Term Information

Effective Term   Autumn 2026
Previous Value   *Spring 2022*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We are hoping for this course to fulfill the traditions, cultures, and transformations GE.

What is the rationale for the proposed change(s)?

This course considers transformations weekly and fits well within the GE.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Our department does not offer many courses in the GE theme such that we hope this will benefit our students.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Sociology
Fiscal Unit/Academic Org	Sociology - D0777
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3302
Course Title	Technology and Global Society
Transcript Abbreviation	Technlgy & Society
Course Description	Social aspects of technology, social change, and technological development; underdevelopment and the global economy.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
	Greater or equal to 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
Exclusions
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   45.1101
Subsidy Level   Baccalaureate Course
Intended Rank   Sophomore

Requirement/Elective Designation

Traditions, Cultures, and Transformations
The course is an elective (for this or other units) or is a service course for other units

Previous Value

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
- Social aspects of technology, social change, and technological development; underdevelopment and the global economy

Content Topic List
- Definition of technology
- Technological development
- Theories of technology
- Diffusion of technology
- Environmental issues
- Ethical issues surrounding technology
- Technology as a social process
- Consequences of technology
- Control of technology

Sought Concurrence   No

Attachments

- coverletter tech and global society.doc

  (Cover Letter. Owner: Nzitatira,Hollie Nyseth)

- SOC 3302DL GE Proposal_Syllabus_Schoon.docx

  (Syllabus. Owner: Nzitatira,Hollie Nyseth)

- submission-traditions_SOC3302_Schoon.pdf

  (Other Supporting Documentation. Owner: Nzitatira,Hollie Nyseth)

- 2026 Sociology curriculum maps .xls.pdf

  (Other Supporting Documentation. Owner: Nzitatira,Hollie Nyseth)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Nzitatira,Hollie Nyseth	02/02/2026 12:56 PM	Submitted for Approval
Approved	Nzitatira,Hollie Nyseth	02/02/2026 12:56 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/11/2026 09:39 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Wade,Macy Joy Steele,Rachel Lea	02/11/2026 09:39 AM	ASCCAO Approval

THE OHIO STATE UNIVERSITY

Department of Sociology

Hollie Nyseth Nzitatira
nzitatira.1@osu.edu
238 Townshend Hall
1885 Neil Avenue
Columbus, OH 43210

February 2, 2026

Dear Committee,

We are excited to submit the *Technology and Global Society* (Soc 3302DL) for consideration for the Traditions, Cultures, and Transformations GE. Technology and Global Society explores the study of technology from an interdisciplinary approach to understand the contemporary world in terms of technological transformations and their impact on global society. As you will see, the course examines how technology shapes culture, how culture shapes technology, and how technology is transforming global society.

Thank you for your consideration!

Sincerely,

Hollie Nyseth Nzitatira
Professor of Sociology
Director of Undergraduate Studies
The Ohio State University

SOC 3302DL

TECHNOLOGY AND GLOBAL SOCIETY

SYLLABUS

TERM: Autumn 2026 8-week Session 2

SECTION:

CREDITS: 3

CLASS MEETINGS: Asynchronous

COURSE OVERVIEW

INSTRUCTOR: Danielle V. Schoon

EMAIL: schoon.2@osu.edu

OFFICE HRS:

COURSE WEBSITE: carmen.osu.edu

ZOOM PERSONAL MEETING ROOM:

https://osu.zoom.us/j/3192970409?pwd=RHJ4R0llSythOHIPVURDS3ZJd1pEdz09

Please read this syllabus carefully! It might even help to read it twice. You are responsible for following all the instructions and meeting all the commitments outlined here.

I prefer to be called Prof. Schoon or Dr. Schoon (pronounced "scone") https://www.name-coach.com/danielle-schoon My pronouns are she, her, hers. Please let me know how you would like to be addressed.

My preferred method of communication is email. **Please identify this class in your subject line.** Class-wide communications will be sent through the Announcements tool in CarmenCanvas. Check your notification preferences (go.osu.edu/canvas-notifications) to be sure you receive these messages. My OSU email address is: schoon.2@osu.edu (**do not use my buckeye email, I don't check it!**). I do not always reply to emails on weekends or holidays but will respond within 24 business hours. I ask the same from you.

For office hours, I can meet with you in my CarmenZoom Personal Meeting Room (link above). To enter CarmenZoom, you must log in with your OSU ID and password. Only registered users have access.

I have likely made some errors in this document and in Carmen. Thank you for your patience. Please alert me as soon as you discover an error and feel free to reach out for clarification any time.

COURSE DESCRIPTION AND ORGANIZATION

Social aspects of technology, social change, and technological development; underdevelopment and the global economy. Prereq: Not open to students with credit for

SOC302. SOC3302 is an elective for SOC and CRIM majors, as well as the 4 SOC minors. It also serves as an Ethics course required for ENG.

It is impossible to imagine our human societies without technology. Continuous technological innovation allowed humans to fight disease, hunger, and poverty while expanding productivity, human mobility, global communication, and cultural expression. However, humans also have an unprecedented power to dominate, kill humans and other species, and destroy nature. Nuclear and biological weapons and environmental degradation pose threats to human survival. The use of technology for mass surveillance, the rise of automation and the possible obsolescence of human labor, and other issues have raised deep ethical questions about human rights in post-industrial societies and our social responsibility in the construction of better social worlds.

In this course, we will conduct an advanced, in-depth, scholarly exploration of the structures, actors, and social forces that determine the development of technology, and the impacts of technological innovations and transformations on global society. Students will be encouraged to develop their critical and logical thinking abilities to propose possible solutions to social-technological problems and develop a sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.

This class will acquaint students with key sociological theories and methods as well as the insights of Science and Technology Studies (STS). STS examines how science and technology are embedded within global society and culture, and how social forces, in turn, shape scientific and technological development. Central to STS is the understanding that the production of science and technology is a human and social process. The field asks questions such as: How are technologies intertwined with social values and political systems, and how do those values and systems shape technology? In this course, we will explore how technology mediates interactions between cultures and societies, both historically and in the present, and how different societies manage technological change. We will also consider global inequalities in access to technology—particularly between the Global North and Global South—and examine

how categories such as race, ethnicity, gender, and perceptions of difference shape individual experiences and broader social outcomes.

In this class, you will learn to think of technology in terms of its politics. That is, you will learn to reflect on the politics designed into technologies, and how technologies shape our cultures, politics, and experiences in this world. We will consider the influence of technology on labor and automation, climate change and industrial disasters, energy development and the environment, social media on our personal and political lives, surveillance and social control, democracy and political manipulation, human enhancement, and warfare. We will regularly ask how technological advancements create major and long-lasting changes.

The course is structured around 3 guiding objectives: 1) to introduce some of the foundational sociology and STS theories about technology, globalization, and social change; 2) to consider the most salient connections between technology and the economy, social life, and power by analyzing the influence of technology on food production and consumption, transportation, the body, communication and social media, governance, and social movements; and 3) analyze the overall impact of technological advancements on global society to reach some conclusions about possible futures.

One of the most pressing issues of our time is the advancement of artificial intelligence (AI). This involves the development of computer systems capable of performing tasks that typically require human intelligence, such as learning, reasoning, problem-solving, and decision-making. AI systems use algorithms and large datasets to identify patterns, make predictions, and automate processes, enabling them to understand language, recognize objects, and act autonomously. Examples of AI applications include chatbots for customer support, personalized recommendations, and self-driving cars. AI will have significant impacts on fields like healthcare and finance, as well as daily life, by improving efficiency, fostering innovation, and creating new possibilities. At the same time, it raises concerns about job displacement, bias, privacy, and even existential risks, such as the potential for advanced AI to surpass human intelligence or for over-reliance on AI to lead to a decline in human skills like critical thinking, problem-solving, and creativity. AI can also be used for intentionally malicious purposes, such as creating

deepfakes for fraud or misinformation campaigns. Since AI is ubiquitous in our daily lives, business and industry, and our vision of the future, we will consider it in every module in relation to all the topics mentioned above.

GENERAL EDUCATION GOALS AND
EXPECTED LEARNING OUTCOMES FOR THE TRADITIONS, CULTURES, AND TRANSFORMATIONS GE

1. Analyze Traditions, Cultures, and Transformations at a more advanced and in-depth level than in the Foundations component.
2. Integrate approaches to understanding traditions, cultures, and transformations by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
4. Engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

Successful students will be able to:

1.1 Engage in critical and logical thinking about the topic of traditions, cultures, and transformations.

1.2 Conduct an advanced, in-depth, scholarly exploration of the topic traditions, cultures, and transformations.

2.1 Identify, describe, and synthesize approaches or experiences as they apply to traditions, cultures, and transformations.

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

3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.

3.2 Analyze the impact of a big idea or technological advancement in creating a major and long-lasting change in a specific culture.

3.3 Examine the interactions among dominant and sub-cultures.

3.4 Explore changes and continuities over time within a culture or society.

4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.

4.2 Articulate ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues.

Technology and Global Society explores the study of technology from an interdisciplinary approach to understand the contemporary world in terms of technological transformations and their impact on global society.

COURSE GOALS AND EXPECTED LEARNING OUTCOMES

Students will use the class materials as a resource to practice critical thinking in at least three ways:

1. To analyze the social forces that influence individual behaviors related to technology and social change.
2. To identify connections between the different dimensions of technology and society.

3. To reflect on their individual experiences or concerns as part of larger social contexts.

This sociological exercise requires that students put aside assumptions about the way our societies work – "that's just the way it is"– and develop critical thinking about how technology should be used and developed to provide for both collective material well-being and human dignity.

Student success in realizing the expected learning outcomes will be measured directly from student writing assignments and essay exams. Assignments will require reflection on matters presented in the readings, lectures, films, and other class activities and materials.

Please communicate often and early with me about your needs, and I will do the same. Let's use the themes of this course to reflect on our experiences and help us make sense of them.

HOW THIS ONLINE COURSE WORKS

Mode of Delivery

This course is delivered 100% online and does not meet synchronously. There are [insert value, i.e. "no"] required sessions when you must be logged in to Carmen at a scheduled time.

Pace of Online Activities

Reading/Watching course materials: 8-10 hours/WEEK

As this is a second session class, we move through the modules twice as fast as we would in a normal semester (15 modules in 8 weeks). Each module assigns 2-3 readings (30-50 pages total), a film (1-1.5 hours), and a recorded lecture (20 min) by the instructor. Discussion assignments sometimes also include additional readings/viewings. Therefore, you should plan to spend about 4-5 hours reading and watching the course materials for each module, which is 8-10 hours per week.

Completing assignments: 4-8 hours/WEEK

Each module involves two assignments: a Reading Response of 1.5-2 pages, and a Discussion Post (350 words) & Reply (200 words). Some weeks include a Quiz or a short additional assignment. Each assignment will take an average of 1-2 hours to complete, therefore you should plan to spend at least 4 hours completing the assignments for each module, which is 8 hours per week.

CREDIT HOURS AND WORK EXPECTATIONS

It is generally advised that students spend at least 2-3 hours per credit per week on coursework. This means that a 3-credit course generates 6-9 hours of coursework each week in a full semester course. In this class, you can plan to double that (12-18 hours/week), as we have half the time of a full semester course. In other words, this class will be equivalent to a part-time job. If you don't have sufficient time to dedicate to this class, you should consider taking it another time or as a full-semester course.

PARTICIPATION REQUIREMENTS

The following is a summary of everyone's expected online participation:

- **Logging in to Carmen**: DAILY
  Be sure you are logging in to the course in Carmen regularly and checking that week's Module along with Announcements for course and schedule updates.

The instructor will regularly check participation in Carmen activity reports and contact students who do not seem to be engaging with all of the material. Students who are not active in Carmen in the first week will be marked Not Participating in the Registrar's Participation Roster and may be dropped from the class.

- **Participating in discussion forums**: 2X PER WEEK
  Each week, you can expect to post to our online discussion board two times on the week's topic (1 original post + 1 reply).

- **Office hours are optional**. However, I HIGHLY recommend that you attend if you are having any trouble with the course material. If you do not have 12-18 hours/week to commit to this accelerated, 8-week course, it may not be the right course for you. As an asynchronous, self-paced course, it is essential that you organize your time appropriately and stay on top of the deadlines. Skipping the readings and missing too many assignments will result in a lower grade.

COURSE COMMUNICATION GUIDELINES

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

Writing style

While there is no need to participate in online discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.

Tone and civility

Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across as intended.

Citing your sources

Course materials and outside materials **always** require internal citations in all assignments except discussions. However, only outside materials must be fully cited in a bibliography or Works Cited page. Please use the citation style of the American Sociological Association: https://www.asanet.org/wp-content/uploads/savvy/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf

Protecting and saving your work

I encourage you to compose your work in documents or word processing tools outside of Carmen where you can ensure your work will be saved. This gives you a backup in case you encounter any issues with browser time-outs, failed submission attempts, or lack of internet connectivity.

COURSE MATERIALS

No textbook is required for this class. Readings for this course will be made available as PDF files on CARMEN. Keeping up with the readings and discussing their content is very important for your success in this class!

It is also obligatory to watch weekly documentary films or video clips. These materials will have equal importance to readings. These are usually YouTube or OSU library links.

COURSE TECHNOLOGY

Technology support

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

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.

GRADING AND INSTRUCTOR RESPONSE

How your grade is calculated:

Assignment Category	Points
9 Reading Annotations and Responses, 5 points each	45
9 Discussion Posts and Replies, 3 points each	27
3 Essay Exams, 5 points each	15
Technology and Global Society in the News short research paper	5
3 Other small assignments (see below)	8
Total	**100**

Note: Students may earn extra credit with additional assignments. See below for more information.

Description of major course assignments

After the introduction module, there are 12 modules available in this course, and you are required to complete 9 of them. This course offers 100 total possible points that you can earn by submitting the following assignments on time (see Course Calendar below for due dates):

1. 9 Reading Annotations and Responses (45%): A Reading Annotation and Response is assigned for every module, and you must complete 4 of them in Part One, 1 in Part Two, 1 in Part Three, 1 in Part Four, and 2 in Part Five, for a total of 9. For Parts 2-4, you will choose one out of two available modules to complete and the assignments in the skipped module will be automatically dropped in the Carmen grade book.

These assignments must be submitted on time and will only earn half credit up to a week late, after which point the assignment will no longer be accepted. Assignments are never accepted via email.

Annotations of the reading will be submitted via Hypothesis and should include the following:

1. Find the main points, evidence, and conclusions of the reading and mark them as such with annotations (i.e. 'main point').
2. At least 2 longer annotations of 2-3 sentences should do any of the following:
*   Identify a point, argument, idea, or concept that you find confusing and explain what is confusing about it.
*   Identify a major takeaway and explain why it is important to you.
*   Identify and explain a connection to other course readings, lecture material, other academic work you have encountered in other courses.
*   Challenge or critique some aspect of the text with a clear explanation.

For the Response part of this assignment, write one full page (double-spaced, roughly 250-350 words) and do the following:

1. make connections between the materials
2. reflect on your own experiences or current examples (here you could include a recent news story or other outside source)
3. propose 2-3 overall takeaway points of the entire module

The response section should demonstrate your ability to **synthesize** the information provided in the course materials and **apply** it to other contexts.

Pro Tip: I guide you through the most important points of each module in the instructor lectures and provide connections in my short overview videos for each part of the course!

Academic integrity and collaboration guidelines: I use TurnItIn software to monitor for plagiarism in Carmen submissions of Reading Responses. A score above 20% will trigger a discussion with the instructor.

2. 9 Discussion Posts & Replies (27%): Nine times this semester, you will post on your small group discussion board in Carmen in response to the instructor's prompts. You must complete 4 of them in Part One, 1 in Part Two, 1 in Part Three, 1 in Part Four, and 2 in Part Five, for a total of 9.

Discussions provide the opportunity to explore the topic of the module in dialogue with your peers. Your post should be substantial, 300-350 words long, and is worth 2 points. Along with your original post, you will reply to another student in your small group. Your reply should be respectful and appropriate (see the Discussion Board Ground Rules below), 150-200 words long, and is worth 1 point. There are separate deadlines in Carmen for the first post and the reply. **Be sure to mark these deadlines in your own calendars, as they do not appear in your Carmen To Do list!**

If you cannot submit a discussion on time, please choose a different one. Late posts lose the opportunity to engage with your peers and so are not useful and won't be accepted for credit.

DISCUSSION BOARD GROUND RULES

My goal is for the online discussions to be a space where you can come together to reflect, share, and learn about course topics and how they relate to your experiences in society.

Being part of this class means that you agree to follow these rules:

1. You are free to disagree but be respectful of others. This means no personal attacks, no excessive profanity, no mean-spirited comments.

2. Online discussion posts must be legible, meaning able to be understood by others. This means reasonably good spelling, grammar, punctuation. Posts do not need to read like a formal academic paper. It's ok to show your personality, just tread carefully with sarcasm and humor as those can be misread.

3. Stay on topic.

4. Don't repeat what others have said. Instead, add new thoughts/ stories/ ideas/ questions to the conversation.

5. Do not share anything from class discussions with people outside of the class. ("What happens in Vegas stays in Vegas.")

3. 3 Essay Exams (15%): Three essay exams worth 5 points each will be taken at the end of each part of the course. They will consist of one 500-word essay question that covers the material from the required readings and films from the associated modules and will test your comprehension and synthesis of ideas. Essay exams may receive half credit up to a week late but will not be accepted after that.

4. Technology and Global Society in the News (5%): You may submit this assignment at any point in the semester until the last day of classes. Please find a relevant news story related to the general topic of this class (technology and global

society). The news story should be current and somehow discuss the social relevance or impact of a particular technology. Write a brief summary and an in-depth, advanced, scholarly analysis of the article in 500 words (double-spaced, 12 pt font, 1" margins). Your paper should demonstrate that you can apply the concepts you are learning in this class to cutting edge technologies and issues that interest you. Be sure to use properly formatted internal citations and a bibliography of all sources at the end of the paper.

5. 3 Other Assignments (8%): Three other small assignments will be due at the beginning and end of the semester. Your Introduction discussion post is worth 2 points; your Vocabulary activity is worth 4 points; and your Impact of the Class evaluation is worth 2 points.

Extra Credit: Students may earn up to 2 points total of Extra Credit in this class. The following are ways that you can earn Extra Credit:

If you attend an event outside of class that is relevant to the topics of this course, you may submit a brief summary and evaluation of that event for up to 2 extra credit points. Your brief summary should identify when and where you attended, what it was about, what you learned, and how the event relates to our course. You may submit this as a word document (300 words) or a short video recording (1-2 minutes). These can be submitted any time over the course of the semester until the last day of classes.

If you would like to read a scholarly article/ watch a film/ listen to a podcast related to the topic of this course, you may submit a brief summary and evaluation of that material for up to 2 extra credit points. You should first summarize the main points of the material and the evidence presented and then explain how it expands your understanding of something we are studying in this class. You may submit this as a word document (300 words) or a short video recording (1-2 minutes). These can be submitted any time over the course of the semester until the last day of classes.

Submitting assignments to Carmen

You are required to submit all your assignments on CARMEN. Assignments submitted by email will not be accepted or graded under any circumstances. The guidelines and grading rubrics for all assignments are in their associated Carmen folders.

Before submitting any assignment, be sure that you followed all the guidelines so that you do not lose points. If necessary, please visit the OSU Writing Center to revise the assignments before submitting them: OSU Writing Center (CSTW): http://cstw.osu.edu/writingcenter or 614-688- 4291.

Late Assignments

You may submit assignments up to one week late for half credit. After that, late assignments will not be accepted. **Discussions are an exception and must be posted on time; no late posts accepted**. SLDS accommodations will be honored; I use the Default Flex Plan, which provides a 3-day extension on assignments with prior notification from the student. **The Default Flex Plan does not apply to discussions or any small group work.** Exceptions to this late work policy can be granted on a case-by-case basis in communication with the instructor.

Grading scale

	A 93-100	A- 90-92.9
B+ 87-89.9	B 83-86.9	B- 80-82.9
C+ 77-79.9	C 73-76.9	C- 70-72.9
D+ 67-69.9	D 60-66.9	
E <60		

Instructor feedback and response time

For written assignments, you can expect your grade and comments within **7-14 business days**. Remember that you can call **614-688-HELP** at any time if you have a technical problem.

Email Policy

I will do my best to respond promptly to emails throughout the semester. Please adhere to the following policies:

- Subject line*:* When sending an email, **please write "Soc 3302" at the beginning of the subject line, followed by the subject of your email**. I teach 3-4 courses per semester, so I receive lots of emails from students, and this will

help me ensure a prompt response. Emails that do not have the proper subject line may be overlooked or misfiled.

- Response time: I will respond to emails within 24 hours during normal business hours (i.e., if you send an email at noon on Tuesday, you will receive a response by noon on Wednesday; if you send an email at 9pm on Friday, you will receive an email by 9am the following Tuesday, 24 hours after the start of the next business day). If you have not heard back within this time frame, please don't hesitate to email again. If you have pressing questions, please flag your email as "Important" or "Urgent."

- Respect: Please follow proper etiquette for professional emails by addressing me as Prof. Schoon or Dr. Schoon, stating your question or concern, and concluding your email. Please do not treat emails like text messages or use disrespectful language in your correspondence. If you are upset by something, please schedule a meeting with me to discuss the issue. I make it a priority to be available and approachable to my students and will work with you to solve any problems.

Incompletes

An Incomplete grade may be given at the discretion of the instructor if the student has completed a major portion of the work in the course in a satisfactory manner but for reasons accepted by the instructor to be legitimate some course requirements remain to be completed. A student may request an additional 6 weeks to complete these requirements. If approved, the instructor will submit an alternate grade for the course, which will replace the **I** grade if a final grade is not reported before noon of the sixth Saturday of the following semester. Any extension beyond that requires further approval and will appear on the record as an IX grade. Students cannot repeat a course in which they received the grade I or IX.

Final Grades

I do not round up final grades more than half a percent (.5%). If you are struggling, contact me right away to work together to make this class a positive experience.

Academic Integrity

Plagiarism is the representation of another's works or ideas as one's own. It includes the unacknowledged word for word use and/or paraphrasing of another person's work and/or the inappropriate unacknowledged use of another person's ideas. Suspected cases may be reported to the Committee on Academic Misconduct, in accordance with university rules. Substantiated cases would mean a failing grade in the course. I use anti-plagiarism software to check for undocumented source material. Collaboration and sharing ideas, however, is encouraged. Just make sure you acknowledge your sources and do something with the ideas of others: evaluate them, relate them to other ideas, argue for or against them, give your own examples illustrating them.

In this class, take the following steps to avoid plagiarism:

- ☐ **Written assignments**: Your written assignments, including discussion posts, should be your own original work. You can ask a trusted person to proofread or review your assignments before you turn them in, but no one else should revise or rewrite your work.

- ☐ **Reusing past work**: You are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

- ☐ **Cite your sources:** Any time you use an idea or phrase that isn't yours, cite it. Failing to cite your sources is plagiarism. This includes the use of generative artificial intelligence tools.

- ☐ **GenAI:** There are some acceptable ways to use GenAI tools to support your learning in this class. For example, you could:
  - brainstorm ideas and create outlines
  - review and revise your original writing to improve organization and formatting or polish grammar, mechanics, and syntax
  - support or augment your research

  However, as you consider potential uses, keep in mind that it will be important to understand GenAI's advantages and limitations and to be

prepared to evaluate AI output for bias and inaccuracies. Under no

circumstances may you use GenAI to write your assignments for you.

Remember: reading and writing are forms of thinking. If you skip those

steps, you lose out on the biggest part of the learning potential in this class.

If you have any questions about what constitutes academic misconduct, please contact me. Also, see the university policy below.

ACADEMIC POLICIES

https://ugeducation.osu.edu/academics/syllabus-policies-statements

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

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. Generative artificial intelligence (GenAI) tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use, and then only in the ways allowed by the instructor. Students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas, or other work that is not their own. These requirements apply to all students, whether undergraduate, graduate, and professional.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

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

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

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

Religious Accommodations
Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential. With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities.

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

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

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

Policy: Religious Holidays, Holy Days and Observances

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.

Grievances and Solving Problems
According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct
The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and

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

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):
Online reporting form: http://civilrights.osu.edu/
Call 614-247-5838 or TTY 614-688-8605
civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:
- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Military-Connected Students
The Military and Veterans Services (MVS) Office offers a wide range of resources for military-connected students. Whether using educational benefits or not, all military-connected students are encouraged to learn more about how the university supports military-connected students (i.e., information about tutoring, transition services, access to the veteran's lounge, etc.). For service members, should you receive military orders during the semester or know of classes that will be missed due to service commitments, please speak with your instructor as soon as possible on possible accommodations. MVS contact information: milvets@osu.edu; 614-247-VETS; veterans.osu.edu/; 185 Student Academic Services Building, 281 W. Lane Avenue.

Content Warning
Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-

7020, or Counseling and Consultation Services at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Copyright
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.

Counseling and Consultation Services / Mental Health Statement
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 through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility of course technology
This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.
- Canvas accessibility: go.osu.edu/canvas-accessibility
- CarmenZoom accessibility: go.osu.edu/zoom-accessibility

Disability Statement (with Accommodations for Illness)

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

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

Email: slds@osu.edu
Website: slds.osu.edu
Address: 098 Baker Hall, 113 W. 12th Ave
Phone: 614-292-3307

COURSE CALENDAR

This calendar is subject to change with notice from the instructor. Follow the Modules in order on our CarmenCanvas site to access all course materials and assignments. Any

changes to the schedule will be reflected in Carmen and posted to Carmen Announcements.

After the required Introduction module, there are 12 modules available in this course, and **you are required to complete 9** of them. The first 4 modules in Part One and last 2 modules in Part Five are required for everyone. In Parts 2-4 of the course, you may choose which one out of the two available modules to complete.

This course is somewhat self-paced. The deadlines are listed for each Part of the course, and you may submit your assignments any time within the deadline windows. Once an assignment folder or discussion board closes, you will not be able to submit or post.

Remember: reading responses and essay exams will be accepted up to a week late for half credit, but **discussions may not be posted late** and the discussion boards close on the final deadline for each part of the course. Don't forget to post replies!

Every module follows a roadmap like this:

1. First, get **Information & Ideas** by doing the required readings and watching the required videos, including instructor lectures.
2. Then do some **Practice & Application** by completing the written assignment.
3. Finally, engage in **Dialogue & Reflection** on the discussion board.

There are three short Essay Exams at intervals throughout the course to check for **Understanding & Synthesis**.

INTRODUCTIONS

Read:
1. Syllabus and Course Calendar
2. "How to Read an Academic Book or Article" handout

Watch: Instructor Video Introduction

Do:
1. Post to the Introductions Discussion Board:
    a. introduce yourself
    b. mention any sociology classes you have taken
    c. explain why you are taking this class
    d. answer the following questions: In your opinion, what are the most relevant issues facing the world in terms of technology today? What are the implications of these issues for the future of global society?
    e. Respond to everyone in your small group and get to know each other! This will be your small group for the session.

2. Vocabulary Exercise:
    a. define the terms provided in the list in Carmen.
    b. why do you think these particular words should be defined before beginning this class?
    c. add at least 3 more vocabulary words with definitions to this list. Why do you think those words should be added?

3. **Complete the Syllabus Quiz in Carmen in order to access Module 1!**

PART ONE: FOUNDATIONS

(ALL 4 MODULES REQUIRED)

The 4 modules in Part One of this course address the foundational concepts of ethics, global society, technology, and bias in order to analyze the impacts of these concepts and how they have been defined, debated, and used over time. (ELOs 3.2 and 3.4)

MODULE 1 FOUNDATIONS: ETHICS

Read:
1. Marx, Leo (1987). "Does Improved Technology Mean Progress?"

Leo Marx was an American historian, literary critic, and educator at the Massachusetts Institute of Technology. Marx studied the relationship between technology and culture in 19th and 20th century America. The title of this article is your guide. How does Marx answer his own question? Your reading response should:

- discuss and explain changing American attitudes with regard to technological progress and the history of the American worldview over time, from Enlightenment beliefs to a more technocratic concept to an adversarial culture.
- distinguish between two versions of the belief in progress.

- identify what Marx poses as the solution to this issue.

2. Jasanoff, Sheila (2016). "The Power of Technology."

Sheila Jasanoff is an Indian American academic and significant contributor to the field of Science and Technology Studies. This is one of the longer and more complicated readings we will do this semester, but it is also one of the most important because it provides foundational concepts that we'll return to many times. Take your time and read it closely (but skip the Standpoint and Method section). Your reading response should:

- list some of the many benefits of technological developments identified by Jasanoff.
- explain why, despite the benefits, Jasanoff believes that technological development brings up major ethical, legal, and social quandaries.
- identify the 3 thorny problems that Jasanoff grapples with and her proposed solutions.
- define 'technology' and technological systems.
- recognize how technological inventions rule our actions and expectations, with a concrete example.
- explain how technologies draw boundaries between self and other, nature and artifice.
- identify the 3 widely held but flawed ideas about the relations between technology and society.
- explain the 'responsibility gap.'

Watch:

1. *Code: Debugging the Gender Gap* by Robin Hauser Reynolds (2015) -- 78 minutes. This film exposes the dearth of American female and minority software engineers and explores the reasons for this gender gap, raising the question: What would society gain from having more women and minorities in the tech industry, and how do we get there? Your response should address this question.
2. Instructor Lecture

Do:

1. Submit Reading Annotation & Response 1
2. Post and Reply on Module 1 Discussion Board:
    a. What are the standards for ethical conduct in your discipline/field? (If you have not yet chosen a field of study, consider a career path you may be interested in.) Answer with what you already know but also spend some time doing a bit of online research to see what you can find out (and cite your sources). For example, your discipline may have a published Code of Ethics (but do not copy/paste the entire thing please).

b. Does your field struggle in any way with gender, racial, and/or other inequalities? Do the standards for ethical conduct explicitly identify that problem and how to address it? Do you think your field should do more to address inequality? Why or why not?

MODULE 2 FOUNDATIONS: WHAT IS GLOBAL SOCIETY?

Read:

1. Ritzer and Atalay, Preface, Intro and Chapter 1 in *Readings in Globalization* pgs. 1-17.

George Ritzer is an American sociologist who has mainly studied globalization and patterns of consumption. Zeynep Atalay is an Associate Professor of Sociology at St. Mary's College of California. Ritzer and Atalay are the editors of this book. Here you are reading their Introduction to the book and Introduction to the chapter for key concepts, and then Reading 1 "Is Globalization Civilizing, Destructive, or Feeble" by Mauro F. Guillén, a Spanish-American sociologist and political economist. Your reading response should:

- identify the 5 key debates about globalization
- define globalization (and recognize how it's defined differently by different people)
- identify how sociologists contribute to debates about globalization

2. Ritzer. "McDonaldization." *Readings in Globalization.* pp. 380-388.

Ritzer's book on *The McDonaldization of Society* (1993) is one of the best-selling books in American sociology. Read the short introduction to this section and then the article by Ritzer on "An Introduction to McDonaldization." (The rest of the pdf consists of other authors engaging with the concept of McDonaldization and are optional.) This reading presents a central concept that helps us understand the globalization of consumption. Your reading response should:

- define McDonaldization and give examples of the process around the world.
- list the dimensions of McDonaldization.
- explain the "irrationality of rationality."
- recognize the debates over McDonaldization.
- take a position on whether or not globalization leads to homogenization.
- (stop reading at page 388)

3. Beck, "The Terrorist Threat: World Risk Society Revisited" pgs. 39-51.

Ulrich Beck was a German sociologist and one of the most cited social scientists in the world during his lifetime. His work focused on the modern age and he coined the term "risk society," explained in this reading. Ignore references to other scholarship that you're unfamiliar with and skim over sections that get too heady. Focus on the concept of risk that Beck is providing. Your reading response should:

- answer the first two of the three questions posed by Beck on the first page of the article
- understand how Beck connects risk calculation to modernity, or how risk is a modern concept
- define world risk society
- recognize the global nature of shared risk
- identify the three axes of conflict in world risk society defined by Beck
- identify the politics of world risk society via the 6 lessons proposed by Beck
- (you do not need to read the last section beginning on page 51)

Watch:
1. *Globalization: What is Happening to Us?* (2010), 33 minutes. What do a political scientist, a Chief Rabbi, a philosopher, a poet, and a human rights professor have to say about globalization? They discuss the culture of fear, how to live with difference, the role of open societies, the nature of individualism, the rise of populism, and more. Your reading response should put these perspectives into conversation with the readings.
2. Instructor Lecture

Do:
1. Submit Reading Annotation & Response 2
2. Post and Reply on Module 2 Discussion Board:
   a. If you remember the events of 9/11, write a brief reflection on what you remember. OR, if you were just a child or not yet born, call somebody you know who was alive and old enough to remember the terrorist attacks on September 11, 2001. Your written reflection should include their story and perspective of events, but also your own response.
   b. Next, write about your experiences with the COVID-19 pandemic.
   c. Finally, compare and contrast the 9/11 terrorist attacks and the COVID-19 pandemic in terms of a) impacts on global society (consider political, economic, and social responses and repercussions), b) the use/ misuse of technology, and c) lasting impacts today on both global society and technology. Do you agree with Beck that shared risk is what connects global society? What risks do we share?

MODULE 3 FOUNDATIONS: WHAT IS TECHNOLOGY?

Read:
1. "Theorizing Technology" by Steve Matthewman (2011), pgs. 8-27.

Steve Matthewman is Senior Lecturer in Sociology at the University of Auckland, New Zealand. He is an established writer and teacher in Sociology with specific interests in science and technology, social theory, cultural studies, and modernity and its discontents. This is another foundational reading that will introduce concepts we need to move forward in this course. Take your time and read it closely. Since

this is one of the most important readings, but also one of the most difficult, be sure to give yourself enough time to read it. Your reading response should:

- discuss the nature of technology, what it is, what it does, and how social theorists have conceptualized it, and the role social interests play in technological triumph.
- explain technology as ongoing encounter.
- explain the rise of sociotechnical systems.
- discuss the consequences of technologies in relation to notions of expertise and risk.
- explain the author's suggestion that technologies might also be ongoing experiments.

2. "Consumers, Limits to Growth... and Crisis?" by Martin Ford (2015), pgs. 193-206 and 227-228 only.

Martin Ford is an American futurist and author focusing on artificial intelligence and robotics, and the impact of these technologies on the job market, economy, and society. This is a long reading -- read the introduction (up to page 198) and conclusion (pages 227-228) closely, and then skim the middle with closer attention to discussions of technology and the evidence Ford is providing for his main argument. Your reading response should:

- identify and explain Ford's key argument about workers as consumers and the threat of automation to the economy.
- reference the "alien invasion" parable and its purpose in this reading.
- discuss how advanced technology drives inequality and unemployment according to Ford.

3. "Amish Technology: Reinforcing Values and Building Community" by Jameson M. Wetmore (2007), pgs. 297-315. (skim)

Wetmore is Assistant Professor at the Consortium for Science, Policy, and Outcomes and the School of Human Evolution and Social Change at Arizona State University. You can skim this reading (remember to use the effective skimming techniques I provided in our Introduction module). Your reading response should:

- discuss how technologies are value-laden, with examples.
- understand how the Amish evaluate technologies and how that compares to other social groups.
- consider how we might be more thoughtful when evaluating technological change.

Watch: Instructor Lecture

Do:
1. Submit Reading Annotation & Response 3

2. Post and Reply on Module 3 Discussion Board:
    a. Choose something you do regularly that relies on technology and then, for just one day this week, try to do it differently. For example, write a letter and send it by mail rather than sending a text message; or walk instead of taking a vehicle; or buy food directly from a person rather than ordering it online. Explain what you chose to do and why. (Please do not do anything dangerous or detrimental to your health, safety, or well-being.)
    b. Reflect on this experience. What was gained and what was lost? Which do you prefer? Could you manage without using this technology daily? Would you want to? Explain.
    c. Read this short article from The Atlantic: "Can a Robot Learn to Cook?" The article asks whether a robot can learn to cook, but *should* robots learn to cook? Do we lose some essential aspect of our humanity when we outsource tasks to machines? Explain your answer.

MODULE 4 FOUNDATIONS: TECHNOLOGY AND BIAS

Read:

1. Benjamin, Ruja. Ch 1 "Engineered Inequity" in *Race After Technology,* pp. 49-76.

Ruha Benjamin is a sociologist at Princeton University and one of the foremost scholars of science, medicine, and technology with a focus on the relationship between innovation and social inequity. I recommend her entire book, and I discuss the Introduction in my recorded lecture (which you'll use for this module's discussion). In this chapter, she asks the question "Are robots racist?" Your reading response should:

- demonstrate that you understand Benjamin's argument that race is a form of technology itself.
- recognize how AI is entangled with forms of racial discrimination and how social bias is embedded in technical artifacts.
- consider why people often assume that AI is objective.
- consider how we might rethink our relationship to technology and how our relation to robots offers a mirror for thinking through and against race as technology.
- explain how racism is a matter of norms and structures rather than individual identities.
- describe how inequity is engineered -- how social biases are reinforced, but also how new methods of social control are produced.

2. Bowker, Geoff and S. Leigh Star (1999). Introduction to *Sorting Things Out: Classification and its consequences*, pgs. 1-16 and 31-33.

Bowker is Professor of Informatics at the University of California, Irvine and Star was an American sociologist who specialized in the study of information in modern

society. This reading is essential for understanding the consequences of classification. Your reading response should:

- address the questions being posed by the authors in this reading: What work do classifications and standards do? Who does that work? What happens to the cases that do not fit?
- define classification and standardization.
- demonstrate that you understand why it's important to study classification systems.
- (stop reading at page 16 and skip to pages 31-33; you do not need to read chapter 1)

Watch:

1. *Coded Bias* (2020) -- This film is 1 hour and 26 minutes. It exemplifies the points made in the reading and asks: What does it mean when artificial intelligence increasingly governs our liberties? And what are the consequences for the people AI is biased against? Your response should address these questions.
2. Instructor Lecture

Do:

1. Submit Reading Annotation & Response
2. Post and Reply on Module 4 Discussion Board:
   a. Consider this: From a sociological perspective, race and gender are socially-constructed yet very powerful categories that function in our everyday lives to identify and classify people. The categories of race and gender simultaneously permit and constrain inductive inferences. For example, because there are many successful African Americans in professional sports, a common assumption is that African Americans are naturally good at sports. Yet this overlooks the social, cultural, and even structural reasons that contribute to the prevalence of African Americans in sports (and not other fields). Watch this short video lecture by Prof. Eric Schoon (Sociology).
      i. Working from this understanding of race and gender as social categories and the concept of privilege, discuss the following in your small group: Based on your own experiences or observations, explain how the social categories of race and gender impact you in your academic career. You could, for example, discuss the challenges of being a woman in a STEM field, or, on the other hand, the privileges you may have experienced. How might the social categories of race and gender direct or even limit scientific research and technological innovation? What would it take to eliminate race and gender from the equation? Should that be the ultimate goal? Why or why not?
   b. Skim pages 1-7 of Ruha Benjamin's Introduction in *Race After Technology.* Consider her argument that names are racially coded, that "they are one of the everyday tools we use to express individuality and connections, but they are also markers interacting with numerous

technologies, like airport screening systems and police risk assessments, as forms of data" (1). In your post, follow this exercise created by Ruha Benjamin by answering and reflecting on the following questions:

   i.   What's *in a name*? Your family story, your religion, your nationality, your gender identity, your race and ethnicity? What assumptions do you think people make about you on the basis of your first and last name? What about your nicknames -- are they chosen or imposed? Do you think your name has opened or closed doors for you?

PART TWO: TECHNOLOGY AND THE ECONOMY

(CHOOSE ONE)

Parts 2-4 explore the influence of technology on historical and contemporary issues (ELO 3.1), examine the interactions between societies with disparate economic, social, and political circumstances as well as global inequalities as they pertain to technological transformations (ELOs 3.2, 3.3 and 4.1), and explores how racial and gender bias impacts both individual and broader societal outcomes with regard to technological development and access, STEM job opportunities, and the labor market (ELO 4.2).

Students choose EITHER Module 5 OR Module 6:

MODULE 5: TECHNOLOGIES OF FOOD

Read:

1. Bill Bryson, *At Home.* pp. 1-6 and 170-178.

(Chapter 1 "The Year" is also provided in the pdf, but it's optional reading only. You can just scroll down to the next section that begins on page 170.) Bill Bryson is an American-British journalist and author. Bryson has written a number of nonfiction books on topics including travel, the English language, and science. This is a fun reading and I hope you'll want to read the whole book after this! For now, focus on Bryson's reason for doing a deep dive into the objects around his house, especially food items. Your reading response should:

- discuss how ordinary daily things in the home give us insights into history, society, and culture.
- explain what Bryson means when he writes that "whatever happens in the world eventually ends up in your house."
- explain the insights provided by Bryson about the history of salt and spices, and how they intersect with diet and nutrition, politics, military campaigns, class, colonialism, slavery, globalization, disease, national cuisines, etc.

- (only read pgs. 1-6 and pgs. 170-178. Chapter 1 "The Year" is also provided in this pdf, but it's optional reading only.)

2. "From Neolithic to Capitalist Diets" in *Industrial Diet* by Anthony Winson, pgs. 76-92.

Winson is Professor in the Department of Sociology and Anthropology, University of Guelph. His primary research interests are related to rural society, food, agribusiness and politics in Canada, the United States, and the global South, particularly Latin America. This article provides a brief history of the human transition to agriculture and the rise of agrarian capitalism. It provides the central concepts about how food technologies intersect intimately with global society, and how we experience that on a daily basis. Your reading response should:

- discuss the role of the domestication of plants and animals in human social development.
- recognize food production as a technology, that is linked to the development of other technologies.
- describe how the rise of agriculture was linked to social stratification and the impact of social stratification on health outcomes.
- mention the process of growing dietary diversity over time.
- mention the emergence of agrarian capitalism and its impact on nutritional distress and farmers.
- recognize the links between sugar and food commodification, slavery, diet, class, and nutritional decline.

Watch:
1. *Food Inc.* (1 hour and 34 minutes) **TRIGGER WARNING: potentially disturbing scenes of various slaughterhouses that process chickens, pigs, and cows into poultry, pork, and beef.** This film invites us to consider the consequences of corporate farming practices. Your response should reflect this consideration.
2. Instructor Lecture

Do:
1. Submit Reading Annotation & Response
2. Post and Reply on Module 5 Discussion Board:
   a. Choose a single item of food or drink in your home and trace it to its origins. Did you know where the item came from when you purchased it? Do the origins of the item make a difference in terms of its nutritional value? Taste? Appearance?
   b. What might be the social implications of the life of this food product, both in terms of production and consumption? (In other words: think about the impacts of our food systems on society. For example, if you're tracing the life of a meat product, you might consider the environmental implications.

Or for a different product, you might look at packaging with plastic. Or you could consider health impacts, etc...)

   c. Do you think people should pay more attention to where their food comes from, how it is produced, and its implications for society and global health? Why or why not?

MODULE 6: TECHNOLOGIES OF TRANSPORTATION

Read:

1. "The Century of the Car" by Kingsley Dennis & John Urry (2009), pgs. 27-46.

Dennis and Urry are both British sociologists. This is a really interesting perspective on something that most of us use on a daily basis: the car. Your reading response should:

- consider the authors' perspective that the automobile signifies some of the most troubling aspects of human civilization.
- identify the origins and effects of the rise of the internal combustion engine.
- link cars to urban design, modernization, and the rise of a consumer class.
- mention how a 'car system' has undermined other possibilities and locked us into certain ways of behaving on a daily basis.
- describe how car culture is linked to American identity.
- explain how cars socialized us in a particular way and link this to race and gender, space and time, and the self.
- identify the social, economic, and environmental costs of the automobile industry for global society and consider possible alternatives.

2. "Driving While Black: The Car and Race Relations in Modern America" by Thomas J. Sugrue.

Sugrue is an American historian of the 20th-century United States at New York University. This is a short read (leads to an external link) and an extension of the argument that the automobile intersects with society, with a particular focus on race relations. Your reading response should explain this intersection and make connections to the first reading.

Watch:

1. *Sprawling from Grace: Driven to Madness* by David M. Edwards (2008) -- this film is 1 hour and 22 minutes and worth your time. It traces how the automobile came to define America as a nation. But, with gas prices soaring and air pollution threatening health and habitat, how much longer can the suburban lifestyle be sustained? Your response should reflect an understanding of the role of the car in this country and mention how the film answers this question.
2. Instructor Lecture

Do:
1. Submit Reading Annotation & Response
2. Post and Reply on Module 6 Discussion Board:
   a. First, watch this TEDx talk by Dr. Ryan Jenkins, "What's the perfect driverless car? It depends who you ask," in which he discusses the ethical dimensions of driverless cars and suggests that philosophers, policy makers, and engineers must work together to develop one of the most exciting emergent technologies: autonomous vehicles.
   b. Next, write a narrative scene of the world we would live in where autonomous vehicles would be a reality. Be creative and use your imagination. Feel free to create a utopia or a dystopia. Note: A narrative scene generally includes characters and dialogue and tells a story.

3. **Submit Essay Exam 1:**

Complete this essay exam only AFTER you have submitted all assignments for Part Two of the course.

Answer the following essay question in 500 words.

This essay should combine the chapter "Theorizing Technology" by Steve Matthewman (particularly the section on complexity and risk, pgs. 23-27) from Module 3 with the readings and film from either Module 4 Technologies of Food OR Module 5 Technologies of Transportation in order to address the following prompt:

"Theorizing Technology" discusses the unintended consequences of technology, such as accidents and disasters. The authors argue that there is a gap between what a technology should do in theory, and what it actually does. In your essay:
   1) explain why this occurs (according to Matthewman)
   2) present one example of transportation technology or food technology that has unintended consequences (citing related sources from this class)
   3) suggest how this issue might be addressed, according to your own informed opinion.

Along with "Theorizing Technology", you should be referencing **at least two** of the following materials for this essay:
   - Bill Bryson *At Home* "Introduction" pgs. 1-6 and pgs. 170-178.
   - "From Neolithic to Capitalist Diets" in *Industrial Diet* by Anthony Winson, pgs. 76-92
   - *Food Inc.* by Robert Kenner
   - "The Century of the Car by Kingsley Dennis & John Urry (2009), pgs. 27-46.

- "Driving While Black: The Car and Race Relations in Modern America." by Thomas J. Sugrue
- *Sprawling from Grace: Driven to Madness* by David M. Edwards (2008)

Your short essay should be not much more or less than 500 words and free of spelling and grammatical errors, with clear points and examples cited from the readings. If you go more than 50 words over or under the word requirement, you will lose half a point.

Note on citations: you do NOT need to list your sources in a bibliography at the end, but you DO need to cite the last name of the author and the page number/video time signature in your essay. For example, "According to Ritzer (page number)...", or, "McDonaldization has become a global phenomenon" (Ritzer, page number).

PART THREE: TECHNOLOGY AND SOCIAL LIFE
(CHOOSE ONE)

Parts 2-4 explore the influence of technology on historical and contemporary issues (ELO 3.1), examine the interactions between societies with disparate economic, social, and political circumstances as well as global inequalities as they pertain to technological transformations (ELOs 3.2, 3.3, and 4.1), and explores how racial and gender bias impacts both individual and broader societal outcomes with regard to technological development and access, STEM job opportunities, and the labor market (ELO 4.2).

Students choose EITHER Module 7 OR Module 8:

MODULE 7: TECHNOLOGIES OF HUMAN ENHANCEMENT

Read:

1. Icarus 2.0: A Historian's Perspective on Human Biological Enhancement'' by Michael Bess (2008), pgs. 599-609.

Bess is a professor of the Communication of Science and Technology at Vanderbilt University. In this article, Bess is discussing some of the possible effects of human biological enhancement. Your reading response should:

- discuss some of the great technological advancements in health and medicine over the past century.
- explain why Bess doesn't believe that technological change will effortlessly generate social goods.
- list some of the medical technologies that generate debate, particularly human enhancement.

- discuss the evidence that Bess uses to argue that "In order to create a future in which we want to live, we must reflect on our values, consider the possible implications of our actions, and take active steps to realize these values."
- explain why Bess thinks that it could be difficult for people to resist the lure of certain technologies.

2. "Human Enhancement in Sports" by Andy Miah (2015), pgs. 1-13.

Miah is Chair of Science Communication & Future Media at the University of Salford. This article exemplifies the points made in the Bess article with a focus on sports. Your reading response should apply the issues discussed by Bess in the first reading to particular examples in sports.

Watch:

1. *Fixed: The Science/Fiction of Human Enhancement* (2013) -- 1 hour. From botox to bionic limbs, the human body is more "upgradeable" than ever. But how much of it can we alter and still be human? What do we gain or lose in the process? Your response should address these questions.
2. Instructor Video Lecture

Do:

1. Submit Reading Annotation & Response
2. Post and Reply to Module 7 Discussion Board:
   a. Watch the TED Talk by Amber Case, "We are all Cyborgs Now" and discuss the following:
      i. Do you agree with Amber Case that we are becoming more human, not less? Why or why not?
      ii. What technologies do you use to enhance your human capabilities? What benefits and risks do they entail? Can they result in any social, physical, mental, or behavioral good and/or harm?

3. Midterm Course Assessment

MODULE 8: TECHNOLOGIES OF COMMUNICATION AND SOCIAL MEDIA

Read:

1. Mary Chayko. *Superconnected*. Chapter 7. "Friending, Dating, Relating"

Chayko is an American sociologist and Professor of Communication and Information at Rutgers University. In this chapter of her book, she is discussing the human need for social connectedness. Your reading response should:

- discuss the role of digital media in socializing.

- summarize Chayko's argument that digital media encourages and facilities social connectedness.
- compare online and offline social interactions.
- discuss online "chemistry" and synchronicity.
- discuss friendship online and offline.
- discuss online flirting, dating, romance and sex.
- consider the role of digital media in building trust and social support.
- consider some of the problems that digital media presents, like interpersonal conflicts and harrassment.
- discuss the lifespan of digital relationships.

Watch:

1. *The Social Dilemma* (2020). This film is 1 hour and 34 minutes and is only available on Netflix, so do not choose this module if you don't have a subscription (although you might try YouTube, Vimeo, and other free sites). The film asks: what are the consequences of our growing dependence on social media? It suggests that what connects us also controls us. Your response should address these questions.
2. Instructor Lecture

Do:

1. Submit Reading Annotation & Response
2. Post and Reply on Module 8 Discussion Board:
   a. Watch the short video "A funny look at the unintended consequences of tech" by comedian Chuck Nice. Then discuss the following questions:
      i. Is digital technology hurting or helping your social life? How so?
      ii. Do you think we are 'superconnected,' as this week's reading by Chayko argues? Or do you agree with Chuck Nice that we are just more connected to our devices?
      iii. Do you agree or disagree with Chuck Nice's conclusion that it's not the technology that's scary, it's us? And how would you answer his concluding questions? ("Will we allow it to expose our humanity, to reinforce our humanity and responsibility to each other? Or will it reveal our deepest, darkest demons? How human are you?")

3. **Submit Essay Exam 2:**

Complete this essay exam only AFTER you have submitted all assignments for Part Three of the course.

Answer the following essay question in 500 words.

This essay should draw from Module 4 Technology and Bias and the modules from Part Three of this course, which explore some of the ways that technology mediates society.

1) First, choose a cutting-edge technology that intersects with the topics of Part Three, like social media, robotics, gene editing, human enhancement technologies, etc.
2) Consider the following questions: What ethical dilemmas are presented by this technology, and what are some possible solutions for harnessing its power while mitigating its risks? You might consider issues like job displacement, concerns about privacy and biased decision-making, risks associated with superintelligent AI, or concerns about widening social inequalities and concentrating power.
3) Finally, explain and give an example of how social norms, ideologies, and practices are a constitutive part of tech design, or how new technologies could create new forms of social inequality. What should be done in order to make sure that our social biases are not 'built in' to our scientific and technological innovations?

You may bring materials from other modules or outside sources into this essay, but be sure to cite sources from Module 4 and at least two sources from the modules in Part Three (including materials from the discussion assignments):

Module 7: Technologies of The Body

- "Icarus 2.0: A Historian's Perspective on Human Biological Enhancement" by Michael Bess (2008), pgs. 599-609
- "Human Enhancement in Sports" by Andy Miah (2015), pgs. 1-13.
- Film *Fixed: The Science/Fiction of Human Enhancement* (2013)
- TED Talk by Amber Case, "We are all Cyborgs Now"

Module 8: Technologies of Communication and Social Media

- Mary Chayko. *Superconnected*
- Film: *The Social Dilemma*
- "A funny look at the unintended consequences of tech" by comedian Chuck Nice

Your short essay should be not much more or less than 500 words and free of spelling and grammatical errors, with clear points and examples cited from the readings. If you go more than 50 words over or under the word requirement, you will lose half a point.

Note on citations: you do NOT need to list your sources in a bibliography at the end, but you DO need to cite the last name of the author and the page number/video time signature in your essay. For example, "According to Ritzer (page number)...", or, "McDonaldization has become a global phenomenon" (Ritzer, page number).

PART FOUR: TECHNOLOGY AND POWER
(CHOOSE ONE)

Parts 2-4 explore the influence of technology on historical and contemporary issues (ELO 3.1), examine the interactions between societies with disparate economic, social, and political circumstances as well as global inequalities as they pertain to technological transformations (ELOs 3.2, 3.3, and 4.1), and explores how racial and gender bias impacts both individual and broader societal outcomes with regard to technological development and access, STEM job opportunities, and the labor market (ELO 4.2).

Students choose EITHER Module 9 OR Module 10:

MODULE 9: TECHNOLOGIES OF GOVERNANCE

Read:

1. "In Praise of Big Brother: Why We Should Learn to Stop Worrying and Love Government Surveillance" by James Stacey Taylor (2005), pgs. 227-242.

Taylor is Assistant Professor of Philosophy at the College of New Jersey. In this article, he argues that the use of surveillance technology should be encouraged, not only in public but also in private spaces like homes. Your reading response should:

-
    - summarize an overview of Taylor's argument.
    - explain why Taylor argues that is is morally permissible for the State to place its citizens under surveillance.
    - differentiate between what kind of information Taylor argues should be collected versus what should be used, and why.
    - list what Taylor sees as the advantages of surveillance.
    - recognize how Taylor responds to possible objections to his argument.
    - explain how Taylor responds to the issues of privacy and autonomy.

Watch:

1. "United States of Secrets" (PART TWO) by *Frontline* ((2014). This documentary is 54 minutes long (I encourage you to also watch Part One if you have time). It is a critique of mass surveillance and an investigation into the relationship between Silicon Valley and the National Security Agency (NSA). Your response should contrast this perspective with that of James Stacey Taylor.
2. Instructor Video Lecture

Do:

1. Submit Reading Annotation & Response

2. Post and Reply on Module 9 Discussion Board:
   a. Thoroughly read the debate: "Does national security outweigh the right to privacy?"
   b. Choose a side and argue for it convincingly. (You may not argue that both sides have merit. This is a debate exercise in which you must choose only one side and argue it well, even if you are not fully convinced.) Make reference to current issues and examples in your reasoning (not only what you read in the article).
   c. Once you have argued for one side of this debate, write a short opinion paragraph stating what you think about this issue.

MODULE 10: TECHNOLOGIES OF SOCIAL MOVEMENTS

Read:

1. Schoon, Eric and Cindy Cain. "Facebook's Boundaries."

Eric Schoon is a sociologist and professor in the Department of Sociology at The Ohio State University. Cindy L. Cain is a sociologist and professor at the University of Alabama Birmingham. This short article discusses the optimism that some scholars and activists had for Facebook as a tool for connection and social engagement around the time that social media became widely used, but proposes that it may not be able to fulfill those hopes. Almost fifteen years later, how has our perception of social media changed? Do we still think of it as a tool for positive social change? This is a quick read meant to be an introduction to the subject and your response can be short but should include the main points.

2. Zeynep Tufekci. (2017) Introduction to *Twitter and Tear Gas: the power and fragility of networked protest*.

Zeynep Tufekci is a Turkish-American sociologist, and the Henry G. Bryant Professor of Sociology and Public Affairs at Princeton University. She is also a columnist for The New York Times. You are reading the introduction to her book. Your reading response should:

- discuss what happened in Egypt during the Arab Spring and the role that digital technologies played.
- describe how networked protests in the 21st century differ from social movements of the past.
- explain the strengths and weaknesses of networked protests, according to Tufekci.
- explain why digital technologies have become central to social movements today.
- describe how some governments have taken control over digital technologies and the impacts of that.

3. Skim: "Viral Engagement: Fast, Cheap, and Broad, but Good for Democracy?", Archon Fung and Jennifer Shkabatur (2013), pgs. 1-14.

Archon Fung is an American political scientist and the Winthrop Laflin McCormack Professor of Citizenship and Democracy at Harvard University's Kennedy School of Government. Jennifer Shkabatur is an Assistant Professor at the Lauder School of Government, Diplomacy & Strategy at Reichman University in Israel. This is a dense article, so just read the introduction and conclusion closely and then use your effective skimming skills for the rest of the article, looking for main points and examples. Your reading response should:

- describe the 4 examples of "viral engagements" discussed by the authors.

- explain the 3 aspects of these campaigns examined by the authors as a form of political engagement.

- discuss the implications of viral engagement for inclusion, public deliberation, political equality, and civic education.

- answer the question posed by the article: is viral engagement good for democracy?

Watch: Instructor Video Lecture

Do:
1. Submit Reading Annotation & Response
2. Post and Reply on Module 10 Discussion Board:
   a. Watch the following 3 short videos:
      i. The Arab Spring: A Social Media Revolution? (8 min)
      ii. *Time* documentary on Black Lives Matter movement (10 min)
      iii. Interview with Chris Bail (13 min)

   b. Discuss the following:
      i. Does social media empower us? Is it good for democracy? Explain by referring to ideas and examples from all 3 videos.

3. **Submit Essay Exam 3:**

Complete this essay exam only AFTER you have submitted all assignments for Part Four of the course.

Answer the following essay question in 500 words.

This essay should be based on the modules from Part Four of this course, which explore technologies of power. Digital technologies have fundamentally reshaped politics, influencing everything from campaigning and public discourse to governance and policymaking. They have enabled more direct communication between politicians

and citizens, expanded opportunities for civic engagement, and provided new tools for political mobilization and information dissemination. However, they have also raised concerns about government surveillance, privacy, misinformation, polarization, and the potential for manipulation and control by authoritarian regimes.

1) First, discuss one relevant and timely example of the use of digital technologies by the government or the public (for example, targeted political advertising, or citizen journalism, or border surveillance).

2) Then, with reference to materials from Part Four of this course, weigh the pros and cons of the multifaceted role of digital technologies in politics. In this essay, you will cite at least one outside source, and you need to include full citations for any outside sources.

Be sure to also cite at least two of the materials from Part Four of this course (including materials from the discussion assignments):

Module 9: Technologies of Governance

- "In Praise of Big Brother: Why We Should Learn to Stop Worrying and Love Government Surveillance" by James Stacey Taylor (2005), pgs. 227-242.
- Film "United States of Secrets" (PART TWO) by Frontline (2014).
- The debate: "Does national security outweigh the right to privacy?"

Module 10: Technologies of Social Movements

- Schoon, Eric and Cindy L. Cain. (2011) "Facebook's Boundaries."
- Zeynep Tufekci. (2017) Introduction to *Twitter and Tear Gas: The Power and Fragility of Networked Protest*, pgs. xxi-xxix.
- Fung, Archon and Jennifer Shkabatur (2013). "Viral Engagement: Fast, Cheap, and Broad, but Good for Democracy?"
- 3 short videos: The Arab Spring: A Social Media Revolution?; Time documentary on the Black Lives Matter movement; Interview with Chris Bail

Your short essay should be not much more or less than 500 words and free of spelling and grammatical errors, with clear points and examples cited from the readings. If you go more than 50 words over or under the word requirement, you will lose half a point.

Note on citations: you do NOT need to list your sources in a bibliography at the end, but you DO need to cite the last name of the author and the page number/video time signature in your essay. For example, "According to Ritzer (page number)...", or, "McDonaldization has become a global phenomenon" (Ritzer, page number).

PART FIVE: CONCLUSIONS

(BOTH MODULES REQUIRED)

Part Five of the course anticipates that students will be able to synthesize the information and skills developed over the course of the session to demonstrate

critical and logical thinking (ELO 3.1), an in-depth, scholarly exploration of the topics (ELO 3.2), synthesis of various approaches (ELO 2.1), and a developing sense of self as a learner (ELO 2.2) in two final modules that require a deep understanding of technological transformations and impacts over time and into the future.

MODULE 11: TECHNOLOGIES OF DEATH AND DESTRUCTION

Read <u>TWO</u> of the following articles:
1. Collins, Harry and Trevor Pitch. "The Naked Launch: Assigning Blame for the Challenger" (1998), pgs. 369-388. Collins and Pitch are British sociologists.
2. Macfarlane, Robert. "Generation Anthropocene: How humans have altered the planet forever" in The Guardian (2016). Macfarlane is a British writer.
3. Power, Matthew. "Confessions of a Drone Warrior"Links to an external site. in GQ (2013). Power was an American journalist.
4. Zakaria, Rafia. "The Myth of Precision: Human Rights, Drones, and the Case of Pakistan." (2015), pgs. 199-212. Zakaria is a Pakistani-American attorney and journalist.
5. Cassels, Jamie. "The Anatomy of a Disaster" in The Uncertain Promise of Law: Lessons from Bhopal (1993), Preface-pg. 32. Cassels is a Professor of Law.

Your reading response should identify the articles you chose and put them into conversation with each other and with the film.

Watch:
1. *The Bomb* (2015). This film is almost 2 hours long, so give yourself enough time to watch it. The film goes behind the scenes of the first atomic bomb, revealing how it was developed and how it changed the planet. It asks us to examine the choices society has made since 1945--and continues to make--to live with an invention that could destroy the planet. Your response should address this issue.
2. Instructor Video Lecture

Do:
1. Submit Reading Annotation & Response
2. Post and Reply on Module 11 Discussion Board:
   a. Remember that we discussed risk at the beginning of the semester – Beck suggested that shared risks are the basis of global society. Do you think that mitigating technological risks that have a global impact (such as climate change, nuclear warfare, etc) is the responsibility of individuals, governments, or global society as a whole? How could these limits be applied and enforced?
   b. What are the possible moral or social implications of technologies of warfare? Should there be limits on technologies that are designed to cause harm to people? What should these limits be based on (i.e. shared values, human rights, religious beliefs, the law, etc)?

MODULE 12: POSSIBLE FUTURES
Read:

1. Leydens, Jon A, Juan C. Lucena and Dean Nieusma. (2014). "What is Design for Social Justice."

American Society for Engineering Education Annual Conference and Exposition. The bios for Leydens, Lucena, and Nieusma are in the article. Note that this was written by an interdisciplinary team. This article is about Human Centered Design (HCD). Your reading response should:

*   define HCD, how it is different from other approaches to design, and its limitations and challenges.
*   explain the relationship between design and social justice.
*   explain why the authors believe that social justice should be integrated into design education.

Watch:

1. Rebel Geeks "Meet your Maker." *Aljazeera* (2015). 25 minutes. The maker movement is promising to reshape our relationship with the design and manufacture of computers and electronic devices by bringing a DIY approach into this field that has - so far - remained the exclusive domain of big industry. At the heart of this revolution is the Arduino - a tiny, sky blue circuit board. Your response should discuss the maker movement and its values.
2. Instructor Video Lecture

Do:

1. Submit Reading Annotation & Response
2. Post and Reply on Module 12 Discussion Board:
    a. Watch the guest lecture by Dr. Patrick Sours in Module 12: Foundational Concepts. Then discuss the following with your small group:
        i.   Think back to your first discussion about ethics in your field. Have any of your ideas about that changed or expanded throughout the course of this class? Explain.
        ii.   Should your field be involved in social justice? Why/why not and, if so, how? What possible role do you see for yourself in this?
        iii. What do you think the future of technology and global society will look like? What do you hope it will look like?

CONCLUSION
Do:

1. Impact of the Course
2. Technology and Global Society in the News

Table of Assignment Due Dates

Due Date	Introduction	Part One	Part Two	Part Three	Part Four	Part Five
Oct 20 - 23	Vocabulary Assignment					
	Introduce Yourself					
	Syllabus Quiz					
Oct 24 - Nov 7 (All 4 modules required)		Module 1: Reading Response & Discussion				
		Module 2: Reading Response & Discussion				
		Module 3: Reading Response & Discussion				
		Module 4: Reading Response & Discussion				
Nov 10 - 13 (Choose 1 out of 2 modules)			Module 5: Reading Response & Discussion			
			Module 6: Reading Response & Discussion			
Nov 14			Essay Exam 1			
Nov 17- 20 (Choose 1 out of 2 modules)				Module 7: Reading Response & Discussion		
				Module 8: Reading Response & Discussion		
Nov 21				Essay Exam 2		
Nov 24 -					Module 9: Reading	

Dec 2 (Choose 1 out of 2 modules)					Response & Discussion	
					Module 10: Reading Response & Discussion	
Dec 3					Essay Exam 3	
Dec 4-10 (Both modules required)						Module 11
						Module 12
Dec 17						Impact of the Class
						All Extra Credit
						Technology and Global Society in the News

GE Theme Course Submission Worksheet: Traditions, Cultures, & Transformations

Overview

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

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

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

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures & Transformations)

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

(enter text here)

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

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

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

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

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.	
ELO 1.2 Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.	

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

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

ELO 1.1 *Engage in critical and logical thinking.*	*This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through:* *Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration;* *Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions;* *Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)* *Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)* *Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.*
ELO 2.1 *Identify, describe, and synthesize approaches or experiences.*	*Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.* *Lecture* *Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.* *Reading*

	The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts. *Discussions* *Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide* *information from sources they've found outside the lecture materials. In this way, they are able to* *explore areas of particular interest to them and practice the skills they will need to gather information* *about current events, analyze this information, and communicate it with others.* *Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.*
ELO 2.2 *Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.*	*Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.* *Some examples of events and sites:* *The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces* *Jazz-Age Montmartre, where a small community of African-Americans–including actress and singer Josephine Baker, who was just inducted into the French Pantheon–settled and worked after World War I.* *The Vélodrome d'hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps* *The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.*

Goals and ELOs unique to Traditions, Cultures & Transformations

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

GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	
ELO 3.2 Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.	
ELO 3.3 Examine the interactions among dominant and sub-cultures.	
ELO 3.4 Explore changes and continuities over time within a culture or society.	

ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.	
ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.	

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

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.	*Citizenship could not be more central to a topic such as immigration/migration. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on local, national, and global citizenship. Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.* *The course content addresses citizenship questions at the global (see weeks #3 and #15 on refugees and open border debates), national (see weeks #5, 7-#14 on the U.S. case), and the local level (see week #6 on Columbus). Specific activities addressing different perspectives on citizenship include Assignment #1, where students produce a demographic profile of a U.S-based immigrant group, including a profile of their citizenship statuses using U.S.-based regulatory definitions. In addition, Assignment #3, which has students connect their family origins to broader population-level immigration patterns, necessitates a discussion of citizenship. Finally, the critical reading responses have the students engage the literature on different perspectives of citizenship and reflect on what constitutes citizenship and how it varies across communities.*
ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	*This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of multiple forms of musical-political agency worldwide, from the grass-roots to the state-sponsored. Students identify varied cultural expressions of "musical citizenship" each week, through their reading and listening assignments, and reflect on them via online and in-class discussion. It*

	is common for us to ask probing and programmatic questions about the musical-political subjects and cultures we study. What are the possibilities and constraints of this particular version of musical citizenship? What might we carry forward in our own lives and labors as musical citizens Further, students are encouraged to apply their emergent intercultural competencies as global, musical citizens in their midterm report and final project, in which weekly course topics inform student-led research and creative projects.
ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	*Through the historical and contemporary case studies students examine in HIST/RS 3680, they have numerous opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. The cases highlight the challenges of living in religiously diverse societies, examining a range of issues and their implications. They also consider the intersections of religious difference with other categories of difference, including race and gender. For example, during the unit on US religious freedom, students consider how incarcerated Black Americans and Native Americans have experienced questions of freedom and equality in dramatically different ways than white Protestants. In a weekly reflection post, they address this question directly. In the unit on marriage and sexuality, they consider different ways that different social groups have experienced the regulation of marriage in Israel and Malaysia in ways that do not correspond simplistically to gender (e.g. different women's groups with very different perspectives on the issues).* *In their weekly reflection posts and other written assignments, students are invited to analyze the implications of different regulatory models for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which model is "right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different societies manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion. They also consider how the different social and demographic conditions of different societies shape their approaches (e.g. a historic Catholic majority in France committed to laicite confronting a growing Muslim minority, or how pluralism *within* Israeli Judaism led to a fragile and contested status quo arrangement). Again, these goals are met most directly through weekly reflection posts and students' final projects, including one prompt that invites students to consider Israel's status quo arrangement from the perspective of different social groups, including liberal feminists, Orthodox and Reform religious leaders, LGBTQ communities, interfaith couples, and others.*
ELO 2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.	*As students analyze specific case studies in HIST/RS 3680, they assess law's role in and capacity for enacting justice, managing difference, and constructing citizenship. This goal is met through lectures, course readings, discussion, and written assignments. For example, the unit on indigenous sovereignty and sacred space invites students to consider why liberal systems of law have rarely accommodated*

	indigenous land claims and what this says about indigenous citizenship and justice. They also study examples of indigenous activism and resistance around these issues. At the conclusion of the unit, the neighborhood exploration assignment specifically asks students to take note of whether and how indigenous land claims are marked or acknowledged in the spaces they explore and what they learn from this about citizenship, difference, belonging, and power. In the unit on legal pluralism, marriage, and the law, students study the personal law systems in Israel and Malaysia. They consider the structures of power that privilege certain kinds of communities and identities and also encounter groups advocating for social change. In their final projects, students apply the insights they've gained to particular case studies. As they analyze their selected case studies, they are required to discuss how the cases reveal the different ways justice, difference, and citizenship intersect and how they are shaped by cultural traditions and structures of power in particular social contexts. They present their conclusions in an oral group presentation and in an individually written final paper. Finally, in their end of semester letter to professor, they reflect on how they issues might shape their own advocacy for social change in the future.

BA in Sociology Curriculum Map	Program Goal 1: Students Develop Comprehensive Knowledge of Discipline	Program Goal 2: Students Understand Theoretical Perspectives and Concept	Program Goal 3: Students Understand/Apply Methods and Statistics and Can Conduct Research	Program Goal 4: Students are Prepared for Employment and/or Graduate School	Program Goal 5 (Honors): Students Achieve Goals 1-4 at Heightened Level		
Required Courses Offered by the Unit							
SOCIOL 1101, Introduction to Sociology	beginning	beginning	beginning				
SOCIOL 3488, Introduction to Sociological Theory	intermediate	intermediate					
SOCIOL 3463/HD463, Social Stratification	intermediate/honors	intermediate/honors			intermediate/honors		
SOCIOL 3467/HD467, Research Methods in Sociology	intermediate/honors		intermediate/honors		intermediate/honors		
SOCIOL 3549, Statistics in Sociology	intermediate		intermediate				
Integrated Elective Courses (Students Choose 1)							
SOCIOL 3191, Internship Program in Sociology	intermediate			intermediate			
SOCIOL 4998, Undergraduate Research in Sociology	advanced		advanced	advanced			
SOCIOL 4000S/S: Social Science Business Collaborative: A Service Learning Approach	advanced/honors embedded		advanced/honors embedded	advanced/honors embedded	advanced/honors embedded		
SOCIOL 4999.02/H: Thesis in Sociology	advanced/honors	advanced/honors	advanced/honors	advanced/honors	advanced/honors		
Elective Courses (Students Choose 6, 4 4000/5000)							
SOCIOL 2202, Social Problems	beginning						
SOCIOL 2210, Sociological Aspects of Deviance	beginning						
SOCIOL 2290, Sociology of Death & Dying	beginning						
SOCIOL 2300, Sociology of Culture and Popular Culture	beginning						
SOCIOL 2309, Introduction to Law & Society	beginning						
SOCIOL 2310, Sociology of Gangs	beginning						
SOCIOL 2320, Sociology of Education	beginning						
SOCIOL 2330, Marriage and Society	beginning						
SOCIOL 2345, Sex & Love in Modern Society	beginning						
SOCIOL 2345/H, The Social Structure of American Society	beginning				beginning/honors		
SOCIOL H2367.01, The Political Elite and Interest Groups	beginning honors				beginning honors		
SOCIOL 2367.02, Urban Social Problems	beginning						
SOCIOL H2367.03, Work & Family in the US	beginning				beginning/honors		
SOCIOL 2370, Social Psychology in Sociological Perspective	beginning						
SOCIOL 2391, Social Organization of Communities	beginning						
SOCIOL 3200, Sociology of Immigration	intermediate						
SOCIOL 3302, Technology and Global Society	intermediate						
SOCIOL 3306, Sociology of Poverty	intermediate						
SOCIOL 3315, Sociology of Terrorism	intermediate						
SOCIOL 3380, Race and Ethnic Relations in America	intermediate						
SOCIOL 3407, Social Change	intermediate						
SOCIOL 3410/H3410, Criminology	intermediate				intermediate/honors		
SOCIOL 3430, Sociology of the Family	intermediate						
SOCIOL 3434, The Child and Society	intermediate						
SOCIOL 3435, Sociology of Gender	intermediate						
SOCIOL 3460, Environmental Justice	intermediate						
SOCIOL 3464, Work, Employment & Society	intermediate						
SOCIOL 3467, Sociology of Religion	intermediate						
SOCIOL 3597.01, World Problems in Global Context	intermediate						
SOCIOL 3597.02, World Population Problems	intermediate						
SOCIOL 3635, Medical Sociology	intermediate						
SOCIOL 4305, Capital Punishment in the US	advanced						
SOCIOL 4506, Violence	advanced						
SOCIOL 4509, Sociology of Law	advanced						
SOCIOL 4511, Juvenile Delinquency	advanced						
SOCIOL S4591, Building Community Capacity: A Service Learning Approach	advanced						
SOCIOL 4606, Social Movements and Collective Behavior	advanced						
SOCIOL 4607, Social Perspectives on New Media	advanced						
SOCIOL 4608, Gender, Race, and Class in Mass Comm	advanced						
SOCIOL 4609, Neighborhoods and Crime	advanced						
SOCIOL 4610, Sociology of Deviant Behavior	advanced						
SOCIOL 4622 Advanced Sociology of Education	advanced						
SOCIOL 4635, Men and Women in Society	advanced						
SOCIOL 4650, Seminar in Social Networks	advanced						
SOCIOL 4655, Sociology of Sport	advanced						
SOCIOL 4666, Power in Society	advanced						
SOCIOL 4671 Theory, Substance, and Techniques of Demography I	advanced	advanced					
SOCIOL 4672 Theory, Substance, and Techniques of Demography II	advanced		advanced				
SOCIOL 5450, The Sociology of Global Health & Illness	advanced						
SOCIOL 5503, Social Change in Central & Eastern Europe	advanced						
SOCIOL 5563, Global Inequality and Poverty	advanced						
SOCIOL 5601, Comparative Family Organization	advanced						
SOCIOL 5605, Sociology of Sexuality	advanced						
SOCIOL 5616, Challenges to Childhood: An International Perspective	advanced						
SOCIOL 5629, Health Disparities in Social Context	advanced						
SOCIOL 5680, Marriage and Its Alternatives	advanced						
	Organizations and Polities	Social Diversity	Individual and Groups	Service Learning	Human, Natural, and Economic Resources	Level 2 Writing/Data Analysis	Cross-Disciplinary Seminar
General Education Courses							
SOCIOL 1101, Introduction to Sociology	beginning		beginning				
SOCIOL 2210, Sociological Aspects of Deviance			beginning				
SOCIOL 2211, Corrections: An Inside -Out Course				beginning			
SOCIOL 2320, Sociology of Education					beginning		
SOCIOL 2345/H, The Social Structure of American Society	beginning/honors						
SOCIOL H2367.01, The Political Elite and Interest Groups	beginning/honors						
SOCIOL 2367.02, Urban Social Problems	beginning					beginning	
SOCIOL H2367.03, Work & Family in the US	beginning/honors					beginning/honors	
SOCIOL 2370, Social Psychology in Sociological Perspective			beginning				
SOCIOL 2392 Sociology of Asian American Life		beginning					
SOCIOL 3302 Technology and Society	intermediate						
SOCIOL 3306, Sociology of Poverty		intermediate					
SOCIOL 3380, Race and Ethnic Relations in America		intermediate	intermediate				
SOCIOL 3435, Sociology of Gender		intermediate					
SOCIOL 3460, Environmental Justice					intermediate		
SOCIOL 3463/HD463, Social Stratification					intermediate		
SOCIOL 3467, Sociology of Religion		intermediate					
SOCIOL 3549, Statistics in Sociology						intermediate	
SOCIOL 3597.01, World Problems in Global Context							intermediate
SOCIOL 3597.02, World Population Problems							intermediate
SOCIOL 4000S/S: Social Science Business Collaborative: A Service Learning Approach				advanced/honors embedded			
SOCIOL 4608, Gender, Race, and Class in Mass Comm		advanced					
SOCIOL 5605, Sociology of Sexuality		advanced					