
Term Information

Effective Term Autumn 2024

General Information

Course Bulletin Listing/Subject Area Political Science
Fiscal Unit/Academic Org Political Science - D0755
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2110
Course Title American Government Culture and Behavior
Transcript Abbreviation AMGOV CULT & BEHAV
Course Description Focuses on political elites, theories of American Democracy, development of institutions, and importance of mass political behavior and organized interests.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 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
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

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.1001
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes

- Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and polities.
- Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts
- Students comprehend and assess the nature and values of organizations and policies and their importance in social problem-solving and policymaking
- Students will gain advanced knowledge around the historical and contemporary interactions between culture and politics.

Content Topic List

- Founding and the Constitution
- Federalism
- Congress
- Political Parties
- Interest Groups
- The Presidency
- The Judiciary
- Civil Liberties
- Civil Rights
- Voting and Political Participation
- Public Opinion
- Elections and Campaigns
- Media

Sought Concurrence

No

Attachments

- POLITSC_2110_ASC_Distance_Approval Coversheet.pdf: ASC Distance Approval Coversheet
(Other Supporting Documentation. Owner: Smith, Charles William)
- Curriculum Map BA Political Science.pdf: Curriculum Map BA Poli Sci
(Other Supporting Documentation. Owner: Smith, Charles William)
- Curriculum Map BA World Politics.pdf: Curriculum Map BA World Politics
(Other Supporting Documentation. Owner: Smith, Charles William)
- Curriculum Map BS Political Science.pdf: Curriculum Map BS Poli Sci
(Other Supporting Documentation. Owner: Smith, Charles William)
- POLITSC_2110_GE Theme Submission_Worksheet.pdf: Theme submission worksheet
(Other Supporting Documentation. Owner: Smith, Charles William)
- Instructor email re 8 Nov panel feedback.pdf: email re panel feedback
(Other Supporting Documentation. Owner: Smith, Charles William)
- POLITSC 2110 cover letter re 13 March email.pdf: cover letter
(Cover Letter. Owner: Smith, Charles William)
- POLITSC 2110 Syllabus updated re 13 March email M Hilty.pdf: syllabus
(Syllabus. Owner: Smith, Charles William)

Comments

- Please see Subcommittee feedback email sent 03/13/2024. *(by Hilty, Michael on 03/13/2024 04:31 PM)*
- Syllabi and theme worksheet updated per Nov 8 feedback email
Updated syllabus and cover letter per M Hilty email 17 Jan 2024 *(by Smith, Charles William on 02/16/2024 11:37 AM)*
- Please see feedback email sent to department 11-08-2023 RLS *(by Steele, Rachel Lea on 11/08/2023 06:24 PM)*

COURSE REQUEST
2110 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/24/2024

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith, Charles William	10/10/2023 12:33 PM	Submitted for Approval
Approved	Caldeira, Gregory Anthony	10/10/2023 02:58 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/15/2023 10:22 PM	College Approval
Revision Requested	Steele, Rachel Lea	11/08/2023 06:24 PM	ASCCAO Approval
Submitted	Smith, Charles William	11/29/2023 10:01 AM	Submitted for Approval
Approved	Caldeira, Gregory Anthony	11/29/2023 10:17 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/29/2023 10:21 AM	College Approval
Revision Requested	Hilty, Michael	01/16/2024 03:48 PM	ASCCAO Approval
Submitted	Smith, Charles William	02/16/2024 11:37 AM	Submitted for Approval
Approved	Caldeira, Gregory Anthony	02/16/2024 01:48 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/22/2024 02:39 PM	College Approval
Revision Requested	Hilty, Michael	03/13/2024 04:31 PM	ASCCAO Approval
Submitted	Smith, Charles William	03/22/2024 04:15 PM	Submitted for Approval
Approved	Caldeira, Gregory Anthony	03/23/2024 02:05 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/24/2024 02:03 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/24/2024 02:03 PM	ASCCAO Approval

March 15, 2024

Dear Themes 2 Subcommittee of the ASC Curriculum,

In response to the Subcommittee's request for revisions to the syllabus of the proposed POLITSC 2110 course for the GEN Theme: Citizenship for a Diverse and Just World, I am submitting a revised syllabus that responds to the three contingencies outlined by the Subcommittee on March 13.

The revised syllabus more clearly develops ELO 2.2 through the inclusion of a group project and individual reflection essays that encourage students to discuss and reflect on Theme concepts and how these concepts relate to their everyday lives experiences. For the group component, students will be assigned to small groups; each group will pick a course topic to discuss and present. The groups will record PowerPoint presentations to communicate what they learned in the process of sharing their experiences related to that topic, what common themes emerged from those discussions, and how their thoughts on that topic may have changed. Furthermore, the group presentation will give students an opportunity to be creative, choosing how best to convey their experience of grappling with Theme concepts. After completing the group project, students will write individual self-reflection essays in which they examine their experience working with the group and reflecting on how this process impacted their thoughts on the concepts of citizenship, justice, and difference as it relates to their topic and their life.

The revised syllabus also includes the updated Religious Accommodation statement from the ASC Curriculum and Assessment services website.

I look forward to hearing from you and launching this course for the department and college.

Sincerely,

Janet M. Box-Steffensmeier
Distinguished University Professor
Vernal Riffe Professor of Political Science & Sociology (Courtesy)
Past President American Political Science Association
Director of the Program in Statistics & Methodology
Department of Political Science
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Syllabus

POL 2110

American Government Culture and Behavior

Autumn 2024

3 Credit Hours

Online

Course overview

Instructor

- Dr. Janet Box-Steffensmeier
- Email: box-steffensmeier.1@osu.edu
- Phone: 614-292-3236 (office) & 614-439-1009 (cell)
- Office Hours: TBD and By appointment

Note: My preferred method of contact for initial contact is email.

Course description

Welcome to American Government Culture and Behavior! This course provides and builds on foundational knowledge related to the institutions, processes, and influences of American government, politics, and political behavior. Students with little previous exposure to these concepts will gain familiarity, while students with prior introductions to these concepts will gain a deeper understanding; both types of student will then be able to engage with more advanced, in-depth material related to course themes. The course is roughly broken into two sections. The first part of the course will focus on political elites, discussing the history and theories of American democracy, as well as its political institutions (Congress, the President, and



the Judiciary). In the second half of the course, we will shift gears and focus on mass political behavior and interests.

This course is taught asynchronously. That means that all course materials for the week will unlock Saturday at 7 AM EST and you can complete the material anytime up until Friday at 11:59 PM EST. Unlike synchronous classes, asynchronous classes afford you a lot more freedom as to when you complete the material, but at the same time, the burden of time management is increased.

This course counts toward the GE Theme “Citizenship for a Just and Diverse World” requirement. In this course, you will learn about the systematic study of human behavior and cognition; of the structure of human societies, cultures, and institutions; and of the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources. These goals and the expected learning outcomes will be achieved through lectures, debates, discussions, assignments, and exams throughout the semester.

Course-specific learning goals and expected learning outcomes

By the end of this course, students should successfully be able to:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and politics.
2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
3. Students comprehend and assess the nature and values of organizations and policies and their importance in social problem-solving and policymaking.
4. Students will gain advanced knowledge around the historical and contemporary interactions between culture and politics.



General Education goals and expected learning Outcomes

As part of the Citizenship for a Just and Diverse World theme of the General Education curriculum, this course is designed to prepare students to be able to do the following:

1. **Goal #1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.
 - a. **ELO 1.1:** Engage in critical and logical thinking about the topic or idea of the theme.
 - b. **ELO 1.2:** Engage in an advanced, in-depth, scholarly exploration of the topics or ideas within this theme.

Rationale: This course moves beyond an introductory class by combining a variety of texts, including a textbook, primary historical documents such as *The Federalist Papers*, and cutting-edge scholarly research to provide an elevated understanding of American political culture, citizenship, and behavior. Students are encouraged to examine knowledge of American politics that they may already be familiar with by employing more advanced critical and logical thinking through the addition of more difficult academic papers. Through a range of assignments (including weekly quizzes, discussions, and exams), students will be introduced to, interact with, and interrogate concepts ranging over multiple aspects of American government, culture, and behavior.

2. **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.



- a. **ELO 2.1:** Identify, describe, and synthesize approaches or experiences as they relate to the theme.
- b. **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.

Rationale: Students will be required to identify, describe, and synthesize approaches or experiences primarily through two exams comprised of short essays. Students will be able to choose from multiple prompts for each of the units of this course, giving them the opportunity to choose a topic that speaks to them. This ability to choose allows students to draw upon their diverse backgrounds and skill sets to answer the question. Students are encouraged to think about how their actions and the actions of others around them interact with the government to affect the world all around them, as well as to reflect on their own experiences with citizenship and political behavior.

3. **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.
 - a. **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.
 - b. **ELO 3.2:** Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

Rationale: The concept of citizenship focuses on the relationships among individuals and communities within a polity. These relationships are structured by the rights, duties, and privileges that accompany citizenship. This course is organized around both



historical and ongoing debates about these relationships and which rights, duties, and privileges are afforded to whom. The political behavior, such as voting, and culture of Americans—including how Americans participate in the democratic process, exercise their rights, and are governed by those they elect—have been and continue to be shaped by these debates. Furthermore, the course will build on and expand students existing knowledge of cultures and concepts of citizenship to develop students' intercultural competence as global citizens by situating the evolution of the concept of citizenship in the American context within a broader discussion of how citizenship has historically been understood globally.

Course-specific learning goals and expected learning outcomes

- Students analyze the symbiotic relationship between government, culture, and behavior, and interrogate different conceptions of citizenship, including how behavioral and cultural practices are heavily rooted in concepts of citizenship that may vary across communities.
4. **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.
- a. **ELO 4.1:** Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.
 - b. **ELO 4.2:** Analyze and critique the intersection of the concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.



Rationale: Inequities in American society have been shaped and defined by disparities in how different communities are governed and able to participate in the political process. Since the Founding, the conception of citizenship has evolved and been contested, resulting in shifts in who are considered full citizens entitled to the rights, privileges, and duties that accompany citizenship. We will examine how historically under-represented and marginalized groups were excluded from the political process, had their ability to pursue justice denied, and were subject to discriminatory governance. We will also examine efforts to address these inequities and the extent to which these efforts were successful or unsuccessful.

Course-specific learning goals and expected learning outcomes

- *Students examine how the government's interactions with different cultural units can promote or harm diversity as well as equity in different socio-economic aspects.*

How this online course works

Mode of delivery

This course is “100%” online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities

This course gives you significant control over the pace of which you carry it out. While a number of assignments will be due weekly (namely your quizzes and discussions), a significant amount is due only by the end of class. This level of freedom will allow you to complete the course at a pace best suited to your schedule; however, it is highly recommended that you try to complete all your assignments weekly, in order to best understand the course.



Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Direct instruction includes approximately two hours of recorded video lecture (with accompanying presentation slides and audio-only recordings) each week, as well as regular announcements regarding module lectures, assignments, discussion posts, and optional additional resources including supplementary articles, podcast episodes, and blog posts. You will also receive study guides for the midterm and final exams. Additionally, direct instruction includes instructor facilitation and moderation of weekly discussion posts related to course readings. You will be required to participate in two of these discussion posts, related to readings of your choosing, each week; altogether, you should expect to spend at least an hour per week on the discussion posts. The instructor will provide starting discussion prompts and will guide discussions as they unfold; however, the discussion posts are also opportunities for you to interact and explore ideas related to the course material with your fellow students as well as the instructor.

Because this is an online, asynchronous course, you should manage your time wisely. Complete each week's recorded lecture, required readings, Carmen quiz, and textbook questions in a timely manner; do not wait until the last minute. Also be sure to complete your readings in order to have enough time to participate in the weekly discussion posts on Carmen. Because the assigned academic articles for each module represent cutting-edge research related to that week's theme, you are encouraged to first complete the recorded lecture and textbook reading before moving on to the two academic articles of your choosing. This way, you will be able to more clearly understand how the articles relate to that week's theme and be able to more fully contribute to the Carmen discussion posts. Between the textbook and academic journal articles, you should expect to spend at least



four to five hours per week just on completing the assigned readings and accompanying textbook questions. The assigned academic articles represent cutting edge, complex research that requires a close reading. You are advised to read the short article by Hoover Green titled “How to Read Political Science: A Guide in Four Steps” to be prepared to read academic journal articles in a timely manner while extracting the core argument and evidence of an article.

Participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students’ expected participation:

Participating in online activities

You are expected to log in at least once a week to complete your discussion board contributions, readings, and quiz. This participation will be checked through your completion of assigned coursework and postings. However, you should expect to log into Carmen more than once a week, including to ensure that you are fully participating in the discussion posts. Each week, the discussion post for each article will go live with some initial discussion prompts provided by me. By 11:59PM each Wednesday, you should either substantively respond to one of these prompts, or else post your own initial discussion prompt. Additionally, you will be required to provide at least one peer response by 11:59PM on Saturday. This means that you should be logging in at multiple points in the week in order to take part in discussions and engage with the course material.

Course communication guidelines

Writing style

Students are expected to use formal APA writing styles for written assignments. Discussion board posts may be less formal and include



personal pronouns but should still avoid abbreviations and be grammatically correct.

Tone and civility

While a certain level of disagreement is expected and encouraged in a class dealing with political issues, students are expected to remain civil in both discussions with your classmates and in emails to me. Try to learn from each other's positions and be open-minded to what your classmates have experienced.

Citing your sources

Students should follow standard APA formatting for both citations and in-text citations.

Protecting and saving your work

It is highly recommended that you complete all written assignments outside of Carmen (ideally in Microsoft Word) and then transfer your work over. This decreases the chances of losing progress and working through issues with the Carmen Browser.

Course materials and technologies

Textbooks

Required

1. Textbook. Evans, Jocelyn and Kristy Michaud. 2022. Central Ideas in American Government (12th Edition). Asheville, NC: Soomo Learning. ISBN: 978-0-9904165-8-6
 - a. The course textbook is available exclusively online. The text can be found via the Carmen course by following the link to the textbook on any CIAG Assignment Page on Carmen under the Assignment Tab. It is your responsibility to purchase access to the text.



2. Additional readings will be posted to Carmen.

Course Technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: shelp@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.



Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading and instructor response

How your grade is calculated

Assignment Category	Points and/or Percentage
Carmen Quizzes	15%
Central Ideas in American Government (CIAG) Textbook Questions	15%



Assignment Category	Points and/or Percentage
Discussion Posts	15%
Group Project & Self-Reflection Assignment	15%
Midterm Exam	20%
Final Exam	20%
Total	100%

Description of major course assignments

Carmen Quizzes

- **Description**

Every week, you must complete a Carmen quiz covering the topic for that week. These quizzes are available under the Modules tab on Carmen and the Quizzes tab. You must complete the quiz by 11:59 PM EST on Friday of that week.

The Carmen quizzes contain 10 multiple-choice questions. Once you begin the quiz, you have 15 minutes to complete the quiz before it is automatically submitted. The quizzes will cover material both from the lecture AND the textbook. Quizzes are open book and open note.



The time window to take the quizzes closes on Fridays at 11:59 PM. Do not wait until the last minute to take quizzes. You will not be given an extension for any reason if you fail to take the quiz and do not provide your instructor with a reason why prior to the deadline. All quizzes have 2 attempts; the score from your final attempt will count toward your grade.

We understand that things do happen so we will drop the TWO lowest quiz grades of the semester (not including the Syllabus Quiz). These are not free passes; they are a policy intended to help you when life happens, and you have to miss a quiz deadline without notifying your instructor first. In order to help give you a little boost, we are also offering Extra Credit during Week 0 of the semester. Please e-mail a photo of a political bumper sticker (either one you see in the wild, or find on the Internet) to our course teaching assistant, Elan Kyser (kyser.52@osu.edu) by 11:59pm on Friday, 1/13 to receive 2 bonus points on Quiz 0.

These Carmen quizzes are worth 25% of your overall grade in the class. Quiz answers to the questions you answered incorrectly will be available on CARMEN for 1 week after the quiz closes for you to study from. To see these answers, re-enter the quiz once the class deadline has passed.

- **Academic integrity and collaboration guidelines**

All quizzes should be completed by yourself without any outside help. You are encouraged to use your notes and readings to assist with the quizzes, but the use of a search engine or outside online sources is prohibited.

CIAG Textbook Questions

- **Description**

Textbook: The textbook for this course is an interactive online textbook. You must answer all the questions embedded in the text



(including the Investigation sections) by Monday, April 24th at 11:59pm. Unlike the Carmen quizzes, you may answer these questions as many times as you would like and there is no time limit other than submitting all the correct answers by the above deadline.

While all of these questions are due at the same time, remember that both the Carmen quizzes and the exams will have questions that can only be answered if you've carefully read the textbook. Because of this, we highly recommend answering the textbook questions in the week you are learning about a given topic. These questions are worth 15% of your final grade.

- **Academic integrity and collaboration guidelines**

All questions should be completed by yourself without any outside help. You are encouraged to use your notes and readings to assist with the questions, but the use of a search engine or outside online sources is prohibited.

Discussion Posts

- **Description**

Because this is an asynchronous online course, which does not allow for in-person discussion of the course material, we want to foster a sense of community and share ideas through discussion posts on Carmen. These posts will encourage you to discuss the material, ask each other questions, and provide feedback to each other. In particular, these discussion posts will provide a forum for you to discuss each week's additional readings that go beyond the course textbook to facilitate a deeper understanding and applications of the material. Because of the importance of both engagement with scholarly research as well as peer-to-peer feedback, these discussion posts count for 20% of your final grade.



Each week, you will select two additional readings related to that week's theme. These additional readings are primarily academic journal articles representing research related to each week's theme. Each reading will have a corresponding discussion post on Carmen. For each of the two readings that you select, you will be required to contribute to that reading's discussion post by 1) posting a *substantive reply to a discussion prompt provided by me* or else post a *substantive discussion prompt* of your own, and 2) posting *at least one reply responding to another student*.

A *substantive discussion prompt* may range from at least several sentences to a few paragraphs and will engage with the content of the article under discussion in a way that demonstrates close reading of the paper. A substantive discussion prompt should demonstrate an understanding of the article's research topic, argument, and empirics as well as an original question or critique of the article that invites discussion by your fellow students. You are also encouraged to relate your substantive discussion prompt or reply to your own observations of the article's topic in the media or your own experience. Posts simply stating that you do not understand or agree/disagree with the author's argument or empirical analysis do not constitute a substantive discussion prompt; rather, you should elaborate specifically what about the article you do not understand or agree/disagree with and offer some possible interpretations or reasons why you agree or disagree based on specific arguments or evidence.

Similarly, a *substantive reply* demonstrates both engagement with the research article under discussion as well as your fellow students' contributions. Rather than simply agreeing or disagreeing with the post that you reply to, a substantive reply should build on the post it is replying to in a meaningful way, whether to agree with the point being made or refute it with a particular argument or evidence. A substantive reply should be at least several sentences. You are also highly encouraged to give



substantive replies to multiple posts, rather than just the minimum required.

I will both provide some initial discussion prompts and facilitate the discussion as it unfolds. This will include responding to discussion posts in order to answer questions about the article under discussion as well as providing clarification or additional context for the article, its arguments, methods, empirical cases, etc. However, the discussion posts are also opportunities for you to actively shape the discussion based on your analysis of the article and how it relates to the course material and the world. You are thus encouraged to use the discussion posts as a way to explore the course material and share ideas with one another.

Each week, the discussion post for each article will go live with some initial discussion prompts provided by me. By 11:59PM each Wednesday, you should either substantively respond to one of these prompts, or else post your own initial discussion prompt. Additionally, you will be required to provide at least one peer response by 11:59PM on Saturday. This will help ensure that you are substantively engaging in discussion and peer-to-peer feedback on the readings. The goal is to facilitate meaningful engagement with the material through discussion, rather than a series of one-off individual posts. You are also encouraged to contribute more than the minimum in order to guarantee a robust discussion of the articles and how they relate to the course themes and your own experiences.

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and



punctuation. A more conversational tone is fine for non-academic topics.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Critique ideas, not people. Remember that sarcasm does not always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in Microsoft Word or a note-taking app, where you can save your work, and then copying into the Carmen discussion.

Group Project & Self-Reflection Assignment

○ Description

An important goal of the course is to facilitate students' self-reflection with the material and help students link course concepts to their lived, out-of-classroom experiences. In this two-part assignment, students will first come together in small groups to reflect on the course material and prepare a group presentation on an issue or subject related to one of the course topics. Then, each member of the group will write a brief self-reflection essay on their experience working within the group on the project and relating the group's work and presentation to their own understandings of the concepts of citizenship, justice, and difference and how these concepts relate to their own life and experiences. Each of these two components will account for half of your grade for this assignment (50% group project, 50% self-reflection essay).

For the group component, students will be assigned to small groups by February 4. By March 4, the group must select a topic for presentation and send it to the instructor for approval. After approval of the topic by the instructor, the group should meet on a



regular basis to discuss the topic and create a PowerPoint presentation of approximately 10-15 minutes in length. The presentation should center around communicating how the group discussed the topic, how the topic related to group members' experiences, and what common themes emerged from these discussions. Each group member should actively participate in the presentation. I will give guidance on the presentation formats; however, this is an opportunity for you to be creative and express your thoughts and feelings about the topic. As such, you will have flexibility regarding how you choose to present what your group learned and what the experience of discussing the topic was like. The final group presentation should be recorded and uploaded to Carmen by 11:59 PM on Sunday, April 14. Additional information on the presentation format will be provided in Week 4.

For the individual component, students should write a self-reflection essay (3-5 pages, double-spaced) after completing the group discussion sessions and final presentation. In this essay, you should focus on your experience working on the group project and how this experience affected your understanding of the topic your group choose and how the process impacted how you see the concepts of citizenship, justice, and difference in your own life. This essay should be uploaded to Carmen by 11:59 PM on Sunday, April 21.

- **Academic integrity and collaboration guidelines**

For the group project, while the primary focus should be presenting your group's experiences and discussions related to your topic, you may also use outside information. However, any outside sources (academic articles, news articles, etc.) should be briefly cited within the PowerPoint.

The self-reflection essay should be your own work; the essay will be analyzed by Turnitin upon submission on Carmen. Turnitin is a tool used to identify possible plagiarism by comparing submissions



to databases including other students' papers, published academic work, and other online sources. Plagiarism will result in consequences outlined below in the Academic Integrity Policy.

Midterm Exam

○ Description

The midterm exam will cover Week 1 through Week 7 of the course. The midterm will be a timed short-essay format. Students will write short essays for each week of the course in response to a prompt related to that week's material or else will choose one prompt out of multiple prompts for that week. In total, you will write seven short essays for the midterm exam.

The midterm exam will be available on Carmen between 7:00am and 11:59pm on Wednesday, March 8th. Once you begin the exam, you will have two hours to complete it, so the latest you should begin the exam is 9:59pm to give yourself the full two hours. Additional guidelines regarding short essay requirements and formatting will be provided on Carmen. A study guide will be posted to Carmen alongside the Week 7 lecture on the Judiciary.

○ Academic integrity and collaboration guidelines

The midterm exam is open note and open book. The exam should be completed by yourself without any outside help, including outside online sources or other students. You do not need to provide a full bibliography for course readings being discussed; however, if you are directly citing or paraphrasing a particular passage, provide a brief citation (e.g., (Waltz 1988 pg. 616)).

The midterm exam will be analyzed by Turnitin upon submission on Carmen. Turnitin is a tool used to identify possible plagiarism by comparing submissions to databases including other students' papers, published academic work, and other online sources.



Plagiarism will result in consequences outlined below in the Academic Integrity Policy.

Final Exam

- **Description**

The final exam will cover Week 8 through Week 13 of the course and will have the same format and time limit as the midterm, two hours. The final exam is not cumulative, though being familiar with the material from the first half of the semester will be helpful. For the final exam, students will write a short essay for each week of the second half of the course in response to a prompt related to that week's material or else will choose one prompt out of multiple prompts for that week. In total, you will write six short essays for the final exam.

The final exam will be available on Carmen between 7:00am and 11:59pm on Thursday, April 27th. Once you begin the exam, you will have two hours to complete it, so the latest you should begin the exam is 9:59pm to give yourself the full two hours. Additional guidelines regarding short essay requirements and formatting will be provided on Carmen. A study guide will be posted to Carmen alongside the Week 13 lecture on the Media.

- **Academic integrity and collaboration guidelines**

The final exam is open note and open book. The exam should be completed by yourself without any outside help, including outside online sources or other students. You do not need to provide a full bibliography for course readings being discussed; however, if you are directly citing or paraphrasing a particular passage, provide a brief citation (e.g., (Waltz 1988 pg. 616)).



The final exam will be analyzed by Turnitin upon submission on Carmen. Turnitin is a tool used to identify possible plagiarism by comparing submissions to databases including other students' papers, published academic work, and other online sources. Plagiarism will result in consequences outlined below in the Academic Integrity Policy.

Late assignments

All assignments have specified due dates – please see the course schedule for specific assignments.

- All assignments listed within Carmen have automatic availability windows that will close at the specified time; after the window closes; no late submissions to Carmen are allowed.
- **DO NOT WAIT UNTIL THE LAST MINUTE TO COMPLETE THE QUIZZES.** If you experience some sort of emergency and you alert your instructor **AFTER** the Friday 11:59 PM deadline, you **WILL** receive a 0 for that week's quiz. Because we understand that things come up, **TWO** quiz grades will be dropped from your final quiz score.
- All Central Ideas in American Government (CIAG) textbook questions must be completed by 11:59 pm on Monday, April 24th.

Grading Scale

- 93-100: A
- 90-92: A–
- 87-89: B+
- 83-86: B
- 80-82: B–
- 77-79: C+
- 73-76: C
- 70-72: C–



- 67-69: D+
- 60-66: D
- Under 60: E

Instructor feedback and response time

Grading and feedback

For Carmen assignments, automatically scored feedback will be available for incorrectly answered items for one week following the exam. Please contact me if you have any questions regarding your quizzes and/or exams.

Preferred contact method

E-mail: We typically reply to e-mails within 24 hours on school days.

Academic Policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.



If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for instructional materials

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 the course.

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 at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:
<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation.



These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu 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.

Accessibility accommodations for students with disabilities

Requesting accommodations

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.

Religious accommodations

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

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

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins,



of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

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



Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

Week	Topics, Dates	Readings, Lectures, Assignments, Deadlines
0	Syllabus 1/8 – 1/14	Course Syllabus Hoover Green (2013), “How to Read Political Science: A Guide in Four Steps”
		Quiz 0 due by 11:59PM on Friday

		If registered with SLDS, email Dr. Box-Steffensmeier to make accommodations for the entirety of the course.
1	The Founding and the Constitution 1/15 – 1/21 <i>Citizenship topics:</i> - Principles of American government & their relationship to citizenship (ELOs 3.1, 4.1, 4.2) - Constitutional design and intergenerational justice (ELOs 3.1, 3.2, 4.1, 4.2)	Central Ideas Ch. 1, Week 1 Lecture Videos Pick two of the following: 1. Gailmard, S. and Jenkins, J. A. (2009), Agency Problems, the 17th Amendment, and Representation in the Senate. <i>American Journal of Political Science</i> , 53: 324-342. 2. Muñiz-Fraticelli (2009), "The problem of a perpetual constitution." In Gosseries, Axel, and Lukas H. Meyer, eds. "Intergenerational Justice." Oxford University Press.



	<ul style="list-style-type: none"> - Citizenship as shaped by Constitutional amendments (ELOs 3.1, 4.1, 4.2) 	<p>3. Ciepley, David. "Is the US government a corporation? The corporate origins of modern constitutionalism." <i>American Political Science Review</i> 111, no. 2 (2017): 418-435.</p>
		<p>Quiz 1 due by 11:59PM on Friday</p>
		<p>CIAG Ch. 1 Textbook Questions and Discussion 1</p> <p>Dr. Martin Luther King Day: Jan. 16th</p>
<p>2</p>	<p>Federalism 1/22 – 1/28</p> <p><i>Citizenship topics</i></p> <ul style="list-style-type: none"> - How does federalism shape concepts of citizenship? (3.1, 3.2, 4.1, 4.2) - Federalism and US immigration policy (ELOs 3.2, 4.1, 4.2) - Federalism and segregation (ELOs 3.1, 4.1, 4.2) 	<p>Central Ideas Ch. 2, Week 2 Lecture Videos</p> <p>Pick two of the following:</p> <ol style="list-style-type: none"> 1. Monogan, J. E., Konisky, D. M. and Woods, N. D. (2017), <i>Gone with the Wind: Federalism and the Strategic Location of Air Polluters</i>. <i>American Journal of Political Science</i>, 61: 257-270 2. Varsanyi, Monica W., Paul G. Lewis, Doris Marie Provine, and Scott Decker. "A multilayered jurisdictional patchwork: Immigration federalism in the United States." <i>Law & Policy</i> 34, no. 2 (2012): 138-158. 3. Grumbach, Jacob M. "Laboratories of democratic



		backsliding." American Political Science Review (2022): 1-18.
		Quiz 2 due by 11:59PM on Friday
		CIAG Ch. 2 Textbook Questions and Discussion 2
3	<p>Congress 1/29 – 2/4</p> <p><i>Citizenship topics:</i></p> <ul style="list-style-type: none"> - How representative is Congress? (ELOS 3.1, 4.1, 4.2) - Congressional vs. public polarization (ELO 4.1) 	<p>Central Ideas Ch. 3, Week 3 Lecture Videos</p> <p>Pick two of the following:</p> <ol style="list-style-type: none"> 1. Hill, Seth J., and Chris Tausanovitch. "A disconnect in representation? Comparison of trends in congressional and public polarization." The Journal of Politics 77, no. 4 (2015): 1058-1075. 2. Fourniaies, Alexander, and Andrew B. Hall. "How do electoral incentives affect legislator behavior? Evidence from US state legislatures." American Political Science Review 116, no. 2 (2022): 662-676. 3. Hertel-Fernandez, Alexander, Matto Mildemberger, and Leah C. Stokes. "Legislative staff and representation in Congress." American Political Science Review 113, no. 1 (2019): 1-18.
		Quiz 3 due by 11:59PM on Friday



		CIAG Ch. 3 Textbook Questions and Discussion 3
4	<p>Political Parties 2/5 – 2/11</p> <p><i>Citizenship topics:</i></p> <ul style="list-style-type: none">- What drives partisan polarization? (ELOs 4.1, 4.2)- How do political parties represent the interests of their members? (ELOs 4.1, 4.2)	<p>Central Ideas Ch. 4, Week 4 Lecture Videos</p> <p>Pick two of the following:</p> <ol style="list-style-type: none">1. Huddy, L., Mason, L., & Aaroe, L. (2015). Expressive Partisanship: Campaign Involvement, Political Emotion, and Partisan Identity. <i>American Political Science Review</i>, 109(1), 1-17.2. Osmundsen, Mathias, Alexander Bor, Peter Bjerregaard Vahlstrup, Anja Bechmann, and Michael Bang Petersen. "Partisan polarization is the primary psychological motivation behind political fake news sharing on Twitter." <i>American Political Science Review</i> 115, no. 3 (2021): 999-1015.3. Mason, Lilliana. "'I disrespectfully agree': The differential effects of partisan sorting on social and issue polarization." <i>American Journal of Political Science</i> 59, no. 1 (2015): 128-145.4. Lee, Frances E. "Populism and the American party system:



		<p>Opportunities and constraints." Perspectives on Politics 18, no. 2 (2020): 370-388.</p>
		<p>Quiz 4 due by 11:59PM on Friday</p>
		<p>CIAG Ch. 4 Textbook Questions and Discussion 4</p>
5	<p>Interest Groups 2/12 – 2/18</p> <p><i>Citizenship topics</i></p> <ul style="list-style-type: none"> - Public and private interest groups and advocacy (ELO 4.1) - Intersectional inequities in representation (ELOs 4.1, 4.2) - Advantages and disadvantages of interest groups for representation (ELOs 4.1, 4.2) 	<p>Central Ideas Ch. 5, Week 5 Lecture Videos</p> <p>Pick two of the following:</p> <ol style="list-style-type: none"> 1. Strolovitch, D. (2006). Do Interest Groups Represent the Disadvantaged? Advocacy at the Intersections of Race, Class, and Gender. <i>The Journal of Politics</i>, 68(4), 894-910. 2. Box-Steffensmeier, Janet M., Dino P. Christenson, and Alison W. Craig. "Cue-taking in congress: Interest group signals from dear colleague letters." <i>American Journal of Political Science</i> 63, no. 1 (2019): 163-180. 3. Fouirnaies, Alexander, and Andrew B. Hall. "How do interest groups seek access to committees?." <i>American Journal of Political Science</i> 62, no. 1 (2018): 132-147.
		<p>Quiz 5 due by 11:59PM on Friday</p>



		CIAG Ch. 5 Textbook Questions and Discussion 5
6	<p>The Presidency 2/19 – 2/25</p> <p><i>Citizenship topics</i></p> <ul style="list-style-type: none"> - How responsive are presidents to citizens' advocacy? (ELOs 3.1, 4.1) - How do presidents engage with the public? (ELOs 3.1, 4.1) - What are the checks on presidential power? (ELO 3.1) 	<p>Central Ideas Ch. 6, Week 6 Lecture Videos</p> <p>Pick two of the following:</p> <ol style="list-style-type: none"> 1. Kriner, D., & Reeves, A. (2015). Presidential Particularism and Divide-the-Dollar Politics. <i>American Political Science Review</i>, 109(1), 155-171. 2. Miller, David Ryan. "The President Will See Whom Now? Presidential Engagement with Organized Interests." <i>American Political Science Review</i> 117, no. 3 (2023): 1019-1035. 3. Moe, Terry M., and William G. Howell. "Unilateral action and presidential power: A theory." <i>Presidential Studies Quarterly</i> 29, no. 4 (1999): 850-873.
		Quiz 6 due by 11:59PM on Friday
		CIAG Ch. 6 Textbook Questions and Discussion 6
7	<p>The Judiciary 2/26 – 3/4</p> <p><i>Citizenship topics</i></p> <ul style="list-style-type: none"> - How has the Supreme Court shaped the rights 	<p>Central Ideas Ch. 7, Week 7 Lecture Videos</p> <p>Pick two of the following:</p> <ol style="list-style-type: none"> 1. Enns, Peter K., and Patrick C. Wohlfarth. "The swing justice." <i>The Journal of Politics</i> 75, no. 4 (2013): 1089-1107.



	<p>and privileges that accompany American citizenship for different groups? (ELOs 3.1, 3.2, 4.1, 4.2)</p> <ul style="list-style-type: none"> - Whose cases are heard by the Supreme Court? (ELOs 4.1, 4.2) - Is the Supreme Court subject to democratic accountability? (ELO 3.1) 	<ol style="list-style-type: none"> 2. Box-Steffensmeier, Janet M., Dino P. Christenson, and Matthew P. Hitt. "Quality over quantity: Amici influence and judicial decision making." <i>American Political Science Review</i> 107, no. 3 (2013): 446-460. 3. Snead, Warren. "The Supreme Court as an Agent of Policy Drift: The Case of the NLRA." <i>American Political Science Review</i> 117, no. 2 (2023): 661-674.
		Quiz 7 due by 11:59PM on Friday
		CIAG Ch. 7 Textbook Questions and Discussion 7

MIDTERM EXAM: Take the midterm exam on Wednesday, March 8th between 7:00am and 11:59pm. Once you begin, you will have two hours to complete the exam.

The midterm will cover material from Weeks 1 - 7; for each week, you will write a short essay in response to a prompt related to that week's topic, for a total of seven short essays. A study guide for the midterm will be available to you on Carmen alongside the Judiciary lecture.

8	<p>Civil Liberties</p> <p>3/4 – 3/10</p> <p><i>Citizenship topics</i></p>	<p>Central Ideas Ch. 8, Week 8 Lecture Videos</p> <p>Pick two of the following:</p> <ol style="list-style-type: none"> 1. Nelson, Thomas E., et al. "Media Framing of a Civil Liberties Conflict and Its Effect on
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	<ul style="list-style-type: none"> - What are civil liberties and how are they linked to notions of citizenship? (ELOs 3.1, 3.2) - Under what circumstances are civil liberties limited? (ELOs 3.1, 4.1, 4.2) - How are citizenship, immigration, and justice linked to durational time? (ELOs 3.2, 4.1, 4.2) 	<p>Tolerance.” The American Political Science Review, vol. 91, no. 3, 1997, pp. 567–583.</p> <ol style="list-style-type: none"> 2. Cohen, Elizabeth F. "Citizenship and the Law of Time in the United States." Duke Journal of Constitutional Law and Public Policy (2012): 53. 3. Davis, Darren W., and Brian D. Silver. "Civil liberties vs. security: Public opinion in the context of the terrorist attacks on America." American Journal of Political Science 48, no. 1 (2004): 28-46.
Quiz 8 due by 11:59PM on Friday		
CIAG Ch. 8 Textbook Questions and Discussion 8 Group Project Topic Due by 11:59 PM on March 4		
Spring Break: March 13 - 17		
9	<p>Civil Rights 3/18 – 3/24</p> <p><i>Citizenship topics</i></p> <ul style="list-style-type: none"> - Historically, who were considered full 	<p>Central Ideas Ch. 9, Week 9 Lecture Videos</p> <p>Pick two of the following:</p> <ol style="list-style-type: none"> 1. Acharya, Avidit, Matthew Blackwell, and Maya Sen. "The political legacy of American slavery." The Journal of Politics 78, no. 3 (2016): 621-641.



	<p>citizens of the US? (ELOs 3.1, 3.2, 4.1, 4.2)</p> <ul style="list-style-type: none"> - How have freedoms been unequally granted to different groups of citizens across US history? (ELOs 3.1, 4.1, 4.2) - Equality of opportunity vs. equality of outcomes (ELOs 4.1, 4.2) - How did civil rights legislation attempt to dismantle Jim Crow? (ELOs 3.1, 4.1, 4.2) 	<ol style="list-style-type: none"> 2. Mazumder, Soumyajit. "The persistent effect of US civil rights protests on political attitudes." <i>American Journal of Political Science</i> 62, no. 4 (2018): 922-935. 3. Eubank, Nicholas, and Adriane Fresh. "Enfranchisement and incarceration after the 1965 Voting Rights Act." <i>American Political Science Review</i> 116, no. 3 (2022): 791-806. 4. Schuit, Sophie, and Jon C. Rogowski. "Race, representation, and the voting rights act." <i>American Journal of Political Science</i> 61, no. 3 (2017): 513-526.
		<p>Quiz 9 due by 11:59PM on Friday</p>
		<p>CIAG Ch. 9 Textbook Questions and Discussion 9</p>
<p>10</p>	<p>Voting and Political Participation</p> <p>3/25 – 3/31</p> <p><i>Citizenship topics</i></p> <ul style="list-style-type: none"> - What are the ways that citizens participate in 	<p>Central Ideas Ch. 10, Week 10 Lecture Videos</p> <p>Pick two of the following:</p> <ol style="list-style-type: none"> 1. Uggen, Christopher, and Jeff Manza. "Democratic Contraction? Political Consequences of Felon Disenfranchisement in the



	<p>democracy? (ELOs 3.1, 3.2)</p> <ul style="list-style-type: none"> - What factors influence partisan loyalty and voting? (ELOs 3.1, 3.2, 4.1) 	<p>United States." American Sociological Review, vol. 67, no. 6, 2002, pp. 777–803.</p> <ol style="list-style-type: none"> 2. Bisbee, James, and Dan Honig. "Flight to safety: COVID-induced changes in the intensity of status quo preference and voting behavior." American Political Science Review 116, no. 1 (2022): 70-86. 3. Hajnal, Zoltan L., Vladimir Kogan, and G. Agustin Markarian. "Who votes: City election timing and voter composition." American Political Science Review 116, no. 1 (2022): 374-383. <p>Quiz 10 due by 11:59PM on Friday</p> <p>CIAG Ch. 10 Textbook Questions and Discussion 10</p>
11	<p>Public Opinion 4/1 – 4/7</p> <p><i>Citizenship topics</i></p> <ul style="list-style-type: none"> - How consistent and coherent are public attitudes? (ELOs 3.1, 3.2, 4.1) - How are polls used to 	<p>Central Ideas Ch. 11, Week 11 Lecture Videos</p> <p>Pick two of the following:</p> <ol style="list-style-type: none"> 1. Walsh, K. (2012). Putting Inequality in Its Place: Rural Consciousness and the Power of Perspective. American Political Science Review, 106(3), 517-532. 2. Sances, Michael W. "Presidential approval and the inherited economy." American Journal of



	<p>understand public opinion? (ELOs 3.1, 4.1)</p> <ul style="list-style-type: none"> - Do political elites care about public opinion and how do they shape it? (ELOs 3.1, 3.2) - Public opinion, advocacy, and democratic accountability (ELOs 3.1, 3.2, 4.1, 4.2) 	<p>Political Science 65, no. 4 (2021): 938-953.</p> <p>3. Kalla, Joshua L., and Ethan Porter. "Correcting bias in perceptions of public opinion among American elected officials: results from two field experiments." <i>British Journal of Political Science</i> 51, no. 4 (2021): 1792-1800.</p>
		<p>Quiz 11 due by 11:59PM on Friday</p>
		<p>CIAG Ch. 11 Textbook Questions and Discussion 11</p>
<p>12</p>	<p>Elections and Campaigns 4/8 – 4/14</p> <p><i>Citizenship topics</i></p> <ul style="list-style-type: none"> - How are elections linked to political legitimacy? (ELOs 3.1, 3.2) - How do political campaigns appeal to voters? (ELOs 3.1, 4.1) 	<p>Central Ideas Ch. 12, Week 12 Lecture Videos</p> <p>Pick two of the following:</p> <ol style="list-style-type: none"> 1. Jacobson, Gary C. "It's nothing personal: The decline of the incumbency advantage in US House elections." <i>The Journal of Politics</i> 77, no. 3 (2015): 861-873. 2. Sides, John, Lynn Vavreck, and Christopher Warshaw. "The effect of television advertising in United States elections." <i>American Political Science Review</i> 116, no. 2 (2022): 702-718. 3. Thomsen, Danielle M. "Competition in Congressional



		<p>Elections: Money versus Votes." American Political Science Review 117, no. 2 (2023): 675-691.</p> <p>4. Fowler, Erika Franklin, Michael M. Franz, Gregory J. Martin, Zachary Peskowitz, and Travis N. Ridout. "Political advertising online and offline." American Political Science Review 115, no. 1 (2021): 130-149.</p>
		<p>Quiz 12 due by 11:59PM on Friday</p>
		<p>CIAG Ch. 12 Textbook Questions and Discussion 12</p>
<p>13</p>	<p>Media 4/15 – 4/21</p> <p><i>Citizenship topics</i></p> <ul style="list-style-type: none"> - The role of the media in a democratic society (ELOs 3.1, 3.2) - How does the media shape citizens' political beliefs and behavior? 	<p>Central Ideas Ch. 13, Week 13 Lecture Videos</p> <p>Pick two of the following:</p> <ol style="list-style-type: none"> 1. Martin, G., & McCrain, J. (2019). Local News and National Politics. American Political Science Review, 113(2), 372-384. 2. Moskowitz, Daniel J. "Local news, information, and the nationalization of US Elections." American Political Science Review 115, no. 1 (2021): 114-129. 3. Hayes, Danny, and Jennifer L. Lawless. "As local news goes, so goes citizen engagement: Media, knowledge, and participation in



	(ELOs 3.1, 3.2, 4.1) - How has the media evolved over time? (ELOs 3.1, 3.2)	US House Elections." The Journal of Politics 77, no. 2 (2015): 447-462.
		Quiz 13 due by 11:59PM on Friday
		CIAG Ch. 13 Textbook Questions and Discussion 13
Upload group presentation to Carmen by 11:59 PM on Sunday, April 14		
Submit self-reflection essay on Carmen by 11:59 PM on Sunday, April 21		
COMPLETE ALL CIAG TEXTBOOK QUESTIONS by 11:59pm on Monday, April 24 , NO EXCEPTIONS.		
<p>FINAL EXAM: Take the final exam on Thursday, April 27th between 7:00am and 11:59pm. Once you begin, you will have two hours to complete the exam.</p> <p>The final exam will cover material from Weeks 8 - 13; for each week, you will write a short essay in response to a prompt related to that week's topic, for a total of six short essays. A study guide for the final will be available to you on Carmen alongside the Media lecture.</p>		



Additional steps for completing the course:

1. ***Carefully read this syllabus, watch the introduction videos, and take the syllabus quiz.*** The syllabus contains important information about the course, so it is imperative you read through it before the semester begins. After you carefully review the syllabus, you must take the syllabus quiz on Carmen during the first week of class. **You have until Friday, 1/14 at 11:59 PM to complete this quiz.** The syllabus quiz grade cannot be dropped (see below for more information).
2. ***Do the reading and listen to lectures:*** On Saturday at 7 AM the next course module will open. For that week you should be sure to read the chapter of the e-textbook of Central Ideas in American Government and watch/read the lectures.

For your convenience, the lectures are separated into distinct topics and these sections vary in length depending on the amount of content to cover in said topic. We recommend watching and listening to the lectures several times to better familiarize yourself with the material. To facilitate this, the lectures are available as videos under the **Modules** tab on Carmen and they are also available as an audio podcast that you can download to your mobile devices.

The textbook can be accessed under the **Assignments** tab on Carmen. Scroll down to the “CIAG” Module and click on any of the assignments listed to launch the portal to the online textbook.

3. ***Take weekly Carmen quizzes on that week’s topic:*** Every week, you **must** complete a Carmen quiz covering the topic for that week. These quizzes are available under the **Modules** tab on Carmen and the **Quizzes** tab. You must complete the quiz by **11:59 PM EST on Friday** of that week.

The Carmen quizzes contain 10 multiple-choice questions. Once you begin the quiz, you have 15 minutes to complete the quiz before it is



automatically submitted. The quizzes will cover material both from the lecture AND the textbook. Quizzes are open book and open note.

The time window to take the quizzes closes on **Fridays at 11:59 PM**. Do not wait until the last minute to take quizzes. You will not be given an extension **for any reason** if you fail to take the quiz and do not provide your instructor with a reason why prior to the deadline.

We understand that things do happen so we will drop the TWO lowest quiz grades of the semester (not including the Syllabus Quiz). These are not free passes; they are a policy intended to help you when life happens, and you have to miss a quiz deadline without notifying your instructor first.

These Carmen quizzes are worth 25% of your overall grade in the class. Quiz answers to the questions you answered incorrectly will be available on CARMEN for 1 week after the quiz closes for you to study from. To see these answers, re-enter the quiz once the class deadline has passed.

4. **Answer questions in CIAG Textbook:** The textbook for this course is an interactive online textbook. You must answer all of the questions embedded in the text (including the Investigation sections) by **Monday, April 24th at 11:59 PM**. Unlike the Carmen quizzes, you may answer these questions as many times as you would like and there is no time limit other than submitting all of the correct answers by the above deadline.

While all of these questions are due at the same time, remember that both the Carmen quizzes and the exams will have questions that can only be answered if you've carefully read the textbook. Because of this, we highly recommend answering the textbook questions in the week you are learning about a given topic. These questions are worth 15% of your final grade.

5. **Complete the midterm and final exams:** There are two exams over the course of the semester. Each exam is only available over the



course of one day from 7:00am to 11:59pm ET. They both consist of short essays written in response to prompts related to each week's topic. You will have two hours to complete each exam. In order to have the full allotted time, the latest you should begin each exam is 9:59pm.

Both exams are open note and open book. The short-essay responses should be your work alone; you should not use outside sources, including search engines. You should also not share exam questions or answers with other students. If you are believed to have shared your answers, you will be reported to the Office of Academic Integrity.

You must complete the midterm exam on Wednesday, March 8th between 7am and 11:59 PM ET. The midterm exam will cover Week 1 through Week 7 of the course. The final exam must be taken on Thursday, April 27th between 7am and 11:59 PM. The final is not cumulative and will cover Week 8 and Week 13 of the course.

Each exam is worth 20% of your final course grade. If you have any scheduling conflicts for the midterm or final exam, you must let me know **by the end of the first week of class**. DO NOT wait until the last minute to complete the midterm and final exams because, just like the quizzes, things can go wrong with the computer, and we will not make exceptions based on technical problems that occur at the last minute.

6. ***Engage with optional material:*** In addition to the lecture and textbook, your instructor will make you aware of other materials including academic readings, news articles, and scripted media that relate to the course. All of these other materials are 100% optional. You will not be asked questions about these topics; however, engaging with them will deepen your understanding of course material which could improve your quiz and exam grades.

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.

This course fits within the theme of Citizenship by pushing students to look deeper into how their cultures and behaviors interact with government institutions, through assigned readings, class activities, assignments, and discussions. The course will engage diverse perspectives on citizenship, with an emphasis on highlighting the importance of active engagement in American civic life. The course will interrogate differing conceptions of citizenship, or how different political and civil rights, responsibilities, and privileges are conferred and to whom. Through the course, citizenship is thus conceptualized as both the legal definition of American citizenship (and how this legal definition has evolved over time, including how legal citizenship has been constructed to include or exclude different communities in different periods) and as the broader definition of American citizenship as inclusion within a particular polity. The latter is demarcated by sets of norms, institutions, and behavior that have also shifted and been subject to contestation over time. Thus, the course also examines citizenship as constituted through the actions of citizens, and the factors that affect those actions.

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.	This course moves beyond an introductory class by combining a variety of texts, including a textbook, primary historical documents such as <i>The Federalist Papers</i> , and cutting-edge scholarly research (e.g. peer-reviewed journal articles) to provide an elevated understanding of American political culture, citizenship, and behavior. The textbook provides the necessary foundational knowledge to students, including those from other disciplines, while primary documents and journal articles move beyond typical introductory materials so students engage with the content at a higher level. Students are encouraged to examine knowledge of American politics with which they may already be familiar by employing more advanced critical and logical thinking through the addition of more difficult academic papers.
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	Using a variety of assignments, students will be introduced to and interact with concepts ranging over multiple aspects of American Government, Culture, and Behavior. <u>Readings:</u> Students will complete the Soomo-Learning textbook readings throughout the class, along with several questions per chapter. The textbook covers a wide range of topics on American politics and offers students foundational knowledge off which to build. The textbook is in a webtext format that pairs text, videos, and quizzes on course topics. This textbook both provides foundational knowledge for students who may be less familiar with American government and political science, while also presenting more advanced material

beyond that which students who have foundational knowledge may have been exposed to.

Students will also be assigned additional readings from academic articles alongside their textbook readings. While the textbook provides and extends foundational knowledge, these articles offer a more scholarly and in-depth exploration of the same topics, giving students a more advanced understanding of the topics while exposing them to state-of-the-art research from top journals in the discipline, including the American Political Science Review (APSR), the American Journal of Political Science (AJPS), and The Journal of Politics (JOP). These readings not only facilitate student engagement with topics such as citizenship and political behavior, but also familiarize students with a range of research methods including quantitative and qualitative analysis and experimental methods.

Weekly Discussions:

Students will be required to contribute to weekly discussions related to the additional course readings comprised of academic research articles. Each week, students will pick two research articles related to that week's theme to read; they will then contribute to that reading's online discussion post by posting a substantive reply to a discussion prompt provided by another student or a provided discussion prompt, or by posting a substantive discussion prompt of their own. The discussions are designed to encourage students to actively discuss and analyze the readings, ask each other questions, and provide peer feedback. The instructor will take an active role in facilitating the discussion for each article, including posting initial discussion prompts as well as responding to students in order to answer questions or aid in understanding the article's argument, methods, empirics, etc. While students will take an active role in shaping the discussion, the instructor will also guide the discussion in order to promote understanding of and engagement with the research under discussion.

A substantive discussion prompt may range from at least several sentences to a few paragraphs and will engage with the content of the article under discussion in a way that demonstrates close reading of the paper. A substantive discussion prompt should demonstrate an understanding of the article's research topic, argument, and empirics as well as an original question or critique of the article that invites discussion by their fellow students. Students are also encouraged to relate their substantive discussion prompt to their own observations of the article's topic in the media or their own experience. Posts simply stating that the student does not understand or agree/disagree with the author's argument or empirical analysis do not constitute a substantive discussion prompt; rather, they should elaborate specifically what about the article they do not understand or

agree/disagree with and offer some possible interpretations or reasons why you agree or disagree based on specific arguments or evidence.

Similarly, *a substantive reply* demonstrates both engagement with the research article under discussion as well as their fellow students' contributions. Rather than simply agreeing or disagreeing with the post that they reply to, a substantive reply should build on the post it is replying to in a meaningful way, whether to agree with the point being made or refute it with a particular argument or evidence. A substantive reply should be at least several sentences. Students are also highly encouraged to give substantive replies to multiple posts, rather than just the minimum required.

Examples: students who select to read "The Problem of a Perpetual Constitution" (Oxford University Press) by Victor M. Muñiz-Fraticelli will be prompted to discuss issues of intergenerational justice by comparing the views of Thomas Jefferson and James Madison on the issue of a perpetual constitution, discussing whether it is just for future generations to be bound to a certain political structure selected by past generation. Students who read "How do electoral incentives affect legislator behavior? Evidence from US state legislatures" (American Political Science Review), by Fourinaies and Hall, will be prompted to discuss the likely effects of term limits on the performance of elected officials and debate whether the article presents evidence for or against term limits.

Weekly Quizzes:

Weekly Quizzes hold students accountable for the material from both the readings and lectures, while also providing critical feedback to both students and the instructor on what concepts are well-understood, and which need to be revisited. With a quiz focused on every unit, students can use these weekly quizzes to reinforce the knowledge they have gained through their scholarly articles. These quizzes also ensure that students truly grasped the knowledge they learned, acting as motivators for students who did not understand the readings to try and circle back rather than simply move forward with an incomplete knowledge base.

Papers:

The mid-term and final exam exams, which are comprised of a series of short essays, act as a way for students to put their newly gained scholarly knowledge into practice. Students will write a series of short essays in response to prompts related to the weekly themes of the course. These essays will challenge students by asking them to synthesize the diverse assortment of course materials to form a clear argument. Examples of prompts include asking students to compare

	<p>and contrast different models of citizenship, evaluating which one is most effective and why, or asking students to synthesize course material on partisan polarization and voting behavior to analyze shifting incentives facing legislators.</p> <p>Examples: short essay prompts on the midterm and final exams include asking students to assess trends in political partisan polarization in the United States, analyzing the factors shaping these trends, and discussing how these trends are linked to changes in Americans' political behavior, including voting. Additional prompts include asking students to identify and assess different conceptions of citizenship within the United States across historical eras, and analyze how shifts in conceptions of citizenship have affected changes in attitudes toward civil rights and civil liberties in different periods.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students will be required to identify, describe, and synthesize approaches or experiences primarily through the essays on the two exams. Students will be able to choose from multiple prompts for each of the units of this course, giving them the opportunity to focus on a topic that speaks to them. This ability to choose allows students to draw upon their diverse backgrounds and skill sets to answer the question. Given the cultural and behavioral focus of this course, that requires students to reflect on how certain events are either the result of or result in cultural and behavioral interactions with government institutions. These events and experiences can range from nationwide cultural movements down to localized movements unique to every student. This encourages students to think about how their actions and the actions of others interact with the government to affect the world around them.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will be required to complete a midterm exam and final exam; for each exam, students will write a series of short essays in response to their choice of prompts related to each unit of the course. Both exams will allow students to pick from a number of prompts allowing for them to pick a prompt pertaining to the topics they connected most with. Students will then be expected to bring together course lectures, textbook readings, and the additional research articles to write each short essay. The prompts will also encourage students to reflect on their own experiences with citizenship and political behavior.</p> <p>Example: a short essay prompt asking students to discuss different kinds of media coverage, synthesizing course material on Week 13, the Media, with students' own experience with different kinds of media coverage of current events, including social media. Students will be asked to analyze how different kinds of media they have observed have covered course topics such as elections coverage, and reflect on how changes in the media landscape may affect citizens' political attitudes and behavior. Additional examples include</p>

	discussion posts prompting students to reflect on and discuss their observations of political polarization.
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Example responses for proposals within "Citizenship" (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<p><i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through:</i></p> <ul style="list-style-type: none"> <i>Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration;</i> <i>Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions;</i> <i>Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p><i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</i></p> <p><i>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i></p>
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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.

Lecture

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.

Reading

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.

Discussions

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

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

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

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

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

	Course activities and assignments to meet these ELOs
<p>ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.</p>	<p>By focusing on different topics each week students engage material highlighting a wide range of functions of government and how they are influenced by the political behavior and culture of Americans. Students will further engage material highlighting the symbiotic relationship between government, culture, and behavior, including how behavioral and cultural practices are heavily rooted in concepts of citizenship that may vary across communities. Students will complete assigned readings and discussion posts that build on foundational governmental and historical cultural knowledge in the United States to interrogate different conceptions of citizenship. For example, the module on the Founding and the Constitution lays out competing conceptions of citizenship that were present at the founding of the United States; throughout the course, students will analyze and discuss how these different conceptions of citizenship apply to different issues such as civil rights, and how they have shifted over time as well.</p>
<p>ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>	<p>For students to develop intercultural competence as global citizens they require a strong foundation to build from. This class aims to provide that by building on and expanding on students’ existing knowledge of cultures and concepts of citizenship that are more familiar and focused on the United States. By using that familiarity to build cultural</p>

	<p>competencies as citizens of the United States, students are then given the skills they need to take that competency to a global scale. International students will gain an appreciation of the unique cultural aspects of the American governmental system. Weekly discussions and the midterm and final exam essays encourage students to reflect on their experiences through, for example, comparing different conceptions of citizenship. An example of this is in the Week 8 module on Civil Liberties, which includes a journal article analyzing how issues of immigration touch on different conceptions of citizenship rooted in how different communities are subject to different rules regarding how long they must wait for citizenship and its attendant rights and privileges. Students will be encouraged to discuss their own experiences with time as shaped by US law and custom, from waiting in line for state identification to waiting for a visa.</p>
<p>ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</p>	<p>Through their weekly readings, students will explore numerous case studies and papers on the implications of the interactions between different communities and the government. These case studies and readings explore how the government’s interactions with different communities can promote or harm diversity as well as equity in different socio-economic aspects. Material in the Week Five unit on Interest Groups includes examining race-, class-, and gender-based advocacy efforts. In the Week Nine unit on Civil Rights, students will explore the continued legacy of slavery in the United States, the effect of civil rights protests on political attitudes, and the effects of the Voting Rights Act on present-day voting. Students will then be expected to explore these topics further with their classmates as they participate in their weekly discussion boards and are given the opportunity to share and read both their and their classmates’ experiences on the topic as well. These cases and readings will be further explored in the midterm and final exams in the form of short essay responses.</p>
<p>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.</p>	<p>Students will analyze how concepts of justice and views on citizenship interact with cultural views and systems of power by first establishing a deep understanding of the historical systems of power and the influence that had on government, through their readings. For example, material in the Week Eight unit on Civil Liberties includes analyses of different conceptions of citizenship and their relationship to civil liberties. By understanding those interactions, students will then be prompted, through both weekly discussion posts and on the midterm and final exam essays, to explore further how historical exclusion or inclusion with</p>

	systems of power affects how different communities view citizenship.
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Example responses for proposals within "Citizenship" (Hist/Relig. Studies 3680, Music 3364; Soc 3200):

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural,	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.
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national, global, and/or historical communities.	<p>Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</p> <p>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.</p>
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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.
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<p>ELO 4.1 <i>Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</i></p>	<p><i>Through the historical and contemporary case studies students examine in HIST/RS 3680, they have numerous opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. The cases highlight the challenges of living in religiously diverse societies, examining a range of issues and their implications. They also consider the intersections of religious difference with other categories of difference, including race and gender. For example, during the unit on US religious freedom, students consider how incarcerated Black Americans and Native Americans have experienced questions of freedom and equality in dramatically different ways than white Protestants. In a weekly reflection post, they address this question directly. In the unit on marriage and sexuality, they consider different ways that different social groups have experienced the regulation of marriage in Israel and Malaysia in ways that do not correspond simplistically to gender (e.g. different women's groups with very different perspectives on the issues).</i></p> <p><i>In their weekly reflection posts and other written assignments, students are invited to analyze the implications of different regulatory models for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which model is</i></p>
	<p><i>"right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different societies manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion. They also consider how the different social and demographic conditions of different societies shape their approaches (e.g. a historic Catholic majority in France committed to laicite confronting a growing Muslim minority, or how pluralism *within* Israeli Judaism led to a fragile and contested status quo arrangement). Again, these goals are met most directly through weekly reflection posts and students' final projects, including one prompt that invites students to consider Israel's status quo arrangement from the perspective of different social groups, including liberal feminists, Orthodox and Reform religious leaders, LGBTQ communities, interfaith couples, and others.</i></p>

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.