Term Information

Effective Term	Spring 2025
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; increased credit hours; 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.

The increased credit hour would be due to the integration of high-impact material.

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 additional GE and high-impact status, as well as being an 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 conducts a critical analysis of the relations among science, technology, and culture, with particular emphasis on ethical issues in technology and engineering. It necessarily involves weekly readings, discussion posts, collaborative peer review exercises, and methodological assignments (e.g. interviews), as well as a final research and creative project.
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: 4
Previous Value	*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, 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; Research Seminar
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.
	• Deploy different methodologies and design a basic research plan to examine a particular articulation of science, technology, citizenship, and social justice.
	• 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
Previous Value	• *Culture*
	• *Science*
	• *Technology*
	• *Society*
	• *Gender*
	• *Race*
	• *Ethics*
	• *Engineering*
	• *Science studies*
	• *Technology studies*
Sought Concurrence	No

Attachments

- 1 HIP research-creative-inquiry-inventory.pdf: Research and Creative Inquiry

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

- 3A GE Citizenship Goals and ELOs.docx: Goals and ELOs

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

- 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: Syllabus

  (Syllabus. Owner: Arceno,Mark Anthony)

- 3 GE submission-doc-citizenship (new).pdf: Citizenship form

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

- 3007 comparison (previous and new versions).docx: Track-changes comparison of syllabi

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

Comments

- 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
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	12/04/2024 11:23 AM	ASCCAO Approval

THE OHIO STATE UNIVERSITY

SYLLABUS: CMPSTD 3007

Technology, Science, and Citizenship

Semester X

4 Credit Hours

Online

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

Office Hours: TBD

Preferred Contact Method: Carmen Canvas Messages

Parametric AI Art by Nettrice Gaskins.

Course description

This intensive online course explores the relationship between citizenship, technoscience, and social justice in our interconnected world. Through the interdisciplinary theories and methods of Science and Technology Studies (STS), students learn to investigate how scientific knowledge and technological advancements inform citizenship and social justice in the United States and globally. The course approaches citizenship as a contested project of egalitarian belonging, examining the contextual construction of citizenship as a category, social struggles for rights and recognition, and disparities among supposedly equal citizens, with a focus on how science and technology mediate these processes. To analyze these issues, the course is organized around key methods, such as digital ethnography and engaged research, and illustrative case-studies, including: the relationship between scientific knowledge and state bureaucracy; racial and gender discrimination in surveillance technologies; the impact of misinformation on elections; civic action on social media; social inequalities in tech labor within and across borders; the neoliberal push for entrepreneurship in global South countries; citizen science and public participation in international environmental movements. This course involves weekly readings, discussion posts, collaborative peer review exercises, and methodological assignments (e.g. interviews), as well as a final research and creative project.

Course approach

This is an intensive High Impact 4-credit Distance Learning course with a focus on Research and Creative Inquiry. As such, despite being online and asynchronous, the course requires a high degree of active participation from the students. In addition to two lecture/discussion sessions, the course involves weekly research activities. Students will gain practical training in the skills of digital and traditional ethnography, engaged research, and the critical study of science and technology through hands-on activities both online and in real life communities. The course culminates in a final ~~collaborative~~ research and creative project ~~in which students will work in small groups to focus~~ on a specific topic relating to technoscience, citizenship, and social justice. The project will consist of a public-facing resource, such as a web poster, photo essay, short podcast or video piece, meant to share results with the OSU community and beyond. (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 and social justice as culturally and historically situated concepts mediated by scientific knowledge and technological advancements.
2. Describing how scientific knowledge and technological advancements inform notions and practices of citizenship in socially diverse contexts in the United States and globally.
3. Analyzing the relationship between science, technology, citizenship, and social justice 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. Deploying different methodologies and designing a basic research plan to examine a particular articulation of science, technology, citizenship, and social justice.
7. 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 an asynchronous Distance Learning High Impact Practice 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, assignments, and activities 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, and ad-hoc peer meetings, and the final colloquium.

Pace of online activities

The course is divided into weekly modules released on Tuesdays, with deliverables due on ThursdayFridays and SaturdaySundays. Each module comprises three parts, the first two corresponding to regular lecture/discussion sessions of one hour and twenty minutes plus a fifty-five-minute session for extra credit. Students are expected to keep pace with the weekly deadlines but may schedule their efforts freely within the given timeframe.

> **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 what to focus on.

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

> **Part C:** Students complete the methodological exercise of the week. Due on SaturdaySunday.

Credit hours and work expectations

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)

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	20%
Two Letters to the Professor	10%
Methodological Exercises	30%
Final Research Project	40%
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 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 personal and professional goals and to assess their own development and growth over the course of the semester. This will also be an opportunity for the Professor to connect directly with students and get to know them better.

Methodological Exercises

Throughout the course, students will engage in self-reflection exercises and experiment with several methodological approaches for studying science and technology from a social standpoint. Students will engage in research practice through exploratory assignments and share their findings with colleagues on Canvas. Assignments should focus on relevant themes approved by the instructor, such as datafication and subject formation, maintenance and repair practices, hashtag activism, or citizen science, and intentionally attend to issues of social inequality. Information on each of these approaches, as they relate to the exercises themselves, will be explained in greater detail throughout the semester.

Final Research Project

In the third and final unit of the course, students will work ~~in teams~~ on a research project related to science, technology, and social justice. ~~Together, the groups will aim to~~To explore how science and technology play a role in our current political landscape and communities' ~~wellbeing. Projects~~well-being, projects will focus on a particular theme approved by the instructor, such as media literacy, misinformation, tech labor, gender and sexuality, race and ethnicity, etc. Final projects will consist of a public-facing resource, such as a web poster, photo essay, short podcast, or video piece, meant to share information with the OSU community and beyond. ~~The semester~~With the students' formal permission, the best projects will ~~culminate with a final online colloquium, in which students will share and celebrate their work~~be showcased on an OSU website after the conclusion of the course.

The project will be scaffolded throughout the semester along the following components:

- Project Proposal: In consultation with the instructor, ~~groups will~~students select a theme~~,~~ ~~define individual roles of members of the team,~~ and draft a tentative timeline of activities.

- Annotated Bibliography: ~~Each group~~Students will be responsible for producing an annotated bibliography with 8-10 sources on the selected theme.

- Fieldnotes: ~~Each group~~Students will be responsible for posting fieldnotes from research (site visits, interviews, etc.).

- Fieldnotes Annotations: ~~Groups~~Students will have opportunities to annotate each other's fieldnotes, using Hypothesis on Carmen Canvas. They will provide constructive feedback, pose questions and suggestions, and note the ways that researchers' positionality shaped their observations and research.

- Preliminary Draft: ~~Groups~~Students will submit preliminary drafts of their final projects.

- Revised Draft: ~~Groups~~Students will have opportunities to revise and re-submit their final projects.

- Final ~~Presentation/celebration: Groups~~Submission: Students will ~~share~~post their final projects ~~in a public online forum and celebrate their success~~on Canvas.

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, methodological exercises, and research plan. Assignments will be graded within fourteen days of the due date.

Formatted: Font: 4 pt

Formatted: Indent: Left: 0", First line: 0"

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: http://studentlife.osu.edu/csc/.

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

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

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

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

Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.
More information on OSU's land acknowledgement can be found here:
https://mcc.osu.edu/about-us/land-acknowledgement

Your mental health

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

Accessibility accommodations for students with disabilities

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

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

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or

flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

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

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

Formatted: Font: 4 pt

Formatted: Indent: Left: 0", First line: 0"

Course Schedule

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

Week	Part	Topics, Readings, Assignments	Deadlines
1	A	**Watch "**Introduction and Overview"	
	B	**Read and annotate** this course's syllabus and the Community Agreements document	~~Thu~~Fri
		Participate in discussion activities	~~Thu~~Fri
	C	**Write** letter to the Professor 1	~~Sat~~Sun
		Unit 1: Foundations	
2	A	**Watch** "Science, Technology, and Citizenship"	
	B	**Read and annotate** • Jasanoff, Sheila. 2015. "Future Imperfect: Science, Technology, and the Imaginations of Modernity." In *Dreamscapes of Modernity*, 1-33. • Dumbrava, Costica. 2017. "Citizenship and Technology." In *The Oxford Handbook of Citizenship*, 767–788.	~~Thu~~Fri
		Participate in discussion activities	~~Thu~~Fri
	C	**Methodological exercise** Self-reflection on positionality and citizenship	~~Sat~~Sun
3	A	**Watch** "State Bureaucracy and Surveillance"	
	B	**Read and annotate** • Bowker, Geoffrey C., and Susan Leigh Star. 2000. "The Case of Race Classification and Reclassification under Apartheid." In *Sorting Things Out*, 195–225. • 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.	~~Thu~~Fri
		Participate in discussion activities	~~Thu~~Fri
	C	**Methodological exercise** Exploratory photo essay on science and technology in everyday life	~~Sat~~Sun
4	A	**Watch** "Democracy and Misinformation"	
	B	**Read and annotate**	~~Thu~~Fri

		• 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."	
		Participate in discussion activities	~~Thu~~Fri
	C	**Methodological exercise** Interview a friend or family member about their news consumption habits	~~Sat~~Sun
		Unit 2: Methods and Cases	
5	A	**Watch** "Methods: Fieldwork, Interviews, and Participant Observation"	
	B	**Read and annotate**	~~Thu~~Fri
		• Geertz, Clifford. 1977. "Thick Description: Towards an Interpretive Theory of Culture." In *The Interpretation of Cultures*, 3–30.	
		• Latour, Bruno. 1987. "Opening Pandora's Black Box." In *Science in Action*, 1–17.	
		Participate in discussion activities	~~Thu~~Fri
	C	**Methodological exercise** Select topic for ethnography practice and start research	~~Sat~~Sun
6	A	**Watch** "Cases: Fieldwork, Interviews, and Participant Observation"	
	B	**Read and annotate**	~~Thu~~Fri
		• Schüll, Natasha Dow. 2016. "Data for Life: Wearable Technology and the Design of Self-Care." *BioSocieties* 11 (3): 317–33.	
		• Beltrán, Héctor. 2023. "Making Latinx Makers." In *Code Work: Hacking across the US/México Techno-Borderlands,* 112-133.	
		Participate in discussion activities	~~Thu~~Fri
	C	**Methodological exercise** Share fieldnotes and comment	~~Sat~~Sun
7	A	**Watch** "Methods: Digital Ethnography"	
	B	**Read and annotate**	~~Thu~~Fri
		• Hine, Christine. 2016. "From Virtual Ethnography to the Embedded, Embodied, Everyday Internet." In *The Routledge Companion to Digital Ethnography*, 21-28.	

		• Christin, Angèle. 2020. "The Ethnographer and the Algorithm: Beyond the Black Box." *Theory and Society* 49 (5): 897–918.	
		Participate in discussion activities	~~Thu~~Fri
	C	**Methodological exercise** Select topic for digital ethnography practice and start research	~~Sat~~Sun
8	A	**Watch** "Cases: Digital Ethnography"	
	B	**Read and annotate**	~~Thu~~Fri
		• Noble, Safiya Umoja. 2018. "A Society, Searching." In *Algorithms of Oppression*, 15–63.	
		• Jackson, Sarah J., et al. 2020. "From #Ferguson to #FalconHeights: The Networked Case for Black Lives." In *#HashtagActivism*, 123–52.	
		Participate in discussion activities	~~Thu~~Fri
	C	**Methodological exercise** Share fieldnotes and comment	~~Sat~~Sun
9		**[buffer week for Winter/Spring break adjustment]**	
10	A	**Watch** "Methods: Critical Design and Engaged Research"	
	B	**Read and annotate**	~~Thu~~Fri
		• Swann, Cal. 2002. "Action Research and the Practice of Design." *Design Issues* 18 (1): 49–61.	
		• Barab, Sasha A., et al. 2004. "Critical Design Ethnography: Designing for Change." *Anthropology & Education Quarterly* 35 (2): 254–68.	
		Participate in discussion activities	~~Thu~~Fri
	C	**Methodological exercise** Submit final project proposal and annotated bibliography	~~Sat~~Sun
11	A	**Watch** "Cases: Critical Design and Engaged Research"	
	B	**Read and annotate**	~~Thu~~Fri
		• Costanza-Chock, Sasha. 2020. "Design Practices: 'Nothing about Us without Us.'" *Design Justice.*	
		• Liboiron, Max. 2019. "The Power (Relations) of Citizen Science." *CLEAR*.	
		Participate in discussion activities	~~Thu~~Fri
	C	**Methodological exercise** Share speculative engaged research project	~~Sat~~Sun
12	A	**Watch** "Research Ethics and Positionality"	

	B	**Read and annotate**	~~Thu~~Fri
		• Riley, Donna. 2008. "Mindsets in Engineering." In *Engineering and Social Justice*, 33–45.	
		• Shaw, Rhonda et al. 2020. "Ethics and Positionality in Qualitative Research with Vulnerable and Marginal Groups." *Qualitative Research* 20 (3): 277–93.	
		Participate in discussion activities	~~Thu~~Fri
	C	**Methodological exercise** Comment on potential ethical concerns with speculative engaged research projects	~~Sat~~Sun
		**Unit 3: Final Projects**	
13	A	**Research week**	
		Use this week to conduct the necessary research for your final project as approved by the instructor after revision of 10C. This should involve at least one of the methods covered in class, such as interviewing, observation, or digital ethnography. Be prepared to share your fieldnotes by the end of the week and to comment on your colleagues' research. Consult with the instructor during office hours as needed.	
	B	**Share** fieldnotes~~Office Hours consultation (optional)~~	~~Thu~~Fri
	C	**Peer review** colleagues' work ~~Share fieldnotes and comment~~	~~Sat~~Sun
14	A	**Production week**	
		Use this week to produce your public-facing resource based on your field and bibliographic research. This should consist of a virtual object such as a web poster, photo essay, short podcast or video. Be prepared to share a preliminary version of your final object by the end of the week and to comment on your colleagues' work. Consult with the instructor during office hours as needed.	
	B	~~Office Hours consultation (optional)~~**Share** preliminary draft	~~Thu~~Fri
	C	~~Submit preliminary draft and comment~~**Peer review** colleagues' work	~~Sat~~Sun
15	A	~~**Presentations and celebration** at the public virtual colloquium (synchronous)~~**Revision week**	~~TBD~~

	Use this week to refine your final project based on your colleagues' and instructor's comments.	
B	**Submit** final project	~~Thu~~Fri
C	**Write** letter to the Professor 2	~~Sat~~Sun

Formatted: Font: 4 pt

Formatted: Indent: Left: 0", First line: 0"

SYLLABUS: CMPSTD 3007

Technology, Science, and Citizenship

Semester X

4 Credit Hours

Online

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

Office Hours: TBD

Preferred Contact Method: Carmen Canvas Messages

Parametric AI Art by Nettrice Gaskins.

Course description

This intensive online course explores the relationship between citizenship, technoscience, and social justice in our interconnected world. Through the interdisciplinary theories and methods of Science and Technology Studies (STS), students learn to investigate how scientific knowledge and technological advancements inform citizenship and social justice in the United States and globally. The course approaches citizenship as a contested project of egalitarian belonging, examining the contextual construction of citizenship as a category, social struggles for rights and recognition, and disparities among supposedly equal citizens, with a focus on how science and technology mediate these processes. To analyze these issues, the course is organized around key methods, such as digital ethnography and engaged research, and illustrative case-studies, including: the relationship between scientific knowledge and state bureaucracy; racial and gender discrimination in surveillance technologies; the impact of misinformation on elections; civic action on social media; social inequalities in tech labor within and across borders; the neoliberal push for entrepreneurship in global South countries; citizen science and public participation in international environmental movements. This course involves weekly readings, discussion posts, collaborative peer review exercises, and methodological assignments (e.g. interviews), as well as a final research and creative project.

Course approach

This is an intensive High Impact 4-credit Distance Learning course with a focus on Research and Creative Inquiry. As such, despite being online and asynchronous, the course requires a high degree of active participation from the students. In addition to two lecture/discussion sessions, the course involves weekly research activities. Students will gain practical training in the skills of digital and traditional ethnography, engaged research, and the critical study of science and technology through hands-on activities both online and in real life communities. The course culminates in a final research and creative project on a specific topic relating to technoscience, citizenship, and social justice. The project will consist of a public-facing resource, such as a web poster, photo essay, short podcast or video piece, meant to share results with the OSU community and beyond. (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 and social justice as culturally and historically situated concepts mediated by scientific knowledge and technological advancements.
2. Describing how scientific knowledge and technological advancements inform notions and practices of citizenship in socially diverse contexts in the United States and globally.
3. Analyzing the relationship between science, technology, citizenship, and social justice 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. Deploying different methodologies and designing a basic research plan to examine a particular articulation of science, technology, citizenship, and social justice.
7. 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 an asynchronous Distance Learning High Impact Practice 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, assignments, and activities 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 and ad-hoc peer meetings.

Pace of online activities

The course is divided into weekly modules released on Tuesdays, with deliverables due on Fridays and Sundays. Each module comprises three parts, the first two corresponding to regular lecture/discussion sessions of one hour and twenty minutes plus a fifty-five-minute session for extra credit. Students are expected to keep pace with the weekly deadlines but may schedule their efforts freely within the given timeframe.

> **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 what to focus on.

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

> **Part C:** Students complete the methodological exercise of the week. Due on Sunday.

Credit hours and work expectations

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)

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	20%
Two Letters to the Professor	10%
Methodological Exercises	30%
Final Research Project	40%
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 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 personal and professional goals and to assess their own development and growth over the course of the semester. This will also be an opportunity for the Professor to connect directly with students and get to know them better.

Methodological Exercises

Throughout the course, students will engage in self-reflection exercises and experiment with several methodological approaches for studying science and technology from a social standpoint. Students will engage in research practice through exploratory assignments and share their findings with colleagues on Canvas. Assignments should focus on relevant themes approved by the instructor, such as datafication and subject formation, maintenance and repair practices, hashtag activism, or citizen science, and intentionally attend to issues of social inequality. Information on each of these approaches, as they relate to the exercises themselves, will be explained in greater detail throughout the semester.

Final Research Project

In the third and final unit of the course, students will work on a research project related to science, technology, and social justice. To explore how science and technology play a role in our current political landscape and communities' well-being, projects will focus on a particular theme approved by the instructor, such as media literacy, misinformation, tech labor, gender and sexuality, race and ethnicity, etc. Final projects will consist of a public-facing resource, such as a web poster, photo essay, short podcast, or video piece, meant to share information with the OSU community and beyond. With the students' formal permission, the best projects will be showcased on an OSU website after the conclusion of the course.

The project will be scaffolded throughout the semester along the following components:

- Project Proposal: In consultation with the instructor, students select a theme and draft a tentative timeline of activities.

- Annotated Bibliography: Students will be responsible for producing an annotated bibliography with 8-10 sources on the selected theme.

- Fieldnotes: Students will be responsible for posting fieldnotes from research (site visits, interviews, etc.).

- Fieldnotes Annotations: Students will have opportunities to annotate each other's fieldnotes, using Hypothesis on Carmen Canvas. They will provide constructive

feedback, pose questions and suggestions, and note the ways that researchers' positionality shaped their observations and research.

- Preliminary Draft: Students will submit preliminary drafts of their final projects.

- Revised Draft: Students will have opportunities to revise and re-submit their final projects.

- Final Submission: Students will post their final projects on Canvas.

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, methodological exercises, and research plan. Assignments will be graded within fourteen days of the due date.

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: http://studentlife.osu.edu/csc/.

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

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

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

THE OHIO STATE UNIVERSITY

Commitment to a diverse and inclusive learning environment

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

Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.
More information on OSU's land acknowledgement can be found here:
https://mcc.osu.edu/about-us/land-acknowledgement

Your mental health

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

Accessibility accommodations for students with disabilities

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

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

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or

flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

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

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

Course Schedule

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

Week	Part	Topics, Readings, Assignments	Deadlines
1	A	**Watch "**Introduction and Overview"	
	B	**Read and annotate** this course's syllabus and the Community Agreements document	Fri
		Participate in discussion activities	Fri
	C	**Write** letter to the Professor 1	Sun
		Unit 1: Foundations	
2	A	**Watch** "Science, Technology, and Citizenship"	
	B	**Read and annotate** • Jasanoff, Sheila. 2015. "Future Imperfect: Science, Technology, and the Imaginations of Modernity." In *Dreamscapes of Modernity*, 1-33. • Dumbrava, Costica. 2017. "Citizenship and Technology." In *The Oxford Handbook of Citizenship*, 767–788.	Fri
		Participate in discussion activities	Fri
	C	**Methodological exercise** Self-reflection on positionality and citizenship	Sun
3	A	**Watch** "State Bureaucracy and Surveillance"	
	B	**Read and annotate** • Bowker, Geoffrey C., and Susan Leigh Star. 2000. "The Case of Race Classification and Reclassification under Apartheid." In *Sorting Things Out*, 195–225. • 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.	Fri
		Participate in discussion activities	Fri
	C	**Methodological exercise** Exploratory photo essay on science and technology in everyday life	Sun
4	A	**Watch** "Democracy and Misinformation"	
	B	**Read and annotate**	Fri

		• 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."	
		Participate in discussion activities	Fri
	C	**Methodological exercise** Interview a friend or family member about their news consumption habits	Sun
Unit 2: Methods and Cases			
5	A	**Watch** "Methods: Fieldwork, Interviews, and Participant Observation"	
	B	**Read and annotate** • Geertz, Clifford. 1977. "Thick Description: Towards an Interpretive Theory of Culture." In *The Interpretation of Cultures*, 3–30. • Latour, Bruno. 1987. "Opening Pandora's Black Box." In *Science in Action*, 1–17.	Fri
		Participate in discussion activities	Fri
	C	**Methodological exercise** Select topic for ethnography practice and start research	Sun
6	A	**Watch** "Cases: Fieldwork, Interviews, and Participant Observation"	
	B	**Read and annotate** • Schüll, Natasha Dow. 2016. "Data for Life: Wearable Technology and the Design of Self-Care." *BioSocieties* 11 (3): 317–33. • Beltrán, Héctor. 2023. "Making Latinx Makers." In *Code Work: Hacking across the US/México Techno-Borderlands,* 112-133.	Fri
		Participate in discussion activities	Fri
	C	**Methodological exercise** Share fieldnotes and comment	Sun
7	A	**Watch** "Methods: Digital Ethnography"	
	B	**Read and annotate** • Hine, Christine. 2016. "From Virtual Ethnography to the Embedded, Embodied, Everyday Internet." In *The Routledge Companion to Digital Ethnography*, 21-28.	Fri

		• Christin, Angèle. 2020. "The Ethnographer and the Algorithm: Beyond the Black Box." *Theory and Society* 49 (5): 897–918.	
		Participate in discussion activities	Fri
	C	**Methodological exercise** Select topic for digital ethnography practice and start research	Sun
8	A	**Watch** "Cases: Digital Ethnography"	
	B	**Read and annotate**	Fri
		• Noble, Safiya Umoja. 2018. "A Society, Searching." In *Algorithms of Oppression*, 15–63.	
		• Jackson, Sarah J., et al. 2020. "From #Ferguson to #FalconHeights: The Networked Case for Black Lives." In *#HashtagActivism*, 123–52.	
		Participate in discussion activities	Fri
	C	**Methodological exercise** Share fieldnotes and comment	Sun
9		[buffer week for Winter/Spring break adjustment]	
10	A	**Watch** "Methods: Critical Design and Engaged Research"	
	B	**Read and annotate**	Fri
		• Swann, Cal. 2002. "Action Research and the Practice of Design." *Design Issues* 18 (1): 49–61.	
		• Barab, Sasha A., et al. 2004. "Critical Design Ethnography: Designing for Change." *Anthropology & Education Quarterly* 35 (2): 254–68.	
		Participate in discussion activities	Fri
	C	**Methodological exercise** Submit final project proposal and annotated bibliography	Sun
11	A	**Watch** "Cases: Critical Design and Engaged Research"	
	B	**Read and annotate**	Fri
		• Costanza-Chock, Sasha. 2020. "Design Practices: 'Nothing about Us without Us.'" *Design Justice.*	
		• Liboiron, Max. 2019. "The Power (Relations) of Citizen Science." *CLEAR.*	
		Participate in discussion activities	Fri
	C	**Methodological exercise** Share speculative engaged research project	Sun
12	A	**Watch** "Research Ethics and Positionality"	

	B	**Read and annotate**	Fri
		• Riley, Donna. 2008. "Mindsets in Engineering." In *Engineering and Social Justice*, 33–45.	
		• Shaw, Rhonda et al. 2020. "Ethics and Positionality in Qualitative Research with Vulnerable and Marginal Groups." *Qualitative Research* 20 (3): 277–93.	
		Participate in discussion activities	Fri
	C	**Methodological exercise** Comment on potential ethical concerns with speculative engaged research projects	Sun
**Unit 3: Final Projects**
13	**A**	**Research week**	
		Use this week to conduct the necessary research for your final project as approved by the instructor after revision of 10C. This should involve at least one of the methods covered in class, such as interviewing, observation, or digital ethnography. Be prepared to share your fieldnotes by the end of the week and to comment on your colleagues' research. Consult with the instructor during office hours as needed.	
	B	**Share** fieldnotes	Fri
	C	**Peer review** colleagues' work	Sun
14	**A**	**Production week**	
		Use this week to produce your public-facing resource based on your field and bibliographic research. This should consist of a virtual object such as a web poster, photo essay, short podcast or video. Be prepared to share a preliminary version of your final object by the end of the week and to comment on your colleagues' work. Consult with the instructor during office hours as needed.	
	B	**Share** preliminary draft	Fri
	C	**Peer review** colleagues' work	Sun
15	**A**	**Revision week**	
		Use this week to refine your final project based on your colleagues' and instructor's comments.	
	B	**Submit** final project	Fri
	C	**Write** letter to the Professor 2	Sun

<div align="center">

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

</div>

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

Required Text
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 underline interview of a STEAM professional regarding the role of ethics, the law, politics and social/cultural values 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

Collaborative 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.

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

Overview

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

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

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

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

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

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

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

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

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

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

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

| *ELO 1.1 Engage in critical and logical thinking.* | *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) |

	Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3) Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.
ELO 2.1 *Identify, describe, and synthesize approaches or experiences.*	*Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.* *Lecture* *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.* *Reading* *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.* *Discussions* *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.* *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.*
ELO 2.2 *Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.*	*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.* *Some examples of events and sites:* *The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces*

	Jazz-Age Montmartre, where a small community of African-Americans–including actress and singer Josephine Baker, who was just inducted into the French Pantheon–settled and worked after World War I. *The Vélodrome d'hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps* *The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.*

Goals and ELOs unique to Citizenship for a Just & Diverse World

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

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

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

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

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

***ELO 3.1** Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural,*	*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.*

national, global, and/or historical communities.	Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts. 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.
ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	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.
ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	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). 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

	"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.
ELO 4.2 *Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.*	*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.*

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: Reflect on citizenship and social justice as culturally and historically situated concepts mediated by scientific knowledge and technological advancements.

Content: This course foregrounds logical and critical thinking about how science and technology shape citizenship practices and social justice in diverse contexts. It does so through focused lectures, carefully selected readings, and activities. For instance, students learn about the role of scientific management and technological advancement in the making of state bureaucracy (Bowker and Star 2000) and surveillance (Browne 2015).

Assignment/Activities: To promote critical thinking from their own experience, among other relevant assignments, students reflect on their own positionality as digital global citizens (see exercise 2C) and conduct exploratory research about their daily interactions with science and technology (3C).

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

Related Course ELOs: Analyze the relationship between science, technology, citizenship, and social justice from a range of disciplinary perspectives and methodologies. + Deploy different methodologies and design a basic research plan to examine a particular articulation of science, technology, citizenship, and social justice.

Content: Students engage in advanced scholarly explorations of the relationship between science, technology, citizenship, and social justice. 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. Students also explore a range of methodological approaches such as traditional and digital ethnography.

Assignment/Activities: Every week, students will complete methodological exercises centered on the course's topic. For instance, in week 4 they will interview a friend about their news consumption habits (4C) after completing a lecture and set of readings on misinformation and democracy.

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: Describe how scientific knowledge and technological advancements inform notions and practices of citizenship in socially diverse contexts in the United States and globally.

Content: Students start the course with a series of survey modules (Unit 1: Foundations). Through lectures, readings, and activities, they learn fundamental concepts and ideas about how science and technology impact diverse experiences of citizenship in the US and globally. For instance, week 2 introduces students to key notions of sociotechnical imaginaries of the modern state (Jasanoff 2015) and digital citizenship (Dumbrava 2017).

Assignment/Activities: Students will consolidate this knowledge through discussion activities in which they will be asked to define key concepts in their own terms and answer comprehension quizzes (2B, 3B, 4B).

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: Practice critical reflection and self-awareness about their own situated experiences as global citizens in their daily engagements with science and technology. + Deploy different methodologies and design a basic research plan to examine a particular articulation of science, technology, citizenship, and social justice. + Present research results and express complex opinions in different media, including writing, presentations, and multimodal class activities.

Content: Throughout the course, students build a toolkit of key concepts and methodological approaches that they will creatively deploy in a final research project. There will be many opportunities for peer interaction and feedback, as well as self-reflection and assessment.

Assignment/Activities: In Unit 3, students will work in teams on a research project related to exploring how science and technology play a role in our current political landscape and communities' wellbeing. Projects will focus on a particular theme approved by the instructor, such as media literacy, misinformation, tech labor, gender and sexuality, race and ethnicity, etc. Final projects will consist of a public-facing resource to be shared with the OSU community and beyond. In addition to this final research project, students will write two letters to the professor – one at the beginning of the semester (1C), and one at the end (15C). These letters will allow students to reflect on their development and learning progress throughout the semester.

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: Describe how scientific knowledge and technological advancements inform notions and practices of citizenship in socially diverse contexts in the United States and globally.

Content: The course 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 2000).

Assignment/Activities: In week 4, students not only learn about the devastating impacts of misinformation in US democratic structures (Fallon 2019) but also in minority communities in Myanmar (Amnesty International 2022). They are then asked to connect the two cases and reflect on their implications through quizzes and discussion posts (4B). The methodological exercise of interviewing a friend about their news consumption (4C) will push students to reflect on the diverse and percolating impacts of fake news in our daily lives. A discussion on algorithms in week 8 will further complexify these reflections.

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

Related Course ELOs: 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.

Content: 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 thus carefully curated to include case studies from different cultural and historical contexts, bringing them into conversation with more familiar settings and experiences.

Assignment/Activities: Weeks 7 and 8, for instance, are fully dedicated to methods for conducting ethnographic research in global digital spaces such as social media. Students will watch instructional lectures by the professor, read methodological articles and illustrative case studies, and draw on this knowledge to conduct research on a digital community of their choice (see 7C and 8C). The professor will use these weeks to highlight the international ramifications of civic action on social media (aka "hashtag activism") and prompt a reflection on the students' political habits online. This will build on and continue previous discussions on misinformation, surveillance, and subject datafication (weeks 3, 4, 6) and it will lay the groundwork for a discussion on citizen science and environmental action later in the semester (week 11).

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: 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.

Content: The course examines implications of diversity for a variety of lived experiences of citizenship through, for instance, discussions on surveillance and race (Browne 2015), tech labor and national borders (Beltrán 2023), algorithms and gender (Noble 2018), digital activism and police brutality (Jackson 2020), etc.

Assignment/Activities: Throughout the semester, students will examine diverse experiences of citizenship with an eye for diversity, equity, and inclusion. This information will appear in various lectures and readings, and it will be consolidated through discussion activities and methodological exercises (e.g., weeks 3, 4, and 8). More crucially, students are expected to showcase these critical skills in their final project, where they will be asked to conduct research on a topic of their choice (approved by the instructor). The project must reflect on how science and technology play a role in our diverse political landscape. They can focus on topics such as media literacy, misinformation, and tech labor, in connection to issues of gender and sexuality, race and ethnicity, disability, religion, etc. The final product will be a public-facing resource to be shared with the OSU community and beyond.

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: Analyze the relationship between science, technology, citizenship, and social justice from a range of disciplinary perspectives and methodologies.

Content: The course analyzes and critiques citizenship through the lens of power and justice, with an emphasis on advocacy for social change. This is accomplished through lectures, readings, and discussions on digital ethnography and civic action on social media (week 8, Jackson 2020), as well as discussions on engaged research (weeks 10-11).

Assignment/Activities: In weeks 10 and 11, students will focus on Critical Design and Engaged Research. They will watch lectures (10A and 11A) and read methodological pieces (10B) and illustrative case-studies (11B) on engaged research for social justice. They will then draw on this work to sketch a speculative research program for examining structures of power and inequality, and furthering social justice globally or in their specific communities (11C). These weeks are followed by a module on Research Ethics and Positionality (week 12) which will

problematize interventionist research agendas through a reflection on their limits, dangers and dilemmas.

Research and Creative Inquiry Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Research and Creative Inquiry courses. It may be helpful to consult with the OSU Office of Undergraduate Research and Creative Inquiry. You may also want to consult your Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Pedagogical Practices for Research and Creative Inquiry Courses

Course subject & number
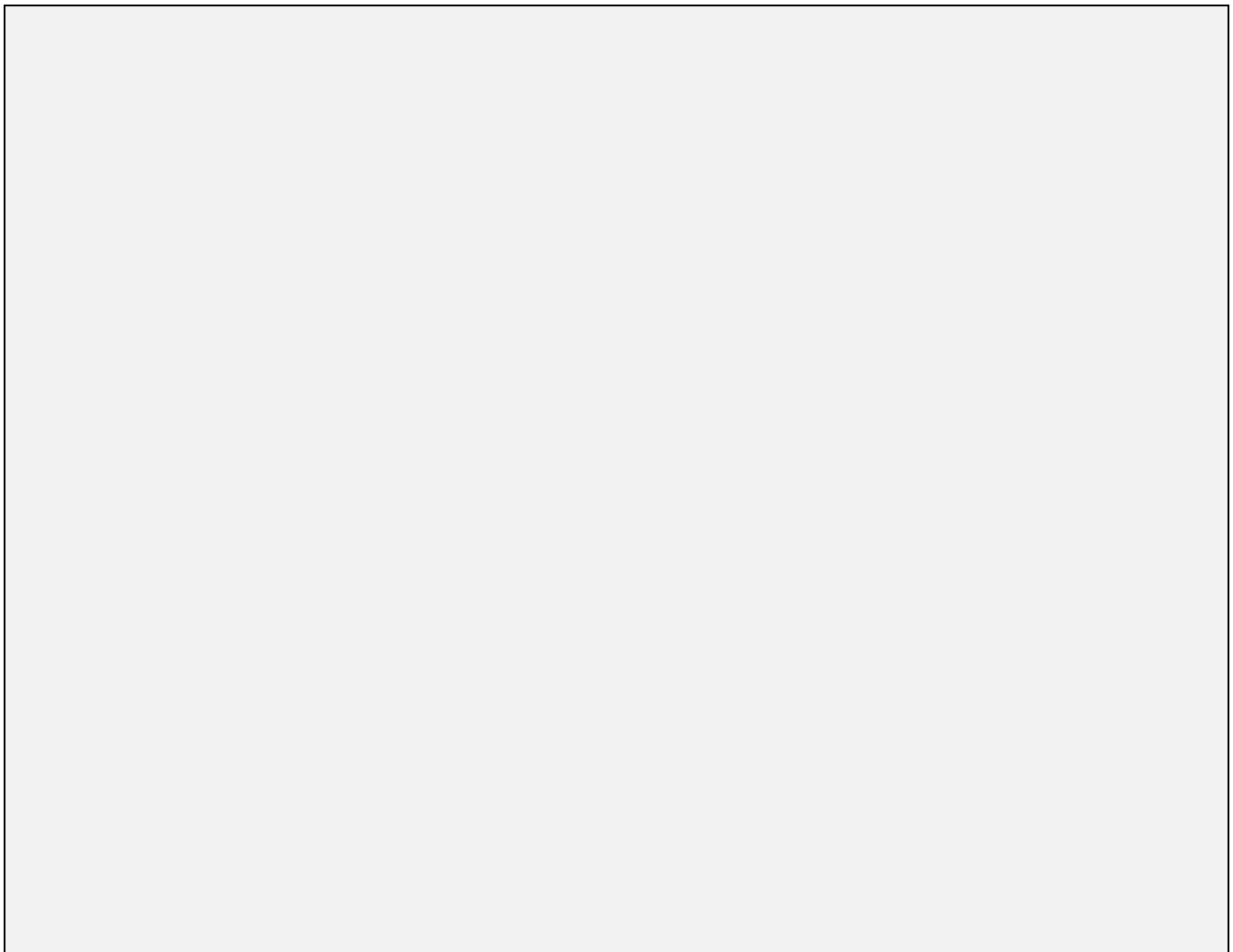
Undergraduate research is defined by the Council on Undergraduate Research (CUR) as an inquiry or investigation conducted by an undergraduate student that makes an *original* intellectual or *creative* contribution to the discipline. Undergraduate creative activity is the parallel to research, engaging in a rigorous creative process using (inter)disciplinary methods to produce new work.

In the context of the 4-credit GEN Theme High Impact Practice (which, by definition, is a more robust course than a non-HIP 3-credit Theme course—since student will take one 4-credit course instead of taking two 3-credit courses), research or creative inquiry requires a level of rigor and engagement that goes beyond what is routinely already included in a 3-credit Theme course in that discipline. It will generally mean that students are either (1) instructed in and engage in original research and the production and/or analysis of new understanding or data used in the preparation of a final paper, report, or project characteristic of the discipline, *or* (2) they are instructed in and engage in the primary production and performance or display of new creative work characteristic of the discipline.
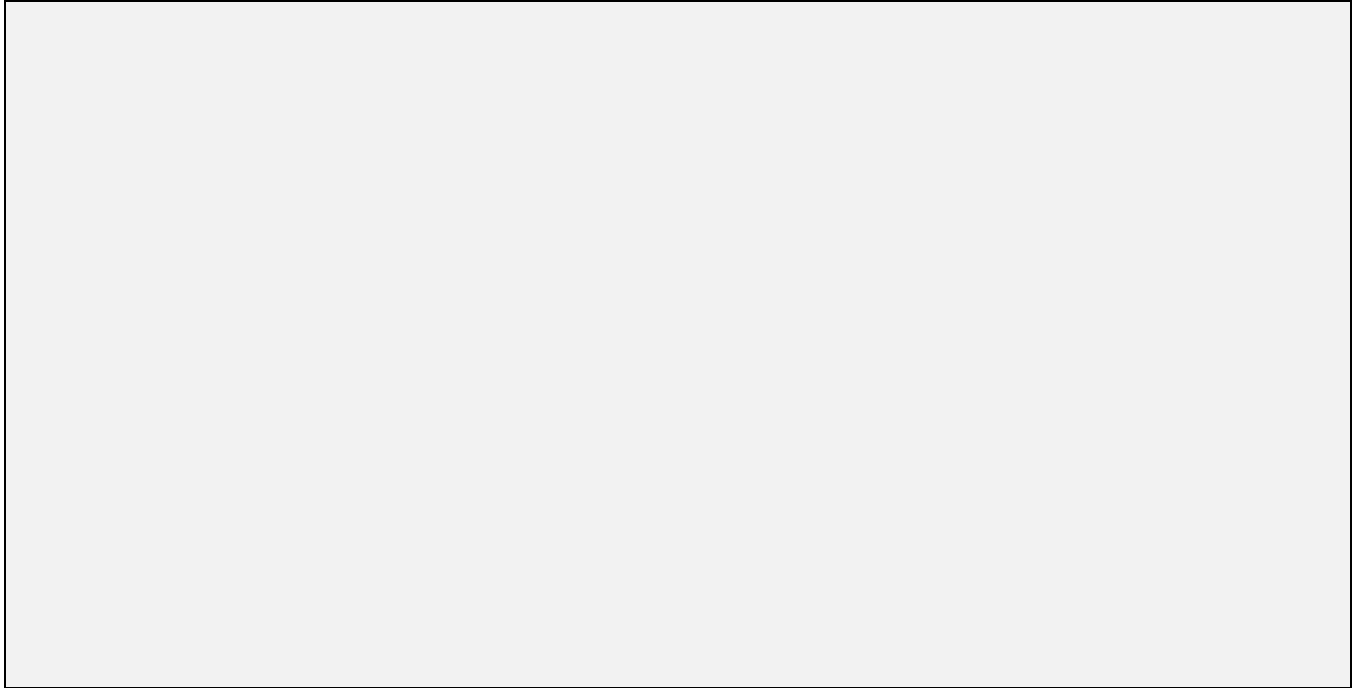
Further comments and clarifications:

- The Creative Inquiry or Research component should be integrated throughout a *substantial* portion of the course (not just at the very end, for example).
- The Creative Inquiry or Research component should connect to the Theme and to the subject/content of the course. If the course at hand is requesting two Themes, then the research component or creative work should fully pertain to both Themes.
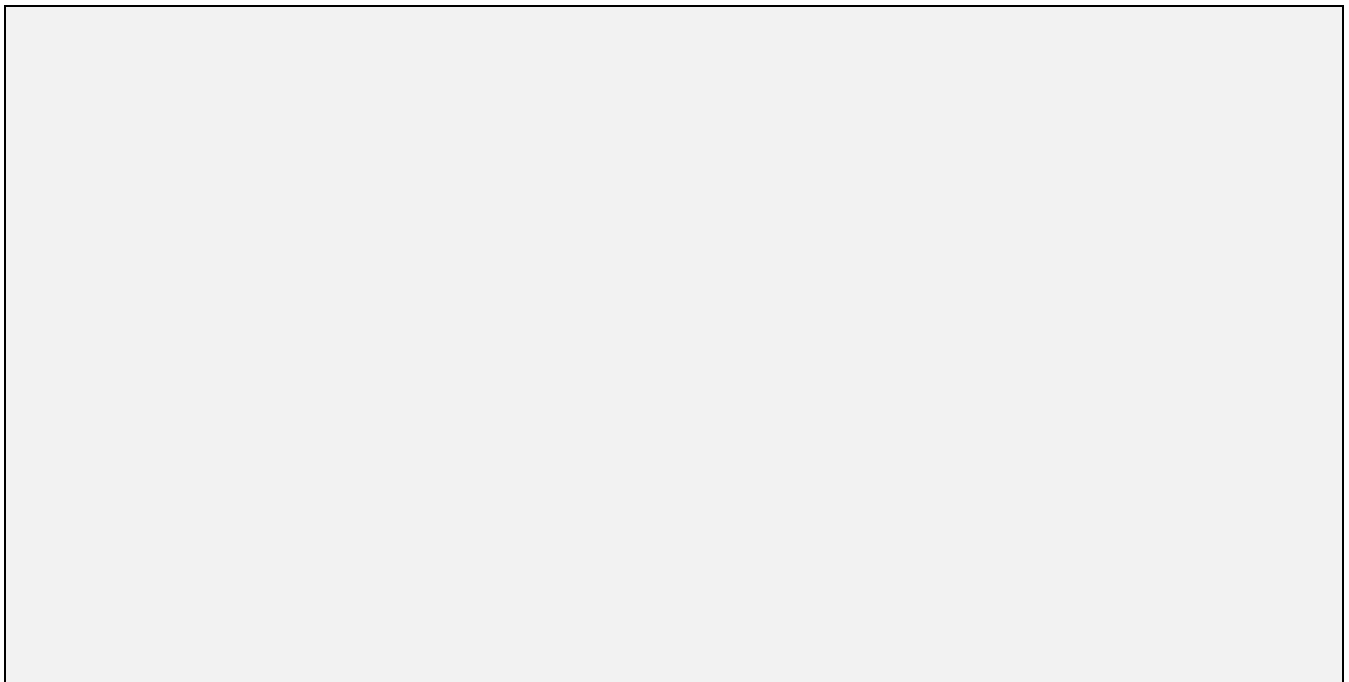
1. <u>Disciplinary expectations and norms</u>: Different disciplines at the university define original research and creative inquiry differently. Please explain what the expectations/norms of your discipline are for original research or creative inquiry. How is new understanding developed in your field? How does the creative process amplify knowledge in the field? (This information should also be readily visible on the syllabus.)
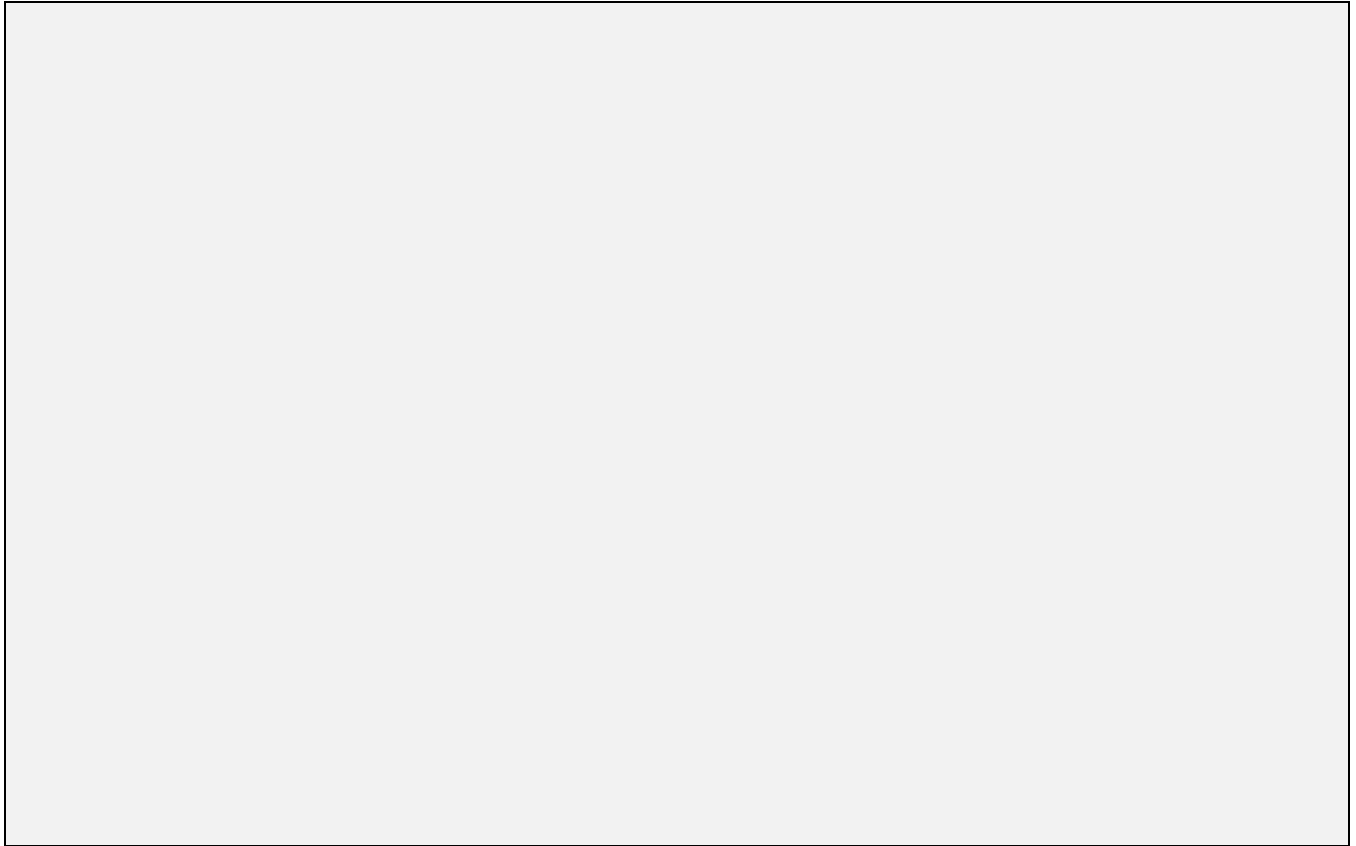
2. Teaching methods and practices: Which class activities and materials will be used to teach students the research methodology and/or research practices or the methods and practices of creative inquiry typical or relevant in your discipline? How will the potential ethical implications for research or creative inquiry in the field be addressed in the course? (This information should also be readily visible on the syllabus.)
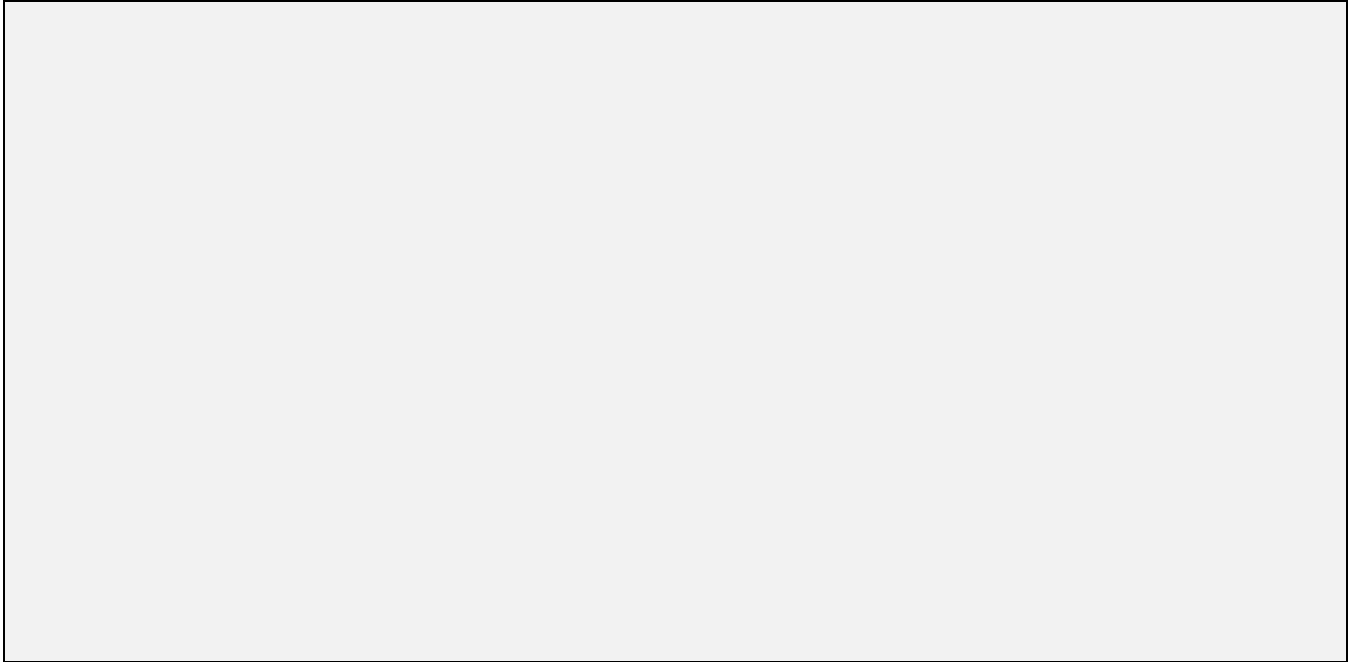
3. Implementing: Through which class activities and materials will the students be given opportunities to practice disciplinary research or creative inquiry techniques, methods, and skills to create new knowledge or advance praxis? (This information should also be readily visible on the syllabus.)
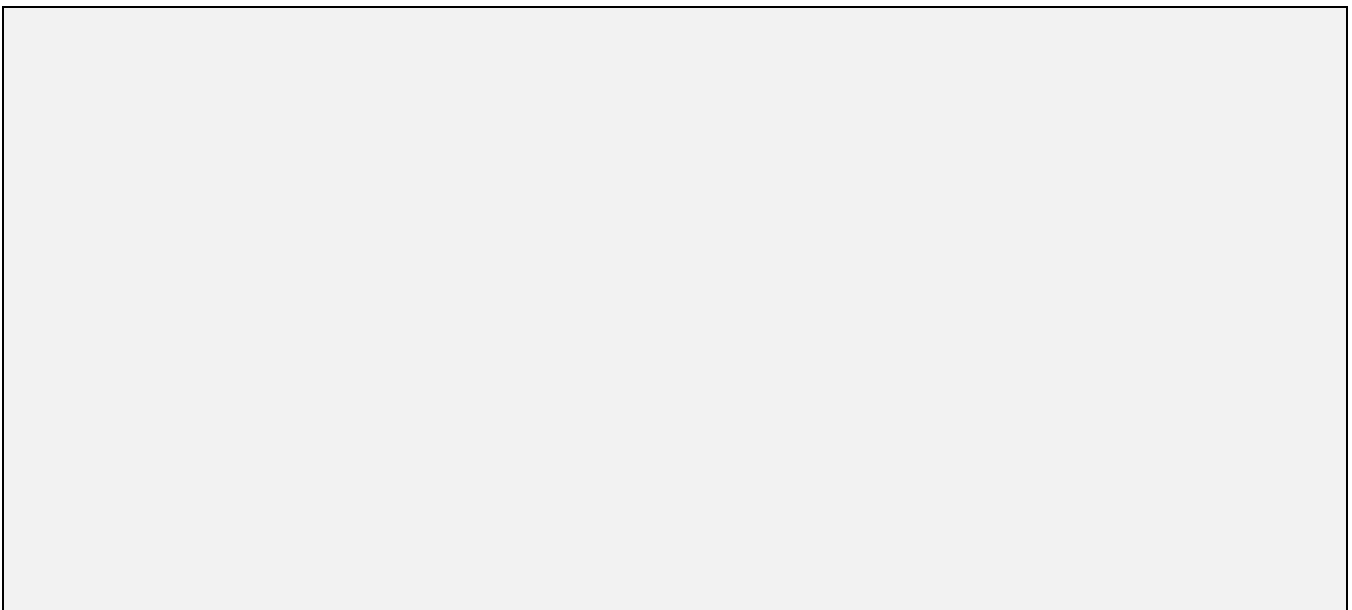
4. <u>Demonstration of competence</u>**: Disciplines develop and share new knowledge or creative work in different ways. Through which activity or activities will students first be taught and then be involved in a demonstration of competence in an appropriate format for the discipline (e.g., a significant public communication of research, display of creative work, or community scholarship celebration)? The form and standard should approximate those used professionally in the field. (This information should also be readily visible on the syllabus.)**

5. <u>Scaffolding and mentoring</u>**: Explain how the creative inquiry or research project will be scaffolded across multiple assignments or one large project broken up across the course (e.g., specific explanations about reviewing literature, developing methods, collecting data, interpreting or developing a concept or idea into a full-fledged production or artistic work). Each pertinent assignment should help students build and demonstrate skills contributing to the larger project. Meaningful feedback and mentoring should be provided by the instructor at regular intervals to inform next steps in the process. (This information should also be readily visible on the syllabus.)**

6. <u>Reflection</u>**: Explain how the course offers students opportunities for reflection on their own developing skills and their status as learners and as researchers or creatives. (This information should also be readily visible on the syllabus.)**

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).

THE OHIO STATE UNIVERSITY

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).

Delivery Well-Suited to DL/DH Environment

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

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

☐ Course tools promote learner engagement and active learning.

☐ Technologies required in the course 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:

THE OHIO STATE UNIVERSITY

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.

THE OHIO STATE UNIVERSITY

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.

THE OHIO STATE UNIVERSITY

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.

THE OHIO STATE UNIVERSITY

☐ 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):

THE OHIO STATE UNIVERSITY

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.

THE OHIO STATE UNIVERSITY

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 <u>OTHER DEPARTMENTS</u> 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 understanding 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

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

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

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

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

2341H Moving Image Art	Beg	Beg			

WOMEN'S, GENDER, AND SEXUALITY STUDIES

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

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