

## Term Information

Effective Term Autumn 2024  
*Previous Value* *Spring 2022*

## Course Change Information

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

Move course to theme (Citizenship).

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

The course is an advanced course.

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

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

n/a

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

**Is this a request to withdraw the course?** No

## General Information

Course Bulletin Listing/Subject Area	Sociology
Fiscal Unit/Academic Org	Sociology - D0777
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3306
Course Title	Sociology of Poverty
Transcript Abbreviation	Soc of Poverty
Course Description	A study of low-income peoples, especially concerning the effect of poverty on them, and their consequent social participation.
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?	Yes
Is any section of the course offered	100% at a distance Greater or equal to 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Mansfield, Marion, Newark</i>

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## Prerequisites and Exclusions

### Prerequisites/Corequisites

### Exclusions

Electronically Enforced No

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

Subject/CIP Code 45.1101  
Subsidy Level Baccalaureate Course  
Intended Rank Sophomore, Junior, Senior  
*Previous Value* *Sophomore*

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Social Diversity in the United States; 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*

*Required for this unit's degrees, majors, and/or minors*

*General Education course:*

*Social Diversity in the United States*

*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 study of low-income peoples, especially concerning the effect of poverty on them, and their consequent social participation

### Content Topic List

- Sociological view of poverty
- Definition of poverty
- Theories and causes of poverty
- Poverty in an international context
- Discrimination and stigma
- Poverty and housing, education, and race
- Working poor
- Consequences of poverty
- Poverty solutions

### Sought Concurrence

No

**COURSE CHANGE REQUEST**  
3306 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
02/05/2024

**Attachments**

- submission-doc-citizenship \_Sociology Poverty 3306 6.30.23.pdf  
*(GEC Model Curriculum Compliance Stmt. Owner: Downey, Douglas B)*
- 3306 Sociology cover.pdf  
*(Cover Letter. Owner: Downey, Douglas B)*
- Soc 3306 GE syllabus\_Downey 2.5.24.pdf: Revised syllabus  
*(Syllabus. Owner: Downey, Douglas B)*

**Comments**

- Please see our attached revision. We have responded to the concerns from the committee's e-mail (11.9.23). *(by Downey, Douglas B on 02/05/2024 09:12 AM)*
- Please see Subcommittee feedback email sent 10/09/2023. *(by Hilty, Michael on 10/09/2023 05:23 PM)*
- - The form and cover letter say that this course is a Foundation Social and Behavioral Science. However, that is not the case. This course is not part of the GEN as a Foundation Social and Behavioral Science. Please adjust the form as well as the cover letter.
  - On the other hand, this course is still a GEL Diversity--Social Diversity in the US. Please make sure that the goals and ELOs for that category are present on the syllabus as well as a paragraph explaining how those ELOs are covered in the course.
  - The form with the questions for Citizenship is not provided. Please upload it. *(by Vankeerbergen, Bernadette Chantal on 06/29/2023 01:38 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Downey, Douglas B	06/29/2023 10:56 AM	Submitted for Approval
Approved	Downey, Douglas B	06/29/2023 10:57 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	06/29/2023 01:40 PM	College Approval
Submitted	Downey, Douglas B	06/30/2023 09:15 AM	Submitted for Approval
Approved	Downey, Douglas B	06/30/2023 09:15 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/11/2023 02:08 PM	College Approval
Revision Requested	Hilty, Michael	10/09/2023 05:23 PM	ASCCAO Approval
Submitted	Downey, Douglas B	02/05/2024 09:12 AM	Submitted for Approval
Approved	Downey, Douglas B	02/05/2024 09:12 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/05/2024 11:30 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/05/2024 11:30 AM	ASCCAO Approval



**Department of Sociology**

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February 5, 2024

Dear curriculum committee:

Please consider our revision for Sociology 3306 (Sociology of Poverty) for inclusion in the Citizenship theme of the new General Education curriculum. Per your e-mail (10.9.24 from Michael Hilty), we have made the following revisions:

- (1) We now include the recent statement on religious accommodations
- (2) We clarified the sentence on page 4 regarding “the paper.”
- (3) We provide an updated Student Life—Disability statement.

Thank you.

Sincerely,

A handwritten signature in black ink that reads 'Douglas B. Downey'. The signature is written in a cursive style with a long, sweeping underline.

Douglas B. Downey  
Professor of Sociology



# THE OHIO STATE UNIVERSITY

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COLLEGE OF ARTS AND SCIENCES

## **SYLLABUS: SOCIOLOGY 3306 SOCIOLOGY OF POVERTY**

### **Course description**

Poverty is a socially constructed state with significant individual and collective consequences that are both material and non-material. This advanced course uses a sociological lens to examine poverty in the United States and globally, with attention toward questions such as: How is poverty defined and measured? How do we deal with the challenge of poverty and what do these actions say about our view of citizenship? How is poverty distributed over space and across race/ethnicity and gender? How have these patterns changed over time? How does poverty affect individuals, families, communities, and society as a whole? What are some of the primary causes of poverty in the US and abroad? What policy measures have been taken - or could be taken - to reduce poverty? And what does poverty tell us about the political choices we make regarding what it means to be a citizen? We will unpack these and other questions by exploring current empirical research in Sociology and allied disciplines.

A core course goal will be for students to develop skills in analyzing and communicating about poverty issues in their role as global citizens as well as in diverse social settings, including families, civil society, jobs and careers that they may engage in the future. We will also study different ways that societies treat poverty and the implications those approaches have for what it means to be a citizen.

### **Course overview**

#### **Instructor**

Professor: Dr. Kammi Schmeer  
Email address: [schmeer.1@osu.edu](mailto:schmeer.1@osu.edu)  
Phone number: 614-247-8110  
Office hours: TBD

Office hours location: 105 Townshend Hall and Zoom

## Course meetings & communication

**Class meeting times:** Tuesdays and Thursdays, 12:45 - 2:05pm

**Office hours:** You can email beforehand to schedule a specific a time or simply “drop in” via Zoom. If you are unavailable during my scheduled office hours and want to meet at a different time, send me an email with at least two options.

**Email Communication:** When emailing me, please include your name, the name of the class, and a brief explanation of why you are contacting me. I try to respond to all student emails within 24 hours, although my response time may be slower on weekends. If you have questions about assignments, do not wait until the last minute to contact me because you may not get a response immediately.

**Technology Policy:** Numerous [studies](#) indicate that students learn better by taking hand-written notes than by typing notes on a computer. I encourage you to put away your laptop during our in-person classes or use it only to take notes or reference readings. If you use your computer (or another device) to take notes, please abstain from doing other things, such as checking email or Facebook. I can and will call on people who appear not to be paying attention. All cell phones should be silenced and ignored, unless we are using them for a class activity.

**General Education:** This course meets the requirements for the legacy GE Social Science requirement for social diversity in the United States, along with the new GE Citizenship theme.

## **LEGACY GENERAL EDUCATION: Social Science (Diversity)**

### Goals

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

### Expected Learning Outcomes

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

### **How the course will meet the Diversity Goals and ELOs:**

This course meets the diversity goals and expected learning outcomes by exploring the wide range of views regarding justice, citizenship rights, and poverty policy in the U.S. Students explore variations in these views by comparing notions of poverty, citizenship, and justice in two countries. Finally, students explore how poverty is distributed across race, gender, and region, and the implications poverty has for maintaining racial and gender-based inequality.

## **GENERAL EDUCATION THEME: CITIZENSHIP**

### **Goals:**

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: 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.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.
4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

### **Expected Learning Outcomes:**

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- 3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.
- 4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.
- 4.2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

### **How the course will meet the Citizenship Theme Goals and ELOs:**

This course requires students to produce an in-depth analysis comparing poverty in the U.S. with another country, along with the implications for what it means to be a citizen in each country. The Global Poverty Project paper requires base knowledge from lower-level courses along with the more advanced knowledge of current poverty research developed in this course. Exams and readings will challenge students to consider: (1) different political approaches to addressing poverty, (2) how these are embedded in notions of justice, (3) the implications for how a society defines “citizenship,” and (4) how these varying perspectives compare to other countries and vary within regions of the U.S. Two reflective essays require that students consider both (1) the link between notions of justice and views of poverty and (2) the implications for views of citizenship.

## **Course materials**

### **Required**

For this course, you will need to purchase (or otherwise acquire) the two books listed below. If you have problems acquiring these books, please let me know ASAP.

1. Edin Kathryn J. and H. Luke Shaefer. 2015. *\$2.00 a Day: Living on Almost Nothing in America*. Boston, MA: Houghton Mifflin Harcourt. ISBN-10: 054481195X



2. Banerjee, Abhijit and Esther Duflo. 2012. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. New York, New York: Public Affairs. ISBN-10: 9781610390934

All other texts and materials will be available on Carmen. *You are expected to read (or watch) all assigned materials closely* and keep track of key ideas by underlining or taking notes. Do this *before class*. Active engagement with course materials is the key to your success.

## Course assignments

### Grades

**Requirements:** The majority of your grade (80%) will be based on five assignments, as follows: two reflective essays, one midterm exam, one group project (Living on Minimum Wage Project), and one individual project (Global Poverty Project). The remainder of your grade (20%) will be based on attendance and participation, which includes coming to classes – or participating via Zoom - *and* actively engaging in discussions. This is summarized in the table below:

Component	Weight
Reflective Essays	20%
Midterm Exam	20%
Living on Minimum Wage Project (group assignment)	10%
Global Poverty Project (first draft)	10%
Global Poverty Project (individual assignment)	40%
TOTAL	100%

*See course schedule, below, for due dates*

#### ***Reflective Essays (20%)***

Students will write two 1,000 word essays. The first responds to the prompt, “Describe varying notions of justice and their implications for how we address poverty?” The second essay addresses the prompt: “Describe the range of Americans’ views regarding poverty? What are the implications of these views for Americans’ conceptualization of citizenship?”

#### ***Midterm Exam (20%)***

The exam consists of multiple choice and short-answer questions. It covers material related to definitions of poverty, the distribution of poverty, the consequences of poverty, and poverty’s link to notions of justice and citizenship.

#### ***Living on Minimum Wage Project (10%)***

This group project requires students to develop a budget for a minimum wage worker with a partner and child. Students reflect on the structural features of the U.S. economic system that require minimum wage work, along with the economic consequences for the individuals doing that work.

### ***Global Poverty Project (20% first draft, 30% final paper)***

In this 5,000 word essay students will compare and contrast poverty in the U.S. with another country. They will consider how poverty is defined and distributed and what this says about the dominant notions of justice in that country. Finally, they will describe the implications of poverty policy for the country's conceptualization of "citizenship." A first draft of this paper requires students to: (1) identify the comparison country, (2) produce comparison statistics, and (3) begin to link poverty statistics to notions of justice and citizenship.

**Class Attendance:** You are encouraged to attend class as much as possible. But *attendance should not come at the expense of your health or anyone else's*. If you are unable to attend in-person classes due to COVID-19 exposure or health risks, you can participate via Zoom (contact me beforehand to make arrangements). If you are ill or have a serious problem that makes it impossible for you to participate, it will be considered an *excused* absence. Other absences – "I slept in," "I had to help my roommate pack," "I need to study for a midterm" – will be considered *unexcused*. You are allowed two unexcused absences throughout the semester - no questions asked. You will lose points for three or more unexcused absences. Even if you miss class, you will be responsible for the material covered and expected to submit assignments (unless you make arrangements with me beforehand). Students who need semester-long accommodations should seek support from pertinent offices, including: Student Advocacy, Student Life Disability Services, and the Office of Institutional Equity. Please, let me know if you are facing any difficulties. I am always willing to make reasonable accommodations.

## **Grading scale**

On the basis of your cumulative score, I will assign your final course grade using the following grading scale:

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

## Other course policies

### Student academic services

Student academic services offered on the OSU main campus  
<http://advising.osu.edu/welcome.shtml>.

### Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

### Academic integrity policy

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/>.

### Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course. Professor Kammi Schmeer owns the copyright to the syllabus, exams, handouts, study aides, online lectures, in-class lectures and other materials distributed or demonstrated in this course. They are provided solely for the educational use of students enrolled in this course. You are not permitted to copy or re-distribute them for purposes unapproved by the instructor; in particular, you are not permitted to publicly post or otherwise redistribute course materials, course recordings, or your lecture notes. Unauthorized use of course materials may be considered academic misconduct in addition to a violation of copyright law.

### Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## **Diversity, Equity and Inclusion Policy**

OSU affirms the importance and value of diversity in the student body. It is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of the community; and encourages each individual to strive to reach his or her own potential. At OSU – and in this class - discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

### ***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.

## **Accessibility accommodations for students with disabilities**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

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

## **Mental health resources**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities.

The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at

[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

## Course schedule

*Note: Schedule may adjust depending on circumstances. Carmen syllabus is always up-to-date. Lab topics will also be addressed to a greater or lesser degree in lecture section each week.*

Topic	Readings	Don't forget to....
PART I: Poverty: Its definition, distribution, and link to justice.		
<b>Week 1: Defining and Measuring Poverty</b>		
Tuesday, August 24	Syllabus	<b>Complete Class Survey</b>
Thursday, August 26	Iceland (2013) – Chapter 2 (pp. 22-38) Iceland (2013) – Chapter 3 (pp. 39-60)	* Order Edin & Shaefer (2015)
<b>Week 2: Poverty and Notions of Justice</b>		
Tuesday, August 31	Lotter, H. 2011. Introduction and Chapter 1 (pp. 1-41) in <i>Poverty, Ethics, and Justice</i>	<b>Submit 1<sup>st</sup> Reflective Essay</b>
Thursday, September 2	Lobonte, R. et al. 2015. Pp. 1-24 in <i>Poverty, Justice, and Health</i>	
PART II: Poverty in the US		
<b>Week 3: The Experience of Poverty</b>		
Tuesday, September 7	Iceland (2013) – Chapter 5 (pp. 79-113)	
Thursday, September 9	Edin & Shaefer (2015) – Introduction and Chapter 1 (pp. xi–33)	
<b>Week 4: The Experience of Poverty</b>		

Tuesday, September 14	Edin & Shaefer (2015) – Chapters 2 and 3 (pp. 35–91)	
Thursday, September 16	Edin & Shaefer (2015) – Chapters 4 and 5 (pp. 93–156)	
Week 5: The Experience of Poverty		
Tuesday, September 21	Edin & Shaefer (2015) – Conclusion (pp. 157-174)	
Thursday, September 23	Desmond & Western (2018) – Poverty in America	
Week 6: Race, Place, and Poverty		
Tuesday, September 28	Wilson (2016) – Urban Poverty, Race, and Space	<b>Submit Minimum Wage Project</b>
Thursday, September 30	Video: Shapiro (2015) – “Black Wealth/White Wealth”	*Order Banerjee and Duflo (2012)
Week 7: Crime, Health, and Poverty		
Tuesday, October 5	Angel (2016) – Unequal Burden of Illness and Death	
Thursday, October 7	Sharkey et al (2016) – Poverty and Crime	
Week 8: Poverty and notions of Citizenship		
Tuesday, October 12	Melrose, M. and H. Dean. 2015 Chapter 1 (Pp. 1-33) in <i>Poverty, Riches, and Social Citizenship</i>	
Thursday, October 14	<i>Fall Break – no readings!</i>	
Week 9: Situating US Poverty in the Global Context		
Tuesday, October 19	Melrose, M. and H. Dean. 2015 Chapter 2 (Pp. 34-69) in <i>Poverty, Riches, and Social Citizenship</i>	
Thursday, October 21		<b>Submit Midterm Exam</b>
Part III: Global Poverty		
Week 10: The Global Distribution of Poverty		
Tuesday, October 26	Sachs (2005) - pages 1-25	

Thursday, October 28	Sachs (2005) - pages 26-54	
Week 11: Global poverty and notions of citizenship		
Tuesday, November 2	Christopher Howard, Amirio Freeman, April Wilson, and Eboni Brown, "The Polls – Trends: Poverty" Public Opinion Quarterly 81, no. 3 (2017): 769-89.	
Thursday, November 4	Hansen, R. 2008. "The poverty of postnationalism: Citizenship, immigration, and the new Europe." <i>Theory and Society</i> 38:1-24. Fargues, E. 2017. "The revival of citizenship deprivation in France and the UK as an instance of citizenship renationalization."	<b>Submit 2<sup>nd</sup> Reflective Essay</b>
Week 12: Tackling Extreme Poverty		
Tuesday, November 9	Melrose, M. and H. Dean. 2015 Chapter 3 (Pp. 70-96) in <i>Poverty, Riches, and Social Citizenship</i>	
Thursday, November 11 (no class)	<i>Veteran's Day – no readings!</i>	
Week 13: Poverty and Citizenship Globally		
Tuesday, November 16	Bugra, Ayse. 2007 "Poverty and Citizenship: An overview of the social-policy environment in republican Turkey." <i>International Journal of Middle East Studies</i> 39(1),33-52.	<b>Submit Global Poverty Project (First Draft)</b>
Thursday, November 18	Lister, R. 2008. "Inclusive Citizenship, gender and poverty: some implications for education and citizenship,"	

	International Journal Citizenship Teaching and Learning 4(1) 3- 20.	
Week 14: Tackling Extreme Poverty		
Tuesday, November 23	Banerjee and Duflo (2012) – Conclusion (pp. 267-273)	
Thursday, November 25 (no class)	<i>Thanksgiving – no readings!</i>	
Part IV: Anti-Poverty Policies and Politics		
Week 15: Institutional Politics		
Tuesday, November 30	Rank (2021) – Chapter 9 (pp. 103- 114)	
Thursday, December 2	Rank (2021) – Chapters 10–14 – Select one to read!	
Week 16: Personal Politics		
Tuesday, December 7	“The politics of poverty: Elites, citizens, and states: Findings from ten years of DFID- funded research on governance and fragile states 2001-2010” Pp. 1-94. UKaid, Department of International Development.	
Final		
Tuesday, December 14		<b>Submit Global Poverty Project (Final Draft)</b>



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

## Overview

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

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

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

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

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

*(enter text here)*

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

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

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
<b>ELO 1.1</b> Engage in critical and logical thinking.	
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.	
<b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

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

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

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

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Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

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

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

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

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

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

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