

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
Previous Value	No
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)
- GE Cover letter and response 3.20.23.docx: GE Cover Letter 3.20.23
(Cover Letter. Owner: Abukar, Zayd)
- GE EquityDiversityJustice5005 (final March 2023) 2.docx: Revised syllabus 3.20.23
(Syllabus. Owner: Abukar, Zayd)

Comments

- Please see Panel feedback email sent 03/09/2023. *(by Hilty, Michael on 03/09/2023 11:05 AM)*
- New attachments provided that address panel feedback *(by Abukar, Zayd on 02/06/2023 08:51 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
03/20/2023

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
Revision Requested	Hilty,Michael	03/09/2023 11:05 AM	ASCCAO Approval
Submitted	Abukar,Zayd	03/20/2023 08:15 AM	Submitted for Approval
Approved	Abukar,Zayd	03/20/2023 08:16 AM	Unit Approval
Approved	Bagent,Aaron Michael	03/20/2023 08:44 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	03/20/2023 08:44 AM	ASCCAO Approval

March 20, 2023

To: Faculty Chair of the Theme Advisory Group, Faculty Chair of the Themes Panel and Respective Committee Members:

Thank you for the committee's feedback. I have attached the syllabi and addressed the changes noted by the committee.

- **The contingency has been addressed and a segment has been created (highlighted on pages 4-5) to address how students can expect to fulfill the GE ELOs.** "The reviewing faculty ask that a brief rationale be added into the course syllabus underneath the General Education Goals and ELOs (on pages 3 and 4 of the syllabus) that tells students how they can expect to fulfill the General Education ELOs. This is a requirement of all General Education course syllabi."
- **The recommendation has been addressed and the reference to pre-requisite has been removed from page 2.** "The reviewing faculty recommend removing the reference to the quarter systems prerequisite on the course syllabus (on page 2), as it has been removed in the curriculum.osu.edu portal system)."
- **The recommendation has been addressed and the reference has been removed from page 5.** "The reviewing faculty recommend removing the reference to a midterm and final exam (on page 5 of the course syllabus, underneath the Course Requirements chart."

Please let me know you would have additional questions.

Sincerely,

Binaya Subedi

Binaya Subedi, Ph.D
Professor, Teaching and Learning



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).

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:

Theme GE Citizenship for a Just and Diverse World	
Goals	Expected Learning Outcomes
	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 they have done in previous classes and that they anticipate doing in future.	2.1 Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.
	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.
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>

Students can expect to fulfil the General Education ELO(s) by:

- **Articulating inclusive and justice-oriented dispositions that affirm inclusive ideas of citizenship in schools and in communities.**
- **Engaging in dialogue and deep reflection on the value of mutual respect and community building in classrooms and teachers' role in promoting engaged teaching and learning.**
- **Reading and responding to a variety of texts to develop critiques and educational advocacy practices.**
- **Reflecting on one's identities, positionalities and experiences in relation to broader issues of citizenship and diversity, equity and justice.**
- **Developing evaluation skills to question and respond to inequities, power relationships and injustices within educational and social settings.**

- **Developing a critical understanding regarding the role of educators in affirming the cultural and linguistic assets of youth and their communities.**

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
TOTAL	100

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 meet 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 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.

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

Technology necessary for this course:

- CarmenCanvas Discussion Board
- [CarmenZoom virtual meetings](http://go.osu.edu/zoom-meetings) (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)
- **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) help article for full instructions.

Student Resources

Technology:

[EHE Tech Help](#)

[OSU Tech Support](#)

Academics:

[EHE Homepage](#)

[OSU Advising](#)

[Dennis Learning Center](#)

[EHE Advising](#)

[OSU Library](#)

[EHE Office of Research](#)

[OSU Office of Research](#)

Student Life:

[OSU Student Health Services](#)

[OSU Student Life](#)

[OSU Student Financial Aid](#)

[OSU Career Counseling and Support Services](#)

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

[EHE Undergraduate Student Services](#)

[OSU Student Advocacy Center](#)

[EHE Career Services](#)

[OSU Office of Diversity and Inclusion](#)

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) "A Talk to Teachers" (Baldwin, 1963) Engaged Pedagogy (hooks, 1994)	
2		Critical Thinking and Critical Theory/Citizenship	CLO 1,2,3,5, 6 ELO 1.1, 1.2, 3.1	Broadening the Meaning of Citizenship Education: Native Americans and Tribal Nationhood (Writer) <u>Peer Reviewed</u> 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)	Assignment 1: Who We Are Story Reading Notes & Extensions

				<p><u>Soft vs Critical Citizenship (Andreotti) Peer Reviewed.</u></p> <p>“Reconstructing Citizenship” (National Museum of African American History and Culture)</p> <p>“RACE- The Power of an Illusion: Explore Different Rule for Whites” (PBS)</p> <p>Social Identities and Systems of Oppression (National Museum of African American History & 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><u>Narrating Loss, Anxiety and Hope: Immigrant Youth’s Narratives Of Belonging And Citizenship</u> (Subedi) <u>Peer Review</u></p> <p>Ch. 3: Culture and Socialization (Sensoy & DiAngelo)</p> <p>Ch 4: Prejudice and Discrimination (Sensoy & 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>	Reading Notes & Extensions

				Exploring Identity Work (Pai, 2019) The Mind of a Village (Vedantam, 2018)	
5		Reclaiming Voices & The Things We Do	CLO 1,2, 4, 5, 7 ELO 2.1, 2.2, 3.2	<p>Failed Citizenship: Civic Engagement & Education (Banks) <u>Peer Review.</u></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> Why Chinese People came to the United States (AJ+, 2017) Every kid Needs a Champion (Pierson, 2013) A Tale of Two Teachers (Crum, 2015)</p>	Reading Notes & Extensions
6		Inclusion: Power, Privilege, and Oppression	CLO 1, 2, 3, 5, ELO 2.1, 2.2, 4.1, 4.2	<p>The Ink of Citizenship (Patel) <u>Peer Reviewed</u></p> <p>Teaching 6-Year Olds About Privilege and Power (Schwartz, 2019)</p> <p>Ch. 5: Oppression and Power (Sensoy & DiAngelo)</p> <p>Ch. 6: Understanding Privilege Through Ableism (Sensoy & DiAngelo)</p> <p><u>Optional Readings on CarmenCanvas</u> Examples of Ability Privilege Examples of Age Privilege Examples of Christian Privilege Examples of Cisgender Privilege Examples of heterosexual Privilege</p>	<p>Assignment 2: Final Project Proposal</p> <p>Reading Notes & Extensions</p>

				<p>Examples of Male Privilege</p> <p>Examples of Middle-to-Upper Class Privilege</p> <p>Examples of U.S. Citizenship Privilege</p> <p>Examples of White Privilege</p>	
7		Justice & Systemic Oppression	<p>CLO 1,2,4,5</p> <p>ELO 1.1, 2.1, 2.2, 4.1, 4.2</p>	<p>Losing An Arm (Dumas). Peer-reviewed.</p> <p>Understanding Invisibility of Oppression Through Sexism (Sensoy & DiAngelo)</p> <p>Understanding the Structural Nature of Oppression Through Racism (Sensoy & DiAngelo)</p> <p>Ch. 9: Understanding the Global Organization of Racism Through White Supremacy (Sensoy & DiAngelo)</p>	Reading Notes & Extensions
8		Intersectionality & Differentiated Citizenship	<p>CLO 1,2,3, 5</p> <p>ELO 1.1, 2.1, 2.2, 4.2</p>	<p>“On Intersectionality” (Crenshaw, 2016) <u>Peer Review.</u></p> <p>Understanding Intersectionality Through Classism (Sensoy & DiAngelo)</p> <p>I was born here but my home it’s not here (El-Haj). Peer-reviewed</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>Assignment 3: Current Events Analysis</p> <p>Reading Notes & Extensions</p>

9		Equity, Allyship, Community, and Action	CLO 1, 2, 4, 5, 6 ELO 1.1, 2.1	<p>Telling their Side of the Story (Howard). <u>Peer-reviewed.</u></p> <p>“Yeah, But…” Common Rebuttals (Sensoy & DiAngelo)</p> <p>Putting it All Together (Sensoy & DiAngelo)</p> <p>Equity vs Equality (Gardner)</p> <p>Equity vs Equality (Cultural Organizing)</p> <p><u>Optional Texts on Carmen:</u></p> <p>Families and Educators Together Project (Eakins, 2019)</p> <p>Teacher Activism Persists in US (Will, 2019)</p> <p>Teachers Unite! (Markowitz, 2018)</p> <p>Can Schools Nurture the Souls of Black and Brown Children (Udoh, 2018)</p>	Reading Notes & Extensions
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></p> <p>Asset Based Pedagogy American Indian Boarding Schools and Its impact on Indigenous Education</p> <p>Restorative Justice: An Alternative to Traditional School Discipline</p>	Reading Notes & Extensions

				<p>Oppressive Practices in School Dress Codes</p> <p>Disrupting Poverty in the Classroom</p> <p>Supporting Bilingual Families During IEP Meetings</p> <p>Creating Activities Through Social Justice Mathematics</p> <p>Being Kind is not the Same as Being Anti-Racist</p>	
11		Equity & Education: The Impact of Inclusive Curricula and Abolitionist Teaching	CLO 1,2, 4, 5, 7 ELO 1.2, 2.2, 3.2	<p>Global Citizenship Education and Social Justice for Immigrant Students: Implications for Administration, 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>	Reading Notes & Extensions
12		Community Cultural Wealth & Cultural Capital: Open theme: Educators Panel	CLO 1, 2, 3, 4, GE 2.1, 2.2, 4.2,	<p>Whose Capital Has Culture? (Yasso). <u>Peer Reviewed.</u></p> <p>Funds of Knowledge Moll (2001). <u>Peer-reviewed.</u></p> <p>(Educators across experiences, grade-levels, community spaces, and content areas share their experiences</p>	Assignment 4: Reflection Essay or Video

				with diversity, equity, and justice in education)	
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	Teachers, Please Learn Our Names! (Kohli). <u>Peer Reviewed</u> Notes on Immigration (Cruz). <u>Peer Reviewed</u>. Learning to Be Illegal: Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood (Gonzalez) <u>Peer Reviewed</u>	
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	Assignment 5: Equity & Diversity Design Project and Presentation
15		Disciplinary and/or inter-disciplinary: Projects and Presentations * Final GE Assessment	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)

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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th 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 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.**

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, 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.

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

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
- 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
- Kohli, R. (2012). Teachers, please learn our names! Racial microaggressions and the K-12 classroom. *Race, Ethnicity and Education*, 15, 441–462.
- Ladson-Billings, G. (2004). Culture versus citizenship: the challenge of racialized citizenship in the United States. In J. Banks (Ed.), *Diversity and citizenship education: global perspectives* (pp. 90-126). San Francisco, CA: Jossey-Bass.
- Lee, S. J., Park, E., & Wong, J. S. (2017). Racialization, schooling, and becoming American: Asian American experiences. *Education Studies*, 53, 492–510.
- Leonardo, Z. (2002). The souls of White folk: Critical pedagogy, whiteness studies, and globalization discourse. *Race, Ethnicity and Education*, 5, 29–50.

- Love, B. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Boston, MA: Beacon Press.
- Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (2001). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31, 132–141.
- Morris, M. W. (2016). *Pushout: The criminalization of Black girls in schools*. New York, NY: The New Press.
- Patel, L. (2017). The ink of citizenship. *Curriculum Inquiry*, 47(1), 62-68
- Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 42, 93–97.
- Rosaldo, R. (1994). Citizenship and educational democracy. *Cultural Anthropology*, 9(3), 402-411.
- Sensoy, Ö. & DiAngelo, R. (2017). *Is everyone really equal? An introduction to key concepts in social justice education*. New York: Teacher's College Press.
- Writer, J. J. (2010). Broadening the meaning of citizenship education: Native Americans and tribal nationhood. *Action in Teacher Education*, 32(2), 70-81.
- Vargas, A (2018). *Dear America, notes of an undocumented citizen*. New York: Dey Street books.
- Yasso, T.J. (2005). Whose culture has capital? *Race, Ethnicity and Education*, 8(1), pp. 69–9

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>Critical Reflection:</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>	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.	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.	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.	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.
1.2, 3.1, 3.2	<p>Content Analysis:</p> <p>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</p>	Thoroughly analyzes the content and links the analysis to course topics discussed in class. Critically engages with how the text challenges deficit perspectives or reinforces deficit narratives.	Analyzes the content and links the analysis to course topics discussed in class. The writings provide some explanation regarding challenging deficit thinking or reinforcing deficit thinking.	Analyzes the content to a certain degree but the link to course discussions is missing. Explanation regarding deficit themes is not clearly noted.	Analysis of course content is not explained clearly or is missing. Explanation regarding deficit themes is either devalued or missing.
3.2, 4.1, 4.2	<p>Advocacy:</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</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. AND	Demonstrates some understanding of advocacy and its relationship to structural and systemic inequities in educational spaces. AND	Demonstrates limited understanding of advocacy and its relationship to structural and systemic inequities in educational spaces. AND	Demonstrates a very limited understanding of structural and systemic inequities in educational spaces. AND

	<p>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>Action plan clearly outlines potential path towards social change.</p>	<p>Action plan has some attributes on working towards social change.</p>	<p>The relationship between action plan and social change is not clear.</p>	<p>Action plan does not address social change.</p>
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