

## Term Information

Effective Term Autumn 2024  
*Previous Value* Spring 2020

## Course Change Information

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

Incorporate into GE Theme Citizenship and Migration/Mobility

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

Course content aligns well with themes of Citizenship and Mobility.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	Anthropology
Fiscal Unit/Academic Org	Anthropology - D0711
College/Academic Group	Arts and Sciences
Level/Career	Graduate, Undergraduate
Course Number/Catalog	5627
Course Title	Migrants and Refugees: The Anthropology of Mobility
Transcript Abbreviation	Migrants Refugees
Course Description	This course is an anthropological investigation of human mobility with a focus on the movement of migrants and refugees. Credit for 2202 is recommended but not required.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 8 Week, 7 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
<i>Previous Value</i>	<i>Columbus</i>

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## Prerequisites and Exclusions

### Prerequisites/Corequisites

### Exclusions

Electronically Enforced No

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

Subject/CIP Code 45.0201  
Subsidy Level Doctoral Course  
Intended Rank Junior, Senior, Masters, Doctoral

## Requirement/Elective Designation

Citizenship for a Diverse and Just World; Migration, Mobility, and Immobility

The course is an elective (for this or other units) or is a service course for other units

### *Previous Value*

*The course is an elective (for this or other units) or is a service course for other units*

## Course Details

### Course goals or learning objectives/outcomes

- Students learn what the major issues are that face anthropologists working around migration and refugee movement.
- Students discover how anthropologists study migrants and refugees, model human mobility and the issues that surround the application of our research.

### Content Topic List

- Migrant
- Refugees
- Policy
- Gender
- Economics

### Sought Concurrence

No

### *Previous Value*

**Yes**

**COURSE CHANGE REQUEST**  
5627 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
02/29/2024

**Attachments**

- GE submission-doc-MMI 5627 2023.pdf: GE Mobility Worksheet  
*(Other Supporting Documentation. Owner: Palazzo, Sarah Rose)*
- GE submission-doc-citizenship 5627 2023 8-17.pdf: GE Citizenship Worksheet  
*(Other Supporting Documentation. Owner: Palazzo, Sarah Rose)*
- GE draft 5627 Anthropology of Migration and Refugees UPDATE 2-27-24.docx: Syllabus 2-29-24  
*(Syllabus. Owner: Palazzo, Sarah Rose)*
- 5627\_GE revisions 02292024.docx: Response to revisions 2-29-24  
*(Other Supporting Documentation. Owner: Palazzo, Sarah Rose)*

**Comments**

- Revisions now reflected in syllabus *(by Palazzo, Sarah Rose on 02/29/2024 09:32 AM)*
- Please see Panel feedback email sent 11/03/2023. *(by Hilty, Michael on 11/03/2023 04:25 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Palazzo, Sarah Rose	03/20/2023 02:53 PM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	03/20/2023 03:21 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/21/2023 10:58 PM	College Approval
Revision Requested	Hilty, Michael	05/15/2023 05:11 PM	ASCCAO Approval
Submitted	Palazzo, Sarah Rose	08/24/2023 08:59 AM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	08/24/2023 09:31 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/25/2023 05:21 PM	College Approval
Revision Requested	Hilty, Michael	11/03/2023 04:25 PM	ASCCAO Approval
Submitted	Palazzo, Sarah Rose	02/29/2024 09:34 AM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	02/29/2024 09:43 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/29/2024 10:31 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/29/2024 10:31 AM	ASCCAO Approval

## Anthropology 5627

### Citizenship for a Diverse and Just World:

The Subcommittee unanimously approved the request with two contingencies and one recommendation:

- Contingency: The Arts and Sciences Curriculum Committee recently updated the list of required syllabus statements for all syllabi within the College to include a statement on religious accommodations. This new, required statement is a result of a directive by the Executive Vice President and Provost and can be found here on the ASC Curriculum and Assessment Services website. The Subcommittee thanks you for adding this statement to your course syllabus.
  - *The statement was added*
  
- Contingency: The reviewing faculty ask that, on page 1 of the syllabus, the statement that says “Our course fulfills two GE requirements” be modified. Anthropology 5627 does not fulfill any General Education requirements on its own, as it is only a 3-credit hour course and a student must take two 3-credit hour courses to fulfill a Theme. Additionally, a student may only count this course towards a single Theme and not in both categories that it is requesting approval within. The reviewing faculty recommend language such as “This course will lead to partial fulfillment of one of the following GEN Theme categories:”, as this is more clear to students.
  - *Wording revised as follows:*
    - *This course will lead to partial fulfillment of one of the following GEN Theme categories:*
      - *Migration, Mobility, and Immobility (MMI)*
      - *Citizenship for a Just & Diverse World (CJDW)*
  
- Recommendation: The reviewing faculty offer the friendly recommendation to update the Student Life – Disability Services statement in the course syllabus, as they recently updated it for the 2023-24 academic year. The most up-to-date statements can be found here on the ASC Curriculum and Assessment website.

### Migration, Mobility, & Immobility

The Subcommittee unanimously approved the request with two contingencies and two recommendations:

- Contingency: The Arts and Sciences Curriculum Committee recently updated the list of required syllabus statements for all syllabi within the College to include a statement on religious accommodations. This new, required statement is a result of a directive by the Executive Vice President and Provost and can be found here on the ASC Curriculum and Assessment Services website. The Subcommittee thanks you for adding this statement to your course syllabus.
  - *The statement was added*

- Contingency: The reviewing faculty ask that, on page 1 of the syllabus, the statement that says “Our course fulfills two GE requirements” be modified. Anthropology 5627 does not fulfill any General Education requirements on its own, as it is only a 3-credit hour course and a student must take two 3-credit hour courses to fulfill a Theme. Additionally, a student may only count this course towards a single Theme and not in both categories that it is requesting approval within. The reviewing faculty recommend language such as “This course will lead to partial fulfillment of one of the following GEN Theme categories:”, as this is more clear to students.
  - *See above for revision*
- Recommendation: The reviewing faculty recommend that the course calendar be reorganized and clarified, as they found it confusing and are worried that students may not be able to understand the deadlines for course assignments and course readings.
  - *Added some additional information to calendar*
- Recommendation: The reviewing faculty offer the friendly recommendation to update the Student Life – Disability Services statement in the course syllabus, as it has been recently updated it for the 2023-24 academic year. The most up-to-date statements can be found here on the ASC Curriculum and Assessment website.



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## **ANTHROPOLOGY 5627** Migrants and Refugees: The Anthropology of Mobility

Times: TBA

Place: TBA

Jeffrey H. Cohen, [cohen.319@osu.edu](mailto:cohen.319@osu.edu), 247-7872

Office Hours: TBA

*Migration is an expression of the human aspiration for dignity, safety and a better future. It is part of the social fabric, part of our very make-up as a human family.*

Ban Ki-Moon (UN Secretary General), 2013

Throughout our class, you will review critical work and follow populations as together we answer a series of questions, critique policies and summarize the challenges humans face as they are migrating, as they connect around border crossings, and as they become refugees or decide to stay put.

From this course, you will 1) learn how anthropologists study mobility and immobility contrast with other approaches; 2) identify major issues that surround migration and refugee studies; and 3) understand how migrants negotiate citizenship in their sending communities and new destinations.

This course will lead to partial fulfillment of one of the following GEN Theme categories:

- Migration, Mobility, and Immobility (MMI)
- Citizenship for a Just & Diverse World (CJDW)

### **General GE goals:**

**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.

ELO 1.1 Engage in critical and logical thinking.

*Our course fosters engage and critical thinking as we pursue advanced readings in migration studies. Lectures, quizzes, in-class discussions and reflections as well as the 4 assignments associated with the class ask you to engage and evaluate migration and the drivers of mobility and immobility, and how migration and movement impact belonging, citizenship and the pursuit of social justice. We also explore how states and NGOs respond to migration, how policymaking can impact movers and non-movers and how citizenship is negotiated.*

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.

*We will develop our skills as critical thinkers as we evaluate research, projects, and policymaking. The final question of assignments 1-4 ask you to use your expertise and evaluate the value, impact and challenges that accompany programming around migration. We use readings, lectures and discussion to engage with anthropology, the anthropological study of migration, the dynamic construction of citizenship and the meaning and value of social justice.*

**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.

*Discussions, reflections and assignments are focused to support you as together we synthesize course materials and develop our skills as learners and experts. Assignments 1-3 ask that you summarize projects and programs from NGOs that focus their efforts on migration. In assignment 4 you will synthesize and evaluate the projects you've summarized in terms of their positions on citizenship, belonging and justice.*

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.

*Connecting our experiences as movers (or as the children or grandchildren of movers) and the experiences of our families as they arrived in the US and became US citizens (and critical to the first of our in-class activities), we will explore the impacts of programming and policymaking on the lives of movers and nonmovers. We will use our in-class reflections to understand how migration, mobility, and immobility impact daily lives, the meaning of citizenship and the concept of justice around the globe.*

### **Migration, Mobility, and Immobility, GE Goals:**

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

ELO 1.1 Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.

*Course materials, assignments and discussions focus on understanding the complex environmental, political, economic, and socio-cultural forces that drive migration. In Assignment 1 you will select a population and summarize the migration challenges it faces. The drivers of migration are multifaceted, and through class you will learn how to capture and document this dynamic process.*

ELO 1.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g., migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.

*Assignments, quizzes, lectures and in class activities focus on understanding competing models of migration, mobility and immobility and will support understanding the complex impacts of mobility on individuals, groups, institutions, and societies. Our core textbook, **The Cultures of Migration** addresses migration, mobility and immobility from a global perspective using a range of examples from the individual to households, communities and destinations.*

ELO 2.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.

*Each week, we address how mobility and immobility have shaped attitudes, beliefs, behaviors and values of movers and non-movers, refugees and natives through readings, assignments, quizzes, lectures and in class activities. Through these activities we understand the complex effects that mobility has on attitudes, beliefs, behaviors, and values of individuals and institutions including xenophobic (anti-immigrant) examples. In assignment 2 you will evaluate how IOM (International Organization for Migration) reports on migration, develops programming and works to create policy.*

ELO 2.2 Describe how people (e.g., scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.

*Readings from a variety of backgrounds including artists, literary authors and social scientists will allow us to develop assignments, reflections, and in-class discussions that support diversifying how we approach migration, and better understand how people from different backgrounds, experiences, and beliefs (including xenophobes who reject all migrants as dangerous) represent and perceive mobility and immobility.*

ELO 3.1 Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.

*Lecture and readings address how environmental, political economic and socio-cultural factors drive migration, refugee movement and mobility. Assignments explore the impact of these factors on policy making. Quizzes include questions that connect the*



*factors driving mobility with real world examples. In assignment 3 you will evaluate how MPI (Migration Policy International) develops programming and policies to address mobility, its causes and how it effects social life.*

ELO 3.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.

*Readings include different voices and approaches to the study of migration. In addition to anthropological, demographic and policy work on migration, we read Imbue's Behold the Dreamers, a novel following a West African immigrant family settled in New York City during the global economic crisis. Sharing diverse voices, students are exposed to different responses to mobility, immobility, and movers.*

ELO 4.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.

*Each week of class lectures, readings and assignments, reflections and in-class discussions capture how migration, mobility and immobility shape attitudes, beliefs, behaviors, and values as well as policies. Through quizzes, assignments, and in-class reflections we critique the conventions, theories and identities that influence how we think, talk about and make policy around migration. Assignment 4) is an opportunity to evaluate policy efforts as students select a group to review.*

ELO 4.2 Describe how people (e.g., scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations and represent migration, mobility and immobility.

*Each week highlights a specific issue, unique voices, and different approaches to the study of mobility and immobility. To capture the dynamics of mobility and immobility, readings come from anthropology, sociology, policy, and literature. Our focus on policy in assignments allows students to critique the conventions, theories and identities that influence how we think, talk about, and make policy around migration.*

### **GE goals that are specific to Citizenship for a Just & Diverse World**

**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.

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.

*Citizenship is dynamic and changes, particularly as migrants and refugees relocate to new destinations. Through lecture and readings, we address how movers and non-movers negotiate their citizenship and how environmental, political economic and socio-cultural factors influence and impact what it means to be a citizen in a new destination (see Crawley & Skleparis' discussion of refugee citizenship in Europe) and in sending communities (see Isaakyan & Triandafyllidou's discussion of migrants returning to their homeland). In assignment 3, question 2 you will evaluate how MPI (Migration Policy International) programming defines citizenship and how their definition compares and contrasts with the concept of identity and belonging (group membership).*

3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

*Readings include different voices and approaches that reveal the complex, dynamic and sometimes contrastive ways that researchers and writers define citizenships, justice, and diversity in a migration or refugee setting. In addition to reading anthropological, demographic and policy work that tends to define citizenship as a "birthright" that must be earned; we also read Imbue's Behold the Dreamers, a novel following a West African immigrant family settled in New York City during the global economic crisis. Imbue's account, though it is fictional, captures how difficult it can be for migrants and refugees to negotiate contrasting citizenships and responsibilities to multiple home communities. Sharing diverse voices through Imbue's work as well as McConneville's review of xenophobia and exclusionary politics, students are exposed to a range of ideas concerning migrant citizenship, social justice and how citizenship and justice are complicated by diversity.*

**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.

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

*Lectures, readings and assignments and in-class discussions reveal how mobility and immobility can influence the definition of citizenship, belonging and justice. In particular, the course focuses on critical policy concerns including the question of whether migrants and refugees should be afforded healthcare and social supports (see the article by McConneville, Hernández-Ríos and Nicols for example). During weeks 11-14 we will critique, contrast and debate xenophobic ideas that render migrants and refugees a threat to national security and identity, and alternative models that maintains migrants and refugees must be respected and treated justly as they settle. Assignment 4 question 4 asks you to think about xenophobic approaches to migration and impact of xenophobia on citizenship, belonging and justice.*

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.

*Weekly sections highlight the dynamic impact of mobility and immobility on citizenship, justice and belonging. Through a variety of sources (anthropological, legal, fiction and popular writing) this course follows how culture, power and change impact movers and how natives and non-movers think about, define and deploy citizenship to both welcome and limit migrants and refugees. For example, in her book *Impossible Refuge*, Ramsay captures the difficulty facing Ugandan refugees and policymakers in Tanzania and Australia as they negotiate citizenship and belonging and juggle conflicting ideas about the future and economic opportunity. The final weeks of the class will highlight these issues in discussions and as part of assignment 4 that specifically critiques ideas of citizenship and the final exam which will give students the opportunity to reflect on the semester, readings, and discussions.*

There are no prerequisites for taking the class.

**Required book list:**

Jeffrey Cohen & Ibrahim Sirkeci, 2011. **Cultures of Migration: The Global Nature of Contemporary Mobility**. University of Texas Press.

Imbolo Mbue, 2016. **Behold the Dreamers**. Random House.

Georgina Ramsay, 2018. **Impossible Refuge: The Control and Constraint of Refugee Futures**. Routledge.

**Recommended:**

William Strunk and E.B. White, 1959. **The Elements of Style** (any edition and date).

Additional Readings are available online at our carmen site and noted on the syllabus by the author's last name.

UNHCR definitions, online at: <https://refugeesmigrants.un.org/definitions>

Caroline B., *Gender and culture of migration, Handbook of Culture and Migration*. Edward Elgar. 2021.

Chetail, V. ,*Refugees and migrants in times of COVID-19: mapping trends of public health and migration policies and practices*. Geneva: World Health Organization; 2021. Licence: CC BY-NC-SA 3.0 IGO

Crawley, H & D. Skleparis, 2018. *Refugees, migrants, neither, both: categorical fetishism and the politics of bounding in Europe's 'migration crisis'*, Journal of Ethnic and Migration Studies, 44:1, 48-64.

Goodale, M., *After International Law*. The American Journal of International Law.

Ruth M. Hernández-Ríos, *"They took a piece of my flesh": transnational motherhood and activism in Tlaxcala, Mexico*. *Handbook of Culture and Migration*. Edward Elgar. 2021.

Hiskey, J., *The face of Latin American migration is rapidly changing. US policy isn't keeping up*. The Conversation, April 5, 2017.

Isaakyan, I., & A. Triandafyllidou (2019). *Transatlantic repatriation: Stigma management of second-generation Italian and Greek American women 'returning home'*. European Journal of Cultural Studies, 22(2)

Martinez, S., *Today's Migrant Flow Is Different*. The Atlantic, June 26, 2018

Miroff, N. *Colombia's war has displaced 7 million*. Washington Post, September 5, 2016.

Montage, J. *Here's How Bangladesh Sold Its Future to the Gulf States*. The Wire.

Nichols, B. 2021 *Nothing is easy: educational striving and migration deferral in Guatemala*, Journal of Ethnic and Migration Studies.

Oualdi, M. *Migrants: When Europeans once flocked to North African shores*. The Conversation, March 25, 2018.

Parson, N.C. *Violence and resilience across borders*. *Handbook of Culture and Migration*. Edward Elgar. 2021.

Paerregaard, K. *Remittances and belonging: reading the social meaning of Peruvian migrants' money*, *Handbook of Culture and Migration*. Edward Elgar. 2021.

Ratha, D., E Ju Kim, S. Plaza, & G. Seshan. 2021. "Migration and Development Brief 34: Resilience: COVID-19 Crisis through a Migration Lens." KNOMAD-World Bank, Washington, DC. License: Creative Commons Attribution CC BY 3.0 IGO

Trapp, M.M. *Taste and displacement*, from Jeffrey Cohen and Ibrahim Sirkeci (editors). *Handbook of Culture and Migration*. Edward Elgar. 2021.

Yescas, C. *Hidden in Plain Sight: Indigenous Migrants, Their Movements, and Their Challenges*, MPI, March 31, 2010

Zotova, N., Agadjanian, V., Isaeva, J., & Kalandarov, T. (2021). *Worry, work, discrimination: Socioecological model of psychological distress among Central Asian immigrant women in Russia*. *SSM - Mental Health*

McConnville, E. (2023). An Old Illness: How the United States Uses Racist and Xenophobic Ideas About Disease to Exclude Haitian Migrants During the Covid-19 Pandemic. *Indiana Journal of Law and Social Equality*, 11(2), 360-380.

**Classroom mechanics:** Please remember that instructors do not give grades, grades are earned. Your attendance is expected every class period. On assignment due dates we will break into groups for discussion. You can earn a total of 10 points toward your final grade through your participation. Understand that even with a clear and valid excuse, it can be hard to make up for lost time. If you will be attending a conference, if you are gravely ill it is your duty to let me know in a timely fashion and we will try to find a solution.

**Assignments and exams:** This class includes four written assignments; four in-class reflections, a midterm and a final. The assignments ask that you review, summarize, and evaluate materials from migration research centers (details to come). The in-class reflections are scheduled through the semester and ask for short responses to materials. The mid-term and final include a mix of short answer and essay questions. I have organized this class with lots of time for discussion. You should have the readings completed before class time. Your failure to prepare and to miss class (and participation) can have a detrimental effect on your final grade.

Undergraduate assignments and points		
Assignments 1- 4 (25 points each)		
1: selecting a group	25 points	
2: IOM	25 points	
3: MPI	25 points	
4: Final Statements	25 points	
Subtotal		100 points
In class reflections (5 points each)		
1. Your story of migration	5 points	
2. Security, insecurity, and health	5 points	
3. Refugees and wellbeing	5 points	
4. Policy implications	5 points	
Subtotal		20 points
Exams:		
Midterm	30 points	
Final	50 points	
Subtotal		80 points
Total		200 points

Grading scale		77% - 79.9%	C+
93% - 100%	A	73% - 76.9%	C
90% - 92.9%	A-	70% - 72.9%	C-
87% - 89.9%	B+	67% - 69.9%	D+
83% - 86.9%	B	60% - 66.9%	D
80% - 82.9%	B-	Below 59.9%	E

**Academic Misconduct:** Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The /Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

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.

**Religious Accommodations:** It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the

course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

**Disability (and Covid-19):** The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

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

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

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

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All

university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

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

**Grievances and problem solving:** According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

**Mental Health:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

**Diversity:** 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.

**Triggers:** While I do my best to create a welcoming classroom, there may be occasions when class materials discussions and so forth are triggers for you. Please do let me know if this is the case so that together we can find a solution and you can help me to improve the quality of the course and my awareness of the issues.

Some content in this course may involve media that may elicit a traumatic response in 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 a confidential Sexual Violence Advocate 614-267-7020, or 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.

**Food: Individuals should not eat in the classroom. Individuals can take an occasional drink but should take masks off only as necessary.**

**Please remember:** The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Tentative schedule: Undergraduate			
Dates	Topic	Readings	Assignments
Week 1	Intro	Hernández-Ríos (Carmen)	In class 1
Week 2 & 3	Migration studies Security/Insecurity	Cohen & Sirkeci (Book) Martinez (Carmen) Nichols (Carmen)	
Week 4	Assignment #1 discussion Migration and Gender	UNHCR web page Brettell (Carmen) Zotova (Carmen)	Assignment #1 due
Week 5	Violence	Parsons (Carmen) Hiskey (Carmen) Ratha (Carmen)	In-class 2
Week 6 & 7	How shall we understand	Imbue (whole book) McConnville (Carmen)	Assignment #2 due

	migration and citizenship Assignment 2 discussion		
Week 8	MIDTERM		
Week 9 & 10	Remittances and Returns Assignment 3 discussion	Montague (Carmen) Paerregaard (Carmen) Isaakyn & Triandafyllidou (carmen)	Assignment #3 due
Week 11	Refugees & Internal displacement Visit with director of the migration clinic, Moritz school of Law Assignment 4 discussion	Crawley & Skleparis (Carmen) Ramsay (book) Miroff (Carmen)	In-class 3
Week 12			Assignment #4 due
Week 13 & 14			
Week 15	Reviewing research	Trapp (Carmen) Yescas (Carmen) Oualdi (Carmen) Goodale (Carmen)	
Week 16			In-class 4
Final exam			

## Assignment 1: Selecting a group.

We will discuss the papers in class in week 4, we will focus on contemporary issues that face your group. Your draft is due, at the start of Week 4.

Identifying a group (population) to study (it might be a large group-Syrian refugees, it might be a small subgroup-Garifuna women who support young children while spouses and older children relocate to New Orleans; it can be an historical population as well). As you chose, make sure that you can find the information you will need to complete the exercises and assignments. It is critical that there is enough information (online, in academic articles and books, in popular media) that it will allow you to develop your response. You can change populations moving forward; however, it will be best to follow a group through each assignment as a way to help you organize your response and to develop a familiarity with the material.

In about 5 - 10 pages (double spaced please), summarize the group you've identified. In your summary, you should cover the following points:

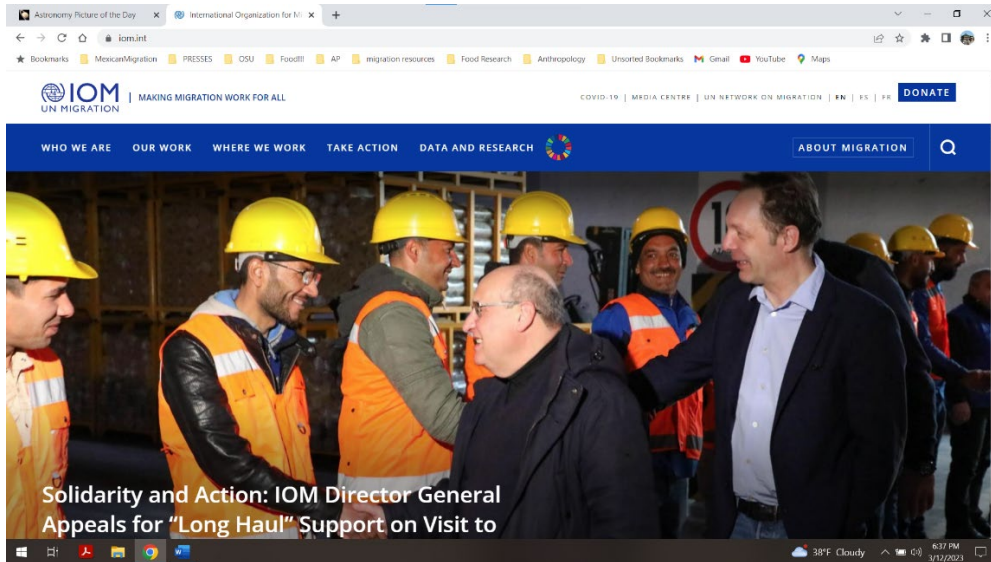
1. What is your group and what is its mobility status? Are you talking about a group that is currently moving? (Labor migrants, refugees, retirees, expats, climate migrants, etc.). In your summary, talk about the social/historical structure of the community and identify forces that are driving mobilities (is it violence, lack of opportunity, ecological/climate change, something else). Look for statistical information that might be available (this can include, but is not limited to rates of emigration, economic trends, and so forth that will show up as census or quantitative data at NGOs as well as state run sites).
  1. Add a map locating your subjects and add images to show the population. You can find images on the internet. Because this is for in-class use, you do not need to purchase images, however, you must reference any maps, images in your work. We will learn how to do this moving forward.
  2. Identify sending communities/regions and destinations. Migrants may come from specific towns and settle in specific towns (the Oaxacans I work with move from their communities in the central valley's region to specific neighborhoods in Los Angeles).
  3. List issues that confront the group at home or at the point of destination. There are many forces that drive movement from access to work to the collapse of the environment, from access to education to healthcare. As you develop an idea of the forces driving movement, remember: not all forces are equal and they do not effect people equally. This is where citizenship matters.

4. Pick one specific force driving migration and go into detail, explaining what you've found, how it relates to mobility and immobility as well as citizenship, justice and belonging.
5. Critique the work, how is citizenship, belonging and justice integrated into this project/report?

## Assignment 2: The IOM (International Organization for Migration)

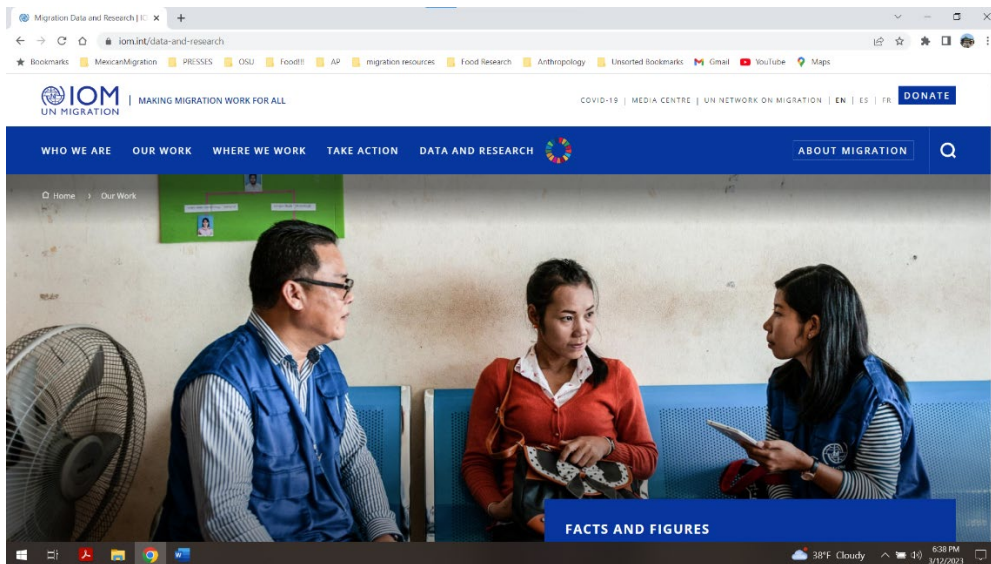
We will discuss the papers in class Week 7. Your draft is due at the start of Week 7.

Go to the IOM web site (<http://www.iom.int/>)



and click on the Data and Research button (on the top bar, center)

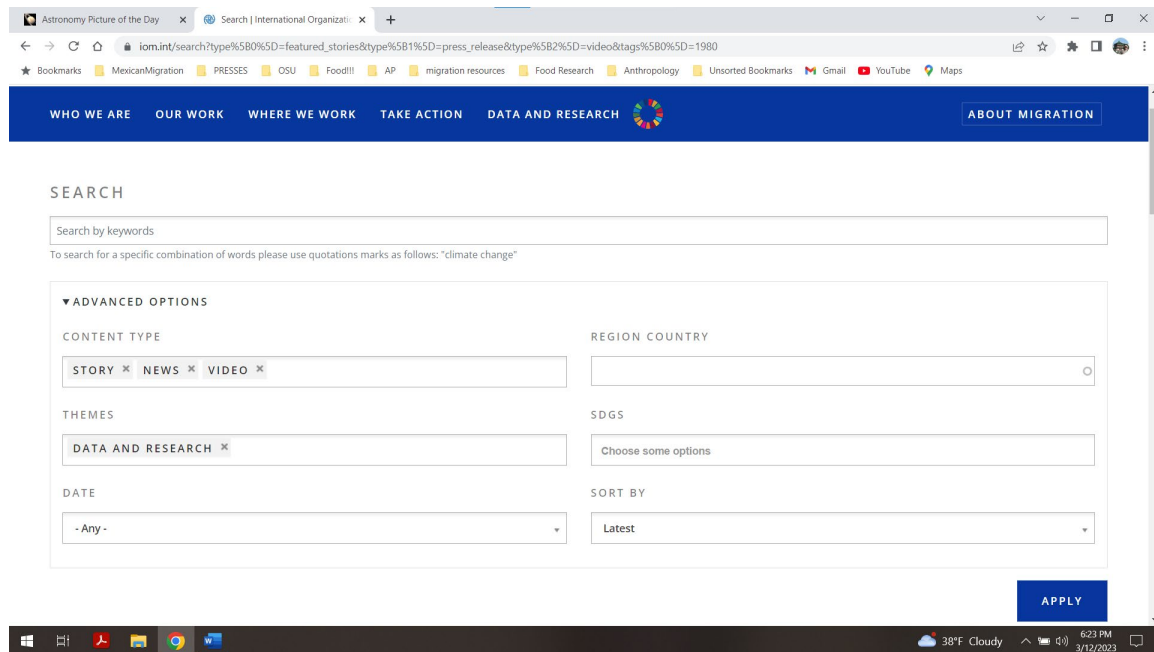
<https://www.iom.int/data-and-research>.



Scroll down the page and you will see many different resources including Related News & Stories, just below, you will find a blue box titled: See More, click on it and you will

find yourself here:

[https://www.iom.int/search?type%5B0%5D=featured\\_stories&type%5B1%5D=press\\_release&type%5B2%5D=video&tags%5B0%5D=1980](https://www.iom.int/search?type%5B0%5D=featured_stories&type%5B1%5D=press_release&type%5B2%5D=video&tags%5B0%5D=1980)



It should look like this (above).

You have several options from this page. You can enter terms into the search (a name of a group, or a topic of interest) and the page will take you to IOM resources. For example, to learn about the IOM and Mexican migration, type Mexico into the box, hit Apply (the blue box) and a range of different resources will appear.

If you enter a term like Refugees and hit Apply, you will find a broad range of reports on groups from around the globe.

If you selected a specific group for assignment #1, you can use them here. There should be resources. If you click ADVANCED OPTIONS, additional resources will appear, including region and a box titled SDGS, here you'll find a drop down menu with lots of resources. You can also limit years.

Once you've found your resource, plan to write a 5 – 10-page paper and respond to the following areas:

1. Ideally, you've found the group you selected for assignment #1, looking at the IOM resources is their summary of the group similar or different? Describe what you've found. If you cannot find your group on the IOM site, select a group that is closely

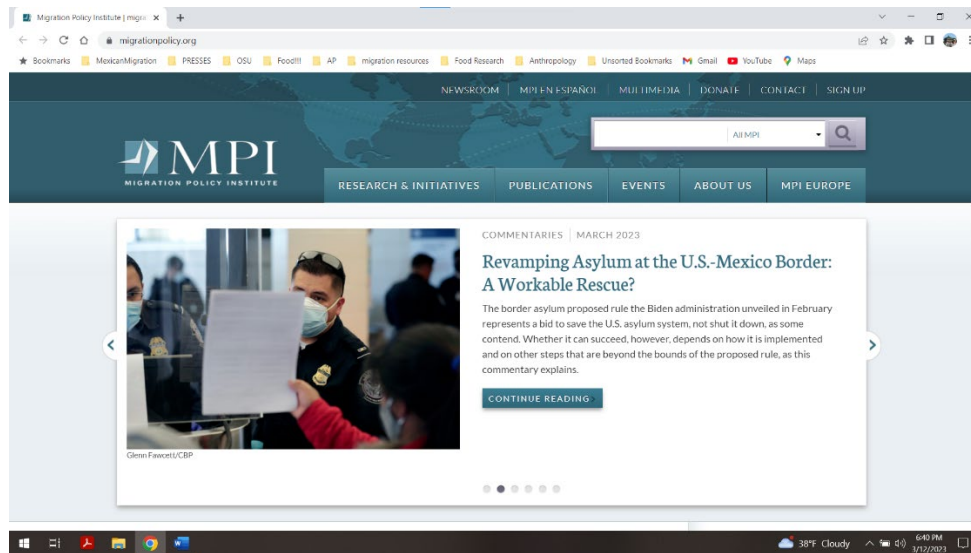
related and write up how the group you've found is similar and/or different from the group you've selected.

2. What are the challenges that the IOM has identified, and what are projects that have been initiated in support of the group? What is your opinion of the project and its goals? What ways do you think the project makes sense or fails? What is of value?
3. Is there an issue that should be addressed that the IOM missed? If you were to take your knowledge of the group, what would you want to investigate and why? How might you plan your investigation?
4. Are there biases to the IOMs' approach that should be addressed?
5. Comment on the ways IOM approaches migrants/refugees and movers as members or citizens. Do they see them as integral to their destination home? How do they address social inequality and how does their work support justice?

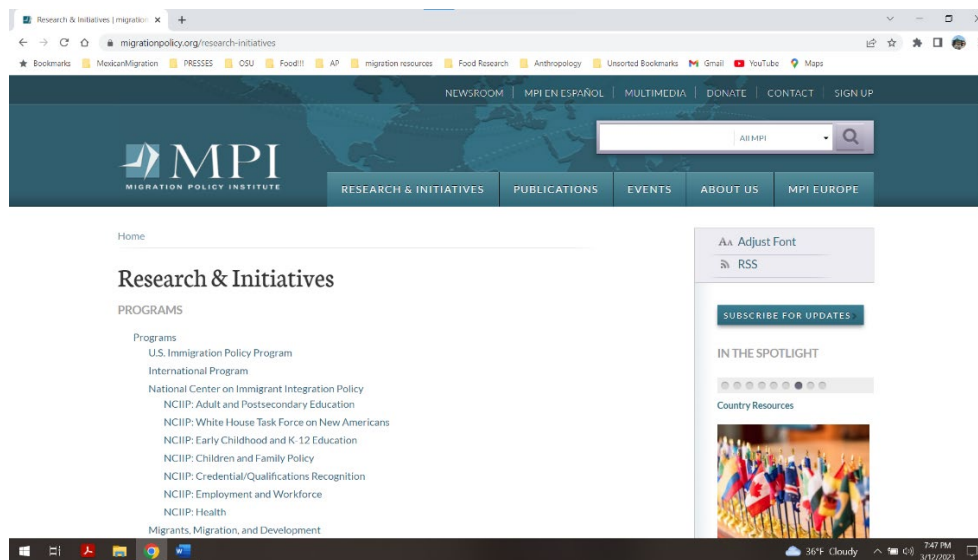
### Assignment #3: Migration Policy Institute.

We will discuss the papers in class on week 10. Your draft is due, at the beginning of week 10.

Go to MPI (Migration Policy Institute) at <http://www.migrationpolicy.org/>



Then navigate to Research and Initiatives: <https://www.migrationpolicy.org/research-initiatives>



From here, scroll through themes, research projects and MPI initiatives. At the bottom of the screen, things are organized by region. Click on the topics that connect to your group, your thematic interests or if you need a new area, something that you want to learn about. Lots of options to work with.



If you selected a specific group for assignment #1, you should use them here. There should be resources.

Once you've found your resource, plan to write a 5 – 10-page paper and respond to the following areas:

1. Looking at the MPI resources, explore how their summary, discussion and analysis is similar and/or different from what you learned in assignment #1. If you cannot find your group on the IOM site, select a group or theme that is as closely related as possible.
2. Describe how what MPI has found is similar and/or different from you've already learned. How does the MPI define citizenship? How is citizenship similar or different from identity and membership?
3. What are some of the challenges that the MPI has identified, and what are some of the projects they've initiated? What is your opinion of the project and its goals? What ways do you think the project makes sense or fails? What is its value? What is missing?
4. Is there an issue that that the MPI has missed in its analysis? If you were to take your knowledge of the group, what would you want to investigate and why? How might you plan your investigation?
5. Are there biases to the MPI's approach that interrupt effective work?
6. How are ideas of citizenship and integration defined by MPI and how do they affect the outcomes of the projects.

#### **Assignment 4: Final statements**

We will discuss the papers in class in week 14. Your draft is due at the start of Week 14.

Return to the 3 papers you have submitted for Assignment 1-3. Working from those pieces, critique migration studies, the IOM and MPI in about 5 to 10 pages.

1. In the first part of your paper, summarize your group and the forces driving their migration. Building upon what you've learned, critique migration studies as subject. What do you think are some of its most important values? What do you think is missing or could be done better?
2. We have talked about mobility and transnationalism. How do you define transnationalism? What value does the term have and is it useful in your analyses?
3. We've argued that an anthropological approach to migration is founded in a household based, culture of migration that takes careful note of belonging and what it is to be a member of a community. For the population you've selected, what does a culture of mobility look like?
4. Xenophobic approaches to migration tend to dehumanize movers and see refugees and migrants as a threat to a nation's identity. Thinking about the works you've summarized from IOM and MPI and that we have covered in readings and class discussions, how would you respond to the xenophobe? What is the meaning of citizenship for the migrant and/or the refugee? Can movers expect just treatment and finally, how would you advise policy makers?

**In class assignments:** These assignments will be completed in person as part of a class discussion group.

1. Your story of migration (week 1)

What are the migrant and/or refugee roots of your family? What is the value of knowing the background of your family's story of mobility? Are there ways that you experience your family's past? Are there foods you eat, rituals you practice, languages you speak and traditions you follow that are unique? Are they from "the Old World"? How does their status influence your ideas of justice, citizenship and belonging?

2. Security, insecurity, Justice and Health (week 5)

We have discussed how movers balance security and insecurity as they move. We also noted that mobility is influenced by many factors. Looking for materials online, how does the threat of the pandemic influence insecurity, the concept of justice and the need for healthcare?

3. Refugees, ecology, and pandemics (week 11)

Refugees are in situations that are made precarious when health and well-being is threatened. Using resources that we can find online, what are some of the ways refugees are challenged by disease, climate change and limited access to health care and how are they responding?

4. Policy (week 16)

There is often a disconnect between the needs of movers (migrants and refugees) and the demands of the state. Looking online, explore outcomes that are available to movers as they are challenged by health by the pandemic. Is the state helping? Are problems growing worse?

**Additional Graduate Books:**

- Caroline Brettell and James Frank Hollifield, 2008. **Migration theory: talking across disciplines**. Routledge.
- James P. Robson, Dan Klooster and Jorge Hernández-Díaz (editors) 2019. **Communities surviving migration: village governance, environment, and cultural survival in indigenous Mexico**. Routledge.
- Maurizio Albahari, 2015. **Crimes of Peace: Mediterranean Migrations at the World's Deadliest Border**. University of Pennsylvania Press.
- Krishnendu Ray, 2004. **The Migrant's Table**. Temple University Press.
- Nora Haenn, 2020. **Marriage after Migration**. Oxford University Press.

**Recommended:**

- William Strunk and E.B. White, 1959. **The Elements of Style** (any edition and date).

**Graduate requirements:**

In lieu of the four written assignments, graduate students will complete their own work and they will present during class. We will work our scheduling during the first week of class. In addition, grads will complete all in class reflections and take both the midterm and final. The research paper will be determined independently for each student, and it will be organized to best meet the student's specific needs. The paper can take the form of a bibliography, work on an ongoing project/investigation or a traditional paper focused on a problem or population.

# 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><del>"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.</del></p>
<p><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.</p>	<p>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.</p>