

## **Term Information**

Effective Term Autumn 2023

## **General Information**

Course Bulletin Listing/Subject Area Philosophy  
Fiscal Unit/Academic Org Philosophy - D0575  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2390  
Course Title Ethics and Leadership in a Diverse World  
Transcript Abbreviation Ethics and Leaders  
Course Description Students will engage with leading scholarship on the justification of authority, democratic citizenship, morally responsible decision-making, and virtue ethics to understand how citizenship in a just and diverse society shapes our ideals and practices of ethical leadership.  
Semester Credit Hours/Units Fixed: 3

## **Offering Information**

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
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

## **Prerequisites and Exclusions**

Prerequisites/Corequisites One course in Race, Ethnicity and Gender Diversity Foundation.  
Exclusions  
Electronically Enforced Yes

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

Subject/CIP Code 38.0101  
Subsidy Level Baccalaureate Course  
Intended Rank Sophomore, Junior, 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

## Course Details

### Course goals or learning objectives/outcomes

- Students will develop an advanced understanding of citizenship and justice in the context of the responsibilities of leadership in a diverse and democratic society.
- Students will learn to formulate clear and persuasive arguments about ethical leadership.
- Students will undertake a substantive written project that explores an ethical challenge facing leaders in a diverse and democratic society.
- Students will be more confident in their own ability to serve as ethical leaders.

### Content Topic List

- ethics
  - leadership
  - the nature and extent of political authority
  - disagreement in a democratic society
  - global citizenship
  - individual and collective responsibility
  - theories of punishment
  - normative theories: consequentialism, deontology, virtue ethics
- No

### Sought Concurrence

## Attachments

- PHILOS 2390 Ethics and Leadership Diverse World Syllabus as of 10.26.2022.docx: Syllabus  
*(Syllabus. Owner: Shuster, Amy Lynne)*
- Ethics Leadership Citizenship GE Theme Form as of 10.26.2022.pdf: GE Theme Citizenship submission form  
*(Other Supporting Documentation. Owner: Shuster, Amy Lynne)*
- Philosophy Undergraduate Curriculum Map as of 10.26..2022.docx: Updated Curriculum Map  
*(Other Supporting Documentation. Owner: Shuster, Amy Lynne)*

## Comments

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Shuster, Amy Lynne	10/26/2022 03:36 PM	Submitted for Approval
Approved	Lin, Eden	10/26/2022 04:45 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/31/2022 04:43 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/31/2022 04:43 PM	ASCCAO Approval



# SYLLABUS

# PHILOS 2390

## Ethics and Leadership in a Diverse World

Autumn 2023 (full term)

Lecture/Discussion (in person), 3 credit hours

T/Th [Time] [Location]

### Instructor

Instructor: Piers Turner

Email address: [turner.894@osu.edu](mailto:turner.894@osu.edu)

Office hours: [hours and location]

## COURSE OVERVIEW

### Course description

In this course, students examine what is required of leaders who are also citizens in a pluralistic, democratic society. How do difference and disagreement shape leaders' responsibilities both within their organizations and as democratic citizens navigating broader social, political, legal, and economic challenges? These questions have individual and institutional aspects: they concern personal choices as well as group dynamics and general rules. Students will engage with leading scholarship on the justification of authority, democratic citizenship, morally responsible decision-making, and virtue ethics to understand how citizenship in a just and diverse society shapes our ideals and practices of ethical leadership.

### Course goals

1. Students will develop an advanced understanding of citizenship and justice in the context of the responsibilities of leadership in a diverse and democratic society.
2. Students will learn to formulate clear and persuasive arguments about ethical leadership.
3. Students will undertake a substantive written project that explores an ethical challenge facing leaders in a diverse and democratic society.
4. Students will be more confident in their own ability to serve as ethical leaders.

Specific course learning outcomes include:

- Understand questions about the place of authority in pluralistic and democratic contexts
- Articulate competing views concerning the relationship between leadership and democratic citizenship
- Identify the strengths and weaknesses of competing theories of morally responsible decision-making
- Recognize and respond to specific challenges concerning moral assessments of leadership such as relativism, moral luck, special obligations, rule-following, and collective decision-making
- Evaluate moral arguments and express original moral arguments orally and in writing

## Prerequisite:

GEN: Completion of one course in Race, Ethnicity and Gender Diversity Foundation.

## General education goals and expected learning outcomes

**This course fulfills the requirements and expected learning outcomes for the GE Theme: Citizenship for a Just and Diverse World.**

**Goal 1:** Successful students will analyze this theme 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.

- **ELO 1.1** Engage in critical and logical thinking about the topic or idea of the theme.
- **ELO 1.2** Engage in an advanced, 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.

- **ELO 2.1** Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- **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.

**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.

- **ELO 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.

- **ELO 3.2** 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.

- **ELO 4.1** Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.
- **ELO 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.

Students will satisfy these expected learning outcomes through close reading of assigned texts, active participation in class discussion, successful completion of written assignments, and critical engagement with fellow students and the instructor. More specifically, the course will:

1. Require advanced-level engagement through a substantive paper (2500-3000 words) exploring ethical tensions in the theory and practice of leadership in a diverse and democratic world. See below for details. It will ask students to integrate course material with personal experiences and previous coursework to address specific challenges confronting leaders in their organizations and in society broadly.
2. Encourage reflection and self-assessment through a series of 10 short reading response papers that ask students to reflect on how the readings inform their own understanding of the challenges facing democratic citizens who take up leadership positions.
3. Explicitly engage literature on citizenship and its relationship to authority, democracy, pluralistic society, and a global perspective.
4. Explicitly engage literature on justice, especially concerning responsible decision-making in a diverse and democratic society, as well as the virtues commonly associated with ethical leadership.

## **COURSE MATERIALS AND TECHNOLOGIES**

### **Readings**

- Course readings will be posted on the Carmen course website

### **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](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)

- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

## ASSESSMENT

### How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
<b>Class Participation</b>	10
<b>Reading Responses (10)</b>	20
<b>Unit #1 Exam</b> [February 7]	15
<b>Unit #2 Exam</b> [March 31]	15
<b>Final Paper</b> [due April 20]	20
<b>Unit #3 Exam</b> [exam week]	20
<b>Total</b>	<b>100</b>

*See course schedule below for other due dates.*

### Descriptions of major course assignments

#### **Class Participation**

**Description:** Regular attendance and participation during class is part of your learning process. Participation involves active engagement with the course material, listening attentively to classmates, contributing to class discussion, including offering opinions about the readings and responding constructively to the views of others. *I will ensure that all sincere and constructive input is taken seriously and that class discussion remains respectful. Personal attacks will not be tolerated.*

Some questions to ask yourself before every class: (1) What were the main concepts and arguments in the readings? (2) Against whom or what is the author arguing? (3) What does the author hope to accomplish in this piece? (4) How does this reading connect to other readings so far?

Attendance will affect your participation grade. I reserve the right to take attendance at any class. If you must miss a class or exam, it is your responsibility to notify me *before the day of class*, or

(in the case of exams) *as far ahead of time as possible*.

## **Reading Responses (10)**

**Description:** For 10 of the readings (marked with \*\*\*\* on the topics/readings outline) you must submit a brief 200-250 word written response paper on Carmen intended to encourage critical and creative engagement with the reading. You will be provided prompts on Carmen. Each response will address how the reading informs your understanding of leadership in a diverse and democratic society. Your response papers must be typed and uploaded onto Carmen before 10AM on the day for which the relevant readings are assigned. No late submissions allowed. They are graded as full credit (2 point each), partial credit (1) or no credit (0). (20 points).

## **Final Paper**

**Description:** You will write a substantive final paper in which you formulate and respond to an ethical challenge facing leaders in a diverse and democratic society. In the second half of the semester, you will meet individually with me to propose a topic and thesis, and discuss an outline. I will then provide written feedback on the topic and outline. The paper will be approximately 2500-3000 words and will explore in depth issues examined in the course. It must motivate a real-world problem reflecting a tension between the ethics of leadership and the practical realities explored in the course readings and discussion. The paper then must advocate for a solution to the problem, arguing either for a revision in our understanding of ethical leadership or for a revision in our practices to better reflect what ethical leadership requires. The paper will be graded according to a rubric, provided in advance, addressing clarity of thesis and argument, engagement with texts, structure and organization, effective written expression, and creative thinking. The paper is due on the last day of class.

## **Exams (3)**

**Description:** All three unit exams will include a series of multiple-choice and short answer questions about course material assigned in unit of the course. They will test understanding of core concepts and themes. For each unit, a study guide of possible questions will be distributed, we will review this study guide during class prior to the exam, and a subset of these questions will appear on the exam. The first two unit exams will be conducted during a regular class meeting time. The final unit exam will take place at the Registrar-appointed time during final exam period. If you require extra time for your exam, please be in touch with me well in advance so that we can make alternative arrangements.

## **Late assignments**

Late submissions will not be accepted except under special circumstances. Please refer to Carmen for due dates.

## **Grading scale**

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

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

### 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](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## **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](mailto:titleix@osu.edu)

## **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 Greeneville 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>

## **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](https://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](http://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](http://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](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## COURSE SCHEDULE

Reading responses due for readings marked with \*\*\*\*

Week	Dates	Topics, Readings, Assignments
1	Jan 10	INTRODUCTION
		<b>Unit #1: Authority, Democracy, and Diversity</b>
	Jan 12	<b>Authority and Citizenship</b> Plato, <i>Crito</i> (10pp) Martin Luther King, Jr., “Letter from the Birmingham Jail” (11pp)
2	Jan 17	<b>Justifying Authority</b>

		****Plato, <i>The Republic</i> excerpts (7pp) Jeremy Bentham, “Leading Principles of a Constitutional Code” (5pp)
	<b>Jan 19</b>	<b>Disagreement and Legitimacy</b>  John Rawls, “The Domain of the Political and Overlapping Consensus” (23pp)
<b>3</b>	<b>Jan 24</b>	<b>Democratic Equality</b>  ****Elizabeth Anderson, “What is the Point of Equality?” excerpts (30pp)
	<b>Jan 26</b>	<b>Race and Democracy</b>  W.E.B. Du Bois, “Of the Ruling of Men,“ from <i>Darkwater</i> (26pp)
<b>4</b>	<b>Jan 31</b>	<b>The Politics of Difference</b>  Danielle Allen, “How the Declaration of Independence Offers Roadmap to a Better Union” (4pp) **** Iris Marion Young, <i>Justice and the Politics of Difference</i> excerpt (13pp)
	<b>Feb 2</b>	<b>Global Citizenship</b>  ****Kwame Anthony Appiah, “Education for Global Citizenship” (17pp)
<b>5</b>	<b>Feb 7</b>	<b>EXAM #1</b>
		<b>Unit #2: Responsibility and Justice</b>
	<b>Feb 9</b>	<b>What can I control?</b>  Epictetus, <i>Enchiridion</i> (11pp)
<b>6</b>	<b>Feb 14</b>	<b>Moral Luck and Responsibility</b>  ****Thomas Nagel, “Moral Luck” (10pp)
	<b>Feb 16</b>	<b>Individual Responsibility for Collective Harms</b>  Julia Nefsky, “Collective Harm and the Inefficacy Problem” (14pp)

7	Feb 21	<b>The Right to do Wrong?</b> John Stuart Mill, <i>On Liberty</i> ch. 1 and 4 excerpts (10pp)
	Feb 23	<b>Making Exceptions to Moral Rules</b> John Rawls, “Two Concepts of Rules” excerpts (15pp)
8	Feb 28	<b>Responsibility for Justice I</b> ****Iris Marion Young, <i>Responsibility for Justice</i> , ch. 4 (27pp)
	Mar 2	<b>Responsibility for Justice II</b> Charles Mills, “Racial Justice” (21pp)
9	Mar 7	<b>Responsibility for Justice III</b> ****Thomas Mulligan, “The Moral Mission of Business” (10pp)
	Mar 9	<b>Accountability &amp; Justifying Punishment</b> Joel Feinberg, “The Classic Debate” (6pp)
	March 14, 16	<b>Spring Break</b>
		<b>Unit #3: Ethical Decision-Making</b>
10	Mar 21	<b>EXAM #2</b>
	Mar 23	<b>Consequentialism</b> John Stuart Mill, <i>Utilitarianism</i> , ch.2 excerpts (9pp)
11	Mar 28	<b>Integrity and Consequentialism</b> ****Bernard Williams, “A Critique of Utilitarianism” (26pp)
	Mar 30	<b>Justice and Consequentialism</b> John Rawls, “Classical Utilitarianism” (6pp)
12	Apr 4	<b>Deontology</b>

		Immanuel Kant, <i>Foundations of the Metaphysics of Morals</i> excerpts (16pp)
	<b>Apr 6</b>	<b>Doing, Allowing, and Deontology</b> ****Philippa Foot, “Killing and Letting Die” (8pp)
<b>13</b>	<b>Apr 11</b>	<b>Tradeoffs and Deontology</b> Alastair Norcross, “Aggregation, Rights, and the Separateness of Persons” (20pp)
	<b>Apr 13</b>	<b>Virtue Ethics</b> ****Aristotle, <i>Nicomachean Ethics</i> excerpts (10pp)
<b>14</b>	<b>Apr 18</b>	<b>Well-being and Capabilities</b> Martha Nussbaum, <i>Creating Capabilities</i> excerpts (25pp)
	<b>Apr 20</b>	<b>Care Ethics</b> Annette Baier, “The Need for More than Justice” (10pp)
	<b>[TBD]</b>	<b>EXAM #3</b>

# GE Theme course submission worksheet: Citizenship for a Just & Diverse World

## Overview

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Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

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In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

*(enter text here)*

## Connect this course to the Goals and ELOs shared by *all* Themes

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Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. 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.

**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.

**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.

	Course activities and assignments to meet these ELOs
<b>ELO 1.1</b> Engage in critical and logical thinking.	
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.	
<b>ELO 2.2</b> 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.	

*Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):*

<b>ELO 1.1</b> Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u>  Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u>  The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u>  Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p><b>ELO 2.2</b> 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.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites:  The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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## Goals and ELOs unique to Citizenship for a Just & Diverse World

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Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. 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.

**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.

**GOAL 4:** Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

	Course activities and assignments to meet these ELOs
<b>ELO 3.1</b> Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.	
<b>ELO 3.2</b> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	
<b>ELO 4.1</b> Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	
<b>ELO 4.2</b> 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.	

*Example responses for proposals within “Citizenship” (Hist/Relig. Studies 3680, Music 3364; Soc 3200):*

<b>ELO 3.1</b> Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural,	<i>Citizenship could not be more central to a topic such as immigration/migration. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on local, national, and global citizenship.</i>
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<p><i>national, global, and/or historical communities.</i></p>	<p><i>Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</i></p> <p><i>The course content addresses citizenship questions at the global (see weeks #3 and #15 on refugees and open border debates), national (see weeks #5, 7-#14 on the U.S. case), and the local level (see week #6 on Columbus). Specific activities addressing different perspectives on citizenship include Assignment #1, where students produce a demographic profile of a U.S.-based immigrant group, including a profile of their citizenship statuses using U.S.-based regulatory definitions. In addition, Assignment #3, which has students connect their family origins to broader population-level immigration patterns, necessitates a discussion of citizenship. Finally, the critical reading responses have the students engage the literature on different perspectives of citizenship and reflect on what constitutes citizenship and how it varies across communities.</i></p>
<p><b>ELO 3.2</b> <i>Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</i></p>	<p><i>This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of multiple forms of musical-political agency worldwide, from the grass-roots to the state-sponsored. Students identify varied cultural expressions of "musical citizenship" each week, through their reading and listening assignments, and reflect on them via online and in-class discussion. It is common for us to ask probing and programmatic questions about the musical-political subjects and cultures we study. What are the possibilities and constraints of this particular version of musical citizenship? What might we carry forward in our own lives and labors as musical citizens Further, students are encouraged to apply their emergent intercultural competencies as global, musical citizens in their midterm report and final project, in which weekly course topics inform student-led research and creative projects.</i></p>
<p><b>ELO 4.1</b> <i>Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</i></p>	<p><i>Through the historical and contemporary case studies students examine in HIST/RS 3680, they have numerous opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. The cases highlight the challenges of living in religiously diverse societies, examining a range of issues and their implications. They also consider the intersections of religious difference with other categories of difference, including race and gender. For example, during the unit on US religious freedom, students consider how incarcerated Black Americans and Native Americans have experienced questions of freedom and equality in dramatically different ways than white Protestants. In a weekly reflection post, they address this question directly. In the unit on marriage and sexuality, they consider different ways that different social groups have experienced the regulation of marriage in Israel and Malaysia in ways that do not correspond simplistically to gender (e.g. different women's groups with very different perspectives on the issues).</i></p> <p><i>In their weekly reflection posts and other written assignments, students are invited to analyze the implications of different regulatory models for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which model is</i></p>

	<p><i>"right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different societies manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion. They also consider how the different social and demographic conditions of different societies shape their approaches (e.g. a historic Catholic majority in France committed to laicite confronting a growing Muslim minority, or how pluralism *within* Israeli Judaism led to a fragile and contested status quo arrangement). Again, these goals are met most directly through weekly reflection posts and students' final projects, including one prompt that invites students to consider Israel's status quo arrangement from the perspective of different social groups, including liberal feminists, Orthodox and Reform religious leaders, LGBTQ communities, interfaith couples, and others.</i></p>
<p><b>ELO 4.2</b> <i>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.</i></p>	<p><i>As students analyze specific case studies in HIST/RS 3680, they assess law's role in and capacity for enacting justice, managing difference, and constructing citizenship. This goal is met through lectures, course readings, discussion, and written assignments. For example, the unit on indigenous sovereignty and sacred space invites students to consider why liberal systems of law have rarely accommodated indigenous land claims and what this says about indigenous citizenship and justice. They also study examples of indigenous activism and resistance around these issues. At the conclusion of the unit, the neighborhood exploration assignment specifically asks students to take note of whether and how indigenous land claims are marked or acknowledged in the spaces they explore and what they learn from this about citizenship, difference, belonging, and power. In the unit on legal pluralism, marriage, and the law, students study the personal law systems in Israel and Malaysia. They consider the structures of power that privilege certain kinds of communities and identities and also encounter groups advocating for social change. In their final projects, students apply the insights they've gained to particular case studies. As they analyze their selected case studies, they are required to discuss how the cases reveal the different ways justice, difference, and citizenship intersect and how they are shaped by cultural traditions and structures of power in particular social contexts. They present their conclusions in an oral group presentation and in an individually written final paper. Finally, in their end of semester letter to professor, they reflect on how they issues might shape their own advocacy for social change in the future.</i></p>