

## Term Information

Effective Term Autumn 2024  
*Previous Value* Autumn 2014

## Course Change Information

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

We ask that POLITSC 3460 be included in two new GE themes Citizenship for a Just and Diverse World and Migration, Mobility, Immobility

Update ELOs and Goals

Update content topic list

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

Content of course matches new GE themes

### 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)?

Inclusion into new GE themes

No impact on Political Science programs for BA/BS degree or on BA program in World Politics

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 | Political Science   |
| Fiscal Unit/Academic Org             | Political Science - D0755   |
| College/Academic Group               | Arts and Sciences   |
| Level/Career                         | Undergraduate   |
| Course Number/Catalog                | 3460  |
| Course Title                         | Global Justice  |
| Transcript Abbreviation              | Global Justice  |
| Course Description                   | Examines the idea of justice between states and among the people of the world. What would a just world look like? How should we live in our unjust world? Current debates about war, the environment, diversity and poverty will be considered. |
| Semester Credit Hours/Units          | Fixed: 3  |

## Offering Information

|  |                  |
|--|------------------|
| Length Of Course   | 14 Week, 12 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**  
**Electronically Enforced** No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

**Subject/CIP Code** 45.1001  
**Subsidy Level** Baccalaureate Course  
**Intended Rank** Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

Citizenship for a Diverse and Just World; Migration, Mobility, and Immobility  
The course is an elective (for this or other units) or is a service course for other units

**Previous Value**

*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 develop skills at understanding, evaluating, and making both normative and empirical arguments about global politics, the role of justice within it, and what it means to be a responsible citizen in a diverse world.
- Students will learn to read and evaluate advanced scholarly work on the institutions and individual actions necessary to achieving and sustaining a just and diverse world.
- Students will engage theoretical approaches to understanding global justice and their responsibilities as citizens of a diverse world: social democratic, liberal egalitarian, consequentialist, libertarian, neoliberal, decolonial, and indigenous.
- Students will analyze perspectives on citizenships and apply that knowledge to their own local, national, and global citizenship
- Students will analyze the expressions and implications of diversity, equity, and inclusion in various topic areas.
- **Skills:** *critical thinking about justice, incl. what it is and what obligations it entails; critical thinking about particular issue areas, incl. ability to make use of the concepts of the just war tradition; ability to apply concepts to specific cases*
- **Knowledge:** *history of international political thought; tradition of just war thinking; normative issues about climate change, international diversity, human rights practice, and global poverty*

**Previous Value**

**Content Topic List**

- Sweatshops, Poverty, and Inequality
- Global Environmental Justice
- Neoliberalism, Populism, and Sovereignty

**Previous Value**

- *History of international political thought, including skepticism about the possibility of international political justice;*
- *The tradition of just war theory*
- *Human rights*
- *Climate change*
- *Global poverty*

**Sought Concurrence**

No

**Attachments**

- Curriculum Map BA Political Science.pdf: Curriculum Map BA Poli Sci  
*(Other Supporting Documentation. Owner: Smith, Charles William)*
- Curriculum Map BA World Politics.pdf: Curriculum Map BA World Politics  
*(Other Supporting Documentation. Owner: Smith, Charles William)*
- Curriculum Map BS Political Science.pdf: Curriculum Map BS Poli Sci  
*(Other Supporting Documentation. Owner: Smith, Charles William)*
- Political Science 3460 syllabus Spring 2020.pdf: Current syllabus  
*(Syllabus. Owner: Smith, Charles William)*
- 3460 Citizenship them Goals ELOs.pdf: GE Theme Goals Citizenship  
*(Other Supporting Documentation. Owner: Smith, Charles William)*
- 3460 cover letter.pdf: 3460 cover letter  
*(Cover Letter. Owner: Smith, Charles William)*
- 3460 ELOs all themes.pdf: GE ELOs all themes  
*(Other Supporting Documentation. Owner: Smith, Charles William)*
- 3460 MMI Theme Goals ELOs.pdf: GE Theme Goals MMI  
*(Other Supporting Documentation. Owner: Smith, Charles William)*
- 3460 syllabus revised.pdf: Revised syllabus 3460  
*(Syllabus. Owner: Smith, Charles William)*

**Comments**

- Please see Panel feedback e-mail sent 09/30/22. *(by Cody, Emily Kathryn on 09/30/2022 02:14 PM)*
- Returned to request additional theme *(by Vankeerbergen, Bernadette Chantal on 06/03/2022 12:50 PM)*

**COURSE CHANGE REQUEST**  
3460 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
09/25/2023

**Workflow Information**

| Status             | User(s)  | Date/Time           | Step                   |
|--------------------|--|---------------------|------------------------|
| Submitted          | Smith, Charles William   | 04/29/2022 01:23 PM | Submitted for Approval |
| Approved           | Caldeira, Gregory Anthony  | 04/29/2022 01:56 PM | Unit Approval          |
| Revision Requested | Vankeerbergen, Bernadette Chantal  | 05/31/2022 01:04 PM | College Approval       |
| Submitted          | Smith, Charles William   | 05/31/2022 01:12 PM | Submitted for Approval |
| Approved           | Caldeira, Gregory Anthony  | 05/31/2022 02:56 PM | Unit Approval          |
| Revision Requested | Vankeerbergen, Bernadette Chantal  | 06/03/2022 12:50 PM | College Approval       |
| Submitted          | Smith, Charles William   | 06/03/2022 01:20 PM | Submitted for Approval |
| Approved           | Caldeira, Gregory Anthony  | 06/03/2022 03:59 PM | Unit Approval          |
| Approved           | Vankeerbergen, Bernadette Chantal  | 09/08/2022 02:33 PM | College Approval       |
| Revision Requested | Cody, Emily Kathryn  | 09/30/2022 02:14 PM | ASCCAO Approval        |
| Submitted          | Smith, Charles William   | 08/21/2023 09:33 AM | Submitted for Approval |
| Approved           | Caldeira, Gregory Anthony  | 08/21/2023 01:49 PM | Unit Approval          |
| Approved           | Vankeerbergen, Bernadette Chantal  | 09/25/2023 05:15 PM | College Approval       |
| Pending Approval   | Jenkins, Mary Ellen Bigler<br>Hanlin, Deborah Kay<br>Hilty, Michael<br>Neff, Jennifer<br>Vankeerbergen, Bernadette Chantal<br>Steele, Rachel Lea | 09/25/2023 05:15 PM | ASCCAO Approval        |



August 18<sup>th</sup>, 2023

Themes Panel  
College of Arts and Sciences Curriculum Committee

Re: GE theme approval for Political Science 3460

To Whom It May Concern:

I'm writing to resubmit Political Science 3460 "Global Justice" for your consideration for inclusion in the Citizenship for a Diverse and Just World GE theme and the Migration, Mobility, and Immobility GE theme. This course was reviewed at the September 16<sup>th</sup>, 2022 meeting and not voted on. Below, I copy the feedback items that the panel requested and explain how my resubmission addresses them.

For the GE Theme: Citizenship for a Diverse and Just World, the Panel asked for the following feedback items addressed:

- 1. The reviewing faculty are unable to discern how this course will be an advanced study of the topic of Citizenship for a Diverse and Just World. They ask that further clarification be made within the course syllabus regarding how the readings, assignments, and course content will allow this course to examine the concept of Citizenship for a Diverse and Just World at an advanced level — taking care to actively and directly use the language of the theme throughout the course proposal materials in order to make these implicit Citizenship elements of the class manifest more explicitly.*

I have revised the syllabus and the submission form to make more explicit how the course will be advanced study of Citizenship for a Diverse and Just World. Both documents now explain the definition of citizenship that organizes the course. The course description on the syllabus has been revised significantly – for example, adding framing questions that include "Is national citizenship an adequate framework for thinking about political responsibilities in such a world?" and stating clearly that "These important questions motivate this political theory course about the responsibilities of citizenship in a diverse world." The syllabus now also directly uses the language of the theme throughout – for example, including in its rationale for the course's inclusion in the theme that "Political Science 3460 is an advanced course in the political theory of citizenship in an interdependent world." In addition, I have extensively revised the course submission document to provide further evidence that the course examines the concept of Citizenship for a Diverse and Just World at an advanced level, including specific exam questions and paper topics that reflect this.



2. *On page 11 of the syllabus, the reviewing faculty note that the Citizenship Goals/ELOs chart is missing the explanation/paragraph section, and ask that it be inserted here or otherwise added to an appropriate part of the syllabus.*

This explanation has been added.

3. *The reviewing faculty suggest that the department include the most up-to-date version of the University's Title IX statement, which can be found here: <https://asccas.osu.edu/curriculum/syllabus-elements>*

The most updated statement has been added.

For the GE Theme: Migration, Mobility and Immobility, the Panel asked for the following feedback items addressed:

- *The reviewing faculty are unable to discern how this course will be an advanced study of the topic of Migration, Mobility, and Immobility. They ask that further clarification be made within the course syllabus regarding how the readings, assignments, and course content will allow this course to examine the concept of Migration, Mobility, and Immobility at an advanced level — taking care to actively and directly use the language of the theme throughout the course proposal materials in order to make these implicit Migration, Mobility, and Immobility elements of the class manifest more explicitly.*

In part, the issue here is that supporting documentation seems to not have been included in the submission that was reviewed by the committee. I have revised and attached the MMI submission form, which documents the ways in which the course treats the theme. I have also revised the syllabus itself to make the course's engagement with the theme more explicit. For example, the course description now includes framing questions like "What does it mean to be a citizen of one country when we rely on people across the globe – and when people are constantly on the move around the globe, seeking a better life?" and "Should we be free to move to the country of our choice when living on one side of the border can mean earning an order of magnitude more than living on the other?" The language of the theme is used directly throughout, including in the rationale for including the course in theme, which explains "Students will read peer reviewed academic publications addressing the causes of mobility – like economic exploitation and a changing climate – and the impediments to mobility, like national borders; students will also learn about different forms of attachment to place, including indigenous views of the sacredness of territory."

Please let me know if there is any other information that I can provide. I can be reached at [mckean.41@osu.edu](mailto:mckean.41@osu.edu) or at my office at 614-292-3049.

Sincerely,

Benjamin McKean

# Political Science 3460: Global Justice

Prof. Benjamin McKean

Syllabus for GE Approval

Email: [mckean.41@osu.edu](mailto:mckean.41@osu.edu)

Office Hours: TBA

Teaching Assistant: TBA

Office Hours: TBA

## Course Description

We live in a world of national borders and a global economy. What does it mean to be a citizen of one country when we rely on people across the globe – and when people are constantly on the move around the globe, seeking a better life? Is national citizenship an adequate framework for thinking about political responsibilities in such a world? Should we be free to move to the country of our choice when living on one side of the border can mean earning an order of magnitude more than living on the other? If not, what does global justice demand? What would such a world look like and what does this tell us about how to live today in our own unjust world? These important questions motivate this political theory course about the responsibilities of citizenship in a diverse world and the possibility of justice between states and among the people of the world. We begin by looking at how the combination of national borders and an interdependent global economy shapes the experiences of citizens in the developed and the developing world. We'll consider questions about responsibilities these citizens have to conduct trade fairly with each other, particularly in the context of global supply chains, before turning to broader issues concerning our responsibilities to address poverty, inequality, and environmental justice, with a particular focus on what responsibilities citizens might have to mitigate and adapt to climate change. We will also focus on the issues around the state borders of our world, paying particular attention to migration, the rights of indigenous people, and the legacy of colonialism. Throughout, we will connect these issues to each other as well as to newsworthy developments in global politics today.

## Course Policies

### Disabilities

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 Student Life Disability Services (SLDS) know immediately so that you can privately discuss options. To establish reasonable accommodations, they may request that you register with SLDS. After registration, make arrangements with your instructors as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue. Students seeking to request COVID-related accommodations may do so through the university's request process ([slds.osu.edu/covid-19-info/covid-related-accommodation-requests/](http://slds.osu.edu/covid-19-info/covid-related-accommodation-requests/)), managed by SLDS.

## Learning Objectives

All courses in the political science department aim to meet two learning objectives: (1) Students will gain in-depth knowledge of the scholarly literature in a field or thematic specialization; (2) Students will develop analytic and critical thinking skills that will enable them to evaluate competing arguments and to appraise value-based claims. In this course specifically, students should expect to acquire knowledge of the history of international political thought; cosmopolitanism; and normative issues about global poverty, climate change, migration, and indigenous rights. They should also acquire the following skills: knowing how to read for normative argument; knowing how to make a normative argument; critical thinking about justice, including what it consists in and what obligations it entails; critical thinking about particular issue areas and the ability to apply these concepts to particular cases.

This is also a GE course, which fulfills the requirements for the GE Themes “Citizenship for a Justice and Diverse World” and “Migration, Mobility, and Immobility,” as listed below.

| GE Theme: Citizenship for a Justice and Diverse World   |  |
|---|--|
| Goals   | Expected Learning Outcomes   |
| <b>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.</b> | <b>Successful students are able to ...</b><br>1.1 Engage in critical and logical thinking about the topic or idea of the theme.  |
|   | 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.  |
| <b>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.</b>   | 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.          |
| <b>GOAL 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.</b>  | 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.   |
| <b>GOAL 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.</b>   | 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. |



**Rationale:** Political Science 3460 is an advanced course in the political theory of citizenship in an interdependent world. “Citizenship” in this context is understood both as a specific political status determined by law – e.g. the U.S. government recognizes me as a citizen – and as a normative status that describes the kind of responsibilities that existing social and political institutions make it appropriate for me to take up. These two forms of citizenship – the first typically bound by national borders, the second not – can both overlap and come into conflict. The course is thus framed by the question, in a world in which legal citizenship remains largely national but many political issues are global in scope, what political responsibilities do we have and how can we meet them? In other words, what does citizenship in a world that is diverse and often unjust require of us today? In developing their own answers to this question, students will learn to read and evaluate advanced scholarly work on the institutions and individual actions necessary to achieving and sustaining a just and diverse world. Through lecture, discussion, and readings, the course introduces students to a range of theoretical approaches to understanding global justice and their responsibilities as citizens of a diverse world: social democratic, liberal egalitarian, consequentialist, libertarian, neoliberal, decolonial, and indigenous. Students will learn how to identify these approaches to citizenship and its responsibilities through reading and in-class activities and will learn how to describe and critique these approaches in their own words through the writing assignments. The writing assignments and group activities for the course are scaffolded so that students can see how their work builds on previous efforts. Students will also develop intercultural competence through learning about the lived experiences and substantive views held by others and through reflecting on their own positionality with respect to the views of others. Students will learn to consider the responsibilities of citizenship in an interdependent world from multiple perspectives so that they can formulate their own conception of justice amidst difference.

| <b>GE Theme: Migration, Mobility and Immobility</b>   |  |
|---|--|
| <b>Goals</b>  | <b>Expected Learning Outcomes</b>  |
| <b>GOAL 1: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.</b>                                | <b>Successful students are able to ...</b><br>1.1 Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.  |
|   | 1.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places. |
| <b>GOAL 2: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.</b> | 2.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.   |
|   | 2.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.                      |

Rationale: Political Science 3460 is an advanced course in the political theory of global justice in which students will deeply engage with cutting edge research on the role of national borders and the global economy in relation to migration and mobility. Students will read peer reviewed academic publications addressing the causes of mobility – like economic exploitation and a changing climate – and the impediments to mobility, like national borders; students will also learn about different forms of attachment to place, including indigenous views of the sacredness of territory. Students will learn how to synthetically draw conclusions that link issue areas as well as how link to academic findings to current events. Through lecture, dicussion, and readings, the course introduces students to a range of theoretical approaches to evaluating the justice of migration and mobility today: social democatic, liberal egalitarian, consequentialist, libertarian, neoliberal, decolonial, and indigenous. Students will learn how to identify these approaches through reading and in-class activities and will learn how to describe and critique these approaches in their own words through the writing assignments. The writing assignments and group activities for the course are scaffolded so that students can see how their work builds on previous efforts. Students will learn to consider these approaches from multiple perspectives so that they can formulate their own understandings of justice in relation to migration, mobility, and immobility.

### Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766. If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

### Questions and Communications

In addition to my office hours and the Q&A discussion board on Carmen, I welcome questions via email. This is a large class so due to email volume, please allow 24 hours for a response on weekdays and longer over weekends. My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](#) ([go.osu.edu/canvas-notifications](http://go.osu.edu/canvas-notifications)) to be sure you receive these messages.

### Course Materials

All course materials and readings will be available on Carmen.

### How This Course Works

There are five areas of work for the course:

- 1) **Class meetings** will take place in person on Tuesdays and Thursdays during our scheduled course meeting time (12:45pm to 2:05pm).
- 2) **Discussion activities** in small groups will be incorporated into our meetings. If you have missed class, you will have the opportunity to complete the discussion activity on your own.
- 3) **Reading quizzes** about the assigned readings will be regularly assigned through Carmen. These will be very short quizzes of 5-6 questions, but you will have two hours to complete them once you start so that you can have them open as you do the assigned reading. These will be done before the class in which we will discuss the reading that is the subject of the quiz. You can expect 7 quizzes throughout the semester; they will be announced a week in advance.
- 4) **Three short writing assignments** of 500-1000 words will ask you to respond to the course material with your own critical thinking. These assignments are due before class on January 24<sup>th</sup>, February 21<sup>st</sup>, and April 18<sup>th</sup>.
- 5) **A midterm and final exam** will demonstrate your cumulative mastery of the course material. The midterm will be in class on February 28<sup>th</sup> and the final exam will be during our assigned time during the exam period. Both tests will be closed book and closed notes, but all questions on the midterm and final exams will be drawn from study guides distributed in advance.

Grades will be based on reading quizzes (10%), group activities (15%), three short writing assignments (25%), a midterm (20%), and a final exam (30%). Short writing assignments will be roughly 500-1000 words each and are of three kinds: (i) identifying “lock and key” passages from a reading I’ve selected; (ii) explaining the argument of an assigned reading in your own words; and (iii) using a reading of your choice to analyze a news story of your choice. Grading rubrics for the writing assignments will be distributed along with the assignments themselves. You can anticipate large assignments like the writing assignments and midterm to be graded within two weeks of being completed.

### Discussion Activities

Every week in class, you will be asked to complete one or two short activities engaging with the course material. These activities will all be graded as Complete/Incomplete. Everyone starts with 100 points for your discussion activities grade and will lose 4 points for each activity left incomplete.

### 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 at <http://studentlife.osu.edu/csc/>

### Additional Remarks on Academic Misconduct

*Writing assignments and exams will be checked with TurnItIn software to prevent plagiarism. While I encourage group studying in advance of tests, you are prohibited from collaborating during the midterm and final themselves.* As you know, plagiarism and cheating are wrong and unfair to your fellow students. Moreover, it wastes your education. Cheating can lead to automatic failure of the course and will be referred to the University administration for additional sanctions. If you are confused or have questions, please don't hesitate to ask me or the teaching assistants; we're always happy to talk with you.

### Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- Navigating CarmenCanvas ([go.osu.edu/canvasstudent](http://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](http://go.osu.edu/zoom-meetings))

### Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** [go.osu.edu/it](http://go.osu.edu/it)
- **Phone:** 614-688-4357 (HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

### Creating an environment free from harassment, discrimination, and sexual misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](http://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Reading Schedule (subject to change)

**Week 1**

- Tues 1/10 Katherine Gypson, "Shifting Global Marketplace Leaves US Workers Behind" *Voice of America* December 4, 2018  
 Mark Stevenson, "Mexico-US trade deal unlikely to boost low Mexican wages" *Associated Press* August 30, 2018  
 Marcela García, "Ukrainian refugees arriving at the US-Mexico border raise questions for Biden" *Boston Globe* March 14, 2022
- Thurs 1/12 Iris Marion Young, "From Guilt to Solidarity: Sweatshops and Political Responsibility" *Dissent* (Spring 2003): 39-44  
 Erik Loomis, "In the Global Apparel Industry, Abusive and Deadly Working Conditions Are Still the Norm" *In These Times* Jun 15, 2015  
 Robb Young, "Fashion to Die For" *Business of Fashion* September 13, 2018

**Week 2**

- Tues 1/17 Alison Jaggar, "Transnational Cycles of Gendered Vulnerability: A Prologue to a Theory of Global Gender Justice" *Philosophical Topics* Vol. 37, No. 2 (Fall 2009): pages 33-52.
- Thurs 1/19 Sarah C. Goff "Fair trade: global problems and individual responsibilities" *Critical Review of International Social and Political Philosophy* Vol. 21, No 4, 521-543

Recommended: Margaret M. Willis and Juliet B. Schor, "Does Changing a Light Bulb Lead to Changing the World? Political Action and the Conscious Consumer" *Annals of the American Academy of Political and Social Science*, Vol. 644 (November 2012), pages 160-190.

Mark Moberg and Sarah Lyon, "Fair Trade and Neoliberal Globalization: A Brief History," in *Fair Trade and Social Justice: Global Ethnographies* (NYU Press, 2010), pages 1-13.

**Week 3**

- Tuesday 1/24 Matt Zwolinski, "Sweatshops, Choice, and Exploitation" *Business Ethics Quarterly* Vol 17, No 4 (2007), pages 689-727.  
**First "Lock & Key" Writing Assignment Due**

Thurs 1/26 Mathew Coakley and Michael Kates, "The Ethical and Economic Case for Sweatshop Regulation" *Journal of Business Ethics* Vol 117, No 3 (2013), pages 553-558.

Michael Kates, excerpt from "The Ethics of Sweatshops and the Limits of Choice" *Business Ethics Quarterly* Vol 25, No 2 (2015), pages 195-205  
"The Closure of a Hong Kong-Invested Company" from *China on Strike: Narratives of Workers' Resistance* ed. Hao Ren (Chicago: Haymarket Books, 2016), pages 41-49.

#### **Week 4**

Tues 1/31 Guest speaker from Central Ohio Worker Center - Centro de Trabajadores de Central Ohio

Thurs 2/2 Milton Friedman, "Neoliberalism and Its Prospects" *Farmand* (1951): pages 89-93.

Milton Friedman, "The Social Responsibility Of Business Is to Increase Its Profits" *New York Times* September 13, 1970

Recommended: Milton Friedman, "Liberalism, Old Style" (1955) reprinted in *The Indispensable Milton Friedman*, pages 11-24.

Gabriel Winant, "Not Every Kid-Bond Matures" *N+1* No 30 (2018)

David Harvey, "Neoliberalism as Creative Destruction" *Annals of the American Academy of Political and Social Science*, Vol 610 (2007), pages 22-44.

#### **Week 5**

Tues 2/7 Peter Singer, "Famine, Affluence, and Morality" *Philosophy and Public Affairs* Vol 1 No 3 (Spring 1972): pages 229-243

Recommended: Andrew Kuper, "More Than Charity: Cosmopolitan Alternatives to the 'Singer Solution'" *Ethics & International Affairs* Vol 16 No 2: pages 107-120

Thurs 2/9 William MacAskill, "Don't 'Follow Your Passion'" from *Doing Good Better* (New York: Penguin Books, 2015), pages 1-21

Jennifer Rubenstein, "The Lessons of Effective Altruism" *Ethics & International Affairs* Vol 30, No 4 (2016), pages 511-526.

#### **Week 6**

Tues 2/14 Kok-Chor Tan, excerpt from *What is This Thing Called Global Justice?* (New York: Routledge, 2017), pages 21-29 and 35-41

Chris Armstrong, excerpt from *Why Global Justice Matters: Moral Progress in a Divided World* (2019), pages 32-48

Thurs 2/16 Puneet Dhaliwal, "Decolonial global justice: A critique of the ethics of the global economy" *Routledge Handbook of Ethics and International Relations* (2018):

pages 445-458.

**Week 7**

Tues 2/21 Guest speaker from Justice is Global, a grassroots movement to create an equitable and sustainable global economy  
**Second Writing Assignment Due**

Thurs 2/23 Pandemic and Global Justice activity – no assigned reading

**Week 8**

Tues 2/28 **MIDTERM EXAM IN CLASS**

Thurs 3/2 Guest Speaker from Native American Indian Center of Central Ohio (NAICCO)

**Week 9**

Tues 3/7 Darrell Moellendorf, "Climate change and global justice" *Wiley Interdisciplinary Review of Climate Change* Vol 3, No 2 (2012), pages 131-143.

David Schlosberg, excerpt from "Theorising Environmental Justice: The Expanding Sphere of a Discourse" *Environmental Politics* Vol 22 (2013), pages 46-49

Recommended: IPCC Special Report on Global Warming of 1.5 °C released October 2018  
David Wallace-Wells, "The Uninhabitable Earth" *New York Magazine* July 10, 2017

Thurs 3/9 Alyssa Battistoni and Jedediah Britton-Purdy, "After Carbon Democracy" *Dissent* Winter 2020

**Week 10** **SPRING BREAK in 2023**

Tues 3/14 no class

Thurs 3/16 no class

**Week 11**

Tues 3/21 Kyle Powys Whyte, "Way Beyond the Lifeboat: An Indigenous Allegory of Climate Justice" in *Climate Futures: Re-Imagining Global Climate Justice*, pages 11-20

Vine Deloria, Jr., "Sacred Places and Moral Responsibility" in *Spirit and Reason: The Vine Deloria Jr Reader*, pages 323-338

Thurs 3/23 Allen Thompson, "Virtues of Responsibility for Global Climate" from *Ethical Adaptation to Climate Change* (MIT Press, 2012), pages 203-221

Recommended: Dale Jamieson, "Ethics, Public Policy, and Global Warming" *Science, Technology, & Human Values*, Vol. 17, No. 2 (Spring, 1992), pages 139-153;

Troy Vettesse, "Climate Gut Check" *Boston Review* December 5, 2018

**Week 12**

Tues 3/28 David Miller, "Immigration: The Case for Limits," in *Contemporary Debates in Applied Ethics* (2005), pages 193–206

Thurs 3/30 Joseph Carens, "Aliens and Citizens: The Case for Open Borders," *Review of Politics* 49 (1987): 251-73

**Week 13**

Tues 4/4 Cristina Beltrán, *Cruelty as Citizenship: How Migrant Suffering Sustains White Democracy* (University of Minnesota, 2020), pages 1-31;  
Jay Caspian Kang interview with Reihan Salam, "The Anti-C.R.T. Movement and a Vision For a New Right Wing" *The New York Times* February 10, 2022

Thurs 4/6 Guest Speakers from Coalition of Immokalee Workers and the Alliance for Fair Food

**Week 14**

Tues 4/11 Wendy Brown, "Waning Sovereignty, Walled Democracy" from *Walled States, Waning Sovereignty*, pages 7-42

Thurs 4/13 James Tully, "The Struggle of Indigenous Peoples for and of Freedom" in *Political Theory and the Rights of Indigenous Peoples* Eds. Duncan Ivison, Paul Patton, and Will Sanders (2000), pages 36-59

**Week 15**

Tues 4/18 Taiaiake Alfred, *Peace, Power, Righteousness: An Indigenous Manifesto*, pages 41-54  
Leanne Betasamosake Simpson, "Theorizing Resurgence from within Nishnaabeg Thought" in *Dancing on our Turtle's Back*, pages 31-48  
**Third Writing Assignment Due**

Thurs 4/20 Review and Reflect – no additional reading assigned

**Exam Week**

4/26 to 5/2 Final exam date TBD



# GE Theme course submission document for Political Science 3460

## Goals and ELOs shared by *all* Themes

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

Political Science 3460 is an advanced course in the political theory of global justice in which students will deeply engage with cutting edge research on the role of national borders and the global economy in relation to migration and mobility. Students will read peer reviewed academic publications addressing economic fairness, environmental responsibilities, and indigenous rights and learn how to synthetically draw conclusions that link issue areas as well as how link to academic findings to current events.

**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.**

Students in Political Science 3460: Global Justice will learn how to use the academic frameworks with which they become familiar to understand news articles and current events; we’ll develop those skills through discussing assigned readings and in-class activities that pair theoretical texts with short news stories before culminating in the News Analysis writing assignment. The course readings draw from multiple disciplines, including political science, philosophy, Native American Studies, and economics. Students who have taken previous political theory classes will find that the course readings draw on more introductory work while also being prepared to undertake even more focused and advanced work in the areas covered by the course.

### Sample News Analysis paper topics

- Using David Miller’s arguments in favor of immigration restriction to analyze a news article from the Guardian titled “Haiti deportations soar as Biden administration deploys Trump-era health order”
- Using Joseph Carens’s arguments in favor of open borders to analyze a Washington Post article on “Five ways COVID-19 is changing global migration”
- Using Kyle Powys Whyte’s article on indigenous perspectives on climate change to analyze an article in The Economist titled “The surprising upside of climate migration”

For each of the ELOs below, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO. If the specific information is listed on the syllabus, it is appropriate to point to that document. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

|  |   |
|--|---|
| <p><b>ELO 1.1 Engage in critical and logical thinking.</b></p>   | <p>This course will help students develop their skills at understanding, evaluating, and making both normative and empirical arguments about the role of migration in global politics.</p> <ul style="list-style-type: none"> <li>• Socratic teaching incorporated into every lecture – students are invited to respond to claims from the reading with their own thoughts, which are then pressed for clarity and further responses</li> <li>• Weekly in-class group activities that help students learn and practice different argument skills (eg, week 1, students work in pairs to develop a shared definition of justice; Week 5, students work in groups to find the premises of Peter Singer’s argument and make an objection to it)</li> <li>• Three writing assignments ask to (i) identify important passages from the reading and explain their importance (ii) explain an author’s argument in their own words (iii) use an assigned reading to analyze a news story of their choice</li> </ul>  |
| <p><b>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.</b></p> | <p>Students will read and evaluate advanced scholarly explorations of migration and mobility in the global economy.</p> <ul style="list-style-type: none"> <li>• Students begin on the first day of class with accessible material aimed at the general public (Marcela García, “Ukrainian refugees arriving at the US-Mexico border raise questions for Biden”) before proceeding to more difficult material</li> <li>• Week 2: Alison Jaggar, “Transnational Cycles of Gendered Vulnerability” addresses the global movement of care workers and offers an analysis of migration and gender</li> <li>• Week 3: Mathew Coakley and Michael Kates, “The Ethical and Economic Case for Sweatshop Regulation” looks at the relative lack of mobility of workers in comparison to capital gives rise to the need for national and translation workplace regulations</li> <li>• Week 6: Puneet Dhaliwal, “Decolonial global justice” examines the role of colonialism in creating national borders and circuits of migration</li> <li>• Week 9: Darrell Moellendorf, “Climate change and global justice” considers how rising sea levels will give rise to climate migration and the issues of justice that this will generate</li> <li>• Week 10: Vine Deloria, Jr., “Sacred Places and Moral Responsibility” introduces the idea that places are not fungible – that people should not have to move if they think of their relation to where they live as a sacred place</li> <li>• Weeks 11-13: immigration ethics debated explicitly by David Miller, “Immigration: The Case for Limits” and Joseph Carens, “Aliens and Citizens: The Case for Open Borders”; guest speakers from the Coalition of Immokalee Workers, an immigrant workers rights group</li> </ul> <p>All of these readings will be subject to critical discussion in lecture and in small groups. Their exploration of these topics will be spot</p> |

|   |   |
|---|---|
|   | <p>checked by short reading quizzes as well as by the midterm and final. Both exams have three parts: (i) reading questions to confirm understanding (ii) explaining and synthesizing key concepts in their own words and (iii) a short essay comparing two or three different approaches to the topic and explaining which they think is more successful.</p>  |
| <p><b>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</b></p>   | <p>Through lecture, discussion, and readings, the course introduces students to a range of theoretical approaches to understanding global justice and migration: social democratic, liberal egalitarian, consequentialist, libertarian, neoliberal, decolonial, and indigenous. Students will learn how to identify these approaches both through reading and in-class activities (for example, an activity in Week 3 when students read short scenarios and identify whether the freedom of the person in the scenario is being violated and if so, according to what approach(es) to freedom). Students will learn how to describe these approaches in their own words through the second writing assignment, which requires them to explain an author’s argument in their own words, as well as through the Reading Questions and Explaining Key Concepts sections of the midterm and final exam. Students will be asked to synthesize the approaches in class discussions and activities (for example, the group activity in Week 6, when students will be asked to defend one approach to global justice in comparison to two others) as well as the News Analysis writing assignments.</p>  |
| <p><b>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.</b></p> | <p>The writing assignments and group activities for the course are scaffolded so that students can see how their work builds on previous efforts. For example, the first writing assignment asks students to identify particular passages in the readings as “locks” that block their understanding of the argument and “keys” that help them make sense of it (indeed, even before they do this at home, we do this as an in-class activity in Week 2). Explaining what they can’t understand and why they think it matters helps students identify what about political theory is difficult for them. This prepares them for the second writing assignment, in which they explain and evaluate an author’s argument (again, after practicing component skills in class, as when they complete a group activity in class asking them to identify the premises of an author’s argument in Week 6). Similarly, students build up to the final news analysis writing assignment through the integration of news articles into our class discussions and group activities, as when students discuss the fairness of the wage differentials on the US/Mexico border in Week 1. Students are also asked to reflect on their own positionality with respect to the material and how it connects to their own lived experiences, as in Week 10 when they are asked to reflect upon what it means to them to live on land that was previously home to indigenous people and in Week 11 when they are asked to consider both the costs and the benefits for them of efforts to address climate change.</p> |

Political Science 3460: Global Justice  
“Citizenship for a Just and Diverse World” Theme Goals and ELO Rationale

***General Theme Goals and ELOs:***

**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.**

Political Science 3460 is an advanced course in the political theory of citizenship in an interdependent world. “Citizenship” in this context is understood both as a specific political status determined by law – e.g. the U.S. government recognizes me as a citizen – and as a normative status that describes the kind of responsibilities that existing social and political institutions make it appropriate for me to take up. These two forms of citizenship – the first typically bound by national borders, the second not – can both overlap and come into conflict. The class is thus framed by the question, in a world in which legal citizenship remains largely national but many political issues are global in scope, what political responsibilities do we have and how can we meet them? In other words, what does citizenship in a world that is diverse and often unjust require of us today? In developing their own answers to this question, students will deeply engage with cutting edge research on the global economy, climate change, migration, and indigenous issues. Students will read peer reviewed academic publications addressing these issues and learn how to synthetically draw conclusions that link issue areas as well as how link to academic findings to current events. Assigned readings will be longer and more sophisticated than texts assigned in an introductory level course and students will accordingly be expected to show mastery of understanding, analyzing, and applying more complicated arguments than those introduced at the foundations level.

**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.**

This course will help students develop their skills at understanding, evaluating, and making both normative and empirical arguments about global politics, the role of justice within it, and what being a responsible citizen in a diverse world requires.

- Socratic teaching incorporated into every lecture – students are invited to respond to claims from the reading with their own thoughts, which are then pressed for clarity and further responses
- Weekly in-class group activities that help students learn and practice different argument skills (eg, week 1, students work in pairs to develop a shared definition of justice; Week

- 5, students work in groups to find the premises of Peter Singer's argument and make an objection to it)
- Three writing assignments ask to (i) identify important passages from the reading and explain their importance (ii) explain an author's argument in their own words (iii) use an assigned reading to analyze a news story of their choice

**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.**

To be honest, the course could accurately be retitled "Citizenship for a Just and Diverse World" given the centrality of the Theme's topic to the syllabus. Students will learn to read and evaluate advanced scholarly work on the meaning of citizenship in a context where urgent political issues cross borders, including the institutions and individual actions necessary to achieving and sustaining a just and diverse world.

From Week 1 of the course, students will be asked to wrestle with Iris Marion Young's article "From Guilt to Solidarity: Sweatshops and Political Responsibility" and its pressing question: what political responsibilities do we have to distant others that we rely upon in the global economy? Does the fact that we are not co-citizens in the legal sense absolve us of political responsibilities to others? Or do we need a different, normative conception of citizenship to understand our political relationship to them? These framing questions are returned to repeatedly throughout the course. In Week 2, for example, students read Sarah C. Goff's paper "Fair trade: global problems and individual responsibilities" and debate whether or not citizens have a responsibility to buy fair trade coffee when they seek caffeine. In Week 4, they engage with Milton Friedman's argument citizens acting in the market have no responsibilities other than to profit from every exchange while in Week 5, they consider Peter Singer's argument that citizens have a responsibility to help distant others in need even if it requires significant sacrifices on their part. In Week 7, they try to design fair principles for the global distribution of vaccines. In Week 11, they consider what benefits they might derive from living up to their responsibilities to act as stewards of the earth's resources. In Week 14, they consider what responsibilities citizens of settler colonial societies have towards indigenous peoples.

All of these readings will be subject to critical discussion in lecture and in small groups. Their exploration of these topics will be spot checked by short reading quizzes as well as by the midterm and final. Both exams have three parts: (i) reading questions to confirm understanding (ii) explaining and synthesizing key concepts in their own words and (iii) a short essay comparing two or three different approaches to the topic and explaining which they think is more successful.

**Sample questions:**

- *Explain why economic inequality between citizens of two different countries is unjust from the perspective of a luck egalitarian.*
- *In what sense is a businessman pursuing “social responsibilities” engaging in “taxation without representation,” according to Milton Friedman?*
- *Extending U.S. citizenship to Native Americans who are citizens of sovereign tribal nations appears to be a gesture of inclusion and empowerment. Explain James Tully’s objection to such “strategies of incorporation.”*
- *Imagine that the US Congress has passed a law that imposes an import tax on all foreign-made sweatshop goods and that all the revenue from the import tax is used as foreign aid for developing countries. Evaluate this law using the arguments of one author that we’ve read.*

**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.**

Students in Political Science 3460: Global Justice will learn how to use the academic frameworks with which they become familiar to understand news articles and current events; we’ll develop those skills through discussing assigned readings and in-class activities that pair theoretical texts with short news stories before culminating in the News Analysis writing assignment. The course readings draw from multiple disciplines, including political science, philosophy, Native American Studies, and economics. Students who have taken introductory political theory classes will find that the course readings build on their previous work while also preparing them to undertake even more focused and advanced work in the areas covered by the course.

**Sample paper topics:**

- Using Allen Thompson’s assigned chapter on “Virtues of responsibility for global climate” to analyze a news article in *The Hill* titled “Companies face pressure to promote sustainable projects, avoid ‘green washing’”
- Using Peter Singer’s article “Famine, Affluence and Morality” to analyze the BBC News article “Yemen: Why is the war there getting more violent?”
- Using the assigned chapter from Will MacAskill’s book *Doing Good Better* to analyze a *Vox Media* article titled “Want to donate to charity? Here are 10 guidelines for giving effectively.”

**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.**

Through lecture, discussion, and readings, the course introduces students to a range of theoretical approaches to understanding global justice and their responsibilities as citizens of a diverse

world: social democratic, liberal egalitarian, consequentialist, libertarian, neoliberal, decolonial, and indigenous. Students will learn how to identify these approaches both through reading and in-class activities (for example, an activity in Week 3 when students read short scenarios and identify whether the freedom of the person in the scenario is being violated and if so, according to what approach(es) to freedom). Students will learn how to describe these approaches in their own words through the second writing assignment, which requires them to explain an author's argument in their own words, as well as through the Reading Questions and Explaining Key Concepts sections of the midterm and final exam. Students will be asked to synthesize the approaches in class discussions and activities (for example, the group activity in Week 6, when students will be asked to defend one approach to global justice in comparison to two others) as well as the News Analysis writing assignments.

**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.**

The writing assignments and group activities for the course are scaffolded so that students can see how their work builds on previous efforts. For example, the first writing assignment asks students to identify particular passages in the readings as “locks” that block their understanding of the argument and “keys” that help them make sense of it (indeed, even before they do this at home, we do this as an in-class activity in Week 2). Explaining what they can't understand and why they think it matters helps students identify what about political theory is difficult for them. This prepares them for the second writing assignment, in which they explain and evaluate an author's argument (again, after practicing component skills in class, as when they complete a group activity in class asking them to identify the premises of an author's argument in Week 6). Similarly, students build up to the final news analysis writing assignment through the integration of news articles into our class discussions and group activities, as when students discuss the fairness of the wage differentials on the US/Mexico border in Week 1. Students are also asked to reflect on their own positionality with respect to the material and how it connects to their own lived experiences, as in Week 10 when they are asked to reflect upon what it means to them to live on land that was previously home to indigenous people and in Week 11 when they are asked to consider both the costs and the benefits for them of efforts to address climate change. Throughout, these developing skills in critical reflection are linked to citizenship, as students are asked to assess whether their prior understandings of their own citizenship are adequate to the new and challenging contexts they encounter.

### ***Citizenship Theme Goals and ELOs:***

**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.**

Political Science 3460 will help students analyze perspectives on citizenships and apply that knowledge to their own local, national, and global citizenship in two broad ways. First, students will learn subject-area knowledge about pressing topics that are key to the challenges facing citizens at all levels today. Students will become more familiar with the nature and function of the global economy; the role of migration and mobility in world and national politics; the causes and consequences of climate change; and the historic and contemporary politics of indigenous peoples. Second, students will learn broadly applicable skills that are important to citizenship and the exercise of political judgment. Students in the course will become adept at distinguishing between normative and empirical claims; at making and analyzing arguments that employ both kinds of claims; and at considering and rebutting objections. In doing so, they will be exposed to a wide variety of perspectives that reflect the diverse experiences of citizenship in our world.

**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.**

Students who complete this course will become familiar with a range of perspectives on citizenship in a diverse world. They will learn cosmopolitan approaches that prioritize global citizenship (eg, Peter Singer, Week 5); national approaches that prioritize state citizenship (David Miller, Week 12); indigenous approaches that decenter the state (James Tully, Week 14); decolonial approaches that put citizenship in the context of empire (Puneet Dhaliwal, Week 6); and neoliberal approaches that see citizenship responsibilities discharged through the market (Milton Friedman, Week 4).

Students will be required to describe and analyze these perspectives in their own words in class discussions and in group activities (as in Week 3, when they will read short scenarios and identify whether the freedom of the person in the scenario is being violated and if so, according to what approach[es] to freedom; Week 5, when they will reconstruct Singer's argument in their own words and develop an objection to it; Week 6, when they will defend a principle of global distributive justice against alternatives; and Week 12, when they will evaluate the debate about whether closed state borders are justifiable). They will also be required to describe and analyze these perspectives as part of the second writing assignment (reconstructing and evaluating one such perspective in their own words) and the third writing assignment (explaining one such perspective and applying it to understanding a news story of their choice) as well as the midterm and the final exam, where they will be required to answer short questions about these perspective and to explain key concepts in their own 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.**

Students will develop intercultural competence through learning about substantive views held by others and through reflecting on their own positionality with respect to the views of others. The first meeting of the course juxtaposes the perspectives of US and Mexican workers and asks students to reflect on how the closure of GM's factory in Lordstown, Ohio, and the shift of manufacturing jobs to Mexico looks to people from each perspective. Students are then asked to consider how communication could happen across this divide and how people with divergent perspectives and different legal citizenship could nevertheless identify shared interests and potentially shared political statuses. This activity at the start of the course sets the tone for other exercises in perspective-taking with the aim of fostering intercultural competence. For example, students are subsequently asked to consider

- Buying cheap apparel from the perspective of a citizen in the US and a garment worker in Bangladesh (Week 1)
- Buying fair trade coffee from the perspective of a citizen in the US and a coffee farmer in Guatemala (Week 2)
- The testimony and perspective of a migrant worker in China assembling consumer electronics (Week 3)
- The difference between the perspective of an academic with citizenship in the developed world and the perspective of an anti-poverty activist with citizenship in a post-colonial, developing country (Week 6)
- The experience of a changing climate from the perspective of citizens of settler colonies and indigenous peoples (Weeks 11 and 15)
- Guest speakers throughout the semester who speak from different cultural perspectives (eg, the migrant laborers of the Coalition of Immokalee Workers in Week 13)

**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.**

The question of justice amidst global difference is at the heart of Political Science 3460: Global Justice, as the course constitutes a semester-length exploration of what constitutes global justice and how it might be achieved. The in-class activity scheduled for the second course meeting explicitly asks students to reflect on what justice is on their own and then work with a partner to arrive at a consensus definition of the concept. Students will then return to that definition throughout the semester and test its adequacy against various cases – global supply chains, international inequality, famine, colonialism, climate change, the COVID-19 pandemic, immigration and freedom of movement, and the rights of indigenous peoples. Students will be asked to consider these cases from multiple perspectives, including from the perspective of those with different citizenship status (eg, supply chains from the perspective of U.S. consumer,

worker and citizen of Bangladesh, and factory owner and citizen of South Korea; international inequality from the perspective of a coffee farmer and citizen of Guatemala, a CEO who is a citizen of Italy, and a student who is a citizen of the U.S.; climate change from the perspective of developed countries, developing countries, and island nations; and so on).

**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.**

Students will be exposed to lived experiences of contemporary global injustice throughout the course. For example, in Week 1, they will read assigned news articles on the Lordstown factory closure and “Fashion to Die For,” a profile of a garment worker leader in Bangladesh; in Week 3, the assigned excerpt from *China on Strike* is an oral history of a migrant worker’s experience moving among factories in China; the lived experiences of Native Americans are the topic of assigned readings in Weeks 11 and 15. Students will also learn about these experiences directly from the guest speakers integrated into the course, like the speakers from Justice is Global and the Coalition of Immokalee Workers.

Students will analyze the expressions and implications of diversity, equity, and inclusion in each topic area. For example, using Alison Jaggar’s article, students will employ a gender lens on global economic justice in Week 2. In Weeks 3 and 4, through assigned readings and class discussion, they’ll consider the market and how it constrains and enables diversity, equity, and inclusion. In Weeks 5 and 6, they’ll use a DEI lens to consider how charitable efforts to assist the global poor could be expressions of paternalism and a “white savior” complex. In the discussions of climate change in Weeks 9 and 11, the DEI lens will play a central role in examining the differential affects of climate change both across the globe and across differences within nations. Diversity, equity, and inclusion are also at the heart of the class debates on immigration in Weeks 12 and 13 as students consider whether states have a right to exclude outsiders and whether preserving the cultural status quo is a valid political goal. The course concludes in Weeks 14 and 15 with a discussion of indigenous rights where students will be asked to consider the implications of the different political status indigenous groups have not only as culturally distinct but politically sovereign peoples.

Students will demonstrate mastery in describing these experiences and implications in class discussions, reading quizzes, the midterm and final exam, and the second and third writing assignments.

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

The central question of the course concerns the intersection of justice and citizenship – that is, can meeting the responsibilities of national citizenship be enough to discharge our political responsibilities in a globalized, interdependent world? The course considers throughout the various cultural and political resources that individuals have to address this question. Students will be asked to consider the efficacy and appropriateness of advocacy for fair trade (Week 2), sweatshop regulations (Weeks 3 and 4), effective altruism (Week 5), intellectual property waivers for vaccines (Week 7), investing in a green energy transition (Week 9), taking personal responsibility for the environment (Week 11), immigration reform (Week 13), and indigenous resurgence (Week 15). They will learn to analyze and critique these examples of advocacy using the conceptions of citizenship, justice, and difference through class discussion and group activities. For example, in Week 7, students will spend the bulk of class doing a “veil of ignorance” activity in which they decide on strategies for addressing the global COVID-19 pandemic without knowing what country they are a citizen of. At the end of negotiating a strategy, they will learn who they represented in the negotiations (eg, a coffee farmer in Guatemala, an autoworker in Ohio, and so on) and then assess the strategy from that perspective and reflect on what this means about national citizenship. In Week 9, students will debate whether advocacy for achieving climate justice should be linked to broader questions of structural equity (as in the “Green New Deal”) or is best addressed as a standalone issue. Throughout, students will confront the difficulty of scaling up cultural traditions, which are bound to particular groups and places, with political responsibilities that are potentially global in scope.

## Goals and ELOs of “Migration, Mobility, and Immobility”

**GOAL 1: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.**

**GOAL 2: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.**

**For each ELO, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO.** If the specific information is listed on the syllabus, it is appropriate to point to that document. The number of activities or emphasis within the course are expected to vary among ELOs. Examples from successful courses are shared below.

|  |  |
|--|--|
| <p><b>ELO 1.1</b> Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.</p>  | <p>Students will learn about economic causes of migration, mobility, and immobility in Week 1, Week 2 (which focuses on the intersection of economic causes and gender), and Week 3. Students will learn about the political causes in Week 6 and in Weeks 12 – 15. Students will learn about the environmental causes in Weeks 9 and 11. Students will demonstrate mastery in explaining these causes in class discussions, through the midterm and final exam, and the second and third writing assignments.</p>   |
| <p><b>ELO 1.2</b> Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.</p> | <p>Students will learn about experiences and representations of migration, mobility, and immobility in Week 1 (assigned news article and “Fashion to Die For,” a profile of a garment worker who moved to Dhaka from a rural area) and Week 3 (the excerpt from <i>China on Strike</i> is an oral history of a migrant worker’s experience moving among factories in China). Students will also learn about these experiences directly from the migrants themselves who will serve as guest speakers (the speakers from Justice is Global and the Coalition of Immokalee Workers are immigrants). Students will also learn about experiences of immobility, forced displacement, and reservation life in reading about Native American experiences of Weeks 11, 14, and 15. Students will demonstrate mastery in describing these experiences and effects in class discussions, reading quizzes, the midterm and final exam, and the second and third writing assignments.</p> |
| <p><b>ELO 2.1</b> Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.</p>   | <p>Students will discuss how migration, mobility, and immobility have shaped political institutions most explicitly in Week 3 (on whether regulations on business are justifiable), in Week 12 (on whether political institutions have a right to exclude migrants), in Week 13</p>  |

|  |   |
|--|---|
|  | (on whether immigration restrictions are motivated by racial animus), in Week 14 (on the relationship between immigration and state sovereignty), and in Week 15 (on the effect of state borders on indigenous political forms).  |
| <b>ELO 2.2</b> Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations. | Students will learn to describe how people have represented migration, mobility, and immobility through the engaging with the experiences and portrayals enumerated above in response to ELO 1.2. They will learn to critique the theories that influence these portrayals through assigned readings (for example, in Week 5, Jennifer Rubenstein, "The Lessons of Effective Altruism," which critiques the portrayal of migrants as people in need of help rather than agents themselves; in Week 13, Jay Caspian Kang's interview with Reihan Salam, which questions the assumption that migrants want to be identified as different); class discussion that call into question the assumptions undergirding them as well as through structured in-class activities (for example, an activity in Week 15, drawing on Leanne Betasamosake Simpson's work, that asks students to reflect on the kinds of stories they tell about their families). |