Syllabus

ENGLISH 3XXX

Fictions of Creation: Robots, Androids, AIs, and Clones

Autumn 2025

3 Credit Hours

Online

## Course overview

### Instructor

Professor Karen Winstead

Email: Winstead.2@osu.edu

Office Hours: Mondays 10-noon via Zoom and by appointment

I’m available to chat most weekdays via Zoom, so just shoot me an email!

### Course description

**A person with a robot head

Description automatically generated with medium confidence**For centuries humans have dreamed of creating beings who will serve them, inform them, entertain them, and even love them. Stories told about such creations are not only technological fantasies but also registers of the human fears, hopes, and anxieties that have coalesced around them: what promise, and what threat, do they hold for our individual and collective wellbeing? Non-human creations may also be metaphors for those whose humanity has not been fully acknowledged, and their stories may explore social, political, class, gender, ethnic, and racial issues. Today, as creatures that humans once only dreamed of creating—robots, AIs, androids, and clones—are becoming part of our reality, those fictions have acquired a new urgency. This course will explore stories of human-made creatures, old and new, and examine how they challenge us to think of issues surrounding justice, community, citizenship, structures of power, and humanity.

### Course expected learning outcomes

By the end of this course, students should successfully be able to:

1. Analyze the uses and abuses of AI-powered machines, operating systems, and other forms of "intelligent creatures" as represented in literary and non-literary texts. (GE ELO 1.1)
2. Compare how diverse texts describe, imagine, analyze, and/or critique the human construction of human-like machines. (GE ELOs 1.2)
3. Evaluate current debates about the uses and abuses of artificial intelligence and the ethics of attempting to create sentient beings as these debates are mediated through literary texts. (GE ELO 2.1)
4. Recognize different registers of meaning, including what the messages literary texts might have intended to convey, what they might have meant for their original audiences, and what they might mean today. (GE ELO 2.2)
5. Identify the real-world historical and cultural factors that inform fictional representations of citizenship. (GE ELO 3.1)
6. Formulate solutions that weigh the perspectives, interests, and rights of those whose origins, backgrounds, assumptions, goals, and interests differ radically from one's own. (GE ELO 3.2)
7. Analyze how fictions of human-created beings represent the challenges of fostering diversity, equity, and inclusion in our world and assess the viability of the solutions they propose to address these challenges. (GE ELO 4.1)
8. Use narratives about the creation of intelligent beings to identify the challenges of building a just and diverse world, to imagine what such a world might look like, and to consider how it might be obtained.

**General education goals and expected learning outcomes**

**Citizenship for a Diverse and Just World**

As part of the Citizenship for a Just and Diverse World category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

**Goals and Expected Learning Outcomes:**

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

Successful students will be able to

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

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

You will explore the uses and abuses of AI-powered machines, operating systems, and other forms of “intelligent creatures” as represented in literary and non-literary texts by studying diverse texts that describe, imagine, analyze, and/or critique the human construction of human-like machines.

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.

Successful students will be able to

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

2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

You will evaluate current debates about the uses and abuses of artificial intelligence and the ethics of attempting to create sentient beings as these debates are mediated through literary texts. You will look at these texts from different angles, considering what messages they might have intended to convey, what they might have meant for their original audiences, and what they might mean today. You will envision solutions to real-world problems through literary analysis and storytelling.

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 will be able to

3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

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

You will identify the real-world historical and cultural factors that inform fictional representations of citizenship. You will consider the perspectives, interests, and rights of those whose origins, goals, assumptions, and interest differ radically from your own in order to envision what a just and diverse world might look like and how citizenship might be construed in such a world.

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

Successful students are able to:

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

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

You will be analyzing diverse texts —short stories, novels, movies, news reports, editorials, and essays —that describe, imagine, analyze, and/or critique the human construction of human-like machines treat from differing perspectives the potential uses and abuses of AI-powered machines, operating systems, and other forms of “intelligent creatures” in our world. In your weekly writings and discussions, you will be considering the ways in which these “intelligent creations” might change or complicate our understanding of both citizenship and justice. Can machines have rights? If they are made to reproduce the intelligence and moral responsibility of human beings, then do they deserve human rights? How can expanding definitions of humanity change models of justice and citizenship? In what ways do speculative imaginations of robots, AI, clones, or cyborgs function as allegories for human treatment of each other?

## How this online course works

**Mode of delivery:** This course is 100% online. The course is fully asynchronous, meaning there are no required sessions when you must be logged in to Carmen at a scheduled time.

**Pace of online activities:** This course is divided into weekly modules. By the end of Thursday, you need to complete the reading or movie watching assignment, watch the contextualizing video lectures, and complete any assignments that require collaboration with your classmates. By Sunday you need to submit the installment of your “Creature Casebook” associated with the week’s novel or movie. Every week (usually Thursday), I’ll post a short video check-in to report on how things are going in the class, share especially cool insights that you’ve made, offer hints on how you can tackle tasks more effectively, and address questions or problems that have arisen.

**Credit hours and work expectations:** This is a 3-credit-hour course. According to Ohio State policy (go.osu.edu/credithours), students should expect around 9 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. In this course, you should plan to spend 1-2 hours on the video lectures and other contextualizing materials, 3-4 hours reading the novels or watching the films, and 3-4 hours completing written work and discussions or other collaborative activities.

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. **You are expected to log in to the course in Carmen multiple times every week to access the readings, films, and contextualizing materials and to submit written assignments.** If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.

## Course materials and technologies

### Textbooks

#### Required (Available from the OSU bookstore)

1. Jo Callaghan, *In the Blink of an Eye* (Simon & Schuster, 2023)
2. Sarah Gailey, *The Echo Wife* (Tor Trade, 2021)

### 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](http://it.osu.edu/help), and support for urgent issues is available 24/7.

Self-Service and Chat support: [it.osu.edu/help](http://it.osu.edu/help)

Phone: 614-688-4357(HELP)

Email: [8help@osu.edu](mailto: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](http://go.osu.edu/canvasstudent))

CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](http://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

#### 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](http://go.osu.edu/office365help).

### Required tech tools

Hypothes.is: This course requires the use of a digital social annotation tool called Hypothes.is. If you encounter an issue with access to this tool, please contact me at winstead.2@osu.edu and [ascode@osu.edu](mailto:ascode@osu.edu). Accommodation and assistance will be arranged for you to complete any work required with this tool free of penalty.

ThingLink: This course requires the use of a tool called ThingLink. If you encounter an issue with access to this tool, please contact me at their winstead.2@osu.edu and [ascode@osu.edu](mailto:ascode@osu.edu). Accommodation and assistance will be arranged for you as appropriate free from penalty.

## H5P: This course uses H5P for interactive course content, should you experience difficulties with these accessible materials or have additional questions, please contact the College of Arts and Office of Distance Education at [ascode@osu.edu](mailto:ascode@osu.edu).

#### Carmen Access

You will need to use BuckeyePass ([buckeyepass.osu.edu](http://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** |
| --- | --- |
| Weekly installments of your PebblePad workbook, “Creature Casebook” | 80% |
| Participation | 10% |
| Final Project | 10% |
| **Total** | **100%** |

### Description of major course assignments

#### Creature Casebook (PebblePad Workbook)

##### Description

At the beginning of this course, you will obtain a PebblePad “Creature Casebook” workbook, consisting of a prologue, an epilogue, and chapters for each week of the semester. You will submit one installment for each of the 15 weeks of the course.

Each weekly installment of your Creature Casebook has a series of 4-8 questions/tasks relating to the week's materials. These questions and tasks generally fall into two categories: 1) questions or tasks that ask you to gather information from the contextualizing materials and the reading/viewing assignment for the week; 2) questions or tasks that ask you to use the information you gathered to reflect, interpret, analyze, or create. Each week you will be addressing issues relating to our GE theme: Citizenship for a Just and Diverse World.

**Grading and Revision:** Each section of your Creature Casebook is worth 60 points, distributed among the questions, which are worth from 5 to 20 points each. To obtain points for an individual question, you will need to complete *all* portions of the question satisfactorily. Because this assignment is meant not just to measure your learning but to help you learn and develop your skills of close reading and analysis, if you don’t answer a question or complete a task successfully, you have the opportunity to gain the points you missed. **You may revise and resubmit your work so long as you do so within two weeks of receiving feedback on your work**. All revisions must be submitted by the last day of class (i.e., December ). Use the feedback you receive to guide your revisions, and reach out if you have questions. All revisions must be submitted by the last day of class.

##### Academic integrity and collaboration guidelines

Some questions in your Creature Casebook may ask you to incorporate insights from collaborative activities, and you are encouraged to consult with us or with your teammates on any facet of the assignments that puzzle you. Answer questions about context from the videos and readings provided, NOT from outside sources. **Because you will best accomplish the goals of this course by undertaking all activities and assessments without AI assistance, you are NOT permitted to use any AI tools in this course. If you are uncertain about any part of this policy or its application to any assignment or activity in the course, consult with me before proceeding.**

**Some of the tools and uses that are most likely to be an issue in this course, and which you should especially avoid include, but are not limited to the following:**

* **Microsoft Copilot**
* **Chat GPT**
* **Grammarly**
* **GoogleTranslate (this tool is permitted only if used as a dictionary, i.e., to translate single words or short phrases, not to translate large blocks of text)**
* **Other tools with similar functionalities to the above**

#### Participation

##### Description

You’ll be assigned a team consisting of no more than 6 members who will be your colleagues and collaborators for the entire semester. Each week you will have the opportunity to share thoughts with your teammates. Usually, you’ll be discussing an issue or issues pertaining to the week’s materials on Carmen discussion boards; sometimes you’ll be discussing an essay or a portion of a novel using a “social annotation” tool called Hypothes.is. Instructions for using Hypothes.is (and any other discussion tools) will be provided on you’re the Carmen page for the week’s discussion. Expectations for the discussion will also be explained there.

##### Academic integrity and collaboration guidelines

The discussions are for you exchange your ideas—there’s no right or wrong, but observations that you’re able to substantiate with reference to the materials. *Using AI in any form for these discussions constitutes academic misconduct.*

**Some of the tools that are most likely to be an issue in this course, and which you should especially avoid include, but are not limited to the following:**

* **Microsoft Copilot**
* **Chat GPT**
* **Grammarly**
* **GoogleTranslate (this tool is permitted only if used as a dictionary, i.e., to translate single words or short phrases, not to translate large blocks of text)**
* **Other tools with similar functionalities to the above**

#### Final Project

##### Description

Dr. Frankenstein assembled his Creature from bits and pieces of other (late) humans. You will create your final project from the stories of the creatures you have studied this term. Be as creative as you like, but make sure that your project shows your understanding of the texts we covered we covered and the theme of Citizenship for a Just and Diverse World that we have focused upon. Here are options for your project:

1. You are Dr. Victoria Frankenstein, descendent of poor hapless Victor, and you believe that you have discovered how to create a sentient being. But should you do it? You are invested in justice and diversity and need to think carefully about the impact such a being might have upon society. Could its existence promote or undermine social justice. Thanks to the account transmitted through Robert Walton, you know all about your progenitor’s abysmal experience, and that gives you pause. You decide that, before you proceed, you should check out alternative universes, where sentient creatures have been brought into existence. To that end, you interview any FIVE of the following: Chappie the police robot, Ava the android, Samantha the virtual assistant, Locke the hologram, Martine the clone, and any one of the Replicants. Write a report relaying the results of your research. What did Frankenstein’s experience teach you? What did you learn from the experiences of Chappie, Ava (or Kyoko), Samantha, Locke, the Blade Runner replicants (pick any one), and Martine? Based on their testimony and your assessment of Frankenstein’s experience, do you proceed with your creation? Be sure that your assessment engages the issues of justice and citizenship.
2. You are Pulitzer Prize winning journalist Justine Wollstonecraft, and wow do you have a scoop! You have discovered the whereabouts of several sentient beings created by humans—a robot, a clone, a virtual assistant, two androids, a few replicants, and an intelligent hologram. Each has agreed to give you an exclusive interview. Pick five that represent different species of creature. What questions would you ask them and what would you learn? What do they tell you about their pasts and about their recent lives? Were they able to secure respect and rights from humans? What prejudices did they have to overcome, and how did they do it? Transcribe each of your interviews. Then use Mary Shelley’s *Frankenstein* to introduce your series of interviews in a way that will entice your potential public to tune in. Be sure that your assessment engages the issues of diversity and justice we have been engaging in this course.
3. You are a game designer charged with coming up with a compelling board or video game about human-made creatures. Your mission is to propose a game that will not only entertain players but ask them to grapple with the ethics of producing sentient beings and the issues of citizenship, justice, diversity, and inclusion that would be raised by their creation. Using any five of the creatures you’ve studied this semester, what do you propose?
4. Frankenstein’s Creature, Ava, Kyoko, Chappie, Samantha, Locke, the Blade Runner replicants and Martine are attending the fifth biennial Creatures Convention in Columbus, OH, where they are each giving a talk about their experiences and the ethics of their creation. Provide a title and 100-word abstract for FIVE of their talks. Be sure to include creatures from five *different* stories. What might they say to each other if they met for drinks after the sessions? What would they agree or disagree on? How would they talk about justice, diversity, rights, and responsibilities?

ALTERNATIVE: An interesting variation of this prompt might feature a convention of Makers that brings together Nathan, Tyrell, Frankenstein, Okonedo, promoting the value of their creations to humans. You should make it clear how each Maker values, pretends to value, or is wholly indifferent to their creations’ rights, to their responsibilities as creators, or to the potential role of human-like Creatures in promoting a just and diverse world.

1. Design a flyer for each of any five of the fictional Makers you met in this course that promotes the being they created. It should be easy, from each of their pitches, to discern the values that produced their “products,” for example, their assumptions about their Creatures’ inherent rights, their exploitation of their creations for profit, and their concern (or lack thereof) for the potential of their creations to enhance justice and diversity, and to promote individual and collective wellbeing.
2. If you have an alternative idea for a project that uses creatures we have studied this term to explore some facet of Citizenship for a Just and Diverse World, by all means pitch it to me!

Unless your option specifies a medium, you may present your work in any medium that is appropriate to your project—an essay or story in prose, a comic, a video, a presentation, artwork, etc. If you’re not sure, I’ll be happy to brainstorm with you!

##### Academic integrity and collaboration guidelines

*Using AI in any form any of these final project options, constitutes academic misconduct.*

**Some of the tools that are most likely to be an issue in this course, and which you should especially avoid include, but are not limited to the following:**

* **Microsoft Copilot**
* **Chat GPT**
* **Grammarly**
* **GoogleTranslate (this tool is permitted only if used as a dictionary, i.e., to translate single words or short phrases, not to translate large blocks of text)**
* **Other tools with similar functionalities to the above**

### Late assignments

*Slight* bending of the deadlines is fine—it doesn’t really matter if you turn in an assignment a few hours or even a day late. If you need a longer extension, let me know in advance. Extensions are at my discretion.

There are in any semester students coping with big issues that require some relaxation of deadlines and normal policies. If a crisis requires a major adjustment of the course schedule, let me know as soon as possible so that we can figure out what option is best for you.

### Grading Scale

93-100: A

90-92: 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 am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

* **Grading and feedback:** For weekly assignments, you can generally expect feedback within **7 days**.
* **Email:** I will reply to emails within **24 hours on days when class is in session at the university**. Sometimes emails get lost—if you don’t hear after 24 hours, please write again!

## Academic policies

### Academic integrity policy

Academic integrity is a commitment, even in the face of adversity, to **five fundamental values:** **honesty, trust, fairness, respect, and responsibility**. From these values flow principles of behavior that enable academic communities to translate ideals into action.

[**https://oaa.osu.edu/academic-integrity-and-misconduct**](https://oaa.osu.edu/academic-integrity-and-misconduct)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activites. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

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

**PLEASE NOTE that the use of AI to complete any portions of the assignments for this course is prohibited; using it constitutes academic misconduct.**

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** IfCOAM 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 failinggrade in this course and suspension or dismissal from the university.

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

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 integrity to which you can refer include:

* [Committee on Academic Misconduct](http://go.osu.edu/coam)
* [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions)
* [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules)

**Please remember that you can always reach out to me if you are struggling in this course. I am here for you.**

### 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](http://titleix.osu.edu/) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto: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

I 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](http://ccs.osu.edu/) or calling [614­-292-­5766](tel:%28614%29%20292-5766). 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:%28614%29%20292-5766) 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

#### Requesting accommodations

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

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](https://safeandhealthy.osu.edu/tracing-isolation-quarantine) 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](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](https://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](mailto:equity@osu.edu).

Policy: [Religious Holidays, Holy Days and Observances](https://oaa.osu.edu/religious-holidays-holy-days-and-observances)

## Course Schedule

Refer to our Carmen course page for details on all of the following information, including up-to-date due dates and times.

| Week | Date | Topics/Readings/Assignments | Assessments Due |
| --- | --- | --- | --- |
| 1 | Aug. 26-31 | **Introduction**  Read: [“Pause Giant AI Experiements: An Open Letter,”](https://futureoflife.org/open-letter/pause-giant-ai-experiments/) March 22, 2023, Future of Life;  Joanna J. Bryson, “Robots Should be Slaves” (2010) (Carmen).  Mark Kingwell, “Are Sentient AIs Persons?” (Carmen) | Discussion  Creature Casebook Prologue |
|  |  | 1. **CREATION AND NATURAL RIGHTS** |  |
| 2 | Sept. 1-7 | **The Ethics of Creation**  Read: Shelley, *Frankenstein* (1818)*,* Vol. 1 | Discussion  Creature Casebook 1 |
| 3 | Sept. 8-14 | **Who’s a Citizen?**  Read: *Frankenstein,* Vol. 2 | Discussion  Creature Casebook 2 |
| 4 | Sept. 15-21 | **Who’s a Person?**  Watch: *Chappie* (2015) (120 mins)  Read: Cody Turner & Susan Schneider, “Could You Merge with AI? Reflections on the Singularity and Radical Brain Enhancement” (Carmen) | Discussion  Creature Casebook 3 |
|  | 1. **THE PRICE OF PROGRESS** |  |
| 5  6 | Sept. 22-28 | **Robots and/as Labor**  Read: Selections from Karel Čapek, *R. U. R.* (1921) (Carmen)  Watch: Fritz Lang, *Metropolis* (1927) (2 hrs 28 min)  Read: Kanta Dihal, “Enslaved Minds: Artificial Intelligence, Slavery, and Revolt” (Carmen) | Discussion  Creature Casebook 4 |
| Sept. 29-Oct. 5 | **Robot Rights**  Watch: Ridley Scott, *Blade Runner* (1982) (117 mins)  Read: Kathleen Richardson, “The Complexity of Otherness: Anthropological Contributions to Robots and AI” (Carmen) | Discussion  Creature Casebook 5 |
|  | 1. **CHILD CARERS, RESPONSIBILITY & JUSTICE** |  |
| 7  8 | Oct. 6-12 | **Playmate**  Read: Isaac Asimov, “Robbie” (1940) (Carmen)  Read: Eve Herold, “Is There a Robot Nanny in your Children’s Future” (Carmen) | Discussion  Creature Casebook 6 |
| Oct. 13-19  Leaf with solid fill | **Playing with Fire**  Watch: Gerard Johnstone, *M3GAN* (2023) (102 mins) | Leaf with solid fillFall break—no discussion!  Creature Casebook 7 |
|  | 1. **ASSISTANTS, COLLEAGUES, COMPANIONS** |  |
| 9  10 | Oct. 20-26 | **Diversity in the Workplace**  Read: Jo Callaghan, *In the Blink of an Eye* (2023), pp. 1-201  Read: Timnit Gebru, “Race and Gender” (Carmen) | Discussion  Creature Casebook 8A |
| Oct. 27-Nov. 2 | **Inclusion & Justice**  Finish Callaghan, *Blink of an Eye,* pp. 202-403. | Discussion  Creature Casebook 8B |
| 11 | Nov. 3-9 | **Autonomy & the Pursuit of Happiness**  Watch: Spike Jonze, *her* (2013) (126 mins) | Discussion  Creature Casebook 9 |
|  | 1. **STRUCTURES OF POWER** |  |
| 12  13 | Nov. 10-16 | **Race and Gender**  Watch: Alex Garland, *Ex Machina* (2015) (108 mins)  Read: Thao Phan, “Programming Gender: Surveillance, Identity, and Paranoia in *Ex Machina*” (Carmen) | Discussion  Creature Casebook 10 |
| Nov. 17-23 | **Women’s Rights, Human Rights**  Read: Sarah Gailey, *The Echo Wife* (2021), pp. 1-145 | Discussion  Creature Casebook 11A |
| Harvest basket with solid fill | **HAPPY THANKSGIVING**  **Nov 24-28** | Harvest basket with solid fill |
| 14  15  Finals | Dec. 1-7 | **Negotiating the Work/Life – Human/Nonhuman Balance**  Finish, *Echo Wife,* pp. 146-256 | Discussion  Creature Casebook 11B |
| Dec. 8-10 | **Reflection: Diversity, Justice, and Citizenship**  Read: Judith Donath, “Ethical Issues in Our Relationship with Artificial Entities” (Carmen) | Creature Casebook Epilogue |
| Dec. 12-18 | **Wrapping Up** | Final Project |
| Fireworks with solid fill | **HAVE A GREAT BREAK!** | Fireworks with solid fill |