

Term Information

Effective Term Spring 2026

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)
- Curriculum Map Revised April 2025.docx: Revised Curricular Map
(Other Supporting Documentation. Owner: Higginbotham,Jennifer K)
- MAE - Concurrence for English 3265.pdf: MAE Concurrence
(Concurrence. Owner: Higginbotham,Jennifer K)
- EngineeringConcurrence1.pdf: ESE Concurrence
(Concurrence. Owner: Higginbotham,Jennifer K)
- FW: Concurrence for English 3265 - April 25 deadline.pdf: CSE Concurrence
(Concurrence. Owner: Higginbotham,Jennifer K)
- ConcurrencefromPhilosophy.pdf: Philosophy Concurrence
(Concurrence. Owner: Higginbotham,Jennifer K)
- FictionsofCreationSampleSyllabus GE Review.docx: Revised Syllabus
(Syllabus. Owner: Higginbotham,Jennifer K)
- English 3265 Explanation of Revisions.docx: Cover Letter
(Cover Letter. Owner: Higginbotham,Jennifer K)
- FictionsofCreationSampleSyllabus GE Review 11-12-2025.docx: syllabus 11-12-2025
(Syllabus. Owner: Steele,Rachel Lea)

Comments

- Uploaded revised syllabus per dept email. *(by Steele,Rachel Lea on 11/12/2025 08:39 AM)*
 - Old syllabus deleted and a revised syllabus uploaded. A cover letter explaining the revisions made to address the committee's feedback has been added. *(by Higginbotham,Jennifer K on 09/16/2025 11:54 AM)*
 - Please see Subcommittee feedback email sent 08/29/2025. *(by Hilty,Michael on 08/29/2025 01:42 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
Revision Requested	Hilty,Michael	04/11/2025 05:22 PM	ASCCAO Approval
Submitted	Higginbotham,Jennifer K	04/24/2025 02:39 PM	Submitted for Approval
Approved	Higginbotham,Jennifer K	04/24/2025 02:39 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/24/2025 03:42 PM	College Approval
Revision Requested	Hilty,Michael	08/29/2025 01:42 PM	ASCCAO Approval
Submitted	Higginbotham,Jennifer K	09/16/2025 11:54 AM	Submitted for Approval
Approved	Higginbotham,Jennifer K	09/16/2025 11:54 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/09/2025 12:06 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	10/09/2025 12:06 PM	ASCCAO Approval

English 3265: Fictions of Creation
Karen Winstead

I thank the members of the subcommittee for their extensive and thoughtful feedback on my course. I've pasted the Subcommittee's requests for revision below, followed by an explanation of how I addressed each point. For easy reference, I have highlighted in yellow those portions of the syllabus that reference the language and concepts of the theme's ELOs.

Here is a summary of what I've done:

- * Revised the descriptions for the three major assignments to clarify how they address the theme ELOs.
- * Revised the weekly subject
- * Provided sample questions as requested by the committee (see below)
- * Clarified that the Creature Casebook consists of 15 discrete assignments, graded separately
- * Updated or omitted OSU syllabus boilerplate as instructed by the committee

And here are the details:

SUBCOMMITTEE FEEDBACK AND INSTRUCTOR RESPONSE:

- The Subcommittee notes that this is an excellent course that will be of interest to many students and commends the instructor on a unique approach to the topic.
 - Thank you! I'm excited to teach it!
- The Subcommittee would like to see the "Creature Casebook" assignment (as mentioned on page 7 of the syllabus in the "How your grade is calculated" chart) be broken down further, perhaps on a per week basis, to clarify to students that this casebook contains multiple assignments due over the course of the semester and not a single assignment.
 - I have reworded the text in the "How Your Grade is Calculated" table to indicate that the "Creature Casebook" consists of 15 discrete weekly assignments, each graded separately, each worth 4% of the course grade. (Syllabus p. 7)
- The Subcommittee would like to see additional information in the course syllabus that explains how the "Creature Casebook" assignment will engage with ideas of citizenship, justice, and diversity and to see an example or two of the questions from this assignment package to evaluate how this assignment will assist students in meeting the ELOs of the GEN Theme: Citizenship for a Diverse and Just World:
 - I have revised the assignment description to read as follows (I have highlighted in yellow the portions that specifically address the subcommittee's request):

Each chapter has three parts: 1) **Information Gathering:** A cluster of short questions that ask you to extract key ideas from the week's contextualizing materials and from the

reading or film you have been assigned for the week. 2) **Analysis and Interpretation:** A longer interpretive question that asks you to explore, in a couple paragraphs, how the week's reading or film engages with themes of citizenship, justice, and diversity. You'll consider how the texts challenge, illuminate, or complicate these concepts in relation to individual and collective experiences. 3) **Reflection:** A prompt inviting you to write a couple of paragraphs about your learning experience. You'll consider how the readings and discussions have influenced your understanding of the themes of justice, responsibility, inclusion, and diversity that are central to our GE theme, Citizenship for a Just and Diverse World. In this section you will also document any use of AI for the assignment and reflect on how it has enriched and/or hindered your learning experience. (Syllabus p. 7)

○ Sample Questions from the Creature Casebook:

- At the beginning of *Frankenstein*, Book 1, Chapter 5, Elizabeth Lavenza enthuses about the “republican institutions of our country.” What class biases do you detect in her description of those institutions? Do subsequent events of the novel present those institutions in a darker light? How do the fates of Justine and Victor’s Creature reflect on them?
 - In *Chappie*, humans put robots in the line of fire so that they can stay out of the line of fire. Does the movie imply that this is a practical and/or ethical use of robots? Or does it evade the ethical issues involved in using machines as stand-ins for humans in policing (or, by extension, warfare)? What responsibilities do humans have toward sentient or semi-sentient beings? Might the use robots to “safeguard” our communities produce inequity and injustice for humans as well as robots?
 - As you watch *Ex Machina*, it's easy to overlook Kyoko and focus on the characters that speak. Don't. Keep track of where Kyoko appears and what she's doing. How does she embody (or challenge) gender and racial stereotypes? What does her silence suggest about agency and voice in the context of justice and representation? Does the movie ultimately expose or expose racial and gender biases?
 - What do you make of the ending of *The Echo Wife*? Do Martine and Evelyn arrive at a just and equitable *modus vivendi*, or are they still trapped by their parenting/programing? Does Evelyn’s new-found respect for Martine make her less exploitative, or merely less *obviously* exploitative? Is there a real danger, in the novel and in our “real” world, of mistaking the morphing of structures of power for progress towards equity?
- The Subcommittee asks that the syllabus highlight and make more explicit ideas of citizenship, justice, and diversity in the assignment descriptions and the course calendar so that it is more obvious where the course is engaging with these concepts. This will also benefit students so that they may better understand how they will fulfill the GEN Theme category ELOs.
 - I have revised the descriptions for all three major assignments to clarify their engagement with ideas of citizenship, justice, and diversity. I have also revised the topics in the course calendar so that each of the weekly topics incorporates the

concepts and language of the ELOs. For ease of reference I have highlighted in yellow the portions of the syllabus that reference the ideas and language of the ELOs.

- The Subcommittee would like to see a few examples of the kind of prompts that will be integrated into the “Creature Casebook” to address GEN Theme ELO 2.2. The reviewing faculty are unable to see where and how in the course’s current format students will clearly self-reflect on their experiences as a learner and how they will be directed/encouraged to link that to CDJW outcomes.
 - I have revised the “Creature Casebook” so that the third section of each weekly chapter is a prompt inviting students to reflect in a couple paragraphs about their learning experience for the week. In their reflection, they will “consider how the readings and discussions have influenced your understanding of the themes of justice, responsibility, inclusion, and diversity that are central to our GE theme, Citizenship for a Just and Diverse World” (Syllabus, p. 7)
 - The final chapter of the “Creature Casebook” will be wholly devoted to a reflection on the semester’s learning: “Now that we’re in week 15 of the semester, it’s time to take stock of what you’ve learned. The stories of human-made creatures that we’ve studied have challenged you to think of issues surrounding justice, community, citizenship, structures of power, and humanity. Review the chapters you’ve written for the “Creature Casebook” and think about what you’ve learned. In 3-4 paragraphs explain how the fictions of creation we have studied this term have affected your thinking about what citizenship would mean in a just and diverse world, what a truly inclusive and equitable world would look like, and how—or whether—it might be achieved. Would there, could there, and should there be a place for “artificially intelligent” creatures in that world?”
- As of June 27th, 2025, all syllabi must have a standardized statement on intellectual diversity. This new statement may be found on the [ASC Curriculum and Assessment Services website](#) in an easy to copy-and-paste format.
 - Added (p. 15)
- The Subcommittee recommends removing the Diversity Statement (as found on page 15 of the syllabus) and the Title IX statement (as found on page 15 of the syllabus) and replacing these with the new standardized language on creating an environment free from harassment, discrimination, and sexual misconduct. The Diversity and Title IX statements have been sunset in favor of this statement. You may find the statement on the [ASC Curriculum and Assessment Services website](#).
 - Removed.
- The Subcommittee notes the inclusion of a Land Acknowledgment on page 15 of the syllabus. As of June 27th, 2025, Land Acknowledgments are no longer permissible on official university documents (including most syllabi) per the university’s SB1 Compliance website. The course

instructor(s) should consult with their TIU director/chair regarding whether or not this statement may be included within the syllabus. The Subcommittee recommends updating the Student Life – Disability Services statement (syllabus page 16), as they noted it was out-of-date. The most up-to-date statement may be found on the [ASC Curriculum and Assessment Services website](#).

- Deleted.
- The Subcommittee notes that the Religious Accommodation statement has recently been minorly modified, as the Office of Institutional Equity has been changed to the Civil Rights Compliance Office. The most up-to-date syllabus statement may be found on the [ASC Curriculum and Assessment Services website](#).
 - Replaced (p. 17)
- The Subcommittee asks that a cover letter be submitted that details all changes made as a result of their feedback.

I hope this document has adequately detailed my revisions.



Syllabus

ENGLISH 3265

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

Autumn 2025

3 Credit Hours

Online

Course overview

Instructor

Professor Karen Winstead

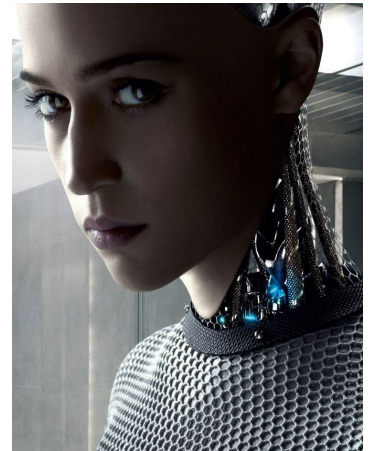
Email: Winstead.2@osu.edu

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

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 ELO 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 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. (GE ELOs 4.1 and 4.2)
9. Consider how to assess and act on the benefits and ethical challenges that AI brings to their own experiences, academic, personal, and professional. (GE ELOs 2.1 and 2.2)

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?

AI Ethics and Society Certificate

This course may be used towards the AI Ethics and Society Certificate, whose Goals and Expected Learning outcomes are as follows

Goals and Expected Learning Outcomes:

Upon completion of the certificate, students will be able to:

- 1) Identify and describe ethical and social problems that emerge from the design and use of artificial intelligence across various contexts (e.g. local, national, transnational and/or global).

Ethical and social problems that emerge from the design and use of artificial intelligence figure in most of our primary and secondary readings. Through these readings, you will appreciate the variety of situations in which such problems arise and how context complicates the ethical use of AI.

- 2) Evaluate potential strategies for understanding and addressing these problems, from diverse perspectives.

Your discussions, your weekly writing prompts, and your final project will challenge you to evaluate potential strategies using AI productively and ethically that are proposed in the various films and readings you study. You will consider how strategies proposed to address fictional scenarios might apply to real-world situations.

- 3) Reflect on and evaluate their own positions and interests related to the social and ethical problems posed and solved by artificial intelligence.

You will have the opportunity to “partner” with AI to do certain assignments, reflect on the benefits and disadvantages of that partnership, and consider the broader pros and cons of using AI in your personal, academic, and professional life.

- 4) Synthesize diverse perspectives on the social and ethical needs for and implications of artificial intelligence in various contexts.

As you move through the course you will synthesize the different perspectives on the social and ethical benefits and drawbacks of using AI to arrive at a complex and nuanced view of how AI might change our society and our individual lives for better or for worse.



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

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 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 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	Percentage
"Creature Casebook" Consisting of 15 chapters, one per week, each graded separately	60% total (each chapter is worth 4% of the final grade)
Small Group Participation	20%
Final Project	20%
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, which consists of chapters for each of the fifteen weeks of the semester. You will complete and submit one chapter per week.

Each chapter has three parts: 1) **Information Gathering:** A cluster of short questions that ask you to extract key ideas from the week's contextualizing materials and from the reading or film you have been assigned for the week. 2) **Analysis and Interpretation:** A longer interpretive question that asks you to explore, in a couple paragraphs, how the week's reading or film engages with themes of citizenship, justice, and diversity. You'll consider how the texts challenge, illuminate, or complicate these concepts in relation to individual and collective experiences. 3) **Reflection:** A prompt inviting you to write a couple of paragraphs about your learning experience. You'll consider how the readings and discussions have influenced your understanding of the themes of justice, responsibility, inclusion, and diversity that are central to our GE theme, *Citizenship for a Just and Diverse World*. In this section you will also document any use of AI for the assignment and reflect on how it has enriched and/or hindered your learning experience.



Grading and Revision: Each chapter of your Creature Casebook is worth 60 points, 20 for each of the three sections. 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.** 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 (December 10).

- **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 me or with your teammates on any facet of the assignments that puzzle you.

Be sure that questions about context from the videos and readings provided, NOT from outside sources.

Given that the learning goals of this class include assessing the pros and cons and evaluating the ethics of AI usage, in this course, students are welcome to explore innovative tools and technologies that you feel may **assist** you in completing the weekly assignments, including generative artificial intelligence (GenAI). **Unless otherwise instructed**, students are permitted to use GenAI tools for the weekly installments of your Creature. The final products **must** reflect your **human intelligence**; simply feeding AI the prompts and copying, paraphrasing or lightly editing the responses constitutes academic misconduct.

If you use GenAI for any of the tasks in your Creature Casebook, you must document your use in the Reflection section of your Creature Casebook chapter, which will include an "AI Disclosure and Reflection" prompt that asks you specify:

1. **Application Used:** Specify the GenAI application or tool you used (e.g., Microsoft Copilot, ChatGPT, Claude AI, Gemini).
2. **Intended Purpose:** Describe the purpose for which you used GenAI (e.g., idea generation, content creation).
3. **Quality of Initial GenAI Output:** Evaluate the initial output generated by GenAI. For example, was it accurate, biased, coherent, and/or relevant?
4. **Iteration and Refinement:** Explain how you revised prompts or adjusted parameters to refine the GenAI output. Did you experiment with different input prompts to improve the output?
5. **Incorporation in Completed Assignment:** Reflect on how you incorporated the GenAI-generated content into your assignment. How did you edit, adapt, or combine it with other ideas?



While GenAI can be a valuable tool, academic integrity remains paramount. You are responsible for developing and articulating your own ideas, so addressing how GenAI contributed to those ideas (as you would for any sources you use) is centrally important to your learning. Attribute GenAI-generated content with proper citations and avoid plagiarism. Additionally, consider the accuracy of information incorporated in your assignment and the ethical implications of using GenAI in educational contexts. You are responsible for ensuring that the information you submit based on a GenAI query does not contain misinformation, unethical content, or violate intellectual property laws.

If I suspect that you have used GenAI on an assignment for which it is prohibited, I will ask you to explain your process for completing the assignment in question. Submission of GenAI-generated content as your own original work is considered a violation of Ohio State's [Academic Integrity](#) policy and [Code of Student Conduct](#) because the work is not your own. The unauthorized use of GenAI tools will result in referral to the [Committee on Academic Misconduct](#).

GenAI is evolving rapidly. If you have questions about this course policy or your use of GenAI, whether in standalone applications like Microsoft Copilot or embedded in other tools, please contact me at winstead.2@osu.edu.

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. These teams will be designed to create a seminar-style environment where you can engage in a vigorous exchange of ideas on issues pertaining to citizenship, justice, and diversity that are raised by the readings and viewings for the week. Your discussions, whether on Carmen discussion boards or using the social annotation tool Hypothes.is, will challenge you to consider how literature and film illuminate questions of equity, social responsibility, and human rights. Approach the issues I put to you with curiosity and a willingness to take intellectual risks, recognizing that the free exchange of ideas is essential for the achievement of a just and diverse society. Instructions for using Hypothes.is (and any other discussion tools) will be provided on the Carmen page for the week's discussion, where you will also find specific expectations for the discussion.

○ 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

If I suspect that you may have used AI to generate your posts or responses, I will request a follow-up conversation.

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 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, Okonodo, 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.

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.
6. 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

Given that the learning goals of this class include assessing how artificial intelligence can—and can't—be used productively and ethically, you are welcome to explore innovative tools and



technologies, including generative artificial intelligence (GenAI), as you complete this assignment. However, the final product **must** be your own original work.

It is essential to approach the use of AI thoughtfully and ethically. If you use GenAI for your final project, please document it as follows:

1. **Application Used:** Specify the GenAI application or tool you used (e.g., Microsoft Copilot, ChatGPT, Claude AI, Gemini).
2. **Intended Purpose:** Describe the purpose for which you used GenAI (e.g., idea generation, content creation).
3. **Quality of Initial GenAI Output:** Evaluate the initial output generated by GenAI. For example, was it accurate, biased, coherent, and/or relevant?
4. **Iteration and Refinement:** Explain how you revised prompts or adjusted parameters to refine the GenAI output. Did you experiment with different input prompts to improve the output?
5. **Incorporation in Completed Assignment:** Reflect on how you incorporated the GenAI-generated content into your assignment. How did you edit, adapt, or combine it with other ideas?

While GenAI can be a valuable tool, academic integrity remains paramount. You are responsible for developing and articulating your own ideas, so addressing how GenAI contributed to those ideas (as you would for any sources you use) is centrally important to your learning. Attribute GenAI-generated content with proper citations and avoid plagiarism. Additionally, consider the accuracy of information incorporated in your assignment and the ethical implications of using GenAI in educational contexts. You are responsible for ensuring that the information you submit based on a GenAI query does not contain misinformation, unethical content, or violate intellectual property laws.

If I suspect that you have violated the course guidelines for using GenAI, I will ask you to explain your process for completing the assignment in question. Submission of GenAI-generated content as your own original work is considered a violation of Ohio State's [Academic Integrity](#) policy and [Code of Student Conduct](#) because the work is not your own. The unauthorized use of GenAI tools will result in referral to the [Committee on Academic Misconduct](#).

GenAI is evolving rapidly. If you have questions about this course policy or your use of GenAI, whether in standalone applications like Microsoft Copilot or embedded in other tools, please contact me at winstead.2@osu.edu.

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>



Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. 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 unauthorized 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.



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.

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.



To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):

Online reporting form: <http://civilrights.osu.edu/>

Call 614-247-5838 or TTY 614-688-8605

civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

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 students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.



If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

Contact:

slds@osu.edu

<https://slds.osu.edu/>

098 Baker Hall, 113 W. 12th Ave

Phone: 614-292-3307

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 [Civil Rights Compliance Office](#).

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 Experiments: An Open Letter," 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 1
		1. CREATION AND NATURAL RIGHTS	
2	Sept. 1-7	The Ethics of Creation Read: Shelley, <i>Frankenstein</i> (1818), Vol. 1	Discussion Creature Casebook 2
3	Sept. 8-14	Who's a Citizen? Read: <i>Frankenstein</i> , Vol. 2	Discussion Creature Casebook 3
4	Sept. 15-21	Who's a Person? Watch: <i>Chappie</i> (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 4
		2. THE PRICE OF PROGRESS	



Week	Date	Topics/Readings/Assignments	Assessments Due
5 6	Sept. 22-28	Robots and/as Labor Read: Selections from Karel Čapek, <i>R. U. R.</i> (1921) (Carmen) Watch: Fritz Lang, <i>Metropolis</i> (1927) (2 hrs 28 min) Read: Kanta Dihal, “Enslaved Minds: Artificial Intelligence, Slavery, and Revolt” (Carmen)	Discussion Creature Casebook 5
	Sept. 29-Oct. 5	Robot Rights and/as Human Rights Watch: Ridley Scott, <i>Blade Runner</i> (1982) (117 mins) Read: Kathleen Richardson, “The Complexity of Otherness: Anthropological Contributions to Robots and AI” (Carmen)	Discussion Creature Casebook 6
		3. CHILD CARERS, RESPONSIBILITY & JUSTICE	
7 8	Oct. 6-12	Raising Children—and Consciousness Read: Isaac Asimov, “Robbie” (1940) (Carmen) Read: Eve Herold, “Is There a Robot Nanny in your Children’s Future” (Carmen)	Discussion Creature Casebook 7
	Oct. 13-19 	Parenting for a Just and Diverse World Watch: Gerard Johnstone, <i>M3GAN</i> (2023) (102 mins)	 Fall break—no discussion! Creature Casebook 8
		4. ASSISTANTS, COLLEAGUES, COMPANIONS	
9 10	Oct. 20-26	Diversity in the Workplace Read: Jo Callaghan, <i>In the Blink of an Eye</i> (2023), pp. 1-201 Read: Timnit Gebru, “Race and Gender” (Carmen)	Discussion Creature Casebook 9
	Oct. 27-Nov. 2	Inclusion & Justice Finish Callaghan, <i>Blink of an Eye</i> , pp. 202-403.	Discussion Creature Casebook 10



Week	Date	Topics/Readings/Assignments	Assessments Due
11	Nov. 3-9	Autonomy & the Pursuit of Happiness Watch: Spike Jonze, <i>her</i> (2013) (126 mins)	Discussion Creature Casebook 11
		5. STRUCTURES OF POWER	
12	Nov. 10-16	Race, Gender, and Equity Watch: Alex Garland, <i>Ex Machina</i> (2015) (108 mins) Read: Thao Phan, "Programming Gender: Surveillance, Identity, and Paranoia in <i>Ex Machina</i> " (Carmen)	Discussion Creature Casebook 12
13	Nov. 17-23	Women's Rights, Human Rights Read: Sarah Gailey, <i>The Echo Wife</i> (2021), pp. 1-145	Discussion Creature Casebook 13
		HAPPY THANKSGIVING Nov 24-28	
14	Dec. 1-7	Negotiating the Work/Life – Human/Nonhuman Balance Finish, <i>Echo Wife</i> , pp. 146-256	Discussion Creature Casebook 14
15	Dec. 8-10	Reflection: Diversity, Justice, and Citizenship Read: Judith Donath, "Ethical Issues in Our Relationship with Artificial Entities" (Carmen)	Creature Casebook 15
Finals	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 and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

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

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

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

(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.	<i>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)</i>
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	<i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</i> <i>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i>
ELO 2.1 <i>Identify, describe, and synthesize approaches or experiences.</i>	<i>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</i> <u>Lecture</u> <i>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.</i> <u>Reading</u> <i>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.</i> <u>Discussions</u> <i>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.</i> <i>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.</i>
ELO 2.2 <i>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.</i>	<i>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.</i> <i>Some examples of events and sites:</i> <i>The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</i>

	<i>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.</i> <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</i> <i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i>
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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,	<i>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.</i>
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<i>national, global, and/or historical communities.</i>	<i>Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</i> <i>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.</i>
<i>ELO 3.2</i> <i>Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</i>	<i>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.</i>
<i>ELO 4.1</i> <i>Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</i>	<i>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).</i> <i>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</i>

	<i>"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.</i>
ELO 4.2 <i>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.</i>	<i>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.</i>

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).



Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

For more on Regular and Substantive Interaction: [Regular Substantive Interaction \(RSI\) Guidance](#)

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

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

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

- ☐ Regular instructor communications with the class via announcements or weekly check-ins.
- ☐ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.
- ☐ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- ☐ Regular opportunities for students to receive personal instructor feedback on assignments.

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

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- ☐ The tools used in the course support the learning outcomes and competencies.
- ☐ Course tools promote learner engagement and active learning.
- ☐ Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.
- ☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

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

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

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.



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.

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.

- ☐ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- ☐ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- ☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- ☐ Opportunities for students to provide feedback on the course.

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

Additional Considerations

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

Syllabus and cover sheet reviewed by *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.

Thursday, April 24, 2025 at 10:14:33 AM Eastern Daylight Time

Subject: MAE - Concurrence for English 3265
Date: Thursday, April 24, 2025 at 10:07:09 AM Eastern Daylight Time
From: Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>
To: Higginbotham, Jennifer <higginbotham.37@osu.edu>

Just came in from MAE.

Rosie

From: Metzler, Sandra <metzler.136@osu.edu>
Sent: Thursday, April 24, 2025 10:05 AM
To: Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>
Subject: Re: Concurrence for English 3265

Yes, thank you!

SA

Dr. Sandra Anstaett Metzler, D.Sc., P.E.
Professor of Practice
Associate Chair for Undergraduate Studies
Department of Mechanical and Aerospace Engineering
Email: metzler.136@osu.edu
Cell: 614-843-2736
Office: W292 Scott Laboratory

From: Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>
Date: Thursday, April 24, 2025 at 10:03 AM
To: Metzler, Sandra <metzler.136@osu.edu>
Subject: FW: Concurrence for English 3265

Hello Sandra,

Is MAE OK with concurrence? Today it the deadline.

Thanks,
Rosie

From: Quinzon-Bonello, Rosario
Sent: Tuesday, April 15, 2025 11:35 AM
To: Qin, Feng <qin.34@osu.edu>; Anderson, Betty Lise <anderson.67@osu.edu>; Metzler, Sandra <metzler.136@osu.edu>
Cc: Tomasko, David <tomasko.1@osu.edu>
Subject: FW: Concurrence for English 3265

Hello Feng, Betty Lise, and Sandra,

Here is another concurrence request. This one is from English.

GE Theme Citizenship for a Just World entitled "Fictions of Creation: Robots, Androids, AI, and Clones."
(3cr)

The class explores stories of human-made creatures, old and new, and examines how they challenge us to think of issues surrounding justice, community, citizenship, structures of power, and humanity.

Attached is the syllabus.

Thanks,
Rosie

From: Quinzon-Bonello, Rosario
Sent: Tuesday, April 15, 2025 11:23 AM
To: Tomasko, David <tomasko.1@osu.edu>
Subject: FW: Concurrence for English 3265

Should I distribute to CSE, ME, ECE?

From: Higginbotham, Jennifer <higginbotham.37@osu.edu>
Sent: Monday, April 14, 2025 10:04 AM
To: Tomasko, David <tomasko.1@osu.edu>
Cc: Hewitt, Elizabeth <hewitt.33@osu.edu>; Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>
Subject: Re: Concurrence for English 3265

Thanks, David. It should be attached here.

From: Tomasko, David <tomasko.1@osu.edu>
Date: Monday, April 14, 2025 at 10:02 AM
To: Higginbotham, Jennifer <higginbotham.37@osu.edu>
Cc: Hewitt, Elizabeth <hewitt.33@osu.edu>, Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>
Subject: RE: Concurrence for English 3265

Jennifer,

I don't see the syllabus attached. We'll have a look and circulate to a couple of our departments. I don't anticipate concerns.

David

David L. Tomasko
Associate Dean for Academic Programs & Student Services
Professor of Chemical & Biomolecular Engineering

The Ohio State University

If you have a zoom meeting scheduled with me: <https://osu.zoom.us/my/davidtomasko>

Executive Assistant: Winnie Sampson

sampson.38@osu.edu

614-688-4602

If one accepts that without deeply understanding and being a part of society then one cannot develop meaningful solutions to the problems it presents, then current demographic trends in engineering are an actual threat to the profession.

From: Higginbotham, Jennifer <higginbotham.37@osu.edu>

Sent: Friday, April 11, 2025 5:33 PM

To: Tomasko, David <tomasko.1@osu.edu>

Cc: Hewitt, Elizabeth <hewitt.33@osu.edu>

Subject: Concurrence for English 3265

Dear David,

English has developed a new course for the GE Theme Citizenship for a Just World entitled “Fictions of Creation: Robots, Androids, AI, and Clones.” The class explores stories of human-made creatures, old and new, and examines how they challenge us to think of issues surrounding justice, community, citizenship, structures of power, and humanity. The Arts & Humanities Subcommittee of the Arts & Sciences Curricular Committee has asked that we reach out to ask if the College of Engineering would grant concurrence for it. I’m attaching the syllabus for your consideration.

All best,
Jennifer

Jennifer Higginbotham (she/her/hers)

Director of Undergraduate Studies

Associate Professor of English

Ohio State University

higginbotham.37@osu.edu

Subject: FW: Concurrence for English 3265
Date: Thursday, April 24, 2025 at 9:59:29 AM Eastern Daylight Time
From: Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>
To: Higginbotham, Jennifer <higginbotham.37@osu.edu>
Attachments: image001.png

This is concurrence from ECE

From: Anderson, Betty Lise <anderson.67@osu.edu>
Sent: Tuesday, April 15, 2025 2:50 PM
To: Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>; Qin, Feng <qin.34@osu.edu>; Metzler, Sandra <metzler.136@osu.edu>
Cc: Tomasko, David <tomasko.1@osu.edu>; Anderson, Betty Lise <anderson.67@osu.edu>
Subject: Re: Concurrence for English 3265

ECE concurs with English 3265.



Betty Lise Anderson, PhD, Professor and Associate Chair
Electrical and Computer Engineering
205 Drees Laboratory I 2015 Neil Avenue Columbus, OH 43210
614-292-1323 Office I 614-292-7596 Fax
anderson.67@osu.edu
<http://www2.ece.ohio-state.edu/%7Eanderson/>

From: Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>
Date: Tuesday, April 15, 2025 at 11:34 AM
To: Qin, Feng <qin.34@osu.edu>, Anderson, Betty Lise <anderson.67@osu.edu>, Metzler, Sandra <metzler.136@osu.edu>
Cc: Tomasko, David <tomasko.1@osu.edu>
Subject: FW: Concurrence for English 3265

Hello Feng, Betty Lise, and Sandra,

Here is another concurrence request. This one is from English.

GE Theme Citizenship for a Just World entitled "Fictions of Creation: Robots, Androids, AI, and Clones." (3cr)
The class explores stories of human-made creatures, old and new, and examines how they challenge us to think of issues surrounding justice, community, citizenship, structures of power, and humanity.

Attached is the syllabus.

Thanks,
Rosie

From: Quinzon-Bonello, Rosario
Sent: Tuesday, April 15, 2025 11:23 AM
To: Tomasko, David <tomasko.1@osu.edu>
Subject: FW: Concurrence for English 3265

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Sent: Monday, April 14, 2025 10:04 AM
To: Tomasko, David <tomasko.1@osu.edu>
Cc: Hewitt, Elizabeth <hewitt.33@osu.edu>; Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>
Subject: Re: Concurrence for English 3265

Thanks, David. It should be attached here.

From: Tomasko, David <tomasko.1@osu.edu>
Date: Monday, April 14, 2025 at 10:02 AM
To: Higginbotham, Jennifer <higginbotham.37@osu.edu>
Cc: Hewitt, Elizabeth <hewitt.33@osu.edu>, Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>
Subject: RE: Concurrence for English 3265

Jennifer,
I don't see the syllabus attached. We'll have a look and circulate to a couple of our departments. I don't anticipate concerns.

David

David L. Tomasko
Associate Dean for Academic Programs & Student Services
Professor of Chemical & Biomolecular Engineering
The Ohio State University
If you have a zoom meeting scheduled with me: <https://osu.zoom.us/my/davidtomasko>

Executive Assistant: Winnie Sampson
sampson.38@osu.edu
614-688-4602

If one accepts that without deeply understanding and being a part of society then one cannot develop meaningful solutions to the problems it presents, then current demographic trends in engineering are an actual threat to the profession.

From: Higginbotham, Jennifer <higginbotham.37@osu.edu>
Sent: Friday, April 11, 2025 5:33 PM
To: Tomasko, David <tomasko.1@osu.edu>
Cc: Hewitt, Elizabeth <hewitt.33@osu.edu>
Subject: Concurrence for English 3265

Dear David,

English has developed a new course for the GE Theme Citizenship for a Just World entitled “Fictions of Creation: Robots, Androids, AI, and Clones.” The class explores stories of human-made creatures, old and new, and examines how they challenge us to think of issues surrounding justice, community, citizenship, structures of power, and humanity. The Arts & Humanities Subcommittee of the Arts & Sciences Curricular Committee has asked that we reach out to ask if the College of Engineering would grant concurrence for it. I’m attaching the syllabus for your consideration.

All best,
Jennifer

Jennifer Higginbotham (she/her/hers)
Director of Undergraduate Studies
Associate Professor of English
Ohio State University
higginbotham.37@osu.edu

Subject: FW: Concurrence for English 3265 - April 25 deadline
Date: Thursday, April 24, 2025 at 9:58:56 AM Eastern Daylight Time
From: Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>
To: Higginbotham, Jennifer <higginbotham.37@osu.edu>
Attachments: image001.png

Hello Jennifer,

Here is concurrence received from CSE.
I thought I had sent this to you.

Apologies,
Rosie

From: Williamson, Donald <williamson.413@osu.edu>
Sent: Thursday, April 17, 2025 9:21 AM
To: Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>
Cc: Morris, Jeremy <morris.343@osu.edu>
Subject: Re: Concurrence for English 3265 - April 25 deadline

Hi Rosie,

CSE does not have any concerns about this course, so we are fine with granting concurrence.

Best,

Donald S. Williamson
Associate Professor
Director, [The ASPIRE Group](#)
Affiliated faculty, Translational Data Analytics Institute
[Computer Science and Engineering](#)
493 Dreese Labs, [2015 Neil Ave, Columbus, OH 43210](#)
williamson.413@osu.edu



THE OHIO STATE UNIVERSITY
COLLEGE OF ENGINEERING

From: Morris, Jeremy <morris.343@osu.edu>
Date: Monday, April 14, 2025 at 3:16 PM
To: Williamson, Donald <williamson.413@osu.edu>
Cc: Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>
Subject: Fw: Concurrence for English 3265 - April 25 deadline

Hey Donald,

Looks like another concurrence for Curriculum to discuss. This one should be an easy one though.

Jeremy

Jeremy Morris (morris.343@osu.edu)
Assistant Professor of Practice - Computer Science and Engineering
The Ohio State University

From: Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>
Sent: Monday, April 14, 2025 2:55 PM
To: Morris, Jeremy <morris.343@osu.edu>; Anderson, Betty Lise <anderson.67@osu.edu>; Metzler, Sandra <metzler.136@osu.edu>
Subject: FW: Concurrence for English 3265 - April 25 deadline

Hello Jeremy, Betty Lise, and Sandra,

English has developed a new course for the GE Theme Citizenship for a Just World entitled "Fictions of Creation: Robots, Androids, AI, and Clones."
They are seeking concurrence. Please let me know no later than Friday, April 25.

Thanks,
Rosie

From: Tomasko, David <tomasko.1@osu.edu>
Sent: Monday, April 14, 2025 12:57 PM
To: Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>
Subject: Fw: Concurrence for English 3265

Can you send to CSE, ECE, and MAE for comment or concerns?

David L. Tomasko
Associate Dean for Academic Programs & Student Services
Professor of Chemical & Biomolecular Engineering
The Ohio State University
If you have a zoom meeting scheduled with me: <https://osu.zoom.us/j/davidtomasko>

Executive Assistant: Winnie Sampson
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Sent: Monday, April 14, 2025 10:04 AM
To: Tomasko, David <tomasko.1@osu.edu>
Cc: Hewitt, Elizabeth <hewitt.33@osu.edu>; Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>
Subject: Re: Concurrence for English 3265

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Date: Monday, April 14, 2025 at 10:02 AM
To: Higginbotham, Jennifer <higginbotham.37@osu.edu>
Cc: Hewitt, Elizabeth <hewitt.33@osu.edu>, Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>
Subject: RE: Concurrence for English 3265

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Jennifer

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Director of Undergraduate Studies
Associate Professor of English
Ohio State University
higginbotham.37@osu.edu

Thursday, April 24, 2025 at 2:36:27 PM Eastern Daylight Time

Subject: Re: concurrence
Date: Thursday, April 24, 2025 at 2:30:26 PM Eastern Daylight Time
From: Higginbotham, Jennifer <higginbotham.37@osu.edu>
To: D'Arms, Justin <darms.1@osu.edu>
CC: Shuster, Amy <shuster.67@osu.edu>

Thank you!

Jennifer Higginbotham
Director of Undergraduate Studies
Associate Professor of English
Ohio State University
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Subject: concurrence

Philosophy concurs in "Fictions of Creation: Robots, Androids, AI, and Clones."

It looks like a great course.

Justin

Justin D'Arms
He/him, they is ok
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