

Term Information

Effective Term Autumn 2022
Previous Value Spring 2020

Course Change Information

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

Request that International Studies 3450 Human Rights: An Introduction be approved under the new General Education curriculum as a Thematic Pathway Citizenship for a Diverse and Just World course. It has previously been approved for Distance Learning delivery.

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

The concept of human rights is closely linked to the status and citizenship of individuals in their societies and whether justice can be obtained on their behalf. Course content is being modified to more completely address the Goals and Expected Learning Outcomes in the new General Education curriculum.

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?)

No effect on the use of the class in existing International Studies majors and minors.

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 | International Studies |
| Fiscal Unit/Academic Org | UG International Studies Prog - D0709 |
| College/Academic Group | Arts and Sciences |
| Level/Career | Undergraduate |
| Course Number/Catalog | 3450 |
| Course Title | Human Rights: An Introduction |
| Transcript Abbreviation | HumRts |
| Course Description | Provides an interdisciplinary introduction to the conceptual history as well as the practice of human rights and its connection to global and domestic citizenship. It traces the evolution of the concept of rights, which emerges from modern revolutions and expands citizenship rights around the world, and explores how these events are connected with the emergence of global conceptions of rights. |
| <i>Previous Value</i> | <i>Provides an interdisciplinary introduction to the conceptual history as well as the practice of human rights. It traces the evolution of the idea of human rights, its adoption in international and domestic covenants, its role in domestic and international political disputes and its (non-)adoption by governments and civil society. Its essentially contested nature is also discussed.</i> |
| Semester Credit Hours/Units | Fixed: 3 |

Offering Information

| | |
|--|--|
| Length Of Course | 14 Week, 12 Week, 8 Week, 7 Week, 6 Week |
| Flexibly Scheduled Course | Never |
| Does any section of this course have a distance education component? | Yes |
| Is any section of the course offered | 100% at a distance |
| Grading Basis | Letter Grade |
| Repeatable | No |
| Course Components | Lecture |

| | |
|-----------------------------------|--|
| Grade Roster Component | Lecture |
| Credit Available by Exam | No |
| Admission Condition Course | No |
| Off Campus | Never |
| Campus of Offering | Columbus, Lima, Mansfield, Marion, Newark, Wooster |
| <i>Previous Value</i> | <i>Columbus</i> |

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

| | |
|-------------------------|---------------------------|
| Subject/CIP Code | 45.0901 |
| Subsidy Level | Baccalaureate Course |
| Intended Rank | Sophomore, Junior, Senior |

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
Citizenship for a Diverse and Just World

Previous Value

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

Course Details

Course goals or learning objectives/outcomes

- Understanding of the contested philosophical and historical origins of human rights
- Appreciation of the uneven institutionalization of human rights at the international level
- Identifying and distinguishing between moral and political interpretations of human rights
- Determining the effect of international hierarchies in the narrative and application of human rights

Content Topic List

- Origins of Human Rights
- Cosmopolitanism
- Institutionalizing Human Rights
- Universalizing Human Rights
- Issues in Human Rights
- Torture

Sought Concurrence No

COURSE CHANGE REQUEST
3450 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/28/2021

Attachments

- Valdez_HR_Syllabus_Autumn_2022_GE_citizenship_application (5-25-21).docx: Syllabus
(Syllabus. Owner: Meltz, Richard Lee)
- Valdez_submission-3450_citizenship_theme (4-27-21).pdf: How Addresses New ELOs
(GEC Model Curriculum Compliance Stmt. Owner: Meltz, Richard Lee)
- Valdez_HR_Syllabus_Autumn_2022_GE_citizenship_application (9-27-21).docx: Revised Syllabus
(Syllabus. Owner: Meltz, Richard Lee)

Comments

- Syllabus Updated per 9-21-21 feedback.
ELOs 1 through 3 are course-specific.
ELOs 4 through 11 incorporate new Gen Ed language. *(by Meltz, Richard Lee on 09/27/2021 01:37 PM)*
- Please see Panel feedback email sent 09/21/2021. *(by Hilty, Michael on 09/21/2021 04:37 PM)*

Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|---|---------------------|------------------------|
| Submitted | Meltz, Richard Lee | 06/07/2021 03:17 PM | Submitted for Approval |
| Approved | Kurtz, Marcus Jurgen | 06/07/2021 03:21 PM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 06/07/2021 05:01 PM | College Approval |
| Revision Requested | Hilty, Michael | 09/21/2021 04:37 PM | ASCCAO Approval |
| Submitted | Meltz, Richard Lee | 09/27/2021 01:38 PM | Submitted for Approval |
| Approved | Kurtz, Marcus Jurgen | 09/27/2021 01:49 PM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 09/28/2021 02:43 PM | College Approval |
| Pending Approval | Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea | 09/28/2021 02:43 PM | ASCCAO Approval |

**IS 3450 Introduction to Human Rights
(Asynchronous Online Course)**
The Ohio State University | Autumn 2022

Instructor:

Inés Valdez
Political Theorist
Associate Professor, Political Science
✉ valdez.39@osu.edu

Teaching Assistants:

Name
[Affiliation]
→ [TA's tasks]
✉

COURSE DESCRIPTION

This course provides an introduction to the question of human rights and its interaction with global and domestic citizenship. Throughout the semester, we will examine the conceptual history as well as the practice of human rights through interdisciplinary texts. This syllabus includes all the information you will need throughout the semester, including assignment prompts and grading policies. This format allows you to know well ahead of time the expectations of the course as well as the specific assignments you will have to complete.

COURSE GOALS

The goal of this course is, *first*, to develop in-depth knowledge of the scholarly literature on human rights and understand the evolution of the concept and its institutionalization as a political construction in constant development. A *second goal* is to develop analytical and critical thinking skills that will allow students to discern different theoretical understandings of human rights, and critically assess competing claims about human rights' implications over questions of citizenship and justice.

To achieve these goals, students are expected to complete the readings and all assignments and watch the online lectures fully. The course material is organized in two parts:

SESSIONS 1-11: CONCEPTUAL ISSUES IN HUMAN RIGHTS

In this section, students will engage with conceptual accounts of rights, sovereignty, citizenship, and international law in order to understand the intellectual and historical context in which human rights emerged and developed. We will consider alternative stories of origin and development of human rights as well as criticisms of concepts of rights themselves, foundational as they are to regimes domestic and global citizenship and human rights.

SESSIONS 14-21: CASE STUDIES OF HUMAN RIGHTS

In this section students will engage with four areas that have been traditionally addressed through the language of rights and citizenship: immigration, development, democratic transitions, and torture. We will study these questions through frameworks of rights as well as other critical approaches and will evaluate the power of rights as well as their weaknesses in supporting struggles against injustice in each of these realms.

COURSE AND GENERAL EDUCATION LEARNING OBJECTIVES

After taking this course, students will be able to:

1. Define and conceptualize human rights
2. Analyze how human rights are embedded in power and politics, including by understanding their uneven development and the myths constructed about their origins and development
3. Become critical readers of news about contemporary citizenship and human rights issues
4. Engage in critical and logical thinking about human rights and citizenship for a just and diverse world
5. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of human rights and citizenship for a just and diverse world, including by working cooperatively in groups and by planning, researching, writing, and revising a response paper
6. Identify, describe, and synthesize approaches or experiences as they apply to human rights and citizenship for a just and diverse world
7. 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
8. Describe and analyze a range of perspectives on what constitutes citizenship, how it differs across political, cultural, national, global, and/or historical communities, and how this relates to human rights
9. Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen
10. Examine, critique, and evaluate various expressions and implications of diversity equity inclusion, and explore a variety of lived experiences
11. 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 in the development and implementation of human rights

To achieve the aforementioned objectives, students will be required to think, engage in dialogue, and write in critical, imaginative and reflective ways about the material dealt with in class. Keeping up to date with the readings and lectures and participating respectfully and responsibly in discussion boards are crucial components of the learning process.

COURSE REQUIREMENTS

The scholarly literature agrees that engaging with the course material in multiple ways promotes learning. The course requirements have been designed to promote this goal, by incentivizing students to be active readers, attentive listeners, and engaged discussants throughout the semester. I encourage you to consider the assignments not as simple “busy work” but as complementary pieces that facilitate learning through engagement with the material and your peers, despite the lack of a shared physical classroom, and thus crucial to your success (in other words, when you complete group work and quizzes proficiently you will obtain a good grade, but their completion will also deepen your learning and thus improve your performance in the midterm and final exams).

1. **Pre- and post-session quizzes (15%)** ensure you keep up with readings and complete the lecture recordings;
2. **Groupwork (10%)** facilitates high level involvement with the material;

3. **Lock & Key assignments (10%)** facilitate a close reading of challenging texts (See Appendix B for instructions and prompts);
4. **Midterm and final exams (40% total)** test students' understanding of basic concepts;
5. **Response paper (15%)** develops and sharpens analytic and writing skills (See Appendix D for prompt and Appendix E for grading criteria);
6. **Participation (10%)** deepens your learning. Despite the online setting, I offer multiple opportunities for participation which include attentive listening of the lectures, commenting in discussion fora and replying/engaging with other students' comments, posting questions in the FAQs and discussion fora, and being prompt and professional in dealing with coursework.
7. **Extra credit (+ 5 points added to the final grade):** details about the opportunities for extra credit are posted on the "Extra Credit" module at the bottom of the home page.

Further, your participation grade will include your participation in group work (i.e., your participation grade will reflect negatively if you complete group work alone), the timely submission of ungraded assignments, of which you should think as tools to prepare you for and improve your performance in graded assignments. Ungraded assignments include:

(a) **Syllabus Statement:** review this syllabus and the course book carefully—especially course policies, assignments, and expectations – and reflect on your impressions after the introductory session. Write one or two paragraphs about how you expect to do in this course. What assignments or activities do you think you will do well on and why? What assignments or activities do you think will be difficult for you and why? What parts of your reading and writing history make you confident about some parts and hesitant about others? The point of this exercise is to reflect on your own intellectual practice, and a good practice at interpreting texts and examining evidence from your own life. This exercise provides useful information so that I can think about how best to support your intellectual development.

(b) **Consistent participation in the discussion fora you are assigned to:** productive discussion fora require that you follow these clear ground rules: 1. Read the whole thread before you comment (you don't want to repeat a question asked earlier or respond to a question already addressed); 2. Stay on topic; 3. Don't type in ALL CAPS (it looks like you're screaming); 4. Don't write angry or sarcastic posts (jokes that work in person may misfire online); 5. Be kind (say please and thank you); 6. Respect the opinions of others (even if you disagree, acknowledge valid points and everyone's entitlement to well-reasoned, democratic, and respectful opinions); 7. Before you reply to a classmate, make sure your claims are accurate; 8. If many people respond to your comment, summarize the main points and post it for the benefit of the whole class; 9. Be brief; 10. Don't badmouth or call others names, disagreement is about ideas; 11. If you refer to an earlier portion, quote the relevant portion; 12. Before asking a question, check the syllabus, the FAQs forum, and the News items; 13. Be forgiving of others' mistakes; 14. Run a spelling grammar before posting. Source (and more on each of these rules): <http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/>

(c) **Human Rights Bio:** Write a short text (half a page, single-spaced, with a blank line between paragraphs, standard margins and fonts) describing your current understanding of human rights and your encounter (if any) with issues of human rights in your life. Trace, if you can, events in your past that have influenced your views of "human rights." What about your life may have led you to this class? Contrast your thoughts with the opinions of two peers (not necessarily in this class) about human rights. Are their thoughts different to yours? Did they make you reconsider your thoughts? How so? I will compile anonymous excerpts of your bios to produce a "class bio."

(d) **Submission of keywords that you associate with human rights thrice a semester:** we will collect the keywords of the whole class in a word cloud to reflect the evolution of your collective thinking on the topic (learning!).

(e) **Peer review of essays:** before submission of the response papers, students will work in pairs to provide feedback on each other's papers (see Appendix F).

*** All due dates for assignments are listed in the course schedule below and on Carmen***

*** All assignments will be automatically scanned with turnitin, a plagiarism-detection software***

FAQS FORUM

A separate running forum for “Frequently Asked Questions” is available for students to post questions about course content or assignments in the second module on the home page. The instructor will address these questions every 48 hours during weekdays, and questions and answers will be available to the class. This system makes information that students would otherwise obtain “privately” over email publicly available. If you submit a question of this sort to the instructor or the teaching assistants, they will redirect you to post it in the forum. As always, check the syllabus, previous FAQs, and the news section before posting a question.

Disability Notice:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

SLDS contact information: slds@osu.edu; [614-292-3307](tel:614-292-3307); slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

TITLE IX STATEMENT

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

MENTAL HEALTH STATEMENT

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, having difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, learn more about the broad range of confidential mental services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS - ccs.osu.edu) or call 614-292-5766. CCS is

on the 4th floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

ACADEMIC ETHICS/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://oaa.osu.edu/coamresources.html>.

*** All assignments submitted will be analyzed by a plagiarism-detection software (turnitin)***

YOUR COURSE GRADE WILL BE BASED ON THE FOLLOWING WEIGHTS FOR EACH OF THE ASSIGNMENTS

| | |
|---|-----|
| Lock & Key assignments | 10% |
| Reading Quizzes | 10% |
| Post-lecture Quizzes | 5% |
| Participation (includes ungraded assignments and discussion fora) | 10% |
| Group Work | 10% |
| Midterm Exam [^] | 20% |
| Final Exam [^] (non-cumulative) | 20% |
| Response Paper | 15% |

[^] Exams are closed book. You will be asked to answer 30 multiple choice questions in 45 minutes. The best way to prepare for both exams is to rely on the “Reading/Discussion_Qs.docx” document available on Carmen, you can use it to explain the answers to other study group members and quizzing each other

*** All assignments submitted will be analyzed by a plagiarism-detection software (turnitin)***

YOUR COURSE GRADE WILL BE BASED ON THE FOLLOWING DEFINITIONS

| Letter grade | Numerical equivalence | Definition |
|--------------|---------------------------------|---|
| A | A 93-100 A- 90-92 | Highest level of attainment. The A grade states clearly that the student has shown outstanding promise in the topic under study. |
| B | B+ 87-89 B 83-86 B- 80-82 | Strong performance demonstrating a high level of attainment. The B grade states that the student has shown solid promise in the aspect of the discipline under study. |
| C | C+ 77-79 C 73-76 C- 70-72 | A totally acceptable performance demonstrating an adequate level of attainment. The C grade states that, while not yet showing unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development. |
| D | D+ 67-69 D 60-66 | A marginal performance in the required exercises demonstrating a minimal passing level of attainment. |
| E | 0-59 | Failed, unacceptable performance. |

*** All assignments submitted will be analyzed by a plagiarism-detection software (turnitin)***

→ **If this notice appears four times, it's because of its importance.**

→ **Turnitin is extremely effective: be wise and invest your time doing original work.**

REQUIRED READING

(1) Course book: Moyn, Samuel. *The Last Utopia: Human Rights in History*. Cambridge: HUP, 2010 (available for purchase in student bookstores: <https://tinyurl.com/W21-INTSTDS-3450-33386>, and as e-book at the OSU Library: <https://library.ohio-state.edu/record=b8064371~S7>).

(2) Readings available on Carmen: All readings besides Moyn's book are available on *Carmen* and organized by module and (at the bottom) alphabetically.

IMPORTANT NOTE: All assignments must be submitted in PDF format *only* through *Carmen* folders set up for that purpose.

COURSE TECHNOLOGY:

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- Zoom (for groupwork)
- An online shared-document software

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.

- Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
- Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Information about the accessibility of all technologies

<https://resourcecenter.odee.osu.edu/accessibility>

USEFUL LINKS

- Carmen Technological Support: <https://ocio.osu.edu/help> or <http://8help.osu.edu>
- Office of Distance Education and eLearning: <https://odee.osu.edu/home>
- Student Academic Services: <http://advising.osu.edu/welcome.shtml>
- Student Service Center: <http://ssc.osu.edu/>
- Information about the accessibility of all technologies: <https://resourcecenter.odee.osu.edu/accessibility>
- LockDown Browser (<https://resourcecenter.odee.osu.edu/carmencanvas/using-respondus-lockdown-browser-students>)

NO RECORDING OR TRANSMISSION OF COURSE MATERIAL IS ALLOWED

No form of distribution of class material is permitted. Your personal class notes, to the extent to which they are transcriptions of the class, are for your own individual use, though they may be shared with other students in the class. Transcriptions of the class lectures, as they are intellectual property, however, may not be sold, posted on the web, and/or transmitted to individuals who are not registered for the course, in any fashion.

(ONLINE) CLASS ETIQUETTE (see also discussion forum etiquette on page 3)

Online courses pose challenges, including maintaining student engagement throughout the semester and even throughout individual recorded lectures because of the wide availability of distractions readily available at the site of instruction, your browser! To avoid this, this course includes hands on learning assignments discussed above but you can also create the right environment to learn. In particular, I suggest:

- Before you start, close all non-course-related tabs and turn off your phone, just as if you were in the classroom.
- Take handwritten notes, which has been proven to enhance learning (“[The case for Banning Laptops](#)” and “[The reading Brain in the Digital Age](#)”).
- Take a 5-minute break halfway through the lecture, but be sure to put a timer and return to work promptly.

EMAIL ETIQUETTE

- **Check the syllabus, FAQs Forum, and Carmen News Items for an answer before writing an email to the instructor or TAs;**
- **If the question is a general clarificatory question that might be of general interest, post the question on the FAQs forum;**
- **If you’ve gone through the first and second points, and you’ve decided you need to write an email, direct your question to the Teaching Assistant in charge of that matter first (contact**

information and tasks for each TA are on the heading of the syllabus). This is particularly the case for grading inquiries, which they'll answer directly. For other logistical issues they'll either respond or consult with me and then get back to you;

- Start your email with an appropriate greeting and end it with a signature;
- Include a short but definitive subject line, and include the course in which you are enrolled;
- Do not expect an answer outside of business hours (Monday to Friday 9am to 5pm).

COURSE SCHEDULE AND READINGS

IMPORTANT NOTES:

The assignments for this course fall on the same day/time every week: Thursday 9pm. I recommend that you pace your work ahead of that deadline rather than attempting to complete all weekly assignments that day.

For any given week, on Thursday 9pm the following assignments will be due:

- Two reading quizzes about *that week's* readings
- Lock & Key assignments for *that week* (only twice a semester, for Marx and Rancière's readings)
- Group work about material from the *previous week*, when assigned
- Post-lecture quiz about the lecture videos from the *previous week*
- Any other ungraded assignments (HR bio, syllabus statement, paper tasks) listed on the syllabus for *that week*
- Discussion board post about material from the *previous week* (only twice a semester per student, alphabetical)

→Every Thursday at 9.01pm: Lecture videos for that week open. This course is asynchronous so lectures are recorded and available to watch any time after they open.

| Date | Session | Topic | Readings |
|---------|---------|--|---|
| T, 8/23 | 1 | Introduction to course syllabus Submit 3 keywords you associate with human rights | |
| R, 8/25 | 2 | Overview, HR History Group Work (GW[†]) Syllabus Statement due next week on Tuesday | *Moyn, <i>Last Utopia</i> , chapter 1 |
| T, 8/30 | 3 | Basic Concepts - Natural Rights - Natural Law - Sovereignty | Bartelson, Jens. "Sovereignty." In Mark Bevir (ed.) <i>Encyclopedia of Political Theory</i> . Thousand Oaks: Sage University Press (2010): 1308-1311. *Schröder, Peter. "Natural Rights." In <i>Ibid</i> : 931-937. *Stanton, Timothy. "Natural Law." In <i>Ibid</i> : 937-941. |
| R, 9/1 | 4 | French Declaration Critiques HR Bio due next week on Tuesday GW[†] | French National Assembly. "Declaration of the Rights of Man and of the Citizen." *Bentham, Jeremy. "Nonsense Upon Stilts, or Pandora's Box Opened." In <i>Nonsense Upon Stilts. Bentham, Burke, and Marx on the Rights of Man</i> , edited by Jeremy Waldron. London: Methuen & Co., 1987, pp. 46-69. *Burke, Edmund. "Reflections on the Revolution in France." In <i>Ibid</i> : 77-96. London: Methuen & Co., 1987, pp. 96-118. |
| T, 9/6 | 5 | Critiques (cont.) Lock & Key 1 due before lecture opens | Arendt, Hannah. "The Perplexities of the Rights of Man." In <i>The Portable Hannah Arendt</i> , edited by Peter Baehr. New York: Penguin, 2000. *Marx, Karl. "On the Jewish Question." In <i>Nonsense Upon Stilts. Bentham, Burke and Marx on the Rights of Man</i> , edited by Jeremy Waldron. London: Methuen & Co., 1987, pp. 137-150. |
| R, 9/8 | 6 | Cosmopolitanism | *Kant, Immanuel. <i>Perpetual Peace</i> . Translated by Ted Humphrey. Indianapolis: Hackett Publishing Company, 1983: only pp. 107-119. |
| T, 9/13 | 7 | Institutionalization of Human Rights | *U.N. Declaration of Human Rights *Mazower, Mark. "The Strange Triumph of Human Rights, 1933, 1950." <i>The Historical Journal</i> 47, no. 2 (2004): 379-98. |

| | | | |
|----------------|-----------|---|---|
| | | | *Jackson Preece, Jennifer. "Minority Rights in Europe: From Westphalia to Helsinki." <i>Review of International Studies</i> 23, no. 1 (1997): 75-92. |
| R, 9/15 | 8 | Birth of the U.N. Submit three keywords you associate with human rights. | *Moyn, <i>Last Utopia</i> , chapter 2 |
| T, 9/20 | 9 | Human Rights and Anti-colonialism GW† | Reus-Smit, Christian. "Human Rights and the Social Construction of Sovereignty." <i>Review of International Studies</i> 27, no. 4 (2001): 519-38. *Moyn, <i>Last Utopia</i> , chapter 3 |
| R, 9/22 | 10 | Rights, Moral or Political? Lock & Key 2 due before lecture opens | Rancière, Jacques. "Who Is the Subject of the Rights of Man?" <i>The South Atlantic Quarterly</i> 103, no. 2-3 (2004): 297-310. *Moyn, <i>Last Utopia</i> , chapter 4 |
| T, 9/27 | 11 | <i>Rights and 'Culture'</i> GW† | Grovogui, Siba N'Zatioula. "Mind, Body, and Gut! Elements of a Postcolonial Human Rights Discourse." In <i>Decolonizing International Relations</i> , Branwen Gruffydd Jones (ed.). Maryland: Rowman and Littlefield, 2006. *Preis, Ann-Belinda S. "Human Rights as Cultural Practice: An Anthropological Critique" <i>Human Rights Quarterly</i> 18, no. 2 (1996): only pp. 286-299. |
| R, 9/29 | | <i>Reading Period</i> (Film) Watch <i>Lost in Detention</i> anytime until 10/12 (PBS Film Website), quiz for the film opens today. | |
| T, 10/4 | 12 | Reading Period | Until 10/6 |
| R, 10/6 | 13 | Midterm Exam Opens | Complete exam between 5am and midnight **** |
| T, 10/11 | 14 | Watch <i>Lost in Detention</i> | * Access PBS Film Website |
| R, 10/13 | | No Class | Autumn Break *Deadlines for this week are moved to Tuesday, 10/18 |
| T, 10/18 | 15 | Immigration I GW† | *Lee, Suzy. "The Case for Open Borders." <i>Catalyst</i> , 2(4): 1-24. De Genova, Nicholas. "The Legal Production of Mexican/Migrant 'Illegality.'" <i>Latino Studies</i> , 2, no. 2 (2004): 160-185. |
| R, 10/20 | 16 | Immigration II | *Beltrán, Cristina. "Going Public. Hannah Arendt, Immigrant Action, and the Space of Appearance." In <i>Political Theory</i> , 37, no. 5 (2009): 595-622. Gonzales, Alfonso. <i>Reform Without Justice: Latino Migrant Politics and the Homeland Security State</i> . New York: Oxford University Press. (Intro, pp. 1-17) → Paper topic due this week (see Appendixes D and E of the syllabus for more info about the topics/prompts you can choose from). |
| S, 10/22 | | <i>(Film) Life & Debt access and quiz opens today§</i> | |
| T, 10/25 | 17 | Development I GW† | U.N. "International Covenant on Economic, Social and Cultural Rights," (1966). U.N. "Declaration on the Right to Development," resolution 2200A/XXI (1966). *Rist, Gilbert. <i>The History of Development</i> . London: Zed Books (2002): chapter 4. Randeria, Shalini. "The State of Globalization." In <i>Theory, Culture, and Society</i> 24(1): 1-33. |
| R, 10/27 | 18 | Watch <i>Life & Debt</i>* GW† | Film assigned through Secured Media Library (go.osu.edu/SML) → Complete Quiz → Annotated bibliography due this week (course readings + 2 external sources!) See Carmen Paper Module for more info on how to complete an annotated bibliography) |
| T, 11/1 | 19 | Development II | *Nussbaum, Martha C. "Capabilities as Fundamental Entitlements: Sen and Social Justice." <i>Feminist Economics</i> 9, no. 2-3 (2003): 33-59. *Baxi, Upendra. "Globalisation: Human Rights Amidst Risk and Regression." <i>IDS Bulletin</i> 32, no. 1 (2001): 94-102. |

| | | | |
|-----------------|-----------|---|---|
| R, 11/3 | 20 | Dem Transition I GW [†] <i>Zero Dark Thirty</i> access and quiz opens today [§] | U.N. "International Covenant on Civil and Political rights," resolution 2200A/XXI (1966, entry into force 03/23/1976), sections I-III. *Sikkink, Kathryn. "Human Rights, Principled Issue Networks, and Sovereignty in Latin America." <i>International Organizations</i> 47, no. 3 (1993): 411-41. |
| T, 11/8 | 21 | Dem Transition II | Williams, Randall. <i>The Divided World. Human Rights and Its Violence</i> . Minneapolis, Minnesota University Press (2010): chapter 4, only pp. 69- 83. * Zalaquet, José. "Balancing Ethical Imperatives and Political Constraints." In <i>Hastings Law Journal</i> 1425 (1991-1992) Pion-Berlin, David. "The Pinochet Case and Human Rights Progress in Chile." In <i>Journal of Lat American Studies</i> 36, no. 3 (2004): skip sections I-II, pp. 488-98 |
| R, 11/10 | 22 | Torture I GW [†] | Danelius, Hans, "Brief Introduction to the UN Convention Against Torture And Other Cruel, Inhuman, Or Degrading Treatment Or Punishment," n/d U.N. "Convention Against Torture And Other Cruel, Inhuman, Or Degrading Treatment Or Punishment," resolution 39/46 (1984) U.N. "Optional Protocol to the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment," resolution 57/199 (2002) Declassified Memos from President George W. Bush's administration including memos from (1) Bush, (2) the Defense Department, (3) Powell, and (4) Yoo. *Mayer, Jane. "Outsourcing Torture" <i>The New Yorker</i> Feb 14, 2005a *Mayer, Jane. "A Deadly Interrogation" <i>The New Yorker</i> Nov 14, 2005b. |
| T, 11/15 | 23 | Watch Zero Dark Thirty | Film assigned through Secured Media Library (go.osu.edu/SecuredMediaLibrary). → Complete quiz → Thesis statement due this week |
| R, 11/17 | 24 | Torture II Submit three keywords you associate with human rights! | *Hooks, Gregory, and Clayton Mosher. "Outrages against Personal Dignity: Rationalizing Abuse and Torture." <i>Social Forces</i> 83, no. 4 (2005): 1627-45. Rejali, Darius M. <i>Torture and Democracy</i> . Princeton: Princeton University Press, 2007, pp. 500-512 Sontag, Susan. "Regarding the Torture of Others." <i>The New York Times Magazine</i> May 23 (2004). |
| T, 11/22 | | No class | Thanksgiving Break |
| R, 11/24 | | No class | Thanksgiving Break *Thursday deadline moved to 11/29 |
| T, 11/29 | 25 | Reading Period | Final day to turn in assignments from 11/15-11/17 |
| R, 12/1 | 26 | Reading Period | Until 12/1 |
| T, 12/6 | 27 | Final Exam Opens | Complete exam between 5am and midnight *** |
| 12/8 - 12/15 | | Intensive Paper Writing | |
| R, 12/8 | | Thursday's groups meet for peer review (meet with your group at your regularly scheduled time and organize paired or tripartite peer review discussions using the prompt on Appendix F) | |
| F, 12/9 | | Friday's groups meet for peer review (meet with your group at your regularly scheduled time and organize paired or tripartite peer review discussions using the prompt on Appendix F) | |
| M, 12/12 | | Monday's groups meet for peer review (meet with your group at your regularly scheduled time and organize paired or tripartite peer review discussions using the prompt on Appendix F) | |
| F, 12/15 | | Response Paper Due | 9pm (class does not meet) |

[†] You will sign up for a group at the beginning of the semester.

[§] You can watch *Life and Debt* and *Zero Dark Thirty* at the OSU Secured Media Library (go.osu.edu/SecuredMediaLibrary)

APPENDIX A: PARTICIPATORY LEARNING GROUP WORK

You will sign up for a group slot on the first week of classes and one choose a role (see roles' description in the next page).

Group work presents some general challenges associated with the distribution of work and some particular ones in the online setting. For this reason, group members that do not attend the meeting will not be listed in the submitted assignment and will have to complete the assignment on their own.

The pedagogical benefits of engaging in a group discussion are significant. Research demonstrates that this works better than lecture for developing students' higher-level reasoning, increasing comprehension, and fostering relationships. Explaining answers, restating information, and formulating questions in your own words engage critical thinking faculties and embed information and insights in memory. In a group, students become active participants in a collective that will jointly make sense of the readings, their arguments, and their implications. It should be noted that these benefits apply even if a member of the group is shirking (they don't apply to the shirker, though), and will improve your performance in other course assignments.

Note: the skills you learn during structured learning group-work are skills that you will use again and again in the workplace, including the logistical tasks of setting up meetings and shared workspaces and the organizational task of establishing agendas and leading short and productive meetings.

Structured group-work. Learning groups will consist of 5 students and—given set up costs—they will last for the whole semester. All students are required to do the readings in advance and contribute to articulating and writing the response, but they will also be primarily responsible for one role within the group. You will feel silly and artificial at first, but I want you to make a sincere effort to perform these roles. This practice is designed to encourage both group interdependence (you are responsible for one another's learning) and individual accountability.

You will receive an email from the instructor requesting that you fill a survey to determine a regular meeting time, you will also receive a follow up email with Zoom credentials to use for your regular meetings. Students are encouraged to keep their roles throughout the semester, although they may switch roles if there are strong grounds to do so. Some tasks have to be completed for every group meeting (e.g., recursive tasks) and others only at the start of the semester (e.g., one time tasks). The required roles and tasks are specified in the next page.

**** You will receive credentials for a Zoom meeting and a regular meeting time based on your input on the sign up sheet the first week of classes****

****Each group member must choose a role from the 5 roles available****

**** If your group has 4 members, one member can be both checker and session leader ****

****If your group has 3 members, another member can be both facilitator and scheduler ****

**** If your group has less than 3 members, please notify Kerstin Norris and she will re-assign you****

| | Facilitator | Scheduler | Checker | Session Leader | Recorder |
|--------------------|---|--|---|---|---|
| Before the meeting | | | 1. Reminds participants of the meeting and to complete the readings necessary for the assignment (<u>recursive task</u>). | | |
| During the meeting | <p>1. When the meeting starts, give all participants <u>who are present</u> access to a shared document (the default is Google docs, but if you are wary of the Google software ecology you can consider Word Online, Zoho Docs, OnlyOffice or Nuclino) and invite all participants to edit (<u>recursive task</u>)</p> <p>3. Copy/paste the prompt's questions on the shared document and include the names of all group members that are present (<u>recursive task</u>).</p> | 1. Make sure everyone is able to attend the next scheduled meeting (check syllabus for next GW date, see if you will need to rely on an alternate meeting time) (<u>recursive task</u>). | 1. Explicitly invites whoever has not intervened to do so, and make sure every member can explain how the group arrived to the answer by periodically asking members to summarize the discussion (<u>recursive task</u>). | <p>1. Makes sure everyone has chosen a role (<u>one-time tasks unless roles change during the semester</u>).</p> <p>2. Reads the questions out loud and guides participants through the readings and questions (<u>recursive task</u>).</p> | <p>1. Writes the responses to the questions in a clear and detailed manner and incorporates everyone's input (<u>recursive task</u>).</p> <p>2. Checks that the names of all the group members <u>who were at the meeting</u> are included (<u>recursive task</u>).</p> |
| After the meeting | | | | | <p>1. Copy/paste the report to a word processor, convert to PDF, and upload to Carmen (<u>recursive task</u>).</p> <p>2. Report the feedback obtained through the rubric to the rest of the group.</p> |

APPENDIX B: LOCK AND KEY ASSIGNMENTS

Evaluation criteria

The point of these assignments is for you to clarify some aspects of your understanding of Marx/Rancière, including what it is that you don't understand. Obviously, this is not the kind of assignment where there are "right" and "wrong" answers. I will not, then, be grading you on what you do and don't understand; I will just be evaluating the effort you put into the assignment. I'll use the following criteria to identify "effort":

- . Care with text: are you accurately quoting what Marx/Rancière said? This is a matter of careful reading and proofreading.
- . Clarity of form: in explaining your key and your lock, do you use correct grammar and syntax and avoid clichés?
- . Thoughtfulness: this is a more subjective criterion than the above two, and I intend to be very generous in attributing thoughtfulness to you! Any effort to explain why you selected the passages you did will count as thoughtfulness.

Lock & Key Assignment #1: Marx and the problems of rights

The general idea:

As you do the Marx reading, you should keep track of textual locks and keys. "Locks" are those parts of the text that somehow block your understanding; you can tell they're important, but you can't quite understand how or why. "Keys" are their counterparts – passages or incidents in a text that somehow help to explain or clarify what is going on in the writing. Factual questions like, "who the heck is Bruno Bauer?" don't count. You're trying instead to identify passages of significance to the themes of the work. You do NOT have to match "locks" with "keys"; the goal isn't to find the answer to every question, but to understand what it is you don't understand (and what you do).

The specific assignment:

For the Marx piece, type out one key ("this passage conveys something important to me") and one lock ("this bit seems significant but I don't get it"). (You may have many locks and keys, but for this assignment choose one of each.) For the key, explain what you learn from it. For the lock, say anything you can about why it's a lock for you. Again, your key and your lock do not have to have anything to do with one another.

- . As always, provide page numbers for the passages you use.
- . Make sure to identify which is your key and which is your lock.
- . Neither your lock nor your key should be something that Marx says about other theorists (Hegel, for example), unless you can say why you think this is significant. (I don't want us to get bogged down in trying to figure out theorists we haven't read.)
- . You can use a full sheet of paper. It's fine to single-space, with an extra line between paragraphs.

Lock & Key Assignment #2: Rancière and a political interpretation of human rights

The general idea

As you do the Rancière reading, you should keep track of textual locks and keys. “Locks” are those parts of the text that somehow block your understanding; you can tell they’re important, but you can’t quite understand how or why. “Keys” are their counterparts – passages or incidents in a text that somehow help to explain or clarify what is going on in the writing. Factual questions like, “who the heck is Giorgio Agamben?” don’t count. You’re trying instead to identify passages of significance to the themes of the work. You do NOT have to match “locks” with “keys”; the goal isn’t to find the answer to every question, but to understand what it is you don’t understand (and what you do).

The specific assignment:

For the Rancière piece, type out one key (“this passage conveys something important to me”) and one lock (“this bit seems significant but I don’t get it”). (You may have many locks and keys, but for this assignment choose one of each.) For the key, explain what you learn from it. For the lock, say anything you can about why it’s a lock for you. Again, your key and your lock do not have to have anything to do with one another.

- . As always, provide page numbers for the passages you use.
- . Make sure to identify which is your key and which is your lock.
- . Neither your lock nor your key should be something that Rancière says about other theorists (Arendt, Agamben), unless you can say why you think this is significant. (I don’t want us to get bogged down in trying to figure out theorists we haven’t read.)
- . You can use a full sheet of paper. It’s fine to single-space, with an extra line between paragraphs.

APPENDIX D: RESPONSE PAPER
(SUBMIT THROUGH CARMEN FOLDER ONLY)

As a final assignment, you will write a response paper on one of the human right case studies explored in this course. You will work on this during the last two weeks of the course. Read the whole prompt before starting work on the paper as you'll find important information about formatting, length, etc. Appendix C outlines the expectations and grading policy.

1. PICK ONE QUESTION (USE SYLLABUS READINGS IN RESPECTIVE TOPIC AND 2 EXTERNAL SCHOLARLY SOURCES)

- 1) Describe the reality of immigration enforcement in the U.S. (according to de Genova) and discuss how it is associated with the priorities employers have regarding immigrant labor (according to Lee)? Given Gonzales's account of the immigration political debate, do you think there is potential for progress toward a less restrictive immigration regime? Do you think immigrant counterpublics (as defined by Beltrán) could contribute to that change? Why or why not?
- 2) According to Rist, development is a U.S. invention that allowed for the establishment of an anti-colonial hierarchy in the post-WWII world. Expand on this claim and be sure to explain how exactly development discourse introduces hierarchy in the world. Connect these claims to Baxi's critique of TRMF/HR. How does Randeria's account of the state complicate the view of development and international hierarchy? Discuss which forms of domination (or "regress") are facilitated by globalization and how the cunning state navigates competing pressures.
- 3) Both Zalaquett and Williams discuss the dilemmas of democratic transitions and focus on the Chilean case. Start by summarizing the arguments of these two authors and drawing connections between them. Next, critically analyze the effect of the prosecution of Gral. Pinochet by Spanish Judge Baltasar Garzón in the delicate dilemmas discussed by Zalaquett and Williams. End by contrasting Pion-Berlin's argument about role of the Garzón prosecution in spearheading change in Chile with Sikkink's focus on the external influence of human rights issue-networks, which influences predominated in the case of Chile?
- 4) According to Rejali, torture is a highly ineffective intelligence technique. Following Rejali's text, expand and justify this claim. If torture is ineffective and—additionally—there is deep moral opposition at the practice and a host of international laws that prohibit it, why did the United States come to accept torture in the post-9/11 world? Moreover, why did the U.S. public not respond with outrage to the revelations of torture when they started emerging? In this discussion, rely on Bromwich, Sontag and Hooks & Mosher.

2. FORMATTING

The essay should be two pages long (not including bibliography), 1.5-spaced, with 1-inch margins on both sides and a minimum font size of 11 points (Note: this is *not* the default setting for most programs; you'll probably need to adjust). Be sure the pages are numbered in the lower right-hand corner and that your first and last name are on every page. Be sure to read Appendix C for detailed instructions on how I will evaluate your work before starting to write your paper.

Additionally, consider taking advantage of the resources at the Writing Center, which provides advice on your written work, in person and online. Before submitting the final version of your paper, be sure to look at the proofreader checklist on their website (<http://cstw.osu.edu/files/cstw/handouts/editing.pps>).

APPENDIX E: GRADING POLICY FOR PAPERS

I grade essays along five dimensions:

(1) Argument:

- After reading the first paragraph, is the argument clear?
- Is the thesis coherent and precise? Does it make an argument, or mostly summarize?
- Does the thesis suggest a structure for the paper? Is the paper organized according to the thesis?
- Is each paragraph relevant to the argument?
- How much evidence is provided in support of the argument? How good is the evidence?
- Does the argument offer a convincing reading of the texts? Is a counter-argument considered?

(2) Comprehension:

- Is each theorist's position presented accurately?
- Are all relevant examples used? Do they need to be?
- Are quotations clearly linked to the argument?
- How well are quotations explained? Are quotations unpacked?
- Does the use of the quotation demonstrate understanding of the text?
- Are complexities within the theorist's arguments addressed? Are they mentioned?

(3) Coherence:

- Does each paragraph develop a single point?
- Does each sentence communicate a complete thought?
- Are thoughts fully explained, or do they sit alone?
- How well is each quotation introduced? Is it placed in relevant context? Is it unpacked?
- Does each paragraph logically follow the preceding one?
- Is the writing choppy? That is, do sentences make sense next to one another?

(4) Writing:

- Has spellchecker been used?
- How many sentences use active voice?
- Does each sentence follow relevant grammatical rules?
- Are there any run-ons or fragments?
- Are words missing from sentences? Does it look like the paper was proofread?
- Do indefinite articles and pronouns have clear antecedents?

(5) Miscellaneous/Technical:

- Did the writer obviously try to fill space (large font, excessive space between lines, etc.)?
- Are the margins 1" on each side?
- Was the paper turned in on time? How many days late was the paper?
- Is the paper the appropriate length?

While I always strive for objectivity in my grading process and certainly take measures to ensure that my reading of your work is as objective as possible, there are no "right" or "wrong" answers when writing an essay. I am not, however, likely to be swayed by your personal position on a topic or the degree to which you "agree" with me, so do not waste time trying to figure out my own opinion or position on a topic. I look for *convincing arguments*, which may rely on a number of different strategies and kinds of evidence. This all means that grading essays is both an objective and a subjective process.

Please note that not complying with all required deadlines for the essay will result in a deduction, regardless of the quality of the essay.

APPENDIX F: PEER REVIEW

You will meet with your group on the date in the course schedule and will choose pairs or groups of three (if the number of group members is not even) to read each other's draft papers and give critical comments.

About 40-45 minutes of time should suffice for both of you to read the short essays and to take turns providing comments.

Proceed by following the instructions below:

1. Use the first 5 minutes to read the essay question that your partner chose and Appendix D of the syllabus (included below for your convenience) to understand the expectations for this essay.
2. In the next 10-15 minutes, the partners should read each other's papers, take abundant notes and go back and forth between the essay question and the expectations set up on the Appendix, on the one hand, and the paper, on the other hand. In reviewing your peer/s' paper, fill the following form:

REVIEW FORM

The portions on _____ (complete with paragraph #, page#) are unclear

The arguments on _____ (complete with paragraph #, page#) are unclear

The arguments on _____ (complete with paragraph #, page#) are not backed up

The main strength of the paper is _____ and its main weakness is

Here summarize which changes you suggest the author should make to the paper and say why

3. The next 20 minutes should be used for both partners to discuss the suggestions included in the form, with the reviser explaining her or his comments and the beneficiary of the comments asking clarification questions when necessary. Each partner should use about 10 minutes to express the comments and questions about the other's paper.

Once you are done with the meeting, it's most efficient to start working right away on your revisions, while the conversation is fresh in your head and then upload the revised paper (this is not yet the final version, just your draft) to Carmen.

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

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

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

GOAL 1: 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.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: 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.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)