Term Information

Effective Term   Autumn 2025

General Information

Course Bulletin Listing/Subject Area   English
Fiscal Unit/Academic Org   English - D0537
College/Academic Group   Arts and Sciences
Level/Career   Undergraduate
Course Number/Catalog   3265
Course Title   Fictions of Creation: Robots, Androids, AIs, and Clones
Transcript Abbreviation   FictionsCreation
Course Description   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.
Semester Credit Hours/Units   Fixed: 3

Offering Information

Length Of Course   14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course   Never
Does any section of this course have a distance education component?   Yes
Is any section of the course offered   100% at a distance
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   English 1110.xx or any WIL GE Foundation course
Exclusions
Electronically Enforced   Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   23.0101
Subsidy Level   Baccalaureate Course
Intended Rank   Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Citizenship for a Diverse and Just World

Course Details

Course goals or learning objectives/outcomes	• 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 Theme ELO 1.1)
	• Compare how diverse texts describe, imagine, analyze, and/or critique the human construction of human-like machines. (GE Theme ELO 1.2)
	• 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 Theme ELO 2.1)
	• 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 Theme ELO 2.2)
	• Identify the real-world historical and cultural factors that inform fictional representations of citizenship. (GE Theme ELO 3.1)
	• 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 Theme ELO 3.2)
	• 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 Theme ELO 4.1)
	• 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.
Content Topic List	• Citizenship and Technological Creations: Robots, Androids, AIs, and Clones
Sought Concurrence	No

Attachments

• English_3xxx_FictionsofCreation_robotsandroidsasiandclonesASC-distance-approval-cover-sheet-fillable (1).pdf: DL Approval Sheet

(Other Supporting Documentation. Owner: Higginbotham,Jennifer K)

• FictionsofCreationThemeSheet.pdf: Citizenship Theme Sheet

(Other Supporting Documentation. Owner: Higginbotham,Jennifer K)

• FictionsofCreationSampleSyllabus copy.docx: Syllabus: updated 3/4/25

(Syllabus. Owner: Higginbotham,Jennifer K)

• Curriculum Map March 2025.docx: English major course map

(Other Supporting Documentation. Owner: Higginbotham,Jennifer K)

Comments

- DL Cover Sheet includes signature of preliminary approval from ODEE to offer online; Syllabus file and been re-uploaded. We do not believe that we need concurrence for this particular class as the topic does not overlap with existing offerings in other departments. *(by Higginbotham,Jennifer K on 03/04/2025 12:47 PM)*

- - Syllabus cannot be opened. File appears to be corrupted(?)

  - If this course can count in your major (even as an elective), please provide an updated curriculum map.

  - Concurrences may be needed. Hard to say since I cannot open the syllabus. Please consider whether any concurrences are needed (Comparative Studies? Philosophy? College of Engineering?)

  Thank you *(by Vankeerbergen,Bernadette Chantal on 11/27/2024 11:54 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Higginbotham,Jennifer K	11/19/2024 05:49 PM	Submitted for Approval
Approved	Hewitt,Elizabeth A	11/20/2024 10:24 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/27/2024 11:54 AM	College Approval
Submitted	Higginbotham,Jennifer K	03/04/2025 12:47 PM	Submitted for Approval
Approved	Higginbotham,Jennifer K	03/21/2025 12:58 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	03/25/2025 05:13 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	03/25/2025 05:13 PM	ASCCAO Approval

Syllabus

ENGLISH 3XXX

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

Autumn 2025~~5~~

3 Credit Hours

Online

Course overview

Instructor

Professor Karen Winstead
Email: Winstead.2@osu.edu
Office Hours: <ins>Mondays 10-noon via Zoom and</ins> by appointment
    I'm available to chat most weekdays via Zoom, so just shoot me an email!

Course description

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, <ins>structures of power</ins>~~wellbeing~~, and humanity.

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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)~~Recognize subtle details and patterns in narratives through close reading.~~

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)

2. ~~Analyze those details and patterns to arrive at cogent interpretations.~~

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.

3. ~~Identify the various factors—historical, political, religious, cultural, economic—that shape narratives and influence their reception.~~

4. ~~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.~~

5. ~~Think critically and creatively about how intelligent creatures might enhance or threaten our wellbeing.~~

General education goals and expected learning outcomes

Health and Wellbeing

As part of the Health and Wellbeing 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.

> 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.

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

> 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
>
> 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

3. Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)

> 3.1. Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.
>
> 3.2. Identify, reflect on, or apply strategies for promoting health and wellbeing.

You will be analyzing diverse sources—short stories, novels, movies, news reports, editorials, and essays by scientists, medical doctors, ethicists, historians, and

~~linguists—that treat from differing perspectives the potential uses and abuses of AI-powered machines, operating systems, and other forms of "intelligent creatures" to enhance human health and wellbeing—particularly, physical, mental, emotional, career, spiritual, and creative.~~

~~Through discussions with your peers, weekly writing assignments, and final project, you will reflect on the issues, cut through hype and hysteria, and be better equipped to make intelligent decisions about the appropriate role of "intelligent beings" in your life.~~

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.

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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.

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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.

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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 ~~, sources~~—short stories, novels, movies, news reports, editorials, and essays ~~by scientists, medical doctors, ethicists, historians, and linguists~~—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? ~~might contribute a just and diverse world—or how they might amplify already-existing biases and create new inequities. What do stories about humans' treatment of non-human beings reveal about humans' treatment of each other. How do these stories expose the structures of power in our world and suggest paths towards reform and justice.~~

> **Commented [EH1]:** Texts? Do you need the list of "scientists, medical doctors, etc" which only modifies essays? I think it would be better to just list the genres.
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> **Formatted:** Font: (Default) Arial
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> **Commented [EH2]:** Describe, imagine, analyze, and/or critique the human construction of human-like machines.
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>
> **Commented [EH3]:** 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.
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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.

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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 ~~about~~ 1-2 hours ~~an hour~~ on the video lectures and other contextualizing materials, 3-4 ~~about five~~ hours reading the novels or watching the films, and 3-4 ~~about three~~ 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 jt.osu.edu/help, and support for urgent issues is available 24/7.

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

Technology skills needed for this course

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

Required Equipment

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

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.

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. 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. 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.

Carmen Access

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

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then

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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)

- o **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 ~~reflecting on~~ issues relating ~~relevant~~ to our GE theme: ~~themes of Health and Wellbeing and~~ 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 ~~complete~~ 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.

   o **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**

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- **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 them~~ees~~ of ~~C~~citizenship for a Just and Diverse World ~~and wellbeing~~ 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~~, and also whether~~ its existence ~~will~~ promote or undermine social justice ~~and human wellbeing~~. 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.~~individual and collective wellbeing we have been engaging in this course.~~

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 ~~individual and collective wellbeing~~ 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 individual and collective wellbeing that would be raised by their creationwe have been looking at this term. 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 and wellbeing?

   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 society and in enhancing human health and wellbeing.

5. 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 (individual and collective).

6. If you have an alternative idea for a project that uses brings together the creatures we have studied this term to explore some facet of Citizenship for a Just and Diverse Worldwe have studied this term, 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!

   o **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

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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

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. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

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
- Ten Suggestions for Preserving Academic Integrity
- Eight Cardinal Rules of Academic Integrity

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 or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

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

Land acknowledgement

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 or calling 614-292-5766. CCS is located on the 4th Floor of the

Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

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 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.

Religious accommodations

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

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

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

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

Policy: Religious Holidays, Holy Days and Observances

Course Schedule

Refer to our Carmen course page for 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," March 22, 2023, Future of Life;	Discussion Creature Casebook Prologue

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Week	Date	Topics/Readings/Assignments	Assessments Due
		Joanna J. Bryson, "Robots Should be Slaves" (2010) (Carmen). Mark Kingwell, "Are Sentient AIs Persons?" (Carmen)	
		1. CREATION AND NATURAL RIGHTS MAKERS & CREATURES	
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?Engendering Justice** Read: *Frankenstein,* Vol. 2	Discussion Creature Casebook 2
4	Sept. 15-21	**Who's a Person?Policing, Parenting & Personhood** 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
		2. THE PRICE OF PROGRESS	
	Sept. 22-28	**Robots and/as Labor**	Discussion

Commented [EH4]: Of course I don't know exactly what you had intended for these weeks on Frankenstein and Chappie, but if the focus is on ethical responsibility (between maker and creature), then I think we would want to make clear that focus would be on issues of justice. Since you start with Frankenstein, you could have the first section titled "Creation and Natural Rights," and use Shelley (and her relationship with Godwin and Wollstonecraft) as a way to introduce students to modern understandings of citizenship. If you Creature Casebook discussion questions pertain to issues of Citizenship and Justice, we might actually use those discussion questions as questions on the syllabus to indicate how course work will line up with Theme ELOs.

Commented [WK5R4]: Yes, this is a great idea!

Week	Date	Topics/Readings/Assignments	Assessments Due
5		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)	Creature Casebook 4
6	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
		3. **CHILD CARERS, RESPONSIBILITY & JUSTICE**~~OUR CHILDREN, OURSELVES, OUR FUTURE~~	
7	Oct. 6-12	**Playmate**~~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

Week	Date	Topics/Readings/Assignments	Assessments Due
8	Oct. 13-19 🍃	**Playing with Fire**~~Playing with Fire….~~ Watch: Gerard Johnstone, *M3GAN* (2023) (102 mins)	🍃 Fall break—no discussion! Creature Casebook 7
		4. 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**~~Diversity~~ **& Justice** Finish Callaghan, *Blink of an Eye,* pp. 202-403.	Discussion Creature Casebook 8B
11	Nov. 3-9	**Autonomy & the Pursuit of Happiness**~~Seductive Simulations~~ Watch: Spike Jonze, *her* (2013) (126 mins) ~~Read: John Danaher, "Sexuality" (Carmen)~~	Discussion Creature Casebook 9

Week	Date	Topics/Readings/Assignments	Assessments Due
	✕	**5. STRUCTURES OF POWER~~PERSONHOOD & HUMANITY~~**	✕
12 13	Nov. 10-16	**Race and Gender~~From Genesis to Apocalypse~~** 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
		HAPPY THANKSGIVING **Nov 24-28**	
14	Dec. 1-7	**Negotiating the Work/Life – Human/Nonhuman Balance** Finish, *Echo Wife,* pp. 146-256	Discussion Creature Casebook 11B
15	Dec. 8-10	**Reflection: Diversity, Justice, and Citizenship**	Creature Casebook Epilogue

Week	Date	Topics/Readings/Assignments	Assessments Due
Finals		Read: Judith Donath, "Ethical Issues in Our Relationship with Artificial Entities" (Carmen)	
	Dec. 12-18	**Wrapping Up**	Final Project
		HAVE A GREAT BREAK!	

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

Overview

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

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

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

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

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

(enter text here)

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

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

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

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

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

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

ELO 1.1 Engage in critical and logical thinking.	*This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through:* *Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration;* *Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions;* *Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)*

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

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

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

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

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

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

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

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

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural,	*Citizenship could not be more central to a topic such as immigration/migration. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on local, national, and global citizenship.*

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

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

Distance Approval Cover Sheet

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

Course Number and Title:

Carmen Use

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

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

If no, why not?

Syllabus

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

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

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

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

Additional comments (optional).

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Instructor Presence

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

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

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

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

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

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

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

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

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

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Delivery Well-Suited to DL/DH Environment

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

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

☐ Course tools promote learner engagement and active learning.

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

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

Additional technology comments:

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

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

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Workload Estimation

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

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

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

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

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

Accessibility

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

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

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

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

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Additional comments (optional):

Academic Integrity

For more information: Promoting Academic Integrity.

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

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

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: *Designing Assessments for Students.*

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

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

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

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

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

Community Building

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

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

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

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

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

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

Transparency and Metacognitive Explanations

For more information: Increasing Transparency and Metacognition

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

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

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

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

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

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

☐ Opportunities for students to provide feedback on the course.

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

Additional Considerations

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

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Syllabus and cover sheet reviewed by *Bob Mick* on 10/7/24

Reviewer Comments:

I don't have any comments or recommendations.

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

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

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Curriculum Map: B.A. English (Revised to include GEN courses)

	Goal (1)	Goal (2)	Goal (3)	Goal (4)	Goal (5)
Required English Surveys (Both)					
English 2201 or 2201H	Beginning			Beginning	
English 2202 or 2202H	Beginning			Beginning	
Students Select One Additional Survey					
English 2290	Beginning			Beginning	
English 2291	Beginning			Beginning	
Methods Course (One Required)					
English 2270 (Folklore)	Intermediate	Intermediate	Beginning	Intermediate	Intermediate
English 3379 (WRL)		Intermediate	Beginning		Intermediate
English 3398 (Lit & CW)	Intermediate	Intermediate	Beginning	Intermediate	Intermediate
Concentration I: Literature					
English 2201	Beginning			Beginning	
English 2201H	Beginning			Beginning	
English 2202	Beginning			Beginning	
English 2202H	Beginning			Beginning	
English 2220	Beginning	Beginning		Beginning	Beginning
English 2220H	Beginning	Beginning		Beginning	Beginning
English 2221	Beginning	Beginning		Beginning	Beginning
English 2260	Beginning	Beginning		Beginning	Beginning
English 2260H	Beginning	Beginning		Beginning	Beginning
English 2261	Beginning	Beginning		Beginning	Beginning
English 2261H	Beginning	Beginning		Beginning	Beginning
English 2262	Beginning	Beginning		Beginning	Beginning
English 2262H	Beginning	Beginning		Beginning	Beginning
English 2263	Beginning	Beginning		Beginning	Beginning
English 2264	Beginning	Beginning	Beginning	Beginning	Beginning
English 2270	Intermediate	Intermediate		Intermediate	Intermediate
English 2270H	Intermediate	Intermediate		Intermediate	Intermediate
English 2272	Beginning	Beginning		Beginning	Beginning
English 2275	Beginning	Beginning		Beginning	Beginning
English 2277	Beginning		Beginning		Beginning

English 2280	Beginning	Beginning		Beginning	Beginning
English 2280H	Beginning	Beginning		Beginning	Beginning
English 2281	Beginning	Beginning	Beginning	Beginning	Beginning
English 2290	Beginning			Beginning	
English 2291	Beginning			Beginning	
English 2296H	Beginning	Beginning		Beginning	Beginning
English 2381	Beginning	Beginning		Beginning	
English 2463	Beginning		Beginning		Beginning
English 2464	Beginning		Beginning		Beginning
English 2581	Beginning	Beginning		Beginning	
English 3110	Intermediate	Intermediate	Beginning		Intermediate
English 3264	Intermediate	Intermediate			
English 3340	Intermediate	Intermediate		Intermediate	
English 3350	Intermediate	Intermediate		Intermediate	
English 3360	Intermediate	Intermediate		Intermediate	
English 3273	Intermediate			Intermediate	Intermediate
English 3331		Intermediate		Intermediate	Intermediate
English 3361		Intermediate		Intermediate	Intermediate
English 3364				Intermediate	Intermediate
English 3372				Intermediate	Intermediate
English 3378				Intermediate	Intermediate
English 3395	Intermediate	Intermediate		Intermediate	
English 3398	Intermediate	Intermediate		Intermediate	Intermediate
English 4321	Advanced	Advanced		Advanced	Advanced
English 4400	Advanced	Advanced		Advanced	Advanced
English 4450	Advanced		Advanced		Advanced
English 4513	Advanced	Advanced		Advanced	Advanced
English 4514	Advanced	Advanced		Advanced	Advanced
English 4515	Advanced	Advanced		Advanced	Advanced
English 4520.01	Advanced	Advanced		Advanced	Advanced
English 4520.02	Advanced	Advanced		Advanced	Advanced
English 4521	Advanced	Advanced		Advanced	Advanced
English 4522	Advanced	Advanced		Advanced	Advanced
English 4523	Advanced	Advanced		Advanced	Advanced
English 4531	Advanced	Advanced		Advanced	Advanced
English 4533	Advanced	Advanced		Advanced	Advanced
English 4535	Advanced	Advanced		Advanced	Advanced
English 4540	Advanced	Advanced		Advanced	Advanced

English 4542	Advanced	Advanced		Advanced	Advanced
English 4543	Advanced	Advanced		Advanced	Advanced
English 4547	Advanced	Advanced		Advanced	Advanced
English 4549	Advanced	Advanced		Advanced	Advanced
English 4550	Advanced	Advanced		Advanced	Advanced
English 4551	Advanced	Advanced		Advanced	Advanced
English 4551E	Advanced	Advanced		Advanced	Advanced
English 4552	Advanced	Advanced		Advanced	Advanced
English 4553	Advanced	Advanced		Advanced	Advanced
English 4554		Advanced			Advanced
English 4559		Advanced			Advanced
English 4560	Advanced	Advanced		Advanced	Advanced
English 4563	Advanced	Advanced		Advanced	Advanced
English 4564.01	Advanced	Advanced		Advanced	Advanced
English 4564.02	Advanced	Advanced		Advanced	Advanced
English 4564.03	Advanced	Advanced		Advanced	Advanced
English 4564.04	Advanced	Advanced		Advanced	Advanced
English 4575	Advanced	Advanced		Advanced	Advanced
English 4575E	Advanced	Advanced		Advanced	Advanced
English 4576.01	Advanced	Advanced		Advanced	Advanced
English 4576.02	Advanced	Advanced		Advanced	Advanced
English 4576.03	Advanced	Advanced		Advanced	Advanced
English 4578	Advanced	Advanced		Advanced	Advanced
English 4578H	Advanced	Advanced		Advanced	Advanced
English 4579	Advanced	Advanced		Advanced	Advanced
English 4580	Advanced	Advanced	Advanced	Advanced	Advanced
English 4581	Advanced	Advanced	Advanced	Advanced	Advanced
English 4582	Advanced	Advanced	Advanced	Advanced	Advanced
English 4583	Advanced	Advanced	Advanced	Advanced	Advanced
English 4586	Advanced	Advanced	Advanced	Advanced	Advanced
English 4587	Advanced	Advanced	Advanced	Advanced	Advanced
English 4588	Advanced	Advanced	Advanced	Advanced	Advanced
English 4589	Advanced	Advanced	Advanced	Advanced	Advanced
English 4590.01H	Advanced	Advanced		Advanced	Advanced
English 4590.02H	Advanced	Advanced		Advanced	Advanced
English 4590.03H	Advanced	Advanced		Advanced	Advanced
English 4590.04H	Advanced	Advanced		Advanced	Advanced
English 4590.05H	Advanced	Advanced		Advanced	Advanced

English 4590.06H	Advanced	Advanced		Advanced	Advanced
English 4590.07H	Advanced	Advanced		Advanced	Advanced
English 4590.08H	Advanced	Advanced		Advanced	Advanced
English 4590.09H	Advanced	Advanced		Advanced	Advanced
English 4591.01H	Advanced	Advanced		Advanced	Advanced
English 4592	Advanced	Advanced	Advanced	Advanced	Advanced
English 4595	Advanced	Advanced		Advanced	Advanced
English 4597.01		Advanced	Advanced	Advanced	Advanced
English 4597.04H		Advanced		Advanced	Advanced
English 5612	Advanced			Advanced	
English 5710					Advanced
English 5711					Advanced
English 5720	Advanced	Advanced		Advanced	Advanced
English 5721	Advanced	Advanced		Advanced	Advanced
English 5722	Advanced	Advanced		Advanced	Advanced
English 5723	Advanced	Advanced		Advanced	Advanced
English 5797	Advanced	Advanced		Advanced	Advanced
English 5980	Advanced	Advanced			Advanced
Concentration II: Writing, Rhetoric, Literacy:					
English 2150		Intermediate			Intermediate
English 2176		Beginning			Beginning
English 2269		Beginning			Beginning
English 2276		Beginning			Beginning
English 2367.01		Intermediate			Intermediate
English 2367.01E		Intermediate			Intermediate
English 2367.01H		Intermediate			Intermediate
English 2367.01S		Intermediate	Intermediate		Intermediate
English 2367.02		Intermediate			Intermediate
English 2367.02H		Intermediate			Intermediate
English 2367.03H		Intermediate			Intermediate
English 2367.04		Intermediate			Intermediate
English 2367.04H		Intermediate			Intermediate
English 2367.05		Intermediate			Intermediate
English 2367.05H		Intermediate			Intermediate
English 2367.06		Intermediate	Intermediate		Intermediate
English 2367.07S		Intermediate	Intermediate		Intermediate
English 2367.08		Intermediate			Intermediate
English 3011.01		Advanced			Advanced

English 3011.02		Advanced			Advanced
English 3020		Advanced			Advanced
English 3022		Advanced			Intermediate
English 3031		Intermediate	Beginning	Intermediate	Beginning
English 3271		Advanced			Advanced
English 3304		Advanced			Advanced
English 3305		Advanced			Advanced
English 3362	Intermediate	Intermediate		Intermediate	
English 3379		Intermediate			Intermediate
English 3395	Intermediate	Intermediate		Intermediate	
English 3467S		Advanced			Advanced
English 4150		Advanced			Advanced
English 4555		Advanced			Advanced
English 4567S		Advanced	Advanced		Advanced
English 4569		Advanced			Advanced
English 4570		Advanced			Advanced
English 4571		Advanced			Advanced
English 4572		Advanced			Advanced
English 4573.01		Advanced			Advanced
English 4573.01E		Advanced			Advanced
English 4573.02		Advanced			Advanced
English 4574		Advanced			Advanced
English 4584		Advanced	Advanced		Advanced
English 4585		Advanced	Advanced		Advanced
English 4591.02H		Advanced			Advanced
English 5804		Advanced			Advanced
English 2265		Beginning		Beginning	Beginning
English 2266		Beginning		Beginning	Beginning
English 2267		Beginning		Beginning	Beginning
English 2268		Beginning		Beginning	Beginning
English 2298	Intermediate	Intermediate		Intermediate	intermediate
English 3465		Intermediate		Intermediate	Intermediate
English 3466		Intermediate		Intermediate	Intermediate
English 3468		Intermediate		Intermediate	Intermediate
English 3662		Intermediate		Intermediate	Intermediate
English 4565		Advanced		Advanced	Advanced
English 4566		Advanced		Advanced	Advanced
English 4566E					

Course	C1	C2	C3	C4	C5
English 4568		Advanced		Advanced	Advanced
English 4591.01H		Advanced		Advanced	Advanced
Folklore:					
English 2270	Intermediate	Intermediate		Intermediate	Intermediate
English 2270H	Intermediate	Intermediate		Intermediate	Intermediate
English 2367.05		Intermediate			Intermediate
English 2367.05H		Intermediate			Intermediate
English 4571		Advanced			Advanced
English 4590.04H		Advanced		Advanced	Advanced
English 4577.01	Advanced	Advanced		Advanced	Advanced
English 4577.02	Advanced	Advanced		Advanced	Advanced
English 4577.03	Advanced	Advanced		Advanced	Advanced
English 4597.02	Advanced	Advanced	Advanced	Advanced	Advanced
Undergraduate Research					
English 4998	Advanced	Advanced		Advanced	Advanced
English 4998H	Advanced	Advanced		Advanced	Advanced
English 4999	Advanced	Advanced		Advanced	Advanced
English 4999H	Advanced	Advanced		Advanced	Advanced
Required Courses Outside the Unit for Pre-Ed:					
EDTL 2389				Intermediate	Intermediate
EDTL 3356	Intermediate			Intermediate	
General Elective Courses:					
English 4189		Advanced			
English 5191		Advanced			
English 5193	Advanced	Advanced		Advanced	Advanced
English 5194	Advanced	Advanced		Advanced	Advanced
General Education Courses (GEL and GEN):					
English 2176		Beginning			Beginning
English 2201	Beginning			Beginning	

English 2201H	Beginning			Beginning	
English 2202	Beginning			Beginning	
English 2202H	Beginning			Beginning	
English 2220	Beginning	Beginning		Beginning	Beginning
English 2220H	Beginning	Beginning		Beginning	Beginning
English 2221	Beginning	Beginning		Beginning	Beginning
English 2260	Beginning	Beginning		Beginning	Beginning
English 2260H	Beginning	Beginning		Beginning	Beginning
English 2261	Beginning	Beginning		Beginning	Beginning
English 2261H	Beginning	Beginning		Beginning	Beginning
English 2262	Beginning	Beginning		Beginning	Beginning
English 2262H	Beginning	Beginning		Beginning	Beginning
English 2263	Beginning	Beginning		Beginning	Beginning
English 2264	Beginning	Beginning	Beginning	Beginning	Beginning
English 2269	Beginning	Beginning		Beginning	Beginning
English 2270	Intermediate	Intermediate		Intermediate	Intermediate
English 2270H	Intermediate	Intermediate		Intermediate	Intermediate
English 2272		Intermediate			Intermediate
English 2275	Beginning	Beginning		Beginning	Beginning
English 2276		Intermediate			Intermediate
English 2277	Beginning				Beginning
English 2280	Beginning	Beginning		Beginning	Beginning
English 2280H	Beginning	Beginning		Beginning	Beginning
English 2281	Beginning	Beginning		Beginning	Beginning
English 2282	Beginning			Beginning	
English 2290	Beginning			Beginning	
English 2291	Beginning			Beginning	
English 2367.01		Intermediate			Intermediate
English 2367.01H		Intermediate			Intermediate
English 2367.01S		Intermediate			Intermediate
English 2367.02		Intermediate			Intermediate
English 2367.02H		Intermediate			Intermediate
English 2367.03		Intermediate			Intermediate
English 2367.03H		Intermediate			Intermediate
English 2367.04		Intermediate			Intermediate
English 2367.04H		Intermediate			Intermediate
English 2367.05		Intermediate			Intermediate
English 2367.05H		Intermediate			Intermediate

Course					
English 2367.06		Intermediate	Intermediate		Intermediate
English 2367.07S		Intermediate	Intermediate		Intermediate
English 2381	Beginning	Beginning		Beginning	
English 2463		Intermediate		Intermediate	Intermediate
English 2464	Beginning		Beginning		Beginning
English 2581	Beginning	Beginning		Beginning	
English 3011.01		Advanced			Advanced
English 3011.02		Advanced			Advanced
English 3022		Advanced			Intermediate
English 3031		Intermediate	Beginning	Intermediate	Beginning
English 3110	Intermediate	Intermediate	Beginning		Intermediate
English 3264	Intermediate	Intermediate			
English 3340		Intermediate		Intermediate	
English 3350		Intermediate		Intermediate	
English 3360	Intermediate	Intermediate		Intermediate	
English 3362	Intermediate	Intermediate		Intermediate	
English 3361		Intermediate			Intermediate
English 3364				Intermediate	Intermediate
English 3372				Intermediate	Intermediate
English 3378				Intermediate	Intermediate
English 3597.03					Intermediate
English 4554		Advanced			Advanced
English 4597.02		Advanced	Advanced	Advanced	Advanced
English 4597.04H		Advanced		Advanced	Advanced