

Term Information

Effective Term Autumn 2023
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, Wooster

Previous Value

Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.

Previous Value

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

- 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

- 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

COURSE CHANGE REQUEST
3222 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/29/2022

Sought Concurrence

No

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)
- History 3222 Cover Letter GE Revisions.docx: Cover Letter
(Cover Letter. Owner: Getson, Jennifer L.)
- History 3222 GE Form Revisions.pdf: REVISED GE Form
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- History 3222 Syllabus Revisions.docx: REVISED Syllabus
(Syllabus. Owner: Getson, Jennifer L.)

Comments

- Documents for revisions attached: Cover Letter, Revised GE Form, Revised Syllabus *(by Getson, Jennifer L. on 11/14/2022 04:20 PM)*
- Please see Panel feedback email sent 04/25/2022. *(by Hilty, Michael on 04/25/2022 01:08 PM)*

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
Revision Requested	Hilty, Michael	04/25/2022 01:08 PM	ASCCAO Approval
Submitted	Getson, Jennifer L.	11/14/2022 04:20 PM	Submitted for Approval
Approved	Soland, Birgitte	11/14/2022 04:28 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/29/2022 02:17 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/29/2022 02:17 PM	ASCCAO Approval



November 14, 2022

Dear Reviewing Faculty for the GE Citizenship Theme,

The Syllabus and GE Form for the course History 3222 have been revised in response to the revisions from April 1, 2022.

- The reviewing faculty ask that the idea of citizenship be more engaged within the course, and it be made more explicit how the idea of citizenship is being covered within the course. In its current form, it appears that the course is more focused on the history of being Roman rather than on the idea of citizenship. They ask that the role of citizenship be clarified.
 - The role of citizenship has been expanded and clarified in the answers on the GE Form. For example, the answer on page 1 to Goal 1 has been greatly expanded to explain how the class has a deep engagement with the idea of Citizenship, both in terms of the Roman Empire, as well as its profound impact on the American idea of citizenship. On page 2, for example, there is a detailed list of how Citizenship is covered in lectures throughout the course.
 - In the syllabus, the assignments have been modified in order to be better aligned with the Citizenship ELOs. For example, weekly reflections are built to encourage reflection on the course's connection to students' everyday lives and role of citizens in the contemporary world (see page 5).
 - There are more ties to contemporary citizenship, such as in the assignments (see page 5) and the course schedule (see page 6).
 - The Class schedule clearly delineates how the course topics related to ideas of Citizenship (see pages 6-9).
- The reviewing faculty ask that the GE ELOs be listed properly within the course syllabus.
 - The Goals and ELOs for both the Legacy and current GE categories have been added to the syllabus (see pages 3-4).
- The reviewing faculty ask that a cover letter be provided that detail the changes made in response to this feedback.
 - Submitted.

In addition to the above revisions, in response to the committee's comments, prereqs have been updated to reflect the new GE's literacy courses

Thank you,

Jen Getson
Academic Program Coordinator
Department of History

HIS 3222 Early Roman Empire

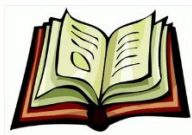


Course Description & Goals:

America's Founding Fathers were deeply influenced by the Roman model. In this course, our goal will be two-fold; first, to understand governance, citizenship, social organization, economic and cultural developments of early imperial Rome and second, to compare Roman conceptions of citizenship and good governance to modern American ones. 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. From there we will examine the continuing changes of the early and middle imperial eras, 44 B.C. to 337 A.D., from a variety of perspectives: political, social, diplomatic, economic, intellectual and religious. We will routinely compare the evolving Roman conceptions of good government to modern U.S. practices. Throughout the course you will also learn historical methods – analyzing primary sources, evaluating historical arguments in scholarly articles, and undertaking a small research project.

Course Information:

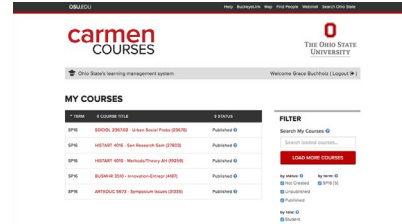
Prof. Heather Tanner
 MW 11:15a-12:45p
 206 Ovalwood Hall
 Lecture-discussion format; 3 contact hrs/week
 In person course (Carmen course website used too)



Texts We're Reading (Must bring to class)

- ❖ *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 [Referenced as Shelton in weekly schedule.]
- ❖ *American Citizenship and constitutionalism in Principle and Practice*, eds. Steven F. Pittz and Joseph Postell (U. of Oklahoma Press, 2022); ISBN 9780806175393 [Referenced as P&P in weekly schedule.]

Course website: carmen.osu.edu



Course Grade:

Assignment	Points	Due Date
participation	225	each class session
homework	100	Jan. 12, Jan. 26, Feb. 2 & Feb. 9
in class activities	50	TBA
reflections	150	
research project	175	see handout & schedule
midterm	100	Feb. 16 (in class)
final	200	Apr. 27 1:00-3:00 pm



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.

General Education (GE)

This course fulfills the Legacy GE category of **Historical Studies** OR the current GE Theme Citizenship for a Diverse and Just World.

Legacy GE: Historical Studies

Goal:

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes (ELOs):

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.

This course will fulfill the Legacy GE: Historical Studies in the following ways:

- Exercises with reading assignments (historical scholarship and historical material) help you cultivate analytical skills and provide foundational knowledge to ancient and modern conceptions of citizenship and justice.
- In-class discussions are opportunities for us to work closely, exploring ideas, analysis, and working on assignments.
- Written assignments help you improve your ability to articulate and present evidence-based ideas.
- Comparative project and in class discussions will allow you to explore citizenship and justice in imperial Roman society and compare it to modern U.S. practices.

GE Theme: Citizenship for a Diverse and Just World

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]

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 amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in advance, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- 3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.
- 4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.
- 4.2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

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 and provide foundational knowledge to ancient and modern conceptions of citizenship and justice.
- 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.
- Comparative project and in class discussions 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.

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) and on analyzing concepts and practices of citizenship.

Participation: This is where we will practice orally the skills that are the basis of all your written assignments. Participation consists 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.

Journal – *American Citizenship and Constitutionalism*: Each week, you will read one chapter of this book and write a brief summary of the ideas and your responses. We will also discuss these chapters in class, and draw upon them in the weekly reflections from time to time.

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).

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.

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/>.

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 (mcgregor.40@osu.edu)

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.

Discussion & Reading Schedule

Week/Date		Topic	Readings	Assignment
1	Jan. 10	Introduction	none	none
1	Jan. 12	U.S. Citizenship & Govt.	Federalist papers & short articles on modern U.S. government (links found on course website)	discussion
2	Jan. 17	MLK Day – no classes	none	none

Week/Date		Topic	Readings	Assignment
2	Jan. 19	<i>Republic of Virtue</i> (film)	P&P, Intro.; Shelton, pp. 359-65, 369-74, 382-88	discussion; hmwk #1
3	Jan. 24	Roman Society at the End of the Republic (challenges posed to republican system of government and rights of allies, private citizens, full citizens, and conquered peoples)	Shelton, ch 1, pp. 16-24 (stop at “Producing a family”)	discussion
3	Jan. 26	From Republic to Monarchy – failures of citizenship and partisan politics	P&P, ch. 1; Suetonius “Augustus” sections 1-29	discussion
4	Jan. 31	The Augustan Regime (or “How to Pretend a Monarchy is a Republic”)	P&P, ch. 2; Augustus, sections 30-60; <i>Res gestae</i>	discussion; hmwk #2
4	Feb. 2	Art, Ideology, and the Succession: Reinventing Roman citizenship and government	Virgil= <i>s Aeneid</i> ; Horace <i>Epodes & Odes</i> ; Shelton, pp. 226-236	discussion
5	Feb. 7	Early American & modern American citizenship	Readings on 1800s Naturalization laws; women’s rights; non-Europeans roles & rights	discussion
5	Feb. 9	Tiberius, Caligula and Claudius (Problems of the Principate – informers, imperial freedmen, and provincial citizenship)	P&P, ch.3; Tacitus book, Bk I, sections 1-15, 72-8, Bk. XI 23-24, XII 1-9; Suetonius, ATiberius@, AGaius (Caligula)@	discussion; hmwk #3
6	Feb. 14	The Wonderful World of Nero (Emperor, Senate, and the Praetorian Prefects)	Tacitus, XIII 1-25, XVI. book IV, sections 34-35;	discussion; bring research materials to class

Week/Date		Topic	Readings	Assignment
6	Feb. 16	Society, Culture, and Economy in the Early Empire – the benefits of citizenship & provincial status	Petronius; Temin article	discussion; hmwk#4
7	Feb. 21	Review	none	discussion
7	Feb. 23	Midterm	none	exam
8	Feb. 28	The Year of the Four Emperors & The Flavian Dynasty (Failure of the Senate & Success of the Military)	P&P, ch.4; Shelton, pp. 59-64, 65-74, 123-7, 134-36, 154-8, 166-69, 184-5, 195-200; Suetonius <i>AVespasian@</i>	discussion
8	Mar. 2	Five “Good” Emperors (Reestablishing “good” Roman government throughout the empire)	P&P, ch. 5; <i>Life of Antoninus Pius, Life of Hadrian, Reign of Marcus Aurelius</i>	discussion; precis due
9	Mar. 7	Emperor, Senate, Bureaucracy, and the Provinces – the success of Romanization (citizenship and culture)	Letters to Trajan # 16, 27, 30, 31, 46; Shelton, pp. 238-42, 252-259, 286-7; Sidebottom article	discussion
9	Mar. 9	Life in the Golden Age of Rome (daily life, citizens & non-citizens, elite and non-elite)	P&P, ch. 6; Shelton ch. 14 (Leisure & Entertainment; read whichever 25 pgs. you find most interesting)	discussion
10	Mar. 14	Spring Break – no classes	none	none
10	Mar. 16	Spring Break – no classes	none	none
11	Mar. 21	Society and Religion in the middle Empire – toleration & repression of non-Roman religions in the Empire	Shelton, pp. 43-50, 55, 288-94, 298-99, 304-5; 404-406; 417-420	discussion

Week/Date		Topic	Readings	Assignment
11	Mar. 23	Christians and Pagans – Can Christians be good Roman citizens?	P&P, ch. 7; <i>Didache</i> ; Shelton, pp. 406-416; Price article	discussion
12	Mar. 28	End of the Golden Age & Third-century Crisis (Invasions and Military Rule; establishment of coloni (serfs) and persecution of Christians)	Marcus Aurelius, <i>Meditations</i> bk. 1-2; Epictetus, <i>The Manuel of Philosophy</i>	discussion
12	Mar. 30	The Dominate (Roman autocracy); does Roman citizenship bring any benefits?)	P&P, ch.8; Third-century Crisis Documents	discussion
13	Apr. 4	Constantine	Constantine Documents	discussion
13	Apr. 6	Student research presentations	None	discussion
14	Apr. 11	Student research presentations	none	discussion
14	Apr. 13	Constitutional conservatives & defense of party	P&P, ch. 9	
15	Apr. 18	Modern U.S. sovereignty and citizenship	P&P, ch. 10	discussion
15	Apr. 20	Imperial Roman and 21 st -century global citizenship	P&P, epilogue	discussion
16	Apr. 25	Review session	none	discussion

Final exam: (in regular classroom)

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)