

Term Information

Effective Term Autumn 2023
Previous Value Autumn 2018

Course Change Information

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

- (1) Change the number from 5463 to a 4000 level (4462 is fine--that appears to be available).
- (2) Make the course a 4-credit hour Research and Creative Inquiry course.
- (3) Qualify for the Citizenship theme.
- (4) Qualify for the Health and Well-Being theme.

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

- (1) We want to restrict the course to advanced undergraduates with a 4000 level course number.
- (2) This course and topic are well-suited for adding a laboratory section and developing a research component.
- (3 and 4) The course aligns well with both the Citizenship and Health and Well-Being goals.

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)?

This course will now target advanced undergraduates and no longer be available for graduate students. Graduate students will need to meet their programmatic needs through advanced seminar courses.

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	Sociology
Fiscal Unit/Academic Org	Sociology - D0777
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
<i>Previous Value</i>	<i>Graduate, Undergraduate</i>
Course Number/Catalog	4462
<i>Previous Value</i>	<i>5463</i>
Course Title	Advanced Social Stratification
Transcript Abbreviation	Adv Social Strat
Course Description	In-depth theoretical and empirical questions driving the field of inequality, poverty, and social mobility in the 21st century will be explored. We will focus on class, race, and gender inequality in the US, though the course will also develop tools for understanding inequality and poverty across times and places.
Semester Credit Hours/Units	Fixed: 4
<i>Previous Value</i>	<i>Fixed: 3</i>

Offering Information

Length Of Course	14 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	Laboratory, Lecture
<i>Previous Value</i>	<i>Lecture</i>
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: Jr, Sr; or permission of instructor or department.
<i>Previous Value</i>	<i>Prereq: Jr, Sr, or Grad standing; or permission of instructor or department.</i>
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	45.1101
Subsidy Level	Baccalaureate Course
<i>Previous Value</i>	<i>Doctoral Course</i>
Intended Rank	Junior, Senior
<i>Previous Value</i>	<i>Junior, Senior, Masters, Doctoral</i>

Requirement/Elective Designation

Citizenship for a Diverse and Just World; Health and Well-being

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

- Analyze inequality and social change at an advanced level by engaging in critical and logical thinking related to citizenship and well-being.
- Integrate approaches by making connections to the diverse audiences interested in research on inequality and social change as well connecting to foundational coursework in social inequality within Sociology and in other disciplines.
- Students will study a range of perspectives on citizenship as social belonging versus social exclusion.
- Students will study proposals for justice and equity and critically assess how these connect to dimensions of social inclusion and exclusion that constitute citizenship.
- Students will read and analyze perspectives on economic and financial wellbeing and connections to disparities in physical and mental health.

Previous Value

- *Students will understand classical and modern theories of the key dimensions of inequality, poverty, and social mobility.*
- *Students will identify and communicate the major patterns and trends in inequality and poverty in the United States and other post-industrial societies.*
- *Students will comprehend and critically assess the available data and methods used to analyze structures of stratification, including knowing the the sources, types, strengths, and weaknesses of such data and methods.*
- *Students will critically evaluate societal debates and policy recommendations related to ameliorating inequality and poverty and/or fostering social mobility.*

Content Topic List

- Inequality and Insecurity
- Social class relations
- Status relations, race and gender
- Earnings inequality: Employment, work, and labor processes in stratification
- Income inequality: Rich, poor, and family structure
- Credit, debt, and wealth disparities
- Spatial and housing inequality
- Health disparities
- Educational attainment and mobility
- Gender, race/ethnicity, and class at work
- Social Solutions

Previous Value

- *Theories of race, class, and gender.*
- *Family, work, and wealth inequality*
- *Cultural and political inequality*
- *Education and social mobility*

Sought Concurrence

No

Attachments

- submission-doc-citizenship SOCIOL 4XXX.pdf: GE Citizenship
(GEC Model Curriculum Compliance Stmt. Owner: Downey, Douglas B)
- submission-health-well-being SOCIOL 4XXX.pdf: GE Health and Well-Being
(GEC Model Curriculum Compliance Stmt. Owner: Downey, Douglas B)
- research-creative-inquiry-inventory SOCIOL 4XXX.pdf: Research_Creative_Inquiry Inventory
(Other Supporting Documentation. Owner: Downey, Douglas B)
- Syllabus_5463_SP21.pdf: 5000 level syllabus
(Syllabus. Owner: Downey, Douglas B)
- Sociology 4462 Inequality and Social Change 03 30 2023.docx: Revised syllabus
(Syllabus. Owner: Downey, Douglas B)
- Response to Curriculum Committee.soc4462.033023.docx: Cover letter
(Cover Letter. Owner: Downey, Douglas B)

Comments

- See the revised syllabus and cover letter, detailing responses to the committee. *(by Downey, Douglas B on 04/03/2023 07:42 AM)*
- Please see Panel feedback e-mail sent 12/01/22. *(by Cody, Emily Kathryn on 12/01/2022 12:40 PM)*
- Please see Panel feedback email sent 04/25/2022. *(by Hilty, Michael on 04/25/2022 01:07 PM)*

COURSE CHANGE REQUEST
4462 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/03/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Downey, Douglas B	09/12/2021 11:56 AM	Submitted for Approval
Approved	Downey, Douglas B	09/12/2021 11:56 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/28/2021 12:32 PM	College Approval
Submitted	Downey, Douglas B	09/30/2021 08:57 AM	Submitted for Approval
Approved	Downey, Douglas B	09/30/2021 08:57 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/15/2021 12:34 PM	College Approval
Revision Requested	Cody, Emily Kathryn	11/03/2021 01:39 PM	ASCCAO Approval
Submitted	Downey, Douglas B	11/23/2021 06:05 AM	Submitted for Approval
Approved	Downey, Douglas B	11/23/2021 06:07 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/23/2021 12:44 PM	College Approval
Revision Requested	Cody, Emily Kathryn	12/09/2021 11:04 AM	ASCCAO Approval
Submitted	Downey, Douglas B	02/20/2022 10:21 AM	Submitted for Approval
Approved	Downey, Douglas B	02/20/2022 10:21 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/21/2022 11:41 AM	College Approval
Revision Requested	Hilty, Michael	04/25/2022 01:07 PM	ASCCAO Approval
Submitted	Downey, Douglas B	08/31/2022 08:42 AM	Submitted for Approval
Approved	Downey, Douglas B	08/31/2022 08:42 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/01/2022 03:10 PM	College Approval
Revision Requested	Cody, Emily Kathryn	12/01/2022 12:40 PM	ASCCAO Approval
Submitted	Downey, Douglas B	04/03/2023 07:42 AM	Submitted for Approval
Approved	Downey, Douglas B	04/03/2023 07:42 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/03/2023 10:18 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/03/2023 10:18 AM	ASCCAO Approval

Response to Curriculum Committee

The substantial effort and careful scrutiny by the curriculum committee, in evaluating the appropriateness of an application for Sociology 4462 to be a part of the GE themes for Citizenship for a Diverse and Just World and Health and Wellbeing, are much appreciated. It is great to see a unanimous approval for this application, with two contingencies and one recommendation. Below, the contingencies and recommendation are summarized and detail is provided in regards to how the critiques were addressed.

- **CONTINGENCY:** The reviewing faculty ask that the most up-to-date, full and complete GEN Goals and ELOs for the Citizenship for a Diverse and Just World theme be included in the course syllabus, per a requirement of General Education courses. Specifically, the Panel noticed that some Goals/ELOs (found on pages 2-4 of the syllabus) are paraphrased; the Panel asks that the GEN Goals and ELOs be reproduced as found on our website (<https://asccas.osu.edu/new-general-education-gen-goals-and-elos>) so that all courses in this GEN category consistently display the same information for students. Additionally, some of the GEN Goals/ELOs also appear as “course goals,” rather than GEN Goals/ELOs. All 4 Goals and all 8 ELOs should be listed together (whether in a chart or list form) as General Education Theme: Citizenship for a Diverse and Just World Goals and ELOS.

--As requested, the most up-to-date, full and complete GEN Goals and ELOs for the Citizenship for a Diverse and Just World theme were included in the course syllabus, as found on the website. The paraphrasing of some Goals/ELOs was also eliminated. Also, the GEN Goals/ELOs were disassociated with the explicit label of “course goals” and were more clearly marked as GEN Goals/ELOs. All 4 Goals and 8 ELOs were listed together as General Education Theme: Citizenship for a Diverse and Just World Goals and ELOS, as directed (e.g., pp. 3-8 on the revised syllabus).

- **CONTINGENCY:** The reviewing faculty ask that the Research and Creative Inquiry aspects of the course include additional detail clarifying that the projects should engage *both* questions about Citizenship for a Diverse and Just World as well as questions about Health and Wellbeing in tandem. Since this course has requested two themes categories, it is necessary to ensure that the class fully and completely engages with each theme.

--Upon revision, the Research and Creative Inquiry aspects of the course now includes additional detail clarifying that the projects should engage both questions about Citizenship for a Diverse and Just World as well as questions about Health and Wellbeing in tandem. This helps to clarify how the class fully and completely engages with each theme, as requested (e.g., pp. 2, 9-11, 23).

- *RECOMMENDATION: The Arts and Sciences Curriculum Committee recently approved newly updated standard syllabus statements. The reviewing faculty kindly note that the mental health and SLDS statements provided (found on page 9 of the syllabus) are not the latest versions, and suggest revising them accordingly to ensure that the most current language and information appear for these student resources. The link to these updated syllabus statements can be found here on the ASC Curriculum and Assessment Services website: <https://ascas.osu.edu/curriculum/syllabus-elements>*

--Thanks to the helpful direction that was offered, the syllabus statements for mental health and SLDS were updated, as recommended (p. 13).



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: SOCIOLOGY 4462

INEQUALITY AND SOCIAL CHANGE

[SEMESTER YEAR]

Course overview

Professor: Dr. Rachel Dwyer

Email address: dwyer.46@osu.edu

Phone number: 614-247-6682

Office hours: TBD

Office hours location: 208 Townshend Hall and Zoom

Teaching assistant: [NAME]

Email address:

Phone number:

Office hours:

Office Location:

Course meetings

The course will meet three times a week in person, twice in lecture and once in lab.

Lecture: Tues/Thurs 11:10am-12:30pm

Lab: Friday 11:30am-12:25pm

Course credit

The workload in this course is consistent with 4 credit hours as defined in the OSU bylaws and rules, Chapter #335-8-24 *Credit hours*. The course will require nine hours “per week of the average student's time, including class hours, to earn the average grade of “C,” plus an additional three hours of laboratory work per week. Each credit hour is assigned for each three hours of outside work or laboratory work, making SOCIOL 4462 a four-credit course. Significant outside work will be required in order to: read original research; write weekly reading responses analyzing the readings; follow public conversations about the social science of inequality and social change; conduct an independent research project; and communicate the results of the research project in writing and in a research presentation at the end of class.

Course description

The study of social inequality is one of the central problems in the field of sociology. The research studied will focus primarily on the United States, but the theories and concepts discussed can be applied to the analysis of inequality in many societies. We will focus on class, race, and gender inequalities, with discussion of other intersecting structures of inequality as well. **Our core focus will be on how inequality structures capacities to build citizenship for a diverse and just world as well as to support health and wellbeing.** The course is designed for undergraduate students who have had some prior background in the foundations of the social science of inequality and are looking for a deeper and more advanced engagement with this area of study. Students may come to the course from a diverse set of disciplinary backgrounds and prior courses, but I will assume foundational knowledge of research on social inequality.

We will study inequality as connected to social change in several respects. 1) We will study trends and patterns of social change in inequality. 2) We will study how political-economic actors and institutions affect structures of inequality. 3) We will also consider how Sociology as a social science relates to proposals to remedy or redress inequality. This is a matter of debate among scholars and thus we will consider selected alternative perspectives that will then prepare students to consider other approaches in the future in other courses or on their own.

A core thematic course focus will be for students to develop skills in analyzing and communicating about inequality and social change in their role as global citizens as well as in diverse social settings, including families, civil society, jobs and careers that they may engage in the future. Understanding social inequality and diverse perspectives on what is to be done about social disparities is a core element of being an effective and influential global citizen.

A core thematic course focus will be to develop skills in analyzing and communicating about inequality and social change as related to health and wellbeing. Health disparities are a major source of challenging in promoting equity in health and wellbeing and barriers to access to health care and healthy lifestyles are significantly linked to class, race, and gender inequalities.

A core thematic course focus will be to connect the themes of citizenship for a diverse and just world to health and wellbeing. The readings, lectures, lab meetings and both lecture and lab assignments will build a focus on financial inclusion and exclusion as a concrete and specific research area particularly interconnected with *both* citizenship for a diverse and just world as well as health and wellbeing. Financial inclusion and exclusion is a core area of citizenship: access to financial resources supports diverse and just societies, while predatory financial oppression perpetrates racism, sexism and other forms of injustice. Financial inclusion and exclusion is thereby both cause and consequence of health and wellbeing: financial inclusion provides access to health care and healthy lifestyles that support human flourishing, while financial exclusion limits access to health and wellbeing as well as produces stress and cascading interrelated problems that further limit human flourishing.

GE Themes

Citizenship for a Just and Diverse World		
Goals:	Expected Learning Outcomes:	Means of fulfilling these learning outcomes via related course content and activities:
<p>1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: 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.]</p>	<p>Successful students are able to:</p> <p>1.1. Engage in critical and logical thinking about the topic or idea of the theme.</p> <p>1.2. Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.</p>	<p>Students will build on foundations by:</p> <ul style="list-style-type: none"> • Reading, analyzing, and critically assessing original and relevant cutting edge research • Communicating in writing and speaking core research findings in the area of social inequality • Communicating about social change, both historical developments and evaluating proposals for change at varied levels
<p>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.</p>	<p>2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p> <p>2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on</p>	<p>Students will develop integrative knowledge and skills by:</p> <ul style="list-style-type: none"> • Studying the diverse audiences for social science research and diverse motivations for social change in systems of inequality • Understanding how diverse experiences of social inequality

	<p>prior experiences to respond to new and challenging contexts.</p>	<p>affect research in defining questions, acceptable data and evidence, and status of different researchers</p> <ul style="list-style-type: none"> • Actively researching a core area of social inequality targeted at communicating results to an audience beyond the academy • Demonstrating capacity to reflect and self-assess through a multi-stage research project that builds on prior experiences and requires specific detailed response to challenging feedback from peers and instructors
<p>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>	<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>Students will study a range of perspectives on citizenship as social belonging versus social exclusion. Students will apply the knowledge and skills to:</p> <ul style="list-style-type: none"> • Identify and describe unequal experiences of belonging and exclusion across diverse

	<p>3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.</p>	<p>populations and localities.</p> <ul style="list-style-type: none"> • Identify and describe their own position within systems of inequality; • Develop communication skills in writing and speaking about global citizenship that demonstrate intercultural competence.
<p>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>	<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>	<p>Students will study proposals for justice and equity and critically assess how these connect to dimensions of social inclusion and exclusion that constitute citizenship.</p> <ul style="list-style-type: none"> • Studying cutting edge social thought on evidence-based approaches to social change in inequality through readings and guest lectures by practitioners. • Understanding how experiences of social inclusion and exclusion affect perspectives on social change, including through material interests, access to power, and cultural capital. • Struggling with the dilemmas of pursuing justice

		and social change using high-quality evidence even as evidence may remain partial and limited.
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Health and Wellbeing		
Goals:	Expected Learning Outcomes:	Means of fulfilling these learning outcomes via related course content and activities:
<p>1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: 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.]</p>	<p>Successful students are able to:</p> <p>1.1. Engage in critical and logical thinking about the topic or idea of the theme.</p> <p>1.2. Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.</p>	<p>Students will build on foundations by:</p> <ul style="list-style-type: none"> • Reading, analyzing, and critically assessing original and relevant cutting edge research • Communicating in writing and speaking core research findings in the area of social inequality • Communicating about social change, both historical developments and evaluating proposals for change at varied levels
<p>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.</p>	<p>2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p> <p>2.2. Demonstrate a developing sense of self as a learner through</p>	<p>Students will develop integrative knowledge and skills by:</p> <ul style="list-style-type: none"> • Studying the diverse audiences for social science research and diverse motivations for social change in systems of inequality

	<p>reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<ul style="list-style-type: none"> • Understanding how diverse experiences of social inequality affect research in defining questions, acceptable data and evidence, and status of different researchers • Actively researching a core area of social inequality targeted at communicating results to an audience beyond the academy • Demonstrating capacity to reflect and self-assess through a multi-stage research project that builds on prior experiences and requires specific detailed response to challenging feedback from peers and instructors
<p>3. Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)</p>	<p>3.1. Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.</p> <p>3.2. Identify, reflect on, or apply strategies for promoting</p>	<p>Students will read and analyze perspectives on economic and financial wellbeing and connections to disparities in physical and mental health including:</p> <ul style="list-style-type: none"> • Analyzing the contribution of social inequality to disparities in economic/financial wellbeing, and physical and mental health; • Identifying the sources of resilience in the context of inequalities as well

	health and wellbeing.	as consider alternative proposals to improve human flourishing across all dimensions of wellbeing by redressing social inequality.
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Course assignments

Course materials

Required

Readings available on Carmen and listed in the course schedule below.

Birkenstein, Cathy, and Gerald Graff. *They Say/I Say: The Moves That Matter in Academic Writing*. WW Norton & Company, 2018.

Account on sociaexplorer.com, institutional subscription through OSU libraries.

Grades

Assignment or category	Points
Class attendance and participation	100
Weekly reading analysis	100
Exams	200
Lab assignments (see details below in lab schedule)	200

Assignment or category	Points
Research paper idea mapping	20
Research paper problem statement	20
Research paper data analysis draft	40
Final research paper	300
Research paper presentation	20
Total	1000

Lecture Assignments

Class attendance and participation. I expect everyone to attend each class session (barring illness, see below). While I understand that variation in experience and temperament will lead some to talk more than others, you should come to class ready to engage. I see discussion as an opportunity for all of us to work out our ideas and learn from alternative perspectives.

Readings before class sessions. Readings focus on research on social inequality that develops the thematic focus of the course on citizenship for a diverse and just world as well as health and wellbeing. The readings will develop a core focus on financial inclusion and exclusion as a research area particularly interconnected with citizenship for a diverse and just world and health and wellbeing.

Weekly reading analysis. A short analysis of the readings of no more than one page is due before each class meeting from week 4 through week 14. The weekly responses should provide your assessment of the readings and raise questions. While some summary of the readings may be appropriate, these should not primarily rehearse the main points, but rather should offer your assessment of the readings, connections to other ideas, and questions that the readings provoked for you. The purpose of the responses is to encourage you to use writing as a tool for thinking and to facilitate our class discussions by deepening your engagement with the material. They will be assessed for whether completed with reasonable effort.

Submit responses to Carmen by 9am on Thursday each week so that we have time to review them before class. I will NOT accept late essays except in the case of emergency. Each student may skip one reading response during the semester, resulting in 10 total.

Exams. There will be two exams in a mix of closed-response format (e.g. multiple choice, matching, true/false) and open response (short answer and essay) that will assess understanding of the core concepts (first quiz) and core empirical patterns and trends (second quiz) that we discuss in the course.

Final research paper. All students must complete a research project on an issue related to ***financial inclusion and exclusion***, which is an area of research, inquiry, and social change that interconnects with **themes in both *citizenship for a diverse and just world and health and wellbeing***. I will provide detailed guidelines and there will be progress reports due throughout the semester and time during class sessions dedicated to developing the paper to support students in completing this assignment. In brief, the format will require students to identify an audience to which they will communicate social science research on inequality as related to both *citizenship for a diverse and just world* and *health and wellbeing*. I will encourage students to select an audience relevant to their academic and/or career goals. Then they will write a research paper briefing that audience on an important area of social inequality, drawing on the conceptual and empirical knowledge students have developed in the course. Students will have a large degree of flexibility in choosing the topic, within the area of inequality, poverty, and mobility broadly construed.

In order to support the development of the paper, student will complete the project in stages with assignments due before the final research paper is due:

1. Research paper idea mapping: students will write a 1-2 page memo on topic areas that interest them within financial inclusion and exclusion and explain how they relate to issues connected to both *citizenship for a diverse and just world* and *health and wellbeing*. All remaining steps must also clearly articulate the relationship of financial inclusion/exclusion to both *citizenship for a diverse and just world* and *health and wellbeing*
2. Research paper problem statement: students will write a 1 page summary of the research questions and the audiences they would like to reach.

3. Research paper draft: students will write a first draft of all the sections of the paper, to be detailed in a handout distributed after the first week.
4. Research paper presentation: students will present their project to instructors and classmates in the last week of class, communicating their research question, the answers identified in the paper, and the audiences they wish to reach. I schedule the research paper presentation before the final paper due date so that student will have the opportunity to incorporate feedback from instructors and classmates.
5. Final research paper due during finals week.

Lab Assignments

Each week during the lab sessions, students will complete an in-class assignment on the process of research on inequality and social change that focuses on issues related to financial inclusion and exclusion as a way to connect the thematic focus on citizenship for a diverse and just world and health and wellbeing. Assignments will be built on publicly available data, for example at: <https://www.socialexplorer.com/> During the first half of the semester, assignments will focus on developing skills in utilizing the data and analysis steps. During the second half of the semester, the assignments will focus on steps in the process of developing the final research paper. See the Course Schedule: Lab below for further details.

Late assignments

Please keep me informed of any health, care-giving or other issues that arise related to the pandemic. I will work flexibly with individual students to identify reasonable accommodations. I will also be alert to issues affecting the entire class that may require adjustments. Students who need to miss class or who are not able to participate due to illness (COVID-19 or other illnesses), exposure to COVID-19, care for family members exposed to COVID-19, or for other reasons should contact me as soon as possible to arrange for accommodation. Students in special situations or those requiring specific, long-term or other accommodation should seek support from appropriate university offices including but not limited to: [Student Advocacy](#), [Student Life Disability Services](#) and the [Office of Institutional Equity](#).

Grading scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C

70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

Other course policies

Student academic services

Student academic services offered on the OSU main campus
<http://advising.osu.edu/welcome.shtml>.

Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

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. Professor Rachel Dwyer owns the copyright to the syllabus, exams, handouts, study aides, online lectures, in-class lectures and other materials distributed or demonstrated in this course. They are provided solely for the educational use of students enrolled in this course. You are not permitted to copy or re-distribute them for purposes unapproved by the instructor; in particular, you are not permitted to publicly post or otherwise redistribute course materials, course recordings, or your lecture notes. Unauthorized use of course materials may be considered academic misconduct in addition to a violation of copyright law.

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

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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.

Mental health resources

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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Diversity statement

The Ohio State University 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 from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Course schedule: Lecture

Note: Schedule may adjust depending on circumstances. Carmen syllabus is always up-to-date. Lab topics will also be addressed to a greater or lesser degree in lecture section each week.

Week	Date	Lecture Topics and Readings
1	Tuesday Aug. 23	Introduction <ul style="list-style-type: none"> Syllabus
	Thursday Aug. 25	Practical Social Science <ul style="list-style-type: none"> Prasad, Monica. "Pragmatism as Problem Solving." <i>Socius</i> 7 (2021): 1-13. Prewitt, Kenneth. "Retrofitting Social Science for the Practical and Moral," <i>Issues in Science and Technology</i>. National Academies of Science. Fall, 2019: 80-87. Van Bavel, J.J. et al. 2020. Using social and behavioural science to support COVID-19 pandemic response. <i>Nature human behaviour</i>, 4(5), pp.460-471.
2	Tuesday Aug. 30	Inequality <ul style="list-style-type: none"> <i>Stanford Center on Poverty and Inequality State of the Union on Millennial Dilemma</i>. P. 1-60. https://inequality.stanford.edu/sites/default/files/Pathways_SOTU_2019.pdf Marion Fourcade and Kieran Healy. 2017. "Seeing Like a Market." <i>Socio-Economic Review</i> 15:9-29. https://doi.org/10.1093/ser/mww033
	Thursday Sept. 1	Insecurity <ul style="list-style-type: none"> Western, Bruce, Deirdre Bloome, Benjamin Sosnaud, and Laura Tach. 2012. "Economic Insecurity and Social Stratification." <i>Annual Review of Sociology</i> 38:341-59.

Week	Date	Lecture Topics and Readings
3	Tuesday Sept. 6	Class relations <ul style="list-style-type: none"> Erik Olin Wright. 1997. "Class Analysis," Pp. 1-37 in <i>Class Counts: Comparative Studies in Class Analysis</i>. Cambridge, UK: Cambridge University Press. https://www.ssc.wisc.edu/~wright/Published%20writing/Class-Counts-chapter-1.pdf
	Thursday Sept. 8	Class and racial capitalism <ul style="list-style-type: none"> W.E.B. DuBois, <i>Black Reconstruction in America</i>. Chapter 1. The Black Worker: 3-16. (Carmen)
4	Tuesday Sept. 13	Status relations <ul style="list-style-type: none"> Max Weber. "Class, Status, and Party" Pp. 114-132 (Carmen) Ridgeway, Cecilia L. 2014. "Why Status Matters for Inequality." <i>American Sociological Review</i> 79:1-16. https://doi.org/10.1177/0003122413515997
	Thursday Sept. 15	Status relations: race and gender <ul style="list-style-type: none"> Ridgeway, Cecilia L. 2009. "Framed Before We Know It: How Gender Shapes Social Relations." <i>Gender & Society</i> 23:145-160. https://doi.org/10.1177/0891243208330313 Davon Norris, Corey Moss-Pech, White Men Can't Jump, but Does It Even Matter? Exit Discrimination in the NBA, <i>Social Forces</i>, 2021: 1-23.
5	Tuesday Sept. 20	Earnings inequality <ul style="list-style-type: none"> Kristal, Tali. 2013. "The Capitalist Machine: Computerization, Workers' Power, and the Decline in Labor's Share within U.S. Industries." <i>American Sociological Review</i> 78:361-389.

Week	Date	Lecture Topics and Readings
	Thursday Sept. 22	<p>Earnings inequality and social policy</p> <ul style="list-style-type: none"> • Bruce Western and Jake Rosenfeld. "Unions, Norms, and the Rise in U.S. Wage Inequality." <i>American Sociological Review</i> 76:513-537. https://doi.org/10.1177/0003122411414817 • Bruce Western and Becky Pettit. 2005. "Black-White Wage Inequality, Employment Rates, and Incarceration." <i>American Journal of Sociology</i> 111: 553-78. https://doi.org/10.1086/432780
6	Tuesday Sept. 27	<p>Income inequality</p> <ul style="list-style-type: none"> • Thomas W. Volscho and Nathan J. Kelly. 2012. "The Rise of the Super-Rich: Power Resources, Taxes, Financial Markets, and the Dynamics of the Top 1 Percent, 1949 to 2008." <i>American Sociological Review</i> 77:679-699. https://doi.org/10.1177/0003122412458508
	Thursday Sept. 29	<p>Research paper idea mapping due</p> <p>Income inequality and social policy</p> <ul style="list-style-type: none"> • Brady, David, Ryan M. Finnigan, and Sabine Hubgen. 2017. "Rethinking the Risks of Poverty: A Framework for Analyzing Prevalences and Penalties." <i>American Journal of Sociology</i> 123:740-786. https://doi.org/10.1086/693678 • Tach, L., Halpern-Meekin, S., Edin, K., & Amorim, M. 2019. "As good as money in the bank": Building a personal safety net with the Earned Income Tax Credit. <i>Social Problems</i> 66: 274-293. https://doi.org/10.1093/socpro/spy001
7	Tuesday Oct. 4	<p>Credit, debt, and wealth disparities</p> <ul style="list-style-type: none"> • Pfeffer, Fabian T., & Killewald, Alexandra. 2019. Intergenerational Wealth Mobility and Racial Inequality. <i>Socius</i>: 1-2 https://doi.org/10.1177/2378023119831799

Week	Date	Lecture Topics and Readings
		<ul style="list-style-type: none"> Rachel Dwyer. 2018. Credit, Debt, and Inequality. <i>Annual Review of Sociology</i> 44: 237-261. https://doi.org/10.1146/annurev-soc-060116-053420
	Thursday Oct. 6	Credit, debt, and the state <ul style="list-style-type: none"> Houle, J.N. and Addo, F.R., 2019. Racial disparities in student debt and the reproduction of the fragile black middle class. <i>Sociology of Race and Ethnicity</i>, 5(4), pp.562-577. Harris, Alexes, Heather Evans, and Katherine Beckett. 2010. "Drawing Blood from Stones: Legal Debt and Social Inequality in the Contemporary United States." <i>American Journal of Sociology</i> 115:1753-1799. https://doi.org/10.1086/651940
8	Tuesday Oct. 11	Exam I
	No Class Autumn Break	
9	Tuesday Oct. 18	Health disparities <ul style="list-style-type: none"> Monk, Ellis P. Jr. 2015. "The Cost of Color: Skin Color, Discrimination, and Health among African-Americans." <i>American Journal of Sociology</i> 121: 396-444.
	Thursday Oct. 20	State policy and health disparities <ul style="list-style-type: none"> Montez, Jennifer Karas, Jason Beckfield, Julene Kemp Cooney, Jacob M. Grumbach, Mark D. Hayward, Huseyin Zeyd Koytak, Steven H. Woolf, and Anna Zajacova. "US state policies, politics, and life expectancy." <i>The Milbank Quarterly</i> 98, no. 3 (2020): 668-699.

Week	Date	Lecture Topics and Readings
10	Tuesday Oct. 25	<p>Social mobility</p> <ul style="list-style-type: none"> Chetty, Raj, David Grusky, Maximilian Hell, Nathaniel Hendren, Robert Manduca, Jimmy Narang. 2017. "The Fading American Dream: Trends in Absolute Income Mobility Since 1940." <i>Science</i> 356:398-406. https://science.sciencemag.org/content/356/6336/398 Akee, Randall, Maggie R. Jones, and Sonya R. Porter. 2019. "Race Matters: Income Shares, Income Inequality, and Income Mobility for All U.S. Races." <i>Demography</i> 56(3):999–1021. https://doi.org/10.1007/s13524-019-00773-7
	Thursday Oct. 27	<p>Research paper problem statement due</p> <p>Social mobility and education</p> <ul style="list-style-type: none"> Reardon, Sean F., Demetra Kalogrides, and Kenneth Shores. "The geography of racial/ethnic test score gaps." <i>American Journal of Sociology</i> 124.4 (2019): 1164-1221.
11	Tuesday Nov. 1	<p>Inequality at work</p> <ul style="list-style-type: none"> Dwyer, Rachel E. 2013. "The Care Economy? Gender, Economic Restructuring, and Job Polarization in the U.S. Labor Market." <i>American Sociological Review</i> 78:390-416. https://doi.org/10.1177/0003122413487197 Evelyn Nakano Glenn. 1992. "From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor." <i>Signs</i> 18:1-43. https://doi.org/10.1086/494777
	Thursday Nov. 3	<p>Technological change and work</p> <ul style="list-style-type: none"> Kellogg, Katherine C., Melissa A. Valentine, and Angele Christin. "Algorithms at work: The new contested terrain of control." <i>Academy of Management Annals</i> 14, no. 1 (2020): 366-410. https://doi.org/10.5465/annals.2018.0174

Week	Date	Lecture Topics and Readings
12	Tuesday Nov. 8	<p>Technology, policy and bias mitigation</p> <ul style="list-style-type: none"> • Raghavan, M., Barocas, S., Kleinberg, J. and Levy, K., 2020, January. Mitigating bias in algorithmic hiring: Evaluating claims and practices. In <i>Proceedings of the 2020 conference on fairness, accountability, and transparency</i> (pp. 469-481). • Karen Levy, Kyla E. Chasalow, and Sarah Riley <u><i>Algorithms and Decision-Making in the Public Sector Annual Review of Law and Social Science</i> 2021 17:1, 309-334</u>
	Thursday Nov. 10	<p>Research paper data analysis draft due</p> <p>Guest lecture on communicating social science research in the public sphere.</p>
13	Tuesday Nov. 15	<p>Spatial and housing inequality</p> <ul style="list-style-type: none"> • Matthew Desmond. 2012. "Eviction and the Reproduction of Urban Poverty." <i>American Journal of Sociology</i> 118:88-113. • Faber, Jacob W., 2019. Segregation and the cost of money: Race, poverty, and the prevalence of alternative financial institutions. <i>Social Forces</i>, 98(2), pp.819-848. https://doi.org/10.1093/sf/soy129
	Thursday Nov. 17	<p>Housing policy</p> <ul style="list-style-type: none"> • Pattillo, Mary. "Housing: Commodity versus right." <i>Annual Review of Sociology</i> 39 (2013): 509-531. https://doi.org/10.1146/annurev-soc-071312-145611
14	Tuesday Nov. 22	<p>Social solutions I</p>

Week	Date	Lecture Topics and Readings
		<ul style="list-style-type: none"> Jackson, Michelle. 2021. <i>Manifesto for a Dream: Inequality, Constraint, and Radical Reform</i>. Stanford: Stanford University Press. Chapter 4, Pp. 73-100.
	<p>No Class Thanks- giving</p>	
<p>15</p>	<p>Tuesday Nov. 29</p>	<p>Social solutions II Choose two of the following:</p> <ul style="list-style-type: none"> Wright, Erik Olin (2013). Transforming Capitalism through Real Utopias. <i>American Sociological Review</i>, 78(1), 1–25. https://doi.org/10.1177/0003122412468882 Lamont, Michèle. (2018). Addressing Recognition Gaps: Destigmatization and the Reduction of Inequality. <i>American Sociological Review</i>, 83(3), 419–444. https://doi.org/10.1177/0003122418773775 Williams CL. Life Support: The Problems of Working for a Living. <i>American Sociological Review</i>. 2021;86(2):191-200. https://doi.org/10.1177/0003122421997063 August, 2021. ASA President Aldon Morris delivers the ASA Presidential Address “A Sociology for the 21st Century: Incorporating the Du Boisian Challenge.” https://vimeo.com/582544449 [Only available as video: Written version to be published in February 2022.]
	<p>Thursday Dec. 1</p>	<p>Concluding reflections: Social science and global citizenship</p> <p>Final Research Paper Due</p>
<p>16</p>	<p>Tuesday Dec. 6</p>	<p>Research Paper Presentation Session</p>

Week	Date	Lecture Topics and Readings
Finals week	Final exam time	Exam II

Course schedule: Lab

The text for the lab will be Birkenstein, Cathy, and Gerald Graff. *They Say/I Say: The Moves That Matter in Academic Writing*. WW Norton & Company, 2018.

Lab class participation is 20 points plus 12 In-lab assignments are worth 20 points each, summing to a total of 200 points. **The lab will focus on guiding and developing the skills of students to develop a research project in the area of financial inclusion and exclusion, including in order to develop connections to and between the course thematic foci on citizenship for a diverse and just world and health and wellbeing.**

Week	Date	Lab Topics and Assignments
1	Friday Aug. 26	Planning a research project <ul style="list-style-type: none"> • Reading: Introduction Pp. 1-18 • In-lab assignment: Research journal
2	Friday Sept. 2	Critically reading scholarly work <ul style="list-style-type: none"> • Reading: Chapters 1 and 2 “They Say” and “Her Point Is” Pp. 1-29 • In-lab assignment: Journal article analysis
3	Friday Sept. 9	Questions, answers, and audiences <ul style="list-style-type: none"> • Reading: Chapters 4 and 7 “Yes / No / Okay, But” and “So What? Who Cares?” Pp. 187-204 • In-lab assignment: Identifying audiences for questions about social inequality
4	Friday Sept. 16	Social Explorer Training <ul style="list-style-type: none"> • Reading: Chapter 15 “On Closer Examination” Pp. 187-204 • In-lab assignment: Social explorer data exercise

Week	Date	Lab Topics and Assignments
5	Friday Sept. 23	Social Science Data Analysis Network Training <ul style="list-style-type: none"> • Reading: Chapter 16 “Analyze This” Pp. 224-242 • In-lab assignment: SSDAN data exercise
6	Friday Sept. 30	Social Science Data Analysis Network Training <ul style="list-style-type: none"> • Reading: Chapter 16 “Analyze This” Pp. 224-242 • In-lab assignment: SSDAN data exercise
7	Friday Oct. 7	Identifying research problem <ul style="list-style-type: none"> • Reading: Chapter 5 “And Yet” Pp. 67-76 • In-lab assignment: Research problem exercise
8		No Lab Autumn Break
9	Friday Oct. 21	Selecting data <ul style="list-style-type: none"> • In-lab assignment: Working with data exercise
10	Friday Oct. 28	Analyzing data <ul style="list-style-type: none"> • In-lab assignment: Reasoning with evidence
11	Friday Nov. 4	Alternative explanations <ul style="list-style-type: none"> • Reading: Chapter 6 “Skeptics May Object” Pp. 77-90 • In-lab assignment: Alternative explanations exercise

Week	Date	Lab Topics and Assignments
12		No Lab Veteran's Day
13	Friday Nov. 18	Research paper workshop <ul style="list-style-type: none">• Reading: Chapters 8-9 "As a Result" and "You Mean I Can Just Say it That Way?" Pp. 101-130• In-lab assignment: Research problem exercise
14		No Lab Indigenous People's Day
15	Friday Dec. 2	Research presentation workshop <ul style="list-style-type: none">• Reading: Chapter 12 "I Take Your Point" Pp. 162-165• In-lab assignment: Practice research presentation

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)

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

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

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

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 Health & Wellbeing

GOAL Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. 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 skills needed for resiliency and wellbeing. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Research & Creative Inquiry Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Research & Creative Inquiry Courses. It may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult with the OSU Office of Undergraduate Research and Creative Inquiry. You may also want to consult the Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

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.

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Pedagogical Practices for Research & Creative Inquiry

Course subject & number

Performance expectations set at appropriately high levels (e.g. students investigate their own questions or develop their own creative projects). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

Significant investment of time and effort by students over an extended period of time (e.g., scaffolded scientific or creative processes building across the term, including, e.g., reviewing literature, developing methods, collecting data, interpreting or developing a concept or idea into a full-fledged production or artistic work) Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Interactions with faculty and peers about substantive matters including regular, meaningful faculty mentoring and peer support. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

Students will get frequent, timely, and constructive feedback on their work, iteratively scaffolding research or creative skills in curriculum to build over time. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Periodic, structured opportunities to reflect and integrate learning in which students interpret findings or reflect on creative work. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

Opportunities to discover relevance of learning through real-world applications (e.g., mechanism for allowing students to see their focused research question or creative project as part of a larger conceptual framework). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Public Demonstration of competence, such as a significant public communication of research or display of creative work, or a community scholarship celebration. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, (e.g. universal design principles, culturally responsible pedagogy). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

Clear plan to market this course to get a wider enrollment of typically underserved populations.

Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)