

## Term Information

Effective Term Autumn 2023  
[Previous Value](#) [Spring 2014](#)

## Course Change Information

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

EDUTL 5005 from being a course on the books to be considered as a GE for the university in the theme category of Citizenship for a Diverse World.

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

For consideration as a GE course.

**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 programmatic implications.

**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	Education:Teaching & Learning
Fiscal Unit/Academic Org	School of Teaching & Learning - D1275
College/Academic Group	Education & Human Ecology
Level/Career	Graduate, Undergraduate
Course Number/Catalog	5005
Course Title	Equity and Diversity in Education
Transcript Abbreviation	EquityDiversity
Course Description	Focuses on issues of diversity, equity, teacher beliefs, and multicultural education. Emphasis is placed on the roles of identity and lived experience and it's influences on approaches to teaching and learning in educational settings.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Sometimes
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Greater or equal to 50% at a distance
<a href="#">Previous Value</a>	<a href="#">No</a>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Sometimes
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

[Previous Value](#)

*Columbus, Lima, Mansfield, Marion, Newark*

## Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

[Previous Value](#)

Not open to students with credit for 815.

Electronically Enforced

No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code

13.0101

Subsidy Level

Doctoral Course

Intended Rank

Junior, Senior, Masters, Doctoral

[Previous Value](#)

*Senior, Masters*

## Requirement/Elective Designation

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

Citizenship for a Diverse and Just World

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 awareness, understanding and synthesis of ways that culture, race, social class, sexual orientation and language function to create identities and contexts for developing more equitable and multicultural education practices

Content Topic List

- Definitions and key concepts/topics for equity and diversity
- Examinations of identity
- Influence of inner life/autobiography of teachers and learners
- Developing anti-racist/oppressive and equitable educational spaces in education

Sought Concurrence

No

## Attachments

- EDUTL 5005 distance\_approval\_cover\_sheet.docx: Distance Cover Sheet  
*(Cover Letter. Owner: Wild, Tiffany Ann)*
- QM11\_Rubrics\_Final\_Equity and Diversity in Education.pdf: QM Rubric  
*(Other Supporting Documentation. Owner: Eze, Maura Chinaelotam)*
- QM11\_Rubrics\_Final\_Equity and Diversity in Education EDUTL 5005\_.pdf: Final QM Report  
*(Other Supporting Documentation. Owner: Brown, Danielle Marie)*
- Revised EDUTL 5005 GE Theme Submission Documentation\_0323.pdf: Revised\_GE Theme  
*(Other Supporting Documentation. Owner: Usher, Maura Chinaelotam)*
- GE\_EquityDiversityJustice5005\_Syllabus\_2022\_0322.docx: Revised\_Syllabus  
*(Syllabus. Owner: Usher, Maura Chinaelotam)*
- GE Cover letter.pdf: GE Cover Letter 2.5.23  
*(Cover Letter. Owner: Abukar, Zayd)*
- EDUTL5005(GE) Final.pdf: GE Themes 2.5.23  
*(Other Supporting Documentation. Owner: Abukar, Zayd)*
- GE EquityDiversityJustice5005 (syllabus).pdf: Revised syllabus 2.5.23  
*(Syllabus. Owner: Abukar, Zayd)*

## Comments

- New attachments provided that address panel feedback *(by Abukar, Zayd on 02/06/2023 08:51 AM)*
- Please see Panel feedback email sent 08/02/2022. *(by Hilty, Michael on 08/02/2022 08:10 AM)*
- Note from Tiffany Wild: The author of this course re-wrote the course after talking with the A&S committee and has submitted it again for request for review. I was told the version uploaded is in response to the rejection. *(by Brown, Danielle Marie on 04/21/2022 10:23 AM)*
- Syllabus and GE themes documents updated based on panel feedback. *(by Eze, Maura Chinaelotam on 12/01/2021 03:40 PM)*
- Please note that the distance cover sheet was uploaded as requested. This course is also been sent to Quality Matters for a review as well. *(by Wild, Tiffany Ann on 09/09/2021 02:48 PM)*
- The form says that there is no distance learning component but the syllabus indicates otherwise. If this course is ever taught in DH or DL format, please ask faculty member to fill out the distance approval cover sheet & upload it in curriculum.osu.edu <https://ascas.osu.edu/curriculum/distance-courses> *(by Vankeerbergen, Bernadette Chantal on 07/19/2021 04:24 PM)*

**COURSE CHANGE REQUEST**  
5005 - Status: PENDING

Last Updated: Bagent,Aaron Michael  
02/06/2023

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Usher,Maura Chinaelotam	04/12/2021 11:58 AM	Submitted for Approval
Approved	Usher,Maura Chinaelotam	04/12/2021 12:02 PM	Unit Approval
Revision Requested	Brown,Danielle Marie	04/13/2021 03:54 PM	College Approval
Submitted	Usher,Maura Chinaelotam	04/15/2021 08:02 AM	Submitted for Approval
Approved	Usher,Maura Chinaelotam	04/15/2021 08:02 AM	Unit Approval
Approved	Brown,Danielle Marie	05/24/2021 11:58 AM	College Approval
Approved	Carpenter,Thomas J	05/24/2021 01:42 PM	GradSchool Approval
Approved	Reed,Kathryn Marie	05/24/2021 04:11 PM	OAA Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	07/19/2021 04:24 PM	Ad-Hoc Approval
Submitted	Wild,Tiffany Ann	09/09/2021 02:48 PM	Submitted for Approval
Approved	Usher,Maura Chinaelotam	09/09/2021 03:03 PM	Unit Approval
Revision Requested	Brown,Danielle Marie	09/10/2021 05:00 PM	College Approval
Submitted	Wild,Tiffany Ann	09/16/2021 09:55 AM	Submitted for Approval
Approved	Usher,Maura Chinaelotam	09/16/2021 10:02 AM	Unit Approval
Revision Requested	Brown,Danielle Marie	09/27/2021 11:26 AM	College Approval
Submitted	Usher,Maura Chinaelotam	09/27/2021 11:29 AM	Submitted for Approval
Approved	Usher,Maura Chinaelotam	09/27/2021 03:25 PM	Unit Approval
Approved	Brown,Danielle Marie	09/29/2021 09:20 AM	College Approval
Revision Requested	Hilty,Michael	10/25/2021 11:29 AM	ASCCAO Approval
Submitted	Usher,Maura Chinaelotam	12/01/2021 03:40 PM	Submitted for Approval
Approved	Usher,Maura Chinaelotam	12/01/2021 03:40 PM	Unit Approval
Approved	Brown,Danielle Marie	12/08/2021 09:31 AM	College Approval
Revision Requested	Hilty,Michael	02/21/2022 11:04 AM	ASCCAO Approval
Submitted	Usher,Maura Chinaelotam	04/21/2022 10:13 AM	Submitted for Approval
Approved	Usher,Maura Chinaelotam	04/21/2022 10:14 AM	Unit Approval
Approved	Brown,Danielle Marie	04/21/2022 10:24 AM	College Approval
Revision Requested	Hilty,Michael	08/02/2022 08:10 AM	ASCCAO Approval
Submitted	Abukar,Zayd	02/06/2023 08:51 AM	Submitted for Approval
Approved	Abukar,Zayd	02/06/2023 08:51 AM	Unit Approval
Approved	Bagent,Aaron Michael	02/06/2023 09:01 AM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	02/06/2023 09:01 AM	ASCCAO Approval

February 5, 2023

To: Chair of the ASCC Themes Panel & Faculty Chair of the Theme Advisory Group (Citizenship for a Diverse and Just World) and to Committee Members:

Thank you for the committee's feedback regarding our proposed GE course for the Themes category.

- We have received multiple feedbacks from faculty who will be teaching this course. We have revised the syllabus as well as the theme-document and both documents speak to each other. In addition, both within the syllabi and the theme-document, the interconnections between citizenship and equity/diversity/justice have been further expanded.
- An area we have developed and expanded upon, both within the syllabus and the theme document, is how citizenship, as a category of analysis, cannot be reduced to legal definitions (citizen or non-citizen), which often places emphasis on the relationship between an individual and the nation-state. What the attached syllabus (course goals and readings and assignments) seeks to explore is how citizenship, broadly speaking, is about examining, critiquing and coming-up with solutions for educational and social problems. Despite one's legal standing, developing citizenship or the being/becoming a citizen is about engaging in ethical dialogue, having responsibility towards local (city, town, neighborhood, etc.) and global concerns. This approach, as the syllabus and theme document explore, shifts the traditional interpretation of citizenship, and moves the meaning of citizenship towards the need to engage with historical and contemporary issues regarding equity, diversity, and justice. Thus, citizenship becomes more about critical thinking, problem solving and about developing ethical advocacy efforts and responsibilities towards local and global concerns.

## **The Syllabus**

The following changes were made to the syllabus and are highlighted (in bold) within the syllabus:

- Significant revisions were made to the course description. The description highlights the relationship between citizenship and diversity/equity, and justice, and it advocates for the need to (re)think the meaning of citizenship in relation to community, belonging, experiences, history, advocacy, etc.
- Course Learning Objectives were revised to reflect the interconnections between citizenship and diversity/equity, and justice, particularly in emphasizing the value of critical reflection and advocacy. Two new Course Learning Objectives were added to highlight the relationships.
- Several additions to the readings (especially peer-reviewed articles) were added, which explicitly speak of the ways marginalized communities reimagine and reclaim citizenship narratives and practices.

- Topics for weekly readings were revised to foreground the purpose of the course and its relationship to citizenship. Topics related to the use of critical pedagogy and community engagements were added as critical citizenship practices.
- More explicit connections between GE ELOs and course readings, course topics and course assignments were made by extending assignments and adding critical scholarship.
- Revisions were made regarding how GE ELO(s) will be assessed throughout the assignments and via the use of rubric that will be used by all instructors.

## Theme Document

Considerable revisions have been made to the Theme document regarding how the course learning objectives meet the GE ELO(s) of the Theme. We have used the language that is accessible to colleagues outside of the department and which are also accessible to students.

- To further demonstrate how the course is connected to the overall GE , an additional paragraph has been added to each section. This is particularly significant in demonstrating the link between citizenship (course goals) and GE ELO(s). It explicitly speaks about the theoretical, philosophical, and research-based scholarship that is added to overall direction of the course. It makes the argument that the idea of citizenship ought to be always connected questions of justice, equity, and advocacy.
- The theme document Eeaborates on how the course goals and weekly course topics are incorporated into the syllabus, particularly on how course readings, assignments, etc. meet GE ELO(s).

We want to thank the committee for their time. And, if needed, I would be glad to join future meetings to explain the content of the syllabi and the information noted in the theme document.

Sincerely,

*Binaya Subedi*

Binaya Subedi, Ph.D  
Professor, Teaching and Learning

2/5/2023



## EDUTL 5005: Equity, Diversity, and Justice in Education

Semester/Year, 3 CREDIT HOURS, U/G

### Instructor:

Email:

Phone: (if desired)

Office Hours:

Course Location (Day/Times)

Mode of delivery: TBD

### Land Acknowledgement

I would like to acknowledge the Miami, Shawnee, Wyandot, Potawatomi, Peoria, Wyandotte, Ojibwe, Cherokee and Delaware Nations, whose ancestral and contemporary lands The Ohio State University occupies. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. Let us collectively consider the diverse groups of Indigenous peoples who are connected to the various lands we are on. I honor them and our class's various peoples, tribes, nations, and families.

### Foundational Quotes

- "As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another's voices, in recognizing one another's presence" – *bell hooks (1994, p. 8)*
- "Teachers need to develop a discourse set of assumptions that allow them to function more specifically as *transformative intellectuals*. As intellectuals, they will combine reflection and action in the interest of empowering students with the skills and knowledge needed to address injustices and to be critical actors committed to developing a world free of oppression and exploitation" - *Henry Giroux (1988, p. xxxiv)*.

### Course Overview

#### Course Catalog Description

Focuses on issues of diversity, equity, justice, teacher agency, and interdisciplinary approach to curriculum and pedagogy. Emphasis is placed on the role of teachers in affirming students' identities and lived experiences and its influences on approaches to teaching and learning in diverse educational settings.

### Description / Rationale:

**The course approaches the meaning of citizenship through the lens of equity, diversity, and justice. Foregrounding teachers' transformative roles in schools, it addresses how discussions of inclusion, community-building, problem-solving, dialogue, advocacy, etc. are integral part of justice-oriented citizenship. It explores debates on school inequities and the role of educators/teachers in creating inclusive curriculum/pedagogy and social belongings for all students, and especially on the need to affirm students' identities and experiences. In this course, students will examine how schools are sociopolitical spaces where hierarchies and socially unjust practices are often reinforced through narratives of citizenship. And, in particular, as reflected in biased practices in areas of school curriculum, policy, pedagogy, daily interactions, discipline, and punishment. The course addresses the urgency regarding the need to meet the needs of increasingly diverse student populations and communities. It calls for the need to understand the roles of teachers and educators in participating, reproducing, and disrupting social inequalities and injustices.**

By foregrounding the relationship between citizenship and educational equity, diversity, and justice, we will examine:

- how identity and citizenship have been constructed and contested overtime
- our individual and collective identities and social positionings
- oppression in the form of racism, classism, gender subjugation, heterosexism, ageism, ableism, immigrant subjugation, linguistic discrimination, and more
- the roles, concerns, and actions of educational stakeholders (students, families, teachers, administrators, community organizations, community members) regarding educational equity
- the interconnectedness of all the above.

Through this examination, education for justice-oriented citizenship becomes part of the broader political project of identifying and eliminating oppression and making civil liberties more accessible for all students. The course focuses on how social justice themes can be incorporated in classrooms and in schools: for the purpose of developing more inclusive conceptions of citizenship that values all students and their communities.

### **Relation to Other Courses**

This course is a required course for all teacher education licensure students. The course has also been requested to be a GE course (for the Themes area).

**Prerequisites:** Not open to students with credit of 815.

**Prerequisite Knowledge:** Students do not need to have gained knowledge or skills before beginning this course. However, students are encouraged to begin engaging with the concepts of equity, diversity, and justice early and often in their college experiences, regardless of their fields of study.

### **Course Learning Objectives (CLO):**



By the end of this course, students will be able to:

1. Maintain an inclusive learning environment based on community agreements and mutual respect.
2. **Articulate teachers' roles in promoting inclusive and justice-oriented conceptions of citizenship in classrooms and in schools/communities.**
3. **Engage in critical analysis of events, scholarship, and various forms of media as justice-oriented practices.**
4. Examine one's own identities, multiple positions within systems of inequality, and how one's position differs across political, cultural, national, and global contexts.
5. **Articulate how various levels and forms of oppression impact personhood, citizenship, representation, and access in educational spaces.**
6. Explore structural or systemic inequities and the ways they continue to disenfranchise historically oppressed groups/students and identify ways educators, families, and/or community members can work to change systemic social and cultural inequities inside and outside of educational spaces.
7. **Facilitate a critical understanding and use of culturally and linguistically responsive curriculum and teaching practices.**

General Education Expected Learning Outcomes:

As parts of the Citizenship for a Just and Diverse World category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

<b>Theme GE Citizenship for a Just and Diverse World</b>	
<b>Goals</b>	<b>Expected Learning Outcomes</b>
	Successful students are able to...
Goal 1: Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.	1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world
	1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.
Goal 2 Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work	2.1 Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.

they have done in previous classes and that they anticipate doing in future.	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.
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Goal 3 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	<p>3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.</p> <p>3.2 Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>
Goal 4 Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.	<p>4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.</p> <p>4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</p>

Course Materials:

Emphasis on peer-reviewed (posted on Carmen).

Sensoy, Ö. & DiAngelo, R. (2017). *Is everyone really equal? An introduction to key concepts in social justice education*. New York: Teacher's College Press.

Banks, A. (2021). *Civic education in the age of mass migration for theory and practice*. New York: Teachers College Press. (optional).

See course readings at the end of the syllabi (Peer-reviewed articles, documentaries, films, etc.).

Additional readings available on Carmen/Canvas each week.

### Supplemental / Optional

#### Course Requirements

Assignment Category	Points
Weekly Reading Notes and Extensions	15
Assignment 1: Who We are Story	5
Assignment 2: Final Project Proposal	10
Assignment 3: Current Event Analysis	10
Assignment 4: Reflection Essay/Video	15
Assignment 5: Final Project	25
GE Assignment	20
<b>TOTAL</b>	<b>100</b>

*See below for assignment descriptions and due dates.*

All students will schedule a one-on-one check in with the instructor near the midterm and final. During these meetings, the instructor and student will discuss the student's progress and assignment scores, and they will negotiate any adjustments needed.

### Late Assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

### Grading Scale

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

### Assignment Descriptions

#### Reading Notes and Extensions

**Description:** Each week, students will post reading notes to a group discussion page or online discussion tool on CARMEN **by Saturday at 11:59p**. Use these notes to address all the assigned materials for that week. Notes should be between 200-350 words. Please use the following headings with bullet points under each:

- Four high points, interesting things, or new insights of learning for you
- Three short reflections on the insights
- Two discussion questions
- One way you can tangibly apply what you learned
- (Optional) One connection to another resource (videos, newspaper articles, podcasts, TED talks, picture collections, etc.)

You will be assigned to a different small group each week so that you can meet and engage with your peers. Respond to one of your group members' notes **by 11:59p on Mondays**. Responses should be 75+ words. You may respond to your peers' posts by:

- Extending their thinking
- Offering constructive critiques that may help them understand the materials from a different perspective
- Answering their discussion questions

**Purpose:** This assignment provides an opportunity for students to engage with and reflect on course materials. Reflecting on the assigned will help students to retain information, consider the application of the material to their experiences, and be prepared for class. Small group interactions will also allow students to consider materials from a different perspective and collectively generate new knowledge.

ELO=GE Expected Learning Outcomes

CLO=Course Learning Objectives

### Assignment 1: Who We Are Story (CLO 1,3; ELO 1.1, 1.2, 3.2)

**Description:** Students will construct a 2-4-page story that centers on telling classmates who they are and what they bring to our shared learning space. Include significant aspects of your social identities (e.g., race, ethnicity, religion, class, ability, gender, language, sexuality, conceptualization of citizenship, geographic location urban/rural, East/West Coast, suburban etc.) as you see fit in your story. The central questions to this story are: How have our social identities influenced or played a role in our lived experiences? How do your social identities differ across political, cultural, national, global, and/or historical communities? Based on your social identities and socialization, what messages have you received about personhood, citizenship, race, gender, disability, etc.?

Students may also include non-social identities/social roles that are important to their sense of self (e.g., sister, athlete, child of divorce, artist, gamer, Buckeye, etc.). However, this assignment's primary focus is on social identities in the social contexts. It is up to you how much personal background/identity/experiences you are willing to share with the class. We are here to

learn with and from each other, and we know it takes a lot of courage to open up to others about our lives. We will benefit greatly from our collective stories and our reflection upon those stories.

**Purpose:** To engage in a constructive sharing space, it is important to engage in a level of vulnerability with one another. One way to do this is to share stories that often are not included in academic spaces such as family, identity, culture, community, etc. Developing relationships is an impossibility without the sharing of stories. This is an opportunity to voice our stories and to hear the stories of others.

### Assignment 2: Final Project Proposal (CLO 1, 2, 5; ELO 2.1, 2.2)

**Description:** Students will communicate their intentions around the final project via a brief 1-page proposal. Within this proposal, you will briefly identify your project selection (see Final Project for options), describe your rationale, and provide an outline. You may format this proposal in narrative or bullet form.

Optional: You may schedule a meeting with me to brainstorm/discuss your ideas.

**Purpose:** This assignment will help clarify the direction of your final project.

### Assignment 3: Current Event Analysis (CLO 1, 2, 3, 5, 6; ELO 1.1, 2.1, 2.2, 3.1, 4.1, 4.2)

**Description:** In this assignment, students will pick a social identity, form of oppression or related concept from a provided list. Students will identify a current event or issue that involves that concept/identity. Briefly describe the topic, current event, and the relationship between the two. Analyze the event using course concepts and materials by considering this question: what message is being conveyed about personhood, citizenship, and/or identity? Lastly, develop a proposed solution or intervention (no matter how small or short-term) that could realistically be accomplished.

In small groups (to be selected), you will prepare a 1-page summary handout and a 5-10-minute presentation. In your handout and oral presentation, be sure to:

- identify the event/issue you're addressing
- identify and briefly describe what's known about the issue from research and your own substantive observations
- describe your intervention(s) and
- what you expect to be the short and long-term consequences of the intervention(s).

**Purpose:** This assignment demonstrates the applicability of course content beyond the confines of the classroom and other educational contexts. Students apply their learning to contemporary issues in the world and use problem-solving skills to create interventions.

### Assignment 4: Reflection Essay/Video (CLO 1,4,5, 7; ELO 2.1, 2.2, 3.1, 3.2)

**Description:** Students will engage in reflection about the course in one of two ways:

1. Write a 4-5-page reflective essay OR
2. Create an 8-10-minute reflective video with a 1-2-page outline of talking points

To accomplish this, you will:

- Re-read readings notes, extensions, and other course assignments to look for moments of discovery, growth, and new understandings.
- Take note of the most impactful quotes, ideas, or concepts from authors, speakers, our learning community, and your own writing.
- Consider the ways you might integrate these impactful things into your future classroom or work as an educator.
- Use the above to pose a central question (or two) that serves as the foundation of the reflection.
- Attempt to answer the question using your own voice and the voices of others in the course (including authors and speakers).
- Use the concluding section of your assignment to overview the relationship between equity/ diversity and education, and its personal impact on you.

**Purpose:** This reflection essay is intended to allow students to pause and turn inwardly to think about the concepts and ideas that were impactful to them during this course. Carving out a time and space to simply let our collective lessons absorb is important to developing our understandings and our emerging identities.

**Assignment 5: Design Project and Presentation (CLO 1, 2, 3, 4, 5, 6, 7; ELO 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2)**

**Description:** Working individually, choose one of five project options to demonstrate how your notions of equity, diversity, and justice in education have been challenged and/or developed by this course. Each project is comprised of a description, artifact, and presentation, and each project can be developed from an educator, family, and/or community member perspective. Your project should focus on topics/concepts/ideas from the course to highlight, analyze, complicate, and act upon, equity, diversity, and justice in education. Regarding your project, **you should also engage with critical questions regarding inclusion within your areas of specialization/interests and engage with topics addressed in the class on diversity, equity, identities, community, and justice.** Tailor your project to your specific journey in understanding and development throughout the course. You will present your final project to the rest of the course community during the final week of the semester.

#### *Presentation*

You will deliver/record an 8–10-minute presentation which provides:

- A title and which project option you selected
- An overview of the project, including a synopsis of how you came to your final project based on the class content
- Reflections you have on the process (e.g., challenges, triumphs, findings, and/or implications)
- A discussion of how you believe the project contributes to our course community and/or equity, diversity, and justice in education; and in relation to addressing the relationship between justice/diversity and local/global citizenship.

### *Project Options*

1. Lesson Plan: Create a grade-appropriate one-day lesson plan that can be implemented in a current or future classroom or other educational space.
  - Description: 1-2-pages on overall goals, rationale, how specific course concepts helped you develop this idea, how the plan addresses or includes equity/justice/citizenship, and any potential limitations of the plan.
  - Artifact: Detailed lesson plan that includes curriculum standards, lesson objectives, materials, and step-by-step instructions.
2. Educator Development Workshop: Create a one-day teacher development workshop.
  - Description: 1-2-pages on overall goals, rationale, how specific course concepts helped you develop this idea, how the plan addresses or includes equity/justice/citizenship, and any potential limitations of the plan.
  - Artifact: Detailed workshop plan and facilitation notes that include objectives, materials, and step-by-step instructions.
3. Direct Action Plan: Create a direct-action plan to create change in their community(ies).
  - Description: 1-2-pages on the issue(s) you seek to address, overall goals, rationale, how specific course concepts helped you develop this idea, how the plan addresses or includes equity, and any potential limitations of the plan.
  - Artifact: Detailed plan including step-by-step actions to create change
4. Policy Creation/Change Proposal: Construct a proposal to create or change an educational policy at the school, local, or state level.
  - Description: 1-2-pages on how you chose this policy, the rationale, which course concepts you are applying, goals, and how this policy is related to equity/justice/citizenship.
  - Artifact: Detailed proposal including step-by-step actions to get the policy/change enacted
5. Creative Work: Produce a creative product that encapsulates learning from one or more course concepts
  - Description: 1-2-pages on how you came to this idea, the rationale, goals, which course concepts you are applying, and how this work is related to equity.
  - Artifact: The creative product or mockup (e.g., animated presentation, mobile app, painting, podcast episode, book of poetry, etc.)

### **GE Assessment (25% of grade)**

Students, through course readings and critical reflection, will explore their understanding of GE ELOs. Instructors will design specific assignments that address the following segments that align with GE ELOs.

Segment 1 Critical Reflection: Reflect on your learnings in the course on social identities and experiences, difference, power, social change, etc., and your present and future role as an educator regarding issues of diversity, equity, justice, and citizenship. 1.1, 1.2, 2.1, 2.2, 3.1, 3.2., 4,1.4.2

Segment 2 Content Analysis: Select a text (i.e., book, documentary/movie, curriculum, historical document, peer review article, or a current event article/video) that is relevant to P-12 contexts. Explore how concepts such as diversity, equity and justice and citizenship are addressed in the text.? How does the text critique or reinforce deficit thinking? 1.2, 3.1, 3.2

Segment 3 Advocacy: Identify and research an advocacy-oriented topic. Document its significance in historical and in contemporary contexts. Develop an action plan that outlines an advocacy effort (for example, developing website for a community, developing a community outreach program, developing curriculum, advocating for after-school or summer program). Explore the possibilities and limitations of your plan regarding social change. 3.2, 4.1, 4.2

Course Policies

#### Attendance and Participation Requirements:

Research shows that regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Participating in in-person activities for attendance (if course is offered in-person): once per week**  
You are expected to attend all class meetings. If you have a situation that might cause you to miss a class meeting, discuss it with me *as soon as possible*.
- **Participating in online activities: at least once per week**  
You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Zoom meetings (if course is offered online or hybrid): at least once per week**  
You are expected to attend all of the course Zoom meetings. If you have a situation that might cause you to miss a Zoom meeting, discuss it with me *as soon as possible*.
- **Office hours: optional**  
Office hours, are optional. However, each student will need to me with me individually at midterm and end of term.

#### Communication

The university's official mode of communication is via university email. Students should use their Buckeyemail when emailing their professor, and faculty will use their OSU email when emailing students.

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



- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **Synchronous sessions (for online/hybrid sections of this course):** During our Zoom sessions I ask you to use your real name and a clear photo of your face in your Carmen profile. During our full-group lecture time, you may turn your camera off if you choose. When in breakout rooms or other small-group discussions, having cameras and mics on as often as possible will help you get the most out of activities. You are always welcome to use the [free, Ohio State-themed virtual backgrounds](https://go.osu.edu/zoom-backgrounds) (go.osu.edu/zoom-backgrounds). Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.

**Response Times:** I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** or use [8help@osu.edu](mailto:8help@osu.edu) at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **E-mail:** I will reply to e-mails within **24 hours on school days**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

### Netiquette

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants. Netiquette includes, but is not limited to, the following guidelines:

- Honor people's rights to their opinions; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps – it conveys shouting and anger.

- Avoid colors like red and green for accessibility reasons; avoid font styles, colors, and sizes that are difficult to read.
- Address the ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.
- Don't distribute copyrighted materials, such as articles and images (most things online are not licensed as "fair use"). Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

### Course Assignments and Academic Integrity

See [Assignments Descriptions](#) for specific guidelines about each assignment. Policies for collaboration and academic integrity for this course:

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

### 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 24x7.

### Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested

- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at [go.osu.edu/student-tech-access](http://go.osu.edu/student-tech-access).

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

#### **Baseline technical skills necessary for online/hybrid courses:**

- Basic computer and web-browsing skills
- Navigating CarmenCanvas ([go.osu.edu/canvasstudent](http://go.osu.edu/canvasstudent))

#### **Technology necessary for this course:**

- CarmenCanvas Discussion Board
- [CarmenZoom virtual meetings](http://go.osu.edu/zoom-meetings) ([go.osu.edu/zoom-meetings](http://go.osu.edu/zoom-meetings))
- [Recording a slide presentation with audio narration and recording, editing and uploading video](http://go.osu.edu/video-assignment-guide) ([go.osu.edu/video-assignment-guide](http://go.osu.edu/video-assignment-guide))
- **Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](http://go.osu.edu/office365help) ([go.osu.edu/office365help](http://go.osu.edu/office365help)) help article for full instructions.

### **Student Resources**

#### **Technology:**

[EHE Tech Help](#)

[OSU Tech Support](#)

#### **Academics:**

[EHE Homepage](#)

[EHE Advising](#)

[OSU Advising](#)

[OSU Library](#)

[Dennis Learning Center](#)

[EHE Office of Research](#)

[OSU Office of Research](#)

#### **Student Life:**

[OSU Student Health Services](#)

[EHE Undergraduate Student Services](#)

[OSU Student Life](#)

[OSU Student Advocacy Center](#)

[OSU Student Financial Aid](#)

[EHE Career Services](#)

[OSU Career Counseling and Support Services](#)

[OSU Office of Diversity and Inclusion](#)

[EHE Office of Diversity, Inclusion, and Community Engagement](#)

### **Tentative Course Schedule**

ELO =GE Expected Learning Outcomes

CLO=Course Learning Objectives

## Course Schedule

WEEK/ UNIT	DATE	TOPIC(S)	COURSE LEARNING OBJECTIVE(S)	READING(S) & ACTIVITIES	ASSIGNMENTS & ASSESSMENTS
1		Introductions: Teachers & Community Building	CLO 1, 2, 3, 6, 7 ELO 1.2, 2.1, 3.2	The Syllabus "Name" (Adilow) <b>"A Talk to Teachers" (Baldwin, 1963)</b> <b>Engaged Pedagogy (hooks, 1994)</b>	
2		Critical Thinking and Critical Theory/Citizenship	CLO 1,2,3,5, 6 ELO 1.1, 1.2, 3.1	<b>Broadening the Meaning of Citizenship Education: Native Americans and Tribal Nationhood (Writer) <u>Peer Reviewed</u></b>  Ch. 1: How to Engage Constructively in Courses That Take a Critical Social Justice Approach (Sensoy & DiAngelo, 2017)  Ch. 2: Critical Thinking and Critical Theory (Sensoy & DiAngelo)	Introduction Survey  Reading Notes & Extensions
3		Social Identities, Race, and Local/Global Citizenship,	CLO 1, 2, 3, 6 ELO 1.1, 1.2, 2.1, 3.1	Teaching for Social Justice, Diversity, and Citizenship in a Global World (Banks, 2004)  <b>Soft vs Critical Citizenship (Andreotti) <u>Peer Reviewed.</u></b>  <a href="#">"Reconstructing Citizenship"</a> (National Museum of African American History and Culture)  "RACE- The Power of an Illusion: <a href="#">Explore Different Rule for Whites</a> " (PBS)  <a href="#">Social Identities and Systems of Oppression</a> (National Museum of	<b>Assignment 1: Who We Are Story</b>  Reading Notes & Extensions

				<p>African American History &amp; Culture)</p> <p><u>Optional Texts on CarmenCanvas</u></p> <p>“Girl” (Chee, 2015)</p> <p>Practicing Islam in Short Stories (El-Naggar, 2015)</p> <p>My Life as An Undocumented Immigrant (Vargas, 2011)</p> <p>The Drug Epidemic Isn’t New (Wicker, 2017)</p>	
4		Socialization & Belonging: The Stories We Tell	CLO 1,2,3, 5, 6 ELO 1.1, 1,2, 2.1, 3.1, 4.1	<p><b><u>Narrating Loss, Anxiety and Hope: Immigrant Youth’s Narratives Of Belonging And Citizenship</u></b> (Subedi) <b><u>Peer Review</u></b></p> <p>Ch. 3: Culture and Socialization (Sensoy &amp; DiAngelo)</p> <p>Ch 4: Prejudice and Discrimination (Sensoy &amp; DiAngelo)</p> <p><u>Optional Texts on CarmenCanvas</u></p> <p>The Danger of a Single Story (Adichie, 2009)</p> <p>They Want to Erase That Past (Adams and Busey, 2017)</p> <p>Exploring Identity Work (Pai, 2019)</p> <p>The Mind of a Village (Vedantam, 2018)</p>	Reading Notes & Extensions
5		Reclaiming Voices & The Things We Do	CLO 1,2, 4, 5, 7 ELO 2.1, 2.2, 3.2	<p><b><u>Failed Citizenship: Civic Engagement &amp; Education (Banks) Peer Review.</u></b></p> <p>The Idea of America (Jones, 2019)</p> <p>I Won’t Learn from You (Kohl, 1992)</p> <p><u>Optional Readings on CarmenCanvas</u></p>	Reading Notes & Extensions

				<p><a href="#">Why Chinese People came to the United States</a> (AJ+, 2017) Every kid Needs a Champion (Pierson, 2013) A Tale of Two Teachers (Crum, 2015)</p>	
6		Inclusion: Power, Privilege, and Oppression	CLO 1, 2, 3, 5, ELO 2.1, 2.2, 4.1, 4.2	<p><b>The Ink of Citizenship (Patel) Peer Reviewed</b></p> <p>Teaching 6-Year Olds About Privilege and Power (Schwartz, 2019)</p> <p>Ch. 5: Oppression and Power (Sensoy &amp; DiAngelo)</p> <p>Ch. 6: Understanding Privilege Through Ableism (Sensoy &amp; DiAngelo)</p> <p><u>Optional Readings on CarmenCanvas</u></p> <p>Examples of Ability Privilege Examples of Age Privilege Examples of Christian Privilege Examples of Cisgender Privilege Examples of heterosexual Privilege Examples of Male Privilege Examples of Middle-to-Upper Class Privilege Examples of U.S. Citizenship Privilege Examples of White Privilege</p>	<p><b>Assignment 2: Final Project Proposal</b></p> <p>Reading Notes &amp; Extensions</p>
7		Justice & Systemic Oppression	CLO 1,2,4,5 ELO 1.1, 2.1, 2.2, 4.1, 4.2	<p><b>Losing An Arm (Dumas). Peer-reviewed.</b></p> <p>Understanding Invisibility of Oppression Through Sexism (Sensoy &amp; DiAngelo)</p>	Reading Notes & Extensions

				<p>Understanding the Structural Nature of Oppression Through Racism (Sensoy &amp; DiAngelo)</p> <p>Ch. 9: Understanding the Global Organization of Racism Through White Supremacy (Sensoy &amp; DiAngelo)</p>	
8		Intersectionality & Differentiated Citizenship	CLO 1,2,3, 5 ELO 1.1, 2.1, 2.2, 4.2	<p>“On Intersectionality” (Crenshaw, 2016) <u>Peer Review</u>.</p> <p>Understanding Intersectionality Through Classism (Sensoy &amp; DiAngelo)</p> <p><b>I was born here but my home it’s not here (El-Haj). Peer-reviewed</b></p> <p><u>Choose ONE of the TWO</u></p> <p>“A shadow of ourselves: Identity erasure and the politics of queer (school) leadership” (Lugg and Tooms, 2010)</p> <p>“Unequal Chances: Race, Class, and Schooling” (Satz, 2012)</p>	<p><b>Assignment 3: Current Events Analysis</b></p> <p>Reading Notes &amp; Extensions</p>
9		Equity, Allyship, Community, and Action	CLO 1, 2, 4, 5, 6 ELO 1.1, 2.1	<p><b>Telling their Side of the Story (Howard). Peer-reviewed.</b></p> <p>“Yeah, But...” Common Rebuttals (Sensoy &amp; DiAngelo)</p> <p>Putting it All Together (Sensoy &amp; DiAngelo)</p> <p><a href="#">Equity vs Equality</a> (Gardner)</p> <p><a href="#">Equity vs Equality</a> (Cultural Organizing)</p>	<p>Reading Notes &amp; Extensions</p>

				<p><u>Optional Texts on Carmen:</u>  Families and Educators Together Project (Eakins, 2019)  Teacher Activism Persists in US (Will, 2019)  Teachers Unite! (Markowitz, 2018)  Can Schools Nurture the Souls of Black and Brown Children (Udoh, 2018)</p>	
10		Equity & Education: The Impact of Discipline Policies & Trauma	CLO 1, 2, 4,5 ELO 1.2, 2.2	<p>The Right to Be Literate: Literacy, Education, and the School-to-Prison Pipeline (Winn and Behizadeh, 2011)</p> <p>“Show Us the Love: Revolutionary Teaching in (Un)Critical Times (Johnson, Bryan, and Boutte, 2019)</p> <p><u>Choose at least 1 Leading Podcast:</u>  Asset Based Pedagogy American Indian  Boarding Schools and Its impact on Indigenous Education  Restorative Justice: An Alternative to Traditional School Discipline  Oppressive Practices in School Dress Codes  Disrupting Poverty in the Classroom  Supporting Bilingual Families During IEP Meetings  Creating Activities Through Social Justice Mathematics  Being Kind is not the Same as Being Anti-Racist</p>	Reading Notes & Extensions
11		Equity & Education: The Impact of Inclusive Curricula and	CLO 1,2, 4, 5, 7 ELO 1.2, 2.2, 3.2	Global Citizenship Education and Social Justice for Immigrant Students: Implications for Administration,	Reading Notes & Extensions



		Abolitionist Teaching		<p>Leadership, and Teaching in Schools (Guo-Brennan, 2019)</p> <p><u>Choose 2 content/grade specific texts:</u></p> <p>Ending Curriculum Violence (Jones, 2020)</p> <p>What Educators Can Do in 100 Days (Learning for Justice, 2019)</p> <p>Guide for Racial Justice and Abolitionist Social and Emotional Learning (Abolitionist Teaching Network, 2020)</p> <p>Honoring and Building on the Rich Literacy Practices of Young Bilingual and Multilingual Learners (Souto-Manning, 2016)</p>	
12		Community Cultural Wealth & Cultural Capital: Open theme: Educators Panel	CLO 1, 2, 3, 4, GE 2.1, 2.2, 4.2,	<p><b>Whose Capital Has Culture? (Yasso). <u>Peer Reviewed.</u></b></p> <p><b>Funds of Knowledge Moll (2001). <u>Peer-reviewed.</u></b></p> <p>(Educators across experiences, grade-levels, community spaces, and content areas share their experiences with diversity, equity, and justice in education)</p>	<b>Assignment 4: Reflection Essay or Video</b>
13		Inclusion and Student Experiences (Instructor-student conferences)	CLO 1,2,3,4,5,6,7 GE 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2	<p><b>Teachers, Please Learn Our Names! (Kohli). <u>Peer Reviewed</u></b></p> <p><b>Notes on Immigration (Cruz). <u>Peer Reviewed.</u></b></p> <p><b>Learning to Be Illegal: Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood (Gonzalez) <u>Peer Reviewed</u></b></p>	

14	Open Theme: Disciplinary and inter-disciplinary based Projects and Presentations	CLO 1,2,3, 4, 5, 6, 7 GE 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2	Readings TBD Present outcomes from Assignment 5	<b>Assignment 5: Equity &amp; Diversity Design Project and Presentation</b>
15	Disciplinary and/or inter- disciplinary: Projects and Presentations  * <b>Final GE Assessment</b>	CLO 1,2,3, 4, 5, 6, 7 GE 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2	Readings TBD Present outcomes from Assignment 5	

*The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen (or in class).*

## Institutional Policies

### Academic Integrity

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

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

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

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

See **Course Assignments and Academic Integrity**, above, for my specific guidelines about collaboration and academic integrity in the context of this class.

### Accessibility Accommodations

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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

**Accessibility of course technology:** This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. [Carmen \(Canvas\) accessibility documentation](#).

### Grievances

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor*. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union."

### Copyright Disclaimer

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

- **Course Audio and Video Recording:** Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.
- **Student Generated materials:** Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials:** These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

### Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. **You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).**

### Diversity Statement

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited,

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches of the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

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

The Office of Diversity and Inclusion provides holistic support for qualifying student parents enrolled at Ohio State. To learn more, contact the "Child Care Access Means Parents in School" (CCAMPIS) Program at 614-247-7092/ [lewis.40@osu.edu](mailto:lewis.40@osu.edu)

### Readings (required and optional)

- Abu El-Haj, T. R. (2007). "I was born here but my home it's not here": Educating for democratic citizenship in an era of transnational migration and global conflict. *Harvard Educational Review*, 77 (3): 285-316.
- Andreotti, V (2006). Soft versus critical global citizenship education. *Policy and Practice: A Development Education Review* (3), A40-51.
- Baldwin, J. (1963). A talk to teachers, *The Saturday Review*, Dec 21, 42-44
- Banks, A. (2021). *Civic education in the age of mass migration for theory and practice*. New York: Teachers College Press. (optional).
- Banks, J.A. (2017). Failed citizenship and transformative civic education. *Educational Researcher*, 46(7), 366-377.
- Banks, J. A. (1997). *Educating citizens in a multicultural society*. New York, NY: Teachers College Press.
- Bernstein, R. (2011). *Racial innocence: performing American childhood from slavery to civil rights*. New York: New York University.
- Cruz, C. (2008). Notes on immigration, youth, and ethnographic silence. *Theory Into Practice*, 47, 67-73.
- Dabach, D. B. (2015). "My student was apprehended by immigration": A civics teacher's breach of silence in a mixed-citizenship classroom. *Harvard Education Review*, 85(3), 383-412.
- Dumas, M. J. (2014). "Losing an arm": Schooling as a site of Black suffering. *Race, Ethnicity, and Education*, 17, 1-29.
- Epstein, R., Blake, J., & Gonzalez, T. (2017). *Girlhood interrupted: The erasure of Black girls' childhood*. Washington, DC: Georgetown Law Center, Center on Poverty and Inequality.
- Evans-Winters, V., & Esposito, J. (2010). Other people's daughters: Critical race feminism and Black girls' education. *Educational Foundations*, 24(1), 11-24.
- Gonzales, R. G. (2011). Learning to be illegal: undocumented youth and shifting legal contexts in the transition to adulthood. *American Sociological Review*, 76(4) 602-619.

- hooks, B. (1994). *Teaching to transgress*. Routledge, NY: New York.
- Howard, T. (2001). Telling their side of the story: African American students' perceptions of culturally relevant teaching. *The Urban Education*, 33(2), 131-149.
- Hannah-Jones, N. (2021). The idea of America: *The 1619 Project*, published in *The New York Times Magazine* August 2019. You can find this and more educational resources at [www.pulitzercenter.org/1619](http://www.pulitzercenter.org/1619)
- Kaomea, J. (2000). Curriculum of Aloha? Colonialism and tourism in Hawaii's elementary textbooks. *Curriculum Inquiry* 30(3), 319-344.
- Kohl, Herbert R. (1995). "I won't learn from you" : and other thoughts on creative maladjustment. New York: New Press, Distributed by Perseus Distribution
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#### GE Rubric

ELO	Learning Outcomes	4- Exceeds	3-Meets	2- Emerging	1- Does Not Meet
1.1, 1.2, 2.1, 2.2, 3.1, 3.2., 4,1.4.2	<p><b>Critical Reflection:</b></p> <p>Reflect on your learnings in the course on social identities and experiences, difference, power, social change, etc., and your present and future role as an educator regarding issues of diversity, equity, justice, and citizenship.</p>	<p>Critically reflects on themes discussed in class and thoroughly links relevant course readings to reflection-oriented assignments. Student critically explains their personal growth and clearly identifies goals for continuing growth.</p>	<p>Engages in reflection regarding course themes and utilizes course readings to contextualize personal and social contexts. Student explains their personal growth and identifies goals for continuing growth.</p>	<p>Reflection is present within assignments, but arguments are not critically linked to course readings. Student explains personal growth but does not identify goals for continuing growth.</p>	<p>Reflection lacks critical approaches. Course readings are not linked to reflective assignments. Student does not critically explain their personal growth and goals for continuing growth.</p>
1.2, 3.1, 3.2	<p><b>Content Analysis:</b></p> <p>Content Analysis: Select a text (i.e., book, documentary/movie, curriculum, historical document, peer review article, or a current</p>	<p>Thoroughly analyzes the content and links the analysis to course topics discussed in class. Critically engages with how the text challenges</p>	<p>Analyzes the content and links the analysis to course topics discussed in class. The writings provide some</p>	<p>Analyzes the content to a certain degree but the link to course discussions is missing. Explanation</p>	<p>Analysis of course content is not explained clearly or is missing. Explanation regarding deficit themes</p>

	event article/video) that is relevant to P-12 contexts. Explore how concepts such as diversity, equity and justice and citizenship are addressed in the text.? How does the text critique or reinforce deficit thinking? 1.2, 3.1, 3.2	deficit perspectives or reinforces deficit narratives.	explanation regarding challenging deficit thinking or reinforcing deficit thinking.	regarding deficit themes is not clearly noted.	is either devalued or missing.
3.2, 4.1, 4.2	<p><b>Advocacy:</b></p> <p>Segment 3 Advocacy: Identify and research an advocacy-oriented topic. Document its significance in historical and in contemporary contexts. Develop an action plan that outlines an advocacy effort (for example, developing website for a community, developing a community outreach program, developing curriculum, advocating for an after-school or summer program). Explore the possibilities and limitations of your plan regarding social change. 3.2, 4.1, 4.2</p>	<p>Demonstrates in-depth understanding of what advocacy means and links the action-plan to advanced, complex understanding of structural and systemic inequities in educational spaces.</p> <p>AND</p> <p>Action plan clearly outlines potential path towards social change.</p>	<p>Demonstrates some understanding of advocacy and its relationship to structural and systemic inequities in educational spaces.</p> <p>AND</p> <p>Action plan has some attributes on working towards social change.</p>	<p>Demonstrates limited understanding of advocacy and its relationship to structural and systemic inequities in educational spaces.</p> <p>AND</p> <p>The relationship between action plan and social change is not clear.</p>	<p>Demonstrates a very limited understanding of structural and systemic inequities in educational spaces.</p> <p>AND</p> <p>Action plan does not address social change.</p>

2/5/23

2/5/23



## GE THEME COURSES

### Add GE assignments/readings

#### 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 seeing 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 EDUTL 5005

Course subject & number EDUTL 5005

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)

This is an advanced level course that traces the relationship between citizenship and broader issues of equity, diversity, and justice in the field of education. It foregrounds theory and practice, particularly the role of educators in promoting responsible and justice-oriented citizenship practices in schools and in society. It engages with the critical value of being and becoming an engaged educator, including being a reflective and a transformative teacher (Kumashiro, 2015). The course approaches the meaning of citizenship, both theoretical and practical, through critical concepts such as: equity, justice, inclusion, dialogue, belonging/community, advocacy, etc. The course has been shaped by various theoretical models (critical race, feminist, queer, decolonial, etc.) in education (Banks, Yasso, Moll, Ladson-Billings, Dumas, etc.). The course also utilizes research-based articles to help students understand the relationship between citizenship and diversity, equity and justice. It explores debates on school inequities and the role of educators/teachers in creating inclusive curriculum/pedagogy and social belongings for all students: thus, advocating for justice-oriented meaning of citizenship (Kumashiro, 2015). In this course, students will examine how schools are sociopolitical spaces where hierarchies and socially unjust practices are often reinforced through narratives of citizenship: as reflected in local, national, and global political arenas. The readings and discussions invite learners to rethink the meaning of citizenship so that learners can meaningfully engage with how school curriculum privileges certain histories, identities/experiences while marginalizing others within spheres of policy, curriculum, daily interactions, and discipline and punishment practices. The course addresses the urgency of meeting the needs of increasingly diverse student populations and communities, and understanding the roles of teachers, educators, and citizens in participating, reproducing, and disrupting social inequalities and injustices. To deeply engaged with the subject matter, students will engage with and respond to a variety of texts, including, and not limited to, the course textbooks and various peer-reviewed research articles that illuminate the relationship between citizenship and diversity, equity and justice in a diverse and unjust world. In the field of education, both peer-reviewed articles and books are valued. The course invites students to examine critical questions on the relationship between citizenship and ability, religion, gender, race and language and ways societies privilege certain narratives and practices of citizenship. The course opens the possibility of disrupting and creating in-depth discussions regarding top-down or hierarchical models of citizenship. Consequently, the course helps students recognize the broader material effects of exclusions in society, how it impacts schooling and education. Along with various textbooks, the course will utilize documentaries, on-line videos, and texts students themselves may contribute to the course as well. Students will be encouraged to draw upon and connect to not only their prior experiences but also to infuse reading materials from

various courses. This will allow students to critically analyze questions such as: what has been the barrier to gaining inclusion (and justice) for various communities regarding schooling? What kinds of privileges does one's social identity afford in relation to how questions of rights are framed? How do issues of power configure on who is able to (and not able to) define the mean of citizenship, justice, and equity? The two texts used in the class are based on critical research and widely held as valuable books/articles that engage with broader questions citizenship and its relationship to equity, diversity and justice.

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

The course readings and in-class discussions focus on critical thinking skills, which includes critical reading practices. Critical reading practices ask questions such as: what is the author's intention? Who is the author? What knowledge is being included and what is being excluded? This approach opens the possibility to understanding how questions of citizenship (belonging, community, equity, diversity, justice, etc.) have historically been narrated and how such frameworks continue to provide social and educational inequities. The course uses various theoretical and research-based approaches to help students learn about the intricate connection between citizenship narratives and schools, including the social implications of the growing diversity of students in schools (Kumashiro, 2015; Sensoy & DiAngelo, 2017). A key intervention of the course is to not only help students gain knowledge of topics being discussed but also to practice responsible citizenship (dialogue, critical thinking, etc.) in classrooms, which can create possibilities for students to more active learners and advocates in society. It focuses on question regarding decision making, responsible communication/dialogue that is grounded in critical thinking. Thus, citizenship is also about being and becoming critical learners so that society can be transformed: as we strive to make the world a more just place. The ELO links to the following course learning objectives:

- (1) Maintain an inclusive learning environment based on community agreements and mutual respect
- (2) Articulate teacher role's in promoting inclusive and justice-oriented conceptions of citizenship in classrooms and in schools/communities
- (3) Engage in critical analysis of events, scholarship, and various forms of media as justice-oriented practices.
- (4) Examine their own identities, their multiple positions within systems of inequality, and how their positions differ across political, cultural, national, global, and historically marginalized communities
- (5) Articulate how various levels and forms of oppression impact personhood, citizenship, representation, and access in educational spaces
- (6) Explore structural or systemic inequities and the ways they continue to disenfranchise historically oppressed groups/students and identify ways educators, families, and/or community members can work to change systemic social and cultural inequities inside and outside of educational space.

Activities/Assignments/Topics: Through weekly writing assignments, students will collaboratively think and write about what it means to have an inclusive, diverse learning environment that enables the development of community agreements based on critical

conversations about topics discussed in class. Through engaging in critical thinking and participating via critical readings, in-person class discussions and on-line discussion posts, students will have the opportunity to practice maintaining an open-minded and engaged learning environment. It seeks to provide spaces for students to practice critical citizenship skills, regarding dialogue, respect, inclusive notions of empathy, etc. Students will also have opportunities to share their insights, reflections, questions, and connections to readings with their peers in Carmen/Canvas. Through engagement with weekly readings and discussion with one another, students will have the opportunity to engage in critical thinking on topics related to the relationship between citizenship and equity and diversity in education. The course components include, in relation to practices of citizenship, robust engagements on themes such as community, belonging, social identity, power, oppression, allyship, and intersectionality. These topics are reflected in weekly readings.

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

The course incorporates scholarship that reexamine ways questions of community, diversity, nature of knowledge, pedagogy, curriculum, etc. have been produced as “normal” citizenship practices in the schooling processes. The course incorporates research-based articles (peer reviewed, etc.), books, book chapters, and media sources (documentaries, etc.) to explore the topics discussed in the class. In particular, the course examines structural or systemic nature of social problems that have impacted schools and education, in general. This approach enables learners to examine how the “personal” dimension is always connected broader social issues/structures (Banks, 2004). This enables students to understand the contested nature of “citizenship” category and how the concept, historically and in contemporary contexts, has always been contested and reclaimed by marginalized communities. It speaks of the ways marginalized people or communities may provide alternative and transformative meaning to the concept of citizenship: so that a more inclusive framework can be theorized and practiced.

This ELO links to the following course goals and topics: Learning objectives: 3, 4, 5, 6. (3) Engage in critical analysis of events, scholarship, and various forms of media. (4) Examine their own identities, their multiple positions within systems of inequality, and how their positions differ across political, cultural, national, global, and historically marginalized communities (5) Articulate how various levels and forms of oppression impact personhood, citizenship, representation, and access in educational spaces (6) Explore structural or systemic inequities and the ways they continue to disenfranchise historically oppressed groups/students and identify ways educators, families, and/or community members can work to change systemic social and cultural inequities inside and outside of educational space.

Activities/Assignments/Topics: Students will engage in advanced, in-depth exploration on how citizenship themes are always interconnected with the material conditions of equity, diversity, and justice as they relate to educational spaces and their own roles as educators. Through weekly readings and discussions of those readings, students will have opportunities to think about these topics across texts and in relation to other topics, such as citizenship and privileging of certain social identities in society as “normal.” For example, from first to the fourth week, students will engage with the historical and theoretical models of citizenship and its relationship to diversity, equity, and justice. Students will be introduced to the concept of “failed citizenship” (Banks; week 4), indigenous conceptions of citizenship (Writer; week 1) and global citizenship (Andreotti; week 4). During week 8, students will link the concept of citizenship to Kimberle Crenshaw's speech on intersectionality. Students will also read a peer-reviewed article (Luggs and Tooms, 2010 or Satz, 2012) to better understand how social identities are re/shaped in historical and in contemporary contexts. These texts explore the idea of social identities as they relate to varied levels of oppression and differentiated citizenships. Students will draw on these texts as well as share texts of their own to highlight important takeaways and reflect upon the impact on students in educational spaces. In Assignment 1, students will construct a story that explores how their social identities, including their understanding of citizenship, have influenced their lived experiences. Students will link the stories to specific course readings. Specifically, students will engage with the following questions: How have

our social identities or conceptions of citizenships influenced or played a role in our lived experiences? How do social identities differ across political, cultural, national, global, and/or historical communities? Based on your social identities, what messages have you received about personhood, citizenship, and/or identity? How is understanding or experience of citizenship connected to broader issues of race, class, gender, etc.? (Patel, 2017). This assignment will allow students to explore social identity and equity themes from a personal stance and how the personal is connected to larger social context (Cruz, 2008). And, by sharing stories with one another, the students will hear how different social identities have shaped their collective experiences. In Assignment 4, students will reflect on the course concepts and ideas (linking it to course readings) that have been impactful for them and how they have grown as students in the course. To engage with questions of citizenship and its relation to justice, students will critically engage with course readings, take notes when speakers are present and conduct their own critical analysis. In Assignment 5, students will develop an artifact that demonstrates their ability to highlight, analyze, complicate, and act upon a particular topic related to equity, diversity, and justice/citizenship in education. This will require students to engage in in-depth, scholarly exploration utilizing texts provided by the instructor as well as texts they have read through their own research. Each project can be developed from an educator, family, and/or community member perspective.

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)

Educational systems reflect the values of the governments (and people) who develop and run them. They are a primary way students learn about their country (or state, or municipality) and the primary way young people intersect with government systems. This class explores how topics of citizenship, equality, and justice are approached in educational systems and how experiences of students and teachers differ depending on their citizenship status, race, or identity.

Foreground justice, the courses reading focuses on the politics related to education, especially schooling, and provides ways communities can work with schools for a more inclusive notion of citizenship and community. The course is also interdisciplinary regarding how issues of equity, diversity and justice is connected to disciplines within, for example, biological sciences, social sciences, humanities, arts, etc. The readings highlight how youth/children are often socialized on what counts as positive identity (citizenship, etc.) and culture from an early age and schools often reinforce mainstream conceptions of citizenship. The course deeply engages with how past and present experiences within diverse communities shape our ways of examining society. It asks how questions such as community and equity can be reimaged when the very meaning of partnership and community outreach

is expanded. This is important, as the course readings illustrate, since meaningful school-community relationships are at the core of equitable, justice oriented and transformative schooling.

The follows ELO links to the following course goals and topics learning objectives 2, 4, 5, 7: (2) Articulate teacher role's in promoting inclusive and justice-oriented conceptions of citizenship in classrooms and in schools/communities. (4) Examine their own identities, their multiple positions within systems of inequality, and how their positions differ across political, cultural, national, global, and historically marginalized communities (5) Articulate how various levels and forms of oppression impact personhood, citizenship, representation, and access in educational spaces (7) Facilitate a critical understanding and use of culturally and linguistically responsive curriculum and teaching practices.

Activities/assignments/topics: Students will have multiple opportunities to engage with the objectives of the course. A critical component of course readings and assignments address the theme of advocacy. By engaging with course readings, students will develop an action-plan on ways one may approach advocacy that is connected to broader out-of-class experiences. During week 12, students will engage with educators across experiences, grade levels, community spaces, and content (discipline) areas and who work towards equity, diversity, and justice/citizenship in educational spaces. Similarly, in assignment #1, students will construct a story that explores how schools they attended spoke/taught about diversity, equity, and justice/citizenship? And based on our social identities and socialization, what messages did students receive about personhood, citizenship, and what did they learn about what counts as "good" citizenship in schools and "who" is understood to embody "proper" citizenship? (Banks, 2004). This approach will help students understand how citizenship (or way one may speak of inclusion) has political, economic, social, etc. meanings. And that citizenship is broadly connected to issues of power and authority, including structural racism (Ladson-Billings, 2004). And, in educational contexts, this is critical topic (structural racism) that is connected to how curriculum, pedagogy and school policies are formulated. Students will engage with readings to support their ideas, especially on the need to engage with humanizing practices in everyday lives (Gonzalez, 2011). This project will also enable students to examine with how social identities and privileges shape different path youth and families take in life. In Assignment #3, students will link key concepts regarding equality and inequities to out-of-classroom experiences. The assignment will allow students to engage with how a social identity has been included or excluded as legitimate or positive identity. Through the assignment, student will engage with the question on how one might think through and practice inclusive ideas of community since, too often, equal rights have not afforded to those who have been viewed as the Other. The broader purpose of the assignment is to ask: what implications does the intervention seek in advocating inclusive and justice-oriented conception of community in classrooms and in communities.

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)

A critical component of the course is the topic of critical reflection or reflexivity that creates space for students to rethink their prior knowledge. It engages with questions regarding what one knows, how did one gain this knowledge and how this knowledge can be reexamined and expanded (Andreotti, 2006). Such a practice enables students to recognize how knowledge is political and how a critical self-assessment is important to becoming a more inclusive and justice-oriented educator. The course enables students to be a critical citizen so that one begins to question and to analyze how people have multiple experiences (and identities) and this shapes how one sees and experiences the world. Ultimately, the purpose of the course is help students develop critical projects that can expand students' notions of community, belonging, identity, equity and, ultimately leading to becoming a justice-oriented citizen.

This ELO links to the following course goals and topics: Learning Objectives 3, 4, 5, 7 (3) Engage in critical analysis of events, scholarship, and various forms of media as justice-oriented practices. (4) Examine their own identities, their multiple positions within systems of inequality, and how their positions differ across political, cultural, national, global, and historically marginalized communities (5) Articulate how various levels and forms of oppression impact personhood, citizenship, representation, and access in educational spaces (7) Facilitate a critical understanding and use of culturally and linguistically responsive curriculum and teaching practices.

Activities/Assignments/Topics: A critical intervention of this course is to rethink, reimagine (and practice) what one has being socialized into what citizenship means in a diverse world. The assignments invite students to reflect on how marginalized people question how educational and social rights have not been equally afforded to them. Through course readings and writing assignments, the course topics address how cultural communities continue to reformulate the meaning of belonging and community, and they continue to question hierarchical models of citizenship that silences their experiences and rights. Communities often utilize community cultural knowledge to survive and resist dominant practices (Moll, 2001). Through the weekly reading notes and extensions, students will engage with and wrestle with themes around both exclusionary and justice-oriented citizenship. The course is focused on inquiry approach to teaching and learning, and students will have opportunities to develop their understanding of themselves and their roles in challenging and/or reproducing mainstream knowledge. It is via critical reflection, conversation with other students, and extensions/connections with community issues that students will learn to develop a more nuanced understanding of citizenship and its relationship to educational equity, diversity and lived experiences. In Assignment 1, students will reflect on their own citizenship positionalities and how social identities have influenced their lived experiences in communities. And in Reflective Essay/Video assignment, students will reflect on the course concepts and ideas that have been impactful for them and how they have evolved as educators (Kumashiro, 2017). Students will build knowledge on prior experiences to rethink about curriculum, pedagogy, and their identities in relation to topics such as equity/diversity and justice. Regarding Design Project and Presentation assignment, students will reflect on their personal growth as well as their process in completing the final project. Student will also create an artifact and describe how specific course concepts helped them to develop the artifact. This will allow students to build on prior experiences, both in the course and outside of the course, reflect on their emerging identity as an educator, and



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respond creatively to issues of equity, diversity, and justice. A larger goal of the course is to help students understand how conceptions of equity and inclusion are never complete since such ideals or practices are shaped by power discourses and injustices.

Specific Expectations of Courses in Citizenship

GOAL 3: 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 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

A key component of the course is to examine the diversity of thoughts, experiences and, in general, knowledge that speaks of broader issues of identity, belonging, community, inclusive pedagogy and curriculum and dispositions. In particular, the goals and topics examine a range of thoughts/epistemologies that speak of the diversity of gender, language, social class, race, etc. and its relationship to schools and education. Schools are often the site of formal education on teaching about citizenship and ways in which one is socialized into becoming a “citizen.” The very question of being “education for citizen” functions differently across local/state, national and global contexts. Communities of color have resisted official narratives of citizenship and practiced cultural citizenships that value community experiences and histories (Love, 2019). The course, through critical readings, will provide students with insights on how various epistemologies (included in policies, rules, and laws, etc.) that shape these debates. In particular, the course allows students to practice skills, within the classroom contexts, to engage in a more responsible dialogue and community building skills that are inherently connected to developing a more responsible form of citizenship.

This ELO links to the following course goals and topics: Learning Objectives 2, 3, 4 and 5: (2) Articulate teacher role’s in promoting inclusive and justice-oriented conceptions of citizenship in classrooms and in schools/communities (3) Engage in critical analysis of events, scholarship, and various forms of media as justice-oriented practices (4) Examine their own identities, their multiple positions within systems of inequality, and how their positions differ across political, cultural, national, global, and historically marginalized communities (5) Articulate how various levels and forms of oppression impact personhood, citizenship, representation, and access in educational spaces.

Activities/Assignments/Topics: Through the weekly readings, students will have opportunities to describe and analyze a range of perspectives on equity, diversity, and justice/citizenship in education through reflection, conversation with other students, and extensions/connections via community networks. Students read diverse accounts (Black, Indigenous, etc.) and write each-week on their understanding of the perspectives narrated (Banks, Writer, etc.). The perspectives address broader issues of language, gender, ability, etc. and the topics help students re-imagine less hierarchical. and justice-oriented notions of citizenship. Students explore the text/website “Reconstructing Citizenship from the National Museum of African American History and Culture” and analyze a timeline (instructor created) on inequities and inequality in US education. This assignment will allow students space to explore how notions of citizenship have been socially constructed over time and are shaped by political, legal,

national and global policies. Several texts such as “The Idea of America and “I won't learn from you” will provide students with the opportunity to explore what it means to be an American and what it means to be a global citizen, particularly for those from marginalized backgrounds. Articles such as “They Want to Erase that Past” (by Adams and Busey) and “A Shadow of Ourselves” (by Lugg and Tombs 2010) will help students analyze how educational access has often been mediated by one’s identity, lived experiences, and the assumptions around who deserves equal rights. Lastly, chapters from the book *Civic Education in the age of Mass Migration* and the article “Teaching for Social Justice Diversity and Citizenship Education in a Global World” will help students think about how education can help cultivate spaces that honors students’ experiences. The readings will also allow students to act upon injustices as local and global citizens. In Assignment 3 (Current Event Analysis), students will identify a social identity that they would like to study and write on concepts related to social inequities. This project will help students critically understand how perspectives need to be understood within social context and within power relations (who can speak or who is heard, etc.). Through the readings and assignments, students will aim to recognize the exclusionary nature of citizenship laws and policies that have created oppressive practices, including within the schooling process (curriculum, teaching practices, school discipline policies, etc.). By exploring the assignment’s central question (What messages are being conveyed about personhood, citizenship, and identity) students will describe and analyze how experiences differ across cultural, global and historical communities. The assignment will pay particular attention to how certain groups of people/students have historically been subjected to structural and systemic oppressions and being excluded from ideas of inclusive community overtime.

3.2 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)

The course readings illustrate, as it reflects society, how public schools continue to be racially/ethnically diverse. The course readings (and course learning objectives) explore the need to develop inter-cultural competence considering the demographic shifts in U.S. society. The readings also call for the need to recognize the historical context of intercultural discussions that calls for the need to account for justice, in particular restorative justice (Love 2019). Broadly speaking, the course engages students to reflect and to develop skills so that they can work in diverse classroom, diverse community settings and ways educators can engage in culturally and linguistically responsive practices. Clearly, the dispositions (respect for diversity, respect for differences, etc.) are connected to becoming a more critical learner and educator (and a critical citizen) that can transform society.

This ELO links to the following course goals and topics: Learning objectives 1, 4, and 6. (1) Maintain an inclusive learning environment based on community agreements and mutual respect (4) Examine their own identities, their multiple positions within systems of inequality, and how their positions differ across political, cultural, national, global, and historically marginalized communities (6) Explore structural or systemic inequities and the ways they

continue to disenfranchise historically oppressed groups/students and identify ways educators, families, and/or community members can work to change systemic social and cultural inequities inside and outside of educational space.

Activities/Assignments/Topics: The course assignments engage with ways one can become competent in inter-cultural contexts and develop dispositions to become critical local and global citizens. Students will reflect on what it means to embody a particular identity, including the meaning of developing citizenship within a particular academic discipline. Students will also reflect on what it means to value an inclusive, diverse learning environment and to develop community agreements based on their critical conversations about citizenship and justice. The various writing assignments (Assignment 1, etc.) will align with the skills, knowledges, and dispositions that are critical for engaging in conversations around complex topics such as being and becoming critical local/global citizens. Through the weekly reading notes and extensions, students will have opportunities to apply these skills and dispositions as they describe and analyze a range of perspectives on equity and diversity in education. This will be accomplished via writings on personal reflection, conversation with other students, and extensions/connections to other texts. There are several course articles/texts that will help students to identify and reflect on the knowledges, skills, and dispositions required for intercultural competence as global citizens. For instance, the peer reviewed article, "Teaching for Social Justice, Diversity, and Citizenship in a Global World" (Banks, 2004), the popular article, Teaching 6-Year Olds About Privilege and Power (Schwartz, 2019), and the podcast episode, "Supporting Bilingual Families During IEP Meetings" will help students explore the knowledges, skills, and dispositions required for intercultural competence as a global citizen and how educators can cultivate them in educational spaces. In addition, through the artifact and advocacy assignments, students will also reflect on their various social identities and listen to the stories of their peers, which will also help them develop skills required for intercultural competence as local and global citizens.

GOAL 4: 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 4.1 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)

The course goals and topics engage with topics related to broader issues of diversity, equity and inclusion and its relationship to the theory and practice of citizenship. The goals focus on the history of citizenship debates in schools and in society. The course readings and assignments engage with how citizenship themes ought to be examined within the context of power and how citizenship narratives (laws, philosophy, practices, etc.) are socially constructed. The readings and assignments value learning and unlearning via engaging with individual and collective lived experiences of people. The course readings also examine questions on knowledge and how knowledge is political, including how schools have historically silenced knowledge that marginalized communities have valued (Dumas, 2014).

The course goals and topics help students understand how disciplinary knowledge are contested and the need to develop inclusive curriculum that reflects the experiences and identities of diverse learners and their families/communities. The course readings also examine how school cultures continue to serve as barriers for marginalized youth's academic success, often being pushed into carceral systems. The courses allow students to understand the relationship between citizenship and justice considering the urgent need to rethinking education and schooling for a more equitable and just society.

This ELO links to the following course goals and topics and learning objectives 4, 5, 6, and 7. (4) Examine their own identities, their multiple positions within systems of inequality, and how their positions differ across political, cultural, national, global, and historically marginalized communities (5) Articulate how various levels and forms of oppression impact personhood, citizenship, representation, and access in educational spaces (6) Explore structural or systemic inequities and the ways they continue to disenfranchise historically oppressed groups/students and identify ways educators, families, and/or community members can work to change systemic social and cultural inequities inside and outside of educational space (7) Facilitate a critical understanding and use of culturally and linguistically responsive curriculum and teaching practices.

Activities/Assignments/Topics: To engage with historical and contemporary themes of justice, students will explore (and write about) the concept of abolitionist teaching and how abolitionist teaching aims to reclaim the radical roots of civil rights movement: to work in solidarity with communities of color to "eradicate injustices in and outside of schools" (Love, 2019). Abolitionist teaching approach foregrounds questions of justice, including the need to recognize the multiple ways marginalized communities have advocated for equal, liberatory, humanizing citizenship. The readings for the objectives engage with broader questions of dissent, social action and justice in educational and social context. In relation to thinking about justice-oriented citizenship, students will explore what it means to love and to care for one's students and their cultures ("Show Us the Love: Revolutionary Teaching in (Un)Critical Times," Johnson, and how violence in educational spaces continue to disenfranchise historically oppressed groups/students). Exploration of these topics will help students examine and critique various expressions and practices. These explorations will help students recognize broader meaning of diversity, equity and inclusion/citizenship and how specific practices/policies impact a variety of lived experiences. Students will also engage with texts, podcasts that address several types of privileges connected to rights: ability privilege, U.S. citizen privilege, economic privilege, Christian privilege, etc., and which will help students examine how difference is socially constructed and often impacts full access and expressions of citizenship. In assignment #1, students will examine their own and their classmates' expressions of equity, diversity, and justice/citizenship through an examination of their own social identities and lived experiences. This will allow students to explore constructions of identity and belonging and how these constructions differ politically, socially, and historically across time and space, including students' own experiences and through various socialization (Kohli, 2012). Assignment 4 will allow students to reflect (and write) on the ideas and concepts discussed within the course and to consider how they might integrate and express these ideas in their future work as an educator, parent, and/or community member. During week 12, students will hear (and write about) from a panel of educators who are committed to social change in areas of equity, diversity, and justice in education (Yasso, 2005). This critical assignment will allow students to re/examine their own beliefs and values, including their privileges in social and educational contexts. In Assignment 5, students will design an artifact that addresses equity,

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diversity, and justice/citizenship themes in education. By designing this artifact, students will explore broader themes of equity, justice and citizenship as discussed via class readings. In the assignment, students will also demonstrate how the concepts discussed has enabled them to learn news ways of imagining and practicing equity, diversity, and justice-oriented practices.

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

By recognizing the intersection of themes such as justice and citizenship, the course goals and topics (as listed below) provide a historical as well as contemporary perspectives on how marginalized people have sought equity and inclusion. The readings also engage with how people have mobilized to seek educational and social change. The readings (Banks, Ladson-Billings, etc.) illustrate how question of power is always connected to curriculum, pedagogy and ways schools operate to reproduce social inequities and “normal” citizenship practices. The readings allow students to critique power structures and injustices present within schools and society. Students in the class will learn to engage with the topic of intersectionality and how the concept enables us to understand how different identities intersect and how lived experiences of people differ based upbringings, history, socializations, identities, etc. The course goals also engage with how communities have always advocated for social justice despite facing barriers, particularly regarding gaining access to resourced and equitable schooling (Patel, 2017). The course is designed to expose students to the long history of educational injustices that marginalized people have faced and how communities continue to seek social change for better educational opportunity. In relation to justice and citizenship, the course goals and objectives engage with the need to value family and community knowledge and the urgency needed to incorporate culturally responsive curriculum that calls for social and educational change (Howard, 2001).

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Activities/Assignments/Topics: To engage with questions of power and advocacy, students will explore the concept of intersectionality (Crenshaw, 2016) and youth led social change efforts (Kohli, 2012). This approach will enable students to analyze how the concept of citizenship is connected to social structures, and access to justice is mediated by own’s privilege and social identities (religion, ability, race, immigration status, citizenship, sexuality, gender, ethnicity, language, etc.). Through understanding how citizenship has historically been constructed as exclusionary and has followed narrow nation-centered path, students will deeply engage with the educational impact and the injustice created by the exclusions (Patel, 2017). Students will also explore the impact of trauma related to injustice, inequity, and difference based on social identities on P-12 students (Johnson, Bryan, and Boutte, 2019). Both topics will help students analyze and critique the intersection of (in)justice, difference,

and citizenship. In Assignment 3: students will analyze a current event that involves a particular exclusion practice and the injustices it has produced over-time. Students will be encouraged to pay particular attention to the language of exclusion within mainstream texts and how power can be exercised via the production (and legitimization) of knowledge. Students will also propose a solution or intervention to apply their learning to contemporary issues in the local/world and use problem-solving skills. In Assignment 5, students will design a project that focuses on topics/concepts/ideas from the course to highlight, analyze, complicate, and act upon, equity, diversity, and justice/citizenship in education. Students will create an artifact that helps advocate for social change in education. The assignment on advocacy will also enable students to engage with community outreach topics that are action-oriented and an intervention that can produce equity outcomes. The advocacy assignment will help students understand the topic of community cultural wealth and will also enable spaces to rethink how advocacy effort has been developed (Yasso, 2005).

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