

Term Information

Effective Term Summer 2023
[Previous Value](#) Autumn 2015

Course Change Information

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

GEN Citizenship Theme approval; update course description and learning outcomes

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

In its approach to studying intersectionality and diversity across several modes of identity, this course offers students a means of understanding what this complexity means as they participate as global citizens in today's world. Concurrently, we would like to update the course description and learning outcomes to better align with the addition of the Citizenship designation.

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?)

We expect ongoing/greater enrollment, especially among students who are searching for Citizenship Theme courses.

Is approval of the request contingent upon the approval of other course or curricular program request? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

Course is crosslisted with AAAS and Comparative Studies

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Women's, Gender&Sexuality Sts
Fiscal Unit/Academic Org Women's, Gender&Sexuality Sts - D0506
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4921
Course Title Intersections: New Approaches to Theorizing Difference
[Previous Value](#) *Intersections: Approaches to Race, Gender, Class, and Sexuality*
Transcript Abbreviation Intersections
Course Description Examines intersections of race, ethnicity, and gender diversity in various sites within American culture (e.g., legal system, civil rights discourse, social justice movements).
[Previous Value](#) *Examines intersections of race, gender, class, and sexuality in various sites within American culture (e.g., legal system, civil rights discourse, social justice movements).*
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 CHANGE REQUEST
4921 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
01/13/2023

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
<i>Previous Value</i>	<i>Columbus, Lima</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: One course in CompStd, WGSSt, or AfAmASt.
Exclusions	Not open to students with credit for AFAMAST 4921 or COMPSTD 4921
<i>Previous Value</i>	Not open to students with credit for 545, CompStd 4921 (545), or AfAmASt 4921 (545).
Electronically Enforced	No

Cross-Listings

Cross-Listings	Cross-listed in CompStd and AfAmASt.
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Subject/CIP Code

Subject/CIP Code	05.0299
<i>Previous Value</i>	<i>05.0207</i>
Subsidy Level	Baccalaureate Course
Intended Rank	Senior

Requirement/Elective Designation

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

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

- Identify key categories of social differentiation and the cultural meanings that are attached to them.
- Study contemporary theorizations of identity and difference across and between disciplines.
- Explain the social formation of identity as a practice, the various methods developed to theorize this practice, and the systemic entanglements that affect how this practice unfolds and is interpreted by various groups.
- Understand how identity categories affect differential social and political experiences across demographic contexts in the U.S. context and abroad.
- Apply an understanding of the ways in which identity and identity formation are intersectional processes, formed in relation to multiple sites of power and difference simultaneously.
- Connect understandings of identity and difference to adjacent questions around community, belonging, citizenship, solidarity, diaspora, and justice.
- Differentiate between different domains of information.
- Gain greater self-awareness and reflexivity around their own positionalities, thought processes, feelings, as well as knowledge/knowledge limitations and points of discomfort.
- Write and speak effectively about intersectionality using the languages, theories and methods connected to their academic study and which can grapple with multifaceted understandings of social positionality as a critical site of inquiry.

Previous Value

- *Students engage in a process of intentional and self-conscious transformation*
- *Students become aware of themselves as Complex Beings in the Teaching/Learning space (intellectual, political, emotional, physical, spiritual)*
- *Students understand and apply theories of intersectionality*

Content Topic List

- Gender
- Race
- Class
- Sexuality
- Cultural Theory
- Intersectionality
- Performance
- American Studies
- Ethnic Studies

Previous Value

- *Topics vary based on professor/instructor*

Sought Concurrence

No

Attachments

- 4921 GE Theme Submission Form.pdf: 4921 GE Theme Submission Form
(GEC Model Curriculum Compliance Stmt. Owner: Stotlar, Jackson Ryan)
- AFAMAST_4921_ThemesCommittee_Response_23Nov2022.pdf: Cover letter to committee
(Cover Letter. Owner: Stotlar, Jackson Ryan)
- CS4921_Draft_Revised_23Nov2022.pdf: Revised 4921 syllabus
(Syllabus. Owner: Stotlar, Jackson Ryan)

COURSE CHANGE REQUEST
4921 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
01/13/2023

Comments

- Please see Panel feedback e-mail sent 10/20/22. *(by Cody, Emily Kathryn on 10/20/2022 02:22 PM)*
- CIP code altered to match AAAS & Comp Studies version.

Updated syllabus with GEN language attached. *(by Stotlar, Jackson Ryan on 08/09/2022 11:07 AM)*

- sending back per conversation *(by Winnubst, Shannon on 08/09/2022 10:44 AM)*
- CIP code needs to be identical for all three courses. *(by Vankeerbergen, Bernadette Chantal on 07/30/2022 01:45 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jackson Ryan	07/29/2022 03:57 PM	Submitted for Approval
Approved	Winnubst, Shannon	07/29/2022 04:41 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	07/30/2022 01:46 PM	College Approval
Submitted	Stotlar, Jackson Ryan	08/01/2022 11:01 AM	Submitted for Approval
Revision Requested	Winnubst, Shannon	08/09/2022 10:44 AM	Unit Approval
Submitted	Stotlar, Jackson Ryan	08/09/2022 11:07 AM	Submitted for Approval
Approved	Winnubst, Shannon	08/09/2022 11:27 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/08/2022 04:14 PM	College Approval
Revision Requested	Cody, Emily Kathryn	10/20/2022 02:22 PM	ASCCAO Approval
Submitted	Stotlar, Jackson Ryan	11/29/2022 03:00 PM	Submitted for Approval
Approved	Winnubst, Shannon	11/29/2022 04:14 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/13/2023 12:07 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/13/2023 12:07 PM	ASCCAO Approval



23 November 2022

To: The ASC Curriculum Committee

Attn: "Themes" General Education Review Committee

The following is an overview of revisions made to the syllabus submitted to propose **Comp Studies/WGSS/AFAMAST 4921**, "Intersections: New Approaches to Theorizing Difference," as a "Citizenship for a Diverse and Just World" Theme course in the new General Education curriculum.

1. Language has been added to the syllabus to explicitly link the content and approach of the course to the theme of "Citizenship for a Diverse and Just World." The term "citizenship" has been clearly defined.
2. Updated Goals and ELOs for the Theme have been added to the syllabus.
3. A supplemental bibliography has been added to the syllabus.
4. Mention of a "standard grading scheme" has been removed from the syllabus.
5. This cover letter has been provided to outline the above changes.

Please let the Departments of Comparative Studies, Women's Gender and Sexuality Studies, African American and African Studies know if you require any further information regarding this proposal.

Sincerely,

Ryan Skinner

Associate Professor

School of Music & the Department of African American and African Studies

Director of Undergraduate Studies, AAAS

The Ohio State University
Departments of African American and African Studies;
Women's, Gender, and Sexuality Studies; Comparative Studies

Course: AFAMAST/WGSS/COMPSTD 4921
Intersections: New Approaches to Theorizing Difference
GE: Thematic Pathway in Citizenship for a Diverse and Just World

Professor:

Term:

Meeting Time/Place: Mendenhall Lab 115

Office Hours Time/Place:

Course Description

Head, Heart, Hand.

Head

This course, Intersections, approaches the theme of “**citizenship for diverse and just world**” by rigorously examining the relationship of self to society through the analytic lens of “**intersectionality**.”

Specifically, this course builds an understanding of the interrelated nature of categories of social classification. “Intersectionality” is a useful lens for theorizing difference. Rather than imagining race, gender, class, sexuality, or ability as separate or additive modes of social experience, this course assumes and asks us to investigate how these always-emergent categories work in conjunction with one another in very profound and complex ways.

This course argues that such irreducible and confluent difference is foundationally relevant—indeed, essential—to the cultivation of a more just and diverse world and the sense of social personhood (“citizenship”) such world-making engenders.

For the purposes of this course, “citizenship” will be defined as the social and political status and identity of individual persons as political subjects within modern polities. What this course contributes to the discourse on citizenship is a sustained argument for the inherent and emergent heterogeneity of such subjects in society—as complex selves with complex communities.

This course is comparative and interdisciplinary. In it, we will examine specific intersections while also emphasizing broad understandings of the social, political and cultural processes that shape lived experiences of difference. Students in this class will engage academic theories of difference and intersectionality.

Heart

In addition to an analytic framework, though, intersectionality is a mode of encounter and awareness or critical inquiry. We take seriously the fact that we show up in the world as subjects with political, emotional, physical, spiritual, and intellectual spheres of experience that intersect and that are co-productive. In this sense, intersectionality recognizes that we are fluid and shifting. Students in this

class will engage their own and their peers' responses to course materials and experiences on multiple and personal levels.

Hand

Intersections also calls our attention to the intersectionality between knowledge produced in familiar ways and places like classrooms and the academy, and knowledge that is everyday being produced in action as individuals and communities work to define and address their needs.

Typically, theories are produced in academic contexts and then applied to, imposed upon, or tested by 'real world' settings. In this class, taking an intersectional approach means 'listening in' and 'learning with' community actors in participatory and experiential ways, attending to, honoring, and responding to the knowledge being produced in community. Students in this class will engage in modified community based 'critical service learning.'

Finally, intersectionality in this course means an interflowing of practices of Head, Heart, and Hand as we develop an understanding of how knowledge is created and disseminated. We will develop Critical Information Literacy.

As an upper-division class, Intersections encourages those of us interested in difference to build on earlier coursework and develop more sophisticated interdisciplinary approaches and more complex models than might have been available in introductory level courses.

Therefore, this is a course that requires flexibility of thought and the willingness to 'not yet know.' It will require us to maintain a balance between chaos and order so that new imagining and creativity can emerge. We will examine the intersections of race, gender, class, sexuality, sovereign agency, and ability in various cultural sites of investigation.

We will engage in interdisciplinary modes of critical thinking, reflecting, engaging, and writing that are taken up in:

- Critical Race Theory
- Whiteness Studies
- Critical Gender and Sexuality Studies
- Sovereignty Studies
- Disability Studies

We will consider the role of social institutions in the systematic production, identification, and management of communities defined by difference and the responses produced by individuals and collectives within those communities.

There is a tension here that will prove deeply productive in this course. On the one hand, theorizing difference in an intersectional way will always be an ideal practice. On the other hand, living intersectionally is an absolute experience or personal truth. People are where they are, and there is a sense of reliability in the idea of 'it is what it is.' In moving through the course, weaving our ways around various kinds of experience and ways of knowing and sharing it, we will be vexed by this tension again and again. It will be in turns enthralling, informing, and frustrating, but the Learning Community that will 'condense' in CS 4921 Intersections will never let this tension be paralyzing. Indeed, we cannot. Instead, we will respond to the tension between what we understand as the truth

of experience and the suspicion that comes with engaging someone else's experience. Moreover, we will face the ever multiplying and deepening questions this raises for us.

The requirements of this tension are something that makes CS 4921 Intersections perhaps more challenging than many courses. The challenge is in the fact that the method Intersections uses to develop competencies in relation to the course theories is integrally tied to classroom pedagogy and community engagement. We take an experiential approach to learning!

A passive approach to learning simply will not serve you in this class. In this class you learn by 'doing.' You will engage, reflect, theorize, and then engage again to test your assessments. You will do this within the classroom and without, you will do it in ways that are directed, and others that are self-organizing.

Establishing literacy around theories of difference and information requires us to be cognizant of how we are ourselves embedded in these ways of knowing and feeling...

There are five central threshold concepts to which course content, design, and implementation reiterate:

- Intersectionality
- Critical Information Literacy
- Situatedness of Knowledge
- System Complexity and Systems Change Theory
- Participatory Learning and Leadership and Personal Transformation

Each of these concepts are engaged at three levels:

- As a theoretical object or analytic framework
- As something known or knowable through our own experience or embodiment (critical sensibility)
- As something always-already enacted in the world

The approaches that orient process design intended to engage these threshold concepts across the three scales include:

- Reliance on self-organization and purpose orientation
- Awareness of Adaptive Strategies and responses
- Innovation in the space between chaos and order
- Surfacing collective intelligence
- Building collective power to amplify learning
- Harvesting (and circulating) the results of collective action

Five concepts, three levels, six approaches!

Ways of knowing, feeling, and representing.

Building this cognizance will come from our ongoing deep engagement and courageous response with one another around our reading, writing and project collaboration, our world making. Ours shall be a commitment to process and trans(per)formative praxis.

We will spend a significant amount of time and energy developing our learning community. To achieve its full potential, our learning community must be as accessible as possible. Access is

pedagogically important – it maximizes our ability to achieve our learning goals as a community and as individuals.

Although I will repeat them throughout the semester, these are some things students in this class should know:

- The success of our learning community depends on everyone’s success! Please talk with me about your individual learning needs because you have a right to have those met. It is best to let me know as soon as possible if you have particular needs, but please tell me at any time if adjustments need to be made (even if you discover it later in the semester)
- We will often create space for people to indicate what names and what pronouns they would like others in the learning community to use when referring to them (if you would like to inform me privately, you may do that as well)
- We will hold one another in full dignity and respect in this class. We will uphold one another’s safety, belonging, choice, sense of being enough, and wholeness. We are here to amplify the vibrancy of Life and support one another’s learning and growth
- Our Learning Community (LC) is a learning organism, an interrelated system of interaction and exchange, it will flourish to the degree to which we maximize access to information and expression in the classroom

In this class you will not be evaluated on whether you come up with the right answers, but instead on:

- Your capacity to imagine tougher and better questions
- Your ability to reliably complete communication cycles

Course Learning Outcomes

- *Identify* key categories of social differentiation and the cultural meanings that are attached to them.
- *Study* contemporary theorizations of identity and difference across and between disciplines.
- *Explain* the social formation of identity as a practice, the various methods developed to theorize this practice, and the systemic entanglements that affect how this practice unfolds and is interpreted by various groups.
- *Understand* how identity categories affect differential social and political experiences across demographic contexts in the U.S. context and abroad.
- *Apply* an understanding of the ways in which identity and identity formation are intersectional processes, formed in relation to multiple sites of power and difference simultaneously.
- *Connect* understandings of identity and difference to adjacent questions around community, belonging, citizenship, solidarity, diaspora, and justice.
- *Differentiate* between different domains of information, recognizing 1) how to find information that is timely and relevant to the task, 2) how to contextualize and critique the way that authority is constructed within these different domains, 3) how to reflect on the process of searching for information, and 4) how to think ethically about access to the information.
- *Gain* greater self-awareness and reflexivity around their own positionalities, thought processes, feelings, as well as knowledge/knowledge limitations and points of discomfort.

- *Write and speak effectively* about intersectionality using the languages, theories and methods connected to their academic study and which can grapple with multifaceted understandings of social positionality as a critical site of inquiry.

General Education Goals and Expected Learning Outcomes

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

- Expected Learning Outcome 1.1: Successful students are able to engage in critical and logical thinking about the topic or idea of the theme.
- Expected Learning Outcome 1.2: Successful students are able to engage in advance, in-depth, scholarly exploration of the topic or idea of the theme.

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

- Expected Learning Outcome 2.1: Successful students are able to identify, describe, and synthesize approaches or experiences as they apply to the theme.
- Expected Learning Outcome 2.2: Successful students are able to 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.

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.

- Expected Learning Outcome 3.1: Successful students are able to describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- Expected Learning Outcome 3.2: Successful students are able to identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

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.

- Expected Learning Outcome 4.1: Successful students are able to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.
- Expected Learning Outcome 4.2: Successful students are able to 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.

GE Rationale:

Taught across three interdisciplinary departments—African American and African Studies; Women's, Gender, and Sexuality Studies; and Comparative Studies—this course engages with notions of citizenship through variegated explorations of categories of difference, read in the broadest possible terms to encompass questions of politics, culture, nation, race, ethnicity, gender, sexuality, religion, ability, age, community formation, and more. In this way, we will address the above goals and expected learning outcomes through multiple modes of collaboration and group discussion, whereby our course models the type of critical thinking and knowledge production we aim to strengthen, i.e., as an exploratory and active process. Class readings and activities will provide you and your peers with opportunities to not only report back about what you have learned, but to also apply that learning to other problems, including but not limited to other course material, current events, and social phenomena beyond our syllabus.

How this Course Works

Details re: format and expectations

Course Materials and Technologies
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All other readings will be provided for you as PDFs on Carmen.

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you
- ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Course Requirements and Descriptions	
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Wicked Question Post & Responses:	15%
Hosting Discussion of Readings:	30%
Contributing to Collaboration Group:	25%
Project Bibliography and Reflection	20%
Final Presentation and Project Portfolio:	10%
Total Possible:	100%

Wicked Question Post & Response Points will be awarded as follows:

- Posting Wicked Question – 5 points
- Responding to Posts – 10 points

Class Hosting Points will be awarded as follows:

- Showing up for and Contributing to Class Hosting Design Meeting – 10 points
- Hosting Class Discussion – 15 points

Collaboration Group Participation points will be awarded as follows:

- Collaboration Group Meetings & Collaboration/Peer Support – 15 points
- Co-Working sessions with Collaboration Group – 10 points

Project Bibliography and Reflection

- Project Bibliography – 5 points
- Project Reflection – 15 points

Final Project and Presentation

- Final Project Proposal – 5 points
- In-Class Presentation – 5 points

Required but unscored Assignments:

- About Me
- Orienting for Success
- Getting to Know You (Collaboration Group Interaction)
- What I am Learning
- What I have Learned and What has Touched Me
- Final Project Proposal Draft

***Regular attendance and a high-level of participation – Bonus Points +10**

Canvas Space Wicked Questions & Responses:

If it is your group's turn to post 'Wicked Questions,' you will, by 11:30 pm the evening assigned, post a Wicked Question to Canvas. By 11:30 pm of the night responses are due, everyone else in the class will have chosen and responded to *at least* ONE Wicked Question (responding to more than one question is great and responding to other's responses is even better!) Your participation in, and contributions to, the virtual Learning Community we establish on Canvas will constitute 15% of your grade. This 15% will be based on authentic participation, not on some idea of the 'smartness' of your contributions. This is an important secondary space of interaction, one in which I will not intervene (directly) and from which I will draw themes and concerns for our discussion of each Module's primary texts. Our goal is to create a space for meaningful dialogue and response that functions as **an extension of our physically shared classroom space**. Therefore, our use of the virtual classroom will become more honed and wickeder as the course progresses. As everyone gets familiar with the system and one another, I envision it becoming **a space where the Learning Community can make thoughtful and respectful contributions to open discussion** both connected with and tangential to the conversations we have in our in-person and/or synchronous co-learning encounters.

Creative responses are welcome:

- Poetry
- Stream of consciousness reflections
- Web links
- Images

Responding to a Wicked Question or post is **not the same as answering it!** We are not debating or attempting convince people of things. Use this approach instead:

- **First movement** – notice how you respond to being posed the Wicked Question that hooks you (respond only to questions that move you in some way that produces enough passion in you to respond)
- **Second movement** – reflect on *why* you respond in this way (just sit with it and do some split-entry free writing)
- **Third movement** – after you become aware of how and why you are moved, attempt to communicate where these responses take you and feed that back into the system through your posted response.

This activity, this practice, on everyone's part will create energy and innovation in the Learning Community rather than simply draining it or depleting its creative imagination. Have fun! Play! Take risks! Be compassionate! Transform! Go to your learning edge!

Any investment you make in the evolution of this space will help take this course to greater levels of mattering and intellectual stimulation.

Collaboration Groups:

In addition to the various small group and dyad work we will do in class, you will each be assigned to a Collaboration Group. In addition to hosting an in-class conversation about a set of readings, your Collaboration Group will also meet independently for co-working, mutual support, and project development.

Some of you may choose to orient your final projects around the work of the Richland Group who is partnering with our course this semester.

Once per Module, one **Presentation Group** will be responsible for hosting conversation about a particular set of readings for one class meeting. **Presentation Groups** should experiment with group activities, handouts, Canvas pre-discussion, visual aids, alternative presentation formats or materials, and, of course, pose truly wicked questions for discussion.

Collaboration Groups **must meet with the professor** (in person or virtually) **at least 4 days before** hosting to determine:

- What your harvest goals are
- What kind of information sources will best enhance the Learning Community's experience
- How you will work with the Learning Community to engage the materials

All additional materials (links, blogs, wikis, etc.) must be made available to the larger class **at least 72 hours before** the class meeting. **Each Collaboration Group member is expected to contribute to the process in an equitable way.** At least one day before your presentation, the Collaboration Group must communicate with the professor in some way, indicating what you plan to do during the class period and what support you require.

Following the class, the Collaboration Group must provide a one page, collaboratively produced or at least approved, description of your group's process and each member's contribution to the final outcome.

- Meet with the Professor 4 days before hosting the conversation
- Communicate with the Professor at least one day before hosting the in-class conversation (this can be virtual)
- Post Wicked Questions in response to readings and/or course discussion when scheduled
- 'Host' conversation about sections of books or articles assigned to your group (as may happen from time to time)
- Submit a one-page description of group process (save a copy for your portfolio!)

Final Project Proposal (first iteration):

On **October 4th** you will **submit a Final Project Proposal**. This proposal will indicate what you plan to do for your final project. In 1-2 pages share:

- What aspects of your engagement with intersectionality your project (paper or creative work) will reflect
- What medium your project will take

If you have chosen to work with our community partner, you will develop this proposal in consultation with the appropriate representatives of the community organization with which you are working.

Project Bibliography and Reflection:

Beginning with the topic your final project will address, you will create an annotated bibliography of about 10 entries. Use this to roughly define your area of interest.

Include a range of academic articles, but also consider other spaces in which knowledge about this topic is being created and debated (social media, artistic venues, conferences, etc.). Where and how do you enter into these conversations?

The second part of this assignment is to take a step back and critically assess the field of knowledge that you have identified in your bibliography. Drawing on things we discuss in class, write a short reflection (1-2 pages) where you identify and discuss a few issues related to the construction of knowledge in this site (how does authoritative knowledge get made? How does it get authorized or certified, etc.)

Questions could include:

- Does this topic include an intersectional critique?
- Is there consistency in the language that is being used to address this issue? If not, what do the differences mean?
- Are there questions from class or our readings that you would like to put in dialogue with this topic? What are they?
- Are there clearly distinguished 'knowledge communities' that speak to this issue? If so, do they appear to be in dialogue with each other? (for example, if this issue has global reach, does there seem to be coordination between different locations?)
- Does the academic literature on this issue appear to be in dialogue with other 'knowledge communities'?

Final Project and Presentation:

Together, the Final Project and In-Class Presentation will constitute 10% of your grade!

In our last class meeting, everyone will share their Final Project with the class as we celebrate the completion of the course. If you choose to do a creative project, you will show it to the class and take less than 2 minutes to say something about it. If you choose to write a paper, you will simply create a short abstract and read that to the class.

Grade Guidelines

93 - 100 (A) 90 - 92.9 (A-) 87 - 89.9 (B+) 83 - 86.9 (B) 80 - 82.9 (B-) 77 - 79.9 (C+) 73 - 76.9 (C) 70 - 72.9 (C-) 67 - 69.9 (D+) 60 - 66.9 (D) Below 60 (E)

Course Policies and Resources

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student*

Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- *Ten Suggestions for Preserving Academic Integrity* (go.osu.edu/ten-suggestions)

Student Services and Advising

The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: Advising resources for students are available here: <http://advising.osu.edu>

FOR GRADUATE COURSES: Contact WGSS Graduate Program Coordinator, Rebekah Sims, for insight into how this how this course fits in with your MA, PhD, or Graduate Minor plan.

Statement on Title IX

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

Mandatory reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or through the [Ohio State Anonymous Reporting Line](#).

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

Trigger warning

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and

Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Accessibility accommodations for students with disabilities

Requesting accommodations

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

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Canvas accessibility \(go.osu.edu/canvas-accessibility\)](http://go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

Articles By Module (on CANVAS):

Module 1: Intersectionality's Critical Foundations

- Toward a field of intersectionality studies: Theory, applications, and praxis
- Whitening Intersectionality
- Intersectionality Inc. A Dialogue

Module 2: Intersectionality & Theories of Whiteness

- White Privilege: Unpacking the Invisible Knapsack
- From Plessy to Ferguson
- We're All Just Different

Module 3: Intersectionality & Critical Theories of Gender and Sexuality

- Queer of Color Critique
- Doubleweaving Two-Spirit Critiques
- Laverne Cox Explains the Intersection of...

Module 4: Intersectionality & Indigenous Sovereignty

- Red Intersectionality
- A Feminist Approach to Decolonizing Anti-Racism
- Food Sovereignty, Justice and Indigenous Peoples

Module 5: Intersectionality & Critical Disability Studies

- Black Feminist Disability Framework
- Every Time is Crip Time Now
- Integrating Race, Transforming Feminist Disability Studies

Tentative Schedule*

Module 1:
Foundations: Intersectionality's Critical Foundations

Week 1

Wednesday

Orientation to the course and reflection on our aspirations for our Learning Community

First breaths together mean LOTS of talk and activity to reflect on pedagogy and the LC; talking about the class; introductions to one another and the reasons we are here

Friday

Prepare by bringing open head, hand, and hearts! Also, by having watched Changing Education Paradigms and The Danger of a Single Story (after viewing these, please spend 5 minutes free-writing in response – you will not have to turn this in but we will refer to them for conversation)

We will also: discuss peak learning experiences and Learning Principles; practice communication cycles; discuss working as a Learning Community; and develop shared agreements for how we will interact in the LC.

Divide into groups 1, 2, and 3 for weekend reading. Please read all the articles! However, you will be responsible for having a deeper understanding of one you've been assigned. [read your assigned article twice!]

Week 2

Wednesday

We will be initially engaging intersectionality as theory, experience, and practice while situating it within a broader discussion. We will also learn and use the jigsaw discussion method.

Prepare by having read 1) Toward a field of intersectionality studies, 2) Whitening Intersectionality, and 3) Intersectionality Inc. A Dialogue

Take notes as you read and respond to the following questions (annotated bibliography format):

Who is the author and what is their disciplinary location?

Who seems to be the primary audience for this cultural object?

What are the primary arguments or points made by this text?

What contribution is this text making to the field (or current state of knowledge or current status of the debate, etc.)

In what ways are you (or your work) in alignment with this position?

In what ways do you (or your work) depart from this position?

So what? (how are you surprised, moved, inspired, rocked, or otherwise affected by this piece or something it made you think about)

Who are we from an intersectional perspective?

What's does intersectionality mean to me at this time?

Think, Pair, Share, Write... [save for the end of the semester]

Friday

Brief Introduction to Wicked Questions

Today we will into Collaboration Groups

Review readings and videos to this point for Wednesday's class where Group A will host

Group A posts Wicked Questions by 11:30pm Sunday and provides one cultural object for engagement; (respond to Wicked Questions by Tuesday the 7th!)

Week 3

Wednesday

Group A Hosts the Conversation (support them, soon it will be your turn!)

We will begin discerning the 'theories of difference' we already host and use when encountering the world.

When reading/reviewing texts for today, ask yourself: what grabs you? Also, use the 'annotated bibliography format' to respond to the text before coming to class for the group process.

Admin – handout Socratic dialogue preparation materials for Friday's class.

Friday

Socratic Dialogue

We will hold a Socratic Dialogue Lab and learn together through the spoken dialogue

Prepare by having reviewed the Socratic Dialogue directions and preparing for Lab

For Wednesday, read: 'Critical Information Literacy'

Week 4

Wednesday

Turn in Collaboration Background Research Summary

Writing as Thinking Lab: 'Critical Information Literacy'

1st Quarterly Course and Self Evaluation

Prepare by bringing your open hands, heart, and head... also curiosity!

Also have read 'Critical Information Literacy'

Admin – handout Socratic dialogue preparation materials

Friday

Socratic Dialogue Lab: Engaging McIntosh

Prepare by reviewing Socratic Dialogue handouts and getting excited!

Have Read 'White Privilege: Unpacking the Invisible Knapsack'

Module 2:

Intersectionality and Theories of Whiteness

Week 5

Wednesday

Knowledge Practice Lab: Authority is Constructed, but how has it been so? Scavenger Hunt!

Engaging the concept of 'Harvesting': The Three Levels of the Harvest and the Four-Fold Path

Friday

Flexi Friday!

Week 6

Wednesday

Practice Lab: The Individual and the Collective: Thinking through Interview and the Silent Sort

Friday

Themed Capacity Lab Introduction to the World Café: Engaging Whiteness

Read 'From Plessy to Ferguson,' for Wednesday!

Group B posts Wicked Questions by 11:30pm Sunday and provides one cultural object for engagement (respond to Wicked Questions by Tuesday the 5th!)

Final Project Proposal Draft Due Wednesday!

This proposal will indicate what you intend (at this point) to do for your final project and will be about 2-4 pages long. You will indicate:

What will be your final project's specific area of concern?

What might be some of your project's hypotheses?

What form will your project take?

Week 7

Wednesday

We will deepen our understanding of Whiteness Studies and broader social ramifications

Prepare by having read 'From Plessy to Ferguson'

Group B Hosts the Conversation

Turn in Final Project Proposal Draft (first iteration)

Friday

FEXI Friday

Module 3:
Intersectionality & Critical Theories of Gender and Sexuality

Week 8

Wednesday

Knowledge Practice Lab 3: Inquiry and Searching

Mid-Semester Check in and Review. Groups will briefly report progress at their sites, and the Learning Community will engage in collective sharing, recording, supporting, and problem solving. Group C posts Wicked Questions by 11:30pm Friday and provides one cultural object for engagement (respond to Wicked Questions by Tuesday the 19th!)

Friday

Autumn Break! No Class today!

Read 'Queer of Color Critique' (use the 'annotated bibliography' format for your analysis of this text) for Wednesday!

Final Project Proposal is Due on Friday the 21st.

Week 9

Wednesday

Prepare by having read 'Queer of Color Critique'
Group C Facilitates Discussion Today

Friday

Turn in your Final Project Plan today!

Themed Capacity Lab: Introduction to Open Space Technology

Using the Open Space Technology process, we will put the article in conversation with other readings, experiences, and interests.

Read 'Doubleweaving Two-Spirit Critiques' and watch 'Laverne Cox Explains the Intersection of...'
for Wednesday

Week 10

Wednesday

Engaging challenges as deeper intersections

We will be challenged by the trenchant and wicked questions sovereignty studies poses for queer theory!

Prepare by having read 'Doubleweaving Two-Spirit Critiques' and having watched 'Laverne Cox Explains the Intersection of...'

Friday

FLEXI Friday

For Wednesday Read: Char Booth 'on information privilege'

Module 4:
Intersectionality and Indigenous Sovereignty

Week 11

Wednesday

Knowledge Practice Lab 4: Thinking about Formats

Today we'll do some reflecting on what we are observing about Critical Information Literacy as it connects with intersectionality

Prepare by having read Char Booth 'on information privilege'

Admin – handout Socratic dialogue preparation materials.

Friday

Week 12

Wednesday

Wicked Question Game!!!

Today's reading will challenge us to take sovereignty studies to even deeper levels! What shall it mean to us, personally, to consider our places in relation to the sovereignty of Native and Indigenous Peoples?

Let's get wicked!

3rd Quarterly Course and Self Evaluation

Read 'A Feminist Approach to Decolonizing Anti-Racism: Rethinking Transnationalism, Intersectionality, and Settler Colonialism', for Wednesday!!

Group D posts Wicked Questions by 11:30pm Friday and provides one cultural object for engagement (respond to Wicked Questions by Tuesday the 16th!)

Friday

Bringing 'A Feminist Approach to Decolonizing Anti-Racism: Rethinking Transnationalism, Intersectionality, and Settler Colonialism' into conversation with other readings and cultural objects!

Group D Hosts this Conversation/Process!

Prepare by having read 'A Feminist Approach to Decolonizing Anti-Racism: Rethinking Transnationalism, Intersectionality, and Settler Colonialism'

Choose volunteers to host OST on Monday!

Final Project Proposal Due Wednesday!

Week 13

Wednesday

Themed Capacity Lab:

Open Space Process Hosted by You!

Friday

Project Development Lab:

Reflection, Assessment, and Adjustment: Where are we and where shall we go?

We will assess our progress against our goals for learning, work production, and transformation

Prepare by bringing an open heart, head, and hands... also your courage and willingness to imagine what 'more is possible'

Final Project Proposal Due Today!

Putting the finishing touches on your Presentations!

For Wednesday Read 'Black Feminist Disability Framework'

Module 5: **Intersectionality and Critical Disability Studies**

Week 14: Thanksgiving and Indigenous Peoples' Day – No Classes

Week 15

Wednesday

We will engage the field of disability studies and some of its primary tenants

Prepare by having read 'Black Feminist Disability Framework'

Group E posts Wicked Questions by 11:30pm Friday and provides one cultural object for engagement (respond to Wicked Questions by Tuesday the 7th!)

Watch and Review 'Integrating Race, Transforming Feminist Disability Studies' and 'Every Time is Crip Time Now' for Wednesday! (use the annotated bibliography format)

Friday

Group E will host conversation today!

Have watched and reviewed 'Integrating Race, Transforming Feminist Disability Studies' and 'Every Time is Crip Time Now'

Meeting the text on its own terms: what grabs you?

Week 16

Wednesday

Last Regular Class

Semester Reflection and self-evaluation

We will reflect on what we've learned about intersectionality and about ourselves over the course of the semester!! YAY!

Prepare by bringing your open hands, head, and heart!

Everyone will briefly present to the class: Food, Fun, Celebration!

And deep bows of gratitude!

Course Readings for 4921, *Intersections: New Approaches to Theorizing Difference*, may include these and other texts:

Cho, Sumi, Crenshaw, Kimberle Williams, and McCall, Leslie, "Toward a Field of Intersectionality Studies: Theory, Applications, and Praxis," *Signs*, Vol. 38, No. 4, Intersectionality: Theorizing Power, Empowering Theory, (Summer) 2013

Stone, Sharon, "The Myth of Bodily Perfection," *Disability & Society*, Vol 10, No. 4, 1995

Adib, Amel and Guerrier, "The Interlocking of Gender with Nationality, Race, Ethnicity and Class: the Narratives of Women in Hotel Work," *Gender, Work and Organization*, Vol. 10, No. 4, August 2003

Bilge, Sirma, "Intersectionality Undone: Saving Intersectionality from Feminist Intersectionality Studies," *Du Bois Review*, 10:2 (2013) 405-424

Crenshaw, K. , "Mapping the margins: Intersectionality, identity politics and violence against women of color," *Stanford Law Review*, 43: (1991)

Davis, K., "Intersectionality as a buzzword: Sociology of science perspective on what makes a feminist theory successful," *Feminist Theory*, 9(1): (2008)

Cho, S., K. Crenshaw and L. McCall (2013) 'Toward a field of intersectionality studies: Theory, applications, and praxis', *Signs*, 38(4): 785-810.

Carbado, Devon W., "Colorblind Intersectionality," *Signs*, Vol. 38, No. 4, Intersectionality: Theorizing Power, Empowering Theory: 2013

Delgado, Richard, "Liberal McCarthyism and the Origins of Critical Race Theory," *Iowa Law Review*, Vol. 94, (2009)

McIntosh, Peggy. "White Privilege: Unpacking the Invisible Knapsack" from Paula S. Rothenberg. *Race, Class, and Gender in the United States*. Sixth Edition. New York, NY: Worth Publishers, 2004

Lipsitz, George. "From Plessy to Ferguson," *Cultural Critique* 90, Spring 2015, Regents of the University of Minnesota

Logan, T.K., Walker, Robert, Hunt, Gretchen, "Understanding Human Trafficking in the United States," *Trauma, Violence, & Abuse*, Vol. 10, No. 1, January 2009

Levine-Rasky, Cynthia, "Intersectionality theory applied to whiteness and middle-classness," *Social Identities*, 17: 2, (2011)

Adib, A. and Y. Guerrier "The interlocking of gender with nationality, race, ethnicity and class: The narratives of women in hotel work," *Gender Work and Organization*, 10(4): (2003)

Ferguson, Roderick , "Queer of Color Critique" Oxford Research Encyclopedia of Literature, (2018)

Kim, Kathleen, Chang, Grace, "Reconceptualizing Approaches to Human Trafficking: New Directions and Perceptions from the Field(s)," Board of Trustees of the Leland Stanford Junior University, *Stanford Journal of Civil Rights & Civil Liberties*, August, 2007

Driskill, Qwo-Li, "Doubleweaving Two-Spirit Critiques: Building Alliances between Native and Queer Studies," *GLQ*, 16:1-2, 2010

Morgansen, Scott "Queer Settler Colonialism in Canada and Israel: Articulating Two-Spirit and Palestinian Queer Critiques," *Settler Colonial Studies* 2, 2 (2012)

Dhmoon, Rita, "A Feminist Approach to Decolonizing Anti-Racism: Rethinking Transnationalism, Intersectionality, and Settler Colonialism," *feral feminisms*, Issue 4 (2015)

Tuck, Eve and Yang, K. Wayne, "Decolonization is not a metaphor," *Decolonization: Indigeneity, Education & Society*, Vol. 1, No. 1

Mignolo, Walter, "Epistemic Disobedience, Independent Thought and De-Colonial Freedom," *Theory, Culture & Society* 2009 (SAGE, Los Angeles, London, New Delhi, and Singapore), Vol. 26(7-8):

Thomas Greer, Benjamin, "Hiding Behind Tribal Sovereignty: Rooting Out Human Trafficking in Indian Country," *Gender Race & Justice*, 2013

Stone, Sharon D., (1995) "The Myth of Bodily Perfection," *Disability and Society*, vol. 10, No. 4

Kumari Cambell, Fiona A., (2008) "Exploring internalized ableism using critical race theory," *Disability & Society*, 23:2

Clark, Natalie, "Red Intersectionality and Violence-informed Witnessing Praxis with Indigenous Girls," *Girlhood Studies* 9, no. 2 (Summer 2016):

Yergeau, Melanie Clinically Significant Disturbance: On Theorists Who Theorize Theory of Mind, *Disability Studies Quarterly*

Schalk, Sami and Kim, Jina B. "Integrating Race, Transforming Feminist Disability Studies," *OSU Multiple Perspectives Conference/SDS Dance Keynote*

<https://www.dropbox.com/s/9t3sjgwc8anudzg/Integrating%20Race%20Transforming%20FDS%20Talk%20for%20OSU.docx?dl=0>

"Human Trafficking of Individuals with Disabilities Fact Sheet," Ohio Department of Developmental Disabilities

"Trafficking of Persons with Disabilities in the United States," The Human Trafficking Pro Bono Legal Center

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)