

Term Information

Effective Term Autumn 2022
Previous Value Spring 2019

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 new GE

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

students have an ongoing comparative project (U.S. and imperial Rome) focusing on governance and citizenship. This analysis will include discussion of the introduction of enslaved and freedmen in imperial government, process of becoming a Roman citizen, the rights of women and children, the treatment of religious minorities. In addition, students will analyze changes from Roman Republican practices to those under imperial rule.

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	3222
Course Title	The Roman Empire, 69-337 CE
Transcript Abbreviation	Roman Empire
Course Description	An advanced survey of Rome's imperial history from the end of the Julio-Claudian dynasty to the death of Constantine.
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
<i>Previous Value</i>	<i>Yes, Greater or equal to 50% at a distance</i>
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

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx, or permission of instructor.
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0101
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	<ul style="list-style-type: none">• Students will gain an understanding of the important figures, events, institutions and cultural traditions associated with the early and high Roman Empire.• Students will gain an understanding of the institutions and ideologies through which Rome governed its empire; social relations and the household; and cultural practices and religion.
Content Topic List	<ul style="list-style-type: none">• Social• Political• Religious and economic developments from mid-first century to the mid-fourth. Emphasis on the consolidation of empire• Crises of the third century• Social organization and religious life• The rise of Christianity
Sought Concurrence	No

COURSE CHANGE REQUEST
3222 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/22/2022

Attachments

- History 3222 Syllabus New GE.docx: Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- History 3222 Citizenship form.pdf: New GE rationale
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	12/06/2021 03:17 PM	Submitted for Approval
Approved	Soland, Birgitte	12/06/2021 04:03 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/22/2022 10:36 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/22/2022 10:36 AM	ASCCAO Approval

HIS 3222 Early Roman Empire

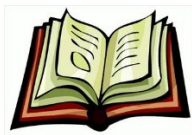


Course Description & Goals:

Roman history traditionally divides into two major periods – the Republic and the Empire – with the break occurring around the time of the assassination of Julius Caesar. This means that as HIS 3222 begins, about 700 years of Roman history are already over (from the foundation of the city through the Republic). We begin the course by trying to understand what the change from Republic to Empire entailed. I will do some summarizing of the major issues prior to Caesar's assassination, so that you will have some sense of what happened; you can also refer to earlier chapters in the textbook. From there we will examine the early and middle imperial eras, 44 B.C. to 180 A.D., from a variety of perspectives: political, social, diplomatic, economic, intellectual and religious. Our goal will be to understand governance, citizenship, social organization, economic and cultural developments of early imperial Rome. In addition, you will be introduced to some of the basic problems which historians of the period are currently attempting to solve as well as some of the most important hypotheses their work has produced. In the process, you will become acquainted with certain of the principal research tools and techniques which ancient historians have developed to aid them in their investigations.

Course Information:

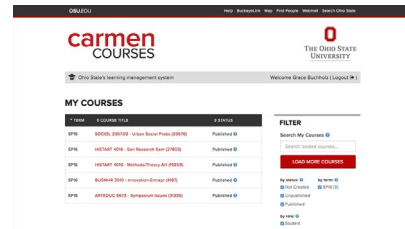
Prof. Heather Tanner
MW 11:15a-12:45p
206 Ovalwood Hall
Lecture-discussion format; 3 contact hrs/week
In person course (Carmen course website used too)



Texts We're Reading (Must bring to class, except Mackay)

- ❖ *As the Romans Did: A Sourcebook in Roman Social History*, ed. Jo-Ann Shelton, 2/e (Oxford UP, 1998); ISBN 978-0-19-508974-5
- ❖ Christopher S. Mackay, *Ancient Rome. A Military and Political History* (Cambridge UP, 2007); ISBN 978-0-52171149-4
- ❖ Apuleius, *The Golden Ass*, trans. E.J. Kenney (Penguin Books, 1999); ISBN 9780140435900

Course website: carmen.osu.edu



Course Grade:

Assignment	Points	Due Date
participation	200	each class session
homework	100	Jan. 12, Jan. 26, Feb. 2 & Feb. 9
comparative project	100	weekly
weekly reflections	150	weekly
in class activities	50	TBA
research project	200	see handout & schedule
midterm	100	Feb. 16 (in class)
final	100	



For full details on the assignments, grading policies, and what constitutes plagiarism, please see course website.

Where to find me - 245 Ovalwood Hall;
tanner.87@osu.edu & 419-755-4368

Office hours (Zoom): Tuesdays 10-11; Fridays
 1:30-2:30 & by appointment



Cell phones & computers: You may use these in class provided that they are being used for the work at hand. I will confiscate your electronic device for the remainder of class if you are using them to surf the web, text, or other distracting activities.

Goals of Citizenship Theme

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.
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.
3. Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.
4. 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.

Goals of GE Historical Study: Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes of Historical Study

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

How We're Going to Achieve These Goals & Outcomes

1. The pedagogy this course is based upon is that:
 - We learn better by “doing” rather than by “receiving” information passively.

- We learn better when we see the possibility of **applying** our knowledge immediately in life.
- We learn better when we **feel** encouraged to be curious, different, and creative.

2. The course activities are designed based on this pedagogy.

- Lectures provide key information.
- Exercises with reading assignments (historical scholarship and historical material) help you cultivate analytical skills.
- In-class discussions are opportunities for us to work closely, exploring ideas, analysis, and working on assignments.
- After-class reflection gives us some time and space to think about what we have explored.
- Written assignments help you improve your ability to articulate and present evidence-based ideas.
- Research assignment will allow you explore a topic in greater depth and develop analytical skills.
- Comparative project will allow you to explore citizenship and justice in imperial Roman society and compare it to modern U.S. practices.

Description of Assignments

Comparative Assignment: In weeks 1-12, you will compare various aspects of modern U.S. government with Roman imperial government -- offices and institutions, duties and rights of citizens, role of states/provinces, process of becoming a citizen, and treatment of religious minorities. In weeks 13-14, you will then use these comparisons as part of your analysis of Apuleius' *The Golden Ass*, to assess a fictional portrayal of life and governance in 2nd century Roman provinces.

Research assignment & presentation: You will pick a focused topic from the following areas: daily life, slavery, women, military, provincial life, relations with neighboring states, cultural and intellectual life, religion, sports and recreation. You will write a 4-6 page paper using at least one primary sources and at least three scholarly treatments of the subject in question (articles, chapters from books, monographs; a.k.a. secondary sources). You will also give a 5-10 minute presentation to the class on your research topic.

Homework and in class assignments: These will focus on specific skills you need to succeed in class (primary source analysis, effective comparisons, reading scholarly articles, effective introductory paragraphs, historical identifications)

Participation: This is where we will practice the skills that are the basis of the research paper, midterm and final exam. It will consist of in class discussions of primary source readings, and in class activities.

Weekly reflections: Each week, there is an online prompt that requires you to reflect on the week's topic and draw comparisons to their own life or to comparisons to other courses they are or have taken. These reflections may be in written, oral, or multimedia format. They may be academic or creative in format.

Exams: There will be a midterm and final exam. These exams will be open note and open book. These are essay exams which will require you to draw upon the course readings to craft a historical analysis (interpretation).

Faculty feedback and response time

Remember that you can call **419-755-HELP** at any time if you have a technical problem.

- Grading and feedback: For large assignments, you can generally expect feedback within **7 days**.
- E-mail: I tend to reply the same day but definitely by the end of the following school day. Note that this means emails sent on over the weekend may not be answered until the following Monday .

Student participation requirements

Logging in: **AT LEAST TWICE PER WEEK**

Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

Participating in discussion: **TWICE PER WEEK**

As participation, each class session you are expected to speak/discuss, in small groups and in full class, the assigned readings. Our goal is to make these discussions substantive, not just regurgitating basic points about the day's or week's topics. I post reading guide questions to help you focus on what's important in the readings prior to our discussions. If you miss a class session, there will be make-up discussion questions that you can write answers to and post in a dropbox. See the course website for the participation rubric.

Academic integrity policy

Plagiarism is passing off the ideas or words of another as one's own without crediting the source. For a full definition of what constitutes plagiarism, please see the course website. For consequences of academic misconduct.

Please see attached "University Policy Statements" for more details about academic misconduct, supports for students with disabilities, retention, and other university policies. This information can also be found on the course website.

Where to Find Help

Technology

24/7 Immediate help – 614-688-4357

Buckeye Bar (appointments) – go.osu.edu/bbarmans

non-immediate requests – go.osu.edu/it or servicedesk@osu.edu

Study Skills, Writing, Tutoring – Conard Learning Center

Life Issues (health, food, shelter, safety) – Student Assistance Services (see University Policy Statement on course website)

Course assignments & expectations – Prof. Tanner (tanner.87@osu.edu; 419-755-4368)

Disability Services <https://slds.osu.edu/aim/> or Shelly McGregor (mccgregor.40@osu.edu)

Discussion & Reading Schedule

Week/Date		Topic	Readings	Assignment
1	Jan. 10	Introduction	none	none
1	Jan. 12	<i>Republic of Virtue</i> (film)	MacKay, pp. 93-105; Shelton, pp. 359-65, 369-74, 382-88	discussion; hmkw #1
2	Jan. 17	MLK Day – no classes	none	none
2	Jan. 19	Roman Society at the End of the Republic	Shelton, ch 1, pp. 16-24 (stop at “Producing a family”)	discussion
3	Jan. 24	From Republic to Empire	MacKay, pp. 159-176; Suetonius “Augustus” sections 1-29	discussion
3	Jan. 26	The Augustan Regime	MacKay, pp. 179-191; Augustus, sections 30-60; <i>Res gestae</i>	discussion; hmkw #2
4	Jan. 31	Art, Ideology, and the Succession	Virgil= <i>Aeneid</i> , Horace <i>Epodes</i> & <i>Odes</i> ; Shelton, pp. 226-236	discussion

Week/Date		Topic	Readings	Assignment
4	Feb. 2	Tiberius, Caligula and Claudius	MacKay, ch. 14; Tacitus book, Bk I, sections 1-15, 72-8, Bk. XI 23-24, XII 1-9; Suetonius, ATiberius@, AGaius (Caligula)@	discussion; hmwk #3
5	Feb. 7	The Wonderful World of Nero; in class work on research project	Tacitus, XIII 1-25, XVI. book IV, sections 34-35;	discussion; bring research materials to class; prelim bib. due
5	Feb. 9	Society, Culture, and Economy in the Early Empire	Petronius; Temin article	discussion; hmwk#4
6	Feb. 14	Review	none	discussion
6	Feb. 16	Midterm	none	exam
7	Feb. 21	The Year of the Four Emperors	MacKay, ch. 15; Shelton, pp. 59-64, 65-74, 123-7, 134-36, 154-8, 166-69, 184-5, 195-200	discussion
7	Feb. 23	The Flavians	Suetonius AVespasian@	discussion
8	Feb. 28	Five "Good" Emperors	MacKay, ch. 16; <i>Life of Antoninus Pius</i> , <i>Life of Hadrian</i> , <i>Reign of Marcus Aurelius</i>	discussion; precis due
8	Mar. 2	Emperor, Senate, Bureaucracy, and the Provinces	MacKay, ch. 18; Letters to Trajan # 16, 27, 30, 31, 46; Shelton, pp. 238-42, 252-259, 286-7; Sidebottom article	discussion
9	Mar. 7	Life in the Golden Age of Rome	Shelton ch. 14 (Leisure & Entertainment; read whichever 25 pgs. you find most interesting)	discussion
9	Mar. 9	Society and Religion in the middle Empire	Shelton, pp. 43-50, 55, 288-94, 298-99, 304-5; 404-406; 417-420	discussion

Week/Date		Topic	Readings	Assignment
10	Mar. 14	Spring Break – no classes	none	none
10	Mar. 16	Spring Break – no classes	none	none
11	Mar. 21	Apuleius <i>The Golden Ass</i>	Apuleius, bks 1-5	discussion
11	Mar. 23	Apuleius <i>The Golden Ass</i>	Apuleius, bks. 6-11	discussion
12	Mar. 28	No class – work on research presentation	none	none
12	Mar. 30	No class – finish research project	none	none
13	Apr. 4	Research presentations	none	none
13	Apr. 6	Research presentations	none	none
14	Apr. 11	Research presentations	none	none
14	Apr. 13	Research presentations	none	none
15	Apr. 18	Christians and Pagans	MacKay, ch. 20; <i>Didache</i> , Shelton, pp. 406-416; Price article	discussion
15	Apr. 20	Intellectual Life in the Silver Age & the end of the Early Empire	Marcus Aurelius, <i>Meditations</i> bk. 1-2; Epictetus, <i>The Manual of Philosophy</i>	discussion
16	Apr. 25	Review session	none	discussion

Final exam: (in regular classroom)

Due to COVID-19 restrictions, please call or email before going in person to any campus offices, as the person you need may require scheduling an in person appointment. Thank you!

Masks Required in Classrooms

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 result in a warning first, and disciplinary actions may be taken for repeated offenses.

Student COVID-related Accommodation Process

The university is committed to supporting students and program participants with COVID-19 based risk factors. Student Life Disability Services, in conjunction with the Office of Institutional Equity, will work with students who are vulnerable to complications from COVID-19 to ensure that they have the necessary resources to participate in university life as safely as possible. Ohio State students from any campus may submit a COVID-related accommodation request at <https://slds.osu.edu/covid-19-info/covid-related-accommodation-requests/>.

Disability Service Statement

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: mgregor.40@osu.edu; 419 755-4304.

Academic Misconduct Statement

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 via the Associate Dean's Office at the Mansfield campus. For additional information, see <https://oaa.osu.edu/academic-integrity-and-misconduct> and the Code of Student Conduct.

Drop/Withdrawal Statement

It is the student's responsibility to know the deadlines for dropping a course or withdrawing from the University. Term drop & withdrawal deadlines can be found at registrar.osu.edu/registration (click on the current term under "Important Dates" and scroll down to ADD/DROP/WITHDRAW DEADLINES). There are different drop/withdrawal dates for the various shortened sessions and full semester classes. If you receive financial aid, you should always talk with a financial aid specialist prior to adjusting your schedule. If you stop attending a course but do not drop it, you risk receiving a failing grade which could negatively affect your GPA and your financial aid status. You can call 419-755-4317 to set up an appointment with an academic advisor or a financial aid specialist.

Retention

The Ohio State University-Mansfield is committed to the success of students. If you are having academic or personal difficulties, you can contact MANS-retention@osu.edu for specific referral resources.

Mental Health Services

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. The Ohio State University at Mansfield offers services to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the New Directions Student Assistance Program (SAP) by visiting newdirectionsforlife.com or calling 419-529-9941 (no cost to students). Local crisis services are available by calling 419-522-4357. Ohio State also has an afterhours service available by calling **614-292-5766 and choosing option 2** after hours, which includes weekends and holidays.

Student Conduct

The code of student conduct is established to foster and protect the core missions of the university, to foster the scholarly and civic development of the university's students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions. Students who violate faculty expectations may be subject to the code of conduct. For behavioral related concerns, contact Student Life at 419-755-4317 and ask for an appointment with Dr. Donna L. Hight, Assistant Dean, Student Success. As a responsible community member, do not allow others to act inappropriately and impact the community. Reports can be made at https://cm.maxient.com/reportingform.php?OhioStateUniv&layout_id=7

Discrimination

The Ohio State University at Mansfield is committed to providing a learning, working and living environment that promotes personal integrity, civility and mutual respect in an environment free of discrimination of any type. This includes students creating a hostile environment for other students. To file a complaint, contact Student Life at 419-755-4317 and ask for an appointment with the Assistant Dean, Student Success or Human Resources at 419-755-4047 and ask for an appointment who will connect you with the Office of Institutional Equity in Columbus (reports can be made at <https://equity.osu.edu/>).

Ohio State Mansfield Diversity Statement

The Ohio State University at Mansfield is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The Ohio State University at Mansfield prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status. In addition to birth and/or other self-defined characteristics, we honor and value the lived experiences of all students as they add to constructive conversations about diversity, equity, and inclusion in the classroom. Faculty, staff, and students are encouraged to contact Dr. Donna L. Hight, Assistant Dean, Student Success, 419-755-4317, regarding issues, concerns, or questions related to equity and diversity.

Ohio State Mansfield Identity Affirmation Statement

It is our intent to honor your name and pronouns if they differ from your legal or academic record. Please advise any instructors of this change early in the semester so that we can update class rosters with your preferred name and your correct pronouns. Additionally, please advise us of any updates to your name and/or pronouns throughout the semester so that we can correct our rosters accordingly. A formal name change request can be made through Buckeyelink.

Title IX and Sexual Misconduct

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 such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find more information and the appropriate resources at titleix.osu.edu/. Reports can be made directly at <https://equity.osu.edu/>.

HOW TO REPORT

Reports of sexual misconduct can be made to one of the following individuals:

Donna L. Hight, Ph.D.
Assistant Dean, Student Success
419-755-4317
hight.6@osu.edu

Sgt. Jeff Hoffer
Campus Police
419-755-4210
hoffer.30@osu.edu

Domestic Violence Shelter of Richland County
800-931-7233

Notice of an incident to the officials listed above, other than the Domestic Violence Shelter or a counselor, is considered official notice to the university. You can expect reports received by these individuals to be investigated and properly resolved through administrative procedures. Information will be shared only as necessary with investigators, witnesses, and the accused individual. *The Domestic Violence Shelter and the New Directions Student Assistance Program (SAP) staff are considered confidential reporting resources. Every other faculty or staff member must notify the University of reports made.*

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)