Term Information

Effective Term	Autumn 2026

General Information

Course Bulletin Listing/Subject Area	Comparative Studies
Fiscal Unit/Academic Org	Comparative Studies - D0518
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2500
Course Title	Introduction to AI in Society
Transcript Abbreviation	IntroAISociety
Course Description	This course engages fundamental questions about AI and society, drawing on perspectives from the interdisciplinary fields of Science and Technology Studies, Critical AI Studies, and others across the humanities and social sciences. It has been designed to teach students how to situate contemporary AI systems within the historical and cultural conditions of their development.
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 Greater or equal to 50% at a distance Less than 50% 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	EduTL 1902, or 1902.04, or IELP WRITE score of 80, or English Placement Level 4
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	24.0103
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Writing and Information Literacy

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Identify, understand, and evaluate the design and functionality of different types of AI systems
- Identify, understand, and evaluate how cultural logics (including bias, values and ethics) shape the design and development of AI systems
- Identify, understand, and evaluate the social, political, cultural, and environmental impacts of AI systems across a range of cases and perspectives
- Communicate critical perspectives about AI systems in multiple forms and genres of writing, including ethnographic writing, journal reflections, and text annotations

Content Topic List

- AI
- artificial intelligence
- science and technology studies

Sought Concurrence No

Attachments

- COMPSTD 2500 Introduction to AI in Society DL GE Syllabus.pdf: Syllabus

  (Syllabus. Owner: Arceno,Mark Anthony)
- COMPSTD 2500 Introduction to AI in Society WIL Foundation.pdf: GE WIL form

  (Other Supporting Documentation. Owner: Arceno,Mark Anthony)
- COMPSTD 2500 reviewed.pdf: DL approval form

  (Other Supporting Documentation. Owner: Arceno,Mark Anthony)
- Curriculum Map for CS Major - 122225.pdf: Curriculum map

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

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Arceno,Mark Anthony	12/22/2025 11:44 AM	Submitted for Approval
Approved	Urban,Hugh Bayard	12/22/2025 12:06 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	12/22/2025 03:09 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	12/22/2025 03:09 PM	ASCCAO Approval

Syllabus

COMPSTD 2500

Introduction to AI in Society

Fall 2026

3 Credit Hours

Hybrid Asynchronous Online and Synchronous Online

Course overview

Instructor

- Dr. Maya Cruz
- cruz.446@osu.edu
- Course Zoom Link will be provided
- Office Hours by appointment scheduled via Microsoft Bookings
  - Zoom Link will be sent upon booking via Microsoft Bookings

Note: My preferred method of contact is via email using cruz.446@osu.edu or via CarmenCanvas.

Course description

Amidst visions of futures of artificial intelligence both utopic and dystopic, questions about the ethics and politics of artificial intelligence in society abound in our current moment. Can a machine think? Can a machine feel? Will artificial intelligence replace me? Are these even the right questions? What is artificial intelligence, anyways? This course will engage with these and other fundamental questions about AI and society, drawing on contemporary and historical perspectives from the interdisciplinary fields of Science and Technology Studies, Critical AI Studies, and other fields

across the humanities and social sciences. Specifically, this course is designed to teach students how to situate contemporary AI systems within the historical and cultural conditions of their development using a broad survey of historical and emerging social, political, and cultural debates about AI systems in society. Beginning with the emergence of AI in the 20th Century United States where leading computer scientists asked questions like “Can a machine think?” in their efforts to engineer computational systems that function as “thinking machines,” we will consider how AI systems have developed and imagined as “thinking machines” by analyzing a range of AI use cases (such as the emergence of chatbots and other predictive algorithms) and consider them through iterations of the foundational question of “Can a machine think?”, such as “Can a machine feel?” and “Can a machine replace me?” as a way to understand the technical, ethical, political, environmental, and cultural issues surrounding AI in society today.

Course expected learning outcomes

As a Writing and Information Literacy Foundations Course, the goal of this course is to support students to become critical thinkers and writers about AI systems as information systems. No prior knowledge or experience with AI systems is needed or presumed in this course. Instead, students will be encouraged to think critically about how they already engage with information infrastructures and information cultures around them, and the seeming ubiquity of AI systems in their everyday lives. By the end of this course, students should successfully be able to understand and apply foundational skills in both writing and information literacy, here called “Critical AI literacies,” such as:

1. Identifying, understanding and evaluating the design and functionality of different types of AI systems;
2. Identifying, understanding and evaluating how cultural logics (including bias, values and ethics) shape the design and development of AI systems;
3. Identifying, understanding and evaluating the social, political, cultural, and environmental impacts of AI systems across a range of cases and perspectives;

4. Communicating critical perspectives about AI systems in multiple forms and genres of writing, including ethnographic writing, journal reflections, and text annotations;

General education goals and expected learning outcomes

COMPSTD 2500 is designed to meet the specific goals and learning outcomes of the Writing and Information Literacy Foundations GE.

As part of the Writing and Information Literacy Foundations category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Goals:

1. Demonstrate skills in effective reading and writing as well as in oral, digital and/or visual communication for a range of purposes, audiences and context.
2. Develop the knowledge, skills and habits of mind needed for information literacy.

Expected Learning Outcomes:

Successful students will be able to:

- Compose and interpret across a wide range of purposes and audiences using writing as well as oral, visual, digital and/or other methods appropriate to the context.
- Use textual conventions, including proper attribution of ideas and/or sources, as appropriate to the communication situation.
- Generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation.
- Evaluate social and ethical implications in writing and information literacy practices.

- Demonstrate responsible, civil and ethical practices when accessing, using, sharing or creating information.
- Locate, identify and use information through context-appropriate search strategies.
- Employ reflective and critical strategies to evaluate and select credible and relevant information sources.

How this online course works

Mode of delivery

This course is 100% online. This course is designed around 7 modules that each take up foundational questions in the study of AI in society. Across these 7 modules, there are 9 required sessions when you must be logged in to Carmen at a scheduled time, and an additional two optional synchronous sessions in Module 7. Please see the explanation below.

Pace of online activities

Each module combines a synchronous and asynchronous component, as follows:

In Modules 1-6, students will:

- Complete assigned readings and the required discussion post to CarmenCanvas or Hypothes.is **asynchronously** before attending **one* required synchronous lecture and discussion session** via CarmenZoom

  **Please note: Module 1 has two required synchronous lecture and discussion sessions scheduled via CarmenZoom*

- Complete a required lab activity (**either synchronously or asynchronously**; please see note below) in which students will apply the concepts introduced in the module to study a range of case studies of AI systems, through a guided “hands-on” practice to complete a “mini” digital ethnography. These lab sessions are

designed to provide students with dedicated time to practice techniques of digital ethnography that they will use for their final project, which asks students to complete a more comprehensive digital ethnography of an AI system of their choosing.
    - Please note: There is an *optional synchronous* lab meeting scheduled via CarmenZoom for each lab in each Module. You may choose to attend the lab session to receive support as you complete the required lab activity, but it is not required. However, you must complete the required lab activity outlined in each Module whether you attend the optional synchronous lab meeting or not.

In Module 7, students will:

- Have dedicated time to complete their digital ethnography assignment for their final project **asynchronously** with the opportunity to attend **optional synchronous class meetings** to receive instructor guidance and peer support as they complete the components of the final project
- Present their final project "work in progress" in one of two **required synchronous class meetings** via CarmenZoom, to receive peer and instructor feedback to integrate into their project ahead of their final submission during the exam period

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.

As this course is a 3 credit hour course, each module is expected to comprise approximately 18 hours of coursework spread over two weeks of the semester, averaging nine hours of expected coursework per week.

Participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

Participating in online activities

Students are required to participate in this course by completing all required activities (including asynchronous discussion posts and lab activities, and synchronous lecture and discussion components, and presentations) as specified on the Detailed Course Schedule. Students can also complete optional synchronous online class meetings in Module 7 as scheduled to receive additional instructor and peer feedback, guidance, and support.

Course communication guidelines

Email Policy

For all email correspondence, please include **COMPSTD 2500** in the subject line. Please try to ask me your questions during scheduled synchronous class sessions, asynchronously on the Canvas Question Board, or via email or during scheduled office hours. For asynchronous communication, I will do my best to respond to your emails promptly (i.e. within one or two business days), but at times I will need up to three business days to respond. If you still have not heard from me within that timeframe, please send me a follow-up email (sometimes things just get lost in my inbox). Please note I do not typically respond to emails on Fridays or on weekends, or after 6pm on any day. Thanks for your understanding!

Writing style

As a Writing and Information Literacy Foundations GE course, students will be supported to develop written communication skills throughout the course, and will be expected to actively engage in the development of their writing skills throughout the course.

Citing your sources

Please follow APA style to cite your sources. Comprehensive information on APA citation can be found here: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work for you. The Writing Center is a great resource for advice on improving your writing and you can make an appointment with them here: https://cstw.osu.edu/make-writing-center-appointment.

Course materials and technologies

Required Textbooks and Course Materials

There are no required textbooks or other materials to purchase for this course. All course materials will be made available for students via CarmenCanvas, Hypothes.is, and ThingLink for each Module.

Course technology

As an online course, this course will make use of multiple platforms (CarmenCanvas, Hypothes.is, and ThingLink) to ensure an optimal and successful student learning experience. Students are expected to engage with the course material through these platforms, and will be supported to learn to use these platforms to complete all assigned activities successfully.

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at it.osu.edu/help, and support for urgent issues is available 24/7.

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

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Basic computer skills using the Hypothes.is platform and ThingLink platform to engage with course material (e.g. analysis, discussion and annotation)

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.

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 website for more information: https://buckeyepass.osu.edu/
- 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.

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 your instructor at cruz.446@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 your instructor at cruz.446@osu.edu and ascode@osu.edu. Accommodation and assistance will be arranged for you as appropriate free from penalty.

Grading and instructor response

How your grade is calculated

Assignment Category	Percentage
Discussion Posts on Hypothes.is	10%
“Asking Different Questions” Lab Activities	30%
Digital Ethnographies of AI Systems Assignment	55%
Participation and Engagement	5%
Total	**100%**

Description of major course assignments

Asynchronous Discussion Posts on Hypothes.is (10%)

Our course is structured such that you will work through the assigned material asynchronously, before attending the required synchronous lecture and discussion component of each module and the optional synchronous lab meetings and completing the required lab activity (whether synchronously during the optional lab meeting schedule, or asynchronously). It is crucial that you complete the assigned readings before attending the required synchronous lecture and discussion

session in each Module, so that you are prepared to complete the material in the lab component of each Module.

To support you to complete the required readings and come prepared for the required synchronous lecture and discussion component of each module, I will post a discussion topic and question for you to engage with asynchronously using Hypothes.is. The posts will be available at the start of each Module and you are responsible for responding to the posted discussion topic and question before the required synchronous lecture and discussion component of each Module. You are required to make a discussion board post for Modules 1-6 in our course.

To respond, you may either respond to the initial posted discussion topics and questions, or respond to the post of one of your peers or the instructor. Your posts should demonstrate substantial engagement with the assigned material for the Module. For example, you may wish to pose a clarification question, identify a key term or quotation from the readings, or make connections to the assigned material from previous Modules in the course.

Evaluation Rubric

The discussion board is your space to think out loud about each module's materials and connect with your peers' interpretations. These posts prepare you for deeper, hands-on discussion in our synchronous Lab meetings.

Criteria	Description	Points
Engagement with Course Material	Demonstrates a clear understanding of the readings and/or lecture videos. Draws on specific ideas, quotations, or examples and connects them meaningfully to the discussion prompt.	**40%**

Criteria	Description	Points
Critical Thinking & Connection	Offers thoughtful insights, questions, or interpretations that extend the conversation. Makes connections to previous modules, broader course themes, or real-world examples.	**30%**
Interaction & Dialogue	Responds constructively to peers or instructor posts (if applicable). Builds on others' ideas, asks clarifying questions, or provides alternative perspectives respectfully.	**20%**
Clarity & Timeliness	Post is clear, organized, and written in an accessible, academic tone. Submitted on time before the required synchronous lecture and discussion component of each Module.	**10%**

Academic integrity and collaboration guidelines

Students are expected to complete this assignment by following all expectations regarding academic integrity and honesty. Students should follow the expectations regarding proper use of citation styles and avoiding plagiarism. Students should complete their work independently.

"Asking Different Questions" Labs (30%)

Description

Modules 1-6 are comprised of a required reading and synchronous lecture and discussion component (via CarmenZoom) and a required "hands-on" lab component in which students will apply the concepts introduced in the module to study a range of case studies of AI systems through a guided "hands-on" practice to complete a "mini" digital ethnography. Please note that there is an optional synchronous lab meeting via CarmenZoom scheduled for each lab component, and you may choose to attend the lab session to receive support as you complete the required lab activity, but it is not required. However, you must complete the required lab activity outlined in each Module whether you attend the optional synchronous lab meeting or not. The work you do in the lab components of each module are an opportunity to practice techniques of digital ethnography that you will apply in your final project. As such, the work you do in the lab component of each module is an important part of this course and counts for 30% of your final grade in this course (5% per lab assignment, over Modules 1-6).

Category	Description	5 Points Total
Steps 1 & 2: Reflection and Reframing	Clearly and thoughtfully identifies cultural, political, social, and ethical assumptions shaping the question. Connects these ideas to the case study. (100–150 words) Generates 3–5 original, critical, and well-explained alternative questions that challenge the original framing. Includes a clear paragraph (100–150 words) explaining their purpose.	**1 point**

Category	Description	5 Points Total
Steps 3.1–3.3: Observations and Analysis	Clearly identifies the chosen question and field of analysis; includes thoughtful notes, patterns, and direct examples or evidence from materials. Provides insightful analysis that connects evidence to the alternative question; critically examines assumptions about core themes of the case study.	**2 points**
Step 3.4: Reflection	Synthesizes findings using a course concept; demonstrates strong critical insight and awareness of ethical, political, and social implications. (150–200 words)	**2 points**

Academic integrity and collaboration guidelines

Students are expected to complete this assignment by following all expectations regarding academic integrity and honesty. Students should follow the expectations regarding proper use of citation styles and avoiding plagiarism. Students should complete their work independently.

Digital Ethnographies of AI Systems Assignment

(50% + 5% Portfolio Presentation = 55% total)

Each Module in our course is designed around a fundamental question about artificial intelligence, such as “Can a machine think?”, “Can a machine feel?” and “Can a machine replace me?”.

Throughout each Module, you will engage with readings, videos, and group discussions that invite you to think through the politics of these questions, and the complex ways in which these questions have shaped the development of AI systems in the world. The goal of the class is for you to develop skills in critical AI literacy such that you can assess the social, material, and philosophical stakes of these questions and pose alternatives. In each module, you will work together with your peers to identify alternative questions that can guide your critical engagement with AI systems. Your work in each Module will culminate in your completion of the major project for this class, called the "Digital Ethnographies of AI Systems" Assignment.

Your task for this assignment is to investigate one of the alternative questions you and your peers have identified in more depth using the method of digital ethnography, which is a method of studying technology by engaging directly with its systems, interfaces, and social dimensions through experimental practice combined with critical analysis and written reflection. Specifically, you will:

Step 1: Identifying Your Field of Analysis

- Select an "alternative question" that you will use as a lens with which to study your AI system case study
- Select an AI system case study from the following list or propose a different case study for instructor approval:
    - Vox, August 2025, "This is what happens when AI tries to write scripture": https://www.vox.com/future-perfect/440950/ai-chatgpt-bible-religion-spiritual-buddhism
    - The Guardian, July 2025, "'I felt pure, unconditional love': the people who marry their AI chatbots": https://www.theguardian.com/tv-and-radio/2025/jul/12/i-felt-pure-unconditional-love-the-people-who-marry-their-ai-chatbots

- Vice, 2023, “We Spoke to People Who Started Using ChatGPT As Their Therapist”: https://www.vice.com/en/article/we-spoke-to-people-who-started-using-chatgpt-as-their-therapist/
- The New Yorker, 2024, “Why AI isn’t going to make art”: https://www.newyorker.com/culture/the-weekend-essay/why-ai-isnt-going-to-make-art

Step 2: Experimental Engagement and Ethnographic Documentation

Design and conduct an experiment or interaction with the system to engage with and assess your chosen question. Document your engagement using ethnographic techniques from Dumit and Star introduced in Unit 2 (e.g., thick description, infrastructural inversion, implosion). You should include the following components in your documentation:

- Which question and AI system did you choose to study? What did you find out about its design and designers, infrastructure, and its embeddedness in the world?
- What did you do with it, or what did you read about others doing with it? Be specific as specific as possible: include prompts, queries, actions, screen shots, and document your process – including why you or the users you are analyzing made the choices that you/they did.
- What did it produce?
- What stands out to you about the results in terms of your question?

Step 3: Ethnographic Writing and Critical Reflection

Assess your study process and its outcomes and respond to the question you have chosen (e.g. Can a machine think?) by critically engaging with 3-4 course concepts and specific examples of your process and its outcomes.

Step 4: Works in Progress Presentation (required, synchronous meeting via CarmenZoom)

You will be required to present a draft of your portfolio in which you share your main findings, insights, and critical reflections with the class. Your peers and instructor will provide you with structured feedback that you can integrate into your portfolio ahead of the final submission (please see Detailed Course Schedule for information on presentation dates and the final submission due date).

Evaluation Rubric

Criteria	Description	Points
Identify Your Field of Study	You've chosen a clear, original, and meaningful iteration of the "Can a machine…?" question that connects strongly to course ideas and opens space for deeper thinking. You've chosen an appropriate AI system with which to experiment. You explain your reasoning and process for choosing your question and AI system meaningfully and critically.	**5**
Experiment & Documentation	You designed a creative and well-documented experiment with your chosen AI system. You include screenshots, prompts, notes, and reflections that clearly show what you did and why. You effectively use techniques from class (like thick description, infrastructural inversion, or implosion) to analyze the AI system and what it reveals about technology, society, and design.	**15**

Criteria	Description	Points
Critical Reflection	You think deeply about what your experiment shows. You connect your findings to 3–4 key course concepts, showing insight into the politics, limits, and meanings of AI. You embrace uncertainty and the messiness of AI systems and reflect on your own role and perspective.	**15**
Organization & Communication	Your portfolio is clear, well-structured, and thoughtfully presented (writing, visuals, layout, appropriate use of online tools). It's easy to follow and engaging to read.	**15**
Presentation & Feedback	You clearly share your main ideas and findings in your class presentation. You engage peers thoughtfully and integrate feedback meaningfully in your final portfolio.	**5**

What I'm Looking For

Your portfolio is not meant to provide neat answers to the question you are investigating. Rather, your portfolio is meant to document and share your experimental process using ethnographic techniques, in ways that emphasize the complexities of your question and the ways in which your experimental engagement with your chosen AI system responds to this question. I want to see how you:

- Document and reflect on your own experience with AI
- Engage with the messiness, ambiguity, complexity, and the limits of these systems

- Think critically about how AI operates within broader social, cultural, and material structures and your own experience

Remember: in your portfolio, don't be afraid to ask more questions than you answer. That's often where the most interesting insights begin!

Late assignments

All assignments are due via CarmenCanvas by the stated due date on the syllabus. Late assignments are subject to a 10% deduction. Missing assignments must be submitted by the end of the scheduled exam period to receive credit. Students who are experiencing extenuating circumstances that makes completing assignments and other coursework successfully on time should reach out to the instructor to discuss options and receive support as soon as they are able.

Grading Scale

This course will use General Grading Scale for all assignments and evaluation:

A (100-94)	Excellent understanding of course themes, outstanding engagement, precise writing
A- (93-90)	Excellent understanding of course themes, very good engagement and writing
B+ (89-87)	Very good understanding of course themes, very good engagement and writing
B (86-83)	Consistently good understanding of course themes, good engagement and writing
B- (82-80)	Mostly good understanding of course themes, good or uneven engagement and writing
C+ (79-77)	Some good understanding of course themes, good engagement and writing
C (76-73)	Superficial understanding of course themes and uneven engagement and writing
C- (72-70)	Incomplete understanding of course themes and uneven engagement and writing

D+ (69-67) Passing, but some serious deficiencies in understanding and engagement and/or writing

D (66-60) Passing, but many serious deficiencies in understanding and engagement and/or writing

E (59-0) Not Passing, too many serious deficiencies to receive passing credit for this course

Instructor feedback and response time

Grading and feedback

Students can expect to receive formal written feedback on the "Asking Different Questions" Lab assignments and the Digital Ethnographies of AI Systems Assignment within one week of completing the assignments and submitting to CarmenCanvas. Students may receive additional feedback more informally during synchronous class meetings or during office hours, and via email upon request. Grades will be updated and posted to CarmenCanvas throughout the semester frequently, approximately every two or three weeks as necessary.

Preferred contact method

Please contact me via email at cruz.446@osu.edu or using CarmenCanvas to discuss any questions or concerns. You can expect a response from me within 1-3 business days. Please note I do not typically respond to emails after 6pm or on weekends and holidays.

Academic policies

Academic integrity policy

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

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

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

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

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

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

Copyright for instructional materials

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

Creating an environment free from harassment, discrimination, and sexual misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. 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:

Online reporting form at http://civilrights.osu.edu/,

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

Or Email equity@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.

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.

Your mental health

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

Accessibility accommodations for students with disabilities

Requesting accommodations

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

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

Religious accommodations

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

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for

the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

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

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Civil Rights Compliance: https://civilrights.osu.edu/

Policy: Religious Holidays, Holy Days and Observances

Course Schedule

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

Week	Date	Topics/Readings/Assignments	Assessments Due
1		**Module 1: Invisible Information Infrastructures: What is AI? How do we study it?** **Week 1: Course Welcome and Introductions** **Required Reading and Viewing:** • Karen Hao. 2018. What is AI? We drew you a flowchart to work it out. MIT Technology Review. Accessed: https://www.technologyreview.com/2018/11/10/139137/is-this-ai-we-drew-you-a-flowchart-to-work-it-out/ • Crawford, Kate. (2021). Introduction. In The Atlas of AI: Power, Politics, and the Planetary Costs of Artificial Intelligence (pp. 1–21). Yale University Press. https://doi.org/10.2307/j.ctv1ghv45t.3	• Required: Complete Asynchronous CarmenCanvas Discussion Board Post ○ What is AI? How do you usually encounter AI? How do you usually talk about AI? What questions do you have about AI? • Required: Attend Synchronous Online Lecture and Discussion via CarmenZoom (80 minutes)

2		**Module 1: "Asking Different Questions" Lab**
		
		Case Study Materials:
		
		• Kate Crawford's "The Anatomy of an AI System": https://anatomyof.ai
		• Selections of:
		  ○ Dumit, Joseph. 2014. "Writing the Implosion: Teaching the World One Thing at a Time." Cultural Anthropology 29, no. 2: 344–362.
			Activities:
			
			• Required: Attend Synchronous Online Lab Session #1 via CarmenZoom (80 minutes)
			  ○ Digital Ethnography Tutorial: "Imploding" AI Systems

Week	Date	Topics/Readings/Assignments	Assessments Due
		https://doi.org/10.14506/ca29.2.09. ○ Star, S. L. (1999). The Ethnography of Infrastructure. American Behavioral Scientist, 43(3), 377-391. https://doi.org/10.1177/00027649921955326	• Required: Attend Synchronous Online Lab Session #2 via CarmenZoom (80 minutes) ○ Digital Ethnography Tutorial: How to create digital ethnographic documentation of AI Systems
3		**Module 2: Critical Histories of AI: Can a machine think?** **Week 3: Reading and Lecture** **Required Reading and Viewing:** • Broussard, Meredith. 2019. "Hello, World." In Artificial Unintelligence: How Computers Misunderstand the World. Cambridge: MIT Press. https://mitpress.mit.edu/9780262537018/artificial-unintelligence/ • Broussard, Meredith. 2019. "Hello, AI." In Artificial Unintelligence: How Computers Misunderstand the World. Cambridge: MIT Press. https://mitpress.mit.edu/9780262537018/artificial-unintelligence/	Activities: • Required: Complete Asynchronous Hypothes.is Discussion Post • Required: Attend Synchronous Online Lecture and Discussion via CarmenZoom (80 minutes)

Week	Date	Topics/Readings/Assignments	Assessments Due

4		**Module 2: "Asking Different Questions" Lab: "Can a machine think?"**
		
		Case Study Materials:
		
		• Selections of:
		  ○ Turing, A. M. (1950). Computing Machinery and Intelligence. Mind, 59(236), 433–460. http://www.jstor.org/stable/2251299
		  ○ J. McCarthy, Marvin L. Minsky, Nathaniel Rochester, and Claude E. Shannon, "A Proposal for the Dartmouth Summer Research Project on Artificial Intelligence," August 31, 1955. Accessed: http://jmc.stanford.edu/articles/dartmouth/dartmouth.pdf.
			Activities:
			
			• Optional: Attend Synchronous Online Lab Meeting via CarmenZoom (80 minutes)
			
			Required: Complete Digital Ethnography of AI Systems Lab Activity

5		**Module 3: AI and Affect: Can a machine feel?** **Week 5: Reading and Lecture** **Required reading:** • Crawford, Kate. (2021). Affect. In The Atlas of AI: Power, Politics, and the Planetary Costs of Artificial Intelligence(pp. 151–179). Yale University Press. https://doi.org/10.2307/j.ctv1ghv45t.8 • Atanasoski, N., & Vora, K. (2019). The Surrogate Human Affect: The	Activities: • Required: Complete Asynchronous Hypothes.is Discussion Post • Required: Attend Synchronous Online Lecture and Discussion via CarmenZoom (80 minutes)

Week	Date	Topics/Readings/Assignments	Assessments Due
		Racial Programming of Robot Emotion. In *Surrogate Humanity: Race, Robots, and the Politics of Technological Futures* (pp. 108–133). Duke University Press. https://doi.org/10.2307/j.ctv1198x3v.8	
6		**Module 3: Asking Different Questions" Lab: "Can a machine feel?"** **Case Study Materials:** • Jarow, O. "How the first chatbot predicted the dangers of AI more than 50 years ago." Vox, May 2023. Accessed: https://www.vox.com/future-perfect/23617185/ai-chatbots-eliza-chatgpt-bing-sydney-artificial-intelligence-history • Weizenbaum, Joseph. 1966. "ELIZA—a computer program for the study of natural language communication between man and machine." Communications of the ACM, vol. 9, issue 1. 36-45. https://doi.org/10.1145/365153.365168 • Mar, A. October 2025. "The Cure," in WIRED. Accessed: https://www.wired.com/story/ai-therapist-collective-psyche/	Activities: • Optional: Attend Synchronous Online Lab Meeting via CarmenZoom (80 minutes) Required: Complete Digital Ethnography of AI Systems Lab Activity

Week	Date	Topics/Readings/Assignments	Assessments Due
7		**Module 4: Biases, Values, Glitch, and Error: Can a machine be objective?** **Weeks 7: Reading and Lecture** **Required reading:** • Ruha Benjamin, 2019. "Engineered Inequity: Are Robots Racist?" in *Race After Technology: Abolitionist Tools for the New Jim Code*. Polity. • Ruha Benjamin, 2019. "Default Discrimination: Is the Glitch Systemic?" in Race After Technology: Abolitionist Tools for the New Jim Code. Polity.	Activities: • Required: Complete Asynchronous Hypothes.is Discussion Post • Required: Attend Synchronous Online Lecture and Discussion via CarmenZoom (80 minutes)
8		**Module 4: Asking Different Questions" Lab: "Can a machine be objective?"** **Case Study Materials:** • Karen Hao and Jonathan Stray. MIT Technology Review, October 2019: Can you make AI fairer than a judge? Play our courtroom algorithm game. https://www.technologyreview.com/2019/10/17/75285/ai-fairer-than-judge-criminal-risk-assessment-algorithm/	Activities: • Optional: Attend Synchronous Online Lab Meeting via CarmenZoom (80 minutes) Required: Complete Digital Ethnography of AI Systems Lab Activity

Week	Date	Topics/Readings/Assignments	Assessments Due
9		**Module 5: AI and Labor: Can a machine replace me?** **Week 9: Reading and Lecture** **Required reading:** • Crawford, Kate. (2021). Labor. In The Atlas of AI: Power, Politics, and the Planetary Costs of Artificial Intelligence (pp. 53–87). Yale University Press. https://doi.org/10.2307/j.ctv1ghv45t.5	Activities: • Required: Complete Asynchronous Hypothes.is Discussion Post • Required: Attend Synchronous Online Lecture and Discussion via CarmenZoom (80 minutes)
10		**Module 5: "Asking Different Questions" Lab: "Can a machine replace me?"** **Case Study Materials:** • Bartholomew, J. August 2023. "Q&A: Uncovering the labor exploitation that powers AI" Columbia Journalism Review. Accessed: https://www.cjr.org/tow_center/qa-uncovering-the-labor-exploitation-that-powers-ai.php	Activities: • Optional: Attend Synchronous Online Lab Meeting via CarmenZoom (80 minutes) Required: Complete Digital Ethnography of AI Systems Lab Activity

Week	Date	Topics/Readings/Assignments	Assessments Due
11		**Module 6: AI and Environment: Can a machine save the planet?** **Week 11: Reading and Lecture** **Required Reading:** • Crawford, K. (2021). Earth. In *The Atlas of AI: Power, Politics, and the Planetary Costs of Artificial Intelligence* (pp. 23–51). Yale University Press. https://doi.org/10.2307/j.ctv1ghv45t.4	Activities: • Required: Complete Asynchronous Hypothes.is Discussion Post • Required: Attend Synchronous Online Lecture and Discussion via CarmenZoom (80 minutes)
12		**Module 6: "Asking Different Questions" Lab: Can a machine save the planet?** **Case Study Materials: Google Earth AI** • Developer's site: https://ai.google/earth-ai/ • Google Research Youtube Video: "From satellite imagery to queryable insights I Google Earth AI": https://www.youtube.com/watch?v=FviGaVEByS4 • Ashworth, B. July 2025. "Google's Newest AI Model Acts Like a Satellite to Track Climate Change." WIRED. Accessed: https://www.wired.com/story/googles-newest-ai-model-acts-like-a-satellite-to-track-climate-change/	Activities: • Optional: Attend Synchronous Online Lab Meeting via CarmenZoom (80 minutes) Required: Complete Digital Ethnography of AI Systems Lab Activity

Week	Date	Topics/Readings/Assignments	Assessments Due
		• Stephen Witt. 2025. Inside the Data Centers That Train A.I. and Drain the Electrical Grid. *The New Yorker*. Accessed: https://www.newyorker.com/magazine/2025/11/03/inside-the-data-centers-that-train-ai-and-drain-the-electrical-grid	
13		**Module 7: Can a machine…?** **Week 13: Digital Ethnography of AI Systems Assignment (see detailed outline below)**	Activities: • Optional: Attend Synchronous Online Lab Meeting via CarmenZoom (80 minutes) • Required: Complete Digital Ethnography of AI Systems Assignment (outlined below)
14		**Module 7: Can a machine…?** **Week 13: Digital Ethnography of AI Systems Assignment (see detailed outline below)**	Activities: • Optional: Attend Synchronous Online Lab Meeting via CarmenZoom (80 minutes) • Required: Complete Digital Ethnography of AI Systems Assignment (outlined below)

Week	Date	Topics/Readings/Assignments	Assessments Due
15		**Module 7: Works in Progress Presentations via Carmen Zoom** You will be required to present a draft of your portfolio in which you share your main findings, insights, and critical reflections with the class. Your peers and instructor will provide you with structured feedback that you can integrate into your portfolio ahead of the final submission (please see Detailed Course Schedule for information on presentation dates and the final submission due date).	Attend synchronous presentations scheduled via Carmen Zoom
Finals		**Exam Period: Final Portfolio Due**	Please submit your final portfolio to the Assignments tab on CarmenCanvas on the due date posted during the Exam Period.

Detailed Modules Description and Schedule

All course materials will be made available for students via CarmenCanvas and will utilize Hypothes.is and ThingLink for the activities specified in each Module.

Module 1: Invisible Information Infrastructures: What is AI? How do we study it?

Week 1: Course Welcome and Introductions

Required Reading and Viewing:

- Karen Hao. 2018. What is AI? We drew you a flowchart to work it out. MIT Technology Review. Accessed: https://www.technologyreview.com/2018/11/10/139137/is-this-ai-we-drew-you-a-flowchart-to-work-it-out/
- Crawford, Kate. (2021). Introduction. In The Atlas of AI: Power, Politics, and the Planetary Costs of Artificial Intelligence (pp. 1–21). Yale University Press. https://doi.org/10.2307/j.ctv1ghv45t.3

Activities:

- **Required: Complete Asynchronous CarmenCanvas Discussion Board Post**
  - What is AI? How do you usually encounter AI? How do you usually talk about AI? What questions do you have about AI?
- **Required: Attend Synchronous Online Lecture and Discussion via CarmenZoom (80 minutes)**

Week 2: "Asking Different Questions" Lab

Case Study Materials:

- Kate Crawford's "The Anatomy of an AI System": https://anatomyof.ai
- Selections of:
  - Dumit, Joseph. 2014. "Writing the Implosion: Teaching the World One Thing at a Time." Cultural Anthropology 29, no. 2: 344–362. https://doi.org/10.14506/ca29.2.09.
  - Star, S. L. (1999). The Ethnography of Infrastructure. American Behavioral Scientist, 43(3), 377-391. https://doi.org/10.1177/00027649921955326

Activities:

- **Required: Attend Synchronous Online Lab Session #1 via CarmenZoom (80 minutes)**
    - Digital Ethnography Tutorial: “Imploding” AI Systems
- **Required: Attend Synchronous Online Lab Session #2 via CarmenZoom (80 minutes)**
    - Digital Ethnography Tutorial: How to create digital ethnographic documentation of AI Systems

Module 2: Critical Histories of AI: Can a machine think?

Week 3: Reading and Lecture

Required Reading and Viewing:

- Broussard, Meredith. 2019. “Hello, World.” In Artificial Unintelligence: How Computers Misunderstand the World. Cambridge: MIT Press. https://mitpress.mit.edu/9780262537018/artificial-unintelligence/
- Broussard, Meredith. 2019. “Hello, AI.” In Artificial Unintelligence: How Computers Misunderstand the World. Cambridge: MIT Press. https://mitpress.mit.edu/9780262537018/artificial-unintelligence/

Activities:

- **Required: Complete Asynchronous Hypothes.is Discussion Post**
- **Required: Attend Synchronous Online Lecture and Discussion via CarmenZoom (80 minutes)**

Week 4: “Asking Different Questions” Lab: “Can a machine think?”

Case Study Materials:

- Selections of:

- Turing, A. M. (1950). Computing Machinery and Intelligence. Mind, 59(236), 433–460. http://www.jstor.org/stable/2251299
- J. McCarthy, Marvin L. Minsky, Nathaniel Rochester, and Claude E. Shannon, "A Proposal for the Dartmouth Summer Research Project on Artificial Intelligence," August 31, 1955. Accessed: http://jmc.stanford.edu/articles/dartmouth/dartmouth.pdf.

Activities:

- **Optional: Attend Synchronous Online Lab Meeting via CarmenZoom (80 minutes)**
- **Required: Complete Digital Ethnography of AI Systems Lab Activity (outlined below)**

Step 1: Reflect (10–15 minutes)

In a 100-150 word paragraph, consider one or more of the following prompts:

- What kinds of cultural, political, social, or ethical ideas, beliefs, values, and technical infrastructures shape the investment in the question "Can a machine think?" as it appears in the case study?
- How does the infrastructure of the AI system shape possible answers to the question "Can a machine think?" as it appears in the case study?
- What assumptions about technology, rationality, and the human are embedded in this question as it appears in the case study?
- How are these assumptions engineered into the design and infrastructure of the technology presented in this case study?
- How does the AI system presented in this case study reflect "information issues" related to this question? For example, does this question and AI system raise issues about the power that information systems have in society, or about the reliability, trustworthiness, and use of information systems in society?

Step 2: Reframe (10-15 minutes)

Using methods from The Implosion Project, generate 3–5 alternative questions you might ask instead of “Can a machine think?”. Your new questions should disrupt the original framing of the question using techniques from the Implosion Project, in ways that highlight the complex and often obscured ways in which cultural, political, social, or ethical investments and infrastructures shape the question “Can a machine think?”. For example:

- “What is it to “think”, and how do material, social, and cultural infrastructures shape the ways in which crisis is recognized (or misrecognized), represented, and engineered AI systems?”
- “What forms of reasoning or rationality are AI systems imagined to enact?”
- “Whose standpoint or perspective is being embedded or amplified by these systems? Whose is not?”
- “How do cultural narratives about technology, minds, thinking, human life and rationality shape the design of AI systems?”
- How does the media form and infrastructure of this case study shape answers to these questions? For example, whose perspectives are presented in the case study, and how might that shape the answers to these questions and other issues related to AI systems as information systems? What can you know and not know based on these case study materials, or the AI system itself?

Write down your list of questions along with a short paragraph (100–150 words) explaining why you would ask these alternative questions.

Step 3: Conduct Your Mini Digital Ethnography (60-120 minutes)

Choose one of your alternative questions to guide you as you conduct a mini digital ethnography of the case study materials. Your goal is to

examine the technology presented in the case study through the lens of your alternative question.

- **Step 3.1: Identify your question and field of analysis**

- Write down your chosen question clearly at the top of your notes
- Identify what parts of the case study will serve as your field of analysis. This is your "digital field site." Examples include:
  - The language used to describe the technology
  - The examples of dialogue or interaction and interpretation between human users and AI systems
  - The representations of AI systems
  - The user experience or interface metaphors described (e.g., "the machine thinks," "the AI knows," "the chatbot judges")
- Clarify what you are investigating: Are you looking at how *human rationality* and *knowledge* are represented, controlled, recognized, eliminated, or addressed? What is recognized or represented as thinking, and as reasoning? What is not? Which aspects of human thought or rationality are valued and not valued, devalued, recognized or not, by AI systems?
- How does the media form and infrastructure of this case study shape answers to these questions? For example, whose perspectives are presented in the case study, and how might that shape the answers to these questions and other issues related to AI systems as information systems? What can you know and not know based on these case study materials, or the AI system itself?

- **Step 3.2: Identify and document your observations**

Your observations are your ethnographic "data." As you review the materials, pay attention to both the *explicit* and *implicit* messages about human rationality, thinking, and technology.

First, review the case study materials, paying attention to how the technology is presented in ways that speak to the question you are investigating. While reviewing the case study materials:

- Look for patterns, metaphors, and key words that signal cultural, technical, or ethical assumptions (e.g., “thinking,” “judgment,” “reason,” “human,” “rationality,” “problem,” “predict,” “pattern”).
- Note how the authors or designers describe what the technology does — what kinds of capacities are being engineered?
- Pay attention to tone: Is the technology framed as useful, utopian, liberatory, or innovative, inevitable, dystopian?
- Notice absences: What cultural or technical dimensions are *not* discussed or are glossed over?
- How does the media form and infrastructure of this case study shape answers to these questions? For example, whose perspectives are presented in the case study, and how might that shape the answers to these questions and other issues related to AI systems as information systems? What can you know and not know based on these case study materials, or the AI system itself?

Then, document your observations:

- Collect screenshots, quotes, or excerpts that relate to your question.
- Record short analytical notes next to each piece of evidence — why did you choose it, and what does it show?

Step 3.3: Analyze

Now interpret your observations through the lens of your question. Ask yourself:

- How does your evidence illustrate, challenge, or complicate your chosen question?

- What forms of thinking, rationality, or reasoning are being represented, and how are they constructed through design, technical infrastructure, language, or cultural imagination?
- Who or what is imagined as rational — and who or what not?
- How do material infrastructures (code, data, institutions, language) make certain forms of human rationality possible or impossible?
- How does the media form and infrastructure of this case study shape answers to these questions? For example, whose perspectives are presented in the case study, and how might that shape the answers to these questions and other issues related to AI systems as information systems? What can you know and not know based on these case study materials, or the AI system itself?

Step 3.4: Reflect

Conclude your ethnography by writing a short (150–200 word) reflection that synthesizes your findings using one course concept from the assigned readings and lecture of the Module. Use this reflection to think critically about your process and what your question revealed. In your reflection, consider:

- What new insights emerged from viewing the case study through your alternative question?
- How did your question shift or deepen your understanding of “Can a think?”
- What kinds of social, political, or ethical investments became visible in your analysis?
- What new questions does this raise about technology and human rationality?
- How does the media form and infrastructure of this case study shape answers to these questions? For example, whose perspectives are presented in the case study, and how might that shape the answers to these questions and other issues related to AI systems as information systems? What can you know and not know based on these case study materials, or the AI system itself?

Module 3: AI and Affect: Can a machine feel?

Week 5: Reading and Lecture

Required reading:

- Crawford, Kate. (2021). Affect. In The Atlas of AI: Power, Politics, and the Planetary Costs of Artificial Intelligence(pp. 151–179). Yale University Press. https://doi.org/10.2307/j.ctv1ghv45t.8
- Atanasoski, N., & Vora, K. (2019). The Surrogate Human Affect: The Racial Programming of Robot Emotion. In *Surrogate Humanity: Race, Robots, and the Politics of Technological Futures* (pp. 108–133). Duke University Press. https://doi.org/10.2307/j.ctv1198x3v.8

Activities:

- **Required: Complete Asynchronous Hypothes.is Discussion Post**
- **Required: Attend Synchronous Online Lecture and Discussion via CarmenZoom (80 minutes)**

Week 6: "Asking Different Questions" Lab: "Can a machine feel?"

Case Study Materials:

- Jarow, O. "How the first chatbot predicted the dangers of AI more than 50 years ago." Vox, May 2023. Accessed: https://www.vox.com/future-perfect/23617185/ai-chatbots-eliza-chatgpt-bing-sydney-artificial-intelligence-history
- Weizenbaum, Joseph. 1966. "ELIZA—a computer program for the study of natural language communication between man and machine." Communications of the ACM, vol. 9, issue 1. 36-45. https://doi.org/10.1145/365153.365168
- Mar, A. October 2025. "The Cure," in WIRED. Accessed: https://www.wired.com/story/ai-therapist-collective-psyche/

Activities:

- **Optional: Attend Synchronous Online Lab Meeting via CarmenZoom (80 minutes)**
- **Required: Complete Digital Ethnography of AI Systems Lab Activity (outlined below)**

Step 1: Reflect (10–15 minutes)

In a 100-150 word paragraph, consider:

- What kinds of cultural, political, social, or ethical investments and infrastructures shape the question “Can a machine feel?”
- What assumptions about human emotion, subjectivity, or care are embedded in this question?
- How are these assumptions engineered into the design and infrastructure of the technology presented in this case study?
- How does the AI system presented in this case study reflect “information issues” related to this question? For example, does this question and AI system raise issues about the power that information systems have in society, or about the reliability, trustworthiness, and use of information systems in society?

Step 2: Reframe (10-15 minutes)

Using methods from The Implosion Project, generate 3–5 alternative questions you might ask instead of “Can a machine feel?”. Your new questions should disrupt the original framing of the question using techniques from the Implosion Project, in ways that highlight the complex and often obscured ways in which cultural, political, social, or ethical investments and infrastructures shape the question “Can a machine feel?”. For example:

- "What is it to feel, and how do material, social, and cultural infrastructures shape the ways in which feeling is recognized (or misrecognized) by AI systems?"
- "What kinds of feeling are machines expected to reproduce, for whom, and why?"
- "Whose emotional subjectivity is being embedded or amplified by these systems?"
- "How do cultural narratives about therapy and care shape the design of chatbots?"
- How does the media form and infrastructure of this case study shape answers to these questions? For example, whose perspectives are presented in the case study, and how might that shape the answers to these questions and other issues related to AI systems as information systems? What can you know and not know based on these case study materials, or the AI system itself?

Write down your list of questions along with a short paragraph (100–150 words) explaining why you would ask these alternative questions.

Step 3: Conduct Your Mini Digital Ethnography (60-120 minutes)

Choose one of your alternative questions to guide you as you conduct a mini digital ethnography of the case study materials. Your goal is to examine the technology presented in the case study through the lens of your alternative question.

Step 3.1: Identify your question and field of analysis

- Write down your chosen question clearly at the top of your notes
- Identify what parts of the case study will serve as your field of analysis. This is your "digital field site." Examples include:
  - The language used to describe the technology
  - The examples of dialogue between human users and AI systems

    - The representations of AI systems
    - The user experience or interface metaphors described (e.g., "the machine listens," "the AI cares," "the chatbot confides")
- Clarify what you are investigating: Are you looking at how *feeling* is simulated? How *care* is mechanized? How *emotion* is coded into interaction?
- How does the media form and infrastructure of this case study shape answers to these questions? For example, whose perspectives are presented in the case study, and how might that shape the answers to these questions and other issues related to AI systems as information systems? What can you know and not know based on these case study materials, or the AI system itself?

Step 3.2: Identify and document your observations

Your observations are your ethnographic "data." As you review the materials, pay attention to both the *explicit* and *implicit* messages about emotion, care, and human–machine boundaries.

First, review the case study materials, paying attention to how the technology is presented in ways that speak to the question you are investigating. While reviewing the case study materials:

- Look for patterns, metaphors, and key words that signal emotional or ethical assumptions (e.g., "understanding," "responding," "healing," "talking," "mirroring").
- Note how the authors or designers describe what the technology does — what kinds of human roles or emotional capacities are being imitated or replaced?
- Pay attention to tone: Is the technology framed as therapeutic, threatening, playful, exploitative, empathetic, or mechanical?
- Notice absences: What cultural or technical dimensions are *not* discussed or are glossed over?
- How does the media form and infrastructure of this case study shape answers to these questions? For example, whose perspectives are presented in the case study, and how might that shape the answers

to these questions and other issues related to AI systems as information systems? What can you know and not know based on these case study materials, or the AI system itself?

Then, document your observations:

- Collect screenshots, quotes, or excerpts that relate to your question.
- Record short analytical notes next to each piece of evidence — why did you choose it, and what does it show?

- **Step 3.3: Analyze**

Now interpret your observations through the lens of your question. Ask yourself:

- How does your evidence illustrate, challenge, or complicate your chosen question?
- What forms of emotion or care are being represented, and how are they constructed through design, language, or cultural imagination?
- Who or what is imagined as having emotional capacity — and who or what is excluded?
- How do material infrastructures (code, data, institutions, interface) make certain forms of “feeling” possible or impossible?
- How does the media form and infrastructure of this case study shape answers to these questions? For example, whose perspectives are presented in the case study, and how might that shape the answers to these questions and other issues related to AI systems as information systems? What can you know and not know based on these case study materials, or the AI system itself?

- **Step 3.4: Reflect**

Conclude your ethnography by writing a short (150–200 word) reflection that synthesizes your findings using one course concept from the assigned readings and lecture of the Module. Use this reflection to think critically about your process and what your question revealed. In your reflection, consider:

- What new insights emerged from viewing the case study through your alternative question?
- How did your question shift or deepen your understanding of "Can a machine feel?"
- What kinds of social, political, or ethical investments became visible in your analysis?
- What new questions does this raise about emotion, automation, or the human–machine relationship?
- How does the media form and infrastructure of this case study shape answers to these questions? For example, whose perspectives are presented in the case study, and how might that shape the answers to these questions and other issues related to AI systems as information systems? What can you know and not know based on these case study materials, or the AI system itself?

Module 4: Biases, Values, Glitch, and Error: Can a machine be objective?

Weeks 7: Reading and Lecture

Required reading:

- Ruha Benjamin, 2019. "Engineered Inequity: Are Robots Racist?" in *Race After Technology: Abolitionist Tools for the New Jim Code*. Polity.
- Ruha Benjamin, 2019. "Default Discrimination: Is the Glitch Systemic?" in Race After Technology: Abolitionist Tools for the New Jim Code. Polity.

Activities:

- **Required: Complete Asynchronous Hypothes.is Discussion Post**
- **Required: Attend Synchronous Online Lecture and Discussion via CarmenZoom (80 minutes)**

Week 8: "Asking Different Questions" Lab: "Can a machine be objective?"

Case Study Materials:

- Karen Hao and Jonathan Stray. MIT Technology Review, October 2019: Can you make AI fairer than a judge? Play our courtroom algorithm game. https://www.technologyreview.com/2019/10/17/75285/ai-fairer-than-judge-criminal-risk-assessment-algorithm/

Activities:

- **Optional: Attend Synchronous Online Lab Meeting via CarmenZoom (80 minutes)**
- **Required: Complete Digital Ethnography of AI Systems Lab Activity (outlined below)**

Step 1: Reflect (10–15 minutes)

In a 100-150 word paragraph, consider:

- What kinds of cultural, political, social, or ethical investments and infrastructures shape the question "Can a machine be objective?"
- What assumptions about objectivity, subjectivity, fairness, or bias are embedded in this question?
- How are these assumptions engineered into the design and infrastructure of the technology presented in this case study?
- How does the AI system presented in this case study reflect "information issues" related to this question? For example, does this question and AI system raise issues about the power that information

systems have in society, or about the reliability, trustworthiness, and use of information systems in society?

Step 2: Reframe (10-15 minutes)

Using methods from The Implosion Project, generate 3–5 alternative questions you might ask instead of “Can a machine be objective?”. Your new questions should disrupt the original framing of the question using techniques from the Implosion Project, in ways that highlight the complex and often obscured ways in which cultural, political, social, or ethical investments and infrastructures shape the question “Can a machine be objective?”. For example:

- “What is it to be objective, and how do material, social, and cultural infrastructures shape the ways in which objectivity is recognized (or misrecognized) by AI systems?”
- “What kinds of objectivity and subjectivity are machines expected to reflect?”
- “Whose standpoint is being embedded or amplified by these systems? Whose is not?”
- “How do cultural narratives about fairness, bias, error, and trust shape the design of AI systems?”
- How does the media form and infrastructure of this case study shape answers to these questions? For example, whose perspectives are presented in the case study, and how might that shape the answers to these questions and other issues related to AI systems as information systems? What can you know and not know based on these case study materials, or the AI system itself?

Write down your list of questions along with a short paragraph (100–150 words) explaining why you would ask these alternative questions.

Step 3: Conduct Your Mini Digital Ethnography (60-120 minutes)

Choose one of your alternative questions to guide you as you conduct a mini digital ethnography of the case study materials. Your goal is to examine the technology presented in the case study through the lens of your alternative question.

Step 3.1: Identify your question and field of analysis

- Write down your chosen question clearly at the top of your notes
- Identify what parts of the case study will serve as your field of analysis. This is your "digital field site." Examples include:
  - The language used to describe the technology
  - The examples of dialogue between human users and AI systems
  - The representations of AI systems
  - The user experience or interface metaphors described (e.g., "the machine judges," "the AI knows," "the chatbot assumes")
- Clarify what you are investigating: Are you looking at how *reasoning* and *judgement* are simulated? How *bias* is imagined to be controlled, eliminated, or amplified? How *perspective* is coded into data analysis?
- How does the media form and infrastructure of this case study shape answers to these questions? For example, whose perspectives are presented in the case study, and how might that shape the answers to these questions and other issues related to AI systems as information systems? What can you know and not know based on these case study materials, or the AI system itself?

Step 3.2: Identify and document your observations

Your observations are your ethnographic "data." As you review the materials, pay attention to both the *explicit* and *implicit* messages about judgment, reasoning, and human–machine boundaries.

First, review the case study materials, paying attention to how the technology is presented in ways that speak to the question you are investigating. While reviewing the case study materials:

- Look for patterns, metaphors, and key words that signal cultural, technical, or ethical assumptions (e.g., “understanding,” “responding,” “judging,” “analyzing,” “error”).
- Note how the authors or designers describe what the technology does — what kinds of human roles or capacities are being imitated or replaced?
- Pay attention to tone: Is the technology framed as fair, biased, empathetic, or mechanical?
- Notice absences: What cultural or technical dimensions are *not* discussed or are glossed over?
- How does the media form and infrastructure of this case study shape answers to these questions? For example, whose perspectives are presented in the case study, and how might that shape the answers to these questions and other issues related to AI systems as information systems? What can you know and not know based on these case study materials, or the AI system itself?

Then, document your observations:

- Collect screenshots, quotes, or excerpts that relate to your question.
- Record short analytical notes next to each piece of evidence — why did you choose it, and what does it show?

Step 3.3: Analyze

Now interpret your observations through the lens of your question. Ask yourself:

- How does your evidence illustrate, challenge, or complicate your chosen question?

- What forms of objectivity or judgment are being represented, and how are they constructed through design, language, or cultural imagination?
- Who or what is imagined as having objective capacities — and who or what is excluded?
- How do material infrastructures (code, data, institutions, systems of criminal justice) make certain forms of "objectivity" possible or impossible?
- How does the media form and infrastructure of this case study shape answers to these questions? For example, whose perspectives are presented in the case study, and how might that shape the answers to these questions and other issues related to AI systems as information systems? What can you know and not know based on these case study materials, or the AI system itself?

Step 3.4: Reflect

Conclude your ethnography by writing a short (150–200 word) reflection that synthesizes your findings using one course concept from the assigned readings and lecture of the Module. Use this reflection to think critically about your process and what your question revealed. In your reflection, consider:

- What new insights emerged from viewing the case study through your alternative question?
- How did your question shift or deepen your understanding of "Can a machine be objective?"
- What kinds of social, political, or ethical investments became visible in your analysis?
- What new questions does this raise about objectivity, fairness, justice, bias, governance, and human-machine relationships?
- How does the media form and infrastructure of this case study shape answers to these questions? For example, whose perspectives are presented in the case study, and how might that shape the answers to these questions and other issues related to AI systems as

information systems? What can you know and not know based on these case study materials, or the AI system itself?

Module 5: AI and Labor: Can a machine replace me?

Week 9: Reading and Lecture

Required reading:

- Crawford, Kate. (2021). Labor. In The Atlas of AI: Power, Politics, and the Planetary Costs of Artificial Intelligence (pp. 53–87). Yale University Press. https://doi.org/10.2307/j.ctv1ghv45t.5

Activities:

- **Required: Complete Asynchronous Hypothes.is Discussion Post**
- **Required: Attend Synchronous Online Lecture and Discussion via CarmenZoom (80 minutes)**

Week 10: "Asking Different Questions" Lab: "Can a machine replace me?"

Case Study Materials:

- Bartholomew, J. August 2023. "Q&A: Uncovering the labor exploitation that powers AI" Columbia Journalism Review. Accessed: https://www.cjr.org/tow_center/qa-uncovering-the-labor-exploitation-that-powers-ai.php

Activities:

- **Optional: Attend Synchronous Online Lab Meeting via CarmenZoom (80 minutes)**
- **Required: Complete Digital Ethnography of AI Systems Lab Activity (outlined below)**

Step 1: Reflect (10–15 minutes)

In a 100-150 word paragraph, consider:

- What kinds of cultural, political, social, or ethical investments and infrastructures shape the question "Can a machine replace me?"
- What assumptions about the human, labor, value, progress or futurity are embedded in this question?
- How are these assumptions engineered into the design and infrastructure of the technology presented in this case study?
- How does the AI system presented in this case study reflect "information issues" related to this question? For example, does this question and AI system raise issues about the power that information systems have in society, or about the reliability, trustworthiness, and use of information systems in society?

Step 2: Reframe (10-15 minutes)

Using methods from The Implosion Project, generate 3–5 alternative questions you might ask instead of "Can a machine replace me?". Your new questions should disrupt the original framing of the question using techniques from the Implosion Project, in ways that highlight the complex and often obscured ways in which cultural, political, social, or ethical investments and infrastructures shape the question "Can a machine replace me?". For example:

- "What is it to be replaceable, and how do material, social, and cultural infrastructures shape the ways in which value is recognized (or misrecognized) and extracted by AI systems?"
- "What kinds of value are AI systems imagined to replace?"
- "Whose value is being embedded or amplified by these systems? Whose is not?"

- "How do cultural narratives about labor, productivity, value, and human life shape the design of AI systems?"
- How does the media form and infrastructure of this case study shape answers to these questions? For example, whose perspectives are presented in the case study, and how might that shape the answers to these questions and other issues related to AI systems as information systems? What can you know and not know based on these case study materials, or the AI system itself?

Write down your list of questions along with a short paragraph (100–150 words) explaining why you would ask these alternative questions.

Step 3: Conduct Your Mini Digital Ethnography (60-120 minutes)

Choose one of your alternative questions to guide you as you conduct a mini digital ethnography of the case study materials. Your goal is to examine the technology presented in the case study through the lens of your alternative question.

Step 3.1: Identify your question and field of analysis

- Write down your chosen question clearly at the top of your notes
- Identify what parts of the case study will serve as your field of analysis. This is your "digital field site." Examples include:
  - The language used to describe the technology
  - The examples of dialogue or interaction and interpretation between human users and AI systems
  - The representations of AI systems
  - The user experience or interface metaphors described (e.g., "the machine works," "the robot performs," "the chatbot replaces")

- Clarify what you are investigating: Are you looking at how *human labor* and *value* are reproduced, controlled, displaced, eliminated, or extracted? Which *tasks* are marked as replaceable? Which aspects of human life are not valued, devalued, or not replaceable by AI systems?
- How does the media form and infrastructure of this case study shape answers to these questions? For example, whose perspectives are presented in the case study, and how might that shape the answers to these questions and other issues related to AI systems as information systems? What can you know and not know based on these case study materials, or the AI system itself?

○ Step 3.2: Identify and document your observations

Your observations are your ethnographic "data." As you review the materials, pay attention to both the *explicit* and *implicit* messages about labor, value, and human–machine boundaries.

First, review the case study materials, paying attention to how the technology is presented in ways that speak to the question you are investigating. While reviewing the case study materials:

- Look for patterns, metaphors, and key words that signal cultural, technical, or ethical assumptions (e.g., "work," "worth," "value," "creative," "performance," "freedom").
- Note how the authors or designers describe what the technology does — what kinds of human roles or capacities are being imitated or replaced?
- Pay attention to tone: Is the technology framed as useful, threatening, liberatory, productive, or reliable?
- Notice absences: What cultural or technical dimensions are *not* discussed or are glossed over?
- How does the media form and infrastructure of this case study shape answers to these questions? For example, whose perspectives are presented in the case study, and how might that shape the answers to these questions and other issues related to AI systems as

information systems? What can you know and not know based on these case study materials, or the AI system itself?

Then, document your observations:

- Collect screenshots, quotes, or excerpts that relate to your question.
- Record short analytical notes next to each piece of evidence — why did you choose it, and what does it show?

- **Step 3.3: Analyze**

Now interpret your observations through the lens of your question. Ask yourself:

- How does your evidence illustrate, challenge, or complicate your chosen question?
- What forms of labor or value are being represented, and how are they constructed through design, technical infrastructure, language, or cultural imagination?
- Who or what is imagined as valuable — and who or what not valued, devalued, deemed replaceable?
- How do material infrastructures (code, data, institutions, authorship) make certain forms of labor, value, and human life possible or impossible?
- How does the media form and infrastructure of this case study shape answers to these questions? For example, whose perspectives are presented in the case study, and how might that shape the answers to these questions and other issues related to AI systems as information systems? What can you know and not know based on these case study materials, or the AI system itself?

- **Step 3.4: Reflect**

Conclude your ethnography by writing a short (150–200 word) reflection that synthesizes your findings using one course concept from the assigned readings and lecture of the Module. Use this reflection to think critically about your process and what your question revealed. In your reflection, consider:

- What new insights emerged from viewing the case study through your alternative question?
- How did your question shift or deepen your understanding of "Can a machine replace me?"
- What kinds of social, political, or ethical investments became visible in your analysis?
- What new questions does this raise about labor, value, and human-machine relationships?
- How does the media form and infrastructure of this case study shape answers to these questions? For example, whose perspectives are presented in the case study, and how might that shape the answers to these questions and other issues related to AI systems as information systems? What can you know and not know based on these case study materials, or the AI system itself

Module 6: AI and Environment: Can a machine save the planet?

Week 11: Reading and Lecture

Required Reading:

- Crawford, K. (2021). Earth. In *The Atlas of AI: Power, Politics, and the Planetary Costs of Artificial Intelligence* (pp. 23–51). Yale University Press. https://doi.org/10.2307/j.ctv1ghv45t.4

Activities:

- **Required: Complete Asynchronous Hypothes.is Discussion Post**
- **Required: Attend Synchronous Online Lecture and Discussion via CarmenZoom (80 minutes)**

Week 12: "Asking Different Questions" Lab: Can a machine save the planet?

Case Study Materials: Google Earth AI

- Developer's site: https://ai.google/earth-ai/
- Google Research Youtube Video: "From satellite imagery to queryable insights I Google Earth AI": https://www.youtube.com/watch?v=FviGaVEByS4
- Ashworth, B. July 2025. "Google's Newest AI Model Acts Like a Satellite to Track Climate Change." WIRED. Accessed: https://www.wired.com/story/googles-newest-ai-model-acts-like-a-satellite-to-track-climate-change/
- Stephen Witt. 2025. Inside the Data Centers That Train A.I. and Drain the Electrical Grid. *The New Yorker*. Accessed: https://www.newyorker.com/magazine/2025/11/03/inside-the-data-centers-that-train-ai-and-drain-the-electrical-grid

Activities:

- **Optional: Attend Synchronous Online Lab Meeting via CarmenZoom (80 minutes)**
- **Required: Complete Digital Ethnography of AI Systems Lab Activity (outlined below)**

Step 1: Reflect (10–15 minutes)

In a 100-150 word paragraph, consider:

- What kinds of cultural, political, social, or ethical investments and infrastructures shape the question “Can a machine save the planet?”
- What assumptions about technology, crisis, planets and environments, and human life are embedded in this question?
- How are these assumptions engineered into the design and infrastructure of the technology presented in this case study?
- How does the AI system presented in this case study reflect “information issues” related to this question? For example, does this question and AI system raise issues about the power that information systems have in society, or about the reliability, trustworthiness, and use of information systems in society?

Step 2: Reframe (10-15 minutes)

Using methods from The Implosion Project, generate 3–5 alternative questions you might ask instead of “Can a machine save the planet?”. Your new questions should disrupt the original framing of the question using techniques from the Implosion Project, in ways that highlight the complex and often obscured ways in which cultural, political, social, or ethical investments and infrastructures shape the question “Can a machine save the planet?”. For example:

- “What is it to “save the planet”, and how do material, social, and cultural infrastructures shape the ways in which crisis is recognized (or misrecognized) and represented by AI systems?”
- “What kinds of problems or crisis are AI systems imagined to save or solve?”
- “Whose perspective or whose experience of planetary crisis is being embedded or amplified by these systems? Whose is not?”
- “How do cultural narratives about technology, planets, environments, human life and futurity shape the design of AI systems?”
- How does the media form and infrastructure of this case study shape answers to these questions? For example, whose perspectives are presented in the case study, and how might that shape the answers to these questions and other issues related to AI systems as information systems? What can you know and not know based on these case study materials, or the AI system itself?

Write down your list of questions along with a short paragraph (100–150 words) explaining why you would ask these alternative questions.

Step 3: Conduct Your Mini Digital Ethnography (60-120 minutes)

Choose one of your alternative questions to guide you as you conduct a mini digital ethnography of the case study materials. Your goal is to examine the technology presented in the case study through the lens of your alternative question.

- **Step 3.1: Identify your question and field of analysis**

- Write down your chosen question clearly at the top of your notes
- Identify what parts of the case study will serve as your field of analysis. This is your "digital field site." Examples include:
  - The language used to describe the technology
  - The examples of dialogue or interaction and interpretation between human users and AI systems
  - The representations of AI systems
  - The user experience or interface metaphors described (e.g., "the machine sees," "the AI responds," "the chatbot knows")
- Clarify what you are investigating: Are you looking at how *environment* and *planet* and *crisis* are represented, controlled, recognized, eliminated, or addressed? What is recognized as an environment, and an environmental crisis? Which aspects of planetary life are valued and not valued, devalued, recognized or not, by AI systems?
- How does the media form and infrastructure of this case study shape answers to these questions? For example, whose perspectives are presented in the case study, and how might that shape the answers to these questions and other issues related to AI systems as

information systems? What can you know and not know based on these case study materials, or the AI system itself?

- **Step 3.2: Identify and document your observations**

Your observations are your ethnographic "data." As you review the materials, pay attention to both the *explicit* and *implicit* messages about planets, environments, crisis, and technological solutions.

First, review the case study materials, paying attention to how the technology is presented in ways that speak to the question you are investigating. While reviewing the case study materials:

- Look for patterns, metaphors, and key words that signal cultural, technical, or ethical assumptions (e.g., "planet," "see," "know," "data," "crisis," "solve," "predict," "pattern").
- Note how the authors or designers describe what the technology does — what kinds of capacities are being engineered?
- Pay attention to tone: Is the technology framed as useful, utopian, liberatory, or trustworthy?
- Notice absences: What cultural or technical dimensions are *not* discussed or are glossed over?
- How does the media form and infrastructure of this case study shape answers to these questions? For example, whose perspectives are presented in the case study, and how might that shape the answers to these questions and other issues related to AI systems as information systems? What can you know and not know based on these case study materials, or the AI system itself?

Then, document your observations:

- Collect screenshots, quotes, or excerpts that relate to your question.

- Record short analytical notes next to each piece of evidence — why did you choose it, and what does it show?

Step 3.3: Analyze

Now interpret your observations through the lens of your question. Ask yourself:

- How does your evidence illustrate, challenge, or complicate your chosen question?
- What forms of planetary life or environment or crisis are being represented, and how are they constructed through design, technical infrastructure, language, or cultural imagination?
- Who or what is imagined as worth saving — and who or what not?
- How do material infrastructures (code, data, institutions, vision) make certain forms of planetary life, history, and futurity possible or impossible?
- How does the media form and infrastructure of this case study shape answers to these questions? For example, whose perspectives are presented in the case study, and how might that shape the answers to these questions and other issues related to AI systems as information systems? What can you know and not know based on these case study materials, or the AI system itself?

Step 3.4: Reflect

Conclude your ethnography by writing a short (150–200 word) reflection that synthesizes your findings using one course concept from the assigned readings and lecture of the Module. Use this reflection to think critically about your process and what your question revealed. In your reflection, consider:

- What new insights emerged from viewing the case study through your alternative question?

- How did your question shift or deepen your understanding of “Can a machine save the planet?”
- What kinds of social, political, or ethical investments became visible in your analysis?
- What new questions does this raise about technology and planetary life?
- How does the media form and infrastructure of this case study shape answers to these questions? For example, whose perspectives are presented in the case study, and how might that shape the answers to these questions and other issues related to AI systems as information systems? What can you know and not know based on these case study materials, or the AI system itself?

Module 7: Can a machine…?

Week 13: Digital Ethnography of AI Systems Assignment

Activities:

- **Optional: Attend Synchronous Online Lab Meeting via CarmenZoom (80 minutes)**
- **Required: Complete Digital Ethnography of AI Systems Assignment (outlined below)**

Step 1: Identifying Your Field of Analysis

- Select an “alternative question” that you will use as a lens with which to study your AI system case study
- Identify an AI system case study for instructor approval. You may wish to search for articles about AI systems like those in the list below, or engage with an approved AI tool (like Microsoft Copilot) yourself.

- Vox, August 2025, “This is what happens when AI tries to write scripture”: https://www.vox.com/future-perfect/440950/ai-chatgpt-bible-religion-spiritual-buddhism
- The Guardian, July 2025, “‘I felt pure, unconditional love’: the people who marry their AI chatbots”: https://www.theguardian.com/tv-and-radio/2025/jul/12/i-felt-pure-unconditional-love-the-people-who-marry-their-ai-chatbots
- Vice, 2023, “We Spoke to People Who Started Using ChatGPT As Their Therapist”: https://www.vice.com/en/article/we-spoke-to-people-who-started-using-chatgpt-as-their-therapist/
- The New Yorker, 2024, “Why AI isn’t going to make art”: https://www.newyorker.com/culture/the-weekend-essay/why-ai-isnt-going-to-make-art
- Levy, S. October 2025. “Why AI Breaks Bad.” WIRED. Accessed: https://www.wired.com/story/ai-black-box-interpretability-problem/?sourceCode=VisualStory

Step 2: Experimental Engagement and Ethnographic Documentation

Design and conduct an experiment or interaction with the system to engage with and assess your chosen question. Document your engagement using ethnographic techniques from Dumit and Star introduced in Unit 2 (e.g., thick description, infrastructural inversion, implosion). You should include the following components in your documentation:

- Which question and AI system did you choose to study? What did you find out about its design and designers, infrastructure, and its embeddedness in the world?
- What did you do with it, or what did you read about others doing with it? Be specific as specific as possible: include prompts, queries, actions, screen shots, and document your process – including why you or the users you are analyzing made the choices that you/they did.
- What did it produce?
- What stands out to you about the results in terms of your question?

Step 3: Ethnographic Writing and Critical Reflection

Assess your study process and its outcomes and respond to the question you have chosen (e.g. Can a machine think?) by critically engaging with 3-4 course concepts and specific examples of your process and its outcomes.

Week 14: Digital Ethnography of AI Systems Assignment

Activities:

- **Required: Attend Synchronous Class Presentations Meeting #1 via CarmenZoom (80 minutes)**
- **Required: Attend Synchronous Class Presentations Meeting #1 via CarmenZoom (80 minutes)**

Step 4: Works in Progress Presentation via Carmen Zoom

You will be required to present a draft of your portfolio in which you share your main findings, insights, and critical reflections with the class. Your peers and instructor will provide you with structured feedback that you can integrate into your portfolio ahead of the final submission (please see Detailed Course Schedule for information on presentation dates and the final submission due date).

Exam Period: Final Portfolio Due

Please submit your final portfolio to the Assignments tab on CarmenCanvas on the due date posted during the Exam Period.

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

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

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Writing and Information Literacy (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

Course Subject & Number: COMPSTD 2500

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

COMPSTD 2500: Introduction to AI in Society is a foundational course that develops essential skills in writing and information literacy through focused engagement with the emerging social, political, and ethical dimensions of artificial intelligence as information systems. Designed for students at the beginning of their university education, this course introduces writing as a form of inquiry, analysis, and reflection, while also teaching students to critically evaluate AI systems as sources of information in a variety of information cultures and contexts. Importantly, I want to emphasize that this course approaches the critical study of AI systems as foundational to the study of information literacy today, and leverages multiple genres of writing (including ethnographic writing, reflection, and analytical writing) for the study of AI systems as information systems.

No previous skill or experience with AI systems or writing about AI systems is presumed or necessary for this course. Each foundational writing and information literacy skill that students will be required to demonstrate will be taught to them in this course, and feedback will be given formally and informally by the instructor.

Specifically, this course teaches students foundational skills in information literacy (here called "Critical AI Literacies") such as identifying the technical and cultural infrastructure infrastructure of AI systems, identifying and evaluating the information inputs and outputs of AI systems and evidence of bias, values, and errors in AI systems, and identifying and assessing the ethical and social impact of AI systems for a variety of different stakeholders and groups.

Students will develop these skills through a series of seven structured Modules that combine a synchronous lecture and discussion component (in which students will learn foundational theories for engaging in the analysis of AI systems as information systems) with an asynchronous or synchronous (students may choose) laboratory component (in which students will apply their theoretical knowledge in a guided lab activity analyzing specific case study). Each Module introduces foundational skills in writing and information literacy that students will build on in each subsequent Module. For example, Module 1 focuses on developing foundational skills to understand what artificial intelligence is and how to study it using foundational skills in digital ethnography of information infrastructures (see Module 1 for more details). By Module 7, students are applying these skills more independently to complete their major project for the course, which is a digital ethnography of an AI system of their choosing (see Module 7 for more details). Each of Modules 1-6 (and the required activities for each Module) are focused on developing the skills needed to complete the major project in Module 7. Students will present their work at the end of the course for feedback from the instructor and their peers ahead of the final submission of their project portfolio.

Assigned material for this course combines traditional academic literature from the field of Science and Technology Studies and Critical AI Studies with articles, podcasts, videos and other media geared towards a non-academic or popular audience. Students will learn to analyze AI systems as information systems across a range of material, case studies, and audience types.

By completing this course, students will gain foundational skills in writing and information literacy through the study of AI systems as information systems, using the practice of digital ethnography (see detailed course outline for more information), which is a method used to study information systems like AI systems in terms of not just their cultural and social dimensions but their technical infrastructure as well.

B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. *(50-700 words)*

The goal of this course is for students to build foundational skills in writing and information literacy through the study of AI systems as information systems through a series of seven Modules that guide students through theoretical and hands-on analysis of a range of issues and case studies. Each module combines a synchronous and asynchronous component, as follows:

In Modules 1-6, students will:
• Complete assigned readings and the required discussion post to CarmenCanvas or Hypothes.is asynchronously before attending one* required synchronous lecture and discussion session via CarmenZoom
*Please note: Module 1 has two required synchronous lecture and discussion sessions scheduled via CarmenZoom
• Complete a required lab activity (either synchronously or asynchronously; please see note below) in which students will apply the concepts introduced in the module to study a range of case studies of AI systems, through a guided "hands-on" practice to complete a "mini" digital ethnography. These lab sessions are designed to provide students with dedicated time to practice techniques of digital ethnography that they will use for their final project, which asks students to complete a more comprehensive digital ethnography of an AI system of their choosing.
o Please note: There is an optional synchronous lab meeting scheduled via CarmenZoom for each lab in each Module. Students may choose to attend the lab session to receive support as they complete the required lab activity, but it is not required.

In Module 7, students will:
• Have dedicated time to complete their digital ethnography assignment for their final project asynchronously with the opportunity to attend optional synchronous class meetings to receive instructor guidance and peer support as they complete the components of the final project
• Present their final project "work in progress" in one of two required synchronous class meetings via CarmenZoom, to receive peer and instructor feedback to integrate into their project ahead of their final submission during the exam period

Following this structure, in each Module students will complete assigned readings (a combination of academic or popular texts) and other material (e.g. videos, podcasts) and respond to the asynchronous online discussion posts on Hypothes.is (to practice and apply critical reading and information literacy, and writing for a less formal, discussion based audience of peers). Students will then attend a synchronous online lecture which will be instructor-led combined with large group and small group breakout discussion sessions via CarmenZoom. Then, students will complete the assigned lab activity (with the option to do so synchronously for more instructor contact and peer support). The lab activities (see syllabus for detailed outlines in each Module) are structured and will guide students to identify, analyze, interpret and reflect on a range of issues related to AI systems as information systems, using learned skills in digital ethnography of information infrastructures. Students will submit these lab activities in Modules 1-6 for feedback, to build their skills towards completing the major project in Module 7. Module 7 has dedicated time for required synchronous student presentations of their works in progress, and students will receive peer and instructor feedback on their work to integrate in their projects ahead of the final submission during Exam Period as scheduled.

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Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? *(50-700 words)*

This course requires and explicitly teaches students to use proper citation and attribution practices through every assignment. APA citation style is required across the Hypothes.is posts, lab activities, and the Digital Ethnographies of AI Systems major project/assignment. The course syllabus includes detailed policies on plagiarism and source attribution, and a link to the Purdue OWL APA Citation Guide.

Importantly, I want to note that this course aims to teach students to engage critically and responsibly with issues related citation and AI systems and AI generated content. Students will learn how to use proper citation practices in atypical cases like AI generated content throughout the course, and learn to cite AI tools and user interactions or generated content appropriately. This course aims to help students understand and practice foundational skills in citation, while also navigating emerging questions of authorship in the context of AI, as a way to help students understand the importance (and challenges) relating to academic integrity in our rapidly changing technological worlds.

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

The course emphasizes the importance of multiple perspectives in analyzing AI systems as information systems. Readings include work by scholars and practitioners from a variety of backgrounds and represent diverse disciplinary approaches (e.g. the humanities, social sciences, and computer science and engineering perspectives). Please see detailed course schedule for examples.

This course is designed to support students to generate ideas and informed responses incorporating these perspectives through the major assignments of this course. For example, in the Hypothes.is posts in each Module, students are required to identify and interpret the main arguments of the readings, raise critical questions and draw connections across assigned readings about key course themes and concepts in an online discussion with their peers. In the Digital Ethnographies of AI Systems assignment and lab work in each Module, students are required to complete ethnographic studies of AI systems that integrate course readings with their own critical assessments of the real-world applications, use cases, and interactions with AI systems presented in the assigned case studies. In so doing, this course asks students to engage with foundational questions in AI literacy and information literacy in a way that synthesizes multiple perspectives, contexts, and their own experiences.

A detailed look at the lab assignments in each Module will illustrate how this course aims to meet this learning outcome specifically. For example, each lab assignment asks students to analyze a case study of an AI system as an information system, interpret issues related to that AI system around foundational questions in the course, and consider how the perspectives represented in the case study shape the answers to such questions. Additionally, students are required to reflect on how their own positionality and interpretation shapes their analysis, as per the methodological practices of digital ethnography (e.g. students will learn starting in Module 1 how to study AI systems as information systems using digital ethnography, which asks students to critically reflect on their own role in interpreting and representing the AI system).

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. *(50-700 words)*

Each unit in the course engages students with the social and ethical implications of AI systems as information systems (around more "traditional" information issues such as information bias, error, objectivity, reliability, and values; but also around information issues regarding the costs, benefits, and harms associated with AI systems as information systems, including environmental ethics and other social issues). Each Module raises a fundamental question around the study of AI systems as information systems (e.g. "Can a machine think?" or "Can a machine feel", etc.) and presents a case study for students to complete a digital ethnographic analysis that critically engages with the social, cultural, and technological issues related to the AI system in the case study.

This course requires students in Module 7 to complete a more comprehensive digital ethnography of an AI system of their choosing. This assignment specifically asks students to assess the implications of their interactions or interpretations of an AI system use case, and to evaluate their design, intended use, and societal consequences of an AI system of their choosing. For example, students might reflect on algorithmic biases, errors, or glitches in the systems they are studying. Students may also choose to examine labor conditions in AI systems, or the environmental costs of large language models and the global distributions of their infrastructure. Students will communicate their analysis in this assignment by creating a portfolio that presents their digital ethnographic work (their observations, analysis, and critical reflections).

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

This course approaches issues related to the ethical engagement with information both in terms of the practical development of writing and information literacy skills (such as requiring appropriate citation practices in all assignments), but also foregrounds questions about ethical engagement with AI systems as information systems.

Specifically, this course asks students to consider the responsibilities and stakes of AI systems as information systems through both theoretical engagement and readings and hands-on experimental practice (e.g. the Digital Ethnographies of AI Systems assignment and lab work in each Module).

In other words, this course both requires students to engage responsibly with traditional academic sources and emerging AI systems, and requires students to critically engage and reflect on their own information practices in relation to their own civil and ethical responsibilities in the Digital Ethnographies of AI Systems assignments, and draw on insights from assigned texts on these issues to inform their perspectives. Please see the Module structures for more detail on how this course plans to engage these issues consistently in each activity.

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Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

This course supports students to think critically about information search strategies in terms of identifying and evaluating the design, function, and input/output of AI systems in various AI use cases (including their own experimental practice with AI systems).

First, I want to highlight that throughout the course in each Module students will be guided to critically engage with the AI systems they are studying as information infrastructure that produces information as a mode of content generation akin to search, and critically evaluate this information system using skills in information literacy (such as identifying errors, bias, values, and technical design and representation).

But more traditionally, in the Digital Ethnographies of AI Systems assignment in Module 7, students must identify a case study or AI use case by finding a relevant source, system, or media object to use in their project (see Module outline for instructions). Students will be instructed how to perform appropriate search using a range of search engines (including academic, technical, and social and popular media archives), and critically evaluate their results to select a relevant case study or tool for their analysis. Their chosen case study or AI use case must be approved by the instructor prior to starting Module 7.

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

This course centers questions related to the ethical, political, cultural, and technical challenges related to credibility and relevance in AI systems as information systems. A central learning goal of the course is for students to become critical consumers and producers of information, especially in contexts where AI systems challenge ideas about authorship, reliability, and the trustworthiness of information, or embed biases and raise questions about responsible use and accountability, for example.

This course is designed to support students to employ reflective and critical strategies to evaluate and select credible and relevant information sources through the study of AI systems as information systems that are prone to bias, errors and glitches, and are often unreliable and often seen as untrustworthy in many AI use cases. Each Module guides students to analyze a different case study of an AI system as an information system, and engages with questions and analysis foundational to these and other related issues.

For example, students are required to critically identify and assess the values, biases, errors, limits, and glitches of AI systems as information systems, and reflect on their own experiences with these systems using experimental ethnographic practices and written reflections as they apply learned techniques to identify, evaluate, and analyze different AI systems as information systems, and critically evaluate and reflect on their own and other expert interpretations of the errors and biases of these systems. Please see detailed module outline for more information. I would like to highlight that in each Module, students engage with the following two questions (among others):

• How does the AI system presented in this case study reflect “information issues” related to this question? For example, does this question and AI system raise issues about the power that information systems have in society, or about the reliability, trustworthiness, and use of information systems in society?
• How does the media form and infrastructure of this case study shape answers to these questions? For example, whose perspectives are presented in the case study, and how might that shape the answers to these questions and other issues related to AI systems as information systems? What can you know and not know based on these case study materials, or the AI system itself?

These questions are designed to prompt students to employ reflective and critical strategies to evaluate the credibility and reliability of AI systems as information systems, with attention to the ways in which cultural, social, and technical dimensions of the AI system shape these issues.

Distance Approval Cover Sheet

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

Course Number and Title: COMPSTD 2500: Introduction to AI in Society

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

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

If no, why not?

Syllabus

[X] 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.

[X] Syllabus is consistent and is easy to understand from the student perspective.

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

[X] 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).

This online course is designed to combine required sychronous and asynchronous sessions (please note for the asynchronous sessions planned, there is a synchronous option available to students as well to complete the activities with additional instructor presence) within a series of seven modules.

In each module, the synchronous sessions are designed as instructor-led lectures and discussions via CarmenZoom.

Students will also receive instructor presence and feedback on all major assignments completed for this course (specifically the lab work activities and the major project - please see syllabus outline). The instructor will also begin asynchronous discussions on assigned course material via Hypothes.is and ThingLink and mediate and respond to guide student discussions appropriately, while emphasizing these spaces as student-led and student-centered spaces for connection and learning.

☒ 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).

All instructor communication will happen via CarmenCanvas announcements and during the synchronous class meetings in each Module via CarmenCanvas. Lecture slides will be made available and posted for students on CarmenCanvas, and other course material made available via interactive platforms Hypothes.is and ThingLink to facilitate the hands-on lab sessions and other components and discussions in the synchronous lecture and discussion sessions as well in each Module.

Rubrics are available for each assignment in this course and students can expect to receive feedback via these rubrics from the instructor combined with additional written comments.

Instructor is also available during regularly scheduled office hours to meet with students one-on-one for additional presence and support.

Delivery Well-Suited to DL/DH Environment

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

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

Additional technology comments:

All technologies used in this course are integrated via CarmenCanvas site for this course (specifically: Carmen Discussion, Hypothes.is, ThingLink, and CarmenZoom).

Please note that as this course is focused on AI systems, students will be engaging with secondary sources (e.g. academic and non-academic texts, videos, podcasts) about AI systems case studies, and with approved primary AI tools (specifically Microsoft Co-pilot and other approved technologies) only.

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)

This course is designed around seven modules that each take up foundational questions in the study of AI in society. Each module combines a synchronous component (instructor led lecture and discussion meetings) and an asynchronous component (students complete readings and discussion posts on Hypothes.is prior to attending synchronous lecture and discussion; then after: students complete a guided lab activity based on a provided case study). Please note that students may choose to attend optional synchronous sessions which will be scheduled in case they would like to have more instructor presence and contact to complete the guided lab activity, but is not required. Please see syllabus for detailed Module schedules and activity descriptions.

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

I have structured the lab activities assigned for the asynchronous components in each module in detail in the syllabus/Module outline, to ensure that students have a structured and guided approach for completing the assigned activities and case study analysis independently. However, students may choose to complete the lab activity synchronously instead, as the instructor will schedule optional synchronous meetings for students to attend if they wish.

Workload Estimation

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

[X] Course credit hours align with estimated average weekly time to complete the course successfully.

[X] 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):

Sample Module outline:

Week 1:
- Asynchronous activity: students complete assigned readings (4-5 hours) and discussion posts on Hypothes.is (1-1.5 hours)
- Synchronous activity: students attend required lecture/discussion (1 hour 20 minutes)

Week 2:
- Asynchronous activity: students read assigned case study materials (2 hours)
- Asynchronous activity*: students complete assigned lab assignment (6 hours)
*Option to attend synchronous lab meeting to work on lab assignment with instructor and peer presence (2 hours)

[ ] 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.

[X] 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.

[X] 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.

Anticipated needs for: captioning during synchronous CarmenZoom meetings (always permitted); recording synchronous CarmenZoom meetings (permitted to record instructor, not permitted to record other students);

Additional comments (optional):

Academic Integrity

For more information: Promoting Academic Integrity.

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

- [X] 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.
- [X] Variety of assignment formats to provide students with multiple means of demonstrating learning.
- [X] 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):

This course engages with multiple types of materials to deliver course information: traditional academic texts, popular media and articles geared towards popular audiences, videos and podcasts. Course combines synchronous lectures and discussions via CarmenZoom with asynchronous activites like Hypothes.is discussion posts. Course assignments are primarily lab assignments in which students will complete a "hands-on" analysis of an assigned case study in each Module (each case study is a real use-case of an AI system). Major project requires student presentations of their works in progress for peer and instructor feedback during required synchronous meetings via CarmenZoom. For this major project, students can select their own case study (with instructor approval) or use an approved AI tool and conduct their own experimental engagement with the AI system.

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:

- [X] Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- [X] 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)

This course combines synchronous meetings with asynchronous meetings and activities. Synchronous meetings are designed to combine instructor-led lecture with student-led discussion in small groups/large group breakouts in CarmenZoom. CarmenZoom chat will be encouraged for student use (discussion, comments, questions, etc.) during lecture component. There is also optional synchronous meetings for lab work. Asynchronous aspects of this course like the Hypothes.is discussion posts emphasize student led-discussion and response.

This course also culminates in required student presentations (synchronous meetings via CarmenZoom) of their works in progress for their final projects and requires peer feedback and instructor feedback.

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:

- [X] Instructor explanations about the learning goals and overall design or organization of the course.
- [X] Context or rationale to explain the purpose and relevance of major tasks and assignments.

- [X] Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- [X] 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):

Please note that Module 1 is designed to teach students the skills in digital ethnography that they will need to complete the assignments in the course, and Modules 2-6 are designed for students to practice these skills ahead of completing their major assignment in Module 7. Ancillary skills like search, identifying sources, citation, and ethnographic documentation and use of Hypothes.is and ThingLink to support their assignments will be built into each Module.

Additional Considerations

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

Syllabus and cover sheet reviewed by Bob Mick on 12/11/25

Reviewer Comments:

I've completed my review of COMPSTD 2500 Introduction to AI in Society. A summary of my review and comments are included in the attached document.

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

Attachment from ODE/Bob Mick

COMPSTD 2500 – Introduction to AI in Society

I am returning the signed Distance Approval Cover Sheet after completing the review of the distance learning syllabus and cover sheet. Below are my comments regarding the syllabus.

1. Instructor Presence and Regular Substantiative Interaction (RSI):

Regular and substantiative interaction will exist on a regular weekly basis in the course between the instructor and students that includes:

- Direct instruction (live lectures and live lab sessions)
- Instructor assessing and providing feedback on student's course work and assignments
- Facilitating group discussion (Live class discussions, discussion boards, use of Hypothesis and ThingLink for interactive annotations and discussions)
- Instructor providing opportunities to ask questions on content of course through email, discussion posts, live classes and live office hours

2. How this Online Course Works
This section provides direction for the students so they are aware of what they will be expected to complete each week and how they will interact with the instructor in this online course.

4. Credit hours and work expectations
The information in the syllabus and cover sheet states the total amount of time to be spent on this course with direct and indirect instruction is an average of 9 hours minimum per week. This is correct for a 3 cr hr, 14-week course.

5. Description of Major Assignments
All major assignments are clearly explained.

Curriculum Map for Comparative Studies Major

Program Learning Goals:

- Goal 1 Students develop the capacity to analyze differences in culture and politics over time.
- Goal 2 Students develop the capacity to engage and analyze issues of community and social justice.
- Goal 3 Students develop interdisciplinary thinking and writing skills, and an understanding of relationships between disciplines.
- Goal 4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.
- Goal 5 Students develop the capacity for aesthetic and historical response and judgment of cultural products and modes of consumption.
- Goal 6 Students develop the ability to understand how ideas and cultural artifacts influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.

*Beg=Beginning; Int=Intermediate; Adv=Advanced

CURRICULUM MAP FOR COMPARATIVE STUDIES MAJOR

NB: DISTRIBUTION COURSES (ELECTIVES) IN OTHER DEPARTMENTS ARE CATEGORIZED IN REGARD TO GOALS #5 AND 6 ONLY

	Program Learning Goals					
	Goal #1 Students develop the capacity to analyze differences in culture and politics over time.	Goal #2 Students develop the capacity to engage and analyze issues of community and social justice.	Goal #3 Students develop interdisciplinary thinking and writing skills, and under-standing of relationships among disciplines.	Goal #4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions. .	Goal #5 Students develop the capacity for aesthetic and historical response and judgment of cultural products and modes of consumption.	Goal #6 Students develop the ability to understand how ideas and cultural artifacts influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.
REQUIRED COURSES (10 CREDITS):						
CS 2099 The Question of Comparative Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2360 Intro to Comparative Cultural Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 3990 Approaches to Comparative Studies	Int	Int	Int	Int	Int	Int
CS 4990 Senior Seminar in Comparative Studies	Adv	Adv	Adv	Adv	Adv	Adv

CONCENTRATION CORE—MAJOR FOCUS (15 CREDITS): This core requirement is fulfilled by the development of an individualized Major Focus. This focus is determined by each student in consultation with her or his advisor. It consists of a set of five courses (at least four of which must be Comparative Studies or Religious Studies courses, and no more than two at the 2000 level) that is centered on a particular set of discourses, objects, cultural practices, or problems.

ELECTIVES (12 CREDITS)—Should complement the Major Focus, but can add additional knowledge bases or theoretical/methodological approaches.

COURSES IN COMPARATIVE STUDIES AND RELIGIOUS STUDIES THAT FULFILL EITHER MAJOR FOCUS OR ELECTIVES						
CS 2006 American Civics: Freedom, Democracy, and Struggle	Beg	Beg	Beg	Beg	Beg	Beg
CS 2101 Literature and Society	Beg	Beg	Beg	Beg	Beg	Beg
CS 2104(H) Literature, Science and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 2105(H) Literature and Ethnicity	Beg	Beg	Beg	Beg	Beg	Beg
CS 2214 Intro to Sexuality Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2220 Intro to South Asian Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2264 Intro to Popular Culture Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2281 American Icons	Beg	Beg	Beg	Beg	Beg	Beg
CS 2301 Intro to World Lit	Beg	Beg	Beg	Beg	Beg	Beg
CS 2321 Intro to Asian American Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2322 Intro to Latino Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2323 Intro to American Indian Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2340 Intro to Cultures of Science and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 2343 Slavery, Gender, and Race in the Atlantic World	Beg	Beg	Beg	Beg	Beg	Beg
CS 2345 Comedy, Culture, and Society	Beg	Beg	Beg	Beg	Beg	Beg
CS 2350(H) Intro to Folklore	Beg	Beg	Beg	Beg	Beg	Beg
CS 2420 American Food Cultures	Beg	Beg	Beg	Beg	Beg	Beg
CS 2500 Introduction to AI in Society	Beg	Beg	Beg	Beg	Beg	Beg
CS 2864(H) Modernity & Postmodernity	Int	Int	Int	Int	Int	Int
CS 3007 Technology, Science, and Citizenship	Int	Int	Int	Int	Int	Int
CS 3072 The Newark Earthworks	Int	Int	Int	Int	Int	Int
CS 3130H Introduction to Performance Studies Honors	Int	Int	Int	Int	Int	Int
CS 3302(E) Translating Literatures & Cultures	Int	Int	Int	Int	Int	Int
CS 3360 Intro to Globalization and Culture	Int	Int	Int	Int	Int	Int
CS 3603 Love and Literature	Int	Int	Int	Int	Int	Int
CS 3606 Quest in World Literature	Int	Int	Int	Int	Int	Int
CS 3607 Film and Literature	Int	Int	Int	Int	Int	Int
CS 3608 Representations of the Experience of War	Int	Int	Int	Int	Int	Int
CS 3645H Cultures of Medicine Honors	Int	Int	Int	Int	Int	Int
CS 3646 Cultures, Natures, Technologies	Int	Int	Int	Int	Int	Int
CS 3686 Cultural Studies of American Popular Musics	Int	Int	Int	Int	Int	Int
CS 3808 Utopia and Dystopia	Int	Int	Int	Int	Int	Int
CS 3886 Urban Sounds	Int	Int	Int	Int	Int	Int
CS 3903(E) World Literature: Theory and Practice	Int	Int	Int	Int	Int	Int
CS 4021(E) Banned Books and the Cost of Censorship	Adv	Adv	Adv	Adv	Adv	Adv
CS 4420 Cultural Food Systems and Sustainability	Adv	Adv	Adv	Adv	Adv	Adv
CS 4444 The Sustainability Games	Adv	Adv	Adv	Adv	Adv	Adv

CS 4456 Lived Infrastructures: A Field School in Lisbon	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.01 Global Studies of Science and Technology	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.02 Global Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.03 Global Folklore	Adv	Adv	Adv	Adv	Adv	Adv
CS 4645 Cultures of Medicine	Adv	Adv	Adv	Adv	Adv	Adv
CS 4655 Studies in Ethnography	Adv	Adv	Adv	Adv	Adv	Adv
CS 4658 (3658) Folklore of the Americas	Int	Int	Int	Int	Int	Int
CS 4661 (3661) The City and Culture	Int	Int	Int	Int	Int	Int
CS 4803 Studies in Asian American Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4804 Studies in Latino Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4805 Literatures of the Americas	Adv	Adv	Adv	Adv	Adv	Adv
CS 4808 (3808) Utopia and Anti-Utopia (Utopia and Dystopia)	Int	Int	Int	Int	Int	Int
CS 4822 Native American Identity	Adv	Adv	Adv	Adv	Adv	Adv
CS 4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Adv	Adv	Adv	Adv	Adv	Adv
RS 3168 History of God	Int	Int	Int	Int	Int	Int
RS 3210 Jewish Mystical Tradition	Int	Int	Int	Int	Int	Int
RS 3667 Messages from Beyond	Int	Int	Int	Int	Int	Int
RS 3671 Religions of India	Int	Int	Int	Int	Int	Int
RS 3672 Native American Religions	Int	Int	Int	Int	Int	Int
RS 3673 The Buddhist Tradition	Int	Int	Int	Int	Int	Int
RS 3674 African Religions	Int	Int	Int	Int	Int	v
RS 3678 Religion and American Culture	Int	Int	Int	Int	Int	Int
RS 3679 Religion and Popular Culture	Int	Int	Int	Int	Int	Int
RS 3680 Religion and Law in Comparative Perspective	Int	Int	Int	Int	Int	Int
RS 3681 Religion and Work	Int	Int	Int	Int	Int	Int
RS 3872H Varieties of Christianity	Int	Int	Int	Int	Int	Int
RS 3972 Theory and Method in the Study of Religion	Int	Int	Int	Int	Int	Int
RS 4342 Religion, Meaning, and Knowledge in Africa and its Diaspora	Adv	Adv	Adv	Adv	Adv	Adv
RS 4343 African American Religions	Adv	Adv	Adv	Adv	Adv	Adv
RS 4344 Religion, Revolution, and Art in the Caribbean	Adv	Adv	Adv	Adv	Adv	Adv
RS 4370 Research Seminar on Religion in Ohio	Adv	Adv	Adv	Adv	Adv	Adv
RS 4873 Contemporary Religious Movements in Global Context	Adv	Adv	Adv	Adv	Adv	Adv
RS 4875 Gender, Sexuality, and Religion	Adv	Adv	Adv	Adv	Adv	Adv

COURSES FROM OTHER DEPARTMENTS THAT FULFILL EITHER MAJOR FOCUS OR ELECTIVES

Department and Course			Department and Course		

AFRICAN AMERICAN AND AFRICAN STUDIES

CS 2006 American Civics: Freedom, Democracy, and Struggle	Beg	Beg	3440 Theorizing Race	Int	Int
2201 Major Readings in African American and African Studies	Beg	Beg	4342 Religion, Meaning, and Knowledge in Africa and its Diaspora	Adv	Adv
2218 Black Urban Experience	Int	Int	4535 Topics in Black Masculinity Studies	Adv	Adv
2270 Introduction to Black Popular Culture	Beg	Beg	4565 Topics in African Diaspora Studies	Adv	Adv
2281 Intro to African American Literature	Beg	Beg	4571 Black Visual Culture and Popular Media	Adv	Adv
2288 Bebop to Doowop to Hiphop: The Rhythm and Blues Tradition	Beg	Beg	4582 Special Topics in African American Literature	Adv	Adv
3083 Civil Rights and Black Power Movements	Int	Int	4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Adv	Adv
3230 Black Women: Culture and Society	Int	Int			
3310 Global Perspectives on the African Diaspora	Int	Int			
3376 Arts and Cultures of Africa and the Diaspora	Int	Int			
ANTHROPOLOGY					
2202 (H) Intro to Cultural Anthropology	Beg	Beg	3419 Latin American Cultures and Migration in Global Perspective	Int	Int
2241 Middle East Close Up: People, Cultures, Societies	Int	Int	3525 History of Anthropological Theory	Adv	Adv
3334 Zombies: Anthropology of the Undead	Int	Int			
CHINESE					
4405 China in Chinese Film	Adv	Adv	4406 China Pop: Contemporary Popular Culture and Media in Greater China	Int	Int
EAST ASIAN					
3446 Asian American Film	Int	Int			
ENGLISH					
2264 Intro to Popular Culture Studies	Beg	Beg	4577.02 Folklore II: Genres, Form, Meaning and Use	Adv	Adv
2270 (H) Intro to Folklore	Beg	Beg	4585 History of Literacy	Adv	Adv
2277 Intro to Disability Studies	Beg	Beg	4586 Studies in American Indian Literature and Culture	Adv	Adv
3364 Reading Popular Culture	Int	Int	4587 Asian American Literature and Culture	Adv	Adv
4569 Digital Media and English Studies	Adv	Adv	4588 Latino/a Literature and Culture	Adv	Adv
4577.01 Folklore I: Groups and Communities	Adv	Adv	4595 Literature and Law	Adv	Adv
FRENCH					
2801 French Cinema	Beg	Beg	3402 Intro to Francophone Cultures	Int	Int
3202 Literary and Visual Texts of the Francophone World	Beg	Beg	3701 Intro to French Cinema	Int	Int
GEOGRAPHY					
3600 Space, Power, and Political Geography	Int	Int	3701 The Making of the Modern World		

GERMAN					
2251 German Literature and Popular Culture	Beg	Beg	3351 Democracy, Fascism and German Culture	Int	Int
3252 The Holocaust in Literature and Film	Int	Int	4670H Cinema and the Historical *Avant Garde*	Adv	Adv
HEBREW					
3275 The Holocaust in Literature and Film	Int	Int			
HISTORY					
2002 (H) Making America Modern	Beg	Beg	2750 Natives and Newcomers: Immigration and Migration in U.S. History	Beg	Beg
2070 Intro to Native American History	Beg	Beg	2800 Intro the Discipline of History	Beg	Beg
2075 Intro to U.S. Latino/a History	Beg	Beg	3017 The Sixties	Int	Int
2079 Asian American History	Beg	Beg	3020 19th-Century American Ideas	Int	Int
2080 African American History to 1877	Beg	Beg	3021 20th-Century American Ideas	Int	Int
2081 African American History from 1877	Beg	Beg	3040 The American City	Int	Int
2100 Intro to the Spanish Atlantic World	Beg	Beg	3070 Native American History from European Contact to Removal, 1560-1820	Int	Int
2260 European Thought and Culture, 19th Cent	Beg	Beg	3071 Native American History from Removal to Present	Int	Int
2261 European Thought and Culture, 20th Cent	Beg	Beg	3075 Mexican American Chicano/a History	Int	Int
2270 Love in the Modern World	Beg	Beg	3080 Slavery in the US	Int	Int
2455 Jews in American Film	Beg	Beg	3082 Black Americans during the progressive Era	Int	Int
2475 History of the Holocaust	Beg	Beg	3083 Civil Rights and Black Power Movements	Int	Int
2610 (H) Intro to Women and Gender in the U.S	Beg	Beg	3085 African American History through Contemporary Film	Int	Int
2630 History of Modern Sexualities	Beg	Beg	3630 Same Sex Sexuality in a Global Context	Int	Int
HISTORY OF ART					
2901 Introduction to World Cinema	Beg	Beg	3901 World Cinema Today	Int	Int
3605 (H) History of Photography	Int	Int	4640 Contemporary Art since 1945	Adv	Adv
3635 American Cartoons from Krazy Kat to Jimmy Corrigan	Int	Int			
INTERNATIONAL STUDIES					
4800 Cultural Diplomacy	Adv	Adv			
ITALIAN					
2053 Intro to Italian Cinema	Beg	Beg	3222 Modern Italian Media	Int	Int
2055 Mafia Movies	Beg	Beg	4225 Italian Identities	Adv	Adv
JAPANESE					
4400 Japanese Film and Visual Media	Adv	Adv			
NEAR EASTERN and SOUTH ASIAN STUDIES					

2244 Films of the Middle East	Beg	Beg	2798.01 Experiencing Everyday Life in South Asia	Beg	Beg
PHILOSOPHY					
2400 Political and Social Philosophy	Beg	Beg	2470 H Philosophy of Film	Int	Int
2450 Philosophical Problems in the Arts	Beg	Beg	3420 Philosophical Perspectives on Issues of Gender	Int	Int
RUSSIAN					
3460 Modern Russian Experience through Film (successor)	Int	Int			
SCANDINAVIAN					
3350 Norse Mythology and Medieval Culture	Int	Int	4250 Scandinavian Folklore of the Supernatural	Adv	Adv
SOCIOLOGY					
2300 Sociology of Culture and Popular Culture	Beg	Beg	3380 Racial and Ethnic Relations in America	Int	Int
2340 Sex and Love in Modern Society	Beg	Beg			
SPANISH					
2330 Reinventing America	Beg	Beg	4557.20 Intro to Other Latino Literature in the US	Adv	Adv
2332 Intro to Andean and Amazonian Cultures	Beg	Beg	4560 Introduction to Spanish-American Culture	Adv	Adv
2389 Spanish in the US: Language as Social Action	Beg	Beg	4565H Latin American Indigenous Literatures and Cultures	Adv	Adv
2520 Latin American Literature in Translation: Fictions and Realities	Beg	Beg	4580 Latin American Film	Adv	Adv
4555 (E) Indigenous and Colonial Literatures of Latin America	Adv	Adv	4581 Spanish Film	Adv	Adv
4557.10 Intro to Latino Literature in the US	Adv	Adv			
THEATRE					
2341H Moving Image Art	Beg	Beg			
WOMEN'S, GENDER, AND SEXUALITY STUDIES					
CS 2006 American Civics: Freedom, Democracy, and Struggle	Beg	Beg	4375 Women and Visual Culture	Adv	Adv
2215 Reading Women Writers	Beg	Beg	4401 Asian American Women: Race, Sex, and Representation	Adv	Adv
2230 Gender, Sexuality, and Race in Popular Culture	Beg	Beg	4402 Black Women: Representations, Politics, and Power	Adv	Adv
2282 Intro to Queer Studies	Beg	Beg	4404 Regulating Bodies: Global Sexual Economies	Adv	Adv
2296H Topics in Women's Studies	Beg	Beg	4405 Race and Sexuality	Adv	Adv
2300 Approaches to Feminist Inquiry	Beg	Beg	4510 American Women's Movements	Adv	Adv
2305 A World of Genders and Sexualities	Beg	Beg	4520 Women of Color and Social Activism	Adv	Adv
2317 Gender at the Movies: Hollywood and Beyond	Beg	Beg	4524 Women and Work	Adv	Adv
2340 Si Se Puede: Latinx Gender Studies.	Beg	Beg	4560 Crossing Borders with Mexican-American and Chicana	Adv	Adv

			Feminisms		
2550 History of Feminist Thought	Beg	Beg	4597 Gender and Democracy in the Contemporary World	Adv	Adv
3320 Topics in Women's and Gender Studies	Int	Int	4845 Gender, Sexuality, and Science	Adv	Adv
3370 Sexualities and Citizenship	Int	Int	4921 Intersections: Approaches to Race, Gender, Class, and Sexuality	Adv	Adv
3505 Transnational Feminisms	Int	Int			
YIDDISH					
3399 The Holocaust in Yiddish and Ashkenazic Literature and Film	Int	Int			