

Geography 5502: Data Justice & the Right to the Smart City

Spring 2024, Tuesdays and Thursdays, Derby 1080: 12:45-2:05

Instructor: Professor Nancy Ettlinger; she, her

Contact Information: office – 1100 Derby Hall, ettlinger.1@osu.edu; 614-292-2573 (o)

Office hours: I will be in my office after class on Tuesdays and Thursdays from 2:05-3:35. That said, if students are unable to come to office hours, I am happy to set up appointments to accommodate schedules. To set up an appointment, please let me know before or after class, email, or stop by my office to chat or to set up a time to meet.

A list and discussion of campus resources for *disability services, mental health, civil rights, wellness, and learning*, along with a statement of the *code of student conduct* and *academic integrity* are on pp. 12-14.

COURSE DESCRIPTION

We are living in the infancy of the digital era in which new, digital approaches to governance have emerged and rapidly have prevailed. This course focuses on digital governance in *cities*, which have been the principal focal points of digital governance. Columbus, for example, is a ‘smart’ city, dubbed as such following its successful bid for a federal grant in 2016 to develop ‘smart governance;’ most cities around the world, of all sizes, are embarking on new plans for digital governance, and even small towns and villages have been targeted. At an advanced level regarding critical thinking, reading, writing, and discussion, this course introduces students to the problems and potentialities of digital life in cities with a fundamental concern for social justice and democratic processes.

We all are subject to smart governance, and as citizens, we need to know the implications for our lives and those of our families, friends, neighbors. Crucially, citizenship in smart cities can be constructed in various ways along a continuum from passive citizenship in which citizenship rights are accorded by city governments and the tech firms that design and implement smart-city technologies, to active citizenship in which ordinary urban residents organize to design, implement, and manage digital technologies to serve their needs. ‘The right to the city’ is the title of a book written in 1968 by critical theorist Henri Lefebvre (*Le Droit à la Ville*); it is an idea about citizenship and has become a slogan for formal and informal social movements and progressive authorities to claim their role in local governance and to produce social space that is open and accessible to all. The agenda is not about specific rights relative to particular sectors (transportation, education, housing, health...) but rather is a general call to enable active citizenship, fair and equitable governance.

In a smart-city context, *data* justice is germane. A cliché of the digital era is ‘data is the new oil’ because data are fundamental to value and profitability. Our personal data routinely is extracted by firms whenever we are online or engaged in ‘smart’ life, from the use of Siri to smart appliances, watches, and toys. Firms use our data in the absence of our knowledge and consent, constituting a profound erosion of privacy in digital life. ‘Datafication’ refers to the quantification of social activity – human life – for use in algorithmic governance and predictive analysis as ordinary actors – citizens – become ‘datafied.’ ‘Data justice,’ then, refers not just to the use and collection of data and associated societal impacts, but also to the power relations that enable datafication and to issues of social justice that are interwoven in the use of data. Although digital governance promises numerous efficiencies and opportunities, research has revealed discriminatory designs and numerous injustices resulting from algorithmic control over city life as people and places are unjustly profiled, resulting in the production or deepening of inequalities along multiple axes of difference such as class, race/ethnicity, gender, sexuality, abilities. More

generally, then, 'data justice' is about understanding the context and dynamics of such injustices and making use of that knowledge towards constructing uses of data that deliver justice.

The course examines the topics indicated above in US cities as well as cities around the world, and accordingly, class discussion includes a comparative, context-sensitive assessment of digital urban governance. Throughout the course, we discuss geographic insights on digital life, notably regarding issues of place, space, and multi-scalar sensibilities.

Students learn through critical reading and class discussion, collaborative critiques of reading, reflective and critical carmen posts on reading, a collaborative group project, independent research, and two short essays (2-4 pp.) intended to aid in tying material together for a synthetic understanding.

course organization and topics

The course begins with introductory classes on basic concepts such as datafication, dataism, dataveillance, data justice, smart cities, citizenship, and the right to the smart city.

The next section historicizes the smart city and calls attention to *context* – how processes in a pre-digital socio-technical context become reproduced, albeit in different ways, in a digital context, often deepening longstanding inequalities and socio-economic polarization. We examine the legacies of minoritization processes and injustices in 'smartified' cities internationally and in the United States.

The section on 'platform urbanism' – data-driven digital platforms that prevail in cities of the 21st century for wide-ranging activity, including governance and work – introduces the concept and explains the connection with smart-city life. Specific readings and class discussions focus on work in the localized gig economy and the problems that gig workers as citizens confront, the role of platforms in subject formation, the crucial importance of an intersectional lens on the effects of platform urbanism on citizen's lives, and the role of the pandemic in accelerating governance processes through platforms.

The next 2 short sections (1 week each) focus on how smart-city processes foster gentrification and the displacement of citizens in new ways, and smart-city regimes of control regarding surveillance, securitization, predictive policing and the consequences for citizenship in the smart city.

Just before spring break, the class will move into workshop mode for group projects on specific smart cities. Students will get into groups, and each group will decide by consensus the smart city on which they will focus, and develop a plan for collaborative research. The final product will be a collaborative group oral presentation to the class followed by Q/A and discussion at the end of March.

The remainder of classes focuses on data justice regarding specific challenges, projects, and an appraisal of the prospects for data justice in smart-city life. We begin with a discussion of 'data activism' – how 'data citizens' can challenge the status quo productively by proactively making use of the digital infrastructure to serve their needs. Individual topics include constructing agency in the smart city; citizen sensing; civic hacking; and counter mapping.

Theme: Citizenship for a Just and Diverse World		
goals	expected learning outcomes	related course content
GOAL 1: ADVANCED LEVEL Successful students will... analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component	Successful students are able to... 1.1 engage in critical and logical thinking about the topic or idea of the theme	prepare critical commentary and raise question(s) about reading material and post in the Discussion forum on Carmen in advance of the class in which reading is due
	1.2 engage in advanced, in -depth, scholarly exploration of the topic or idea of the theme	propose and develop a research project of their choice resulting in a final paper that makes use of knowledges learned in the course
GOAL 2: INTEGRATION 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 ad that they anticipate doing in future	Successful students are able to... 2.1 identify, describe, and synthesize approaches or experiences as they apply to the theme	work collaboratively with peers to orally present a case study of a smart city of their choice to the class that applies knowledges learned in the course and critically evaluates the smart-city projects in that city
	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	reflect on their changing views of urban lived experience in Carmen posts on reading in the Discussion forum
GOAL 3: CITIZENSHIP Successful students will... explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship	Successful students are able to... 3.1 describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities	In this course, students will... read, reflect on, discuss cutting-edge research throughout the semester, and write a short essay on the various ways in which technological advance in the digital era is deployed to construct citizenship and the social and ethical implications write a short essay using references from course material that identifies and explains different constructions of citizenship through smart-city technologies
	3.2 identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen	write a short essay that identifies salient challenges to constructing active and engaged citizenship in smart cities around the world referencing course material; accordingly, identify and reflect on the techno-economic, social, and political knowledges and skills that

		are required to achieve 'the right to the smart city' in various contexts around the world, referencing course material
GOAL 4: JUST & DIVERSE WORLD Successful students will... examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world	4.1. Students are able to... examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences	examine power relations and processes of minoritization in pre-digital socio-technical urban contexts and their legacies in smart-city contexts
	4.2 analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change	read, reflect on, and discuss cutting-edge research throughout the semester on various dimensions of issues pertaining to citizenship in smart-city life and the social and ethical implications

Specific course goals: Successful students will:

- Appreciate how a new round of technological development (in this case smart-city technologies) constructs citizenship differently depending on how technology and governance are linked.
- Appreciate how a new round of technological development (in this case, smart-city technologies) can result in data injustice or data justice, depending on the role of citizens in the design and deployment of the technologies.
- Engage in independent advanced scholarly research of a topic/problem of choice on citizenship in a particular smart city or across smart cities in consultation with and approval from the instructor through a proposal process.
- Engage in advanced scholarly collaborative research regarding how citizenship has been constructed in a particular smart city and the consequences.
- Examine the various ways in which technological advance in the digital era is deployed to construct citizenship.
- Explain how the pre-existing socio-technical context for smart-city development shapes whom 'development' is for, who participates in 'development,' and the consequences for inclusions and exclusions and associated lived experiences.
- Explain the concept 'data justice,' how uneven power relations in cities being 'smartified' prompt projects seeking 'data justice,' and the relation between 'data justice' and issues of difference and citizenship.

REQUIRED READING (all readings are accessible on the course Carmen page, listed in the order in which you read the assigned material; bibliographic information below is in alphabetical order)

Antenucci, I. 2021. Infrastructures of extraction in the smart city zones, finance, and platforms in New Town Kolkata. *International Journal of Communication* 15: 2652-2668.

Baack, S. 2018 Civic tech at MySociety: how the imagined affordances of data shape data activism. *Krisis* 1: 44-56.

Bauriedl, S. and Strüver, A. 2020. Platform urbanism: technocapitalist production of private and public spaces. *Urban Planning* 5: 267–276.

- Bronsvort, I. & Uitermark, J.L. 2021. Seeing the street through Instagram: digital platforms and the amplification of gentrification. *Urban Studies*, DOI: 10.1177/00420980211046539.
- Coates, T.-N. 2014. The case for reparations. *The Atlantic* <https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>.
- Cugurullo, F. 2019. Dissecting the Frankenstein city: an examination of smart urbanism in Hong Kong. In *Place, Politics and Urban Innovation*, eds. A. Karvonen, F. Cugurullo, and F. Caprotti, pp. 30-44. New York: Routledge.
- Dattani, K. 2021. Platform ‘glitch as surprise.’ *City*: 25: 376-395.
- Dencik, L. and Sanchez-Monedero, J. 2022. Data justice. *Internet Policy Review* 11: 1-16.
- Fileborn, B. 2021. Online activism and street harassment: critical cartographies, counter-mapping and spatial justice. *Oñati Socio-Legal Series* 11: 1198-1221.
- Gabrys, J. 2019. Data citizens: how to reinvent rights. *Data Politics: Worlds, Subjects, Rights*. Bigo, D., Isin, E., and Ruppert, E., eds., pp. 248-266. New York: Routledge.
- Gregory, K. and Sadowski, J. 2021. Biopolitical platforms: the perverse virtues of digital labour. *Journal of Cultural Economy* 14: 662–674.
- The Guardian* 2017, podcast, March 13 <https://www.theguardian.com/technology/audio/2017/mar/31/how-tech-can-help-asylum-claims-homelessness-and-parking-fines-tech-podcast>.
- Hanakata, N.C. and Bignami, F. 2022. Platform urbanization, its recent acceleration, and implications on citizenship: the case of Singapore. *Citizenship Studies* 27: 189-209.
- Hao, K. and Freischlad, N. 2022. The gig workers fighting back against the algorithms. *MIT Technology Review*, April 21, <https://www.technologyreview.com/2022/04/21/1050381/the-gig-workers-fighting-back-against-the-algorithms/>.
- Hao, K. and Paola Hernández, A. 2022. How the AI industry profits from catastrophe. *MIT Technology Review*, April 20, <https://www.technologyreview.com/2022/04/20/1050392/ai-industry-appen-scale-data-labels/>.
- Heeks, R. and Shekhar, S. 2019. Datafication, development and marginalised urban communities: an applied data justice framework. *Information, Communication & Society* 22: 992–1011.
- Houston, L., Gabrys, J., and Pritchard, H. 2019. Breakdown in the Smart City: Exploring workarounds with urban-sensing practices and technologies. *Science, Technology & Human Values* 44: 843-870.
- Iazzolino, G. 2021. ‘Going Karura’: colliding subjectivities and labour struggle in Nairobi’s gig economy. *Environment & Planning A: Economy & Space*, DOI: 10.1177/0308518X211031916.
- Jefferson, B.J. 2017. Digitize and punish: computerized crime mapping and racialized carceral power in Chicago. *Environment & Planning D: Society & Space* 35: 775-796.
- Jefferson 2020 (video) [Computerizing Carceral Power](#), Robinson Lecture, Department of Geography, Ohio State University, October 10.
- Jímenez, A.C. and Curto-Millet, D. 2023. Public, libre, commons: on the logics, logistics and locations of democratic participation in the digital age. *Economy and Society* 52: 179-201.
- Kitchin, R., Cardullo, P., and Di Felicianantonio, C. 2018. Citizenship, justice and the right to the smart city. *The Programmable City*, Working Paper 41, <http://progcity.maynoothuniversity.ie/>.
- Leszczynski, A. and Kong, V. 2022. Gentrification and the an/aesthetics of digital spatial capital in Canadian “platform cities.” *The Canadian Geographer* 66: 8-22.
- McElroy, E. 2019. Housing, cartographic, and data justice as fields of inquiry: a connected approach to mapping displacement. In *Housing justice in unequal cities*, eds. A. Roy and H. Malson, pp. 29-42. Institute on Inequality and Democracy: University of California, Los Angeles.
- McElroy, E. and Vergerio, M. 2022. Automating gentrification: Landlord technologies and housing justice organizing in New York City homes. *Environment & Planning D: Society & Space*, DOI: 10.1177/02637758221088868.

- Magalhães, F.N.C. 2023. Popular economies in, against, and through the platform. *Antipode* 55: 527-547.
- Meng, A. and DiSalvo, C. 2018. Grassroots resource mobilization through counter-data action. *Big Data & Society* 5: 1-12.
- Reijers, W., Orgad, L., and de Filippi, P. 2022. The rise of cybernetic citizenship. *Citizenship Studies* 27: 210-229.
- Ricker, Y., Cinnamon, J., and Dierwechter, B. 2020. When open data and data activism meet: An analysis of civic participation in Cape Town, South Africa. *The Canadian Geographer*, DOI: 10.1111/cag.12608.
- Sadowski, J. 2020a. Cyberspace and cityscapes: on the emergence of platform urbanism, *Urban Geography*, 41: 448-452.
- Sadowski, J. 2020b. The internet of landlords: digital platforms and new mechanisms of rentier capitalism. *Antipode* 52: 562-580.
- Safransky, S. 2020. Geographies of algorithmic violence: redlining the smart city. *International Journal of Urban and Regional Research* 44: 200-218.
- Schrock, A.R. 2016. Civic hacking as data activism and advocacy: a history from publicity to open government data. *New Media & Society* 18: 581-599.
- Shelton, T., Zook, M., and Wiig, A. 2015. The 'actually existing smart city.' *Cambridge Journal of Regions, Economy and Society* 8: 13-25.
- Taylor, L. 2021. The taming of chaos: optimal cities and the state of the art in urban systems research. *Urban Studies* 58: 196-3202.
- Teli, M., Bordin, S., Menéndez Blanco, M., Orabona, G., De Angeli, A. 2015. Public design of digital commons in urban places: a case study. *International Journal of Human-Computer Studies* 81: 17-30.
- Tulumello, S. and Iapaolo, F. 2022. Policing the future, disrupting urban policy today. Predictive policing, smart city, and urban policy in Memphis (TN). *Urban Geography* 43: 448-469.
- Vallas, S. and Schor, J.B. 2020. What do platforms do? Understanding the gig economy. *Annual Review of Sociology* 46: 1-16.
- van Dijck, J. 2014. Datafication, dataism and dataveillance: Big data between scientific paradigm and ideology. *Surveillance and Society* 12: 197-208.
- Wiig, A. 2018. Secure the city, revitalize the zone: smart urbanization in Camden, New Jersey. *Environment & Planning C: Politics and Space* 36: 403-422.

FYI (not required), some ORGANIZATIONS dedicated to DATA JUSTICE

web sites include critical research/publications, projects, events, webinars, more...

- AI Now Institute** <https://ainowinstitute.org/>
- Algorithmic Justice League** <https://www.ajl.org/>
- All Tech is Human** <https://alltechishuman.org/>
- Black in AI** <https://blackinai.github.io/#/>
- Center for Critical Race & Digital Studies** <https://criticalracedigitalstudies.com/>
- Center for Human Technology** <https://www.humanetech.com/>
- Center on Race and Digital Justice (CRDJ)** <https://ugresearch.osu.edu/current-researchers/funding-opportunities>
- Cities for Digital Rights** <https://citiesfordigitalrights.org/>
- Citizens and Technology Lab** <https://citizensandtech.org/>
- Coding Rights** <https://www.codingrights.org/about/>
- Data & Society** <https://datasociety.net/>
- Data for Black Lives** <https://civic.mit.edu/index.html%3Fp=1161.html>
- Data Justice Lab** <https://datajusticelab.org/people/>

Decoding Stigma <https://decodingstigma.tech/>
 Detroit Digital Justice Coalition <https://alliedmedia.org/projects/detroit-digital-justice-coalition>
 Digital Equity Laboratory <https://www.digitalequitylab.org/>
 Distributed AI Research Institute (DAIR) <https://ugresearch.osu.edu/current-researchers/funding-opportunities>
 Environmental Data & Governance <https://envirodatagov.org/>
 Ethical AI Data Base (EAIDB) <https://www.eaidb.org/index.html>
 Fairwork <https://fair.work/>
 Feminist Digital Justice <https://itforchange.net/feminist-digital-justice-DAWN-ITfC>
 Humane Intelligence <https://ugresearch.osu.edu/current-researchers/funding-opportunities>
 Ida B. Wells Just Data Lab <https://www.thejustdatalab.com/about-the-lab>
 NYM (Building the next generation of privacy infrastructure) <https://nymtech.net/>
 Our Data Bodies: Digital Defense Playbook <https://detroitcommunitytech.org/?q=content/our-data-bodies-digital-defense-playbook>
 Syrian Archive <https://syrianarchive.org/>

SCHEDULE

DF indicates collaborative *Discussion Facilitation* (see Assignments/Evaluation/Grading section)

date	general topic	class lecture/discussion	assignment
Jan T 9	introductions, class requirements and discussion of the course		
Th 11	introduction to basic concepts:	datafication, dataism, dataveillance, data justice	van Dijck; Dencik & Sanchez-Monedero
T 16	datafication, data justice, smart cities, citizenship, the right to the (smart) city	smart cities	Shelton et al; Cugurullo
Th 18		data, justice, citizenship, smart cities	Kitchin et al.; Teli et al.
T 23			Taylor; Heeks & Shekhar DF
Th 25	pre-digital socio-technical contexts & their significance	legacies of minoritization from a postcolonial perspective	Antennuci DF ; Magalhães
T 30		legacies of injustice through the lens of critical race theory and racial capitalism in the US	Coates; Safransky DF
Feb Th 1	platform urbanism	the platform urbanism – smart-city relation	Sadowski '20a, '20b DF
T 6		the platform economy and work	Vallas & Schor
Th 8			Hao & Paola Hernández DF
T 13		platform work and subject formation	Gregory & Sadowski; Iazzolino DF
Th 15		platforms through the lens of intersectionality	Dattani DF ; Bauriedl & Strüver
T 20		platform urbanism and the pandemic	Hanakata & Bignami DF

Th 22	smart-city regimes of control	longstanding → smart-city conceptualizations of security	Jefferson video; Jefferson DF
T 27		'smart' policing → 'cybernetic citizenship'?	Tulumello and Iapaolo; Reijers et al. DF
Th 29	platforms and gentrification	securitization and gentrification in the smart city; take-home essay #1 distributed	Wiig; McElroy & Vergerio DF
Mar T 5		aestheticizing the smart city & consequences	Leszczynski & Kong; Bronsvort & Utermark DF
Th 7	workshop: group projects on smart-cities – form groups, decide on a smart-city project as focus, decide on issues, develop plan for collaboration		
F 8	essay 1 due by email (Word attachment)		
T 12	<i>spring break!</i>		
Th 14			
T 19	data justice – projects, challenges, prospects	data activism & participatory governance in the smart city	Ricker et al. DF ; Jiménez & Curto-Millet
Th 21		constructing agency in the smart city	Baack DF ; Ho & Freischlad; podcast
F 22		Project proposals due by email (Word attachment)	
T 26		environment, sensors, and data citizens	Gabrys; Houston et al DF
W 27		Revised proposals due by email (Word attachment)	
Th 28		workshop – group projects	
Apr T 2		group presentations	
Th 4		group presentations, cont'd take-home essay #2 distributed	
T 9		civic hacking	Schrock; Meng & DiSalvo DF
Th 11		counter mapping	McElroy; Fileborn DF
F 12	essay 2 due by email (Word attachment)		
T 16	paper preparation - discussion	carmen posts on <i>problems</i> encountered in research & preparation	
Th 18	tbd by class	carmen posts: paper abstracts and responses	
M 22	final projects due by email (Word attachment)		

CLASSROOM ETIQUETTE

The course entails considerable discussion. Basic expectations include mutual respect and interest in learning from each other.

Use of electronic devices in class for any reason other than course engagement is unacceptable.

ASSIGNMENTS, EVALUATION, GRADING

Students are evaluated on: (1) Carmen posts; (2) attendance & participation; (3) collaborative critiques of readings; (4) a group presentation; (5) completion of independent research project.

Grading scheme

Each mode of evaluation is given a letter grade, figured on a 4.0 scale as follows:

	<u>undergraduate students</u>	<u>graduate students</u>
Carmen posts	15%	10%
attendance & participation	5%	5%
discussion facilitation	15%	15%
group presentation	15%	10%
2 essays	30% (15% x2)	30% (15% x 2)
independent project	20%	30 %

(1) Carmen Posts

Carmen posts are required for all reading. They are an effective way to prepare for class discussion as well as an interesting avenue through which to get to know your peers and their insights. Each class for which reading is assigned, students post on the ***Discussion forum*** so that everyone can read each other's posts in advance of class. The class will decide on a deadline for the posts before class so that everyone has a chance to read all the posts.

For *each* reading assignment due: (a) *briefly* summarize the main points of each reading (no more than 2 sentences); (b) comment on the reading relative to other readings, your experiences/interests, and/or changes in/evolution of, your thinking; and (c) when applicable, comment on the conceptualization of the smart city and the role of ordinary citizens in smart-city development evident in the reading.

LATE POLICY: If you are pressed for time and cannot meet the deadline on a Carmen post, I will read it and record it as completed IF you send me an email before the deadline to let me know it will be late + when you plan to post; OTHERWISE, I will not read posts after the deadline (i.e. they will not 'count').

Please place all your comments/questions in the one post, with an indication of the author of the article on which you are commenting.

To avoid possible anxiety about regular posting on material with which students may be unfamiliar, posts are ungraded except for 'E' for failure to post. If posting seems challenging for some readings, that's ok: the point is to make an effort, and whatever is difficult should become clear in class. *Most important is leaving a class with clarity.* Questions of all kinds, including clarification questions, are welcome in class and during office hours. A fundamental pedagogical principle underscoring this course is that *learning is a process*.

(2) Attendance and Participation

Attendance is required for all classes. If you are unable to come to class or if you have to leave class

early for something beyond your control (sickness, doctor's appointment, job interview...), **discuss with N. Ettlinger in advance of the class.** The participational portion of the evaluation pertains to regular and punctual attendance, and general responsible class participation. **Highly engaged and regular, responsible participation is rewarded by a 'bump' at the end of the semester (if you've earned a B, then you will be bumped to a B+; if you've earned a B+, you will be bumped to an A-...).**

(3) Discussion Facilitations (DFs) of Case Studies in Assigned Reading

Readings in the schedule designated 'DF' (discussion facilitation) provide an opportunity for students to collaborate on raising points for discussion on a case study from the assigned reading to present to the class. Discussion facilitations are a vehicle for actively and critically engaging course material *collaboratively* to appraise the case study, situate it in the literature; provide presentation experience; and provide a mechanism for teamwork with various partners with different perspectives and interests. The discussion facilitation should not summarize a case study, which would be boring because everyone in class will have read and posted on the article. Rather, students collaborating should discuss what they think about the case study, the perspective on smart cities, citizenship, and data justice, and how it is situated relative to other reading and perspectives, and raise points for discussion. Style is open; notes are fine but discussion should not be read.

Students have an opportunity to present in a small group of 2 or 3 on an assigned reading. Individual commentaries in a group presentation must connect and flow from *collaborative preparation*. Should students find that they disagree about points while preparing, that's fine; indicate the disagreement in the presentation as a talking point.

Each group should prepare a brief **outline** (*not more than 1 side of 1 page*) of the main points to be raised in class; email the outline to me *no later than 30 minutes before class* to enable posting on the Carmen page in advance of class so that everyone has access to it.

Letter grades for presentations will be posted on Carmen within 24 hours after class. 50% of the grade will be given by your partner(s) regarding your collaboration; *each student should email me the 'collaboration grade' (a letter grade) before class.*

Students are welcome to request facilitating a particular article and/or topic; please let me know by e-mail at the start or end of class at the beginning of the semester if you have requests (assignments will be made on a first-come, first-serve basis). By the second week of the semester, students will either sign up for presentations or I will assign presentations randomly. As soon as the assignments are finalized, the facilitation roster will be posted on the Carmen page. Students are then welcome to swap presentations if the need arises (due to a difficult schedule in a particular week, changing interests...); justification for swapping is *not* required – the main requirement is that you handle the swap yourselves and let me know immediately so that I can update the online assignment roster.

GUIDELINES for DFs are posted on the webpage.

(4) Group presentation on a particular smart city

Students work collaboratively in small groups to research and present to the class a critical synthesis of 'smart' designs/plans/activity in a particular smart city activity. Students decide on a city, work together on research and on applying their knowledges from the course to critically evaluate the smart projects

and prospects for the right to that particular smart city, and then decide of a division of labor for the group presentation. Each student receives a separate grade. As with the collaborative critiques, 50% of the grade is on collaboration; students email the collaboration grade for their presentation partners before the class in which they present.

(5) 2 essays (4-6 pp)

Students write 2 short take-home essays, one just before spring break and one near the end of the semester. The essay assignments are intended to help tie together material for a synthetic understanding.

(6) Independent project

Students complete their independent research projects. The completed project is due on Monday, April 24; it should be double spaced with 1" margins using 11 or 12 Times Roman font, paginated, and proofed. The projects can be (A) a research paper (mandatory for graduate students) or (B) a critical review of book of a student's choice subject to approval; see also option (C) below.

(C) RESEARCH PAPER. Students can choose a range of types of research depending on their stage and interests. Graduate students write research papers on a problem and topic they select, presumably relating course material to their research programs with eventual publication in mind, or possibly a section of a thesis/dissertation proposal or a section of a thesis or dissertation. Graduate students' papers should 15-25 pages (not including the bibliography), should reference course material, and extend academic referencing *well beyond course material*. Graduate students are expected to use this course towards their research program.

Undergraduate students also have the research paper option. Undergraduate research papers should be 8-12 pages (not including the bibliography) and should connect to course material, using at least 6 assigned references from the course. Referencing beyond course material also is required, using at least 6 academic references outside course readings; in addition, references may include non-academic references (blogs, news articles...). Undergraduates are encouraged but not required to use the paper towards a senior thesis.

(B) CRITICAL BOOK REVIEW. Undergraduates can choose to write a critical review of a book they have selected that takes a deep dive into issues pertinent to the course; the 'research' component of this option is in *finding* and selecting an appropriate, cutting-edge book. Critical book reviews should be 5-8 pages (not including the bibliography) and should connect to course material, using at least 5 assigned references; other references are welcome but not required. You are welcome to structure your review as you like; all the following elements should be included: (1) a *brief* summary of the book (no more than 1-2 paragraphs and not more than 1 page); (2) a critique of the book (i.e. situate the book in the literature per course readings and clarify the nature of the contributions, issues, problems or limitations); (3) bibliography.

© POSSIBLE 3RD OPTION: Proposals from graduate and undergraduate students for an alternative to a written paper are welcome; the course is intended to be useful for students from wide-ranging disciplines, recognizing that some fields of study may be conducive to a project with a communication mode other than writing.

All students submit written proposals for their projects (due by March 22), on which they will receive feedback; a revised proposal (due by April 27) may be required. GUIDELINES for the proposal are posted

on the Carmen page. Proposals can be submitted anytime during the semester before the deadline, and discussions about proposals are welcome at any time.

POLICY & GUIDELINES ON THE USE OF GENERATIVE AI (ChatGPT and related products) IN THIS COURSE
Requirements for use of generative AI are indicated below. *Failure to comply will result in a failing grade on the assignment in question.*

If you use generative AI for an assignment, you must: 1) indicate so at the outset, and 2) indicate *how* you used it as a complement to your own work (see below for more details). *Under no circumstances is generative AI acceptable on its own without indication of your own work and the nature of the complementarity.*

Using generative AI as a complement to your own work & documenting the complementarity

1) Your assignments *always* need to connect with course material – the readings as well as class lectures and discussions. A generative AI product may have an assigned article in the data base, but it does not account for class discussions and the contextualization of assigned reading in course material. Therefore, if you use a generative AI product, you will need to modify the narrative output considerably to connect with course material, and you will need to indicate your modifications.

2) Generative AI products are well known for making up references and information, and more generally being ‘off’ despite producing narratives that sound professional and are well written. Therefore, if you use a generative AI product, you will need fact check and document your fact checking.

When might a generative AI product be useful in this course?

The most productive use of a generative AI product in this course might be for a critical book review. It would be interesting to read a book thoroughly, then use the product to produce the critical review, and subsequently (a) fact check, (b) fill in holes, and (c) modify the narrative to connect with course material (and all these steps require documentation). The experience may help you to grasp the possibilities and limitations of the product while using your knowledges from course material to evaluate the output. Should you decide to use a generative AI product for the independent project, the documentation of your modifications will be separate and not included as part of the paper per the page requirements.

When might a generative AI product NOT be useful in this course?

Using a generative AI product as a complement to your own work takes time regarding fact checking, adaptation of your statement/narrative, connecting the output to course content, and documentation of the modifications. Therefore, if you decide to use a generative AI product, use it effectively! The Carmen posts, for example, are not intended to take a lot of time; the time element is spent on the reading and note taking. Your time for the Carmen posts is best spent honing your critical reading skills and briefly articulating your thoughts. The take-home essays are *synthetic* exercises to help you tie up loose ends and internalize material so you can move forward with confidence. Synthesis differs fundamentally from regurgitation of discrete articles or pieces of information, and takes time and judgement relative to course material; use of a generative AI product for take-home essays may seriously derail you + take up extra time that you are unlikely to have.

CAMPUS RESOURCES: DISABILITY SERVICES, MENTAL HEALTH, CIVIL RIGHTS, WELLNESS, LEARNING
Disability Services (Office of Student Life)

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including learning disabilities, hearing or visual

impairments, mobility impairments, attention deficit disorders, and psychiatric or medical disabilities), please let me know immediately so that we can privately discuss options. Please also let me know if you require this syllabus or other course materials in an alternate format, or if you require special classroom/testing arrangements. You are welcome to register with Student Life Disability Services to establish reasonable accommodations. Contact info: a 24-hour information line is available at (614) 292-3307 (voice), (614) 429-4190 (VRS), and the office (098 Baker Hall, 113 W. 12th Avenue) can be reached via the Web at <http://www.slds.osu.edu/> or via email at slds@osu.edu.

Counseling and Consultation Service (Office of Student Life)

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. OSU 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](tel:614-292-5766). CCS is located on the 4th Floor of the Younkun Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Statement On Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

STUDENT ADVOCACY INFORMATION & OTHER RESOURCES

Student Advocacy Center: Answer students' questions, direct students to appropriate resources and departments, provides general university guidance

- 614-292-1111 <http://advocacy.osu.edu/>

Student Wellness Center: Promoting student wellness through nine dimensions of wellness

- 614-292-4527 <http://swc.osu.edu/>

Multicultural Center: Offering programs, services and outreach for all OSU students; supporting and celebrating all students through an intercultural model

- 614-688-8449 <http://www.mcc.osu.edu/>

Academic Advising: Advising for undergraduate students on the Columbus campus is provided by the individual college or department that offers the program of study you are pursuing. This allows you to get advice from someone who knows the specifics of your curriculum

- <https://advising.osu.edu/>

Student Academic Services: Find information by topic and take care of your personal Buckeye business (i.e. Financial Aid and other services) online at buckeyelink.osu.edu. Or speak with someone in person.

- Student Academic Services Bldg., Lobby; 281 W. Lane Ave. [[map](#)]
Monday–Thursday: 9 a.m. to 5 p.m.; Friday: 9 a.m. to 4 p.m.

Academic Support Services: This includes various resources for learning support from tutoring and study strategies to stress management and confidence building.

- <http://younkinsuccess.osu.edu/academic-services/>

Accessibility of course technology

This online course requires use of Carmen (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.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video (Kanopy & DocuSeek)
- Synchronous course tools

CODE OF STUDENT CONDUCT/POLICIES

The Code of Student Conduct is established to foster and protect the core missions of the university, to foster the scholarly and civic development of the university's students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions. Preservation of academic freedom and free and open exchange of ideas and opinions for all members of the university are central to these missions.

- The Code of Student Conduct can be accessed at: <http://studentlife.osu.edu/csc/>
- For information regarding IT/computer policies: <https://ocio.osu.edu/sites/default/files/assets/Policies/Responsible-Use-of-University-Computing-and-Network-Resources-Policy.pdf>
- For Residence Hall policies: <http://housing.osu.edu/living-on-campus/fees-contracts-policies/residential-living-handbook-code-student-conduct>
- For Parking policies: <http://osu.campusparc.com/home>

ACADEMIC INTEGRITY

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

Plagiarism is the act of stealing the ideas and/or the expression of another and representing them as your own. It is a form of cheating and a kind of academic misconduct, which can incur severe penalties. It is important, therefore, that you understand what it consists of, so that you will not unwittingly jeopardize your college career. Plagiarism includes, but is not limited to: word-for-word copying of someone else's work, in whole or in part, without acknowledgment, whether that work be a magazine article, a portion of a book, a newspaper piece, another student's essay, or any other composition not your own without proper citation. Changing a few words of another's composition, omitting a few sentences, or changing their order does not constitute original composition. If you have any doubts about the originality of a paper/assignment you have written, see your instructor before you turn it in (*Colleges of the Arts and Sciences Degree Planning Manual 2006-7*, pp. 34-35).

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