Term Information

Effective Term	Spring 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 requrest 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), 0r 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

Sought Concurrence
No

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)

Comments

- 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)*
- 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
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
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	03/28/2024 02:06 PM	ASCCAO Approval

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March 21, 2024

Theme 1 Panel
ASC Curriculum Committee

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

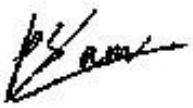
Dear Colleagues:

Thank you very much for the feedback on our submission. To address the comments, we have substantially revised the syllabus. In response to the comment that the course emphasizes ethics rather than citizenship, we have now added Economics of Citizenship to the syllabus, and we have reworked the syllabus to relate the ethics topics explicitly to citizenship. The Panel would like to see examples of how the course reflects on the ideas of citizenship. In response, we have added six in-class reflection assignments that ask students to reflect on ideas of citizenship. To add clarity, we have provided sample questions for reflection assignments and exams throughout the syllabus. In addition, we have explained how the course expects to meet the ELOs, removed the prerequisites, clarified the grading scale and the 15-week schedule, and updated the statement on disability, as the Panel requested.

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,



Pok-sang Lam
Associate Professor

The reviewing faculty recognize and acknowledge that ethical decisions are a key concept when addressing citizenship, but, at this time, they do not find that the proposal explicitly addresses the GEN Theme of Citizenship. They ask that it be further shown how the course will engage students in the concept of citizenship (not only ethical considerations) via the course assignments, course discussions, and course lecture materials, etc.

- I rewrote the course overview to emphasize the GEN Theme of Citizenship explicitly.

- I rewrote the course objectives to emphasize the GEN Theme of Citizenship explicitly.

- To emphasize the GEN Theme of Citizenship explicitly, I reorganized, revised, edited, and removed course topics and materials as follows:
    - Added Topic 3 Economics of Citizenship, applying New Institutional Economics (NIE) explicitly to the question of "being a citizen"
        - This required adding a new topic (Topic 2 Inefficiency) covering, *inter alia*, transaction costs, which are necessary to understand the NIE view
        - Moved the discussion of game theory, free rider problems, agency problems, prisoner's dilemma, etc. to Topic 2 Inefficiency
        - Revised the course materials to continually refer back to concepts, problems, and issues in Topic 2 Inefficiency, which is a better way to organize the course
        - Revised the course materials to continually tie back to concepts, problems, and issues in Topic 3 Economics of Citizenship, reinforcing the GEN Theme of Citizenship explicitly
    - Revised the ethics topics to relate them to the GEN Theme of Citizenship explicitly
        - Topic 4 Special goods will emphasize the GEN Theme of Citizenship explicitly by framing the discussion of "repugnant transactions" along the lines of disagreements between diverse, multicultural fellow citizens about the appropriateness of special economic transactions
            - Examples of directed course discussion, in-class reflection, and exam questions are provided in the revised syllabus to reflect this change
        - Topic 5 Utilitarianism will emphasize the GEN Theme of Citizenship explicitly by focusing on evaluating what it means to "be a *good* citizen" in economic life from a utilitarian perspective
            - Examples of directed course discussion, in-class reflection, and exam questions are provided in the revised syllabus to reflect this change
        - Topic 6 Kant will emphasize the GEN Theme of Citizenship explicitly by focusing on evaluating what it means to "be a *good* citizen" in economic life from a Kantian perspective

        - Examples of directed course discussion, in-class reflection, and exam questions are provided in the revised syllabus to reflect this change
    - Topic 7 Virtue ethics will emphasize the GEN Theme of Citizenship explicitly by focusing on evaluating what it means to "be a *good* citizen" in economic life from a virtue ethics perspective
        - Examples of directed course discussion, in-class reflection, and exam questions are provided in the revised syllabus to reflect this change
    - Topic 9 Social responsibility of business will emphasize the GEN Theme of Citizenship explicitly by focusing on the social responsibility involved "being a *good* corporate citizen" and emphasizing the implications of various schools of thought on business ethics for diversity, equity, and inclusion (*e.g.*, whose views and interests should firms consider in their decision-making?)
        - Examples of directed course discussion, in-class reflections, and exam questions are provided in the revised syllabus to reflect this change
  - Revised language throughout the syllabus and the course materials to focus on relationships between fellow citizens of local, national, and global communities explicitly (as opposed to relationships between individuals)
  - Added in-class reflection assignments applying course topics to the GEN Theme of Citizenship explicitly, examples of which are provided in the revised syllabus
  - Added exam questions applying course topics to the GEN Theme of Citizenship explicitly, examples of which are provided in the revised syllabus
  - Revised directed class discussions to make them applicable to the GEN Theme of Citizenship explicitly, examples of which are provided in the revised syllabus
  - Removed directed class discussions unrelated to the GEN Theme of Citizenship explicitly
  - Removed old topics unrelated to the GEN Theme of Citizenship explicitly
  - Revised topics to cut material unrelated to the GEN Theme of Citizenship explicitly (*e.g.*, much of the intro economics material; the philosophy of science material; the material on inequality, taxation, and growth; criticisms/critiques of normative approaches to ethics; etc.).

- Altogether, I believe these changes both emphasize the GEN Theme of Citizenship explicitly and make for a better course overall.

The reviewing faculty ask that it be further explained in the course syllabus how the course expects to meet the GEN ELOs. Currently, there is only one short sentence on page 3 of the syllabus (that also appears identical to how it will fulfill the legacy GE ELOs) and they ask this to be expanded and more robust.

- I completely rewrote this section of the course syllabus, expanding it, making it more specific and robust in highlighting how course topics relate to the GEN Theme of Citizenship explicitly. This is found now on pages 2-4.

The reviewing faculty would like to see more examples of how the course will ask students to reflect on the ideas of citizenship within the structure of the course and how this course will encourage students to think about citizenship in the formalized course assessments, such as the exams.

- I added in-class reflection assignments that ask students to reflect on ideas of citizenship for a diverse and just world explicitly. Examples are of these are included in the revised syllabus.
    - This addition required rearranging the course grading system. The course grade now consists of four exams and the in-class reflection assignments.

- I added examples of short-answer exam questions to each topic in the revised syllabus. These explicitly require students to think about citizenship for a diverse and just world and related issues.

The reviewing faculty ask that a full course calendar be provided, as currently it appears the course calendar only goes to week 9 (as found on pages 8-9 of the syllabus).

- The original syllabus was unclear that some topics span multiple weeks. I have included week numbers for the topics now.

The reviewing faculty recommend that ECON 1100.03, 2001.02, and 2002.02 be removed as recommended prerequisites for the course in curriculum.osu.edu, as they are no longer within the course catalogue and have been withdrawn.

- They have been removed from curriculum.osu.edu.

The reviewing faculty recommend the grading scale be clarified within the syllabus as, currently, on page 4 of the syllabus, it states that "Letter grades are assigned according to the standard OSU rubric". However, Ohio State does not have a standardized rubric or grading scale and instructors are free to utilize a grading scale that best suits the needs of their course.

- I have removed this language from the syllabus and added a grading scale rubric.

The reviewing faculty recommended that the Student Life Disability Services and Mental Health statements be updated, as they were updated at the beginning of the 2022-23 Academic Year. The most up-to-date statements can be found on the ASC Curriculum and Assessment Services website at:
https://asccas.osu.edu/curriculum/syllabus-elements.

- I have updated the following accordingly (as of 2/7/24):
    - SLDS statement
    - Mental health statement
    - Academic misconduct statement
    - Religious accommodations statement

The reviewing faculty ask that a cover letter be submitted that details all changes made as a result of this feedback.

- It has been done, as requested.

Spring 2025
Economics 3048: Ethics and Social Responsibility in Economic Life
Syllabus

Meeting Place: TBD
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, 12:30 pm —2:00 pm; Wednesday, 11:30 am — 1:00 pm; 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 7: Midterm 1
- Mar 21: Midterm 2
- Apr 25: Midterm 3
- Apr (TBD): 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 Institutionalist 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, and nine in-class reflections. Only your top three (of the four) exams count toward your final grade. Only your top-scoring six (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 × 5 points each)	30 points
Total	330 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 compete 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 5 points each. Only six of your nine reflections count toward your final grade (for a total of up to 30 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 six 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 six 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.

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

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

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 Institutionalist 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)

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)

Citizens participate in local, national, and global markets. Citizens also participate in politics, which often uses state power to regulate markets and reallocate economic resources. After introducing the basic positive analysis of market allocation, this course examines the normative implications. It explores what obligations, if any, individuals have to other individuals within market societies and examines approaches for assessing whether a market allocation or state reallocation is justified.

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.	Rather than relying on intuition as a guide to economics, ethics, and distributive justice, the course focuses on a rigorous analysis of each (Modules 01 through 09). The course develops critical and logical thinking about economics and ethics via course lectures and directed classroom discussions that apply course material to various case studies. Multiple choice and short essay exam questions require students to apply, synthesize, compare, contrast, and evaluate course material in a rigorous and cogent manner.
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	Directed class discussion pushes claims and assertions to their logical conclusions, which usually goes beyond student intuitions. Criticisms of major views on normative ethics are discussed in the lectures and textbook (Modules 03 through 05). Modules 07 and 08 examine the efficiency implications of reallocations made for the sake of justice. Course readings include "classics" from the relevant literature, e.g., Singer (in Module 03), Piketty and Saez (Module 07), or Nobel laureate Friedman (Module 09). Exams require students to synthesize, compare, contrast, evaluate, and assess a wide variety of claims about economics, ethics, distributive justice, and government policy. For example, to develop these skills, students read a famous paper by utilitarian ethicist Peter Singer, which is then discussed within lecture (Module 03). In preparation for the second exam, students are instructed to read a short essay by Nobel laureate economist Angus Deaton, which is not directly discussed within the lecture. A short essay question on the second exam then requires students to apply the essay from Deaton to the argument of Singer, fulling this ELO.
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	Since citizens confront alternative viewpoints on economics, ethics, and justice, lectures emphasize that within democratic societies, citizens can vary widely in and disagree strongly about their views. The course takes a pluralistic approach to individual ethical obligations and distributive justice by introducing students to major frameworks of each (Modules 03 through 06). Directed course discussion and readings highlight similarities and differences between these broad approaches (e.g., Nozick contra Rawls in Module 06). Exam questions require students to synthesize, compare, contrast, evaluate, apply, and assess approaches. For example, in the third midterm exam students directly apply this ELO's skills. Students are presented with several potential allocations between two people and must assess which allocation would be most preferred from a variety of different approaches to distributive justice (Module 06). Alternatively, in Module 03, students are
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.	Course lectures directly address experiences outside of the classroom. Lectures take the abstract obligations individuals may have and apply them to a series of case studies using directed class discussion (Modules 02 though 05). Students then take these models from class and apply them to new and challenging contexts on the exams. For example, in Module 02, following a reading from Nobel laureate economist Alvin Roth, class discussion then focusses on the important problem of donor kidney shortage and the potential of markets to alleviate this shortage. Roth's assessment of the theoretical efficiency of this approach and potential ethical criticisms is discussed. Then, on the first midterm exam, a short essay question presents a new and unique scenario about a potential market transaction, e.g., a market in the legal right to work. To fulfill this ELO, students must use skills developed from the kidney example in lecture to (1) evaluate the new transaction from the efficiency perspective of economics and (2) anticipate and articulate potential ethical criticisms of the new transaction using the framework provided by Roth.

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

***ELO 1.1** Engage in critical and logical thinking.*	*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)*

	Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3) *Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.*
***ELO 2.1** Identify, describe, and synthesize approaches or experiences.*	*Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.* *<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.* *<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.* *<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.* *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.*
***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 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.* *Some examples of events and sites:* *The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces*

	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. *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* *The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.*

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 and how it differs across political, cultural, national, global, and/or historical communities.	The course takes a pluralistic approach to exploring the individual ethical obligations of citizens (Modules 03 through 05) and the obligations of the state vis-à-vis the allocation of goods and services (Module 06). Module 05 on virtue ethics is particularly relevant here, since virtue schemes are socially-specific and contextual – what enables human flourishing in one context differs from what enables it in others. For example, Module 05 reviews historical schemas of virtues from the medieval Western European tradition (what McCloskey labels "patrician" and "plebian" virtues). Following the McCloskey reading, a directed course discussion asks how the modern context differs. Students engage in an in-class "brainstorm" to list and discuss potential modern-day virtues for citizens of a high-tech, dynamic, global market society. On the second midterm, students demonstrate their skills from the ELO by taking one of these proposed modern-day virtues and subjecting it to an analysis following Aristotle's Doctrine of the Mean. For example, students might analyze "enterprise" as a modern-day virtue in contrast to the historical "courage".
ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	The pluralistic approach of the course emphasizes intranational and international differences in approaches to question of normative ethics and distributive justice (Module 03 though 06). Material in Module 03 specifically looks at potential obligations of individuals in high-income economies toward individuals in low-income economies (see Singer). Course discussion in Module 07 examines the efficiency implications of these varied approaches, particularly what they imply for the lives of low-income individuals across the globe and the long-run economic growth prospects of developing economies. For example, this ELO is specifically met in and in-class exercise in Module 07, where students apply what they've learned in Modules 01 through 06 to an examination of global trade. Students view a short film about what life is like for teenage women working in the garment factories of Bangladesh versus their relevant alternatives. Students read an interview with a ten-year-old Bangladeshi orphan girl who was rendered unemployed by efforts to ban the importation of the garments she produced. She gives her thoughts about the motivations of well-intentioned
ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	Markets involve individuals from varied backgrounds, cultures, ethnicities, and social classes transacting with one another. Political organizing to influence the market allocation with the coercive power of the state does the same. Module 06 examines several approaches to distributive justice that emphasize equity. Module 07 examines their potential effects on allocative efficiency. Module 08 uses basic game theory methods to discuss the costs of sustaining cooperation and coordination among individuals from varied backgrounds, as well as some potential ways to overcome such issues. In Module 09, course material discusses two major normative approaches to the social responsibility of businesses: stakeholder theories and shareholder theories. Business-level diversity, equity, and inclusion efforts fall into the former. For example, students demonstrate their progress toward this ELO via a short essay exam question on the third midterm that presents a case study of a firm offshoring factory work from the United States to Mexico. Students are asked to identify potential stakeholders, who include a variety of individuals from different ethnic and cultural backgrounds and think about how they are affected by this move. Students contrast the perspectives of stakeholder theory versus stockholder theory.
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.	Markets may allocate imperfectly or result in allocations considered unjust. On the one hand, government actions or social norms may improve the allocation or move the allocation to one considered just. On the other hand, governments and social norms are also imperfect and often fail, too. Module 01 examines market allocation and the possibility of market failure, as well as government intervention and the possibility government failure. Module 02 directly examines the relevance of issues like objectification, coercion, and exploitation to the ethical evaluation of market transactions (Roth). Throughout the discussion of each major normative approach, potential criticisms and issues are discussed and suggested in lectures (Modules 03 through 06). Module 07 directly examines the tradeoffs and efficiency implications of various approaches to distributive justice on long-run economic growth. Module 08 examines the role of social norms in supporting or hindering the cooperation and coordination necessary for allocative efficiency. For example, in Module 03 the course lecture material applies the principle of comparative advantage from basic economics (from Module 01) to the question of whether a pro-social individual should concentrate effort on directly "doing good" (for example, by choosing a "socially-responsible" occupation) versus earning a high income and donating the proceeds to charitable causes which have been shown to be highly effective in "doing good" (for example, vitamin A supplementation for the global poor). To demonstrate this ELO has been achieved, directed course discussion then encourages students to think about which alternative allows a concerned individual to do the highest amount of overall good from a utilitarian

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 and how it differs across political, cultural,*	*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.*

national, global, and/or historical communities.	*Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.* *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.*
ELO 3.2 *Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.*	*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.*
ELO 4.1 *Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.*	*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).* *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*

	*"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.*
***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.*	*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.*