

Term Information

Effective Term Autumn 2022
[Previous Value](#) Autumn 2019

Course Change Information

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

Would like to propose ESHESA 2577 become a GE for AU22 under the Race, Ethnic, and Gender Diversity Foundations requirement

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

ESHESA 2577 is approved for the former GE under the Social Diversity category. We have updated it to ensure it meets the ELOs for the new GE under the Race, ethnicity, and gender diversity foundation.

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)?

None

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 Educ Sts: Higher Ed & Stdt Aff
Fiscal Unit/Academic Org EHE Educational Studies - D1280
College/Academic Group Education & Human Ecology
Level/Career Undergraduate
Course Number/Catalog 2577
Course Title Diversity and Social Justice in Leadership
Transcript Abbreviation Div&Soc Jus Ldship
Course Description Builds on intellectual and experiential engagement with issues of difference, diversity, social justice, and alliance-building, with a particular emphasis on race, ethnicity, and gender.
[Previous Value](#) *Builds on intellectual and experiential engagement with issues of difference, diversity, social justice, and alliance building.*
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Sometimes
Does any section of this course have a distance education component? 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
[Previous Value](#) Columbus, Mansfield

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	44.0201
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

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

General Education course:

Social Diversity in the United States; Race, Ethnicity and Gender Diversity

The course is an elective (for this or other units) or is a service course for other units

Previous Value

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

General Education course:

Social Diversity in the United States

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

- Students will evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.
- Through writing based on reading assignments and class discussions, students will be able to:
- Analyze and interpret major forms of human thought, culture, and expression.

Evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.

- Students will begin to develop an understanding of major social justice concepts (e.g., power, privilege, difference, microaggressions).
- Through writing as well as individual and group reflections based on readings assignments and class discussions, students will be able to:
- Identify microaggressions within their daily lives and within society as a whole.

Identify ways in which they can challenge or address systems of power and privilege.

- Define power, privilege, value systems and difference and be able to identify their different forms.
- Describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
- Students will understand and have an appreciation for individuals different from themselves.
- By engaging in a group project as well as assigned papers based on class readings, students will be able to:
- Recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Demonstrate a personal ethic geared towards civic responsibility.

- Demonstrate an appreciation for other points of view and other cultures.

Recognize the commonalities and differences that exist among people and cultures and how these factors influence their relationship with others.

- Recognize the influence of culture on communication and be willing to address any difference of one's own culture and communication style.
- Students will learn to value their own self-identity and the identities of others different from them.
- By engaging in class discussion and with group projects, students will be able to
- Use observation, conflict management, dialogue, and active listening as a means of understanding and engaging with others.
- Recognize how awareness of power and privilege in leadership contexts can help them be a more inclusive, justice-oriented leader
- Students will grasp their role within greater society and how they can work to create social justice.
- Through written assignments synthesizing class readings, discussions, and group work, students will be able to:
 - Discuss how they will maintain socially just global citizenship/justice-based leadership as part of their lifelong learning.
- Through classroom learning and discussion, individual and group reflection and presentations, and written

assignments synthesizing course content and learning, students will be able to meet

- the expected learning outcomes for the GE Race, Ethnic, and Gender Diversity Foundations requirement, as outlined below:
- 1. Engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.
- 1.1. Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- 1.2. Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
- 1.3. Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- 1.4. Evaluate social and ethical implications of studying race, gender, and ethnicity.
- 2. Recognize and compare a range of lived experiences of race, gender, and ethnicity.
By engaging with course materials and through class discussions, individual and group presentations, and written assignments, successful students are able to:
- 2.1. Demonstrate critical self- reflection and critique of their social positions and identities.
- 2.2. Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
- 2.3. Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.
- Students will evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.
- Students will begin to develop an understanding of major social justice concepts (e.g., power, privilege, difference, microaggressions).
- Students will understand and have an appreciation for individuals different from themselves.
- Students will learn to value their own self-identity and the identities of others different from them.
- Students will grasp their role within greater society and how they can work to create social justice.

Previous Value

- *Students will be able to describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.*
- *Students will be able to recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.*
- *Analyze and interpret major forms of human thought, culture, and expression.*

Evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.

- *Identify microaggressions within their daily lives and within society as a whole.*

Identify ways in which they can challenge or address systems of power and privilege.

- *Define power, privilege, value systems and difference and be able to identify their different forms.*
- *Describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.*
- *Recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.*

Demonstrate a personal ethic geared towards civic responsibility.

- *Demonstrate an appreciation for other points of view and other cultures.*

Recognize the commonalities and differences that exist among people and cultures and how these factors influence their relationship with others.

- *Recognize the influence of culture on communication and be willing to address any difference of one's own culture and communication style.*
- *Use observation, conflict management, dialogue, and active listening as a means of understanding and engaging with others.*
- *Discuss how they will maintain socially just global citizenship / leadership as part of their lifelong learning.*
- *Students will evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.*
- *Students will begin to develop an understanding of major social justice concepts (e.g., power, privilege, difference, microaggressions).*
- *Students will understand and have an appreciation for individuals different from themselves.*
- *Students will learn to value their own self-identity and the identities of others different from them.*
- *Students will grasp their role within greater society and how they can work to create social justice.*

Content Topic List

- Overview and Introductions
- Hopes and Fears
- Dialogue vs. Debate
- Role model leading discussion
- Social identity wheel
- Unpacking power and privilege
- Microaggressions
- Understanding race/ethnicity
- Racism
- Understanding sex, gender roles, and sexism
- Understanding sexism
- Understanding sexual orientation
- Heterosexism and homophobia
- Understanding gender identity and transgender identities
- Genderism, Cissexism, and Transphobia
- Understanding class
- Classism
- Understanding ability
- Ableism
- Unpacking national origin
- Unpacking religion
- Unpacking religious oppression
- Civic Engagement
- Global Citizenship

Sought Concurrence

No

Attachments

- ge-foundations-submission HESA 2577.docx
(Other Supporting Documentation. Owner: McDonald,Carrie)
- ESHESA2577_BARNES_syllabus_GE_updated.docx
(Syllabus. Owner: McDonald,Carrie)
- ESHESA2577_BARNES_syllabus_GE_updated2.docx: Updated with added GE statement
(Syllabus. Owner: Guerrero,Marc Johnston)

Comments

- Added explicit statement about the course content fulfilling the REGD foundation GE. *(by Guerrero,Marc Johnston on 04/15/2022 03:09 PM)*
- Please see feedback email regarding revision sent to department 4-10-22 RLS *(by Steele,Rachel Lea on 04/10/2022 11:13 AM)*
- Updated course and learning objectives *(by McDonald,Carrie on 03/21/2022 11:27 AM)*

COURSE CHANGE REQUEST
2577 - Status: PENDING

Last Updated: Brown,Danielle Marie
04/21/2022

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	McDonald,Carrie	10/04/2021 12:03 PM	Submitted for Approval
Approved	Guerrero,Marc Johnston	10/04/2021 01:09 PM	Unit Approval
Revision Requested	Brown,Danielle Marie	10/04/2021 02:49 PM	College Approval
Submitted	McDonald,Carrie	10/04/2021 02:51 PM	Submitted for Approval
Approved	Guerrero,Marc Johnston	10/04/2021 03:32 PM	Unit Approval
Revision Requested	Brown,Danielle Marie	10/20/2021 11:28 AM	College Approval
Submitted	Guerrero,Marc Johnston	12/09/2021 03:13 PM	Submitted for Approval
Approved	Guerrero,Marc Johnston	12/09/2021 03:16 PM	Unit Approval
Approved	Brown,Danielle Marie	12/09/2021 05:18 PM	College Approval
Revision Requested	Steele,Rachel Lea	02/03/2022 03:50 PM	ASCCAO Approval
Submitted	McDonald,Carrie	03/21/2022 11:27 AM	Submitted for Approval
Approved	Guerrero,Marc Johnston	03/21/2022 11:40 AM	Unit Approval
Approved	Brown,Danielle Marie	03/25/2022 12:11 PM	College Approval
Revision Requested	Steele,Rachel Lea	04/10/2022 11:13 AM	ASCCAO Approval
Submitted	Guerrero,Marc Johnston	04/15/2022 03:13 PM	Submitted for Approval
Approved	Tate,Alisa Denice	04/15/2022 03:19 PM	Unit Approval
Approved	Brown,Danielle Marie	04/21/2022 10:15 AM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	04/21/2022 10:15 AM	ASCCAO Approval



ESHESA 2577 – Diversity & Social Justice Leadership

AU22, 3 Credits, Undergraduate

Course Overview

Description

This course is built on intellectual and experiential engagement with issues of difference, diversity, social justice, and alliance building. In a multicultural society that is culturally diverse yet socially stratified, discussions about difference, community and conflict are important to facilitate understanding among different social and cultural groups and are essential to leadership. This course will explore a broad range of social identities. In this course, students will understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens/leaders.

The course is focused on all aspects of social identity, including but not limited to race/ethnicity, gender, sexual orientation, religion, socioeconomic status, and national origin. We will explore the topics of identity, social justice, and diversity through these various lenses. As we discuss and learn about different aspects of social identity, we will discuss the impact these identities have on our understanding of the world.

Overall, the course will be guided by the following questions:

1. How have you come to learn about race/gender/class/sexual orientation/religion/nationality? How has this shaped your worldview?
2. In what ways can you use the information gained in this course to become an actively engaged, socially just global citizen/leader within the Buckeye, Columbus, and greater communities?

Course Objectives

Students will evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Through writing based on reading assignments and class discussions, students will be able to:

- Analyze and interpret major forms of human thought, culture, and expression.
- Evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.

Students will begin to develop an understanding of major social justice concepts (e.g., power, privilege, difference, microaggressions).

Through writing as well as individual and group reflections based on readings assignments and class discussions, students will be able to:

- Identify microaggressions within their daily lives and within society as a whole.
- Identify ways in which they can challenge or address systems of power and privilege.
- Define power, privilege, value systems, and difference and be able to identify their different forms.
- Describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.

Students will understand and have an appreciation for individuals different from themselves.

By engaging in a group project as well as assigned papers based on class readings, students will be able to:

- Recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.
- Demonstrate a personal ethic geared towards civic responsibility and leadership.
- Demonstrate an appreciation for other points of view and other cultures.
- Recognize the commonalities and differences that exist among people and cultures and how these factors influence their relationship with others.
- Recognize the influence of culture on communication and be willing to address any difference of one's own culture and communication style.

Students will learn to value their own self-identity and the identities of others different from them.

By engaging in class discussion and with group projects, students will be able to

- Use observation, conflict management, dialogue, and active listening as a means of understanding and engaging with others.
- Recognize how awareness of power and privilege in leadership contexts can help them be a more inclusive, justice-oriented leader

Students will grasp their role within greater society and how they can work to create social justice.

Through written assignments synthesizing class readings, discussions, and group work, students will be able to:

- Discuss how they will maintain socially just global citizenship/justice-based leadership as part of their lifelong learning.

General Education Expected Learning Outcomes

Through classroom learning and discussion, individual and group reflection and presentations, and written assignments synthesizing course content and learning, students will be able to meet the expected learning outcomes for the *GE Race, Ethnic, and Gender Diversity Foundations* requirement, as outlined below:

1. Engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.
By engaging with course materials and through class discussions, group presentations, and written assignments, successful students are able to:
 - 1.1. Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
 - 1.2. Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
 - 1.3. Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
 - 1.4. Evaluate social and ethical implications of studying race, gender, and ethnicity.
2. Recognize and compare a range of lived experiences of race, gender, and ethnicity.
By engaging with course materials and through class discussions, individual and group presentations, and written assignments, successful students are able to:
 - 2.1. Demonstrate critical self- reflection and critique of their social positions and identities.
 - 2.2. Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
 - 2.3. Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

Course Objectives	Course Assignments	GE Race, Ethnic, and Gender Diversity Foundations Expected Learning Outcomes
Students will evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.	Discussion Facilitation Journals #1, 3, 4, 5	1.1-1.4, 2.1-2.3 1.1-1.4, 2.1-2.3
Students will begin to develop an understanding of major social justice concepts (e.g., power, privilege, difference, microaggressions).	Civic Responsibility Paper Journals #1, 2, 4, 6, 7 Leadership Manual Pecha Kucha Presentation	2.2, 2.3 1.2, 2.2 1.1, 1.2, 1.4, 2.1-2.3 1.4, 2.1
Students will understand and have an appreciation for individuals different from themselves.	Civic Responsibility Paper Discussion Facilitation Journal #1	2.2, 2.3 1.1-1.4, 2.1-2.3 1.1, 1.2, 1.3, 2.1-2.3
Students will learn to value their own self-identity and the identities of others different from them.	Journals #1, 6 Leadership Manual Who Am I? Video Blog	1.1, 1.2, 2.1, 2.3 1.1, 1.2, 1.4, 2.1-2.3 2.1-2.3
Students will grasp their role within greater society and how they can work to create social justice.	Civic Responsibility Paper Discussion Facilitation Leadership Manual Pecha Kucha Presentation	2.2, 2.3 1.1-1.4, 2.1-2.3 1.1, 1.2, 1.4, 2.1-2.3 1.4, 2.1

This course satisfies the Race, Ethnicity, and Gender Diversity GE Foundation requirements through its explicit focus on difference, diversity, social justice, and alliance building, particularly in relation to race, ethnicity, and gender, while allowing for the exploration of and connection to other aspects of social identity. Students will engage in content that provides a strong foundation for understanding how a multicultural society that is culturally diverse can still be socially stratified, particularly by race, ethnicity, and gender. Throughout the course, our content, assignments, and discussions about difference, community and conflict will help facilitate understanding among different social and cultural groups that is essential to leadership. As emerging diversity and social justice leaders, students will be better prepared to work across racial, ethnic, and gender differences toward becoming educated, productive, and principled citizens and enacting change.

Course Materials

Required

Adams, M., Blumenfied, W. J., Catalano, D. C. J., DeJong, K. S., Hackman, H. W., Hopkins, L. E., Love, B. J. Peters, M. L., Shlasko, D., & Zuñiga, X. (Eds.). (2018). *Readings for diversity and social justice* (4rd ed.). New York: Routledge.

Supplemental

Free and open access resources will also be used in this course, which are outlined in the course schedule.

Course Requirements/Evaluation

Grades

Assignment / Category	%
Attendance and Participation	25%
Discussion Facilitation	5%
Journals	20%
Who am I? Video Blog	5%
Civic Responsibility Paper	10%
Pecha Kucha Presentation	15%
Leadership Manual	20%
TOTAL	100%

See below for assignment descriptions and due dates.

Late Assignments

I will accept late/make-up work on a case-by-case basis and reserve the right to deduct points.

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

Assignment Descriptions

Attendance and Participation (25%)

The success of this course rests largely on your informed, honest, and active involvement. Dialogue cannot occur without you. Therefore, attendance and participation will influence your course grade in the following ways:

First, because of the importance of attendance, please note that you will be docked 5 points for each unexcused absence, so it is of the upmost importance that you notify your instructors in advance.

Reasons for excused absences include:

- *Serious Illness and Family Emergencies*: Please inform your instructors as soon as possible (in advance of class meetings, if possible) if health or family emergencies arise. Make-up work may be assigned in some instances of these excused absences.
- *Cultural and Religious Holidays*: Persons who have religious or cultural observations that conflict with dialogue meetings should let their facilitators know by the second week of the semester so we can make sure that you will not be penalized for missing class. We strongly encourage you to honor your cultural and religious holidays. However, if we do not hear from you by the second week of the semester, we will assume that you plan to attend all dialogue sessions, and full attendance will be required.

Second, you will earn points for active engagement in class. In awarding these points, we realize that modes of contribution may be different for different people, and that different cultures have different norms about how best to contribute in dialogue situations. This course will recognize the varieties of ways that individuals and groups contribute to class. Quantity of talk is not in itself the basis for evaluating participation; the quality of input, the consistency and depth of reflection, and the demonstration of active listening are important components of dialogue. Good participants also support and help others to participate. Examples of poor participation include: not engaging verbally or non-verbally in the discussion, utilizing technology for non-course content, or offering comments that indicate that you have not completed the reading.

When class is conducted online via Zoom, students are strongly encouraged to turn on their cameras; however, it is not required.

Attendance-participation points will be inputted at the end of the semester based on the following criteria (there are 24 possible points):

- 15 points will be awarded if the attendance policy above is followed
- 9 points will be based on your overall participation in the course
- Instructors will supply with constructive feedback if full points for participation are not awarded

In the event that students have an absence related to COVID-19 or the listed excused absences, students will submit a minimum one-page document in response to the questions that were asked during discussion facilitation. The questions for the day will be accessible in a discussion thread. The student MUST answer all questions to receive participation credit. Students must communicate with the instructors to discuss their absence and the potential to complete the mentioned make-up assignments.

Discussion Facilitation (5%)

The purpose of this assignment is to provide you with an opportunity to lead class discussion once during the semester. On the days assigned, students will facilitate a class discussion using three questions related to the readings due in class that day. For the first 15 minutes of class, you will engage your fellow students in a discussion of the topic and use a reflection on the readings to guide the conversation. Asking thoughtful questions is key to receiving full credit for this assignment. Questions should go beyond the surface. For example, "What did you think of this week's article/readings?" is not enough. Find a quote that stood out to you and ask the class to reflect on what it means. Ask for critique and analysis of the author's perspective. Attempt to guide your peers to a deeper level of understanding of the material. How well you lead the discussion will help determine not only your grade for this facilitation. Remember two important things: 1) Teaching others always allows you to learn more and 2) this is a leadership class and leaders ask good questions.

In addition, you will be asked to submit your questions **24 hours before class on your assigned date** on Carmen in the discussion facilitation thread. You must also submit a one-page document with your questions and rationale for choosing the questions in the form of a journal to the appropriate Carmen assignment drop box. Please include the questions and describe your rationale for choosing these questions. You will be graded according to the following system:

- 3 points possible for the class facilitation
- 2 points possible for the journal about the questions

Journals (20%)

During this semester, you will be asked to complete readings and write journals in order to help clarify your thoughts in preparation for class and experiential activities. Additionally, the overall goal of these journals is to help you to explore different aspects of diversity and explore the ways these can impact your daily life. Please complete and reflect on weekly assigned readings and handouts/activities *prior* to the relevant class meeting. Each learning journal should be 2-3 pages. Please submit your journal to Carmen by **11:59 PM on class meeting days**. Importantly, your journals should reflect serious and deep thought, and should help you engage more fully in dialogue.

Points for journals will be based on the following system:

3 points: Exhibits depth of thought and genuine engagement with issues. Uses relevant readings and materials to explore ideas. On time.

2 points: Satisfactory, but somewhat superficial in thought or application of readings.

1 point: Lacking detail, no application of readings.

0 points: Unsatisfactory. More than one week late.

For every day the assignment is late ½ a letter grade will be deducted.

You will complete a total of 7 journals for this class. Up to 3 out of the 7 journals can be video submissions. Videos must be 4-5 minutes in length. The order in which you submit them is indicated on the syllabus (the number corresponds to the numbers listed below). You may submit Journal #7 at any time.

1. Write about your activities from a recent day in your life. What actions did you take? Where did you go? Who were you with? Now pick one aspect of the social identity wheel. Choose a trait from that wheel that you do not already have (e.g., if you are Christian, pick being Muslim; if you are male, pick being female). Retrace your day and your actions while reflecting on how this new identity would have impacted your day. What challenges would you have? How would others

- have treated you differently? What privileges might you have gained? Full credit will be given to those journals that fully explore an identity and can relate it to one's daily life activities
2. Describe a recent incident where you have seen power/privilege in your life. Reflect on that experience. How did you react in that moment? Why did you react that way and was that an appropriate way to react? How did your social identities play into this experience? Full credit will be given to those entries that reflect deeply about the experience and demonstrate an understanding of how identity impacts power and privilege. *Incorporate at least one reading into your response.*
 3. Choose one section from the identity wheel. Write a reflection on your childhood memories and experiences that helped shape the identities you chose. What messages, both covert and overt, did you receive about these identities growing up? What are some positive and negative experiences you had with these identities and how have they shaped how you see that identity today? *You should use a different identity than you wrote about in the Who Am I? video blog. Incorporate at least one reading into your response.*
 4. Take two Implicit Bias tests at <https://implicit.harvard.edu/implicit/selectatest.html>. Write about how you felt when you took the test. Reflect on your results of the test. What surprised or didn't surprise you? Why do you think you got the result you did? How do these tests and their results relate to what we have learned in class? What implications do these tests have for society? *Incorporate at least one reading into your response.* Full credit will be given to journals that relate the tests to at least one reading, demonstrate an understanding of how these tests relate to larger social justice issues, and incorporate personal experience.
 5. Learn more about a resource on campus that could further your understanding on the topic(s) of this class (e.g. diversity, specific identities, etc.). You CANNOT use the Multicultural Center. How can this resource help the campus community? What kind of information can this resource provide? Please see your instructor if you have trouble finding a resource. Full credit will be given to those journals that completely summarize the resource and relate how the resource can help you or others.
 6. This journal will ask you to explore the impact that power and privilege have within social media and to provide a rationale on how you would react to different microaggressions. In particular, we ask that you find 3-5 examples of microaggressions on various forms on social media (e.g., Twitter, Facebook, etc.). Explain who the target of the microaggression is and why you believe it is an example of a negative remark. Provide an example of how you might respond to such a comment. *Incorporate at least one reading into your response.* In addition, we ask that you turn in screenshots of the microaggressions (with identifiable information blurred out).
 7. The goal of this activity is to help students illustrate how diversity and social justice impact life outside of the classroom. Attend one event sponsored by the Multicultural Center. A list of possible programs can be found at <http://mcc.osu.edu/events.aspx> – *you may attend any virtual sessions that are not leader(ship) meetings.* Reflect on your experience at the program. What did you learn? How can you use the information in the future? How did the program relate to the course? Must be turned in by April 21, 2021 at 11:59 PM

Who am I? Video Blog (5%)

For this assignment, you will further explore your social identities in the form of a 3-minute video blog. Use the social identity wheel as a starting point. You will be asked to introduce your audience to three items that are salient to your identities as part of the video. We ask that you speak to at least 2 social identities. How did you come to learn about those identities? What kind of messages (both positive and negative) have you been given about those identities? What aspects of your identity do you hope to learn more about in the course? Full credit will be given to videos that demonstrate an in-depth and

serious reflection that is grounded in personal experiences and to videos that explain fully what you want to learn from the course. You will post these videos to the discussion area on canvas so that you can introduce yourselves to your fellow classmates. This assignment is due on Wednesday, January 20, 2021.

Please visit Carmen for grading rubric for this project.

Civic Responsibility Paper (10%)

The goal of this paper is to explore your personal definition of civic responsibility. In 2-3 pages, explain what civic responsibility means to you. What does it mean to be an effective citizen in our society and why is active citizenship particularly important in society? What does it mean to be a civically engaged leader? Who would you consider examples of civically engaged leaders, and why do they fit that mold? How are you already an engaged citizen and leader? How do you plan to be an engaged citizen and leader after completion of this course? Use the activities from class and readings as a foundation for your paper. Full credit will be given to papers that use the readings as a foundation to fully explain your definition of civic responsibility and provide details on how you plan on engaging in citizenship after completion of the course. Due Wednesday, April 7, 2021.

Final Presentation: Pecha Kucha Culminating Project (15%)

For your culminating project in this course, you will be asked to present a Pecha Kucha to your classmates on your assigned date. A Pecha Kucha is a presentation format where you show 20 images, each for 20 seconds. Most Pecha Kuchas utilize PowerPoint since these images should advance automatically. As each image comes up on the screen, you should talk along to it. For this particular presentation, we ask that you reflect on your learning in this course and answer the following questions:

- What did you hope you would gain at the beginning of the course? What are you leaving the class with?
- What was your idea of leadership regarding diversity and social justice before taking this course? How has that conceptualization changed?
- What are some topics that challenged you the most?
- What questions do you still have after leaving this course?
- How do you hope to implement this knowledge into leadership experiences in the future?

Presentations will happen in class on Wednesday, April 21, 2021. For examples on what Pecha Kuchas can look like, please visit: <http://www.pechakucha.org/watch>.

Please visit Carmen for grading rubric for this project.

Leadership Manual (20%)

In the spirit of embodying praxis, students will create a personalized leadership manual that will serve as a reference for “doing the work of social justice.” This manual will define and elaborate on social justice topics discussed in class, as well as detail how an understanding of these topics can be applied in situations you may encounter throughout various leadership roles and future career. This should not be an assignment that is considered “another long, boring paper.” Instead, think of this as a guide or a cheat sheet to utilize once you encounter situations dealing with social (in)justice within your various leadership roles. As such, you have more creative freedom in how you design this manual for your future self (i.e., you could utilize bullet-points, visually emphasize concepts that are important to you, incorporate some images, and make your manual aesthetically appealing to your eye). Whether this is your first time hearing about these concepts or you are well-versed in social justice, encountering a situation is different than having a discussion in class. When conceptualizing this manual, tailor it to your current AND future roles (what are your career goals?).

Your Leadership Manual will be self-reflective, should analyze your learning and experiences in the dialogue, and should incorporate references to assigned readings/course resources (at minimum, no less than 4 resources should be included). In addition to assigned readings and videos, you are welcome to cite other course content, such as in-class discussions; however, these will not count toward your 4 resource minimum. Consultation in advance of the final full draft is available by email or in person.

Manual Requirements:

Length: The Leadership Manual should be at minimum 6-8 pages long (NOT including the References page), double-spaced, using 12-point Times New Roman font and 1-inch margins all around. Note: Since creativity and personalization is encouraged, you will likely exceed the 6-8 page range depending on the level of creativity exercised; however, the written portion of the manual should be equivalent to at least 6 pages.

Inclusion of Readings and Course Material: Please use assigned readings/course resources to support, clarify, and contextualize your ideas. We want to see that you have not only read and understood assigned readings, but also thought about them in relation to your own experiences and learning in the course. An exemplary manual will incorporate at least 6 assigned readings/course resources (reminder: 4 is the minimum). Be sure to cite resources appropriately using APA 7th edition by naming the author either in the sentence or in parentheses following the sentence (A good source for APA info: Purdue OWL). You should include a reference page at the end of the manual.

Leadership Manual Content:

Your manual should be comprised of the sections listed below. While you have flexibility for how it is structured, be sure to include discussions around:

- **Positionality** (GE ELO: 1.3, 2.1, 2.2)
 - Who are you (in relation to social identities)?
 - How do these identities influence your worldview?
- **Social identity/ism** (GE ELO: 1.1, 1.2, 1.4, 2.3)

Be able to explain each construct and include either (a) action steps to take when in addressing a situation with the ism/oppressive event or (b) points of consideration when thinking about an ism/oppressive encounter.

 - Race/racism
 - Gender/sexism
 - Sexual orientation/heterosexism
 - Transgender identities/cissexism & transphobia
 - Class/classism
 - Ability/ableism
 - National origin
 - Religion/religious oppression
- **Conclusion:** “How do you plan to lead with a social justice lens in mind?” (GE ELO: 1.4, 2.1)

Conclude your manual with a social justice-oriented leadership charge. You can utilize either approach listed below.

 - Inspirational quote – explain what the quote means to you and how it applies to you as a leader.
 - Manifesto/leadership philosophy – discuss how you will lead with a social justice lens. Include a personalized leadership philosophy or broad action-oriented guiding principles.

Please visit Carmen for more specifications on this project, as well as a grading rubric.

Course Policies

Student Conduct and Participation

Due to the current pandemic, students are expected to maintain a heightened level of awareness for the safety of peers and instructors. If a student does not feel comfortable coming to class and/or is experiencing COVID-19 symptoms, please communicate with the instructor.

Communication

The university's official mode of communication is via university email. Students should use their BuckeyeMail when emailing their professor, and faculty will use their OSU email when emailing students. Students can also use Carmen to communicate with me. I will use Carmen for most communication but may send emails when communicating individual concerns regarding service sites. I will be accessible Monday-Friday to answer emails concerning the course. If a student communicates throughout the weekend (Saturday and Sunday), responses will likely come Sunday evening or early Monday morning.

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

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Netiquette

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

- Honor people's rights to their opinions; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps – it conveys shouting and anger.
- Avoid colors like red and green for accessibility reasons; avoid font styles, colors, and sizes that are difficult to read.
- Address the ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.
- Don't distribute copyrighted materials, such as articles and images (most things online are not licensed as "fair use"). Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

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

Baseline technical skills necessary for online/hybrid courses:

- Basic computer and web-browsing skills
- Navigating Carmen (Canvas)

Technology necessary for this course:

- Laptop, computer, or tablet that can access CarmenZoom
- Technology skills required:
 - Recording and uploading videos
 - Posting to online discussion boards
 - Creating and recording presentations

Institutional Policies

Academic Integrity

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

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

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

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

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

Accessibility Accommodations

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.

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

Grievances

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

Copyright Disclaimer

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

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

Safe and Healthy Buckeyes:

Health and safety requirements: All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

Mental Health Statement

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

Trigger Warning: Some contents of this course may involve media that may be triggering to some

students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

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.

Students are encouraged to think critically about diversity and about the social privileges they are afforded. Students are encouraged to expand their knowledge of other cultures. It is important that we honor individual differences by (a) listening and respectfully responding to individuals with varied beliefs and backgrounds, and (b) discussing conflicting viewpoints in a calm and respectful manner.

Course Outline – Session Objectives, Readings, and Assignments*

Class Session 1: Online via Zoom

TBD

1st Half

- Introduction to course
- Review syllabus and assignments
- Learning Map
- Hopes and fears

2nd Half

- Establish class norms
- Dialogue vs. Debate
- Role model leading discussion
- Social identity wheel

Assignments Due:

Readings Due:

- Tatum, B. D. (2018). The complexity of identity: “Who am I?”. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 7-9). New York, NY: Routledge.
- Kirk, G., & Okazawa-Rey, M. (2018). Identities and social locations: Who am I? Who are my people. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 10-15). New York, NY: Routledge.
- Harro, B. (2018). The cycle of socialization. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 27-33). New York, NY: Routledge.

Class Session 2: Online via Zoom

TBD

1st Half

- Unpacking power and privilege

Readings Due:

- Johnson, A. G. (2018). The social construction of difference. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 16-21). New York, NY: Routledge.
- Bell, L. A. (2018). Theoretical foundations. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 34-40). New York, NY: Routledge.
- Adams, M., & Zúñiga, X. (2018). Core concepts for social justice education. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 31-38). New York, NY: Routledge.

2nd Half

- Microaggressions

Readings Due:

- Sue, D. W. (2018). Microaggressions, marginality, and oppression: An introduction. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L.

Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 22-26). New York, NY: Routledge.

- *Dastagir, A. E. (2018, February 28). Microaggressions don't just 'hurt your feelings.' Retrieved from <https://www.usatoday.com/story/news/2018/02/28/what-microaggressions-small-slights-serious-consequences/362754002/>
- *Svokos, A. (2015, January 12). College campuses are full of subtle racism and sexism, study says. Retrieved from https://www.huffingtonpost.com/2015/01/12/microaggressions-college-racism-sexism_n_6457106.html

Assignments Due:

- **Who Am I? Video Blog**

Class Session 3: In-person

TBD 1st Half

- Understanding race/ethnicity

Readings Due:

- *McIntosh, P. (1990). White privilege: unpacking the invisible knapsack. Retrieved from <http://www.feministzine.com/feminist/modern/WhitePrivilege-MalePrivilege.html>
- Coates, T-N. (2018). Letter to my son. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 131-137). New York, NY: Routledge.
- *Kuo, R. (2015, April 2). 6 reasons we need to dismantle the model minority myth of those 'hard-working' Asians. Retrieved from <http://everydayfeminism.com/2015/04/dismantle-model-minority-myth/>
- *TEDx Talk: How I learned to stop worrying and love discussing race: <https://www.youtube.com/watch?v=MbdxeFcQtaU>

2nd Half

- Racism

Readings Due:

- Tatum, B. D. (2018). Defining racism: "Can we talk?". In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 74-76). New York, NY: Routledge.
- Lipsitz, G. (2018). The possessive investment in whiteness. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 87-96). New York, NY: Routledge.
- *Bouie, J. (2014, May 16). Why do millennials not understand racism? Retrieved from http://www.slate.com/articles/news_and_politics/politics/2014/05/millennials_racism_and_mt_v_poll_young_people_are_confused_about_bias_prejudice.html

Assignments Due

- **Journal #1**

Class Session 4: In-Person

TBD 1st Half

- Understanding sex, gender roles, and sexism

Readings Due:

- Lorber, J. (2018). Night to his day: the social construction of gender. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 354-358). New York, NY: Routledge.
- Solit, R. (2018). Men explains things to me. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 415-419). New York, NY: Routledge.
- hooks, b. (2018). Feminism: A movement to end sexist oppression. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 359-361). New York, NY: Routledge.

2nd Half

- Understanding sexism

Readings Due:

- Johnson, A. G. (2018). Patriarchy, the system: An it, not a he, a them, or an us. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 362-366). New York, NY: Routledge.
- *Miller, K. (n.d.). The simple truth about the pay gap. Retrieved from <https://www.aauw.org/research/the-simple-truth-about-the-gender-pay-gap/>
- *Truth, S. (1851). Ain't I a woman?. Retrieved from: <https://www.youtube.com/watch?v=2SQNeZKU38>

Assignments Due:

- **Journal #2**

Class Session 5: Online Via Zoom

TBD 1st Half

- Understanding sexual orientation

Readings Due:

- Schulman, M. (2018). Generation LGBTQIA. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 374-377). New York, NY: Routledge.
- *Dastagir, A. E. (2017, June 15). LGBTQ definitions every ally should know. Retrieved from <https://www.usatoday.com/story/news/2017/06/15/lgbtq-glossary-slang-ally-learn-language/101200092/>
- Gessen, M. (2018). My life as an out gay person in Russia. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 441-443). New York, NY: Routledge.

2nd Half

- Heterosexism and homophobia

Readings Due:

- Carbado, D. W. (2018). Privilege. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 367-372). New York, NY: Routledge.
- Airen, C. (2018). Pansexual visibility & undoing heteronormativity. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters,

D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 398-400). New York, NY: Routledge.

- *Mirza, S. A., Zessoules, D., Hendricks, G., Madowitz, M., & Durso, L. E. (2018, July 5). The state of the LGBTQ community in the labor market: Pre-June 2018 jobs day release. Retrieved from <https://www.americanprogress.org/issues/economy/news/2018/07/05/453094/state-lgbtq-community-labor-market-pre-june-2018-jobs-day-release/>

Assignments Due:

- **Journal #3**

Class Session 6: In-Person TBD

1st Half

- Understanding gender identity and transgender identities

Readings Due:

- *Marksamer, J. & Vade, D. (n.d.) Trans 101. Retrieved from <http://srp.org/resources/trans-101/>
- *Lopez, G. (2017, February 22). 9 questions about gender identity and being transgender you were too embarrassed to ask. Retrieved from <http://www.vox.com/2015/4/24/8483561/transgender-gender-identity-expression>
- *Giorgis, H. (2018, July 17). When are trans actors allowed to act? Retrieved from <https://www.theatlantic.com/entertainment/archive/2018/07/when-are-trans-actors-allowed-to-act/565286/>

2nd Half

- Cissexism and Transphobia

Readings Due:

- *Taylor, E. (2010). Cisgender privilege: On the privileges of performing normative gender. In K. Bornstein & S. B. Berman (Eds.), *Gender outlaws: The next generation* (pp. 268-272). Berkeley, CA: Seal Press.
- *Ferguson, S. (2014). 3 examples of everyday cissexism. Retrieved from <http://everydayfeminism.com/2014/03/everyday-cissexism/>
- Serano, J. (2018). Trans women manifesto. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 429-432). New York, NY: Routledge.
- Kacere, L. (2018). Transmisogyny 101: What it is and what can we do about it. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 394-398). New York, NY: Routledge.

Assignments Due:

- **Journal #4**

TBD – Instructional Break

Class Session 7: Online Via Zoom

TBD

1st Half

- Understanding class

Readings Due

- Mantsios, G. (2018). Class in America. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 173-182). New York, NY: Routledge.
- Jaffe, S. (2018). Is the near-trillion dollar student loan bubble about to pop? In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 197-199). New York, NY: Routledge.
- hooks, b. (2018). White poverty: The politics of invisibility. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 208-213). New York, NY: Routledge.

2nd Half

- Classism

Readings Due:

- Pittleman, K & Resource Generation. (2018). Deep thoughts about class privilege. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 233-238). New York, NY: Routledge.
- Smith, L., & Redington, R. M. (2018). Class dismissed. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 182-185). New York, NY: Routledge
- Pew Research Center (2018). Wealth inequality has widened along racial, ethnic lines since end of Great Recession. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 204-207). New York, NY: Routledge

Assignments Due:

- **Journal #5**
- **Play Spent game (<http://playspent.org/>; come ready to discuss)**

Class Session 8: In-Person

TBD 1st Half

- Understanding ability

Readings Due:

- Bryan, W. V. (2018). Struggle for freedom: Disability rights movement. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 475-480). New York, NY: Routledge.
- Wolanin, T. R. (2018). Students with disabilities: Financial aid policy issues. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 200-202). New York, NY: Routledge.
- *TED talk: I'm not your inspiration, thank you very much
https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much?language=en

2nd Half

- Ableism

Readings Due:

- Davis, L. J. (2018). Go to the margins of the class: Disability and hate crimes. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 493-497). New York, NY: Routledge
- Hehir, T. (2018). Toward ending ableism in education. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 515-518). New York, NY: Routledge.
- Myers, K. A., Lindburg, J. J., & Nied, D. M. (2018). Increasing awareness: Language, communication strategies, and universally designed environments. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 523-531). New York, NY: Routledge

Assignments Due:

- **Journal #6**

Class Session 9: Online Via Zoom

TBD

1st Half

- Unpacking national origin

Readings Due:

- *Selasi, T. (2014). Who am I? Who are you? When we speak of nationality, what do we mean? Retrieved from <http://www.nytimes.com/2014/12/04/opinion/taiye-selasi-when-we-speak-of-nationality-what-do-we-mean.html>
- *United Nations Human Rights Office of the Human Commissioner for Human Rights. (2013, September). Retrieved from <https://nhri.ohchr.org/EN/Themes/Racial/Documents/Xenophobia.pdf>
- *Resnick, B. (2017, January 30). 7 lessons from psychology that explain the irrational fear of outsiders. Retrieved from <https://www.vox.com/science-and-health/2017/1/28/14425658/fear-of-refugees-explained>

2nd Half

- Unpacking national origin

Readings Due:

- *Hernandez, I., Mendoza, F., Lio, M., Latthi, J., & Eusebio, C. (2011). Things I'll never say: Stories of growing up undocumented in the United States. *Harvard Educational Review*, 81(3), 500-508.
- *Infographic: Growing Up American and Undocumented: <http://visual.ly/growing-american-and-undocumented>
- *The Ohio State University (2013). International undergraduate student experience: Inside and outside the classroom. Retrieved from <https://cssl.osu.edu/posts/documents/internationalstudentbrief2013.pdf>

Class Session 10: In-Person

TBD *1st Half*

- Unpacking religion

Readings Due:

- Pew Research Center (2018). America's changing religious landscape. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters,

D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 259-264). New York, NY: Routledge.

- Nasir, N. S. & Al-Amin, J. (2018). Creating identity-safe spaces on college campuses for Muslim students. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 325-329). New York, NY: Routledge.
- Edwards, S. (2018). Critical reflections on the interfaith movement: A social justice movement. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 330-339). New York, NY: Routledge.

2nd Half

- Unpacking religious oppression

Readings Due:

- Blumenfeld, W. J. (2018). Christian privilege and the promotion of “secular” and not-so “secular” mainline Christianity in public schooling and in the larger society. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 265-271). New York, NY: Routledge.
- Eck, D. (2018). Working it out. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 291-293). New York, NY: Routledge.
- Eck, D. (2018). See you in court. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 293-298). New York, NY: Routledge.
- Kivel, P. (2018). Guidelines for Christian allies. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 329). New York, NY: Routledge.

TBD – Instructional Break

Class Session 11: In-Person

TBD 1st Half

- Civic Engagement

Readings Due:

- Johnson, A. G. (2018). What can we do? In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 621-627). New York, NY: Routledge.
- Wong, A. (2018). The renaissance of student activism. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 649-652). New York, NY: Routledge.

2nd Half

- Civic Engagement

Readings Due:

- Smith, R. (2018). Social struggle. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 640-644). New York, NY: Routledge.

- Anzaldúa, G. (2018). Allies. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 637-639). New York, NY: Routledge.

Assignments Due:

- **Civic Responsibility Paper**

Class Session 12: Online Via Zoom

TBD

1st Half

- Global Citizenship

Readings Due:

- *Olds, K. (2012). Global citizenship – what are we talking about and why does it matter? Retrieved from <https://www.insidehighered.com/blogs/globalhighered/global-citizenship-%E2%80%93-what-are-we-talking-about-and-why-does-it-matter>
- *TEDx Talk: What's wrong with volunteer travel? Retrieved from <https://www.youtube.com/watch?v=oYWI6Wz2NB8>
- *McGovern, E. (1998, December). Doing good work. *About Campus*, pp. 28-30.
- *Illich, I. (1968). To hell with good intentions. Retrieved from http://www.swaraj.org/illich_hell.htm

2nd Half

- What does all of this mean?

Readings Due:

- Harro, B. (2018). The cycle of liberation. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 627-634). New York, NY: Routledge.
- West, C. (2018). Courage. M. Adams, W. J. Blumenfeld, C. R. Castaneda, H. W. Hackman, M. L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 625-627). New York, NY: Routledge.

Class Session 13: Online Via Zoom

TBD

- Pecha Kucha Presentations
- Where do we go from here?

Assignments Due:

- **Pecha Kucha Presentations**
- **Journal #7**
- **Leadership Manual due TBD**

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

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

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

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

This course is built on intellectual and experiential engagement with issues of difference, diversity, social justice, and alliance building. In a multicultural society that is culturally diverse yet socially stratified, discussions about difference, community and conflict are important to facilitate understanding among different social and cultural groups and are essential to leadership. This course will explore a broad range of social identities. In this course, students will understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens/leaders.

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

1. Engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems. Successful students are able to:
 - 1.1. Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.

Students will evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation. Discussion Facilitation Journals #1, 3, 4, 5 for 1.1-1.4, 2.1-2.3
1.1-1.4, 2.1-2.3

Students will begin to develop an understanding of major social justice concepts (e.g., power, privilege, difference, microaggressions). Civic Responsibility Paper Journals #1, 2, 4, 6, 7 Leadership Manual Pecha Kucha Presentation 2.2, 2.3, 1.2, 2.2, 1.1, 1.2, 1.4, 2.1-2.3, 1.4, 2.1

Students will understand and have an appreciation for individuals different from themselves. Civic Responsibility Paper Discussion Facilitation Journal #1. 2.2, 2.3, 1.1-1.4, 2.1-2.3, 1.1, 1.2, 1.3, 2.1-2.3

Students will learn to value their own self-identity and the identities of others different from them. Journals #1, 6 Leadership Manual Who Am I? Video Blog. 1.1, 1.2, 2.1, 2.3, 1.1, 1.2, 1.4, 2.1-2.3, 2.1-2.3

Students will grasp their role within greater society and how they can work to create social justice. Civic Responsibility Paper, Discussion Facilitation, Leadership Manual, Pecha Kucha Presentation. 2.2, 2.3, 1.1-1.4, 2.1-2.3, 1.1, 1.2, 1.4, 2.1-2.3, 1.4, 2.1

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

- 1.2 Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.

Students will evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation. Discussion Facilitation Journals #1, 3, 4, 5 for 1.1-1.4, 2.1-2.3
1.1-1.4, 2.1-2.3

Students will begin to develop an understanding of major social justice concepts (e.g., power, privilege, difference, microaggressions). Civic Responsibility Paper Journals #1, 2, 4, 6, 7 Leadership Manual Pecha Kucha Presentation 2.2, 2.3, 1.2, 2.2, 1.1, 1.2, 1.4, 2.1-2.3, 1.4, 2.1

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Students will understand and have an appreciation for individuals different from themselves. Civic Responsibility Paper Discussion Facilitation Journal #1. 2.2, 2.3, 1.1-1.4, 2.1-2.3, 1.1, 1.2, 1.3, 2.1-2.3

Students will learn to value their own self-identity and the identities of others different from them. Journals #1, 6 Leadership Manual Who Am I? Video Blog. 1.1, 1.2, 2.1, 2.3, 1.1, 1.2, 1.4, 2.1-2.3, 2.1-2.3

Students will grasp their role within greater society and how they can work to create social justice. Civic Responsibility Paper, Discussion Facilitation, Leadership Manual, Pecha Kucha Presentation. 2.2, 2.3, 1.1-1.4, 2.1-2.3, 1.1, 1.2, 1.4, 2.1-2.3, 1.4, 2.1

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape 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)

1.3 Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.

Students will evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation. Discussion Facilitation Journals #1, 3, 4, 5 for 1.1-1.4, 2.1-2.3 1.1-1.4, 2.1-2.3

Students will understand and have an appreciation for individuals different from themselves. Civic Responsibility Paper Discussion Facilitation Journal #1. 2.2, 2.3, 1.1-1.4, 2.1-2.3, 1.1, 1.2, 1.3, 2.1-2.3

Students will grasp their role within greater society and how they can work to create social justice. Civic Responsibility Paper, Discussion Facilitation, Leadership Manual, Pecha Kucha Presentation. 2.2, 2.3, 1.1-1.4, 2.1-2.3, 1.1, 1.2, 1.4, 2.1-2.3, 1.4, 2.1

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.

Students will evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation. Discussion Facilitation Journals #1, 3, 4, 5 for 1.1-1.4, 2.1-2.3 1.1-1.4, 2.1-2.3

Students will begin to develop an understanding of major social justice concepts (e.g., power, privilege, difference, microaggressions). Civic Responsibility Paper Journals #1, 2, 4, 6, 7 Leadership Manual Pecha Kucha Presentation 2.2, 2.3, 1.2, 2.2, 1.1, 1.2, 1.4, 2.1-2.3, 1.4, 2.1

Students will understand and have an appreciation for individuals different from themselves. Civic Responsibility Paper Discussion Facilitation Journal #1. 2.2, 2.3, 1.1-1.4, 2.1-2.3, 1.1, 1.2, 1.3, 2.1-2.3

Students will learn to value their own self-identity and the identities of others different from them. Journals

Course Subject & Number: ESHESA 2577

#1, 6 Leadership Manual Who Am I? Video Blog. 1.1, 1.2, 2.1, 2.3, 1.1, 1.2, 1.4, 2.1-2.3, 2.1-2.3

Students will grasp their role within greater society and how they can work to create social justice. Civic Responsibility Paper, Discussion Facilitation, Leadership Manual, Pecha Kucha Presentation. 2.2, 2.3, 1.1-1.4, 2.1-2.3, 1.1, 1.2, 1.4, 2.1-2.3, 1.4, 2.1

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. 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. Recognize and compare a range of lived experiences of race, gender, and ethnicity. Successful students are able to:
 - 2.1. Demonstrate critical self- reflection and critique of their social positions and identities.

Students will evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation. Discussion Facilitation Journals #1, 3, 4, 5 for 1.1-1.4, 2.1-2.3
1.1-1.4, 2.1-2.3

Students will begin to develop an understanding of major social justice concepts (e.g., power, privilege, difference, microaggressions). Civic Responsibility Paper Journals #1, 2, 4, 6, 7 Leadership Manual Pecha Kucha Presentation 2.2, 2.3, 1.2, 2.2, 1.1, 1.2, 1.4, 2.1-2.3, 1.4, 2.1

Students will understand and have an appreciation for individuals different from themselves. Civic Responsibility Paper Discussion Facilitation Journal #1. 2.2, 2.3, 1.1-1.4, 2.1-2.3, 1.1, 1.2, 1.3, 2.1-2.3

Students will learn to value their own self-identity and the identities of others different from them. Journals #1, 6 Leadership Manual Who Am I? Video Blog. 1.1, 1.2, 2.1, 2.3, 1.1, 1.2, 1.4, 2.1-2.3, 2.1-2.3

Students will grasp their role within greater society and how they can work to create social justice. Civic Responsibility Paper, Discussion Facilitation, Leadership Manual, Pecha Kucha Presentation. 2.2, 2.3, 1.1-1.4, 2.1-2.3, 1.1, 1.2, 1.4, 2.1-2.3, 1.4, 2.1

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors. 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 Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.

Students will evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation. Discussion Facilitation Journals #1, 3, 4, 5 for 1.1-1.4, 2.1-2.3
1.1-1.4, 2.1-2.3

Students will begin to develop an understanding of major social justice concepts (e.g., power, privilege, difference, microaggressions). Civic Responsibility Paper Journals #1, 2, 4, 6, 7 Leadership Manual Pecha Kucha Presentation 2.2, 2.3, 1.2, 2.2, 1.1, 1.2, 1.4, 2.1-2.3, 1.4, 2.1

Students will understand and have an appreciation for individuals different from themselves. Civic Responsibility Paper Discussion Facilitation Journal #1. 2.2, 2.3, 1.1-1.4, 2.1-2.3, 1.1, 1.2, 1.3, 2.1-2.3

Course Subject & Number: ESHESA 2577

Students will learn to value their own self-identity and the identities of others different from them. Journals #1, 6 Leadership Manual Who Am I? Video Blog. 1.1, 1.2, 2.1, 2.3, 1.1, 1.2, 1.4, 2.1-2.3, 2.1-2.3

Students will grasp their role within greater society and how they can work to create social justice. Civic Responsibility Paper, Discussion Facilitation, Leadership Manual, Pecha Kucha Presentation. 2.2, 2.3, 1.1-1.4, 2.1-2.3, 1.1, 1.2, 1.4, 2.1-2.3, 1.4, 2.1

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

2.3 Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

Students will evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation. Discussion Facilitation Journals #1, 3, 4, 5 for 1.1-1.4, 2.1-2.3 1.1-1.4, 2.1-2.3

Students will begin to develop an understanding of major social justice concepts (e.g., power, privilege, difference, microaggressions). Civic Responsibility Paper Journals #1, 2, 4, 6, 7 Leadership Manual Pecha Kucha Presentation 2.2, 2.3, 1.2, 2.2, 1.1, 1.2, 1.4, 2.1-2.3, 1.4, 2.1

Students will understand and have an appreciation for individuals different from themselves. Civic Responsibility Paper Discussion Facilitation Journal #1. 2.2, 2.3, 1.1-1.4, 2.1-2.3, 1.1, 1.2, 1.3, 2.1-2.3

Students will learn to value their own self-identity and the identities of others different from them. Journals #1, 6 Leadership Manual Who Am I? Video Blog. 1.1, 1.2, 2.1, 2.3, 1.1, 1.2, 1.4, 2.1-2.3, 2.1-2.3

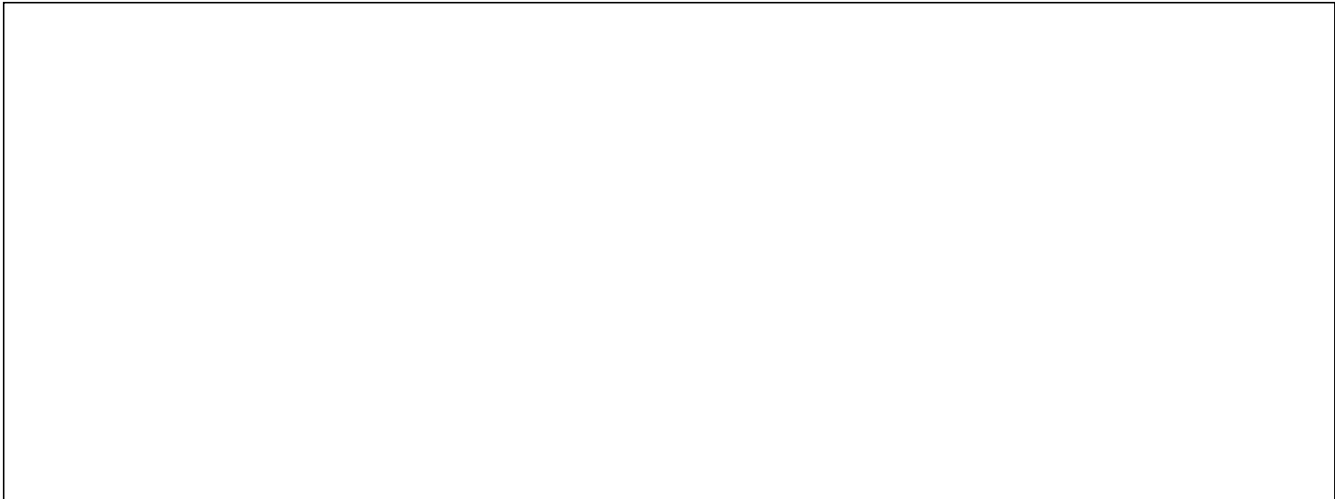
Students will grasp their role within greater society and how they can work to create social justice. Civic Responsibility Paper, Discussion Facilitation, Leadership Manual, Pecha Kucha Presentation. 2.2, 2.3, 1.1-1.4, 2.1-2.3, 1.1, 1.2, 1.4, 2.1-2.3, 1.4, 2.1

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.



B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. 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 Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy **either** the ELOs for Historical Studies **or** the ELOs for Cultural Studies.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

B. Specific Goals of Historical *or* Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Writing and Information Literacy (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources. 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 Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

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 Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

B. Specific Goals for Natural Sciences

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

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Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data. Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences. 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 Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)