

Term Information

Effective Term Autumn 2025
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

Prerequisites: At least one of these courses 1100.01, 1100.02, or 2001.01, 2001.03H, or 2002.01, 2002.03H is recommended.

Previous Value

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

Previous Value

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.

Previous Value

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

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)
- Cover-Letter-For-Economics-3048.pdf: Cover-Letter-Revision
(Cover Letter. Owner: Lam, Pok-Sang)
- Economics-3048-Point-by-Point-Response-To-Feedback.pdf: Point-by-Point-Response-to-Comments
(Other Supporting Documentation. Owner: Lam, Pok-Sang)
- Econ 3048 Syllabus_update_Feb2024.pdf: Syllabus-Economics-3048-Revised
(Syllabus. Owner: Lam, Pok-Sang)
- Cover-Letter-For-Economics-3048-February-2025.pdf: Cover-Letter-Revision-Contingencies
(Cover Letter. Owner: Lam, Pok-Sang)
- Economics-3048-Point-By-Point-Response-to-Contingencies.pdf: Point-by-Point-Response-to-Contingencies
(Other Supporting Documentation. Owner: Lam, Pok-Sang)
- Econ-3048-Syllabus-Revised-Feb-2025.pdf: Syllabus-Economics-3048-Second-Revision
(Syllabus. Owner: Lam, Pok-Sang)

Comments

- Dear Colleagues:

I hereby submit a revision of Economics 3048 for your consideration. The revision addresses the two contingencies outlined in the 4/8/2024 decision of ASC Curriculum Committee, concerning our request to have the course included in the Citizenship for Diverse and Just World Theme. I have uploaded three files (a cover letter, a point-by-point response, and a new syllabus) for your consideration.

I am very sorry for the long time taken to resubmit. 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.

Pok-sang *(by Lam, Pok-Sang on 02/06/2025 10:05 PM)*

- Please see feedback email sent to department 04-19-2024 RLS *(by Steele, Rachel Lea on 04/19/2024 08:39 PM)*
- Please address feedback of the subcommittee before resubmission *(by Vankeerbergen, Bernadette Chantal on 12/15/2023 03:52 PM)*
- Please see Panel feedback email sent 07/05/2023. *(by Hilty, Michael on 07/05/2023 08:38 AM)*

COURSE CHANGE REQUEST
3048 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/07/2025

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
Revision Requested	Hilty, Michael	07/05/2023 08:38 AM	ASCCAO Approval
Submitted	Peck, James D	07/05/2023 09:08 AM	Submitted for Approval
Approved	Yang, Huanxing	11/29/2023 03:47 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/29/2023 04:27 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	12/15/2023 03:52 PM	ASCCAO Approval
Submitted	Lam, Pok-Sang	03/21/2024 03:18 PM	Submitted for Approval
Approved	Yang, Huanxing	03/21/2024 04:31 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/28/2024 02:06 PM	College Approval
Revision Requested	Steele, Rachel Lea	04/19/2024 08:39 PM	ASCCAO Approval
Submitted	Lam, Pok-Sang	02/06/2025 10:09 PM	Submitted for Approval
Approved	Abito, Jose Miguel	02/07/2025 04:06 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/07/2025 09:44 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/07/2025 09:44 AM	ASCCAO Approval



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February 6, 2025

Theme 1 Panel
ASC Curriculum Committee

Re: Re-submission of Economics 3048 to GEN Theme: Citizenship for the Diverse and Just World.

Dear Colleagues:

Thank you very much for the positive feedback on the resubmission. We are pleased that the committee appreciates the work put into the revision and the progress made. To address the contingencies, we have made changes to the syllabus. First, in response to the concern that in-class reflections and the exam questions may not be adequate for addressing ELO 2.2, we have significantly increased the weights of in-class reflections in the final grade and added a final reflection assignment, to be submitted at the end of the course. In-class reflections and the newly added final reflection assignment together now count 23% toward the final grade, implying that a student opting out of all the self-reflections will get a grade no better than C+. Second, we have replaced the statement on religious accommodations with the up-to-date version from the ASCC website.

For your consideration, I have attached: (a) A point-by-point response to your comments; (b) The revised syllabus.

I apologize for the long time taken to resubmit. I hope that the revised submission may now meet your approval. I look forward to hearing from you.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Pok-sang Lam'.

Pok-sang Lam
Associate Professor

Point-by-point Response to the Committee

Comment: The reviewing faculty note and appreciate the work that the department has put into revising the course in response to their feedback. They feel that the additions and changes have greatly improved the course, and they commend the department and the course designer/instructor.

Response: We appreciate the positive feedback and thank the committee for the guidance and assistance.

Contingency: The reviewing faculty ask that the department modify or add to the course assignments/assessments so that it is clear how “demonstrate[ing] a developing sense of self as a learner through reflection, self-assessment, and creative work.” (ELO 2.2) will be given significant attention and assessment. They note that, as currently structured, the only assessments that address ELO 2.2 are the in-class reflections, which are worth only 9% of a student’s grade, and possibly one or two exam questions (as outlined under Topic 9 on pg. 14 of the syllabus). As such, students could opt-out of all the self-reflection and still earn an A- in the course, a scenario which would be contrary to the spirit of the General Education goals and ELOs.

Response: Thank you for the comment. The committee is concerned that the in-class reflections and the exam questions might not be adequate for addressing ELO 2.2. Particularly, the committee noted that a student opting out of all the self-reflections can still earn a grade of A-. To address the concern, we have followed the committee’s advice to modify the assignments/assessments. First, we have changed the weights of the in-class reflections from 5 points per reflection to 10 points per reflection, raising the total points of in-class reflections from 30 to 60. Second, we have added a final and comprehensive reflection assignment, to be submitted at the end of the course. The newly added final reflection counts 30 points. Together, the in-class reflections and final reflection assignment count 80 points toward the final grade. The total weight of reflections in the final grade is now $90/390 = 23\%$, implying that a student opting out of all the self-reflections will receive a grade no better than C+. Please see Page 6 of the revised syllabus for the newly added final reflection assignment, and Page 5 of the revised syllabus for the increased weights of reflections in the final grade.

Contingency: Changes to University policies recently (03-01-2024) necessitated that the Arts and Sciences Curriculum Committee update the list of required syllabus statements for all syllabi to include a new statement on religious accommodations. The new version 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 reviewing faculty thank the department for replacing the previous statement found on pg. 7 of the syllabus.

Response: Thank you very much for the link. We have now replaced the statement on religious accommodations on the syllabus with the up-to-date version from the website. Please see Page 8 of the revised syllabus.

Spring 20??
Economics 3048: Ethics and Social Responsibility in Economic Life
Syllabus

Meeting Place: ???

Meeting Time: ???

Instructor: Dr. Ethan Doetsch

E-mail: doetsch.2@osu.edu

Office: Arps Hall 367

Office Hours: ???; 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 ???: Midterm 1
- Mar ???: Midterm 2
- Apr ???: Midterm 3
- Apr ???: Final reflection due (submit via Carmen by 11:59pm)
- Apr ???: Cumulative final exam, 8:00am, regular classroom

Course Overview

This course examines the implications of various approaches to ethics, social responsibility, and distributive justice for the economic lives of individual citizens and corporate citizens of local, national, and global communities, and the state. It explores the intersections between citizenship (*i.e.*, "being a citizen") and ethics/social responsibility (*i.e.*, "being a *good* citizen") as institutions that shape transaction costs and affect cooperation in economic life.

Course Objectives

By the end of this course, students will understand:

- the implications of self-interest for cooperation in economic life: specialization, division of labor, and exchange
- the difference between efficiency and equity
- how transaction costs, free riding, the agency problem, the prisoner's dilemma, the coordination problem, and the commitment problem can result in inefficiency
- how the state may affect transaction costs and cooperation in economic life by providing property rights and the rule of law to its citizens
- citizenship as an institution affecting the agency problem of the state and the free rider problem amongst its citizens
- "being a citizen" versus various perspectives on "being a *good* citizen"
- the similarities and differences between the main branches of normative ethics and

how they relate to issues of socially responsible citizenship for a diverse and just world (*i.e.*, “being a *good* citizen”) in economic life: utilitarian, Kantian, and virtue ethics

- how the state, citizenship, ethics, and self-interest may sustain or hinder cooperation in economic life
- the similarities and differences between main views on distributive justice and what they imply for the relationship between the state, its citizens, and allocational outcomes: utilitarian, Rawlsian, and libertarian views
- the implications of these main views on distributive justice for state intervention in the economic lives of its citizens and redistribution amongst its citizens
- the debate around the social responsibilities of corporate citizens and their implications for diversity, equity, and inclusion in business decision-making

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

Goals & expected learning outcomes (ELOs)

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

ELO 1.1 Engage in critical and logical thinking about citizenship for a diverse and just world.

- Students will use the tools of economics and ethics to think rigorously, critically, and logically about the relationship between the state and its citizens; citizenship as an institution affecting transaction costs and incentives to cooperate; the social responsibilities individuals and businesses bear as local, national, or global citizens as they go about economic life; the effects such obligations have on transaction costs and incentives to cooperate; and perspectives on distributive justice.

ELO 1.2 Engage in advanced, in-depth, scholarly exploration of citizenship for a diverse and just world.

- Students will read a textbook and several scholarly articles exploring citizenship as an institution affecting transaction costs and incentives to cooperate; various approaches to social responsibilities and ethical obligations individuals and businesses bear as local, national, or global citizens in their day-to-day economic activities; and various approaches to the question of distributive justice and the role of the state.

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 the future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to citizenship for a diverse and just world.

- Through exams, reflections, and directed course discussions during lecture, students will identify, describe, and synthesize a New Institutional Economics approach to understanding citizenship as an institution; a variety of schools of thought on the matter of social responsibility and ethics in economic life, and what they respectively imply for the local, national, or global citizenship of individuals and businesses; and varied perspectives on distributive justice and the role of the state vis-à-vis market allocations.

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.

- Students will be asked through directed course discussions in the lecture and reflections to apply concepts of economics, social responsibility, ethics, and citizenship to their own experiences in economic life as a local, national, and global citizen and to their own opinions about the economic activities of their fellow local, national, or global citizens.

Goal 3 Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.

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

- Students will explore and analyze divergent perspectives on the social responsibilities and ethical obligations individual citizens of local, national, or global communities bear in their economic lives (*i.e.*, “being a *good* citizen”); the social responsibilities businesses bear as corporate citizens of local, national, or global communities; and the evaluation of the market allocation of goods and services among citizens within the local, national, and global community.

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

- Through exams, course discussion, and reflections, students will identify, reflect on, and apply their own viewpoints and/or opinions about the effects of economic activity, social responsibilities of individual and corporate citizens, and distributional justice relate to the viewpoints of their fellow citizens in the multicultural global economy, as well as those of their fellow students of varied backgrounds and perspectives within the course.

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.

- Students will examine, critique, and evaluate the implications of various theories of distributive justice, economic activities, social responsibility of individual citizens, and the social responsibility of corporate citizens for diversity, equity, and inclusion in diverse local, national, and global economies.

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

- Students will examine, analyze, and critique multiple varied perspectives on distributional justice, considering their respective implications for the social responsibility of individual citizens and corporate citizens within economic life, as well as implications for state intervention in the economic lives of its citizens to redistribute goods and services.

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 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 download a DRM-free pdf of the first edition *for free* (as of 2/9/24) directly from the publisher's website using an on-campus network connection: <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 lecture slide decks will be available on Carmen.

Course Grading

There are three midterm exams, a cumulative final exam, nine in-class reflections, and a final reflection. Only your top three (of the four) exams count toward your final grade. Only your top-scoring five (of the nine) in-class reflections count toward your final grade.

The final breakdown of your grade is as follows:

First highest exam score	100 points
Second highest exam score	100 points
Third highest exam score	100 points
In-class reflections (6 total × 10 points each)	60 points
Final reflection	30 points
<hr/>	
Total	390 points

Your final grade is the ratio of points you obtain to the total possible, *rounded down* to the nearest hundredth, and assigned according to the rubric below.

E	D	D+	C-	C	C+	B-	B	B+	A-	A
0.00- 0.59	0.60- 0.66	0.67- 0.69	0.70- 0.72	0.73- 0.76	0.77- 0.79	0.80- 0.82	0.83- 0.86	0.87- 0.89	0.90- 0.92	0.93- 1.0+

For example, a final score ratio of 0.9299 is an A-. Similarly, a ratio of 0.8999 is a B+.

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 and a cumulative final exam. Only your top three (of these four) exam scores count toward your final grade in the course.

Each exam is worth up to 100 points. Exams generally contain a mix of multiple choice,

true/false, short response, and short essay questions. Exam dates and times are listed on the first page of the syllabus under “Important Dates.”

Exams are closed note and closed book.

A study guide will be available on Carmen before each midterm. Previous midterm questions will be available on Carmen before each midterm for practice.

In-class reflections

Nine times during the semester you will receive an in-class prompt at the end of lecture asking you to reflect (with pen-on-paper in complete sentences) on the course concepts and how they relate to citizenship for a diverse and just world. This will usually occur at the end of a topic. Hence, it is expected that you *come to class always prepared with a physical writing implement, e.g., a pencil or a pen.*

You will have about 15 minutes to briefly reflect on and answer the prompt. There will never be a “right” or “wrong” answer to the prompt, but answers that show *serious* reflection about how the course material relates to citizenship for a diverse and just world are better than others. You will turn these in for up to 10 points each. Only five of your nine reflections count toward your final grade (for a total of up to 50 points).

Since only your top-scoring six of nine reflections count toward your final grade, *there are no make-up reflections for any reason.* If you happen to miss one *for whatever reason*, then you’ll score a zero and five of the other eight will count toward your final grade. If you happen to miss two *for whatever reason*, then you’ll score a zero on those and five of the other seven will count toward your final grade. Etc.

As the pace of class may vary, there is no set timeline for the in-class reflections, and dates will not be announced ahead of time. It is your responsibility to pay attention to class and know when to anticipate a reflection (*i.e., when we end a topic*). If you always come to class, then you will never miss a reflection.

Final reflection

At the end of the semester, you will submit a final reflection. In this you will discuss course concepts and how they relate to citizenship for a diverse and just world. This reflection will be submitted through Carmen via the Carmen Quiz app. Once the final reflection assignment is available (about a week before it will be due), you have no time limit, but you must submit this before the 11:59pm on the due date.

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.

Since three of the four exams count toward your final grade in the course, makeup exams are *only offered under the rarest of circumstances*.

Every student gets a chance to miss one exam, whether due to circumstances beyond their control or within their control. 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. In effect, the cumulative final exam will serve as your 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/>

Religious accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

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. If a midterm is cancelled due to weather or other short-term closing, it will be rescheduled for the next in-person class meeting period.

Disability Services

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; 614-292-3307; or 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 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 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.

Topics and Associated Readings

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*.

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

Note: This timeline is tentative, as the pace of class may vary from semester to semester.

Topic 1 (Week 1): Efficiency & the gains from trade

- Readings:
 - E & E, Chapter 1 (pgs. 3-16)
 - Smith, Adam. 1776. *The Wealth of Nations*, Book I, Chapter II. [[link](#)] (ELO 1.2)
- Example in-class reflection prompt:
 - Consider your own experiences in your own local, national, or global communities. Think of a specific instance where self-interest *encouraged* mutually beneficial cooperation between you and your fellow citizens. Reflect on and briefly discuss these specific examples with 3-5 complete sentences. There is no correct/incorrect answer, but some answers are better than others. (ELO 2.2)
- Example exam question:
 - Suppose an arbitrary competitive market allocation is very inequitable: a large gap exists between the “haves” and “have nots”. Is the result *efficient*? Briefly explain with 3-5 complete sentences. (ELO 4.1)

Topic 2 (weeks 2-3): Inefficiency: transaction costs, the free rider problem, the agency problem, prisoner’s dilemma, the coordination problem, and the commitment problem

- Readings:
 - Hausman, Daniel M. and Michael S. McPherson. 1996. “Game Theory,” from *Economic Analysis and Moral Philosophy*, pgs. 180-193. (ELO 1.2)
- Example in-class reflection prompt:
 - Consider your own experiences in your own local, national, or global communities. Think of a specific instance where self-interest *discouraged* mutually beneficial cooperation between you and your fellow citizens. Was free riding, the agency problem, the prisoner’s dilemma, the coordination problem, or the commitment problem an issue? (Hint: If not, think of another instance.) Reflect on and briefly discuss this specific example with 3-5 complete sentences. There is no correct/incorrect answer, but some answers are better than others. (ELO 2.2)
- Example exam questions:
 - Describe how the “commitment problem” inhibits mutually beneficial cooperation between fellow citizens. Briefly explain with 3-5 complete sentences. (ELO 1.1)
 - Describe how the “prisoner’s dilemma” inhibits mutually beneficial

cooperation between fellow citizens. Briefly explain with 3-5 complete sentences. (ELO 1.1)

Topic 3 (weeks 4-5): The economics of citizenship: the state, its citizens, and transaction costs

- Readings:
 - North, Douglass. 1991. "Institutions," *Journal of Economic Perspectives*, pgs. 97-112. (ELO 1.2)
 - Van Zanden, Jan Luiten and Maarten Prak. 2006. "Toward an economic interpretation of citizenship: The Dutch Republic between medieval communes and modern nation-states," *European Review of Economic History*, pgs. 111-145. (ELO 1.2)
- Example in-class reflection prompt:
 - In your view, what does it mean "to be a citizen?" What does it mean "to be a *good* citizen"? Is there a difference? Reflect on and briefly discuss any distinctions in how you view these two concepts with 3-5 complete sentences. There are no correct/incorrect answers, but some answers are better than others. (ELO 1.1, ELO 2.2, ELO 3.1)
- Example exam questions:
 - Describe how "New Institutional Economics" approaches citizenship. Briefly explain with 3-5 complete sentences. (ELO 1.2, ELO 2.1)
 - Describe how the institution of citizenship reduces transaction costs. Briefly explain with 3-5 complete sentences. (ELO 2.1)
 - Describe the "free-rider problem" inherent between citizens and the state? Briefly explain with 3-5 complete sentences. (ELO 1.1, ELO 2.1)
 - Describe the "agency problem" inherent between the state and its citizens. Briefly explain with 3-5 complete sentences. (ELO 1.1, ELO 2.1)

Topic 4 (week 6): Special goods & special transactions: the state, citizenship, ethics, & economic activity

- Readings:
 - Roth, Alvin. 2007. "Repugnance as a Constraint on Markets," *Journal of Economic Perspectives*, pgs. 37-58. (ELO 1.2)
- Example directed class discussions:
 - Despite the kidney shortage in the United States, live donor organ sales remain banned by the state. Why might some U.S. citizens support such a ban? Why might some U.S. citizens oppose such a ban? (ELO 2.2, ELO 3.2, ELO 4.1)
 - Consider the topic of "sweatshop" conditions (demanding work for low wages in unsafe environments) in developing economies. Some U.S. citizens *oppose* the importation of goods manufactured under such conditions. Why? Why might other U.S. citizens *support* the importation of goods manufactured under such conditions? (ELO 2.2, ELO 3.2, ELO 4.1)
- Example in-class reflection prompt:
 - Are there transactions you think are "repugnant" and should be banned by the state? Are there transactions currently banned by the state you think are

not “repugnant” and should instead be allowed? Pick a specific case and think about where the differences between your view and the view of your fellow citizens who disagree originate. There are no correct/incorrect answers, but some answers are better than others. (ELO 2.2, ELO 3.2, ELO 4.1)

- Example exam questions:
 - Describe how citizenship is a “club good”. Briefly explain with 3-5 complete sentences. (ELO 1.1)
 - Set aside your own opinions and make the economic case for a “market for citizenship”. Briefly explain with 3-5 complete sentences. (ELO 1.1, ELO 2.1, ELO 3.1)
 - Set aside your own opinions and make the case that the sale of citizenship would be a repugnant transaction. Briefly explain with 3-5 complete sentences. (ELO 1.1, ELO 2.1, ELO 3.1)

Topic 5 (weeks 7-9): Utilitarian ethics & the social responsibility of individual citizens in economic life

- Readings:
 - E & E, Chapter 3 (pgs. 35-55, for an overview of each major ethical theory)
 - E & E, Chapter 4 (pgs. 59-78)
 - E & E, Chapter 5 (pgs. 79-94)
 - Singer, Peter. 1972. “Famine, Affluence, and Mortality,” *Philosophy & Public Affairs*, pgs. 292-243. (ELO 1.2)
 - Deaton, Angus. 2016. “Do we need to rethink the Robin Hood principle?” (ELO 1.2)
- Directed class discussions:
 - For Singer, how should a utilitarian weight the social responsibilities of citizens in their global communities versus local/national communities? How does this contrast with Deaton’s weighting? (ELO 1.1, ELO 1.2, ELO 2.1, ELO 2.2, ELO 3.1)
- Example in-class reflection prompt:
 - From the perspective of utilitarian ethics, what does it mean “to be a *good* citizen” in one’s economic life? Reflect on this and briefly discuss with 3-5 complete sentences. There is no correct/incorrect answer, but some answers are better than others. (ELO 2.1, ELO 2.2, ELO 3.1, ELO 3.2)
- Example exam questions:
 - If citizens adopt a utilitarian perspective, how might this promote mutually beneficial cooperation in “prisoner’s dilemma” scenarios? Briefly explain with 3-5 complete sentences. (ELO 1.1, ELO 2.1)
 - Is citizenship an *intrinsic* good or *instrumental* good? Briefly explain with 3-5 complete sentences. There is no correct/incorrect answer, but your answer must demonstrate that you understand the difference between intrinsic good and instrumental good. (ELO 1.1)

Topic 6 (week 10): Kantian ethics & the social responsibility of individual citizens in economic life

- Readings:
 - E & E, Chapter 3 (pgs. 35-55, for an overview of each major ethical theory)
- Example directed class discussion:
 - Think through applying Kant's First Formulation of the Categorical Imperative to the maxim: "Always free ride on the contributions of other citizens to the commonweal." (ELO 1.1, ELO 3.1)
- Example in-class reflection prompt:
 - From the perspective of Kantian ethics, what does it mean "to be a *good* citizen" in one's economic life? Reflect on this and briefly discuss with 3-5 complete sentences. There is no correct/incorrect answer, but some answers are better than others. (ELO 2.1, ELO 2.2, ELO 3.1, ELO 3.2)
- Example exam questions:
 - If citizens adopt a Kantian perspective, how might this promote mutually beneficial cooperation in "commitment problem" scenarios? Briefly explain with 3-5 complete sentences. (ELO 1.1, ELO 2.1)
 - According to Kant, do citizens have a duty to *always* follow the orders of state authorities? Briefly explain with 3-5 complete sentences. (ELO 1.1, ELO 2.1)

Topic 7 (week 11): Virtue ethics & the social responsibility of individual citizens in economic life

- Readings:
 - E & E, Chapter 3 (pgs. 35-55, for an overview of each major ethical theory)
 - McCloskey, Deirdre. 1994. "Bourgeois Virtue," *American Scholar*, pgs. 177-191. (ELO 1.2)
- Example directed class discussions:
 - How is Aristotle's list of virtues specific to his time and place (historically, geographically, and socially)? (ELO 3.1)
 - How are the plebian/patrician virtues specific to their respective times and places (historically, geographically, and socially)? (ELO 3.1)
 - Given that virtues are socially contingent, brainstorm as a class a list of possible modern virtues for citizens of the modern, high-technology, multicultural, diverse global economy. (ELO 2.2, ELO 3.1, ELO 3.2, ELO 4.1)
- Example in-class reflection prompt:
 - From the perspective of virtue ethics, what does it mean "to be a *good* citizen" in one's economic life? Reflect on this and briefly discuss with 3-5 complete sentences. There is no correct/incorrect answer, but some answers are better than others. (ELO 2.1, ELO 2.2, ELO 3.1, ELO 3.2)
- Example exam questions:
 - If citizens adopt a virtue ethics perspective, how might this promote mutually beneficial cooperation in "coordination problem" scenarios? Briefly explain with 3-5 complete sentences. (ELO 1.1, ELO 2.1)
 - Set aside your own opinions and argue that "good citizenship" is a virtue by

applying Aristotle's Doctrine of the Mean. Briefly explain with 3-5 complete sentences. There is no correct/incorrect answer, but your answer must demonstrate you understand how to apply Aristotle's Doctrine of the Mean. (ELO 1.1, ELO 2.1)

- Traditionally, "greed" has been defined as an excess desire for wealth. Is "greed" a virtue or a vice for citizens of the modern, global economy? Analyze using Aristotle's Doctrine of the Mean. Briefly explain with 3-5 complete sentences. There is no correct/incorrect answer, but your answer must demonstrate you understand how to apply Aristotle's Doctrine of the Mean. (ELO 1.1, ELO 2.1)

Topic 8 (weeks 12-13): Distributive justice, the state, and its citizens

- Readings:
 - McCloskey, Deirdre. 1982. "The Economics of Welfare and Politics" from *The Applied Theory of Price*, pgs. 171-178.
 - Rawls, John. 1971. "An Egalitarian Theory of Justice" from *Theories of Economic Justice*, pgs. 559-567.
 - Nozick, Robert. 1974. "The Entitlement Theory" from *Theories of Economic Justice*, pgs. 567-570.
- Example directed class discussions:
 - From the utilitarian perspective, under what conditions is the state justified in using its coercive power to redistribute goods and services amongst its citizens? (ELO 4.2)
 - From the Rawlsian perspective, under what conditions is the state justified in using its coercive power to redistribute goods and services amongst its citizens? (ELO 4.2)
 - From the libertarian perspective, under what conditions is the state justified in using its coercive power to redistribute goods and services amongst its citizens? (ELO 4.2)
- Example in-class reflection prompt:
 - Does the state have a responsibility to its citizens? If so, what is the nature of its responsibility? Reflect on potential utilitarian, Rawlsian, and libertarian approaches to answering this question. Pick two and compare their respective potential answers to these questions with 3-5 complete sentences. There is no correct/incorrect answer, but some answers are better than others. (ELO 1.1, ELO 2.2, ELO 4.1, ELO 4.2)
- Example exam questions:
 - Compare and contrast the utilitarian approach and Rawlsian approach to distributive justice. Briefly explain with 3-5 complete sentences. (ELO 4.1)
 - Compare and contrast the Rawlsian approach and libertarian approach to distributive justice. Briefly explain with 3-5 complete sentences. (ELO 4.1)
 - Compare and contrast the utilitarian approach and libertarian approach to distributive justice. Briefly explain with 3-5 complete sentences. (ELO 4.1)
 - According to Nozick, what are the very specific circumstances under which the state is justified in the redistribution of goods and services amongst its

citizens? Briefly explain with 3-5 complete sentences. (ELO 4.2)

Topic 9 (weeks 14-15): The social responsibility of corporate citizens in economic life

- Readings:
 - Hasnas, John. 1998. "The Normative Theories of Business Ethics," *Business Ethics Quarterly*, pgs. 19-42. (ELO 1.2, ELO 3.1, ELO 4.1)
 - Friedman, Milton. 1970. "The Social Responsibility of Business Is to Increase Its Profits," *The New York Times Magazine*. (ELO 1.2, ELO 3.1, ELO 4.1)
 - Frank, Robert. 2004. "Can Socially Responsible Firms Survive in Competitive Environments?" (ELO 1.2, ELO 3.1, ELO 4.1)
- Example in-class reflection prompt:
 - Consider "shareholder theory" and "stakeholder theory". Whose "voice" (or "voices") do they respectively argue should be included in business decision-making? Reflect on the implications of each for diversity, equity, and inclusion and briefly elaborate with 3-5 complete sentences. There is no correct/incorrect answer, but some answers are better than others. (ELO 2.2, ELO 4.1, ELO 4.2)
- Example exam questions:
 - Suppose you are the CEO of a major manufacturing company considering offshoring production to a developing economy. According to "shareholder theory," whose interests should you consider in making your decision? Briefly explain with 3-5 complete sentences. (ELO 2.1, ELO 2.2, ELO 4.1)
 - Suppose you are the CEO of a major manufacturing company considering offshoring production to a developing economy. According to "stakeholder theory," whose interests should you consider in making your decision? Briefly explain with 3-5 complete sentences. (ELO 2.1, ELO 2.2, ELO 4.1)
- Example final reflection prompts:
 - Do citizens have an obligation to be "good" citizens? If not, why? If so, what is the nature of this obligation? There is no correct/incorrect answer, but some answers are better than others. (ELO 2.2)
 - What are the implications of "being a good citizen" for efficiency? There is no correct/incorrect answer, but some answers are better than others. (ELO 2.2)
 - What is the relationship (if any) between self-interest and "being a good citizen"? There is no correct/incorrect answer, but some answers are better than others. (ELO 2.2)

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

Overview

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)

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

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
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
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.	

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

ELO 1.1 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>ELO 2.1 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>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.</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

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
ELO 3.1 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.	
ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	
ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	
ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.	

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

ELO 3.1 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>ELO 3.2 <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>ELO 4.1 <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>ELO 4.2 <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>