

## Term Information

Effective Term Spring 2024  
*Previous Value* Autumn 2019

## Course Change Information

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

We propose that the course be included in the Citizenship for a Just & Diverse World theme of the new GE program.

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

Citizens are involved in local, national and global markets. Citizens participate in politics that affects policies and regulations in economic resource allocations. The course emphasizes the ethical norms and social constraints in the process determining the economic outcomes. We believe the course is a good fit for the Citizenship theme and it meets the expected outcomes of the theme. The course has no prerequisites, and is ready to serve all students with or without prior exposure to economics.

### 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)?

No.

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	Economics
Fiscal Unit/Academic Org	Economics - D0722
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3048
Course Title	Ethics and Social Responsibility in Economic Life
Transcript Abbreviation	Ethics&Social Resp
Course Description	Examines the role of ethical norms and social constraints in determining economic outcomes. GE Individuals and Groups course.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

*Previous Value*

*Columbus*

## **Prerequisites and Exclusions**

### **Prerequisites/Corequisites**

Prereq: At least one of these courses 1100.01, 1100.02, 1100.03, or 2001.01, 2001.02, 2001.03H, or 2002.01, 2002.02, 2002.03H is recommended.

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*Prereq: At least one of these courses 1100.01 (110.01), 1100.02 (110.02), 1100.03 (110.03), Or 2002.01 2001.02 (200), 2001.03H (200H), or 2002.01 2002.02 (201), 2002.03H (201H) is recommended.*

### **Exclusions**

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Not open to students with credit for 348.

### **Electronically Enforced**

No

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

**Subject/CIP Code**

45.0603

**Subsidy Level**

Baccalaureate Course

**Intended Rank**

Sophomore, Junior, Senior

## **Requirement/Elective Designation**

General Education course:

Individual and Groups; Citizenship for a Diverse and Just World

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

*Previous Value*

*General Education course:*

*Individual and Groups*

*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**

- (a) Understand the social benefits of competitive markets, specialization, division of labor, and exchange;
- (b) Understand why some individuals consider “repugnant transactions” normatively undesirable.
- (c) Understand the benefits and costs to society and individuals of self-interested behavior.
- (d) Understand situations when self-interested behavior conflicts with the optimal social outcome.
- (e) Understand how ethical systems and/or self-interest can sustain or hinder cooperation.
- (f) Understand how to apply normative ethical theories and economic theories to economic life, work life, and everyday life.
- (g) Understand the debate around the social responsibilities of businesses.
- (h) Understand codes of ethics and conduct for varied professional organizations.
- (i) understand the similarities and differences between the main branches normative ethics: utilitarian, Kantian, and virtue ethics.
- (j) Understand the similarities and differences between main views on distributive justice.
- (k) the trade-offs inherent in taxation, redistribution, and long-run economic growth and their implications for the main views on distributive justice.

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**Content Topic List**

- Basic Economics and Self Interest as the basis for economic interactions: Pros and Cons
  - Introduction to Simple Non-Cooperative Games and their use in Economic Ethics
  - Packaging Ethical Behavior I: Virtue Theory and How the Virtues Can Support Economic Cooperation
  - Packaging Ethical Behavior II: Passions and Duty
  - Package Ethical Behavior III: Ethical Egoism and Utilitarianism as Consequentialism
  - Packaging Ethical Behavior IV: Contemporary Thinking and Rawlsian Justice
  - Ethical Behavioral and Stable Evolutionary Equilibrium
  - Applying Normative Ethics and Some Aspects of Environmental Economics and Ethics: Fairness, Incomplete Markets, and the Future
  - Imposing and Acceptation Risk
  - Asymmetric Information: Differential Product Knowledge between buyers and sellers, with some implication to healthcare policy
  - Ethics in and for the Organization: Corporate Responsibility
  - Ethics in and for the Organization: Authority, Diffuse Lines of Responsibility, Conformity, and Individual Accountability
  - Tensions between your career, compensation structures, and treatment of others
- No

**Sought Concurrence**

**Previous Value**

**COURSE CHANGE REQUEST**  
3048 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
04/17/2023

**Attachments**

- Economics-3048-GE-Cover-Letter.pdf: Cover Letter  
*(Cover Letter. Owner: Lam, Pok-Sang)*
- Submission-Form-Citizenship-Theme-Economics-3048.pdf: Submission Form for Citizenship Theme  
*(Other Supporting Documentation. Owner: Lam, Pok-Sang)*
- Economics-3048-Syllabus.pdf: Syllabus: Economics 3048  
*(Syllabus. Owner: Lam, Pok-Sang)*

**Comments**

- - Please check off box for the desired theme on the form.
  - As for all GEN courses, please check off all campuses.
  - Please select other term as course changes for AU23 should have reached the Registrar by February 1. *(by Vankeerbergen, Bernadette Chantal on 04/14/2023 02:27 PM)*
- I would be happy to answer any questions that you might have. I look forward to your comments. Thank you very much for your consideration. *(by Lam, Pok-Sang on 04/14/2023 01:55 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Lam, Pok-Sang	04/14/2023 01:57 PM	Submitted for Approval
Approved	Peck, James D	04/14/2023 02:08 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	04/14/2023 02:27 PM	College Approval
Submitted	Lam, Pok-Sang	04/14/2023 04:28 PM	Submitted for Approval
Approved	Peck, James D	04/16/2023 07:40 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/17/2023 02:36 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/17/2023 02:36 PM	ASCCAO Approval



Department of Economics

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April 14, 2023

Re: Submitting Economics 3048 to the Citizenship for Just & Diverse World theme

Dear Colleagues:

On behalf of the Economics department, I am submitting Economics 3048 (*Ethics and Social Responsibility in Economic Life*) for inclusion in the *Citizenship for Just & Diverse World* theme of the new GE program. The course addresses the role of ethical norms and social constraints in determining economic outcomes. We believe it meets all the expected learning outcomes and is a great fit for the theme. As it has no prerequisites, it stands ready to serve all students, with or without prior exposure to economics. I am attaching the worksheet and a syllabus for your consideration.

Thank you very much for your consideration, and I look forward to hearing from you.

Sincerely yours,

Pok-sang Lam  
Associate Professor  
Email: Lam.1@osu.edu

## Spring 2023

### Economics 3048: Ethics and Social Responsibility in Economic Life Syllabus

**Meeting Place:** Pomerene Hall 260

**Meeting Time:** Wednesday, Friday, 8:00 am–9:20 am

**Instructor:** Dr. Ethan Doetsch

**E-mail:** doetsch.2@osu.edu

**Office:** Arps Hall 367

**Office Hours:** Tuesday, 12:30pm–2:00pm; Wednesday, 11:30am–1:00pm; or by appointment

#### Epigraph

*"Are you not ashamed of your eagerness to possess as much wealth, reputation, and honors as possible, while you do not care for nor give thought to wisdom or truth, or the best possible state of your soul?"*

– Socrates, *Plato's Apology*, 29e, G.M.A. Grube, translator

#### Important Dates

- Feb 10: Midterm 1
- Mar 24: Midterm 2
- Apr 28: Midterm 3, 8:00am, regular classroom

#### Course Overview

This course examines the role of ethical norms and social constraints in determining economic outcomes. After an introduction to both economics and ethics, we will explore normative views of ethics and justice, the economics of ethics, and applied ethics and economic behavior. Students will learn how ethical behavior and economic behavior interact with one another.

#### Course Objectives

By the end of this course, students will understand:

- the social benefits of competitive markets, specialization, division of labor, and exchange
- why some individuals consider "repugnant transactions" normatively undesirable
- the similarities and differences between the main branches normative ethics: utilitarian (act and rule), Kantian, and virtue ethics
- the similarities and differences between main views on distributive justice: utilitarian, Rawlsian, mixed, and libertarian (and idiosyncratic social welfare functions)
- the historical effects of long-run economic growth on human material well-being

- the trade-offs inherent in taxation, redistribution, and long-run economic growth and their implications for the main views on distributive justice
- the benefits and costs to society and individuals of self-interested behavior
- situations when self-interested behavior conflicts with the optimal social outcome
- how ethical systems and/or self-interest can sustain or hinder cooperation
- how to apply normative ethical theories and economic theories to economic life, work life, and everyday life
- codes of ethics and conduct for varied professional organizations, *i.e.*, NSPE, CFA Institute, economics
- the debate around the social responsibilities of businesses

### **New General Education Information: Citizenship for a Diverse and Just World**

#### *Goals*

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.
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.
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.
4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

#### *Expected Learning Outcomes*

Successful students are able to:

1.1 Engage in critical and logical thinking about the topic or idea of the theme.

1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.

2.1 Identify, describe, and synthesize approaches or experiences as

they apply to the theme.

2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

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

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

4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

This course accomplishes these goals by examining how individuals' or society's ethics interact with economic life.

#### **Legacy General Education Information**

This course satisfies the General Education Social Science: Individuals and Groups requirement. The goal is for students to understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources. This requirement has the following three expected learning outcomes:

- Students should understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
- Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
- Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

This course accomplishes these goals by examining how individuals' or society's ethics interact with economic life.

#### **Course Prerequisites**

None.



### Course Book & Materials

*Economics and Ethics: An Introduction, revised edition* (2013), by Amitava Krishna Dutt and Charles K. Wilber, published by Palgrave Macmillan, ISBN: 978-1-137-34755-8. This book is available at above market prices from the OSU Bookstore or you can find it on most online booksellers. There are many purchase and rental options available. *Shop around!* For example, you could purchase a DRM-free pdf of the first edition directly from the publisher for about \$40: <https://www.palgrave.com/us/book/9780230575950>.

In addition to the book, several supplemental journal articles and book chapters are posted on this course's Carmen page under "Modules".

### Course Structure

This is an in-person course. You are expected to show up in person to receive the lecture material.

**Lectures are NOT recorded for later viewing.** If you miss a lecture, it is your responsibility to get notes from a classmate and catch up with the material.

All of the lecture slide decks will be available on Carmen.

### Course Grading

There are three midterm exams. Your highest midterm score counts double. The final breakdown of your grade is as follows:

Midterm 1	100 points
Midterm 2	100 points
Midterm 3	100 points
Highest midterm score	100 points
<hr/>	
Total	400 points

Letter grades are assigned according to the standard OSU rubric. Your final grade is the ratio of points you obtain to the total possible, **rounded down** to the nearest hundredth. For example, a final score ratio of 0.9299 is an A-. Similarly, a ratio of 0.8999 is a B+.

In order to treat all students equally, there are no grading exceptions in the assignment of final grades. I will always round final grades down. I will not increase any student's final grade for any reason.

### Exams

There are three midterm exams. Each exam is worth up to 100 points. Exams generally contain a mix of multiple choice, true/false, calculation, short response, and essay questions. Exam dates and times are listed above under "Important Dates."

You may bring ONE (1) paper sheet of SELF-PRODUCED, HANDWRITTEN notes to the exam no larger than STANDARD LETTER SIZE (8.5"×11"). "Self-produced, handwritten" means written with a PHYSICAL PEN OR PENCIL in YOUR OWN HAND. You may write on both the front and back. Notes produced electronically (e.g., on an iPad or laptop) and printed out are *unacceptable*. Photocopies of others' notes are *unacceptable*.

It is strongly suggested that you bring an acceptable scientific calculator to the exam. Acceptable scientific calculators *lack all* of the following capabilities: graphing, algebra solvers, network connectivity, Internet, and programming. For example, TI-8X and similar calculators are *unacceptable*. Your cell phone calculator is *unacceptable*. Sharing a calculator with others during an exam is academic misconduct.

Acceptable scientific calculators are easily purchased for under \$15 from most major retailers. *It is your responsibility to bring an acceptable calculator to the exam!*

A study guide will be available on Carmen.

Your highest exam score will count double towards your final score in this course, capped at 100 points possible. This rewards students who show improvement and decreases the penalty to students who happen to have a bad day on one exam.

#### *Extra Credit*

Throughout the semester, I may take attendance during lecture for extra credit. If you are not in attendance, you receive no points.

#### **Makeup Exams**

If you are experiencing a medical emergency, you should call 911.

Makeup exams are only offered for valid, documented reasons (e.g., authorized Ohio State varsity team travel, medical emergency, or attending the funeral of a family member). These circumstances are exceedingly rare.

If you miss a midterm exam due to oversleeping, attending a wedding, a doctor appointment, vacation travel, a scheduled surgery, the death of a beloved pet, a club team competition, an interview for your dream job, student group travel, non-emergency illness, touring a graduate school program, or similar circumstances, then you score a zero for that exam. These and similar are all invalid circumstances for a makeup exam.

You must email me to request a makeup exam *before* the missed exam. If you fail to provide satisfactory documentation *within one week after* the

missed exam, you will receive a score of zero for your missed exam. You may take only one makeup exam during the semester.

### **Health and Safety Requirements**

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.

### **Economics Learning Center**

The Department of Economics runs the Economics Learning Center, where advanced undergraduates provide free tutoring for students in Economics 2001, 2002, 4001, and 4002. Assistance with other classes is frequently available. The Economics Learning Center is located in 385 Arps Hall (1945 North High Street) and is typically open from 9:00 am-5:00 pm Monday-Friday starting the second (full) week of the semester. Note that the purpose of the tutoring center is not to provide answers to assignments, but to help students learn economics. As the student, you are ultimately responsible for all course work you submit. Additional information can be found at: <https://economics.osu.edu/economics-learning-center>

### **Academic Misconduct**

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

Faculty rules require me to report any instance of academic misconduct to the Committee on Academic Misconduct. I will report you if you engage in suspicious behavior. Ignorance of the rules and mores regarding plagiarism and academic misconduct is no excuse. See the following website for some suggestions about preserving academic integrity: <http://oaa.osu.edu/coamtensuggestions.html>

### **Religious accommodations**

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative

accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit <http://odi.osu.edu/religious-accommodations>.

**Weather or other short-term closing**

Should in-person classes be canceled, we will meet virtually via CarmenZoom during our regularly scheduled time. I will share any updates via CarmenCanvas.

## **Disability Services**

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); <http://slds.osu.edu>

**Mental Health Statement**

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 are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at <http://suicidepreventionlifeline.org>

### **Topics and Associated Readings**

Below, "E & E" refers to the textbook, *Economics and Ethics: An Introduction*, revised edition, by Amitava Krishna Dutt and Charles K. Wilber.

Note: It is advisable for you to attend lectures and take good notes for these topics. **Much of the material you are responsible for is in the lectures, but not in the readings.**

Directed class discussions are listed with corresponding ELOs in parentheses.

#### 01 Introduction

- E & E, Chapter 1
- In-class demonstration & directed class discussions: volunteers trade snack foods with each other, demonstrating gains from trade and allocational efficiency (ELOs 1.1, 2.2); discuss how markets direct behavior, connecting to student experiences (ELOs 2.1, 2.2, 4.2); consider when government intervention may be warranted on efficiency grounds and when government intervention may fail itself (ELOs 1.1, 1.2, 2.1, 4.2)

#### 02 Economics without ethics?

- E & E, Chapter 2
- Roth, Alvin. 2007. "Repugnance as a Constraint on Markets"
- Directed class discussions: compare and contrast alternative approaches to the philosophy of science (ELO 1.2); compare and contrast alternative approaches to the question "what should economics do" (ELOs 1.1, 1.2, 2.1); consider whether a positive economics is possible, or if normative considerations are always in the background (ELOs 1.2, 3.2, 4.2); compare and contrast views on whether some market transactions are morally "repugnant"

transactions" (ELOs 2.1, 3.1, 3.2, 4.1, 4.2); apply both economics and the repugnant transaction framework to addressing the shortage of donor kidneys (ELOs 1.2, 2.1, 2.2, 4.1, 4.2); apply economics and repugnant transactions to a series of other examples/cases (e.g., mercenaries, surrogacy, narcotics, etc.) (ELOs 2.1, 2.2, 4.1, 4.2); is it right for the state to ban what some consider repugnant transactions when individuals have pluralistic perspectives? (ELOs 3.1, 3.2, 4.1, 4.2)

### 03 Utilitarianism

- E & E, Chapter 3 (the parts about utilitarianism)
- Singer, Peter. 1972. "Famine, Affluence, and Mortality"
- Directed class discussions: brainstorm examples of things intrinsically good and things instrumentally good (ELO 1.1); apply utilitarianism to everyday life examples/case studies (ELOs 1.1, 2.1, 2.2, 3.1, 3.2); compare and contrast how an economist and a utilitarian would analyze the SNAP (food stamp) program (ELOs 1.1, 1.2, 2.1); examine potential criticisms of utilitarianism (ELOs 1.1, 1.2, 4.1, 4.2); do you have a utilitarian obligation to donate to international charities? (ELOs 1.2, 2.1, 2.2, 3.2, 4.1); discuss the most effective policy interventions according to the Copenhagen Consensus of economists (ELOs 3.1, 3.2, 4.1, 4.2); apply the principle of comparative advantage to the career choice of a socially-concerned individual – can one "do good" by "doing well" and donating the proceeds to effective charities that deliver the most benefit per dollar? (ELOs 1.2, 2.1, 2.2, 3.2, 4.1)

### 04 Kant

- E & E, Chapter 3 (the parts about Kant)
- Directed class discussions: apply Kant's deontological ethics to everyday life examples/case studies (ELOs 1.1, 2.1, 2.2, 3.1, 3.2); compare and contrast the Kantian approach with the utilitarian approach (ELOs 1.1, 1.2, 2.1); examine potential criticisms of Kant (ELOs 1.1, 1.2, 4.1, 4.2)

### 05 Virtue ethics

- McCloskey, Deirdre. 1994. "Bourgeois Virtue"
- Directed class discussions: apply Aristotle's Doctrine of the Mean to everyday life examples/case studies (ELOs 1.1, 2.1, 2.2, 3.1, 3.2); compare and contrast the virtue ethics approach with the utilitarian and Kantian approaches (ELOs 1.1, 1.2, 2.1); examine potential criticisms of virtue ethics (ELOs 1.1, 1.2, 4.1, 4.2); compare and contrast historical sets of virtues (ELOs 1.1, 1.2, 3.2, 4.1); brainstorm virtues for the modern-day participant in dynamic, global markets (ELOs 1.2, 3.1, 3.2)

## 06 Economics & justice

- E & E, Chapter 3 (the parts about justice)
- McCloskey, Deirdre. 1982. "The Economics of Welfare and Politics"
- Rawls, John. 1971. "An Egalitarian Theory of Justice"
- Nozick, Robert. 1974. "The Entitlement Theory"
- Directed class discussions: compare and contrast the normative criterion by which utilitarian, Rawlsian, mixed preference, and libertarian (Nozick) approaches use to assess the justice of an allocation (ELOs 1.1, 1.2, 2.1, 4.1, 4.2); consider if/when state reallocation justified according to various approaches (ELOs 1.1, 2.1, 3.1, 3.2, 4.1, 4.2); consider idiosyncratic views and their implications (ELOs 1.1, 1.2); derive social indifference curves for a new (to the students) end-state approach in an in-class activity (ELOs 1.1, 1.2, 2.2)

## 07 Income inequality, taxation, redistribution, & growth

- Piketty, Thomas; Emmanuel Saez; and Gabriel Zucman. 2018. "Distributional National Accounts: Methods and Estimates for the United States"
- Auten, Gerald and David Splinter. 2019. "Income Inequality in the United States: Using Tax Data to Measure Long-term Trends"
- Cowen, Tyler. 2018. "Stubborn Attachments" (selections)
- Directed class discussion: discuss the pros/cons of measuring income inequality and poverty using pre-tax versus post-tax/post-transfer methods (ELO 1.1, 2.1, 4.1, 4.2); contrast measures of income inequality and poverty in the USA versus global income inequality and poverty (ELOs 3.1, 3.2, 4.1, 4.2); consider the effects of technological innovation, market allocation, international trade, and international migration on human well-being (ELOs 1.1, 3.2, 4.1, 4.2); compare and contrast the historical records of innovation, market allocation, and international trade with the records of nationalism, bureaucracy, and socialism in improving human well-being (ELOs 1.1, 1.2, 3.1, 3.2, 4.1, 4.2); evaluate whether purchasing goods manufactured by low-paid workers in developing economies is a "repugnant transaction" or a mutually-beneficial transaction (ELOs 1.1, 1.2, 2.2, 3.1, 3.2, 4.1, 4.2)

## 08 Prisoner's dilemma, cooperation, and ethics

- E & E, Chapter 5
- In-class demonstration & directed class discussions: volunteers play various games (prisoners dilemma, a game of coordination, the ultimatum game) with each other for prizes and discuss the implications for human cooperation (ELOs 1.1, 2.2, 4.1, 4.2); discuss examples of prisoners dilemma and coordination failure in everyday life (ELOs 1.2, 2.2); discuss how human societies may "solve" prisoners dilemmas and coordination failures through social norms,

drawing upon examples from students (ELOs 2.2, 3.1, 3.2, 4.1, 4.2)

#### 09 Markets, ethics, & the social responsibility of business

- E & E, Chapter 6
- E & E, Chapter 7
- Hasnas, John. 1998. "The Normative Theories of Business Ethics,"
- Friedman, Milton. 1970. "The Social Responsibility of Business Is to Increase Its Profits,"
- Frank, Robert. 2004. "Can Socially Responsible Firms Survive in Competitive Environments?"
- Directed class discussions: compare and contrast shareholder, stakeholder, and social contract theories of business ethics (ELOs 1.1, 2.1, 3.2, 4.1, 4.2); compare and contrast how each normative theory of business ethics would analyze corporate charitable giving and negative externalities like pollution (ELOs 1.1, 1.2, 4.1, 4.2)



# 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>