Doxing	25
<b>TOTAL</b>	<b>200</b>

### Course Contributions (10%, 6 assignments)

ASSIGNMENT	POINTS
Annotation assignments	60 (6 @ 10 points/each)
Article search and shares	40 (2 @ 20 points/each)
Total	<b>100</b>

### Assignments Supporting the Final Project (10%, 8 assignments)

ASSIGNMENT	POINTS
Author bio	10
Timeline checkpoint	10
Term identification	10
Pressbook checkpoint	30 (2 @ 15 points/each)
Citizenship worksheet	10
Social justice worksheet	10
Elevator speech worksheet	10
Choose a license	10
<b>TOTAL</b>	<b>100</b>

**Final Project Drafts (30%, 8 assignments)**

ASSIGNMENT	POINTS
Topic selection	30
Timeline & historical context	40
Term definitions	30
Stakeholder analysis	40
Peer review connections	40
Connections final draft	40
Action steps	40
Elevator speech	40
<b>TOTAL</b>	<b>300</b>

**Final Project (20%, 3 assignments)**

ASSIGNMENT	POINTS
Mid-term chapter submission	60
Final chapter submission	70
Presentation	70
<b>Total</b>	<b>200</b>

**Course Schedule**

See details for each graded item under ASSIGNMENTS and when they're assigned in the COURSE MODULES.

WEEK	TOPIC	READINGS	DUE
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1	Course intro	<ul style="list-style-type: none"> <li>Syllabus</li> </ul>	Course Norms Acknowledgment
1	Information Inequality	<ul style="list-style-type: none"> <li>Hargittai, E. (2008). The Digital Reproduction of Inequality from <i>The Inequality Reader</i></li> </ul>	Reading Annotation
2	Definition Building	<ul style="list-style-type: none"> <li>Defining Citizenship (Carmen)</li> <li>Defining Social Justice (Carmen)</li> <li>Defining Power and Privilege (Carmen)</li> <li>Defining Equality, Equity, and Inequality (Carmen)</li> </ul>	Question formulation technique
2	Introduction to Pressbooks	<ul style="list-style-type: none"> <li>Pressbooks: What is a Webbook?</li> </ul>	Add author bio and picture to Pressbooks
3	Information sources	<ul style="list-style-type: none"> <li>Types of Information Sources (Carmen)</li> <li>The Information Cycle (Infographic)</li> </ul>	Information Lifecycle Assignment
3	Information Lifecycle	<ul style="list-style-type: none"> <li>Library of Congress: Becoming a Historian Historical Context</li> <li>American Historical Association: Historical Thinking Skills</li> </ul>	Topic Selection
4	Organization of Information	<ul style="list-style-type: none"> <li>Fox, N. (2020). Organizing the World's Information. Google: The Keyword</li> <li>Noble, S.U. (2018). Searching for People and Communities.</li> </ul>	Timeline checkpoint

		<i>From Algorithms of Oppression.</i>	
4	Pressbooks Part II	<ul style="list-style-type: none"> <li>• Knightlab examples and tutorials</li> </ul>	Timeline draft
5	Information has value	<ul style="list-style-type: none"> <li>• Defining Information and Data (Carmen)</li> <li>• Lishchuk, R. (2020). Most Desired Data: Whose is the most in demand, and how much is it worth?</li> <li>• Khajbakhteev, R. (2020). How the commodification of knowledge is creating a new age of colonialism.</li> </ul>	OSU IP Policy Annotation
5	Copyright and IP	<ul style="list-style-type: none"> <li>• Copyright Guide for Students (Carmen)</li> <li>• Barnes, B. (2022, Dec 27). Mickey's Copyright Adventure: Early Disney Creation Will Soon Be Public Property. NYT.</li> </ul>	Glossary term identification
6	Information authority	<ul style="list-style-type: none"> <li>• Reporters without Borders index</li> <li>• Kirschner, N. (2021). A free press requires an open internet.</li> <li>• What is Publication Bias? (How to Detect &amp; Avoid It)</li> </ul>	Branching Activity
6	Students as information authority	<ul style="list-style-type: none"> <li>• Maher, K. (2018). Wikipedia is a mirror of the world's gender biases.</li> <li>• Pells, R. (2018). Understanding the Extent of Gender Gap in Citations.</li> </ul>	Reading Annotation  Glossary term definitions

		<ul style="list-style-type: none"> <li>• Li, W. (2022). Peer review in science: the pains and problems.</li> </ul>	
7	Mis/dis information	<ul style="list-style-type: none"> <li>• Information Disorder: Useful Graphics</li> <li>• Adee, S. (2020). What Are Deepfakes and How Are They Created?</li> <li>• Garcia, L., &amp; Shane, T. (2021). A guide to prebunking: a promising way to inoculate against misinformation.</li> </ul>	<p>Reading Annotation</p> <p>Pre-bunking worksheet</p>
7	Information disorder	<ul style="list-style-type: none"> <li>• Hern, A. (2022). TikTok algorithm directs users to fake news about Ukraine war, study says</li> <li>• Smith, B. (2021, Dec 06). How TikTok Reads Your Mind. NYT.</li> <li>• Rogers, E. (2022). Why people trust or distrust experts when it comes to critical issues.</li> </ul>	<p>AI Image Activity</p> <p>Stakeholder analysis</p>
8	Activism and action	<ul style="list-style-type: none"> <li>• Greene, T. (2022). Liberated Learners: Allyship.</li> <li>• Johnston, J., &amp; Gulliver, R. (2022). "Activism and Advocacy"</li> <li>• Martin, B. (2007). Activism, social and political.</li> </ul>	<p>Reading Annotation</p> <p>ChatGPT</p>
8	The labor of activism	<ul style="list-style-type: none"> <li>• Cabrera, N. L., Matias, C. E., &amp; Montoya, R. (2017). Activism or slacktivism? The potential and pitfalls of social media in contemporary student activism.</li> </ul>	<p>Pressbook checkpoint</p>

		<ul style="list-style-type: none"> <li>Aslan, R. (2022). How to Avoid the 'White Savior Industrial Complex'.</li> <li>Linder, C., Quaye, S.J., Lange, A.C., Roberts, R.E., Lacy, M.C., &amp; Okello, W.K. (2019). "A Student Should Have the Privilege of Just Being a Student": Student Activism as Labor.</li> </ul>	
9	Citizenship and information	<ul style="list-style-type: none"> <li>A Key to Democracy: Access to Information Critical for Citizens, Governments (2005).</li> <li>Wikileaks</li> <li>How to Citizen (Podcast)</li> </ul>	Article search and share: Citizenship
9	Citizenship and information in action	<ul style="list-style-type: none"> <li>Caroline Criado Perez Interviews</li> <li>Curristine, T., Tchelishvili, N., &amp; Weerathunga, S. (2022). Gender Budgeting Is More Widespread But Implementation Remains a Challenge.</li> <li>Bronfman, P. (2022). Performing art as a new form of youth participation and engagement in politics: The case of Chileans' social outburst.</li> </ul>	Citizenship draft worksheet
10	Social justice and information	<ul style="list-style-type: none"> <li>Soken-Huberty, E. How To Become A Social Justice Advocate</li> <li>Hiner, J. (2021). AI's social justice problem: It's amplifying human bias.</li> <li>Earl, J., Maher, T. V., &amp; Pan, J. (2022). The digital repression of social movements, protest,</li> </ul>	Article search and share: Social justice



		and activism: A synthetic review.	
10	Social justice and information in action	<ul style="list-style-type: none"> <li>List of Social Justice Movements</li> <li>#AdvocacyMatters: Budgeting with Care from Disability Rights Ohio</li> <li>The Women to Drive Movement</li> <li>Kaur, H. (2020). Indigenous people across the US want their land back – and the movement is gaining momentum.</li> </ul>	Social justice draft worksheet
11	Universal design and activism	<ul style="list-style-type: none"> <li>What is Universal Design? From the UD Project</li> <li>Case studies on Universal design</li> <li>Innovations in Accessible Elections – Final Report</li> </ul>	Peer review connections worksheets
11	Universal design and activism in action	<ul style="list-style-type: none"> <li>The Green Book</li> <li>The Invisible Diner</li> <li>Disability Pride Month Creators on TikTok</li> <li>Williams, G.F. (2020). A Guide to Understanding What Makes a Typeface Accessible.</li> </ul>	Social justice and citizenship connections final draft
12	Revisiting course definitions	<ul style="list-style-type: none"> <li>Course definition pages in Carmen</li> </ul>	Course definitions annotation Pressbook checkpoint II
12	Making change	<ul style="list-style-type: none"> <li>Innovate Ohio Resistance Guide</li> <li>Ghose, D. (2021). Meet the Columbus Activists Converting Outrage to Action.</li> </ul>	Action Steps

		<ul style="list-style-type: none"> <li>• Marbury, D. (2022). The New Labor Movement: Inside the Resurgence of Union Activism in Columbus</li> </ul>	
13	Elevator Speech	<ul style="list-style-type: none"> <li>• The National Council for Mental Well-Being: Crafting Your Advocacy Message</li> <li>• Telling Your Story With a Purpose</li> <li>• Climate Change - The Elevator Pitch: Katharine Hayhoe</li> </ul>	Elevator speech worksheet
13	Project working time	<ul style="list-style-type: none"> <li>• Project prep materials</li> </ul>	Elevator speech draft
14	Digital footprint	<ul style="list-style-type: none"> <li>• What is Doxing – Definition and Explanation</li> <li>• What is Doxing.</li> <li>• Kozinski, K., &amp; Kapur, N. (2020). How to Dox Yourself on the Internet. NYT.</li> </ul>	Choose a license for Pressbooks chapter
14	Final course reflections		Final chapter submission
15	Course wrap up		Student presentations

## Ohio State University Policies

### 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 these 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](https://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 through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at <https://suicidepreventionlifeline.org>

## Academic Integrity and Collaboration

Overall, I expect that the work you submit is your own. The type and extent of peer collaboration will, however, vary across assignments. You will find specific guidance on my expectations around peer collaboration in the detailed instructions for each assignment. Unless otherwise stated in the assignment instructions you should work on assignments individually, without collaboration from classmates or generative AI. If you have questions regarding appropriate peer collaborations, please contact your instructor.

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. As obligated by university rules (Faculty Rule 3335–5–487), the instructor will report all instances of alleged academic misconduct to the committee. For additional information, see the [Code of Student Conduct](#).

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## Diversity, Equity, Inclusion, and Justice

Learning happens best in a culture of mutual trust. To that end, we will cultivate and promote an attentive space for all student voices, in particular those students who have been (and who often still are) excluded and/or discounted from academic spaces. In alignment with university values, we will work to promote diversity, equity, and inclusion, not only because diversity fuels excellence and innovation, but also because we want to pursue justice. The pursuit of justice begins with each of us taking responsibility for our actions in creating a safer, more inclusive environment. Every student has a right to equitable participation and to benefit from learning in this course. We see the diversity of perspectives as an asset that allows us to engage with previously overlooked points of view and to learn about and from others. Engaging productively with people from backgrounds different from your own is a skill that will position you to collaborate and learn, which will in turn empower you to thrive in new ways.

If you have observed or experienced unfair treatment on the basis of identity, please feel free to reach out. If you require further institutional support, the university's Office of Institutional Equity (OIE) coordinates the university's response to all complaints of harassment, discrimination, and sexual misconduct. To learn more about your rights to be free from harassment and discrimination, to get assistance connecting with support resources, or to file a report, please contact OIE:

- i. [Online Report Form](#)
- ii. Call – 614-247-5838
- iii. Email – [equity@osu.edu](mailto:equity@osu.edu)
- iv. An anonymous concern may also be reported through [EthicsPoint](#). Curious about how to have a respectful dialogue with people from backgrounds different than your own? The [OSU Office of Diversity and Inclusion \(ODI\)](#) provides great resources for starting important conversations!

## Copyright Disclaimer

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.

## 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 OSU's Title IX information site or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu).

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

## Overview

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

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

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

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

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

*(enter text here)*

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

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

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
<b>ELO 1.1</b> Engage in critical and logical thinking.	
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.	
<b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

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

<b>ELO 1.1</b> Engage in critical and logical thinking.	<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>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u>  Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u>  The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u>  Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p><b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites:  The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>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.</i></p> <p><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</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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## Goals and ELOs unique to Citizenship for a Just & Diverse World

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

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

**GOAL 4:** Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

	Course activities and assignments to meet these ELOs
<b>ELO 3.1</b> Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.	
<b>ELO 3.2</b> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	
<b>ELO 4.1</b> Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	
<b>ELO 4.2</b> Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.	

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

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

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

## Re: Concurrence Request for ArtsSci 3120

Primeau, Hanna <primeau.8@osu.edu>

Thu 1/4/2024 1:56 PM

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

Thank you Chris, Happy New Year! 😊

### Hanna Primeau MSI

Instructional Designer

Learning Technologies PhD Candidate

University Libraries Teaching & Learning Department

221 Thompson Library, 1858 Neil Ave, Columbus, OH 43210

[primeau.8@osu.edu](mailto:primeau.8@osu.edu)

614-247-8399

Pronouns: she/her/hers / Honorific: Mrs.

I am currently Teleworking, my Skype and Teams schedule is as follows, with exceptions for meetings:  
Monday- Friday: 8:00-4:00

Please feel free to message, call, or video chat for brief questions, for longer consultations



[Book time to meet with me](#)

---

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

**Sent:** Thursday, January 4, 2024 10:33 AM

**To:** Primeau, Hanna <primeau.8@osu.edu>

**Subject:** RE: Concurrence Request for ArtsSci 3120

Hi Hanna,

I hope you had a nice holiday season and happy new year!

Glenn College faculty have reviewed this course, and we enthusiastically concur. We think this is a strong course that will garner lots of interest from students.

Best,  
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](mailto:adams.615@osu.edu) [glenn.osu.edu](http://glenn.osu.edu)

(he/him/his)

Working remotely on Mondays and Tuesdays

---

**From:** Primeau, Hanna <primeau.8@osu.edu>  
**Sent:** Tuesday, December 19, 2023 10:33 AM  
**To:** Adams, Christopher <adams.615@osu.edu>  
**Subject:** Concurrence Request for ArtsSci 3120

Good morning Christopher!

Please find attached a concurrence request from the University Libraries for a new course ARTSSCI - 3120 – Information, Citizenship, and Social Justice. Concurrence from John Glenn College is needed since the course involves Information, Would you please forward the attached concurrence form and syllabus to the appropriate units within your college? We would appreciate feedback by Friday, January 19, 2024.

Please let me know if you have any questions or need additional information.  
Take care, and have a great rest of your week and holiday break!

**Hanna Primeau MSI**

Instructional Designer

Learning Technologies PhD Candidate

University Libraries Teaching & Learning Department

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Thank you Chr

**RE: Concurrence Request for ArtsSci 3120**

Kogan, Vladimir &lt;kogan.18@osu.edu&gt;

Sat 12/23/2023 8:51 PM

To: Primeau, Hanna &lt;primeau.8@osu.edu&gt;

Cc: Caldeira, Gregory &lt;caldeira.1@polisci.osu.edu&gt;

Hi Hanna, we are happy to provide our concurrence!

Vlad Kogan

---

**From:** Primeau, Hanna <primeau.8@osu.edu>**Sent:** Tuesday, December 19, 2023 11:20 AM**To:** Kogan, Vladimir <kogan.18@osu.edu>**Subject:** Concurrence Request for ArtsSci 3120

Good morning Vladimir!

Please find attached a concurrence request from the University Libraries for a new course ARTSSCI - 3120 – Information, Citizenship, and Social Justice. Concurrence from the Department of Political Science is needed since the course involves Citizenship, Would you please forward the attached concurrence form and syllabus to the appropriate units within your college? We would appreciate feedback by Friday, January 19, 2024.

Please let me know if you have any questions or need additional information.

Take care, and have a great rest of your week and holiday break!

**Hanna Primeau MSI**

Instructional Designer

Learning Technologies PhD Candidate

**University Libraries** Teaching & Learning Department

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[primeau.8@osu.edu](mailto:primeau.8@osu.edu)

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## RE: Concurrence Request for ArtsSci 3120

Caldeira, Gregory <caldeira.1@polisci.osu.edu>

Sat 12/23/2023 5:05 PM

To: Kogan, Vladimir <kogan.18@osu.edu>; Smith, Charles William <smith.3280@polisci.osu.edu>

Cc: Primeau, Hanna <primeau.8@osu.edu>

We concur.

Greg



THE OHIO STATE UNIVERSITY

**GREGORY A. CALDEIRA**

*Chair*

*Distinguished University Professor*

*Dreher Chair in Political Communication and Policy Thinking*

*Professor of Law*

**Department of Political Science**

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**Celebrating 150 years  
of Buckeyes past,  
present and future**

**Re: concurrence for 3120**

Primeau, Hanna &lt;primeau.8@osu.edu&gt;

Tue 1/9/2024 11:12 AM

To: Downey, Douglas &lt;downey.32@osu.edu&gt;

Wonderful, thank you so much Doug!

-Hanna

**Hanna Primeau MSI**

Instructional Designer

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[primeau.8@osu.edu](mailto:primeau.8@osu.edu)

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[Book time to meet with me](#)

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**From:** Downey, Douglas <downey.32@osu.edu>**Sent:** Tuesday, January 9, 2024 10:27 AM**To:** Primeau, Hanna <primeau.8@osu.edu>**Subject:** Re: concurrence for 3120

Hannah,

The information/technology distinction is persuasive. And the readings for the course backup your point.

Sociology concurs.

Doug



THE OHIO STATE UNIVERSITY

**Doug Downey (he/him/his)**

Distinguished Professor of Arts and Science

Director of Undergraduate Studies

College of Arts and Sciences

126 Townshend Hall, 1885 Neil Ave., Columbus, OH 43210

614-292--6681 Office



[downey.32@osu.edu](mailto:downey.32@osu.edu) / <https://sociology.osu.edu/people/downey.32>

---

**From:** Primeau, Hanna <primeau.8@osu.edu>  
**Sent:** Monday, January 8, 2024 2:57 PM  
**To:** Downey, Douglas <downey.32@osu.edu>  
**Subject:** Re: concurrence for 3120

Hi Doug,

Happy New Year and thank you for your speedy reply! We appreciate that on the surface there appears to be an overlap between our course and 3302 Technology and Society. However, we want to preface our responses to your comments with the distinction that the focus of our course is information and information behaviors, with technology only as one of many aspects of how information is created and conveyed. While in the digital era, information is often shared through various forms of technology, and it can seem difficult to separate the two, our course does not focus on the development of technology nor specifically on the role of technology within society.

1. In response to your first point where you mention the “development of technology,” the focus of this course is geared towards information literacy, rather than information technology. For clarity, information literacy is the ability to find, evaluate, organize, use, and communicate information in all its various formats, most notably in situations requiring decision-making, problem-solving, or the acquisition of knowledge. Our course will examine the “power, social forces, and actors” specifically for information, which can be considered in separate and related contexts to technology.
2. We are focusing on how students can use information, rather than solely technology, to bring light to citizenship and social justice issues. Considerations of technology are encouraged, but not required for success in this course. Students will consider how a lack of access to information may impact an individual, or groups, ability to effectively engage as citizens, or why the issue should be relevant to citizens, but will not do so through a primary focus on technology.
3. It is the information, not the actors that make, disperse, or use the technology, that is the core focus of student work in this course. While we are asking students to explore social inequalities and the ways they can be reproduced, there are low and no tech ways that they are reproduced and exist within society. If a student chooses this path they can, but they are not being required or encouraged to choose only a technology rich path.
4. By critical and responsible information behaviors, we do not mean that our students will engage in focused discussion on the positive and negative implications of technology. Instead, our use of “critical and responsible” information behaviors aligns with our emphasis on information literacy. The focus in this area will be on information behaviors such as critical source evaluation, distinguishing between mis- and dis-information, understanding intellectual property and copyright, and accessible and ethical information behaviors.

Our students will be expected to consider a wide range of information inequalities, which may or may not be related to technology, and to discuss those in the context of social justice. A course example used throughout focuses on affordability initiatives within institutions, which looks at the policy, politics, and financial considerations that impact the cost of resources, such as textbooks, rather than a consideration of primarily technological solutions.

We would be happy to engage in further discussions regarding the similarities of these courses if you feel necessary, and if you believe it would be more expedient to have this chat via Zoom, we would be glad to accommodate you.

Looking forward to your response,

**Hanna Primeau MSI**

Instructional Designer

Learning Technologies PhD Candidate

University Libraries Teaching & Learning Department

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[primeau.8@osu.edu](mailto:primeau.8@osu.edu)

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Please feel free to message, call, or video chat for brief questions, for longer consultations



[Book time to meet with me](#)

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**From:** Downey, Douglas <downey.32@osu.edu>

**Sent:** Thursday, December 21, 2023 4:37 PM

**To:** Primeau, Hanna <primeau.8@osu.edu>

**Subject:** concurrence for 3120

Hanna,

Greetings. I'm the Director of Undergraduate Studies in the department of sociology. I received your request for concurrence regarding ARTSCI 3120, Information, Citizenship, and Social Justice.

It seems like a great course but we do have some concerns regarding the overlap with our course, 3302, Technology and Society. Hopefully the course can be adjusted to avoid this level of overlap.

Specifically, I see meaningful overlap between the course goals of your proposed course and our existing 3202 in the following ways:

1. Information has value and power—overlaps with the goal of our course to "critically analyze structures of power, social forces, and actors that determine the development of technology, and their effects on our global society."
2. Information and Citizenship—overlaps with the goal of our course to "Discuss the role we can play as citizens to globally achieve social justice through a better use of current technologies and the development of new alternative technologies."
3. Information and Social Justice—overlaps with the goal of our course to "critically analyze structures of power, social forces, and actors that determine the development of technology, and their effects on our global society" and "Distinguish, at the local and global level, the notions of

technological progress from that of social change, economic wellbeing, standard of living, and quality of life to understand how some specific technologies affect, influence, or reproduce social inequalities."

4. Critical and Responsible Information Behaviors—overlaps with "Identify and discuss both the positive and negative aspects of technology. As we all know, continuous technological innovation has allowed humans to fight disease, hunger, and poverty while expanding productivity, human mobility, global communication, and cultural expression. However, thanks to technology humans also have an unprecedented power to dominate, kill humans and other species, and destroy nature to the point of threatening human survival. We must then recognize and discuss the social implications of technology's dark side."

Doug Downey



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