

Term Information

Effective Term Autumn 2022
Previous Value Autumn 2015

Course Change Information

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

Add GE Citizenship theme designation to this course

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

This current course represents an advanced study of the focal theme of citizenship (please see attached GE Theme Courses file). Adding the Citizenship Theme GE to RS/IS 4873 will highlight the importance of that course in relation to other parts of our curriculum, including other courses such as Religion and American Culture, Religion and Law, Introduction to Comparative Religion, and others that highlight the importance of our work in comparative studies for understanding citizenship in the context of globalization and transnationalism.

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)?

We anticipate that adding this Theme will encourage greater enrollment. The course itself counts toward course requirements for majors in Religious Studies. Further, the course is cross-listed with International Studies, and International Studies has agreed to the addition of the Citizenship Theme to this course.

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	Religious Studies
Fiscal Unit/Academic Org	Comparative Studies - D0518
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4873
Course Title	Contemporary Religious Movements in Global Context
Transcript Abbreviation	Rel Movmnts:Global
Course Description	Examination of contemporary religious movements within the context of larger political, cultural, and economic processes, including post-colonialism, modernization, and globalization.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No

Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: One course in CompStd, RelStds, or IntStds; or Grad standing; or permission of instructor.
Exclusions	Not open to students with credit for CompStd 4873 or IntStds 4873.
<i>Previous Value</i>	Not open to students with credit for CompStd 4873 (525) or IntStds 4873 (525).
Electronically Enforced	No

Cross-Listings

Cross-Listings	Cross-listed in IntStds.
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Subject/CIP Code

Subject/CIP Code	38.0201
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

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

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	<ul style="list-style-type: none">• n/a
Content Topic List	<ul style="list-style-type: none">• Religion• Politics• Culture• Religious movements• World religions• Popular culture• Globalization• Religious studies
Sought Concurrence	Yes
<i>Previous Value</i>	<i>No</i>

COURSE CHANGE REQUEST
4873 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/06/2021

Attachments

- RS_IS 4873 GE Themes form.pdf
(Other Supporting Documentation. Owner: Arceno, Mark Anthony)
- RS_IS 4873 syllabus.pdf
(Syllabus. Owner: Arceno, Mark Anthony)
- Concurrence for RS-IS 4873.pdf
(Concurrence. Owner: Arceno, Mark Anthony)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Arceno, Mark Anthony	10/04/2021 11:34 AM	Submitted for Approval
Approved	Armstrong, Philip Alexander	10/04/2021 11:58 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/06/2021 01:46 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/06/2021 01:48 PM	ASCCAO Approval

RS/IS 4873
CONTEMPORARY RELIGIOUS MOVEMENTS
IN A GLOBAL CONTEXT

Classroom: TBA
Meeting Time: TBA

Dr. Hugh B. Urban
Department of Comparative Studies
431 Hagerty Hall
e-mail: urban.41@osu.edu
office hours: by appointment

Purpose and Outline

At the beginning of the twentieth century, many sociologists had predicted that religion would gradually wane in importance as our world became increasingly scientific, rational, and technological. And yet today, at the beginning of the twenty-first century, it would seem that exactly the opposite has happened: new religious movements have proliferated wildly throughout the world in the last century and have become intimately tied to the larger questions of citizenship, identity, and community in a global context.

This course will examine a series of new religious movement that have emerge within the last 150 years, placing them within the larger contexts of globalization, transnationalism, and citizenship. These will include: the Native American Church, the Church of Jesus Christ of Latter Day Saints, Spiritualism, the Nation of Islam, Rastafari, Vodou, and various forms of religious terrorism (such as al-Qaeda, ISIS, and American-based white supremacist groups). In the course of our discussion, we will ask: why has religion not in fact waned as a global force but instead become even more powerful and relevant in the last century? How is religion tied in complex ways to questions of citizenship, nationalism, and racial and ethnic identity? Why do religious movements often become linked to political violence and terrorism?

In addition to lectures, discussions and films, the class will involve field trips to new religious groups in the Columbus area. Students will one required to write three short papers and develop one group presentation based on some new religious movement not covered in the body of the class.

GENERAL EDUCATION
GOALS AND LEARNING OUTCOMES

GE Themes: General

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

Expected Learning Outcomes: 1.1 Engage in critical and logical thinking about the topic or idea of the theme.

1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

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.

Expected Learning Outcomes: 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

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.

GE Themes: Citizenship for a Just and Diverse World

Goal 1: Citizenship: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

Expected Learning Outcomes: 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and /or historical communities.

1.2 Identify, reflect on, and apply the knowledge, skills, and dispositions for intercultural competence as a global citizen.

Goal 2: Just and Diverse World: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and /or around the world.

Expected Learning Outcomes: 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structure of power, and /or advocacy for social change.

We meet the outcomes by:

--Examining primary and secondary sources from a range of contemporary religious movements, with special attention to their role in questions of citizenship and identity in a global context.

--Conducting cross-cultural, comparative analysis, which will introduce us to a range of perspectives on how religion relates to citizenship in various geographic and political contexts.

--Preparing ourselves for the responsibilities of global citizenship in a diverse and interconnected world by cultivating tools for critical thinking and through assignments that bring insights from the course to bear on contemporary issues.

--Engaging in difficult but civil conversations across our differences about the intersections of religion and citizenship.

READINGS

Required Texts (available at OSU Book Store)

Mark Juergensmeyer, *Terror in the Mind of God: The Global Rise of Religious Violence* (University of California Press, 2003)
Reuben Snake and Huston Smith, *One Nation Under God: The Triumph of the Native American Church* (Clear Light Books, 1997)
Hugh B. Urban, *New Age, Neopagan and New Religious Movements* (University of California Press, 2016)

Short readings On-line

There will also be additional short readings available on our Carmen/ Canvas site

REQUIREMENTS AND EVALUATIONS

Evaluations in this class will be based on four things:

1. Attendance and participation (20% of final grade). This means: attendance to all classes and vigorous participation in class discussions. More than two unexcused absences will result in a lower grade (loss of 2 points per additional absence)
2. Generating discussion questions based on the readings (15% of final grade). Students will post 1-2 discussion questions on the readings once a week. Question should be posted on our Carmen site **the night before class**.
3. Three short written papers (4-6 pages) on assigned topics (45% of final grade). The papers must make use of the readings discussed in class. One of the three papers must be a field observation report based on a group visit to a religious community in central Ohio (trips dates and places TBA).
4. Group project on a new religious movement not covered in class (20% of final grade). Students will work in groups of 3-5 members and will do a 30-40 minute presentation to the class. Everyone who does it will get full credit (20 points). Awards and extra points will be given for the overall best presentation and for the most entertaining presentation.

Grading Scale:

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-87	D	63-66
B-	80-82	D-	60-62
C+	77-79	E	0-59

STUDENT RIGHTS AND CONDUCT

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee. For additional information, see Code of Student Conduct:

<http://studentlife.osu.edu/csc/>

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. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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.

SYLLABUS

WEEK I. INTRODUCTION

8-23 Approaches to Globalization, Citizenship, and New Religious Movements

Read: BBC News, "Baha'i" (on Carmen/ Canvas)
"Was Anders Breivik a Christian Terrorist?" (Carmen)
BBC News, "What is Islamic State?" (Carmen)
Recommended: Lechner and Boli, "Globalization Reader" (Carmen)

8-25 The Peyote Movement and the Native American Church

Read: Urban, *New Age*, pp.26-33
Smith and Snake, *One Nation*, pp.15-27, 31-65, 105-119
Film: "Peyote Road"

WEEK II. THE PEYOTE MOVEMENT, CONT; SPIRITUALISM IN 19th CENTURY AMERICA

8-30 The Peyote Ceremony and the Legal Debate

Read: Urban, *New Age*, pp.36-44
Smith and Snake, *One Nation*, pp. 77-141
Film: "Peyote Road, cont."

9-1 Spiritualists, Women, and Abolitionists in Nineteenth Century America

Read: Urban, *New Age*, pp.67-83

WEEK III. MORMONISM, PLURAL MARRIAGE, AND THE LAW

9-6 Mormons and Plural Marriage in the Nineteenth Century

Read: Urban, *New Age*, pp.45-62

9-8 The LDS and FLDS: Ongoing Debates over Religious Freedom and Law

Read: Urban, *New Age*, pp.62-66
"About the FLDS" (Carmen)

* * * * *Note: First Paper Due by midnight September 12* * * * *

WEEK IV. THE NATION OF ISLAM AND THE FIVE PERCENTERS

9-13 From Moorish Science Temple to Nation of Islam

Read: Urban, *New Age*, pp. pp.90-105
Film clip: Malcolm X interview

9-15 From Nation of Islam to Five Percenters: Race, Religion and Hip-Hop

Read: Urban, *New Age*, pp.105-113
Swedenburg, "Islam in the Mix" (Carmen)
"God the Black Man and the Five Percenters" (Carmen)

WEEK V. RASTAFARI: CULTURAL RESISTANCE, MUSIC, AND GANJA

9-20 The Origins of Rastafari in Twentieth Century Jamaica

Read: Urban, *New Age*, pp.114-152

9-22 Rastas, Reggae, and Ganja in the Contemporary U.S.

Read: Lipsitz, *Dangerous Crossroads* (Carmen)
"ACLU Asks U.S. Appeals Court" (Carmen)
Film: "Rebel Music"

**** *Note: Final Project Topic Due in class September 22* ****

WEEK VI. VODOU AND AFRO-CARRIBEAN RELIGIONS

9-27 Vodou in Haiti and Brooklyn

Read: Brown, *Mama Lola, I* (on Carmen)
Film clips: Vodou in Haiti and Brooklyn

9-29 Spirit Possession and Animal Sacrifice, from Brooklyn to Florida

Read: Brown, *Mama Lola, II* (Carmen)
"Conflicts Concerning Santeria Sacrifices" (on Carmen)

WEEK VII: THE CHURCH OF SCIENTOLOGY: TAX EXEMPTION AND "CULT" DEBATES

10-4 From Dianetics to Scientology

Read: Urban, *New Age*, pp.135-149

10-6 Scientology, Cults, Religion, and the Debate over Tax Exemption

Read: Urban, *New Age*, 149-156
Time Magazine, "The Cult of Greed" (Carmen)
"The Truth Run Down" (Carmen)
Film clip: "Scientology"

WEEK VIII. NEOPAGANISM AND WICCA

10-11 Wicca, Feminism and Environmentalism

Read: Urban, *New Age*, pp.157-178
Film clip: Starhawk on Wicca and Permaculture

10-13 Autumn Break: No Class

**** *NOTE: Second short paper due by midnight October 17* ****

WEEK IX. MODERN SATANISM AND THE "SATANIC PANIC"

10-18 The Church of Satan and Temple of Set

Read: Urban, *New Age*, pp.179-191
Film Clip: "Satanis: The Devil's Mass"

10-20 Satanism in Popular Culture and the Satanic Panic of the 1980s

read: Urban, *New Age*, pp.191-200

Marilyn Manson interview (on Carmen)
Film clip: Debates over the Satanic Temple and Baphomet Statues

WEEK X. ASIAN RELIGIONS IN AMERICA

10-25 VEDANTA SOCIETY AND ISKCON (Hare Krishna)

Read: Urban, "ISKCON/ Hare Krishna" (Carmen)

10-27 Osho/ Rajneesh

Read: Urban, *Zorba the Buddha* (on Carmen)

Film: "Wild Wild Country"

***** Note: Final Project Bibliography Due in class October 27*****

WEEK XI. BAHAI FAITH AND THE UNITY OF RELIGIONS?

11-1 From Babism to Baha'i

Read: Hartz, *Baha'i Faith*, pp.8-67 (on Carmen)

Film: "What is Baha'i Faith?"

11-3 Baha'i, Globalization, and the Unity of Religions

Read: Prothero, *God is not One* (on Carmen)

Hartz, Baha'i Faith, pp.68-134

Film clip: Stephen Prothero on Colbert Report

****** Note: Final Project Bibliography Due March 27******

WEEK XII. MILLENARIAN AND APOCALYPTIC MOVEMENTS

11-8 Peoples Temple and the Jonestown Murder-Suicides

Read: Urban, *New Age*, pp.242-264

"Murder or Suicide? What I saw" (Carmen)

Film: PBS Frontline, "Jonestown"

11-10 Branch Davidians and the Tragedy at Waco

read: Urban, *New Age*, pp. 265-280

Film: "Waco: The Inside Story"

WEEK XIII. RELIGION AND GLOBAL VIOLENCE

11-15 Soldiers for Christ: Abortion Clinic Bombers and Aryan Christians

Read: Juergensmeyer, *Terror in the Mind of God*, pp.xi-xvii, 3-43

Film: "Blood in the Face"

11-17 Aum Shinrikyo and Terrorism in 1990s Japan

Juergensmeyer, *Terror in the Mind of God*, 103-250

WEEK XIV. RELIGION AND GLOBAL VIOLENCE, CONT.

11-22 Radical Islam and ISIS/ ISIL/ Islamic State/ Da'esh

Read: Juergensmeyer, *Terror*, pp.61-84
"What ISIS Really Wants" (on Carmen)

11-24 Thanksgiving: No Class

WEEK XV. STUDENT PRESENTATIONS

11-29 **Student Presentations:** Attendance counts double

12-1 **Student Presentations:** Attendance counts double

WEEK XVI: STUDENT PRESENTATIONS, CONT.

12-6 **Student Presentations:** Attendance counts double

******* NOTE: *third short paper due by midnight December 13* *******

SUGGESTIONS FOR FINAL PROJECT TOPICS

Buddhism in America
Church of the Flying Spaghetti Monster (Pastafarians)
Christian Science
Civil Religion/ Nationalism
Conspiracy Theories and religion (eg., QAnon)
Create your own Religion
Cyber-pagans or Techno-pagans
Falun Gong
Fan Culture as religion (Harry Potter, Star Wars, Star Trek, etc)
Global Catholicism
Global Pentecostalism
Heaven's Gate
Jedi-ism
The Kabbalah Learning Center
The Manson Family
Music Concerts (Grateful Dead, Phish, etc) as religious events
Neo-paganism (other forms than what we talk about in class, such as Druids, Odinism, etc)
OSU Football or other sports as religion
The Raelians
The Solar Temple
Unification Church
Vedanta Society/ Ramakrishna Mission
Westboro Baptist Church
World Harvest Church
Yoga in America

Arceno, Mark Anthony

From: Foster, Karlene
Sent: Friday, October 1, 2021 1:09 PM
To: Arceno, Mark Anthony
Cc: Armstrong, Philip; Urban, Hugh
Subject: RE: Current Cross-Listed GE Courses

Dear Mark,

Our faculty director, Marcus Kurtz.61, concurs. You can send the proposal to Richard Meltz.2@osu.edu, our curriculum person and he will ensure we submit the proposal at the same time.

I'm excited!

Cheers,

Karlene Foster.24
2-9657

From: Arceno, Mark Anthony <arceno.1@osu.edu>
Sent: Friday, October 1, 2021 12:36 PM
To: Foster, Karlene <foster.24@osu.edu>
Cc: Armstrong, Philip <armstrong.202@osu.edu>; Urban, Hugh <urban.41@osu.edu>
Subject: RE: Current Cross-Listed GE Courses

Good afternoon, Karlene,

Hugh has put together a proposal to associate RS 4873 with the Citizenship Theme. Could you please confirm that IS would agree to adding this distinction? If we're all in agreement, I will send you (or someone else if they're submitting forms to the curriculum site) the Theme proposal, syllabus, and PDF copy of the change course request.

Best,
Mark Anthony

Ps/ If there's any information you might need at this time, do let me know!



Mark Anthony ARCEÑO, Ph.D.

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Food & Environmental Anthropologist
[Ohio State APOP](#) Lecture Series Team Leader
Culture & Agriculture [Sensorium](#) Editor in Chief

From: Foster, Karlene <foster.24@osu.edu>
Sent: Tuesday, January 26, 2021 15:25
To: Arceno, Mark Anthony <arceno.1@osu.edu>
Subject: RE: Current Cross-Listed GE Courses

Hi Mark,

If your department is interested in submitting either the 3661 or 4873 under a new GE/Theme category, we are definitely open to that suggestion. These are the only two classes we have cross-listed.

Neither are currently approved as GEs so we had not planned to submit them either as foundation or theme.

The City and culture I believe would fit nicely under the Lived Environments theme.

If you decide to submit either we are happy to add them as such on this side as well.

Karlene

1. Do you know of any other courses that are currently cross-listed with our department, which I have not listed above?
2. Do you plan to propose 4873 as a new GE? If so, Foundation or Theme?
3. If you plan to propose it, would it be under the new GE rubric proposed by ASC on their spreadsheet? And/or under the REGD rubric?
4. Regarding 3661, is this a course you know of that exists among current/recent offerings? Or should it be deleted?

Karlene Foster, Associate Director
College of Arts and Sciences
International Studies
33 Townshend Hall | 1885 Neil Avenue, Columbus, OH 43210
614-292-9657 Office | 614-292-6080 Fax
foster.24@osu.edu
<http://Internationalstudies.osu.edu>

From: Arceno, Mark Anthony <arceno.1@osu.edu>
Sent: Tuesday, January 26, 2021 3:17 PM
To: Foster, Karlene <foster.24@osu.edu>
Subject: Current Cross-Listed GE Courses

Good afternoon, Karlene,

I don't think we've yet met, but I am the new Academic Program Coordinator in Comparative Studies.

We are currently in the process of looking through our cross-listed courses and beginning to figure out how they might be (re)categorized with the new GE system. This would include COMPSTD/INTSTDS 4873 Contemporary Religious Movements in Global Context. I also have on my list COMPSTD/INSTDS 3661 The City & Culture.

Some questions we have for you at this time:

1. Do you know of any other courses that are currently cross-listed with our department, which I have not listed above?
2. Do you plan to propose 4873 as a new GE? If so, Foundation or Theme?
3. If you plan to propose it, would it be under the new GE rubric proposed by ASC on their spreadsheet? And/or under the REGD rubric?
4. Regarding 3661, is this a course you know of that exists among current/recent offerings? Or should it be deleted?

Best,
Mark Anthony



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[Ohio State APOP](#) Lecture Series Team Leader

Pronouns: he, him, his
<http://about.me/markanthonyarceno>

GE THEME COURSES

Overview

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

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

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

Course subject & number

General Expectations of All Themes

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

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

Course subject & number

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

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

Course subject & number

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

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

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

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

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

Course subject & number

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

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

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

Course subject & number

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

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

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