

Term Information

Effective Term Autumn 2022
Previous Value Autumn 2018

Course Change Information

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

Adding the Citizenship for a Just and Diverse World GE to the course

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

As in all history courses, students learn that what we often consider normal, natural, and timeless is actually historically produced. This course teaches students that the idea that humans should be self-interested, and that self-interested economic activity is a particularly male and white trait, is partially (perhaps even largely) a product of British thought in the late eighteenth and early nineteenth centuries. This course also teaches students that citizenship can and does change: for example, we conclude by looking at the suffragette movement and the movement for Irish independence.

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)?

n/a

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	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3260
Course Title	Britain in the 19th Century
Transcript Abbreviation	Britain 19th Cent
Course Description	An introduction to the political, economic, and social history of Britain and the British empire from the eighteenth to early twentieth century.
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	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Previous Value

Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq or concur: English 1110.xx, or permission of instructor.

Exclusions

Previous Value

Not open to students with credit for 514.02.

Electronically Enforced

Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0103

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore, Junior, Senior

Requirement/Elective Designation

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

General Education course:

Historical Study; Citizenship for a Diverse and Just World

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

Previous Value

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

General Education course:

Historical Study

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 learn the major events and processes in British history between 1775 and 1920.
- Students comprehend the historical origins of contemporary phenomena like the market economy, liberalism, socialism, welfare and environmental issues.
- Students are introduced to important interpretations of modern British history.
- Students understand the multiple ways in which one can approach British history, including the economic, the environmental and the technological.

COURSE CHANGE REQUEST
3260 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/01/2022

Content Topic List

- British Empire
- English-Scottish relations
- English-Irish relations
- Victoria
- Reform Acts
- The Corn Laws
- Disraeli
- Gladstone
- Rise of labour
- Industrial revolution

Sought Concurrence

No

Attachments

- History 3260 syllabusNewGE.docx: Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- History 3260 Citizenship Theme Form.pdf: New GE document
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	11/19/2021 03:53 PM	Submitted for Approval
Approved	Soland, Birgitte	11/19/2021 03:54 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/01/2022 01:17 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/01/2022 01:17 PM	ASCCAO Approval

HISTORY 3260: BRITISH HISTORY 1770-1920

Semester/Year

Room/Building

Date/Time

Instructor: Chris Otter

Office: Dulles Hall 263

Email: otter.4@osu.edu

Office Hours: XXXX

Course Description and Goals

This lecture course provides a historical survey of Britain and the British Empire, from the eighteenth to the early twentieth century. It covers many dimensions of British history, but its primary focus is on the emergence of the idea of *Homo economicus* – the rational, independent male individual who constantly makes calculated, self-interested decisions. For most of human history, this has not been the dominant idea of how a human being should think and act, but following the work of Adam Smith and John Stuart Mill, *Homo economicus* became normative. The course explores the ways in which the idea of *Homo economicus* came to reshape British cultural, economic and political life, influencing everything from evangelical religion to famine policy, welfare reform and evolutionary biology. We follow the idea of *Homo economicus* into an imperial and global context. We also explore how the idea of *Homo economicus* was critiqued and challenged by Tory romantics, socialists and feminists, resulting in the rise of “social policies” after 1880. But as the history of global neoliberalism shows, *Homo economicus* is alive and well in the twenty-first century.

This course fulfills the general requirements and expected learning outcomes for the GE Citizenship for a Just and Diverse World theme:

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

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

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

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

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

This course fulfills the specific requirements for the Citizenship for a Just and Diverse World theme:

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

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

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

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

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

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

Course Readings

There are no textbooks for this class. All readings are posted on Carmen.

Course Papers and Assignments

- 1. Attendance, Class Participation, and Debate Performance (10%).** Students are expected to attend every class. Each lecture will include periods where the material is opened up to discussion and there will be some classes which are discussion-only. The best learning takes place when students participate, so students will receive credit for comments, observations, answers and questions.
- 2. Four Response Papers (15% each).** In weeks 3, 6, 10, and 13, students will be given a response paper, corresponding to modules 1, 2, and 3. Each paper will offer students a choice of several questions relating to the particular module. Students pick one question and produce a 4–5-page response, correctly formatted, which refers in detail to class readings and lectures.
- 3. Final Project (30%).** For the final project, students produce a longer paper (10-15 pages) on any aspect of British history from 1780 to 1920. Students should use at least 5 legitimate scholarly sources and they should produce an outline by week 10. With my permission, students can write about a more global topic if it covers the major themes of the course.

Attendance Policy

Students are expected to attend every lecture. If you can't make a lecture, please contact me in advance with a valid excuse. More than 2 unexcused absences will result in a grade of 0 for attendance and class participation.

Grading Scale

A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C-(70-72), D+ (67-69), D (63-66), D- (60-62) E (below 60).

Grades will be rounded up. For example, a 92.3 will become a 93.

Statement on Academic Misconduct

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

Statement on Disability

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Statement on Mental Health

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](tel: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](tel: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.

Statement on Violence and Sexual Harassment

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

Statement on Diversity

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.

Class Schedule and Readings

Week 1

The Birth of Homo Economicus: Adam Smith and Political Economy

*Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations* [1776] (Indianapolis: Liberty Classics, 1981), I, 428, 455-459.

Jesse Norman, "Reputation, Fact and Myth, in *Adam Smith: Father of Economics* (New York: Basic Books, 2018), 159-192.

The Old Economic Order: Mercantilism and Slavery

Sidney Mintz, "Production," in *Sweetness and Power: The Place of Sugar in Modern History* (New York: Penguin, 1986), 19-73.

Week 2

The Industrial Revolution

Thomas Carlyle, "Signs of the Times" (1829)

Eric Hobsbawm, "The Industrial Revolution 1780-1840" in *Industry and Empire* (Harmondsworth: Penguin Books, 1968), 56-78.

Urbanization

Friedrich Engels, "The Great Towns," from *The Condition of the Working Class in England*, ed. David MacLellan (Oxford: Oxford University Press, 1993), 36-86.

Week 3

Citizenship Redefined: The 1832 Reform Act

Evans, "Liberal Toryism?", "The Crisis of Reform, 1827-1832", and "'The Real Interests of the Aristocracy': The Reform Act of 1832," in *Forging of the Modern State*, 238-245, 256-274.

Homo Economicus Triumphant: The 1834 Poor Law

Harriet Martineau, "Pauperism," in *A History of the Thirty Years' Peace* (London: George Bell and Sons, 1877), II, 501-505.

Anthony Brundage, "The New Poor Law Takes Shape, 1832-1847," in *The English Poor Laws, 1700-1930* (New York: Palgrave, 2002), 61-89.

David Englander, "Inside the Workhouse," in *Poverty and Poor Law Reform in 19th Century Britain, 1834-1914* (New York: Longman, 1998), 31-46.

RESPONSE PAPER ONE HANDED OUT

Week 4

No Class: Work on First Response Paper

Contesting Homo Economicus: Radical Politics and Chartism

Evans, "The Politics of Pressure I: Chartism," in *Forging of the Modern State*, 320-330.

E.P. Thompson, Preface to *The Making of the English Working Class* (New York: Vintage, 1966), 9-14.

RESPONSE PAPER ONE HANDED IN

Week 5

Smallpox and Cholera: Homo Economicus and the Politics of Public Health

Edwin Chadwick, "Recapitulation of Conclusions," *Report on the Sanitary Condition of the Labouring Population of Great Britain*, ed. M.W. Flinn (Edinburgh: Edinburgh University Press, 1965), 421-425.

Nadja Durbach, "Introduction," to *Bodily Matters: Anti-Vaccination Movement in England, 1853-1907* (Durham: Duke University Press, 2005), 1-12.

Citizenship and Gender: The Domestic Ideal

Sarah Stickney Ellis, *The Women of England: Their Social Duties and Domestic Habits*, (1838) extracts in Arnstein, ed. *The Past Speaks*, 172-175.

Lord Ashley, "Women Factory Workers," (1844) in Arnstein, ed. *The Past Speaks*, 180-182.

Susan Kingsley Kent, "The Virtues of Liberalism: Consolidating the Domestic Ideal 1815-1848," in *Gender and Power in Britain, 1640-1990* (New York: Routledge, 1999), 155-177

Jeffrey Weeks, "The Sacramental Family: Middle-Class Men, Women and Children," in *Sex, Politics and Society: The Regulation of Sexuality Since 1800*, 2nd Edition (New York: Longmans, 1989), 38-56.

Week 6

Homo Economicus and Religion: The Evangelical Revival

Thomas Chalmers, *On the Power, Wisdom, and Goodness of God, as Manifested in the Adaptation of External Nature, to the Moral and Intellectual Constitution of Man* (Philadelphia: Carey, Leach and Blanchard, 1836), 156-161.

Boyd Hilton, "The Rage of Christian Economics 1800-1840," in *The Age of Atonement: The Influence of Evangelicalism on Social and Economic Thought, 1785-1865* (Oxford: Oxford University Press, 2001), 36-70.

The Irish Famine

"Ireland – Past Measures and Their Results," *Economist*, January 16, 1847, 58-60.

E.E.R. Green, "The Great Famine," in T.W. Moody and F.X. Martin (eds.) *The Course of Irish History* (New York: Weybright and Talley, 1967), 263-274.

David Nally, "Introduction: Colonial Biopolitics and the Functions of Famine," in *Human Encumbrances: Political Violence and the Great Irish Famine* (Notre Dame: University of Notre Dame Press, 2011), 1-20.

RESPONSE PAPER TWO HANDED OUT

Week 7

No Class: Work on Second Response Paper

The Heyday of Homo Economicus: Self-Help, The Great Exhibition, Temperance and the 1867 Reform Act

James Wilson, "The First Half of the Nineteenth Century: Progress of the Nation and the Race," *The Economist*, January 18, 1851. In W.L. Arnstein, ed. *The Past Speaks: Sources and Problems in British History II* (Lexington, Mass.: D.C. Heath, 1993), 164-168.

Samuel Smiles, "Self-Help, National and Individual," from *Self-Help, with Illustrations of Character, Conduct, and Perseverance*, ed. Peter Sinnema (Oxford: Oxford University Press, 2002), 35-57.

Asa Briggs, "The Balance of Interests," in *The Age of Improvement 1783-1867* (New York: David McKay, 1962), 395-412.

RESPONSE PAPER TWO HANDED IN

Week 8

Reinventing Empire, Promoting Homo Economicus: Conservative and Liberal Politics 1850-1890

Benjamin Disraeli, "The Maintenance of Empire," in Arnstein, ed. *The Past Speaks*, 271-272.

E. Biagini, "Introduction," *Liberty, Retrenchment and Reform: Popular Liberalism in the Age of Gladstone 1860-1880* (Cambridge: Cambridge University Press, 1992), 1-28.

C. Eldridge, "Prophet or Charlatan?" in *Disraeli and the Rise of a New Imperialism* (Cardiff: University of Wales Press, 1996), 1-12.

Imperial India

B. Porter, "An Empire in All but Name," in *The Lion's Share: A Short History of British Imperialism 1850-1995*, 3rd Edition (Harlow: Pearson, 1996), 1-27.

Timothy Parsons, "India," in *The British Imperial Century, 1815-1914: a World History Perspective* (Lanham, MD: Rowman and Littlefield, 1999), 33-58.

Robin J. Moore, "Imperial India, 1858-1914," in Andrew Porter (ed.) *The Oxford History of the British Empire. Volume III: The Nineteenth Century*, New Edition (Oxford: Oxford University Press, 2001), 422-445.

Week 9

Class Discussion and Questionnaire

Free Trade and the Anglo-World

Frank Trentmann, "Introduction: Free Trade and Political Culture," in *Free Trade Nation: Commerce, Consumption, and Civil Society in Modern Britain* (Oxford: Oxford University Press, 2008), 1-23.

James Belich, "Urban Carnivores and the Great Divergence," in *Replenishing the Earth: The Settler Revolution and the Rise of the Anglo-World, 1783-1939* (Oxford: Oxford University, 2009), 437-455.

Week 10

Final Paper Discussion and Information

Homo Economicus as a Natural Phenomenon? Evolutionary Biology and Social Darwinism

Charles Darwin, "The Struggle for Existence," from *The Origin of Species*; extracts taken from *The Portable Victorian Reader*, ed. Gordon S. Haight (New York: Penguin, 1976), 519-529.

Samuel Wilberforce, review of Darwin's *Origin of Species*, in R.J. Helmstadter and P.T. Phillips (eds.) *Religion in Victorian Society: a Sourcebook of Documents* (Lanham, MD: University Press of America, 1985), 384-393.

Thomas Henry Huxley, "Darwin's Virtues," (1860) in Arnstein, ed. *The Past Speaks*, 218-221.

Thomas Henry Huxley, "Darwin on the Origin of Species," *Westminster Review*, 73, April 1860, 541, 545-547.

RESPONSE PAPER THREE HANDED OUT

Week 11

The Limits of Citizenship: Crime and Mental Illness

V.A.C. Gatrell, "Hanging People," in *The Hanging Tree: Execution and the British People, 1770-1868* (Oxford: Oxford University Press, 1994), 29-55.

Andrew Scull, "The Rise of the Asylum," in *The Most Solitary of Afflictions: Madness and Society in Britain, 1700-1900* (New Haven: Yale University Press, 1993), 1-45.

Citizens in Decline? Degeneration

Edwin Ray Lankester, excerpts from *Degeneration*, (1880) in Sally Ledger and Roger Luckhurst (ed.) *The Fin de Siècle: A Reader in Cultural History c.1880-1900* (Oxford: Oxford University Press, 2000), 3-5.

Andrew Mearns et al., excerpts from *The Bitter Cry of Outcast London*, (1883) Sally Ledger and Roger Luckhurst (ed.) *The Fin de Siècle: A Reader in Cultural History c.1880-1900*, 27-32.

Daniel Pick, "Introduction," to *Faces of Degeneration: a European Disorder, c.1848-c.1918* (Cambridge: Cambridge University Press, 1989), 1-33.

FINAL PAPER OUTLINE HANDED IN

RESPONSE PAPER THREE HANDED IN

Week 12

Individual Meetings to Discuss Final Paper

Homo Economicus and the Environment: Coal and Smoke

Harold Platt, "'Invisible Evil': Pollution and Class Politics in Manchester," in *Shock Cities: The Environmental Transformation and Reform of Manchester and Chicago* (Chicago: Chicago University Press, 2005), 442-467.

Week 13

Race, Biology, Anthropology, and Empire

Peter Fryer, "Challenges to Empire," in *Staying Power: The History of Black People in Britain* (London: Pluto, 2019), 237-297.

James Hunt, "The Negro's Place in Nature," (1863), in James Hunt, *Memoirs Read Before the Anthropological Society of London*, 1865.

Charles Darwin, "Extinction of Races," in *The Descent of Man* (London: Penguin, 2004), 211-230.

Race and Empire

Sir John Seeley, *The Expansion of England*, (1883), in Ledger and Luckhurst, *The Fin de Siècle*, 135-7.

Joseph Chamberlain, "The True Conception of Empire," (1897), in Ledger and Luckhurst, *The Fin de Siècle*, 137-141.

B. Porter, "Struggles for Existence: 1890," in *The Lion's Share*, 119-153.

RESPONSE PAPER FOUR HANDED OUT

Week 14

The Death of Homo Economicus? The Social Question and Socialism

Michael Freeden, "The Morphology of Liberalism," in *Liberalism: A Very Short Introduction* (Oxford: Oxford University Press, 2015), 55-70.

Winston Churchill, "Liberalism and Socialism," in Arnstein, ed. *The Past Speaks*, 301-304.

David Lloyd George, "The New Liberalism," in Arnstein, ed. *The Past Speaks*, 304-305.

Andrew Thorpe, "Creation and Early Years," in *The History of the British Labour Party* (New York: Palgrave, 2001), 1-26).

Reframing Citizenship: The Womens' Suffrage Movement

J. S. Mill, "The Subjection of Women," (1869) in Arnstein, ed. *The Past Speaks*, 185-190.

Jeffrey Weeks, "Feminism and Socialism," in *Sex, Society and Politics*, 160-179.

Susan Kingsley Kent, "Suffrage," in *Sex and Suffrage in Britain, 1860-1914* (Princeton: Princeton University Press, 1997), 184-219.

RESPONSE PAPER FOUR HANDED IN

Week 15

Towards Postcolonial Citizenship 1: Irish Partition

Robert Lynch, "Where is Ireland?" and "Unraveling Ireland," in *The Partition of Ireland, 1918-1925* (Cambridge: Cambridge University Press, 2019), 15-35, 113-137.

Towards Postcolonial Citizenship 2: Indian Nationalism

Dinyar Patel, "Swaraj," in *Naoroji: Pioneer of Indian Nationalism* (Cambridge, Mass: Harvard University Press, 2020), 220-254.

FINAL PAPER HANDED IN

GE THEME COURSES

Overview

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

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

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

Course subject & number

General Expectations of All Themes

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

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

Course subject & number

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

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

Course subject & number

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

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

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

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

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

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

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

Course subject & number

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

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

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