
Term Information

Effective Term Autumn 2025

General Information

Course Bulletin Listing/Subject Area Geography
Fiscal Unit/Academic Org Geography - D0733
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3703
Course Title Living with Artificial Intelligence
Transcript Abbreviation Living with AI
Course Description This course examines issues surrounding AI from the vantage point of human geography, which broadly engages the construction of personal, social, cultural, political, economic, and ecological spaces in relation to societal developments. Effects of AI sweep across space, yet unevenly as individuals and groups experience it differently.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites None.
Exclusions None.
Electronically Enforced No

Cross-Listings

Cross-Listings None.

Subject/CIP Code

Subject/CIP Code 45.0701
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Lived Environments

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

- Students can appreciate how AI affects one's lived experience, and how one's use of AI can have local effects.
- Students can examine differences in lived experience growing up across generations with and without access to AI.
- Students can identify how AI is deployed differently across space and subpopulations, and can explain resulting unevenness in social and environmental in/justice.

Content Topic List

- AI development and generative AI
- AI role in personal data and identity
- AI and the framing of local contexts
- Bias in AI
- AI and work
- AI and building communities
- AI, political mobilization, and misinformation
- AI and climate change
- Auto-ethnographies

Sought Concurrence

Yes

Attachments

- GEOG 3703_Proposal Cover Letter.pdf: GEOG 3703 Cover Letter
(Cover Letter. Owner: Godfrey, Ryan B)
- GEOG 3703_Syllabus_AU25.pdf: GEOG 3703 Syllabus
(Syllabus. Owner: Godfrey, Ryan B)
- GEOG 3703_GEN Proposal_ELOs_AU25.pdf: GEOG 3703 GEN Theme Proposal
(GEC Model Curriculum Compliance Stmt. Owner: Godfrey, Ryan B)
- GEOG 3703_Assignment and Grading Rubric_AU25.pdf: GEOG 3703 Assignment and Grading Rubric
(Other Supporting Documentation. Owner: Godfrey, Ryan B)
- GEOG 3703_Curriculum Map.pdf: Curriculum Map
(Other Supporting Documentation. Owner: Godfrey, Ryan B)
- Geog 3703 - Living with AI Concurrence.pdf: GEOG 3703 Concurrence Documentation
(Concurrence. Owner: Godfrey, Ryan B)

Comments

COURSE REQUEST
3703 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
08/16/2024

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Godfrey, Ryan B	05/21/2024 01:28 PM	Submitted for Approval
Approved	Coleman, Mathew Charles	05/21/2024 01:29 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/16/2024 03:48 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/16/2024 03:48 PM	ASCCAO Approval



SYLLABUS

GEOG 3703

Living with Artificial Intelligence
Autumn 2025 – Course # XXXXX

Major sections of this syllabus

Course Overview:	1-4	University Academic Policies:	18-20
How this Course Works:	5-6	Civil Rights, University	
Course Materials & Technology:	6-10	Resources for Disability,	
Grading and Response Time:	10-15	Health & Wellness:	20-21
Course Schedule:	15-17	Accommodations:	21-22
Course Policies:	17-18	(Religious, Technological)	

COURSE OVERVIEW

Course Information

- Class lecture periods: Tuesday, Thursday, time TBD
- Credit hours: 3
- Prerequisites: None
- Mode of delivery: In Person

Instructor

- Instructor: Dr. Nancy Ettliger
- Phone number: 614-292-2573
- Office hours: TBD
- Email: ettlinger.1@osu.edu
- Office hours: TBD

Course Description

Artificial Intelligence (AI) infuses 21st century life, yet its meaning may not be altogether clear while its multifaceted impacts on our lives and on lives around us are huge. AI has produced new opportunities for communication and connection as well as new efficiencies for the production of goods, services, and knowledges while also, however, deepening existing problems such as alienation, inequalities, and climate change. Meanwhile, firms across wide-ranging sectors are rushing to incorporate AI in their business plans to gain or sustain

competitive advantage with the effect of normalizing AI in daily life, a matter amplified by the incorporation of AI into educational institutions.

Geog 3703 examines issues surrounding AI from the vantage point of *human geography*, which broadly engages the construction of personal, social, cultural, political, economic, and ecological spaces in relation to societal developments. Effects of AI sweep across space, yet unevenly as individuals and groups experience it differently.

The course begins with a discussion of ‘what is AI?’. We’ll start with *your* views and then situate your understandings in discussions of where we are in the evolution of AI and ‘intelligence’ more broadly, and the significance of generative AI (of which ChatGPT is one of many products). Following this introduction to the course, topics include the role of AI in: personal data & identity, social life online, the framing of local contexts, bias, work, building community, political mobilization and misinformation, climate change, and the future of humanity.

There are *no prerequisites* for the class.

Goals and Expected Learning Outcomes (ELOs)

This course is part of the **Lived Environments theme** in the University’s **General Education (GE)** program. It explores the Lived Environments theme through issues related to our *technological* environment, specifically artificial intelligence (AI) and how it impacts our lived experiences, how use of AI affects people and places, and views about the impacts. The course examines how AI has enabled the merging of our physical space with cyberspace; how AI governs our biological space while also subject to people’s management of it; how social, cultural, and aesthetic activity are organized through the affordances of AI; how AI is shaped by our values, affecting representations of people and places; how AI affects our livelihoods as much as our politics; and the role of AI in climate change. The course approaches AI through a subjective lens of experience and an objective lens of analysis of its impacts.

Course-based Goals

1. Students can appreciate how AI affects one’s lived experience, and how one’s use of AI can have local effects.
2. Students can examine differences in lived experience growing up across generations with and without access to AI.
3. Students can identify how AI is deployed differently across space and subpopulations, and can explain resulting unevenness in social and environmental in/justice.

4. Students can think critically about perspectives on, and practices of, AI regarding its use and effects on subjectivities as well as on the social, economic, political, cultural, and physical environment.
5. Students can engage in scholarly exploration of the connection between one's personal experience with AI and societal issues.
6. Students can collaborate with peers to analyze texts and raise questions about their implications.

GE Goals & ELOs for All Themes:

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

ELO 1.1 Engage in critical and logical thinking about the topic or idea of lived environments: For *each* class with an assigned text(s) (reading, podcasts, films), students prepare critical commentary, reflect, situate, and raise question(s) in posts in the Discussion forum on Carmen Canvas in advance of the class in which assignments are due, and they respond to at least one of their peers' posts.

ELO 1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme: Students document their usage and experience of AI for 1 week and then write an essay connecting their experience with assigned course texts in an auto-ethnographic study.

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.

ELO 2.1 Identify, describe and synthesize approaches or experiences as they apply to the theme: Every week students post on the Carmen Canvas Discussion Forum on the relation between assigned text(s) for a particular class with other class readings, participate in collaborative in-class presentations on assigned texts, and engage in informed peer-group discussions.

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: For each assigned text, students post on the Discussion Forum in Carmen Canvas on the impact of a text on their views.

Lived Environments Goals & ELOs:

Goal 3: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g., agricultural, built, cultural, economic, intellectual, natural).

ELO 3.1 Engage with the complexity and uncertainty of human-environment

interactions: Students read, post on, and discuss 1) how big-data analyses pertaining to localities limit the scope of information about local *contexts*, affecting the local environment (see reading by Loukissas for 10/2); 2) how the participation of ordinary citizens in a local digital economy (eg via smart phone cameras and documentation) produces data that have consequences for gentrification (see reading by Payne for 10/2); and 3) the role of AI in climate change (see assigned texts for 11/25 and 12/2).

ELO 3.2 Describe examples of human interaction with and impact on environmental

change and transformation over time and across space: Students read, post on, and discuss (1) the huge energy and water requirements for the operation of AI and the impacts on environmental change (see assigned texts for 11/25) and (2) how the algorithmic and commercial logics in search engines such as Google figure in the construction of ignorance about environmental change (see assigned text for 12/2).

Goal 4: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 4.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behaviors. Students regularly read, discuss, and comment in Carmen Canvas posts on the impacts of AI on their thinking and practices; students also engage these issues in their auto-ethnographic project (see ELO 1.2)

ELO 4.2 Describe how humans perceive and represent the environments with which they interact. Students identify someone from a different generation from their own and interview them to assess differences in lived experiences growing up with and without regular usage of AI and then write an essay on their findings, connecting the interview with assigned course texts.

ELO 4.3 Analyze and critique conventions, theories and ideologies that influence discourses around environments. Students collaborate in small groups to analyze an assigned text and raise questions (discussion facilitations, DFs) to the class about the implications.

HOW THIS COURSE WORKS

Mode of delivery: This course is delivered in-person. Class periods will feature a combination of lecture, general (whole-class) discussion, small-group discussion, and discussion facilitated by a student team.

Activities and materials: Students access all course materials on OSU's **Carmen Canvas** interface, which includes modules for:

- the syllabus and schedule
- a roster for student discussion facilitations
- guidelines for posting on the Carmen Canvas Discussion Forum, student discussion facilitations (DFs) and writing assignments
- topics of variable duration (1 or 2 class periods or 2 or more weeks, depending on the topic) and the content and requirements for each class (links to assigned texts, link for the Discussion Forum on which students post for all assigned texts)
- class outlines in Word, posted about a half hour before each class (see below)

Just before each class, an outline of class content is posted on Carmen Canvas. The outlines have several purposes. They:

- serve as a guide for the content of a class
- indicate what students need to know from each class
- serve as a review later in the semester when students need to synthesize course material or select course material from different parts of the course in writing assignments

Knowledge in the class is a cumulative process, and therefore students need to make sure they know and internalize class content. It is strongly recommended that before each class, students review the outline from the previous class to make sure they are clear about the content and can exemplify concepts; questions in class about content from any class always are welcome.

Students are expected to take notes in class, and accordingly, the class outlines are posted in Word so that students can take notes on the outline on laptops or another device. Students post on the Discussion Forum on Carmen Canvas for each assigned text, and students are required to read each others' posts and respond to at least one post before class. A deadline for the posts will be determined by class consensus at the start of the semester.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of

homework (assigned texts, Carmen Canvas posts, writing assignments, discussion facilitations) to receive a passing grade.

Attendance and participation requirements: Attendance is mandatory because class content goes beyond the assigned texts due for each class; students need to ‘be there’ physically and mentally to grasp course material and apply it in writing assignments and preparing discussion facilitations. Students are expected to participate in small-group discussions and responsibly share their thoughts in whole-class discussions; ‘responsible’ discussion means (1) informed participation based on adequate class preparation and (2) an appreciation of limited class time to avoid dominating class with their thoughts that leaves little time for other students to express themselves.

As indicated in the section on Grading, attendance and participation account for 10% of the final grade. Attendance is taken at the start of each class and is evaluated on a presence/absence basis, accounting for 10% of the final grade. That grade will then be shifted up or down a half grade (eg from B+ to A- or from A- to B+) depending on participation.

COURSE MATERIALS AND TECHNOLOGIES

Texts

Assigned texts for this course include reading (journal articles or chapters from books); films; and podcasts. No purchases are required. Links to all assigned texts are on Carmen Canvas for each class. Generally, 1 reading, film, or podcast is assigned for each class; if a second text is assigned, it is brief and an important complement to the other assigned text. The bibliographic information (including page numbers for reading assignments and duration for films and podcasts) for all assigned texts is indicated below in alphabetical order for (a) reading, (b) films, and (c) podcasts.

(a) Reading

- Armstrong, A., Briggs, J., Moncur, W., Carey, D.P., Nicol, E., and Schafer, B. 2023. Everyday digital traces. *Big Data & Society*, July-December: 1-13.
- Bender, E. and Grissom, A. 2024, forthcoming. Power shift. In *Inclusion in linguistics*, A.H.C. Hudley, C. Mallinson, and M. Bucholtz (eds.). Oxford University Press.
- Berger, V. 2023. Mediatized love: a materialist phenomenology of Tinder. *Social Media & Society*, October-December: 1-15.
- Charistis, V. 2019. Survival of the (data) fit: self-surveillance, corporate wellness, and the platformization of healthcare. *Surveillance & Society* 17: 139-144.
- Crawford, K. 2021. Earth. In *Atlas of AI: power, politics, and the planetary costs of artificial intelligence*. Yale University Press, pp. 23-52.

- *Devlin, H., Cousins, R., and Amitrano, A. 2023. A day in the life of AI. *The Guardian*, October 25, <https://www.theguardian.com/technology/ng-interactive/2023/oct/25/a-day-in-the-life-of-ai>.
- Dzieza, J. 2023. AI is a lot of work: as the technology becomes ubiquitous, a vast tasker underclass is emerging – and not going anywhere. *The Verge*, June 20, <https://www.theverge.com/features/23764584/ai-artificial-intelligence-data-notation-labor-scale-surge-remotasks-openai-chatbots>.
- Fraser, A. 2019. Curating digital geographies in an era of data colonialism. *Geoforum* 104: 193-200.
- Gandini, A. 2016. Digital work: self-branding and social capital in the freelance knowledge economy. *Marketing Theory* 16: 123-141.
- Ha, D-C. 2017. Scripts and re-scriptings of self-tracking technologies: health and labor in an age of hyper-connectivity. *Asia Pacific Journal of Health, Law, & Ethics* 10: 67-86.
- Haider, J. and Rodl, M. 2023. Google search and the creation of ignorance: the case of the climate crisis. *Big Data & Society*, January-June: 1-12.
- *Hoover, A. 2024. We tried a dating app that lets a chatbot break the ice for you. *Wired*, January 25, <https://www.wired.com/story/volar-dating-app-chatbot-screen-matches/>
- *Kocchar, R. 2023. Which U.S. workers are more exposed to AI on their jobs? Pew Research Center, July 26, <https://www.pewresearch.org/social-trends/2023/07/26/which-u-s-workers-are-more-exposed-to-ai-on-their-jobs/>.
- Loukissas, Y. 2018. All the homes: Zillow and the operational context of data. In G. Chowdhury et al. (eds.) iConference, LNCS: pp. 272-281.
- *Maalsen, S. and Sadowski, J. 2019. The smart home on FIRE: amplifying and accelerating domestic surveillance. *Surveillance and Society* 17: 118-124.
- *Menczer, F. 2021. Facebook’s algorithms fueled massive foreign propaganda campaigns during the 2020 election – here’s how algorithms can manipulate you. *The Conversation*, <https://theconversation.com/facebooks-algorithms-fueled-massive-foreign-propaganda-campaigns-during-the-2020-election-heres-how-algorithms-can-manipulate-you-168229>.
- *Morrone, M. 2024. “AI made us do it” is Big Tech’s new layoff rationale. *Axios – Technology*, January 18, https://www.axios.com/2024/01/18/tech-layoffs-ai-2024-google-amazon?utm_source=newsletter&utm_medium=email&utm_campaign=newsletter_axioswhatsnext&stream=science.
- Munn, L. 2017. I am a driver-partner. *Work Organisation, Labour & Globalisation* 11: 7-20.
- Murphy, K.M. 2023. Fake news and the web of plausibility. *Social Media + Society*, April-June: 1-18.
- Nguyan, A. 2021. *The constant boss: work under digital surveillance*. Data & Society (assigned: pp. 1-23).

- Papa, V. and Ionnides, N. 2023. Reviewing the impact of Facebook on civic participation: the mediating role of algorithmic curation and platform affordances. *The Communication Review*, DOI: 10.1080/10714421.2023.2186680: 1-23.
- *Payne, W. 2018. Crawling the city. *Logic(s)* issue 4, April 1.
- *Perrigo, B. 2023. Open AI used Kenyan workers on less than \$2 per hour to make ChatGPT less toxic. *Time*, January 18, https://time.com/6247678/openai-chatgpt-kenya-workers/?mc_cid=7b2f7f31b4&mc_eid=2455fb4527
- Peterson-Salahuddin, C. 2022. Posting back: exploring platformed Black feminist communities on Twitter and Instagram. *Social Media + Society*, January-March: 1-13.
- Pink, S. and Fors, V. 2017. Being in a mediated world: self-tracking and the mind-body-environment. *Cultural Geographies* 24: 375-388.
- *Rose, J. 2023. ‘You know what to do, boys’: sexist app lets men rate AI-generated women. *Vice*, September 5, <https://www.vice.com/en/article/g5ywp7/you-know-what-to-do-boys-sexist-app-lets-men-rate-ai-generated-women>.
- Schmitz, R.M., Coley, J.S., Thomas, C. and Ramirez, A. 2022. The cyber power of marginalized identities: intersectional strategies of online LGBTQ+ Latinx activism. *Feminist Media Studies* 22: 271-290.
- *Turk, V. 2023. How AI reduces the world to stereotypes. Rest of World, The Rise of AI series, <https://restofworld.org/2023/ai-image-stereotypes/>.

*Entries above for which there are no page numbers are online, without page numbers, and are brief – generally a few pages.

(b) Films

- AI’s Hidden Climate Costs: https://www.youtube.com/watch?v=RT8-GIA_rkM (0:14:08)
- Coded Bias https://fod.infobase.com/p_ViewVideo.aspx?customID=58625 (1:25:39)
- First Languages AI Reality (FLAIR) Initiative: read short description of project and scroll down to TEDx video: <https://mila.quebec/en/project/flair-initiative/> (0:9:17)
- Social Media & Political Polarization, 60 Minutes:
<https://duckduckgo.com/?q=social+media+and+political+polarization&t=newext&atb=v354-1&iax=videos&ia=videos&iai=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DOWLfr7sU5W2E> (0:13:39)
- Feels Good Man https://fod-infobase-com.proxy.lib.ohio-state.edu/p_ViewVideo.aspx?customID=58719 (1:33:37)
- The Social Dilemma: <https://watchdocumentaries.com/the-social-dilemma/> (1:34:30)

(c) Podcasts from *Your Undivided Attention*, Center for Humane Technology

- Artificial Intimacy, 2023, episode 74, August 17, Interview with Esther Perel.
<https://www.humanetech.com/podcast/esther-perel-on-artificial-intimacy> (0:44:07)

The AI Dilemma, 2023, episode 65, march 24, <https://www.humanetech.com/podcast/the-ai-dilemma> (0:42:25)

Course technology

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 ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

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

Basic computer and web-browsing skills are expected, and navigating Carmen is an essential skill for this course. For questions about specific functionality, see the [Canvas Student Guide](#).

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

None

REQUIRED EQUIPMENT

You will need a mobile device to:

- take notes in class - laptop, Mac (OS) or PC (Windows)
- authenticate for BuckeyePass
- view films and listen to podcasts (films may require high-speed internet connection; if you don't have a device with high-speed connection, use the facilities at any of the OSU libraries)
- possibly record an interview for one of the writing assignments (with permission of the interviewee); recording is an option, not a requirement

REQUIRED SOFTWARE

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).

CARMEN ACCESS

You will need to use [BuckeyePass](#) 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 - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- 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 RESPONSE TIME

How Your Grade is Calculated (% breakdown)

ASSIGNMENT CATEGORY	% OF FINAL LETTER GRADE
Attendance	10
Posts on Carmen Canvas	25
Discussion Facilitation	15
Writing Assignment: Interview Study	25
Writing Assignment: Auto-Ethnographic Study	25
Total	100

Assignment Descriptions and Response Time:

Attendance (10%): Attendance is required for all classes. If you are unable to come to class or if you have to leave class early for something beyond your control (sickness, doctor's appointment, job interview...), you must ***let me know in advance of the class***.

Attendance is graded on a presence/absence basis and results in a letter grade. If there are 28 classes and a student is present at 21 classes, then they have attended 75% of the classes, which would be a C, and on a 4.0 scale, the attendance grade would have a value of 2.0.

Posting on Carmen Canvas Discussion Forum (25%): Posting on the Discussion Forum is required for all textual assignments (readings, films, podcasts). They are an effective way to prepare for class discussion, and their location on Carmen in the **Discussion Forum** where you can read each others' posts affords an interesting avenue through which to get to know your peers and their insights. Each class for which a text or texts are assigned, students post before class by a deadline agreed upon by the class so that everyone can read each other's posts in advance of class.

For *each* text: **(1)** *Briefly* (no more than 3 sentences) summarize the main point(s). **(2)** Indicate how the main point(s) is/are exemplified in the assigned text. The point is to connect the conceptual point(s) of the text (indicated in (1) with empirical (on-the-ground) examples given in the text. **(3)** Thoughtfully comment on the reading relative to other readings, your experiences/interests, or changes in or evolution of, your thinking – note that you have a choice in focusing on 1 or more of these 3 topics. **(4)** Reply to at least 1 of your peers' posts. If there is more than 1 text assigned, separate your comments by indicating the author(s)' last name or the title of a film or podcast.

For each class, students receive a letter grade of A, B, C, D, or E for their post within 48 hours. The 4 components above are required for each assigned text. Each of the 4 required components is worth 25% of the grade for each assigned text. If more than 1 text is assigned, the letter grade is averaged (see Grading Scale, p. 15). At the end of the semester, the 5 lowest grades for posts will be dropped (not counted) in the calculation of the final grade.

LATE POLICY on Carmen Canvas posts: It is understood that life is complicated and things happen! **If you are pressed for time and cannot meet the deadline on a Carmen post, I will read and grade a late post without penalty IF you send me an email before the deadline to let me know it will be late + when you plan to post (day, time); otherwise, an E will be recorded.**

The guidelines above for posts also are indicated in the Guidelines module on the course Carmen Canvas page.

Collaborative discussion facilitations (DFs) (15%): Student Discussion Facilitations (DFs) provide an opportunity for students to collaborate on raising points for class discussion in class on an assigned reading. DFs are a vehicle for actively and critically engaging course material *collaboratively* to appraise a text, situate it in the course literature;

provide presentation experience; and provide a mechanism for teamwork with peers who may have different perspectives and interests. Since everyone in class will have read and posted on the reading, the discussion facilitation should not summarize it; rather, **students collaborating should discuss *what they think about the text, how the text speaks to their lived experience, how it is situated relative to other assignments/perspectives, and raise points for discussion.*** Style is open; notes are fine, but presentations should not be read. If you feel nervous about presenting without reading, please contact me and I will work with you on presenting to an audience without reading.

Students collaborate and present in a small group. Individual commentaries in a group presentation must connect and flow from *collaborative preparation*. Should students find that they disagree about points while preparing, that's fine; indicate the disagreement in the presentation and use it as a talking point.

Each group should prepare a brief **outline** in **Word** (*not more than 1 side of 1 page*) of the main points to be raised in class; formatting style is open. Email the outline to me *no later than 30 minutes before class* to enable posting on the Carmen Canvas page in advance of class so that everyone can access it.

Letter grades for DFs will be posted on Carmen Canvas within 24 hours after class. 50% of the grade will be given by your partner(s) regarding your collaboration; *each student emails me the 'collaboration grade' (a letter grade) before class*. If the grade is below 'A,' make sure to explain. Full credit (A) for a DF requires: **(1)** a collaboration grade of 'A' from your DF partner(s) and **(2)** a thoughtful statement about the assigned text that goes beyond summary and is not read. A statement about the assigned text that goes beyond summary but is read results in a deduction of 1 grade (eg A → B).

Students are welcome to request facilitating a particular reading or topic; please let me know by e-mail at the start or end of class at the beginning of the semester if you have requests (assignments will be made on a first-come, first-serve basis). By the second week of the semester, students will either sign up for presentations or I will assign presentations randomly. As soon as the assignments are finalized, the facilitation roster will be posted on the Carmen Canvas page. Students are then welcome to swap presentations if the need arises (due to a difficult schedule in a particular week, changing interests...); justification for swapping is *not* required – the main requirement is that you handle the swap yourselves and let me know immediately so that I can update the online assignment roster.

Guidelines for DFs are indicated in the Guidelines module the course Carmen Canvas page.

Research & writing assignment – Interview study (25%): Students interview someone from a different generation about their experiences growing up with or without the

internet and the associated affordances of AI. If you grew up with the internet, interview someone from an older generation; if you are an older student, interview someone from a younger generation. The point of the interview study is to identify and appreciate the *differences* in lived experience with and without AI, and to think about the effects, which may be both positive and negative for both you and your interviewee.

Your interview questions and discussions should make use of, and connect with, course material covered by the time the interview study is due; reference to at least 5 texts from course material is required.

Your interview should be a combination of a *structured interview*, which entails prepared questions, and an *open-ended interview*, which allows for conversation and for your interviewee to elaborate, tell stories, and the like. You should either record your interview and/or take detailed notes with permission of your interviewee so that you have a record of everything that transpired during the interview, in turn so that you have plenty of information from which to draw for your essay.

The essay should be 4-6 pages *not* including the appendix (explained below); it should be double-spaced with 1-inch margins on all sides.

Your interview essay should include: **(1)** an indication of whom you interviewed in terms of generation and any other information you consider to be important (use a fictitious name, indicating so) and an indication of the time duration and venue of the interview (10% of the grade); **(2)** critical discussion of what you learned from the interview experience regarding (a) specific differences between your lived experience and that of your interviewee (25% of the grade) and (b) your overall takeaways (25% of the grade); **(3)** a thoughtful statement about whether your expectations were met, or if you were surprised by what you learned, or a combination of the two, and your takeaways (25% of the grade); and **(4)** an appendix listing the questions you asked (20% of the grade) and a brief statement (1 sentence) for each reference indicating connection with course material (20% of the grade). You can use short quotes from your interviewee or summarize their comments in the essay. Remember to connect with course material in your discussion and cite at least 5 sources in the text.

Submit the essay by email with 'Geog 3703 interview essay, your name' in the subject heading. The essay receives a letter grade within 10 days.

Guidelines for this essay are indicated in the Guidelines module on the course Carmen Canvas page.

Research and writing assignment – Auto-ethnographic study (25%): Students document their online activity for 1 week; auto-ethnographic texts from course material (Devlin et al. and Fraser) should be helpful in thinking about both documentation and connecting your specific lived experience with broad cultural, economic, social, political, and/or ecological issues. The point of the auto-ethnographic study is to identify and be aware of your daily digital footprint, and to situate your personal experience relative to societal concerns covered in the course; at least 5 texts from course material should be cited.

The essay should be 4-6 pages, double-spaced, with 1-inch margins on all sides.

As you document your activity, reflect on its significance relative to issues discussed in the course. Your essay should: **(1)** indicate the dates of your 1-week documentation period and summarize all the types of activity in which you engaged (30% of the final grade); **(2)** connect your activity to issues discussed in the course, citing course material (35% of the final grade); **(3)** reflect on what you learned about yourself and your situation in society through pursuing this project (35% of the final grade).

Submit the essay by email with 'Geog 3703 interview essay, your name' in the subject heading. It receives a letter grade within 10 days.

Guidelines for this essay are indicated in the Guidelines module on the course Carmen Canvas page.

LATE POLICY on writing assignments: Due dates for writing assignments are indicated on the course schedule and on the Carmen Canvas page. It is understood that sometimes a student may need extra time to perform to the best of their abilities on a writing assignment, and if so, ***discuss with me in advance of the deadline*** and we will arrange a different deadline.

Grading Scale

All grades in this course are letter grades per a 4.0 scale:

A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	E	0
C+	2.3		

To calculate the final grade: each letter grade is weighted by the component's percentage of the final grade (e.g., for attendance, per the example given under 'Attendance' if a student receives a C, 'calculate $2 \times .10$); the weighted values of the letter grades are added to arrive at the final grade.

Student-Professor Communication

The following list provides my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.) Please contact me:

- * in person at the beginning or end of class.
- * in my office (Derby 1100) during office hours or at some other time that we can arrange by email or at class.
- * via email: I check my email regularly every day and generally will respond as soon as I see an email or at least within 24 hours. If you don't hear back from me within 24 hours, assume some sort of glitch and re-send or let me know in class.

Please contact me directly by email, not via the Carmen Canvas page.

COURSE SCHEDULE

Assigned texts (last column) are all reading, indicated by the last name of the author of a journal article or book chapter except if indicated as film or podcast (see bibliographic information, including year of publication and page numbers for reading, and duration for films and podcasts in the Text section, pp. 6-9). As indicated in the previous section, posts on the Carmen Canvas Discussion Forum are due for all assigned texts (reading, films, podcasts) the day the assignment is due.

DF indicates discussion facilitation

Date	General topic/ module	Class lecture/ discussion	Assigned texts
T 8/26	introduction	introductions; course requirements; what is AI?; digital geographies	
Th 8/28		AI development & significance of generative AI	podcast: The AI Dilemma
T 9/2	personal data & identity	digital traces of the self	Armstrong et al
Th 9/4		digital traces of the self cont'd; curating digital geographies	DF Maalsen & Sadowksi; Fraser

T	9/9		the spatiality of self-tracking	DF Pink & Fors
Th	9/11		self-tracking, the digital divide, and dataveillance	Charistsis; DF Ha
T	9/16	social life online	personal data, social relations, & mental health	<i>film</i> : The Social Dilemma
Th	9/18		self-branding & social capital	DF Gandini
T	9/23		online dating	DF Berger; Hoover
Th	9/25		the machine as substitute for human relations?	<i>podcast</i> on artificial intimacy
T	9/30		social media, political polarization, & civic participation	<i>film</i> : Social Media & Political Polarization; Papa & Ionnides
Th	10/2		AI and the framing of local contexts	local info you get & don't get from big-data analysis; local effects
T	10/7	bias in AI	perils of facial recognition tech	<i>film</i> : Coded Bias
Th	10/9		the role of bias in searches & the utilization of apps	Turk; Rose
T	10/14	discussion of interview studies		interview study due
Th	10/16	autumn break – no class!		
T	10/21	AI & work	work & surveillance	DF Nguyen
Th	10/23		algorithmic management & the gamification of work	DF Munn
T	10/28		AI and the tasker underclass	DF Dzieza; Perrigo
Th	10/30		AI & the future of jobs	Kocchar; Morrone
T	11/4	AI and building community: problems & hopeful possibilities	Black feminist communities on Instagram & Twitter	DF Peterson-Salahuddin
Th	11/6		queer activism & intersectionality in cyberspace	DF Schmitz et al.
T	11/11	Veterans Day – no class!		

Th	11/13		AI and data sovereignty	DF Bender & Grissom; <i>film</i> : FLAIR Initiative
T	11/18	AI, political mobilization, and misinformation	memes and the aestheticization of hate	<i>film</i> : Feels Good Man; Menczer
Th	11/20			DF Murphy
T	11/25	AI and climate change	the materiality of AI and environmental costs	Crawford; <i>film</i> : AI's hidden climate costs
Th	11/27	Celebration of Thanksgiving and Indigenous Peoples – no class!		
T	12/2		AI and the construction of ignorance re: climate change	DF Haider and Rodl
Th	12/4	AI and the future of humanity	the debate	tbd
T	12/9	discussion of auto-ethnographies		auto-ethnographic study due

COURSE POLICIES

Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** Students should use proper grammar, spelling, and punctuation. Make sure to proof your writing assignments.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Basic expectations include respect for others and interest in learning from others.
- **Citing your sources:** It makes sense to develop the habit of proper referencing to avoid issues of plagiarism and ensure professionalism in presenting concepts and empirics. The guidelines for the writing assignments include instructions for citing your sources. See also the academic integrity policy in the section of this syllabus on Campus Policies and also on the left column on the course Carmen Canvas page.

Use of Electronic Devices During Class

Use of computers, cell phones or other electronic devices in class for any reason other than course engagement is considered disrespectful and unacceptable.

Course Policy & Guidelines on the Use of Generative AI (ChatGPT and Related Products) – see also University policy on use of AI

Requirements for use of generative AI are indicated below. *Failure to comply will result in a failing grade on the assignment in question.*

If you use generative AI for an assignment, you must: 1) indicate so at the outset, and 2) indicate *how* you used it as a complement to your own work (see below for more details). *Under no circumstances is generative AI acceptable on its own without indication of your own work and the nature of the complementarity.*

Using generative AI as a complement to your own work & documenting the complementarity
Your assignments *always* need to connect with course material – the readings as well as class lectures and discussions. A generative AI product may have an assigned article in the data base, but it does not account for class discussions and the contextualization of assigned reading in course material. Further, generative AI products are well known for making up references and information, and more generally being ‘off’ despite producing narratives that sound professional and are well written. Therefore, if you use a generative AI product, you will need to fact check and document your fact checking, as well as modify the narrative relative to the course context.

UNIVERSITY ACADEMIC POLICIES

Ohio State’s Policy on AI (<https://oaa.osu.edu/artificial-intelligence-and-academic-integrity>)

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology — but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the [Code of Student Conduct](#) to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use “unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment” unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing” of writing, ideas or other work that is not your own. These requirements apply to all students — undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Ohio State’s Policy on Academic Integrity (see also ‘Academic Policies’ on the left column of the Carmen Canvas page)

It is the responsibility of the Committee on Academic Misconduct (COAM) 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).

Ignorance of the university’s *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

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

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))

Plagiarism is the act of stealing the ideas and/or the expression of another and representing them as your own. It is a form of cheating and a kind of academic misconduct, which can incur severe penalties. It is important, therefore, that you understand what it consists of, so that you will not unwittingly jeopardize your college career. Plagiarism includes, but is not limited to: word-for-word copying of someone else's work, in whole or in part, without acknowledgment, whether that work be a magazine article, a portion of a book, a newspaper piece, another student's essay, or any other composition not your own without proper citation. Changing a few words of another's composition, omitting a few sentences, or changing their order does not constitute original composition. If you have any doubts about the originality of a paper/assignment you have written, see your instructor before you turn it in (*Colleges of the Arts and Sciences Degree Planning Manual 2006-7*, pp. 34-35).

Copyright Disclaimer

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

CIVIL RIGHTS, UNIVERSITY RESOURCES FOR DISABILITY, MENTAL HEALTH & WELLNESS

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, Kellie Brennan, at titleix@osu.edu

Disability Services, Office of Student Life

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

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Counseling and Consultation Service - Office of Student Life

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. OSU 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](tel: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](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Student Advocacy Information & Other Resources

Student Advocacy Center: Answer students’ questions, direct students to appropriate resources and departments, provides general university guidance

- 614-292-1111 <http://advocacy.osu.edu/>

Student Wellness Center: Promoting student wellness through nine dimensions of wellness

- 614-292-4527 <http://swc.osu.edu/>

Multicultural Center: Offering programs, services and outreach for all OSU students; supporting and celebrating all students through an intercultural model

- 614-688-8449 <http://www.mcc.osu.edu/>

Academic Advising: Advising for undergraduate students on the Columbus campus is provided by the individual college or department that offers the program of study you are pursuing. This allows you to get advice from someone who knows the specifics of your curriculum

- <https://advising.osu.edu/>

Student Academic Services: Find information by topic and take care of your personal Buckeye business (i.e. Financial Aid and other services) online at buckeyelink.osu.edu. Or speak with someone in person.

- Student Academic Services Bldg., Lobby; 281 W. Lane Ave. [\[map\]](#)
Monday–Thursday: 9 a.m. to 5 p.m.; Friday: 9 a.m. to 4 p.m.

Academic Support Services: This includes various resources for learning support from tutoring and study strategies to stress management and confidence building.

- <http://younkinsuccess.osu.edu/academic-services/>

ACCOMMODATIONS

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](#).

Accessibility of Course Technology

This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen Canvas accessibility](#)
- Streaming audio and video (Kanopy & DocuSeek)
- Synchronous course tools

GE Theme course submission worksheet: Lived Environments

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 (Lived Environments)

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.

The course explores the Lived Environments theme through issues related to our *technological* environment, specifically artificial intelligence (AI) and how it impacts our lived experiences, how use of AI affects people and places, and views about the impacts. The course examines how AI has enabled the merging of our physical space with cyberspace; how AI governs our biological space while also subject to people’s management of it; how social, cultural, and aesthetic activity are organized through the affordances of AI; how AI is shaped by our values, affecting representations of people and places; how AI affects our livelihoods as much as our politics; and the role of AI in climate change. The course approaches AI through a subjective lens of experience and an objective lens of analysis of its impacts. These issues are examined from the perspective of *human geography*, which broadly engages the construction of personal, social, cultural, political, economic, and ecological spaces in relation to broad societal developments. Effects of AI sweep across space, yet unevenly as individuals and groups experience it differently, and this theme runs throughout the course.

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.	For <i>each</i> class with an assigned text(s) (reading, podcasts, films), students prepare critical commentary, reflect, situate, and raise question(s) in posts in the Discussion forum on Carmen Canvas in advance of the class in which assignments are due, and they respond to at least one of their peers’ posts.
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	Students document their usage and experience of AI for 1 week and then write an essay connecting their experience with assigned course texts in an auto-ethnographic study.
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	Every week students post on the Carmen Canvas Discussion Forum on the relation between assigned text(s) for a particular class with other class readings, participate in collaborative in-class presentations on assigned texts, and engage in informed peer-group discussions.
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.	For each assigned text, students post on the Discussion Forum in Carmen Canvas on the impact of a text on their views.

Goals and ELOs unique to Lived Environments

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 a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

GOAL 4: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

	Course activities and assignments to meet these ELOs
ELO 3.1 Engage with the complexity and uncertainty of human-environment interactions.	Students read, post on, and discuss 1) how big-data analyses pertaining to localities limit the scope of information about local <i>contexts</i> , affecting the local environment (see reading by Loukissas for 10/2); 2) how the participation of ordinary citizens in a local digital economy (eg via smart phone cameras and documentation) produces data that have consequences for gentrification (see reading by Payne for 10/2); and 3) the role of AI in climate change (see assigned texts for 11/25 and 12/2).
ELO 3.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.	Students read, post on, and discuss (1) the huge energy and water requirements for the operation of AI and the impacts on environmental change (see assigned texts for 11/25) and (2) how the algorithmic and commercial logics in search engines such as Google figure in the construction of ignorance about environmental change (see assigned text for 12/2).
ELO 4.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.	Students regularly read, discuss, and comment in Carmen Canvas posts on the impacts of AI on their thinking and practices; students also engage these issues in their auto-ethnographic project (see ELO 1.2)
ELO 4.2 Describe how humans perceive and represent the environments with which they interact.	Students identify someone from a different generation from their own and interview them to assess differences in lived experiences growing up with and without regular usage of AI and then write an essay on their findings, connecting the interview with assigned course texts.
ELO 4.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.	Students collaborate in small groups to analyze an assigned text and raise questions (discussion facilitations, DFs) to the class about the implications.

RUBRICS FOR ASSIGNMENTS IN GEOG 3703

Rubric for Posts on Carmen Canvas

	excellent	good	fair	poor
summary of main points	the point(s) of the text is/are clearly stated	the point(s) of the text is/are stated, but are vague	the point(s) indicated are correct but so vague and general that it/they could apply to any one of a number of texts	the point(s) indicated are incorrect
connection between main points and empirical examples in text	the connection between conceptual point(s) and empirical example(s) from the text are clear	a connection is made between conceptual point(s) and empirical example(s) but vaguely stated	the connection between conceptual point(s) and empirical example(s) lacks specificity	either the example(s) do/does not connect with the conceptual point(s) or the connection is so general that it could be indicated for any one of a number of texts
thoughtful statement re: reading relative to other readings, connection between students' interests/ experiences, or changes in the evolution of your thinking	statement + rationale are clear	statement is clear but rationale is vague	statement and rationale is/are vague	statement is so general that it could apply to any one of a number of texts
component 4	the point(s) of the text is/are clearly stated	the point(s) of the text is/are stated, but are vague	the point(s) indicated are correct but so vague and general that it/they could apply to any one of a number of texts	the point(s) indicated are incorrect

Rubric for DF

50% of grade – collaboration grade given by DF partner(s)

For the remaining 50%:

Excellent: thoughtful statement that goes beyond summary and is not read

Good: thoughtful statement that is read

Fair: summary; not read

Poor: summary and read

Rubric for Interview Writing Assignment

	excellent	good	fair	poor
basic information re: interviewee, time duration, venue	all basic information is indicated	2 of the 3 components are indicated	1 of the 3 components is indicated	no basic information is indicated
critical discussion of what you learned from the interview	thoughtful discussion re: differences between your and your interviewee's experience growing up or not growing up with AI tied to a thoughtful reflection	discussion re: differences between your and your interviewee's experiences but not thoughtful beyond description; general reflection not tied to previous discussion	discussion re: differences between your and your interviewee's experiences lacks clarity and reflection is vague	discussion re: differences between your and your interviewee's experiences is too brief and uninformative, and reflection is vague and unrelated to discussion
statement about expectations	thoughtful statement re: relation between your expectations and your findings and what you conclude from the experience	discussion re: relation between expectations and findings is indicated but and somewhat thoughtful and conclusion restates the discussion	discussion re: relation between expectations and findings is descriptive and conclusion restates the previous discussion	discussion re: relation between expectations and findings is descriptive, and lacks specificity, and no conclusion is given
appendix	all questions indicated for interview are clearly indicated and show thought in their composition + the requisite	most questions asked in interview are clearly indicated and show thought in their composition + requisite number	questions indicated for interview lack clear connection with the purpose of the project; the requisite number of	questions indicated for interview lack clear connection with the purpose of the project; references to course material

	number of references to course material is indicated with clear annotation	of references to course material is indicated and annotation is mostly clear	references to course material is given but their relevance to the discussion is unclear	are insufficient and not annotated
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Rubric for Auto-ethnographic Writing Assignment

	excellent	good	fair	poor
basic information: dates of study + summary of all activity	dates of study are given and conform with requirements and summary of all activity is detailed and clear	dates of study are given and conform with requirements and activity is summarized but lacks detail	dates of study are given but do not conform with requirements and summary of activity is far too brief without any detail	basic information and summary are missing or minimally indicated
connection between activity and course material	connection between activity and course material is indicated with clear examples appropriate referencing, and discussion is thoughtful	connection between activity and course material is indicated with references and mostly exemplified clearly; discussion is mostly thoughtful	examples of connection between activity and course material are vague; references to course material do not clearly match the auto-ethnographic activity, and discussion is vague	examples of connection between course material and activity are unclear; references are insufficient and not clearly connected with referents; and discussion is lacks specificity
reflection	reflection is well developed and points are substantiated	reflection is thoughtful but lacks substantiation of some points	reflection shows minimal thought and lacks substantiation of points	reflection is missing

Concurrence request for Geog 3703: living with Artificial Intelligence

Request made by Jana Houser

Request submitted to:

Department of Anthropology – Scott McGraw, chair

Department of Sociology – Kristi Williams chair; Douglas Downey, DUS

School of Communications – Kelly Garrett chair; Susan Kline, DUS

Hello Directors of Undergrad Studies (CC department chairs)!

The department of Geography is offering a new class that investigates the role of artificial intelligence in daily life.

Could you please look through the attached syllabus for concurrence? Responses granting or declining concurrence are appreciated by 5/27.

Thank you!

-Jana Houser

Response from Anthropology:

Hi Jana,

Anthropology is happy to provide concurrence. Good luck with this timely course!

Best,
Scott

W. Scott McGraw

Professor and Chair

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Response from Sociology

Jana,

Sociology concurs.

Doug Downey



Doug Downey (he/him/his)

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Response from School of Communications:

The School of Communication concurs.

Regards,

Susan L. Kline, PhD

Undergraduate Communication Program Chair

