

Term Information

Effective Term Autumn 2022
Previous Value Summer 2012

Course Change Information

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

We would like to propose this course to become a course in the GE Theme Citizenship for a diverse and just world. and we would also like to keep the Legacy GE topic.

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

GE program structure update

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 City and Regional Planning
Fiscal Unit/Academic Org Knowlton Sch of Architecture - D1410
College/Academic Group Engineering
Level/Career Undergraduate
Course Number/Catalog 4597
Course Title The Global Environment in Planning
Transcript Abbreviation Global Envir Plan
Course Description A review of challenges in developed and developing countries, examining planning issues associated with economic development, social equity, growth and rural development.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 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

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Previous Value

Not open to students with credit for 597

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

04.0301

Subsidy Level

Baccalaureate Course

Intended Rank

Junior, Senior

Requirement/Elective Designation

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

General Education course:

Cross-Disciplinary Seminar (597 successors and new); 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:

Cross-Disciplinary Seminar (597 successors and new)

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

- Have the ability to conduct comparative case studies of global planning
- Be able to conduct and report on independent research
- Conduct research in order to develop your own arguments regarding solutions to contemporary planning problems
- Differentiate between the various types of planning, its advantages and disadvantages and important factors influencing this process
- Identify the different forces (economic, social, and environmental) that drive a city
- Distinguish the major players involved in urban planning and management around the world and be able to understand their motivations

COURSE CHANGE REQUEST
4597 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
06/13/2022

Content Topic List

- Development, income poverty and inequality
- Population, employment and dependency
- Development failures, challenges of urbanization and city size
- Urban Housing
- Squatting and housing development
- Urban growth and suburbanization
- Physical and social infrastructure
- Current topics in globalization
- Enabling Strategies

Sought Concurrence

No

Attachments

- CRPLAN 4597 Citizenship_theme_final.pdf: CRPLAN 4597 GE theme submission
(GEC Course Assessment Plan. Owner: Dunham-Borst, Johanna)
- CRPLAN 4597 Global Environment in Planning Syllabus AU22.pdf: CRPLAN 4597 Syllabus
(Syllabus. Owner: Dunham-Borst, Johanna)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Dunham-Borst, Johanna	03/10/2022 10:24 AM	Submitted for Approval
Approved	Clark, Jennifer J	03/10/2022 11:40 AM	Unit Approval
Approved	Sershen, Douglas J	03/10/2022 11:41 AM	SubCollege Approval
Approved	Quinzon-Bonello, Rosario	03/29/2022 04:36 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/29/2022 04:36 PM	ASCCAO Approval

CRPLAN 4597: The Global Environment in Planning (3 credit hours, in person)
FALL 2022
Professor Don Leonard

LAND ACKNOWLEDGEMENT

'The Ohio State University is situated on the traditional homelands of the Shawnee, Delaware, Miami and Wyandot Nations. We acknowledge the painful history of genocide and forced removal from this territory, and from other territories that were seized by the US Government under the Morrill Act in order to finance land grant universities like ours. As a land grant university, we honor and respect Indigenous peoples connected to the site of our institution. We are grateful to have the opportunity to work for indigenous peoples in this place.'

COURSE DESCRIPTION

Planners intervene in communities and regions to enhance the quality, equity, and sustainability of the built environment. In this course, you will develop a strategic understanding of how global forces shape these planning interventions in meaningful ways. In essence, this course is a planner's guide to globalization, with a focus on the ways in which migration, climate change, trade, investment and other political, economic and environmental forces shape diverse communities across the globe.

Two of the most impactful conduits through which globalization acts upon our communities are politics and economics. Therefore, we begin with an overview of basic concepts drawn from political economy. These will help us understand why some basic goods and services are handled by the government, while others are distributed through private markets. For most corners of the globe, the logic driving this decision is economic liberalism. Part I of the course concludes with an exploration of economic liberalism as well as some alternatives. Part II of the course explores the history of economic liberalism—how it spread across the world and became the operating system for modern globalization. Part III of the course explores how the forces that result from globalization—trade, investment, automation, migration, and climate change—are shaping and reshaping the planning environment. Dividing up into groups based on each of these themes, students will be tasked with identifying and exploring a site within Columbus Ohio where these global forces become visible, tangible parts of our built environment.

SPECIFIC COURSE GOALS

By the end of this course, you should be able to:

1. Assess communities and regions through the lenses of quality, equity, and sustainability.
2. Describe how economic and political factors shape planning interventions and outcomes.
3. Think strategically about how global and domestic forces interact to affect the planning environment.

4. Demonstrate your command of the global environment in which planning interventions occur by analyzing local impacts of global forces in central Ohio.

GENERAL EDUCATION: GENERAL EXPECTATION FOR ALL THEME COURSES

General Expectations of All Themes		
Goals	Expected Learning Outcomes	Related Course Content
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.	Successful students are able to 1.1 Engage in critical and logical thinking about the topic or idea of the theme.	In this course, we explore the ways in which global economic, environmental and political forces impact diverse communities. Students' knowledge of the topics we examine are evaluated based on weekly discussion postings and participation in seminar discussion. Additionally, two exams test both understanding of the key information as well as student ability to think logically and critically about contested issues. Throughout Parts One and Two, students are also conducting individual "global site" research in support of group presentations in Part Three of the course and a final research paper on their global site at the end of the semester.
	1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.	Students will deeply examine topics of global concern (e.g. migration, climate change) that impacts locally here in Columbus. They will conduct individual research on a global site of their choosing in support of group presentations as well as a final research paper at the end of the semester.
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.	2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.	Identify an off-campus site of global interest within Columbus and exploring it through interviews, photography and videography, map-making and infographics.
	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.	Students will conduct research on a topic of globalization processes and problems that, while supervised, is intentionally unstructured. As a result, students are free to interpret the assignment and approach it as they think best. In doing so, they are encouraged to develop the traits of self-direction and auto-didactic learning that draws upon prior experiences and unique gifts.

GENERAL EDUCATION THEME: CITIZENSHIP FOR A DIVERSE AND JUST WORLD

Theme: Citizenship for a Just and Diverse World		
Goals	Expected Learning Outcomes	Related Course Content
GOAL 1: Citizenship: Successful students will explore and analyze a range of perspectives on citizenship, across local, national, and global, and apply the knowledge, skills, and dispositions that constitute it.	Successful students are able to 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, global, and/or historical communities.	In this course, students will explore how shifts in markets for housing, mobility, and ecological resources across global contexts impacted citizens' right to the city and their ability to pursue those goals that they have reason to value. Weekly lectures and discussions will explore this content.
	1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	Consider how colonial and neocolonial forces continue to shape the lived realities of citizens across the global south and connect them to the global north through numerous interdependencies. The global site project will enable students to connect global forces locally
GOAL 2: Just and Diverse World: 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.	2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and a variety of lived experiences.	Learn about the struggles of global citizens in different parts of the world as they fight for economic justice in the face of neoliberal reforms. This will be achieved through lecture, readings and discussion
	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.	Reflect on the consequences of the transformation to a world where the ability to access basic goods and services depends on an individual's market power within society. This will be accomplished through discussions, and global site group assignment

PLANNING ACCREDITATION CRITERIA MET:

The Planning Accreditation Board has a series of standards by which accredited planning programs are measured. The Ohio State University has accredited planning programs. Below is a list of accreditation criteria that are covered in this course.

- Global Dimensions of Planning: appreciation of interactions; flows of people and materials, cultures, and differing approaches to planning across world regions.
- Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.
- Growth and Development: appreciation of economic, social, and cultural factors in urban and regional growth and change.
- Social Justice: appreciation of equity concerns in planning.

- Governance and Participation: appreciation of the roles of officials, stakeholders, and community members in planned change.
- Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.
- Purpose and Meaning of Planning: appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.
- Planning Theory: appreciation of the behaviors and structures available to bring about sound planning outcomes.
- Human Settlements and History of Planning: understanding of the growth and development of places over time and across space.
- The Future: understanding of the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.
- Professional Ethics and Responsibility: appreciation of key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including principles of the AICP Code of Ethics).
- Sustainability and Environmental Quality: appreciation of natural resource and pollution control factors in planning and understanding of how to create sustainable futures.

FORMAT OF THE COURSE

This course will feature Tuesday lectures and group seminar conversations on Thursdays, aided by Carmen Discussion Board postings to inform our seminar conversation. You will be responsible for attending class, completing assigned readings posted on Carmen, and coming to class Thursdays prepared to reflect upon the readings with your classmates.

ASSIGNMENTS AND CLASS PARTICIPATION

Besides participation on Carmen and in-class, you will be evaluated based **on 3 exams and a final group report** during part three of the course. Participation in class discussions, including both speaking and active listening, will elicit diverse perspectives and promote deep learning.

This course will feature an **out-of-class research component where you will be tasked with identifying and exploring a site using within Columbus where global forces act upon our community**. Once a global site is selected, you will be tasked with conducting at least one interview, capturing at least one photo, one video, producing at least one map, and contributing to a group presentation during Part III of the course that describes how your site and those of your group relates to one of the four major global forces that we will study.

For **the final research paper** (5-8 pages), you will connect your global site to the theories and historical contexts that we examined in Parts I and II of the course.

EVALUATION AND GRADES

2 exams (25% each).....	50%
Individual contribution to global site group presentations.....	20%

Final paper.....20%

Weekly Carmen discussion board and in-class participation.....10%

NOTE: Unexcused late assignments will receive adverse grade adjustment (AGA).

Your final letter grade will be assigned based on a standard scheme:

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	60-66
E	<60

TEXTS

The following books are required.

Hanlon and Vicino, 2014. *Global Migration: The Basics*.

Frieden, 2006. *Global Capitalism*.

All other course readings will be posted on Carmen.

CLASS SCHEDULE***

Week 1: Think GLocal.

PART I: A Political Economy of Planning

Week 2: The problem of collective action and the logic of political survival

Olson - 1982 - Rise and Decline of Nations Chapter 2 - The Logic

Bueno de Mesquita et al - 2003 - The Logic of Political Survival. Chapters 1-3

Week 3: Public goods and the distribution problem

Moore - 1978 - Why Allow Planners to Do What They Do

Sternberg - 2000 - An Integrative Theory of Urban Design

Global force teams selected

Week 4: Economic liberalism

Liberalism - Social Sci LibreTexts

Harvey - 2005 - Chapter 3 The Neoliberal State

Leonard - 2020 - Paging Adam Smith

Due: Global site identification

Week 5: Alternatives to economic liberalism

Alternatives to Liberalism - Social Sci LibreTexts

Bernie Sanders Is a Social Democrat, Not a Democratic Socialist - The Atlantic

Meet with the city planning subject matter librarian for research assistance.

Week 6: Liberalism and globalization

EXAM 1

PART II: A Planner's History of Globalization

Week 7: The world from zero to the Industrial Revolution

Frieden – 2006 - *Global Capitalism* – Part I – Last Best Years of the Golden Age, 1896-1914

Documentary: The Industrial Revolution

Week 8: Globalization falls apart: Keynesianism and the rise of the planner

Frieden – 2006 - *Global Capitalism* – Part II – Things Fall Apart, 1914-1939

Documentary: Commanding Heights Part 1

Fall Break

Week 9: The second international division of labor, neoliberalism, and the decline of planning

Frieden – 2006 - *Global Capitalism* – Part IV – Globalization, 1973-2000

Documentary: Commanding Heights Part 2

Due: Complete first draft of global site analysis

Week 10: Planning in the time of neoliberalism

EXAM 2

PART III: Global Forces Acting Upon our Cities and Regions

Week 11: Planning for global trade

Sassen - 2018 - The Global City: Strategic Site, New Frontier

Porter - 1998 - Clusters and the New Economics of Competition

Documentary: Ekumenopolis

Due: Global trade team site analyses and infographic presentations

Week 12: Planning for outside investment

Leonard – 2006 – Water is Life! Cochabamba, Bolivia against Privatization

Film: Tambien la Lluvia (Even the Rain)

Due: Global investment team site analyses and infographic presentations

Week 13: Planning for automation technology

Baumgardner – Autonomous Cars

Columbus Smart City Challenge Lessons Learned

A World Without Work - The Atlantic.pdf

Due: Technology team site analyses and infographic presentations

Week 14: Planning for migration

Hanlon and Vicino - 2014 - *Global Migration*

Due: Migration team site analyses and infographic presentations

Week 15 (Nov 30, Dec 2): Planning for climate change

National Climate Assessment

Due: Climate team site analyses and infographic presentations

Week 16 (Dec 7): The Global Environment in Planning

Final Paper Due TBA

*** The instructor reserves the right to make changes to the scheduled/readings at any time. Announcements will be made both in class and on Carmen if any change occurs.

COURSE POLICIES

Attendance

Students are expected to attend all scheduled class meeting times and related events as outlined in the course syllabus. There are five situations which constitute an “excused absence”:

Personal illness: Students who are too ill or injured to participate in class must provide written documentation from a physician stating that the student cannot participate in class.

Death of a member of the student’s immediate family: Students who have missed class due to a death in the family must provide documentation.

Military or government duty: Please notify the instructor prior to service.

University/Knowlton School sanctioned events: Students who will be participating in University/Knowlton School sanctioned events must provide the instructor with a copy of the scheduled events and those classes of which will be missed.

Major religious holiday: Students who will be observing a religious holiday must provide date/event written notification to the instructor at least two weeks prior to the event.

A student’s grade will drop one letter grade after the third unexcused absence. A student with more than four unexcused absences can be dropped from the course and given an “E”.

COMMUNICATION

Students must check their OSU email and Carmen daily. Students are responsible for this information, just as they are responsible for information shared in class.

CHALLENGING A GRADE

Email communication is not allowed as a means to challenge a grade. To challenge a grade, student must make an appointment with the instructor within one week of the assignment being returned to the students. Student must present objections in writing and attach the graded work. Please note that a challenge may result in grades being raised or lowered.

GENERAL POLICIES AND PROCEDURES

ACADEMIC MISCONDUCT

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."

OSU'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 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 it is recommended that you review the Code of Student Conduct.

If a faculty member suspects that a student has committed academic misconduct in a course, they are obligated by University Rules to report suspicions to the Committee 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. If COAM determines that a student has violated the University's Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

Resources you can refer to include:

The Committee on Academic Misconduct web page: oaa.osu.edu/coam.html

Ten Suggestions for Preserving Academic Integrity: oaa.osu.edu/coamtensuggestions.html

SEXUAL HARRASSMENT

Any forms of sexual harassment or intimidation will not be tolerated. OSU's Sexual Harassment policy, which applies to all faculty, staff, and students, includes lewd remarks and inappropriate comments made in the studio environment, classroom, and computer labs as well as the "display of inappropriate sexually oriented materials in a location where others can see it." Sexual harassment includes inappropriate behavior among two or more students; between students and faculty; and among faculty. The actions can take place in physical, verbal, or written forms. Refer to University's Code of Student Conduct 3335-23-04 (C) for additional information and for procedures on filing a complaint.

STUDENTS WITH DISABILITIES

If you have a documented disability, please register with Student Life Disability Services. After registration, make arrangements to meet with instructors as soon as possible to discuss your accommodations, so they may be implemented in a timely fashion. If you have any questions about this process, please contact Disability Services. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 614-292-3307, Website: <http://www.ods.ohio-state.edu>

SAFETY

To provide the best education, the Knowlton School must act as a community. As such, its members (faculty, students, and staff) must respect and watch out for each other. The studio is available for students 24/7. The University escort service provides safe transportation to and from Knowlton Hall 7:30AM-3:00AM. Call 292-3322.

PROFESSIONAL CONDUCT

Students are expected to conduct themselves in a professional manner and to abide by the provisions in the Code of Student Conduct. Students should appreciate diversity, and they should conduct themselves professionally with members of the same or opposite gender and/or from different ethnicities and cultures.

Students should represent themselves in a professional manner in forums that have public access. This includes information posted on social networking sites such as Facebook and Twitter. Information on these pages is often screened by potential employers, and unprofessional material can have a negative impact on job or graduate school prospects.

PROHIBITED ITEMS AND ACTIONS

The following items are prohibited: Non-Knowlton School furniture, alcohol, cigarettes, weapons, bicycles, skateboards, rollerblades, pets, spray paints, foam cutter wands, welding devices, heat guns and any flame or gaseous liquid device.

The following safety compliances must be observed: electrical power cords cannot be connected in a series or extend over traffic areas; fire extinguishers must remain accessible and in full view; access to stairwells, corridors, and aisles must maintain a 44" clear width and handrails must be unobstructed.

Building surfaces cannot be marked, anchored to, or penetrated.

Installations may not occur in any part of the building except by permission of the Knowlton School Building Coordinator.

Power tools are restricted to the shop except when permission is granted by the Knowlton School Building Coordinator.

Loud noise is forbidden.

Graffiti and vandalism are grounds for disciplinary action.

STUDENT RESOURCES

Knowlton Student Services 100 Knowlton Hall. Hours: 8 a.m. – 5 p.m. weekdays Undergraduate Students: knowlton.osu.edu/students/undergraduate Graduate Students: knowlton.osu.edu/students-current-students/graduate	Student Advocacy and the Dennis Learning Center advocacy.osu.edu dennislearningcenter.osu.edu
University Counseling and Consultation Services ccs.ohio-state.edu	Ohio State Police Department ps.ohio-state.edu General non-emergency: (614) 292-2121 To report an emergency, dial 9-1-1

Title IX: All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim

measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin, and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Copyright: 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.

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)