

Term Information

Effective Term Spring 2014

Course Change Information

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

Submitting ES HESA 2577 for GE Approval; We are also requesting a course title change to better reflect the course content

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

The course addresses the objectives and learning outcomes for two of the GE areas (Culture and Ideas; Social Diversity in the United States)

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)?

If this course is approved as a GE, it is likely that enrollments will increase and that we will need more instructors for the course. We are already planning ahead for this possibility.

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	Educ Sts: Higher Ed & Stdt Aff
Fiscal Unit/Academic Org	School/Educ Policy&Leadership - D1280
College/Academic Group	Education & Human Ecology
Level/Career	Undergraduate
Course Number/Catalog	2577
Course Title	Crossing Boundaries: A Journey Towards Intercultural Leadership Identity Development
Previous Value	Leadership and Inter-Group Dialogue
Transcript Abbreviation	Intercultur Ldshp
Previous Value	Ldshp Group Dialog
Course Description	Builds on intellectual and experiential engagement with issues of difference, diversity, social justice, and alliance building.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course	Sometimes
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	Yes
Allow Multiple Enrollments in Term	No
Max Credit Hours/Units Allowed	12
Max Completions Allowed	4
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never

Campus of Offering Columbus, Mansfield

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	13.0406
Subsidy Level	General Studies Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Culture and Ideas; Social Diversity in the United States

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

Previous Value

Required for this unit's degrees, majors, and/or minors

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

- Demonstrate an appreciation for other points of view and other cultures and become familiar with the language and cultural environment of Haiti to facilitate cross-cultural understanding.

Content Topic List

- Overview and Introductions
- Creating an Environment for Dialogue
- Group Building
- Exploring the Centrality and Complexity of Identities
- Sharing Stories
- Exploring Commonalities and Differences in Experiences
- Reflecting on Racial and Ethnic Socialization Within Identity Groups
- Understanding Racial and Ethnic Socialization across Identity Groups
- Understanding Systems of Inequalities-Oppression and Privilege
- Dialogue about Controversial Topics (2 sessions)
- Envisioning Change
- Action Planning
- Alliance Building

Attachments

- GE Assessment Plan_ESHESA2577.docx: GE Assessment
(GEC Course Assessment Plan. Owner: Barnes, Amy Catherine)
- GE Rationale_ESHESA2577.docx: GE Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Barnes, Amy Catherine)
- Course_Goals_Survey_2577.docx: Course Goals Survey
(Other Supporting Documentation. Owner: Barnes, Amy Catherine)
- Concurrence letter ES HESA 2577 revised.doc: Letter from Comp. Studies
(Concurrence. Owner: Wheaton, Joe Edward)
- GroupProjectRubric.docx: Group Project Rubric_ES HESA 2577
(Other Supporting Documentation. Owner: Barnes, Amy Catherine)
- GUIDELINESFORFINALREFLECTIONPAPERrevised.docx: Guidelines for Final Reflection
(Other Supporting Documentation. Owner: Barnes, Amy Catherine)
- ESHESA2577GESyllabusRevised2.doc: Syllabus revised post concurrence
(Syllabus. Owner: Barnes, Amy Catherine)

Comments

- Returned to unit for syllabus and title update

approved 11/19/2013 by EHE curriculum committee, Joe Wheaton, chair *(by Odum, Sarah A. on 11/20/2013 09:08 AM)*

COURSE CHANGE REQUEST
2577 - Status: PENDING

Last Updated: Odum, Sarah A.
12/04/2013

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Barnes, Amy Catherine	10/15/2013 12:06 PM	Submitted for Approval
Approved	Zirkle, Christopher J	10/17/2013 09:19 AM	Ad-Hoc Approval
Removed	Zabloudil, Deborah A	10/17/2013 12:38 PM	Ad-Hoc Approval
Approved	Wheaton, Joe Edward	10/21/2013 10:27 AM	Unit Approval
Revision Requested	Odum, Sarah A.	11/18/2013 10:15 AM	College Approval
Submitted	Zirkle, Christopher J	11/18/2013 10:43 AM	Submitted for Approval
Approved	Zirkle, Christopher J	11/18/2013 12:54 PM	Ad-Hoc Approval
Revision Requested	Wheaton, Joe Edward	11/19/2013 09:36 AM	Unit Approval
Submitted	Barnes, Amy Catherine	11/19/2013 09:43 AM	Submitted for Approval
Approved	Wheaton, Joe Edward	11/19/2013 03:47 PM	Unit Approval
Revision Requested	Odum, Sarah A.	11/20/2013 09:08 AM	College Approval
Submitted	Barnes, Amy Catherine	11/20/2013 02:26 PM	Submitted for Approval
Approved	Wheaton, Joe Edward	11/20/2013 08:31 PM	Unit Approval
Approved	Odum, Sarah A.	12/04/2013 10:39 AM	College Approval
Pending Approval	Vankeerbergen, Bernadette Chantal Nolen, Dawn Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole Hanlin, Deborah Kay	12/04/2013 10:39 AM	ASCCAO Approval

Crossing Boundaries: A Journey towards Intercultural Leadership Identity Development

Course Coordinator

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Course Instructor

I. Course Description

This course is built on intellectual and experiential engagement with issues of difference, diversity, social justice, and alliance building. In a multicultural society that is culturally diverse yet socially stratified, discussions about difference, community and conflict are important to facilitate understanding among different social and cultural groups. This course will explore a broad range of social identities. In this course, students will understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens/leaders.

The course is focused on all aspects of social identity, including but not limited to race/ethnicity, gender, sexual orientation, religion, socioeconomic status, and national origin. We will explore the topics of identity, social justice, and diversity through these various lenses. As we discuss and learn about different aspects of social identity, we will discuss the impact different social identities have on our understanding of the world.

Overall, the course will be guided throughout by the following questions:

1. How have you come to learn about race/gender/sexuality/religion? How has this shaped your world view?
2. In what ways can you use the information gained in this course to become an actively engaged, socially just global citizens/leaders within the Buckeye, Columbus, and greater communities?

This course will meet a General Education (GE) requirement for Cultures and Ideas along with Diversity: Social Diversity in the United States. This course also fulfills the requirement for the leadership minor.

II. Course Objectives:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Through writing based on reading assignments and class discussions, students will be able to

- Analyze and interpret major forms of human thought, culture, and expression.
- Evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This will be accomplished via the final paper, group project, the group project reflection paper, and the journal entry focused on a personal experiences (see journal entry #4 later in syllabus)

Students will begin to develop an understanding of major social justice concepts (e.g., power, privilege, difference, microaggressions)

Through writing as well as individual and group reflections based on readings assignments and class discussions, students will be able to

- Identify micro-aggressions within their daily lives and within society as a whole.
- Identify ways in which they can challenge or address systems of power and privilege.
- Define power, privilege, value systems and difference and be able to identify their different forms.

- Describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.

This will be accomplished via journal entries focus on micro-aggressions and power (see journal entry #2 and 4), journal entries focused on campus resources (see journal entry #1, 5), the group project, civic responsibility paper, and final paper.

Students will understand and have an appreciation for individuals different from themselves

By engaging in a group project as well as assigned papers based on class readings, students will be able to:

- Recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.
- Demonstrate a personal ethic geared towards civic responsibility.
- Demonstrate an appreciation for other points of view and other cultures.
- Recognize the commonalities and differences that exist among people and cultures and how these factors influence their relationship with others.
- Recognize the influence of culture on communication and be willing to address any difference of one's own culture and communication style.

This will be accomplished via attendance and active participation, the Who am I paper, journal entry focused on the social diversity wheel (see journal entry #3 below) the civic responsibility paper, group project reflection paper, and final paper.

Students will learn to value their own self-identity and the identities of others different from them.

By engaging in class discussion and with group projects, students will be able to

- Use observation, conflict management, dialogue, and active listening as a means of understanding and engaging with others.

This will be accomplished via attendance and active participation as well as the group project.

Students will grasp their role within greater society and how they can work to create social justice

Through written assignments synthesizing class readings, discussions, and group work, students will be able to:

- Discuss how they will maintain socially just global citizenship / leadership as part of their lifelong learning.

This will be accomplished via the civic responsibility and final paper.

III. Course Readings

Adams, M., Blumenfeld, W. J., Castañeda, C., Hackman, H. W., Peters, M. L., & Zuñiga, X. (Eds.). (2013). *Readings for diversity and social justice* (3rd ed.). New York: Routledge.

Additional readings can be found on Carmen.

IV. Respect for Diversity

Diversity includes, but is not limited to race, ethnicity, national origin, tribal affiliation, sex, gender, gender-expression/identity, sexual orientation, socioeconomic status, age, physical abilities or religious affiliation. Students are encouraged to think critically about diversity and about the social privileges they are afforded. Students are encouraged to expand their knowledge of other cultures. It is important that we

honor individual differences by (a) listening and respectfully responding to individuals with varied beliefs and backgrounds, and (b) discussing conflicting viewpoints in a calm and respectful manner.

V. Accommodations

Students with disabilities that have been certified by the **Office for Disability Services** (www.ods.ohio-state.edu) will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901.

VI. Academic Misconduct

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://studentaffairs.osu.edu/resource_csc.asp).

Plagiarism is representing someone else's words or ideas as your own. It is a form of academic dishonesty and it is not tolerated. Plagiarism includes, but is not limited to: handing in someone else's work as your own; taking credit for ideas that are not your own; including in your work phrases, sentences, paragraphs or any text from a book, article, or web site without marking the text as a quotation and citing the source; and paraphrasing text from a source (i.e., taking an idea from a source while not quoting it exactly) without citing the source. Any student found to have plagiarized on any assignment may receive a failing grade for the quarter.

Additionally, the instructor will notify the Committee on Academic Misconduct. See http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm for further discussion of plagiarism.

VII. Course Requirements

This course is offered for 3 credit hours. The following requirements must be met to receive credit.

GRADES AND REQUIREMENTS: This is a 3-credit, letter-graded course. All papers must be typed, double-spaced, 12-point Times New Roman font, with 1-inch margins all around. The final course grade will be based on the following requirements:

Attendance and Participation (25% of your grade)

Journals and Readings (20%)

Who Am I? Paper (5%)

Civic Responsibility Paper (15%)

Group Project (10%) and Reflection (5%)

Final Paper (20%)

Attendance and Participation (25% of your grade)

The success of this course rests largely on your informed, honest, and active involvement. Dialogue cannot occur without you. Therefore, attendance and participation will influence your course grade in the following ways:

First, because of the importance of attendance, students who have more than one unexcused absence will be ineligible for an "A" grade in the course.

Reasons for excused absences include:

- *Serious Illness and Family Emergencies*: Please inform your instructors as soon as possible (in advance of class meetings, if possible) if health or family emergencies arise. Make-up work may be assigned in some instances of these excused absences.
- *Cultural and Religious Holidays*: Persons who have religious or cultural observations that conflict with dialogue meetings should let their facilitators know by **INSERT DATE** so we can make sure that you will not be penalized for missing class. We strongly encourage you to honor your cultural and religious holidays. However, if we do not hear from you by **INSERT DATE**, we will assume that you plan to attend all dialogue sessions, and full attendance will be required.

Second, you will earn points each week for active engagement in class. In awarding these points, we realize that modes of contribution may be different for different people, and that different cultures have different norms about how best to contribute in dialogue situations. This course will recognize the varieties of ways that individuals and groups contribute to class. Quantity of talk is not in itself the basis for evaluating participation; the quality of input, the consistency and depth of reflection; and the demonstration of active listening are important components of dialogue. Good participants also support and help others to participate.

This is the daily point system that will be used for the attendance-participation portion of the course:

2 points: Arrives on time; participates in activities; contributes well to dialogue; makes effective use of dialogic skills (including listening skills); links comments to readings where appropriate, and otherwise genuinely contributes to dialogue with others. Does not engage in any social media or technology (e.g., texting, Facebook, or on unrelated internet site) during class.

1 point: Present; may be between 5 and 15 minutes late to class; participates in activities, but does not contribute very effectively to the larger dialogue. Occasionally engages in social media or technology during class.

0 points: Absent, more than 15 minutes late to class, or is completely unengaged.

Attendance-participation points will count toward your grade in the following manner (there are 56 possible points):

50 or more points: full 25% awarded ("A" level for this part of the course)
45-48 points: 22% ("B" level)
39-44 points: 19% ("C" level)
34-38 points: 16% ("D" level)
33 or below: 13% ("E" level)

Journals and Readings (20% of your grade)

For the first half of class, you will be asked to complete readings and write journals in order to help clarify your thoughts in preparation for class and experiential activities. **Additionally, the overall goal of these journals is to help you to explore different aspects of diversity and explore the ways these can impact your daily life.** Please complete and reflect on weekly assigned readings and handouts/activities *prior* to the relevant class meeting. Each learning journal should be **4-2 2-3** pages. Please bring turn in a hard copy of your journal **PRIOR** to the start of each class. Importantly, your journals should reflect serious and deep thought, and should help you engage more fully in dialogue.

Points for weekly journals-readings will be awarded according to the following system:

2 points: On time, exhibits depth of thought and genuine engagement with issues. Uses relevant readings and materials to explore ideas.

1 point: Satisfactory, but somewhat superficial in thought or applications of readings; or late.

0 points: Unsatisfactory, or more than one week late.

Journal-readings points will count toward your grade in the following manner (there are 16 possible points):

15 or more points: full 20% awarded ("A" level for this part of the course)
13-14 points: 17% ("B" level)
11-12 points: 15% ("C" level)
9-10 points: 13% ("D" level)

8 or below: 11% ("E" level)

You will complete a total of 8 journals for this class. The order in which you submit them is up to you, but through the course of the semester, you must submit journal entries covering the following. (Also please note that you must complete #2 and #4 twice)

1. The goal of this activity is to help students be able to illustrate how diversity and social justice impact life outside of the classroom. Attend one of the MCC co-curricular programs. A list of possible programs can be found at (<http://www.mcc.osu.edu/events-and-programs/community-dialogues/>). Reflect on your experience in program. What did you learn? How can you use the information in the future?
2. Respond directly to one of the reading for class. How did the reading change your thinking? Please make sure to directly reference specific aspects of the reading. Full credit will be to those journals that provide an in-depth and thorough interpretation of the reading while also relating the information back to your daily life. MUST BE COMPLETED TWICE
3. Pick one aspect of the social identity wheel. Choose a trait from that wheel that you do not already have. (For example, if you are able-bodied, choose being in a wheelchair.) Reflect on what your experience might be on campus if you had that trait. What challenges would you have? What are some positive reasons to be associated with that social identity? Full credit will be given to those journals fully explore positive and negative aspects of the social identity chosen equally and to those journals that can relate those aspects to one's daily life.
4. Describe a recent incident where you have seen power/privilege. Reflect on that experience. How did you react in that moment? Was that an appropriate way to react? Why or why not? Full credit will be given to those entries that clearly justify why certain actions would be appropriate given the situation provided. MUST BE COMPLETED TWICE.
5. Learn more about a resource on campus that could further your understanding on this topic. (You CANNOT use the Multicultural Center). How can this resource help? What kind of information can this resource provide? (Please see your instructor if you have trouble finding a resource). Full credit will be given to those journals that completely summarize the resource and relate to how the resources can help themselves or others.
6. Please attend a cultural event related to these topics. Examples of these types of activities include a movie, music performance, art exhibit. What did you learn from attending this event? How do you think these concepts of power, privilege and social identity impacted these cultural works? Full credit will be given to those papers that fully incorporate the major topics in the course with the cultural event that you attended. Please submit proof of attendance at the event with your paper. If you have problems finding an event to attend, please see your instructor.

3. Who am I? Paper (5% of total)

For this 2-3 page paper, you will further explore your social identities. Use the social identity wheel as a starting point. Discuss at least 2 of your social identities. (Although you can discuss them all if you would like!) How did you come to learn about those identities? What kind of messages (both positive and negative) have you been given about those identities? What aspects of your identity do you hope to learn more about in the course? Full credit will be given to papers that demonstrate an in-depth and serious reflection that is grounded in personal experiences and to papers that explain fully what you want to learn from the course.

4. Group Project (15% total)

The goal of this assignment is for you to evaluate the impact that power and privilege has within social media and to provide a rationale on how you would react to different micro-aggressions. You will be assigned into groups for this project. Find at least 5 examples of micro-aggressions using at least 2 different types of social media (e.g., twitter, Facebook, Tumblr, Pinterest). Explain who is the target of the micro-aggression and why your group believes it is an example of a negative remark. Provide an example of how you might respond to such a comment. Your presentation should be between 15 - 20 minutes long and each member of the group should speak at least once during the presentation. Your presentation must also use PowerPoint or Prezi. Your classmates will also be providing feedback for you on your presentation.

Some points to keep in mind:

- Please use general rules of good PowerPoint etiquette. (<http://www.businessmanagementdaily.com/5880/7-rules-for-powerpoint-simplicity>)
- Points will be deducted if you go over the time limit
- Groups will be between 3-5 students depending on the overall size of the class.
- Delete or hide any personal information if you share comments made on social media

You will be graded on the following criteria:

- Quality of micro-aggressions chosen (do you clearly articulate why they are micro-aggressions and which group is targeted?)
- Quality of response (do you address the micro-aggression in an appropriate and meaningful way?)
- Use of PPT etiquette and adherence to general assignment guidelines (Did everyone speak? Did you use two different types of social media? Did you follow the time limit?)
- Feedback from peer reviews
- Overall quality of presentation

The presentation will count for 10% of your overall grade. Additionally, you are expected to write a ~~4-2~~ 2-3 page reflective paper on your experience in the group. In this paper, you are expected to discuss how you were engaged in the group. What impact did your social identities have on the group dynamics? If there were conflicts, how were they resolved? What successes did your group have? This paper will account for the additional 5% of your grade on this project. **Please make sure to incorporate readings from the course into your group project reflection. Full credit will be given to those papers that use the readings as a foundation for their interpretations of their group interactions.**

5. Civic Responsibility Paper (15%)

The goal of this paper is to explore your personal definition of civic responsibility. In 2-3 pages, explain what civic responsibility means to you. What does it mean to be an effective citizen/leader? Why is active citizenship particularly important within society? How do you plan on being an engaged citizen/leader after completion of this course? Use the activities from class and readings as a foundation for your paper. **There is no right or wrong answer to this question.** Full credit will be given to papers that **use the readings as a foundation to** fully explain your definition of civic responsibility and provide details on how you plan on engaging in citizenship after completion of the course.

6. Final Paper (20%)

A 6-8 page, typed, final paper is due **by INSERT DATE**; no unexcused late papers will be accepted for full credit (one letter grade will be deducted per day late). Only on a case-by-case basis will papers be accepted late and only under extenuating circumstances. The paper will be self-reflective, analyze your learning and experiences in the dialogue, and incorporate references to assigned readings. Details of the paper, including content and additional grading criteria will be distributed. Consultation in advance of the final full draft is available by email or in-person.

Grade Scale

A	94-100%
A-	90-93.9%
B+	86-89.9%
B	84-85.9%
B-	80-83.9%
C+	76-79.9%

C	74-75.9%
C-	70-73.9%
D+	66-69.9%
D	64-65.9%
D-	60-63.9%
E	<60%

Course Outline – Session Objectives, Readings, and Assignments

INSERT DAY/TIME

Week / Class	Content	Due BEFORE class
Week 1, Class 1	Introduction to course Review syllabus and assignments Social identity wheel Hopes and fears	Complete online survey before next class
Week 1, Class 2	Establish class norms Testimonials	<p>Who am I? Paper DUE</p> <p>Readings:</p> <ul style="list-style-type: none"> • Kirk, G. & Okazawa-Rey, M. Who Am I? Who Are My People? • Armino, J. Waking Up White • Truth, S. Ain't I a Woman* • Kaye/Kantrowitz, M. The Rising Costs of Whiteness • Fayad, M. The Arab Woman and I • Meiner, J.C. Memoirs of a Gay Fraternity Brother* • Cicero, L. Secret Agent – Why Queer Invisibility Matters* • hooks. Coming to Class Consciousness*
Week 2, Class 1	Unpacking power and privilege	<p>Readings:</p> <ul style="list-style-type: none"> • Johnson, A.G. The Social Construction of Difference • Harro, B. The Cycle of Socialization • McIntosh, P. White Privilege: Unpacking the Invisible Knapsack* • Coloradans for Immigrant Rights. Citizenship Privilege* • Carbado, D.W. Privilege • Killermann, S. 30+ Examples of Middle-to-

		Upper Class Privilege* <ul style="list-style-type: none"> • <i>Tactics of Power/Control Worksheet*</i>
Week 2, Class 2	Micro-aggressions	Journal #1 DUE Readings: <ul style="list-style-type: none"> • Bell, L.A. Theoretical Foundations • Hardiman, R., Jackson, B.W., and Griffin, P. Conceptual Foundations (cont'd). • Smooth, J. How I Learned to Stop Worrying and Love Discussing Race (TED Talk)
Week 3, Class 1	Understanding Race / Ethnicity	Readings: <ul style="list-style-type: none"> • Omi, M. Racial Identity and the State: Contesting the Federal Standards for Classification* • Williams, P.J. The Emperor's New Clothes • Prewitt, K. <i>Fix the Census' Archaic Racial Categories</i>
Week 3, Class 2	Racism	Journal #2 DUE Readings: <ul style="list-style-type: none"> • Tatum, B.D. Can we Talk? • Roppolo, K. Symbolic, Racism, History, and Reality: The Real Problem with Indian Mascots • Gansworth, E. Identification Pleas • Aviles, Q. My Tongue is Divided in Two
Week 4, Class 1	Understanding Sexual Orientation	Readings: <ul style="list-style-type: none"> • Sexual Orientation & Gender Identity Definitions* • Genderbread worksheet*
Week 4, Class 2	Heterosexism	Journal #3 DUE

		<p>Readings:</p> <ul style="list-style-type: none"> • Blumenfeld, W.J. How Homophobia Hurts Everyone • Lim-Hong, S. Dragon Ladies, Snow Queens, and Asian-American Dykes: Reflections on Race and Sexuality*
Week 5, Class 1	Understanding Gender	<p>Readings:</p> <ul style="list-style-type: none"> • Lorber. J. Night to His Day: The Social Construction of Gender • Johnson, A.G. Patriarchy, the System: An It, Not a He, a Them, Or an Us • Marksamer, J. & Vade, D. Trans 101
Week 5, Class 2	Sexism	<p>Journal #4 DUE</p> <p>Readings:</p> <ul style="list-style-type: none"> • Kirk, G. & Okazawa-Rey, M. He Works, She Works, But What Different Impressions the Make* • Neely, R. Promises Made •
Week 6, Class 1	Understanding Class	<p>Readings:</p> <ul style="list-style-type: none"> • Mantsios, G. Class in America – 2006 • Jaffe, S. Is the Near-Trillion-Dollar Student Loan Bubble About to Pop? • Kochhar, R., Fry, R., Taylor, P. Wealth Gaps Rise to Record Highs Between Whites, Blacks, Hispanics: Twenty-to-One
Week 6, Class 2	Classism	<p>Journal #5 DUE</p> <p>Readings:</p> <ul style="list-style-type: none"> • Pittleman, K. & Resource Generation. Deep Thoughts About Class Privilege

		<ul style="list-style-type: none"> • Leonhardt, D. In Climbing the Income Ladder, Location Matters. *
Week 7, Class 1	Understanding ability	Readings: <ul style="list-style-type: none"> • Mullins, A. The Opportunity of Adversity (TED talk) • Wolanin, T.R. Students with Disabilities: Financial Aid Policy Issues
Week 7, Class 2	Ableism	Journal #6 DUE Readings: <ul style="list-style-type: none"> • Egan, L. I am Not a Person with a Disability, I am a Disabled Person*
Week 8, Class 1	Unpacking national origin	Readings: <ul style="list-style-type: none"> • Hernandez, I., Mendoza, F., Lio, M., Latthi, J., Eusebio, C. Things I'll Never Say: Stories of Growing Up Undocumented in the United States*
Week 8, Class 2	Unpacking national origin	Journal #7 DUE Readings: <ul style="list-style-type: none"> • The Ohio State University. International Undergraduate Student Experience: Inside and Outside the Classroom*
Week 9, Class 1	Unpacking religion and anti-Semitism	Readings: <ul style="list-style-type: none"> • Schlosser, L.Z. Christian Privilege • Eck, D. Working it Out
Week 9, Class 2	Unpacking religion and anti-Semitism	Journal #8 DUE Readings: <ul style="list-style-type: none"> • Pew Foundation: US Religious Landscape Survey *
Week 10, Class 1	What does all of this mean?	Readings: <ul style="list-style-type: none"> • Harro, B. The Cycle of Liberation
Week 10, Class 2	Civic Engagement	Readings: <ul style="list-style-type: none"> • Johnson, A.G. What Can We Do?

		<ul style="list-style-type: none"> Jenkins, A. When it Comes to Civic Engagement Young People Know Better Than to Hit It and Quit It*
Week 11, Class 1	Civic Engagement	Readings: <ul style="list-style-type: none"> McCoy, M. & Scully, P. Deliberative Dialogue to Expand Civic Engagement: What Kind of Talk Does Democracy Need?*
Week 11, Class 2	Group Presentations	
Week 12, Class 1	Group Presentations	Civic Responsibility Paper DUE
Week 12, Class 2	Hot Topics	Group paper reflections DUE Readings: TBD
Week 13, Class 1	Hot Topics	Readings: TBD
Week 13, Class 2	What does it mean to be a global citizen/leader?	Readings: <ul style="list-style-type: none"> Olds, K. Global Citizenship – What are We Talking About and Why Does it Matter? * Smith, R. Social Struggle
Week 14, Class 1	What does it mean to be a global citizen/leader?	Readings: <ul style="list-style-type: none"> Buccos, J. Global Citizenship in the Classroom (TED Talk)
Week 14, Class 2	How do we take this forward?	FINAL PAPER DUE

How so the course objectives address the GE category and expected learning outcomes?

Cultures and Ideas: The overall course objective within ES HESA 2577 is to educate students on ways they can become socially-just, global citizens and leaders within the campus, Columbus, and greater communities. In order to reach this objective, students must develop an understanding of human cultures and must also learn how their personal behavior and their personal culture affects their relationship to others, which are the two expected learning outcomes within this category. If they reach these outcomes, students should have the skills they need to be socially-just citizens and leaders.

Social Diversity in the United States: For students to have the skills to be productive global citizens, students need to have an understanding of different aspects of social identity and have an understanding of the different ways in which social diversity affects their values and beliefs. Within the course, students will explore the aspects of social identity that are stated in the learning outcomes for this GE category. Specifically, students will explore issues around race, gender, sexual orientation, class, ability, religion, and national origin.

How do the readings assigned address the GE category expected learning outcomes?

Overall, the course readings include a combination of both theory (e.g., hooks (Coming to Class Consciousness) and Johnson (The Social Construction of Difference), research (e.g., McCoy and Scully), and personal narratives (e.g., Truth (Ain't I a Woman)).

The readings in the course cover the different aspects of culture and social diversity. The theoretical readings provide foundational knowledge and provide additional contexts to the class discussions. The purpose of including personal stories is to provide students with the opportunity to learn about different cultural perspectives and points of view beyond the cultures and perspectives of those in the class. The research articles demonstrate how work is continuing in this area and shows students the direction of future social justice work. Overall, the purpose of the readings is for students to gain a broad overview of the topic. These readings are the foundation for class discussion and future papers.

How do the topics address the GE category expected learning outcomes?

Cultures and Ideas: In the course, students explore the major social justice concepts, including power, privilege, difference and microaggressions. Additionally students discuss how these concepts affect their daily lives and affect the lives of others. Throughout the course, students apply these concepts within various lenses, including but not limited to race, class, gender, sexual orientation, religion, and ability. At the end of the course, students are asked to discuss and reflect on how these concepts influence their own individual culture as well as the culture of others.

Social Diversity in the United States: The course is structured around the different aspects of diversity outlined in the expected learning outcomes. In addition, at the beginning of the course, students complete activities that focus on their individual social identity and throughout the course explore how their own attitudes about race, sexual orientation, gender, class, ability, religion and national origin impact their relationship to themselves and others.

How do the written assignments address the GE category expected learning outcomes?

Cultures and Ideas: The written assignments ask students to discuss and explore different aspects of their own social identity and culture. Additionally with the civic responsibility paper, students must discuss how they plan to take the material they learned in the course and integrate it into their daily lives.

Social Diversity in the United States: The written assignments ask students to explore their own social identity and the potential impact their social identity might have in relationship to others. In their final paper, the students will also be asked to synthesize the material in the course and integrate what they have learned about social diversity, their own social identity. Finally, in the paper, they will be asked to write on how they will continue to incorporate the material into their daily lives.

**GE Assessment Plan
ES HESA 2577**

Methods to evaluate learning:

Please see attached survey that will be administered to students at the beginning and the end of the course. Evidence of how students meet the goals and learning outcomes of each category are outlined below.

Cultures and Ideas:

Goal or Learning Outcome	Items from survey to assess goal or learning outcome (see attached survey)	Written assignments addressing goal or learning outcomes
<p>Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.</p>	<p>I can have a meaningful conversation with someone whose social identity is different from my own. I see how power, privilege, value systems and difference play out in my life and in the lives of others. I am able to identify ways in which I can challenge or address systems of power and privilege.</p>	<p>Journal Entry #4 (explore power/privilege) Group Project reflection paper Civic Responsibility Paper Final Paper</p>
<p>Learning Outcome: Students analyze and interpret major forms of human thought, culture, and expression</p>	<p>I am capable of resolving conflict with someone whose social identity is different from my own. I am comfortable addressing issues of power and privilege.</p>	<p>Group Project Journal Entry #2 (Respond to a reading in class)</p>
<p>Learning Outcome: Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.</p>	<p>I can define power and privilege. I can identify micro-aggressions that occur in my life. I can have a meaningful conversation with someone whose social identity is different from my own. I am able to recognize the ways in which my communication style can influence others. I am capable of resolving conflict with someone whose social identity is different from my own.</p>	<p>Group Project Final class paper</p>

Social Diversity in the United States:

Goal or Learning Outcome	Items from survey to assess goal or learning outcome (see attached survey)	Written assignments addressing goal or learning outcomes
<p>Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.</p>	<p>I can define power and privilege. I can identify micro-aggressions that occur in my life. I will continue to explore the topic of global citizenship beyond this class. It is important for me to learn more about the topic of global citizenship.</p>	<p>Civic Engagement Paper Final Paper</p>
<p>Learning Outcome: Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.</p>	<p>I recognize similarities and differences across different social identity groups. I am aware of the commonalities and differences that exist among people and cultures.</p>	<p>Who Am I? Paper Journal Entry #3</p>
<p>Learning Outcome: Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.</p>	<p>I am able to appreciate other points of view. I can have a meaningful conversation with someone whose social identity is different from my own.</p>	<p>Civic Engagement Paper Final Paper</p>

Level of student achievement expected:

Success on the survey will be defined as a majority of the students stating that they "strongly agree" or "agree" with the statements.

Overall, for each of the written assignments, a thoughtful, well-written paper will include:

- Integrative, coherent and well-organized writing;
- Clear, concise and complete answers to assignment prompts (see below for assignment prompts);
- Specific examples and detailed descriptions of learning experiences that were important for you;
- Reflections on your thought processes while you were in the course;
- Clear and precise connections between readings, concepts, and examples from the course.

For the Rubric for the Group Project, please see the attached document.

Journal Entry #2 Question Prompts

- Respond directly to one of the reading for class. How did the reading change your thinking?

Journal Entry #3 Question Prompt

- Pick one aspect of the social identity wheel. Choose a trait from that wheel that you do not already have. (For example, if you are able-bodied, choose being in a wheelchair.) Reflect on what your experience might be on campus if you had that trait. What challenges would you have? What are some positive reasons to be associated with that social identity?

Journal Entry #4 Question Prompt

- Describe a recent incident where you have seen power/privilege. Reflect on that experience. How did you react in that moment? Was that an appropriate way to react? Why or why not?

Who Am I? Paper

- Discuss at least 2 of your social identities.
- How did you come to learn about those identities?
- What kind of messages (both positive and negative) have you been given about those identities?
- What aspects of your identity do you hope to learn more about in the course?

Group Project Reflection Paper

- What impact did your social identities have on the group dynamics?
- If there were conflicts, how were they resolved?
- What successes did your group have?

Civic Responsibility Paper

- Explain what civic responsibility means to you.
- What does it mean to be an effective citizen?
- Why is active citizenship particularly important within society?
- How do you plan on being an engaged citizen after completion of this course?

Final Paper

- Please see attached document

Follow-up/Feedback Process:

The information from the survey will be compiled by the Center for the Study of Student Life (CSSL). CSSL will securely store and archive the data. Additionally, the information from the written assignments will be compiled informally. Hard copies of the written assignments will be returned to the students. Electronic assignments will be kept on Carmen for one additional semester. Overall, the information from the survey and written assignments will be used as needed to adjust course assignments and if needed, delete or add assignments so that the assignments are in line with the learning outcomes for the course.

Course Goals Survey

Please rate the extent to which you agree or disagree with each of the following items:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I feel that I can communicate effectively across different cultures and social identities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I recognize similarities and differences across different social identity groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the commonalities and differences that exist among people and cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to appreciate other points of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to recognize the ways in which my communication style can influence others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can have a meaningful conversation with someone whose social identity is different from my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am capable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Course Goals Survey

of resolving conflict with someone whose social identity is different from my own.					
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Please rate the extent to which you agree or disagree with each of the following items:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I can define power and privilege.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can explain systems of power and privilege to another person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see how power, privilege, value systems and difference play out in my life and in the lives of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to identify ways in which I can challenge or address systems of power and privilege.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable addressing issues of power and privilege.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Course Goals Survey

Define micro-aggression:

List 2 microaggressions that you have experienced yourself.

Where do we find micro-aggressions occurring? List 2 places.

Please rate the extent to which you agree or disagree with each of the following items:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I can identify micro-aggressions that occur in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can explain to another person what micro-aggressions are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to address bias and discrimination when it arises.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable addressing bias and discrimination when it arises.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Course Goals Survey

Please indicate the extent to which you agree with the following items:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I can identify ways that I can engage/give back to/serve my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know the importance of giving back to my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I define civic responsibility as:

Please indicate the extent to which you agree with the following items:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I will continue to explore the topic of global citizenship beyond this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important for me to learn more about the topic of global citizenship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What is your gender?

- Female
- Male
- Transgender
- Self-defined
- Prefer not to answer

Course Goals Survey

What is your race/ethnicity? (Please check all that apply)

- African American/Black or African descent
- Asian American/Asian (East, South, Southeast)
- Hawaiian/Pacific Islander
- Latino(a)/Hispanic
- Native American/American Indian/Alaska Native
- Middle Eastern/Arab American
- White/European American
- Prefer not to answer
- Other (please specify) _____

What is your year in school?

- First-year undergraduate
- Second-year undergraduate
- Third-year undergraduate
- Fourth-year undergraduate
- Fifth-year undergraduate
- Graduate (Master's)
- Graduate (Professional)
- Graduate (Doctoral)
- Other

Are you an international student?

- Yes
- No

Are you, or have you been, a member of the United States military?

- Yes
- No

What is your sexual orientation?

- Bisexual
- Heterosexual
- Lesbian or gay
- Questioning
- Prefer not to answer

Course Goals Survey

What is your religious affiliation?

- Buddhist
- Christian
- Hindu
- Jewish
- Muslim
- Other
- Unaffiliated (e.g. Atheist, Agnostic, none)
- Prefer not to answer

College:

- Exploration
- Architecture
- Arts and Sciences
- Fisher College of Business
- Continuing Education
- Dentistry
- Education and Human Ecology
- Engineering
- Environment and Natural Resources
- Food, Agricultural, and Environmental Sciences
- Medicine
- John Glenn School of Public Affairs
- Moritz College of Law
- Optometry
- Pharmacy
- Public Health
- Social Work
- Veterinary Medicine
- Regional Campus
- Other



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October 18, 2013

Joe Wheaton, Associate Chair
Department of Educational Studies
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Columbus, OH 43210

Dear Joe,

Thank you for sending the revised syllabus for ES HESA 2577 and the additional documents that detail the assignments and some of the reading list for the course. Given the further information provided, we can now offer concurrence for this course earning GE credit for two areas, Cultures and Ideas and Social Diversity in the US.

Yours,

A handwritten signature in black ink, appearing to be "Barry Shank", written over a large, scribbled-out area.

Barry Shank
Professor & Chair

Group Project Rubric

	What would an excellent example look like?	What would an acceptable example look like?	What would an unacceptable example look like?
quality of microaggressions chosen (do you clearly articulate why they are microaggressions and which group is targeted?)	does this for all 5 examples; has clearly stated and articulated reasons why they are microaggressions and clearly identifies the targeted group.	does this for at least 3 of 5 examples	does this for 2 or fewer examples
quality of response (do you address the microaggression in an appropriate and meaningful way?)	does this for all 5 examples (has clearly outlined steps for addressing each microaggression that is appropriate for a given situation; considers that students have an obligation to point out the microaggression to others and considers a plan of action to ensure the microaggression does not happen again).	does this for at least 3 of 5 examples	does this for 2 or fewer examples
Use of PPT etiquette and adherence to general assignment guidelines (did everyone speak? did you use two different types of social media? did you follow the time limit?)	adherence to all of the general PPT guidelines equal time given to all group participants stays within time guidelines	everyone spoke during the presentation has 1-2 guidelines that they don't follow Goes no more than 1-2 minutes over presentation timeline	does not follow time guidelines not everyone spoke does not follow any of the PPT guidelines
feedback from peer reviews	feedback from class peers is consistent. and supports that the group has met all of the other criteria for an	feedback from group is mixed with a	feedback from group is

	excellent example.	combination of positive and negative comments.	consistently negative.
overall quality of presentation	all presenters are clear and articulate during their presentations. Minimal use of interrupting words (ums, ahs etc)	occasional use of interrupting words	consistent use of interrupting words during presentation.

GUIDELINES FOR FINAL REFLECTION PAPER (20%)

The goals for this paper are the following:

1. Reflect on your experiences in class and integrate your learning from all aspects of the course, including the assigned readings, weekly journals, class activities, and dialogue discussions.
2. Explore how social diversity has impacted your daily life and how power and privilege play out in US society.
3. Support how learning about different aspects of social identity and social diversity in the US in this course will affect your behavior in the future.

No unexcused late papers will be accepted for full credit (one letter grade [3 points] will be deducted per day late).

❖ Paper Requirements:

Length: The final paper should be 6-8 pages long (double-spaced), using 12-point Times New Roman font and 1-inch margins all around.

Inclusion of Readings: Please use readings to support, clarify, and contextualize your ideas.

We want to see that you have not only read and understood assigned readings, but also thought about them in relation to your own experiences and learning in the course. A strong paper will incorporate at least 6 readings of your choice from the assigned course readings. **Papers that include fewer than four readings will be penalized.** Be sure to cite readings appropriately by naming the author either in the sentence or in parentheses following the sentence.

❖ Grading Criteria:

Because students learn different things in different ways, there are no “right or wrong” answers to the guiding questions. Papers will be evaluated on content depth and quality – not on one’s opinions. A thoughtful, well-written paper will include:

- Integrative, coherent and well-organized writing;
- Specific examples and detailed descriptions of learning experiences that were important for you;
- Reflections on your thought processes while you went through the course;
- Analyses of your experiences and learning through the concepts of social identities, socialization, group status, personal and social change among others;
- Clear and precise connections between readings, concepts, and examples from dialogue.

Guiding Questions:

Your paper should integrate your reflections on the questions into a comprehensive essay that reads coherently and smoothly rather than relying on a “question-answer” format. *Each of the four themes is equally important, and hence, contributes equally to your final grade for the paper.*

1. You and the Group

1. What were your hopes and fears for this class, how were those hopes and fears met or not met in this group, and why?

2. How would you describe the group in terms of quality of interactions, sharing feelings and perspectives, feeling of trust, sense of community, asking difficult questions and working with disagreements or conflicts? Did that change over time?

2. Learning about Social Identities

1. Describe your understanding of your own identity before you entered the class, and how you understand it now that the class has ended.
2. What insights have you gained about the advantages and disadvantages available to you and others based on your social group membership(s)?
3. What did you learn about other social identities? How has this information impacted your interactions with others?

3. Exploring Differences and Disagreements

Describe a disagreement or difference of perspectives that occurred in the course that was significant for you.

1. What were the different viewpoints and feelings during the episode? What role did individuals' social identities play in the course at this point? How did this particular disagreement or difference affect the group?
2. What were your own views and feelings on the topic? What choices did you make about how you wanted to participate in this conversation and why? What did you learn about yourself in this disagreement that you will take with you in future interaction?
3. To what degree do you think that these differences and disagreements reflect the diversity within the United States? How can you take what you learned about differences and apply them to when you interact with others in daily life?

4. Looking Back, Moving Forward

1. What intergroup relations skills have you learned (e.g., communicating with others, feeling and showing empathy for others, staying in dialogue when experiencing conflict with others, taking risks, and so on)? What aspects of the course contributed the most to this learning?
2. Thinking about this course, what lessons about collaborating across differences and taking action did you learn? How will you apply these lessons to your interactions with diverse groups?
3. Looking ahead, how do you see yourself applying your learning to your life on campus and society at large (particularly within the United States)? Describe a specific situation in which you hope to apply these skills and/or where you have already begun to apply these skills outside of class.

Plagiarism: As defined in University Rule 3335-31-02, 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.” It is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources’ always ask questions **before** you turn in an assignment if you are

uncertain about what constitutes plagiarism. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**