Term Information

Effective Term	Spring 2026
Previous Value	*Spring 2015*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Change course number and title; add GE Citizenship; ability to offer course online

What is the rationale for the proposed change(s)?

Updated course material to reflect new Theme and online engagement. Consequently, added rigor necessitates this signaling by the higher course number.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Increased enrollment due to this being an upper-level, online offering

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Comparative Studies
Fiscal Unit/Academic Org	Comparative Studies - D0518
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3007
Previous Value	*2341*
Course Title	Technology, Science, and Citizenship
Previous Value	*Technology, Science, and Society*
Transcript Abbreviation	TechSciCitizenship
Previous Value	*Tech/Sci & Society*
Course Description	This course introduces tools from Science and Technology Studies (STS) to analyze how technoscience shapes rights, recognition, and civic participation in the United States and around the world.
Previous Value	*Critical analysis of the relations among science, technology, and culture, with particular emphasis on ethical issues in technology and engineering.*
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
	Greater or equal to 50% at a distance
Previous Value	*No*
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Previous Value	*Lecture, Recitation*

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
Previous Value	*Columbus, Lima, Mansfield, Marion, Newark*

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: Completion of GE Writing and Information Literacy course
Previous Value	*Prereq: English 1110.01 (110.01) or equiv.*
Exclusions	Not open to students with credit for 2341
Previous Value	Not open to students with credit for 2340 (272).
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	24.0103
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

    Culture and Ideas; Global Studies (International Issues successors); 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

Previous Value

General Education course:

    Culture and Ideas; Global Studies (International Issues successors)

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	• Reflect on citizenship and social justice as culturally and historically situated concepts mediated by scientific knowledge and technological advancements.
	• Describe how scientific knowledge and technological advancements inform notions and practices of citizenship in socially diverse contexts in the United States and globally.
	• Analyze the relationship between science, technology, citizenship, and social justice from a range of disciplinary perspectives and methodologies.
	• Practice critical reflection and self-awareness about their own situated experiences as global citizens in their daily engagements with science and technology.
	• Understand how the intersection of science and technology with inequalities of ethnicity, class, gender, race, and religion impact lived experiences within the United States and more globally.
	• Present research results and express complex opinions in different media, including writing, presentations, and multimodal class activities.
Previous Value	• *Understand the multiple relations among social and cultural formations, scientific and technical work, and the production and circulation of knowledge.*

Content Topic List

- Culture
- Science
- Technology
- Citizenship
- Society
- Gender
- Race
- Ethics
- Engineering
- Science studies
- Technology studies
- Artificial intelligence

Previous Value

- *Culture*
- *Science*
- *Technology*
- *Society*
- *Gender*
- *Race*
- *Ethics*
- *Engineering*
- *Science studies*
- *Technology studies*

Sought Concurrence   No

Attachments

- Curriculum Map for CS Major - 042224.pdf: Updated curriculum map

  (Other Supporting Documentation. Owner: Arceno,Mark Anthony)

- CS2341_2020_SP_Jesser.pdf: In-person syllabus example

  (Other Supporting Documentation. Owner: Arceno,Mark Anthony)

- CS2341_2020_SP_Jesser (previous syllabus sample).pdf: Former syllabus for comparison

  (Other Supporting Documentation. Owner: Arceno,Mark Anthony)

- 2. COMPSTD 3007 - ASC-distance-approval-cover-sheet_signed.pdf: DL approval

  (Other Supporting Documentation. Owner: Arceno,Mark Anthony)

- 3007 Syllabus (new).pdf: Former revised syllabus

  (Other Supporting Documentation. Owner: Arceno,Mark Anthony)

- Gil COMPSTD 3007 - REVISED Oct 2025.docx: New revised syllabus

  (Syllabus. Owner: Arceno,Mark Anthony)

- Gil COMPSTD 3007 Resubmission Letter - Oct 2025.pdf: Cover letter

  (Cover Letter. Owner: Arceno,Mark Anthony)

- Gil COMPSTD 3007 Revised Form - Oct 2025.docx: Revised Citizenship Theme form

  (Other Supporting Documentation. Owner: Arceno,Mark Anthony)

Comments

- Please see Subcommittee feedback email sent 02/03/2025. *(by Hilty,Michael on 02/03/2025 04:18 PM)*
- Please see Subcommittee feedback email sent 10/25/24. *(by Neff,Jennifer on 10/25/2024 02:00 PM)*
- The faculty member who has developed this proposal has gone through and believes that all requested changes have been addressed. The main difference is that the final group project was turned into an individual project. Two words on the PDF form have been changed in the Citizenship form to ensure it reflects the new syllabus. *(by Arceno,Mark Anthony on 09/19/2024 11:42 AM)*
- Returning the course to the department at their request so that updated documents can be posted. *(by Steele,Rachel Lea on 08/15/2024 07:25 AM)*
- - Please change number of credit hours as needed on the form.

  - 2341 should be an exclusion, right?

  - Please also upload the old (current) syllabus of the course under 2341. That way, the faculty can see what has changed. *(by Vankeerbergen,Bernadette Chantal on 04/23/2024 12:41 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Arceno,Mark Anthony	04/23/2024 08:14 AM	Submitted for Approval
Approved	Armstrong,Philip Alexander	04/23/2024 09:46 AM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/23/2024 12:41 PM	College Approval
Submitted	Arceno,Mark Anthony	04/23/2024 01:27 PM	Submitted for Approval
Approved	Armstrong,Philip Alexander	05/07/2024 01:51 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/07/2024 11:36 AM	College Approval
Revision Requested	Steele,Rachel Lea	08/15/2024 07:25 AM	ASCCAO Approval
Submitted	Armstrong,Philip Alexander	08/15/2024 09:06 AM	Submitted for Approval
Approved	Armstrong,Philip Alexander	08/15/2024 09:08 AM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	08/15/2024 10:10 AM	College Approval
Submitted	Arceno,Mark Anthony	08/15/2024 10:12 AM	Submitted for Approval
Approved	Urban,Hugh Bayard	08/15/2024 10:16 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/15/2024 10:22 AM	College Approval
Revision Requested	Neff,Jennifer	09/03/2024 10:22 AM	ASCCAO Approval
Submitted	Arceno,Mark Anthony	09/19/2024 11:43 AM	Submitted for Approval
Approved	Urban,Hugh Bayard	09/19/2024 06:03 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/07/2024 01:15 PM	College Approval
Revision Requested	Neff,Jennifer	10/25/2024 02:00 PM	ASCCAO Approval
Submitted	Arceno,Mark Anthony	10/25/2024 02:34 PM	Submitted for Approval
Approved	Urban,Hugh Bayard	11/27/2024 11:54 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	12/04/2024 11:23 AM	College Approval
Revision Requested	Hilty,Michael	02/03/2025 04:18 PM	ASCCAO Approval
Submitted	Arceno,Mark Anthony	10/23/2025 10:44 PM	Submitted for Approval
Approved	Urban,Hugh Bayard	10/24/2025 09:09 AM	Unit Approval
Pending Approval	Vankeerbergen,Bernadette Chantal	10/24/2025 09:09 AM	College Approval

COMPSTD 3007 Technology, Science, and Citizenship

GE Theme: Citizenship for a Just & Diverse World

Subject: Course Resubmission – October 2025

Dear Colleagues,

I am resubmitting COMPSTD 3007 as a 3-credit online course to be offered under the General Education Theme "Citizenship for a Just & Diverse World**."** Drawing on the strengths of the Science and Technology Studies (STS) Program in Comparative Studies, this course interrogates citizenship as a contested project of egalitarian belonging in a world structured by technoscience. Using interdisciplinary methods and theories, students analyze how scientific knowledge and technologies shape rights, recognition, and civic participation in the United States and across diverse global contexts. Across fifteen weeks, students examine algorithmic classification, surveillance at borders, misinformation and platform governance, infrastructures and access, biological citizenship and health data, platform labor, environmental costs of computing, and public participation in AI regulation. Weekly social annotation and structured discussions develop fluency with key concepts; low-stakes fieldwork assignments build observational and analytical skills; and a scaffolded, public-facing final project asks students to synthesize learning into an accessible resource with a concrete intervention.

Our vision of citizenship: In this course, citizenship is approached as a lived, historically situated, and technologically mediated practice of belonging and participation. Students learn to identify how institutions, infrastructures, and data regimes render some people legible and others invisible; how expert knowledge and everyday technologies distribute opportunities and harms; and how communities contest these arrangements to pursue justice in a diverse world. Therefore, COMPSTD 3007 centers citizenship as a practice and a problem. It equips non-specialists to analyze how technoscientific systems (classification, surveillance, infrastructures, platforms, AI) construct membership and shape access to rights and resources. Students apply this lens to local, national, and global cases and develop actionable insights.

Main revisions: After careful consideration of the comments received and the curricular needs of the Department of Comparative Studies and our STS Minor, I decided to restructure COMPSTD 3007 as a 3-credit online course instead of a 4-credit High Impact online course, which freed up space in the syllabus to refocus the content on citizenship and the GE Theme's ELOs. The course has been thoroughly revised and is now structured around three central units: Unit 1 establishes conceptual tools (sociotechnical imaginaries, digital citizenship, disciplinary power, embodied agency). Unit 2 shows how inclusion/exclusion is operationalized through classification systems, borders, infrastructures, and health data. Unit 3 situates students in contemporary global debates about data justice, platform labor, environmental harms, and AI regulation – areas where democratic participation is both urgently needed and actively contested. The throughline is consistent: citizenship is made and remade through technoscientific systems; students learn to analyze these systems, recognize their distributional consequences, and imagine concrete interventions toward a more just and diverse world.

Please also note that the course was developed with the kind support of the Guided Course Creation Program by the ASC Office of Distance Education, following the best practices for online teaching.

Ultimately, COMPSTD 3007 treats citizenship as central, not incidental. It offers students a rigorous, humane, and actionable framework for understanding how technoscientific systems shape belonging and for imagining, communicating, and justifying pragmatic interventions. The course directly satisfies the Citizenship for a Just & Diverse World Theme's goals and ELOs, and is designed for students across OSU.

Thank you for considering this proposal.

Best regards,

Liliana

Liliana Gil, PhD
Assistant Professor

The Ohio State University
College of Arts and Sciences
Department of Comparative Studies
Hagerty Hall 436
1775 College Rd S, Columbus, OH 43210

SYLLABUS: CMPSTD 3007

Technology, Science, and Citizenship

Semester X

3 Credit Hours | Online

Professor Liliana Gil (gils.1@osu.edu)

Office Hours: TBD

Parametric AI Art by Nettrice Gaskins.

Course description

What does it mean to be a global citizen in our highly interconnected world? This online course introduces tools from Science and Technology Studies (STS) to analyze how technoscience shapes rights, recognition, and civic participation in the United States and around the world. We will examine cases such as racial classification in algorithms and state bureaucracy, surveillance at borders, misinformation and platform governance, infrastructures and access, biological citizenship, global circuits of tech labor, environmental costs of computing, and democratic oversight of AI. Through weekly lectures, social annotation of readings, and discussion activities, you will practice applying concepts to real cases. At the end of the course, you will design a public-facing resource (e.g., poster, mini-site, podcast, video) that examines a case of your choice. No technical background required – just curiosity and a willingness to think critically and collaboratively.

Course approach

This is a Distance Learning course. Despite being fully online and asynchronous, the course requires a high degree of active participation from the students. In addition to lectures and readings, the course involves weekly activities and virtual interaction with peers. Your final grade will depend on the following items: Collaborative Participation, Two Letters to the Professor, Mid-Semester Quiz, and a Final Project. More details below.

Learning outcomes

As part of the General Education curriculum, this course is designed to prepare students to be able to do the following:

GE Legacy: Diversity: Global Studies

Goal: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens. Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

GE Legacy: Cultures and Ideas

Goal: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation. Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

GE Themes: Citizenship for a Just and Diverse World

Goal 1: Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component. Successful students are able to:
1. Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.
2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.

Goal 2: Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic

knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future. Successful students are able to:

1. Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.
2. Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.

Goal 3: 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. Successful students are able to:

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.
2. Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

Goal 4: Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world. Successful students are able to:

1. Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.
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.

***

We will meet these goals by:

1. Reflecting on citizenship as culturally and historically situated concepts mediated by scientific knowledge and technological advancements.
2. Describing how scientific knowledge and technological advancements inform notions and experiences of citizenship in socially diverse contexts in the United States and globally.
3. Analyzing the relationship between science, technology, and citizenship from a range of disciplinary perspectives and methodologies.
4. Practicing critical reflection and self-awareness about students' own situated experiences as global citizens in their daily engagements with science and technology.

5. Understanding how the intersection of science and technology with inequalities of ethnicity, class, gender, race, and religion impact lived experiences within the United States and more globally.
6. Presenting research results and expressing complex opinions in different media, including writing, presentations, and multimodal class activities.

How this online course works

Mode of delivery

This is a fully online asynchronous Distance Learning course designed to be inclusive of different abilities, backgrounds, and career paths. Students are expected to watch all the lectures and complete all the readings and assignments by their respective due dates. They will receive frequent feedback from the instructor and engage in weekly interactions with other students. There will also be opportunities for synchronous discussion during office hours.

Pace of online activities

The course is divided into weekly modules released on Tuesdays, with deliverables due on Sunday. Students are expected to keep pace with the weekly deadlines but may schedule their efforts freely within the given timeframe. Each module consists of two parts:

Part A: Every Tuesday morning, a lecture by the instructor will be made available on Canvas. This lecture provides context and detail on the week's theme and offers guidance on how to approach the readings and activities.

Part B: Students read and annotate the readings and participate in structured discussion activities on Canvas, such as posting questions and reflections about what they learned, commenting on their colleagues' posts, and answering comprehension quizzes. Due on Sunday.

Credit hours and work expectations

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

Course materials and technologies

Textbooks

All required readings are made available through Carmen Canvas.

Course technology

Technology support

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

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

Technology skills needed for this course

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

Required Equipment

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

Required software

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

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass.

- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Download the Duo Mobile application to all 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.

Grading and instructor response

How your grade is calculated

Assignment Category	Points and/or Percentage
Collaborative Participation	40%
Two Letters to the Professor	10%
Mid-Semester Quiz	20%
Final Project	30%
Total	**100%**

Description of major course assignments

Collaborative Participation

Because this is an online course, your attendance is based on your online activity and active participation. Students are expected to complete all the activities by the deadlines indicated in the syllabus. To facilitate collaboration, students will be divided into small cohorts of approximately 15 peers with whom they will interact throughout the course. These cohorts will complete the readings together using the Hypothesis' Social Annotation function on Canvas and engage in weekly discussions.

For the weekly discussions, students are expected to engage in conversation, ask questions, and learn collaboratively. While there are no "wrong" questions, it is important that students frame their contributions in relation to the course materials, thus practicing and showcasing their ability to synthesize information, analyze it, and draw on evidence.

Thus, to receive full participation points, students must watch all the lectures, complete all the readings, and actively participate in all discussion activities, making at least one meaningful contribution per week. This means that, although there are no rules on attendance, weekly participation is essential for passing this course.

Two Letters to the Professor

Students will write two letters to the instructor, one at the start of the semester and one at the conclusion. These letters will allow students to reflect on how the course fits with their own goals and to assess their own development and growth over the course of the semester. This will also be an opportunity for the instructor to connect directly with students and get to know them better.

Mid-Semester Quiz

Students will complete a mid-semester quiz to assess their comprehension of the course materials up until then. The mid-term will be an open consultation quiz combining multiple-

choice questions, matching authors to quotes exercises, and short answers. The students will have the built-in option of office hours that week to clarify any questions they may have.

If misconduct is suspected, like with any assignment in this course, the instructor reserves the right to call the student to office hours to explain their work. If the student fails to meet with the instructor, the assignment may be marked null. In case an AI hallucination is detected, the assignment will also be marked null. The instructor may or may not allow the student to retake the assignment.

Final Project

After Week 8, students will work on an individual final research and creative project focusing on a case of their choice in which a particular technoscientific practice or artifact enables or hinders social inclusion, equality of rights, and/or civic participation. If applicable, students should propose a concrete intervention to improve the selected practice or artifact.

The final deliverable will consist of a public-facing resource, such as a web poster, mini website, photo essay, short podcast or video piece, meant to share their insights with the OSU community and beyond. The final resource must be accompanied by the following supporting materials: a public abstract (100-150 words) with a summary of the case, argument, and concrete intervention; a creator's note (300-400 words) outlining the research and creative process behind the resource; and an annotated bibliography of at least six relevant sources (three of which should be from the course syllabus).

The project will be scaffolded along the following milestones:

* **Week 8:** Brainstorming with peers (3-5 possible cases to explore).
* **Week 10:** 400-word proposal (case selected, potential sources, final format, timeline).
* **Week 11:** Peer review of proposals (following instructor rubric).
* **Week 15:** Final submission (resource + supporting materials).

Late assignments

All assignments are due by the deadline noted in the syllabus. If you believe you will have a problem submitting an assignment on time, please inform your instructor as soon as possible. For assignments submitted after the deadline, a full letter grade (10 points) will be automatically deducted for each day late.

Grading Scale

* 94-100: A
* 90-93: A—
* 87-89: B+
* 83-86: B

- 80-82: B—
- 77-79: C+
- 73-76: C
- 70-72: C—
- 67-69: D+
- 60-66: D
- Under 60: E

Instructor feedback and response time

I prefer to be contacted through Carmen Canvas messages. I check my inbox regularly during work hours on weekdays. I will try to reply to messages within 48 hours (about 2 days) on days when class is in session at the university. This excludes weekends, semester breaks, and holidays. If an emergency arises, please feel free to email me, and I will respond as soon as possible. As for feedback, you can expect regular comments on your social annotations and discussion activities. Assignments will be graded within fourteen days of the due date.

University policies

Please refer to the Office of Undergraduate Education's Syllabus Policies & Statements webpage for information regarding Academic Misconduct; Artificial Intelligence and Academic Integrity; Religious Accommodations; Disability Statement (with Accommodations for Illness); Intellectual Diversity; Grievances and Solving Problems; Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct.

https://ugeducation.osu.edu/academics/syllabus-policies-statements

Course Schedule

UNIT 1: CONCEPTUAL FOUNDATIONS

Week 1 | Welcome and Orientation

A	**Watch lecture** "Welcome and Orientation"	Available Tue
B	**Read and annotate** this course's syllabus and the Community Agreements document	Due on Sun
	Participate in discussion activities, such as: • Peer Discussion: Introduce yourself to your colleagues and share one technology that shapes your civic participation in society.	Due on Sun

Week 2 | What is Citizenship in a Technoscientific World?

A	**Watch lecture** "What is Citizenship in a Technoscientific World?"	Available Tue
B	**Read and annotate:** • Dumbrava, Costica. 2017. "Citizenship and Technology." In *The Oxford Handbook of Citizenship*, 767–788. • Jasanoff, Sheila. 2015. "Future Imperfect: Science, Technology, and the Imaginations of Modernity." In *Dreamscapes of Modernity*, 1-33.	Due on Sun
	Participate in discussion activities, including: • Letter to the Professor 1: Submit a one-page letter about your course expectations and previous knowledge of the field.	Due on Sun

Week 3 | Bodies, Expertise, and the Modern Subject

A	**Watch lecture** "Bodies, Expertise, and the Modern Subject"	Available Tue
B	**Read and annotate:** • Foucault, Michel. 1995. "Panopticism." In *Discipline and Punish: The Birth of the Prison*, 195-228.	Due on Sun

	• Mahmood, Saba. 2012. "Preface to the 2012 Edition" and "Agency, Gender, and Embodiment." In *Politics of Piety: The Islamic Revival and the Feminist Subject,* ix-xx and 153-188.	
	Participate in discussion activities, including: • Peer Discussion: How is citizenship embodied or disciplined in your everyday life? How do this week's readings support or contradict your experience?	Due on Sun

Week 4 | Democracy and Misinformation

A	**Watch lecture** "Democracy and Misinformation"	Available Tue
B	**Read and annotate:** • Fallon, Kris. 2019. "Post-Truth Politics: Conspiracy Media and the Specter of 'Fake News.'" In *Where Truth Lies*, 156–80. • Amnesty International. 2022. "The Social Atrocity: Meta and the Right to Remedy for the Rohingya."	Due on Sun
	Participate in discussion activities, including: • Mini Essay: Interview a friend about their news practices and engage this week's contents to reflect critically on it.	Due on Sun

UNIT 2: TECHNOLOGIES OF INCLUSION AND EXCLUSION

Week 5 | Classification Systems, Race, and Belonging

A	**Watch lecture** "Classification Systems, Race, and Belonging"	Available Tue
B	**Read and annotate:** • Benjamin, Ruha. 2019. "The New Jim Code." In *Race After Technology*, 1-48. • Bowker, Geoffrey, and Susan Leigh Star. 2000. "The Case of Race Classification and Reclassification under Apartheid." In *Sorting Things Out*, 195–225.	Due on Sun
	Participate in discussion activities, including: • Peer Discussion: Where do you see classifications shaping belonging and access to rights and services?	Due on Sun

Week 6 | Borders, With and Through

A	Watch lecture "Borders, With and Through"	Available Tue
B	**Read and annotate:** • Browne, Simone. 2015. "'What Did TSA Find in Solange's Fro?' Security Theater at the Airport." In *Dark Matters: On the Surveillance of Blackness*, 131–159. • Beltrán, Héctor. 2023. "Making Latinx Makers." In *Code Work: Hacking across the US/México Techno-Borderlands,* 112-133.	Due on Sun
	Participate in discussion activities, including: • Fieldwork: Take a walk around your neighborhood and document any surveillance devices. Consider the implications of these devices for privacy and security. Share 4-6 illustrative photos with your colleagues and a brief reflection engaging this week's readings. • Mid-semester Quiz: test your knowledge of the course materials so far. Optional office hours check in.	Due on Sun

Week 7 | Infrastructure and (In)Equality

A	Watch lecture "Infrastructure and (In)Equality"	Available Tue
B	**Read and annotate:** • Anand, Nikhil. 2017. "Water Works" In *Hydraulic City: Water and the Infrastructures of Citizenship in Mumbai*, 1-24. • Star, Susan Leigh. 1999. "The Ethnography of Infrastructure." *American Behavioral Scientist* 43(3): 377–391.	Due on Sun
	Participate in discussion activities, including: • Fieldwork: Take a walk in your neighborhood and document any infrastructures or accessibility/inaccessibility. Consider who is affected and why. Share 4-6 illustrative photos with your colleagues and a brief reflection engaging this week's readings.	Due on Sun

Week 8 | Biological Citizenship and Datafied Care

A	Watch lecture "Biological Citizenship and Datafied Care"	Available Tue
B	**Read and annotate:**	Due on Sun

	• Rose, Nikolas, and Novas, Carlos. 2007. "Biological Citizenship." In *Global Assemblages*, 439-463. • Schüll, Natasha Dow. 2016. "Data for Life: Wearable Technology and the Design of Self-Care." *BioSocieties* 11 (3): 317-333.	
	Participate in discussion activities, including: • Peer Discussion: Brainstorm 3-5 ideas for your final project. What technoscientific practices or artifacts do you see hindering or enabling social inclusion, equality of rights, and civic participation? Share them with colleagues and receive/provide feedback.	Due on Sun

[Week 9 | Buffer week for Winter/Spring break adjustment]

Week 10 | Final Project Instructions

A	**Watch lecture** "Final Project Instructions"	Available Tue
B	**Participate** in discussion activities, including: • Project Proposal: submit a 400-word proposal stating your selected case study and why, potential intervention, annotated bibliography (six sources, half from the syllabus), final format of preference, and reverse timeline.	Due on Sun

UNIT 3: GLOBAL AND FUTURE CITIZENSHIPS

Week 11 | Digital Citizenship and Data Justice

A	**Watch lecture** "Digital Citizenship and Data Justice"	Available Tue
B	**Read and annotate:** • Jackson, Sarah J., et al. 2020. "From #Ferguson to #FalconHeights: The Networked Case for Black Lives." In *#HashtagActivism*, 123–52. • Couldry, Nick, and Ulises A. Mejias. 2019. "Preface: Colonized by Data" and "The Capitalization of Life Without Limit." In *The Costs of Connection*, i-ix and 3-36.	Due on Sun
	Participate in discussion activities, including:	Due on Sun

	• Peer Review: provide careful feedback on two final project proposals, using the rubric provided by the instructor. Suggest one or two concepts from this week's readings that your colleagues may engage and explain why/how.	

Week 12 | Labor and Platforms

A	**Watch lecture** "Labor and Platforms"	Available Tue
B	**Read and annotate:** • Gray, Mary L., and Siddharth Suri. 2019. "Introduction: Ghosts in the Machine." In *Ghost Work: How to Stop Silicon Valley from Building a New Global Underclass*, ix–xxxi. • 60 Minutes, 2024. "Training AI Takes Heavy Toll on Kenyans Working for $2 an Hour."	Due on Sun
	Participate in discussion activities, including: • Peer Discussion: How does labor in global South countries relate to your life in Columbus Ohio? Give specific examples. What ethical issues do these transnational labor circuits raise? How do they shape inequalities globally?	Due on Sun

Week 13 | Environmental Impacts of Computing

A	**Watch lecture** "Environmental Impacts of Computing"	Available Tue
B	**Read and annotate:** • Crawford, Kate. 2021. "Earth." In *The Atlas of AI: Power, Politics, and the Planetary Costs of Artificial Intelligence*, 23-51. • Crawford, Kate, and Vladan Joler. 2018. "Anatomy of an AI System." AI Now Institute and Share Lab. http://www.anatomyof.ai	Due on Sun
	Participate in discussion activities, including: • Diagram and Share: Select one common technology of significance to your daily life. Drawing inspiration from this week's readings, diagram its life cycle from production to disposal. Include any relevant references you used to inform your diagram.	Due on Sun

Week 14 | Public Participation in AI Regulation

A	Watch lecture "Public Participation in AI Regulation"	Available Tue
B	**Read and annotate:** • Selbst, Andrew D., et al. 2019. "Fairness and Abstraction in Sociotechnical Systems." *Proceedings of the Conference on Fairness, Accountability, and Transparency*, 59–68. • Mumford, Lewis. 1964. "Authoritarian and Democratic Technics." Technology and Culture 5 (1): 1–8.	Due on Sun
	Participate in discussion activities, including: • Peer Discussion: Given the insights of this week's readings, in your opinion, can AI be democratic? How?	Due on Sun

Week 15 | Final Week

A	Watch lecture "Final Week"	Available Tue
B	**Submit**: • Final Project: submit your public-facing resource (e.g., short video, mini-website, digital poster) and supporting materials (public abstract, creator's note, and annotated bibliography). • Letter to the Professor 2: submit a one-page letter to the Professor about your experience in the course. What discussions have most impacted you? How will these discussions help you become a more responsible global citizen moving forward?	Due on Sun

Comparative Studies 2341: TECHNOLOGY SCIENCE AND SOCIETY
Controversies, Challenges, Failures and Choices
MWF: Baker Systems 180
Dr. Nancy Jesser, email: jesser.2
Office: 332 Hagerty Hall, Office Hours: Monday 12-1pm and by appt

Please contact me through email. I check my email at least once a day during the week. Less frequently on week-ends.

<u>Required Text</u>
Golem at Large, Trevor Pinch and Harry Collins, 2 ed. Available at OSU bookstore and elsewhere (digitally).
Other readings will be linked to CARMEN modules.

You are responsible for obtaining the text and other readings, reading them carefully, and bringing them to class on the scheduled days. You will watch the documentaries BEFORE class unless otherwise indicated. Most documentaries are available online through OSU electronic streaming services. Others may be DVD on reserve in Thompson Library.

Do not hesitate to ask me to explain unfamiliar or complex terms. Chances are there are others in the class who would benefit. You can email me with specific questions or bring them up in class. The readings contain scientific studies, theoretical discussions, and specialized language.   Some of the readings will be difficult and require a second reading and/or thorough going through in class---I do not always know which readings will be tricky for the class or individuals. Speak up if you've read the article twice and still have difficulty! COME to see me at OFFICE HOURS if you are having any difficulties.

Any student who feels he or she may need an accommodation based on the impact of a disability should contact me privately to discuss his or her specific needs. Please contact the Office for Disability Services at (614) 292-3307 to coordinate reasonable accommodations for students with documented disabilities. Any student who needs to miss class for religious observance must see me in advance to make alternate arrangements. The Office of Student Advocacy can also help you navigate problems and difficulties that may arise during the term and interfere with your academic work.

COURSE OBJECTIVES

In this course we will examine the intersection between technology and society by examining historical case studies of controversies, failures, disasters and disputes.

Written Assignments

1. You will conduct an <u>interview </u>of a STEAM professional regarding the role of <u>ethics, the law, politics and social/cultural values </u>as they experience them (or not) in their work. You will then compile the answers, including necessary context, summary, key quotes from your source. It is important you begin immediately to locate a suitable person. The interview questions will be submitted in advance to me on Carmen. (1000 words approximately)

2. Contemporary Case Study. You will produce a case study of a recent controversy involving technology (making and doing) that has generated debate about technology and its proper uses. This paper will be modeled on the chapters from *GAL* (comparing and contrasting your case to cases in GAL) and will be fully researched and documented. You may, but are not required, to use your groups topic for this paper. (1800-2000 words)

3. TAKE HOME FINAL

C**ollaborative Presentation and Discussion (Dates and Topics TBD)**
You will present a contemporary technological controversy to the class for discussion and debate. Using the case studies from GAL, you will draw conclusions about what your group's case can tell us about the role of technology in society.

LATE ASSIGNMENTS: Late assignments will lose 1/2 grade for the first day and 1/2 grade for every two days after that. No late final exams.

PARTICIPATION

Ultimately, you may like, dislike, agree, or not agree with any of the readings, but first I ask you understand and engage with them. My assessments will be based on your demonstrations of having read and understood the materials.   Discussions in class of the specifics of articles, difficult concepts, new vocabulary will help you reach this point. The more thinkers we have the better, so come to class, do the readings, and offer your views. Do not be surprised if you have to read an article at least twice before you understand it. In fact, plan on it.

Class discussions will help you to formulate and clarify your thoughts on the readings and to understand the positions others take. The issues of science, technology, power, and especially their practices and consequences may trouble deeply held views and commitments.   Some may be particularly and personally important to you and others in the class. Some issues may touch some people's lives and beliefs more closely than others. Some times this may be obvious to the rest of the class, some times not. Be aware but not silent. Be attentive to the complexity of the issues and what's at stake and for whom. What do you have invested?

It is likely that you will be offended/annoyed by something said or read in this classroom. These feelings need to be brought into the discussion--opened to respectful questioning and disagreement. If you do not feel you can bring them up, I encourage you make an appointment to discuss them with me.

PHONES and LAPTOPS: Using laptops to take notes and read texts while NJ is talking is fine. Please refrain from using your LAPTOPS or LOOKING at phones during class discussions or when others are talking. Keep in mind that your screen distracts not only you but EVERYONE around you including me. I prefer not to BAN devices, but if I feel that their use is degrading the intellectual climate of the class I will. If you feel that this policy is unworkable for you, please see me and we will discuss the situation.

FINAL GRADES WILL NOT BE DETERMINED BY CARMEN! IGNORE CARMEN!

Participation (attendance, discussions, and in-class writings)	20%
Interview	15%
Presentation	15%
Case Study	20%
FINAL TAKE HOME ESSAYS	30%

Students are expected to know and understand the rules regarding academic misconduct, particularly the rules regarding plagiarism, as stated in the University's Code of Student Conduct. All cases of plagiarism will be treated very seriously according to the University's guidelines.

 PLEASE TALK TO ME NOW IF YOU HAVE ANY QUESTIONS ABOUT COURSE REQUIREMENTS OR MY EXPECTATIONS.

Reading and Discussion Schedule (SEE MODULES ON CARMEN FOR DETAILS)

Week 1: Introduction to Class, GAL and Challenger Case

Week 2: Challenger: What went wrong and why?

Week 3: Spectacles and Tests

Week 4: Economic Models and Prediction

Week 5: Predictions Continued,

Week 6: Chernobyl and Radioactive Fallout

Week 7: Field Work: Conducting and Compiling Interviews (NO CLASS Monday and Wednesday)

Week 8: Drug Trials and ACTUP

Week 9: Weapons Testing and Anti-missile Tech

Week 10: Spring Break

Week 11: Case Study: BP Deep Horizons

Week 12: Case Study: Vioxx

Week 13-15: Groups Present Cases

April 20: Last DAY

Students are expected to know and understand the rules regarding academic misconduct, particularly the rules regarding plagiarism as stated in the University's Student Code of Conduct. All cases of plagiarism will be treated very seriously according to the University's guidelines.

GE requirements fulfilled by this course:
Diversity: Global Studies, Cultures and Ideas
Goals:
Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation. Students understand the pluralistic nature of institutions, society, and culture in the United States and
across the world in order to become educated, productive, and principled citizens.
Expected Learning Outcomes:
1. Students analyze and interpret major forms of human thought, culture, and expression. 2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior. 3. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S. 4. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

COMPSTD 3007 Technology, Science, and Citizenship

GE Theme: Citizenship for a Just & Diverse World

Revised submission form, October 2025

Briefly describe how this course connects to the Citizenship Theme

COMPSTD 3007 interrogates citizenship as a contested project of egalitarian belonging in a world mediated by technoscience. The course uses tools from Science and Technology Studies to analyze how scientific knowledge and technological artifacts shape rights, recognition, and civic participation, both in digital spaces and in everyday life. Citizenship is defined for students as a lived, historically situated, and technologically mediated practice of belonging and participation. Students learn to identify how institutions, infrastructures, and data regimes render some people legible and others invisible; how expert knowledge and everyday technologies distribute opportunities and harms; and how communities contest these arrangements to pursue justice. See also Resubmission Letter attached.

Across fifteen weeks, students examine topics such as algorithmic classification, surveillance at borders, misinformation and platform governance, infrastructures and access, biological citizenship and health data, platform labor, environmental costs of computing, and public participation in AI regulation. Weekly social annotation and structured discussions develop fluency with key concepts; low-stakes fieldwork (e.g., neighborhood surveillance and infrastructure walks) builds observational and analytical skills; and a scaffolded, public-facing final project asks students to synthesize learning into an accessible resource with a concrete intervention (policy, design, or practice).

A) ELOS SHARED ACROSS ALL THEMES

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

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

Related Course ELOs: Reflecting on citizenship as culturally and historically situated concepts mediated by scientific knowledge and technological advancements.

Students practice evidence-based reasoning through weekly social annotation of readings and guided discussions that explicitly connect concepts to cases. In Unit 1, Week 2 ("What is Citizenship in a Technoscientific World?"), students read Dumbrava (on citizenship and technology) and Jasanoff (on sociotechnical imaginaries). They define and apply key terms – e.g., citizenship, technoscience, imaginaries – by annotating passages and responding to peers in their cohort. In Week 3 ("Bodies, Expertise, and the Modern Subject"), students analyze how

disciplinary power and embodied agency shape the "modern subject," then discuss how practices of citizenship is "embodied or disciplined" in their everyday life. In Week 4 ("Democracy and Misinformation"), students conduct a mini-interview about news practices to interrogate competing claims about misinformation, platform governance, and democratic participation. A mid-semester quiz with multiple-choice, author-to-quote matching, and short answers assesses conceptual accuracy and logical application.

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

Related Course ELOs: Analyzing the relationship between science, technology, and citizenship from a range of disciplinary perspectives and methodologies.

Students engage in advanced scholarly explorations of the relationship between science, technology, and citizenship. Although the course has no prerequisites, this is a more in-depth course than an introduction to STS such as COMPSTD 2340 since it's topically focused on citizenship. The syllabus intentionally bridges foundational theory with contemporary STS and policy debates. Foundational readings like Foucault introduce disciplinary power and agency; Bowker and Star ground students in classification and bureaucratic state power; Browne discusses race and border surveillance; Anand develops the link between infrastructure and unequal experiences of citizenship; Rose and Novas open biological citizenship; Gray and Suri engage platformed labor and its global implications; Crawford traces planetary costs of computing; Selbst et al. combined with Mumford examine democratic participation in AI regulation.

Students synthesize scholarship through two fieldwork activities (e.g., surveillance walk; infrastructure walk), a proposal with an annotated bibliography of six sources (Week 10), peer review (Week 11), and a public-facing final project (Week 15). Depth is ensured through weekly activities and by requiring application of at least two course concepts and engagement with six sources in the final project.

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.

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

Related Course ELOs: Describing how scientific knowledge and technological advancements inform notions and experiences of citizenship in socially diverse contexts in the United States and globally.

Each module pairs diverse approaches to citizenship – cultural, infrastructural, algorithmic – and requires students to articulate convergences and divergences. Week 5 puts apartheid-era

administrative race classification (Bowker and Star) in dialogue with contemporary "New Jim Code" dynamics (Benjamin), asking students to map how categories organize access to services and rights. Week 6 pairs Browne's "security theater" with Beltrán's "techno-borderlands" to contrast surveillance and identity-making. Week 7 links Anand's municipal water politics with Star's "ethnography of infrastructure" to foreground maintenance and access. Week 8 examines how health metrics and wearables allocate responsibility and entitlements (Rose and Novas; Schüll). Synthesis is practiced in weekly discussions, a mid-term comprehension quiz, and in the work toward the final project after Week 8.

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.

Related Course ELOs: Practicing critical reflection and self-awareness about students' own situated experiences as global citizens in their daily engagements with science and technology. + Presenting research results and expressing complex opinions in different media, including writing, presentations, and multimodal class activities.

The course integrates reflective practice from start to finish. For instance, in Week 2, "Letter to the Professor 1" invites students to articulate expectations and prior knowledge. Throughout, students receive frequent feedback on social annotations and discussions in small cohorts. In Week 11, students conduct peer reviews of two proposals using an instructor rubric, developing evaluative judgment and metacognitive awareness. The final project requires a creator's note (300–400 words) in which students reflect on method choices, evidence, ethical considerations, and limitations. Finally, in Week 15, *Letter to the Professor 2* serves as a summative self-assessment. Students revisit their initial reflections, articulate how their understanding of responsible citizenship has evolved, and identify the skills and dispositions they will carry onwards. Together, these activities cultivate a sustained habit of reflective learning – one that connects intellectual growth to civic responsibility and equips students to navigate complex, real-world problems.

A) CITIZENSHIP THEME ELOS

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.

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.

Related Course ELOs: Describing how scientific knowledge and technological advancements inform notions and experiences of citizenship in socially diverse contexts in the United States and globally.

Citizenship is treated as a contested notion and lived experience, always historically and culturally situated. It not only promotes awareness of experiences of citizenship in the US, but it also generates a critical understanding of lived experiences of citizenship in other countries and time periods (e.g., Bowker and Star). For instance, in week 4 ("Democracy and Misinformation"), students not only learn about the devastating impacts of misinformation in US democratic structures (Fallon) but also in minority communities in Myanmar (Amnesty International). They are then asked to connect the two cases and reflect on their implications through quizzes and discussion posts. The methodological exercise of interviewing a friend about their news consumption will push students to reflect on the diverse and percolating impacts of fake news in our daily lives. A discussion on algorithms and AI in weeks 11 and 14 will further complexify these reflections.

Therefore, students encounter divergent perspectives: the administrative and racialized logics of citizenship (Bowker and Star; Benjamin), platformed and networked forms of civic voice (Jackson et al.), statelessness and platform responsibility (Amnesty on Rohingya), infrastructural citizenship (Anand), and biological citizenship (Rose and Novas). Assignments prompt cross-context reasoning: discussions ask where classifications shape belonging and access to rights (Week 5); surveillance fieldwork connects airport "security theater" (Browne) to everyday devices; infrastructure fieldwork translates municipal arguments about water in Delhi to neighborhood access in Columbus Ohio; the final project requires students to analyze a specific case familiar to them.

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

Related Course ELOs: Understanding how the intersection of science and technology with inequalities of ethnicity, class, gender, race, and religion impact lived experiences within the United States and more globally.

The main pedagogical goal of this course is to develop students' critical self-awareness and intercultural competence as global citizens in a growingly interconnected technoscientific world. The syllabus is carefully curated to include case studies from diverse cultural and historical contexts – ranging from algorithmic classification and racialization in the United States to platform labor in Kenya or data colonialism in Latin America – bringing them into conversation with more familiar settings and experiences. Students practice intercultural competence by situating themselves within transnational circuits of technology, data, labor, and environment, and by reflecting on their own position within these systems.

Week 11 ("Digital Citizenship and Data Justice") introduces the concept of data colonialism and asks students to examine how digital infrastructures reproduce global hierarchies; Week 12 ("Labor and Platforms") foregrounds the ethical implications of outsourced AI labor and global interdependence; and Week 13 ("Environmental Impacts of Computing") situates computing within planetary processes of extraction, production, and waste. The creator's note accompanying the final project extends this learning: students must articulate how their chosen case affects different stakeholders, recognize trade-offs, and propose an intervention. In this way, intercultural competence becomes a practice of ethical reasoning and civic imagination – essential dispositions for citizenship in a just and diverse world.

4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

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

Related Course ELOs: Understanding how the intersection of science and technology with inequalities of ethnicity, class, gender, race, and religion impact lived experiences within the United States and more globally.

The course foregrounds questions of diversity and inclusion throughout, using both canonical and contemporary STS readings to explore how technoscientific systems reinforce or contest inequalities. Students analyze racialized surveillance and "security theater" (Browne), algorithmic injustice and the "New Jim Code" (Benjamin), infrastructural inequality and access (Anand; Star), and misinformation harms and the right to remedy (Amnesty International). Each week, students move between structural analysis and lived experience: fieldwork activities (e.g., neighborhood surveillance and infrastructure walks) ask them to document how these dynamics manifest in their own environments, producing short multimodal reflections.

The final project synthesizes this work by asking students to identify a technoscientific practice or artifact that enables or hinders social inclusion, equality of rights, or civic participation. Students must research the case, engage at least six scholarly sources, and propose an intervention – for example, a redesign of a digital interface, a public communication strategy, or a local policy recommendation. This requirement ensures that they not only critique exclusionary practices but also imagine actionable forms of justice, translating the ELO's emphasis on diversity, equity, and inclusion into a pragmatic, public-facing contribution.

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.

Related Course ELOs: Analyzing the relationship between science, technology, and citizenship from a range of disciplinary perspectives and methodologies.

Throughout the course, students examine how technoscience structures power and how advocacy for social change can emerge through design, policy, and everyday practice. Week 11 explores networked activism through #HashtagActivism (Jackson et al.), showing how marginalized communities articulate citizenship through digital platforms. Week 14 juxtaposes Mumford's "Authoritarian and Democratic Technics" with Selbst et al.'s "Fairness and Abstraction," prompting debate about whether and how AI systems can support democratic participation.

The scaffolded final project consolidates this learning: students select a case where technoscientific practices or artifacts intersect with questions of justice and difference (for instance, algorithmic bias in hiring software, accessibility in transportation systems, or the environmental toll of data centers). They must analyze the implicit structures of power, identify affected communities, and articulate a feasible intervention grounded in course concepts. This process requires students to connect theoretical critique with ethical reasoning and civic imagination, demonstrating how scholarly inquiry in STS can inform advocacy and promote more inclusive futures. In doing so, students not only critique the sociotechnical conditions that constrain equality but also cultivate the analytic and imaginative capacities central to the Citizenship for a Just and Diverse World theme.

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences
(Updated 2-1-24)

Course Number and Title:

Carmen Use

When building your course, we recommend using the ASC Distance Learning Course Template for CarmenCanvas. See Carmen: Common Sense Best Practices and Carmen Fast Facts for Instructors for more on using CarmenCanvas

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

If no, why not?

Syllabus

☐ Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

☐ Syllabus is consistent and is easy to understand from the student perspective.

☐ Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

☐ If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).

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Instructor Presence

For more on instructor presence: About Online Instructor Presence.
For more on Regular and Substantive Interaction: Regular Substantive Interaction (RSI) Guidance

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

☐ Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (required).

☐ Regular instructor communications with the class via announcements or weekly check-ins.

☐ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

☐ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.

☐ Regular opportunities for students to receive personal instructor feedback on assignments.

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

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Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the <u>Quality Matters</u> rubric. For information about Ohio State learning technologies: <u>Toolsets</u>.

☐ The tools used in the course support the learning outcomes and competencies.

☐ Course tools promote learner engagement and active learning.

☐ Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.

☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

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

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

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Workload Estimation

For more information about estimating student workload, see Workload Estimation.

☐ Course credit hours align with estimated average weekly time to complete the course successfully.

☐ Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

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

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

Accessibility

See Creating an Accessible Course for more information. For tools and training on accessibility: Digital Accessibility Services.

☐ Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

☐ Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

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

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Additional comments (optional):

Academic Integrity

For more information: Promoting Academic Integrity.

☐ The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

☐ Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: *Designing Assessments for Students.*

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

☐ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.

☐ Variety of assignment formats to provide students with multiple means of demonstrating learning.

☐ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

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

Community Building

For more information: Student Interaction Online and Creating Community on Your Online Course

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

☐ Opportunities for students to interact academically with classmates through regular class discussion or group assignments.

☐ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.

☐ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

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

Transparency and Metacognitive Explanations

For more information: Increasing Transparency and Metacognition

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

☐ Instructor explanations about the learning goals and overall design or organization of the course.

☐ Context or rationale to explain the purpose and relevance of major tasks and assignments.

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☐ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.

☐ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.

☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.

☐ Opportunities for students to provide feedback on the course.

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

Additional Considerations

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

Syllabus and cover sheet reviewed by *Jeremie Smith* on 8-14-2024

Reviewer Comments:

Additional resources and examples can be found on ASC's Office of Distance Education website.

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I transitioned from my role as College of Arts and Sciences Distance Education Coordinator in early June to a new position in the Department of East Asian Languages and Literature. However, the College asked me to complete a few DL reviews to support department's efforts to develop great online courses and minimize delays as the Office of Distance Education identifies my successor. I am copying the Office of Distance Education to this message to note the DL review has been completed.

I completed the preliminary distance learning review for the **CMPSTD 3007 Technology, Science, and Citizenship** course approval proposal (see signed Cover Sheet attached). The course is ready to be submitted for review by the ASC Faculty Curriculum Committee. The department and instructor may choose to make revisions to the course syllabi in response to my feedback, or not as they decide would be best for their course.

This syllabus includes all required syllabus elements and provides an overview of the course expectations. I have a few *recommendations* that I think will improve the course design, add clarity to the syllabus, and support a successful review by the faculty curriculum committee:

- In the "Credit hours and work expectations" section of the syllabus, I think you need to adjust the language as the university policy most relevant here is "*One credit hour shall be assigned for each three hours per week of the average student's time, including class hours, required to earn the average grade of "C" in this course.*" (https://trustees.osu.edu/bylaws-and-rules/3335-8)

  Since the change to a RSI focused model for assessing online courses, there is less need to document direct instruction in this section. I recommend the simpler:

  > This is a **4-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 12 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week. (adapted from rom ASC ODE Syllabus Template)

- The cover sheet includes thoughtful and robust explanations of pedagogical choices made to adapt instruction for the online environment and course requirements well-suited for structuring regular and substantive interaction in an asynchronous modality. I anticipate that the curriculum committee will want to see more clear indications of the instructor's role in participating in asynchronous discussions and additional details about the methodological exercises, which are central to the course's argument for a 4-credit Themes course.

- The required Disability Statement was recently updated (https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements). I recommend replacing in the syllabus and increasing to a 16-point font.

- The required Statement on Religious Accommodations was also recently updated (same link as above)

The ASC Office of Distance Education strives to be a valuable resource to instructors and departments in the College of Arts and Sciences. In addition to managing the DL course review process, hosting ASC Teaching Forums, and developing an ever-expanding catalog of instructor support resources, they also provide one-on-one instructional design consultation to ASC instructors interested in redesigning any aspect of their online course. If your department or any of your individual instructors wish to meet with one of their instructional designers to discuss how they can provide advice, assistance, and support, please do let them know.

Curriculum Map for Comparative Studies Major

Program Learning Goals:
- Goal 1 Students develop the capacity to analyze differences in culture and politics over time.
- Goal 2 Students develop the capacity to engage and analyze issues of community and social justice.
- Goal 3 Students develop interdisciplinary thinking and writing skills, and an understanding of relationships between disciplines.
- Goal 4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.
- Goal 5 Students develop the capacity for aesthetic and historical response and judgment of cultural products and modes of consumption.
- Goal 6 Students develop the ability to understand how ideas and cultural artifacts influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.

*Beg=Beginning; Int=Intermediate; Adv=Advanced

CURRICULUM MAP FOR COMPARATIVE STUDIES MAJOR						
NB: DISTRIBUTION COURSES (ELECTIVES) IN OTHER DEPARTMENTS ARE CATEGORIZED IN REGARD TO GOALS #5 AND 6 ONLY						
	Program Learning Goals					
	Goal #1 Students develop the capacity to analyze differences in culture and politics over time.	Goal #2 Students develop the capacity to engage and analyze issues of community and social justice.	Goal #3 Students develop interdisciplinary thinking and writing skills, and under-standing of relationships among disciplines.	Goal #4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions. .	Goal #5 Students develop the capacity for aesthetic and historical response and judgment of cultural products and modes of consumption.	Goal #6 Students develop the ability to understand how ideas and cultural artifacts influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.
REQUIRED COURSES (10 CREDITS):						
CS 2099 The Question of Comparative Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2360 Intro to Comparative Cultural Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 3990 Approaches to Comparative Studies	Int	Int	Int	Int	Int	Int
CS 4990 Senior Seminar in Comparative Studies	Adv	Adv	Adv	Adv	Adv	Adv

CONCENTRATION CORE—MAJOR FOCUS (15 CREDITS): This core requirement is fulfilled by the development of an individualized Major Focus. This focus is determined by each student in consultation with her or his advisor. It consists of a set of five courses (at least four of which must be Comparative Studies or Religious Studies courses, and no more than two at the 2000 level) that is centered on a particular set of discourses, objects, cultural practices, or problems.

ELECTIVES (12 CREDITS)—Should complement the Major Focus, but can add additional knowledge bases or theoretical/methodological approaches.

COURSES IN COMPARATIVE STUDIES AND RELIGIOUS STUDIES THAT FULFILL EITHER MAJOR FOCUS OR ELECTIVES

CS 2101 Literature and Society	Beg	Beg	Beg	Beg	Beg	Beg
CS 2104(H) Literature, Science and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 2105(H) Literature and Ethnicity	Beg	Beg	Beg	Beg	Beg	Beg
CS 2214 Intro to Sexuality Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2220 Intro to South Asian Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2264 Intro to Popular Culture Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2281 American Icons	Beg	Beg	Beg	Beg	Beg	Beg
CS 2301 Intro to World Lit	Beg	Beg	Beg	Beg	Beg	Beg
CS 2321 Intro to Asian American Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2322 Intro to Latino Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2323 Intro to American Indian Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2340 Intro to Cultures of Science and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 2343 Slavery, Gender, and Race in the Atlantic World	Beg	Beg	Beg	Beg	Beg	Beg
CS 2345 Comedy, Culture, and Society	Beg	Beg	Beg	Beg	Beg	Beg
CS 2350(H) Intro to Folklore	Beg	Beg	Beg	Beg	Beg	Beg
CS 2420 American Food Cultures	Beg	Beg	Beg	Beg	Beg	Beg
CS 2864(H) Modernity & Postmodernity	Int	Int	Int	Int	Int	Int
CS 3007 Technology, Science, and Citizenship	Int	Int	Int	Int	Int	Int
CS 3072 The Newark Earthworks	Int	Int	Int	Int	Int	Int
CS 3130H Introduction to Performance Studies Honors	Int	Int	Int	Int	Int	Int
CS 3302(E) Translating Literatures & Cultures	Int	Int	Int	Int	Int	Int
CS 3360 Intro to Globalization and Culture	Int	Int	Int	Int	Int	Int
CS 3603 Love and Literature	Int	Int	Int	Int	Int	Int
CS 3606 Quest in World Literature	Int	Int	Int	Int	Int	Int
CS 3607 Film and Literature	Int	Int	Int	Int	Int	Int
CS 3608 Representations of the Experience of War	Int	Int	Int	Int	Int	Int
CS 3645H Cultures of Medicine	Int	Int	Int	Int	Int	Int
CS 3646 Cultures, Natures, Technologies	Int	Int	Int	Int	Int	Int
CS 3686 Cultural Studies of American Popular Musics	Int	Int	Int	Int	Int	Int
CS 3808 Utopia and Dystopia	Int	Int	Int	Int	Int	Int
CS 3903(E) World Literature: Theory and Practice	Int	Int	Int	Int	Int	Int
CS 4021(E) Banned Books and the Cost of Censorship	Adv	Adv	Adv	Adv	Adv	Adv
CS 4420 Cultural Food Systems and Sustainability	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.01 Global Studies of Science and Technology	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.02 Global Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.03 Global Folklore	Adv	Adv	Adv	Adv	Adv	Adv
CS 4655 Studies in Ethnography	Adv	Adv	Adv	Adv	Adv	Adv
CS 4658 (3658) Folklore of the Americas	Int	Int	Int	Int	Int	Int
CS 4661 (3661) The City and Culture	Int	Int	Int	Int	Int	Int

Course						
CS 4803 Studies in Asian American Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4804 Studies in Latino Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4805 Literatures of the Americas	Adv	Adv	Adv	Adv	Adv	Adv
CS 4808 (3808) Utopia and Anti-Utopia (Utopia and Dystopia)	Int	Int	Int	Int	Int	Int
CS 4822 Native American Identity	Adv	Adv	Adv	Adv	Adv	Adv
CS 4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Adv	Adv	Adv	Adv	Adv	Adv
RS 3210 Jewish Mystical Tradition	Int	Int	Int	Int	Int	Int
RS 3667 Messages from Beyond	Int	Int	Int	Int	Int	Int
RS 3671 Religions of India	Int	Int	Int	Int	Int	Int
RS 3672 Native American Religions	Int	Int	Int	Int	Int	Int
RS 3673 The Buddhist Tradition	Int	Int	Int	Int	Int	Int
RS 3674 African Religions	Int	Int	Int	Int	Int	v
RS 3678 Religion and American Culture	Int	Int	Int	Int	Int	Int
RS 3679 Religion and Popular Culture	Int	Int	Int	Int	Int	Int
RS 3680 Religion and Law in Comparative Perspective	Int	Int	Int	Int	Int	Int
RS 3872H Varieties of Christianity	Int	Int	Int	Int	Int	Int
RS 3972 Theory and Method in the Study of Religion	Int	Int	Int	Int	Int	Int
RS 4342 Religion, Meaning, and Knowledge in Africa and its Diaspora	Adv	Adv	Adv	Adv	Adv	Adv
RS 4370 Research Seminar on Religion in Ohio	Adv	Adv	Adv	Adv	Adv	Adv
RS 4873 Contemporary Religious Movements in Global Context	Adv	Adv	Adv	Adv	Adv	Adv
RS 4875 Gender, Sexuality, and Religion	Adv	Adv	Adv	Adv	Adv	Adv

COURSES FROM OTHER DEPARTMENTS THAT FULFILL EITHER MAJOR FOCUS OR ELECTIVES

Department and Course			Department and Course		

AFRICAN AMERICAN AND AFRICAN STUDIES

Course			Course		
2201 Major Readings in African American and African Studies	Beg	Beg	4342 Religion, Meaning, and Knowledge in Africa and its Diaspora	Adv	Adv
2218 Black Urban Experience	Int	Int	4535 Topics in Black Masculinity Studies	Adv	Adv
2270 Introduction to Black Popular Culture	Beg	Beg	4565 Topics in African Diaspora Studies	Adv	Adv
2281 Intro to African American Literature	Beg	Beg	4571 Black Visual Culture and Popular Media	Adv	Adv
2288 Bebop to Doowop to Hiphop: The Rhythm and Blues Tradition	Beg	Beg	4582 Special Topics in African American Literature	Adv	Adv
3083 Civil Rights and Black Power Movements	Int	Int	4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Adv	Adv
3230 Black Women: Culture and Society	Int	Int			
3310 Global Perspectives on the African Diaspora	Int	Int			

3376 Arts and Cultures of Africa and the Diaspora	Int	Int			
3440 Theorizing Race	Int	Int			

ANTHROPOLOGY

2202 (H) Intro to Cultural Anthropology	Beg	Beg	3419 Latin American Cultures and Migration in Global Perspective	Int	Int
2241 Middle East Close Up: People, Cultures, Societies	Int	Int	3525 History of Anthropological Theory	Adv	Adv
3334 Zombies: Anthropology of the Undead	Int	Int			

CHINESE

4405 China in Chinese Film	Adv	Adv	4406 China Pop: Contemporary Popular Culture and Media in Greater China	Int	Int

EAST ASIAN

3446 Asian American Film	Int	Int			

ENGLISH

2264 Intro to Popular Culture Studies	Beg	Beg	4577.02 Folklore II: Genres, Form, Meaning and Use	Adv	Adv
2270 (H) Intro to Folklore	Beg	Beg	4585 History of Literacy	Adv	Adv
2277 Intro to Disability Studies	Beg	Beg	4586 Studies in American Indian Literature and Culture	Adv	Adv
3364 Reading Popular Culture	Int	Int	4587 Asian American Literature and Culture	Adv	Adv
4569 Digital Media and English Studies	Adv	Adv	4588 Latino/a Literature and Culture	Adv	Adv
4577.01 Folklore I: Groups and Communities	Adv	Adv	4595 Literature and Law	Adv	Adv

FRENCH

2801 French Cinema	Beg	Beg	3402 Intro to Francophone Cultures	Int	Int
3202 Literary and Visual Texts of the Francophone World	Beg	Beg	3701 Intro to French Cinema	Int	Int

GEOGRAPHY

3600 Space, Power, and Political Geography	Int	Int	3701 The Making of the Modern World		

GERMAN

2251 German Literature and Popular Culture	Beg	Beg	3351 Democracy, Fascism and German Culture	Int	Int
3252 The Holocaust in Literature and Film	Int	Int	4670H Cinema and the Historical *Avant Garde*	Adv	Adv

HEBREW

3275 The Holocaust in Literature and Film	Int	Int			

HISTORY

2002 (H) Making America Modern	Beg	Beg	2750 Natives and Newcomers: Immigration and Migration in U.S. History	Beg	Beg
2070 Intro to Native American History	Beg	Beg	2800 Intro the Discipline of History	Beg	Beg
2075 Intro to U.S. Latino/a History	Beg	Beg	3017 The Sixties	Int	Int

2079 Asian American History	Beg	Beg	3020 19th-Century American Ideas	Int	Int
2080 African American History to 1877	Beg	Beg	3021 20th-Century American Ideas	Int	Int
2081 African American History from 1877	Beg	Beg	3040 The American City	Int	Int
2100 Intro to the Spanish Atlantic World	Beg	Beg	3070 Native American History from European Contact to Removal, 1560-1820	Int	Int
2260 European Thought and Culture, 19th Cent	Beg	Beg	3071 Native American History from Removal to Present	Int	Int
2261 European Thought and Culture, 20th Cent	Beg	Beg	3075 Mexican American Chicano/a History	Int	Int
2270 Love in the Modern World	Beg	Beg	3080 Slavery in the US	Int	Int
2455 Jews in American Film	Beg	Beg	3082 Black Americans during the progressive Era	Int	Int
2475 History of the Holocaust	Beg	Beg	3083 Civil Rights and Black Power Movements	Int	Int
2610 (H) Intro to Women and Gender in the U.S	Beg	Beg	3085 African American History through Contemporary Film	Int	Int
2630 History of Modern Sexualities	Beg	Beg	3630 Same Sex Sexuality in a Global Context	Int	Int

HISTORY OF ART

2901 Introduction to World Cinema	Beg	Beg	3901 World Cinema Today	Int	Int
3605 (H) History of Photography	Int	Int	4640 Contemporary Art since 1945	Adv	Adv
3635 American Cartoons from Krazy Kat to Jimmy Corrigan	Int	Int			

INTERNATIONAL STUDIES

4800 Cultural Diplomacy	Adv	Adv			

ITALIAN

2053 Intro to Italian Cinema	Beg	Beg	3222 Modern Italian Media	Int	Int
2055 Mafia Movies	Beg	Beg	4225 Italian Identities	Adv	Adv

JAPANESE

4400 Japanese Film and Visual Media	Adv	Adv			

NEAR EASTERN and SOUTH ASIAN STUDIES

2244 Films of the Middle East	Beg	Beg	2798.01 Experiencing Everyday Life in South Asia	Beg	Beg

PHILOSOPHY

2400 Political and Social Philosophy	Beg	Beg	2470 H Philosophy of Film	Int	Int
2450 Philosophical Problems in the Arts	Beg	Beg	3420 Philosophical Perspectives on Issues of Gender	Int	Int

RUSSIAN

3460 Modern Russian Experience through Film (successor)	Int	Int			

SCANDINAVIAN

3350 Norse Mythology and Medieval Culture	Int	Int	4250 Scandinavian Folklore of the Supernatural	Adv	Adv

SOCIOLOGY

Course	Level	Level	Course	Level	Level
2300 Sociology of Culture and Popular Culture	Beg	Beg	3380 Racial and Ethnic Relations in America	Int	Int
2340 Sex and Love in Modern Society	Beg	Beg			

SPANISH

Course	Level	Level	Course	Level	Level
2330 Reinventing America	Beg	Beg	4557.20 Intro to Other Latino Literature in the US	Adv	Adv
2332 Intro to Andean and Amazonian Cultures	Beg	Beg	4560 Introduction to Spanish-American Culture	Adv	Adv
2389 Spanish in the US: Language as Social Action	Beg	Beg	4565H Latin American Indigenous Literatures and Cultures	Adv	Adv
2520 Latin American Literature in Translation: Fictions and Realities	Beg	Beg	4580 Latin American Film	Adv	Adv
4555 (E) Indigenous and Colonial Literatures of Latin America	Adv	Adv	4581 Spanish Film	Adv	Adv
4557.10 Intro to Latino Literature in the US	Adv	Adv			

THEATRE

Course	Level	Level	Course	Level	Level
2341H Moving Image Art	Beg	Beg			

WOMEN'S, GENDER, AND SEXUALITY STUDIES

Course	Level	Level	Course	Level	Level
2215 Reading Women Writers	Beg	Beg	4401 Asian American Women: Race, Sex, and Representation	Adv	Adv
2230 Gender, Sexuality, and Race in Popular Culture	Beg	Beg	4402 Black Women: Representations, Politics, and Power	Adv	Adv
2282 Intro to Queer Studies	Beg	Beg	4404 Regulating Bodies: Global Sexual Economies	Adv	Adv
2296H Topics in Women's Studies	Beg	Beg	4405 Race and Sexuality	Adv	Adv
2300 Approaches to Feminist Inquiry	Beg	Beg	4510 American Women's Movements	Adv	Adv
2305 A World of Genders and Sexualities	Beg	Beg	4520 Women of Color and Social Activism	Adv	Adv
2317 Gender at the Movies: Hollywood and Beyond	Beg	Beg	4524 Women and Work	Adv	Adv
2340 Si Se Puede: Latinx Gender Studies.	Beg	Beg	4560 Crossing Borders with Mexican-American and Chicana Feminisms	Adv	Adv
2550 History of Feminist Thought	Beg	Beg	4597 Gender and Democracy in the Contemporary World	Adv	Adv
3320 Topics in Women's and Gender Studies	Int	Int	4845 Gender, Sexuality, and Science	Adv	Adv
3370 Sexualities and Citizenship	Int	Int	4921 Intersections: Approaches to Race, Gender, Class, and Sexuality	Adv	Adv
3505 Transnational Feminisms	Int	Int			
4375 Women and Visual Culture	Adv	Adv			

YIDDISH

Course	Level	Level	Course	Level	Level
3399 The Holocaust in Yiddish and Ashkenazic Literature and Film	Int	Int			