

## Term Information

Effective Term Spring 2024  
*Previous Value* Summer 2012

## Course Change Information

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

Add as GE course in the Citizenship for a Just and Diverse World Theme area

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

We feel this course meets the requirements for this theme area.

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

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

Include as offering in Citizenship for a Just and Diverse World Theme area

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

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

## General Information

Course Bulletin Listing/Subject Area	Speech and Hearing Science
Fiscal Unit/Academic Org	Speech & Hearing - D0799
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4510
Course Title	Disability Studies in Context
Transcript Abbreviation	S-L-H in Dis Stud
Course Description	The history, nature, meaning, and consequences of disability from the differing viewpoints of a range of academic disciplines and professions.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

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

## Prerequisites and Exclusions

### Prerequisites/Corequisites

### Exclusions

### Previous Value

Not open to students with credit for 510.

### Electronically Enforced

No

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

### Subject/CIP Code

51.0201

### Subsidy Level

Baccalaureate Course

### Intended Rank

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

### Previous Value

*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

- Be able to discuss the broad nature of disability in American culture, regardless of the nature of the disability
- Be able to define and distinguish handicap from disability from impairment, particularly as these relate to quality of life

### Content Topic List

- The multifaceted nature of disability (however defined) in the United States as well as the world
- Disability studies from different professional viewpoints
- Cultural differences in defining disability
- Medical vs. cultural approaches in disability

### Sought Concurrence

No

## Attachments

- 4510 syllabus AU 23.docx: current  
*(Syllabus. Owner: Brello, Jennifer)*
- 4510 syllabus AU 24 GE-revised.docx: revised  
*(Syllabus. Owner: Brello, Jennifer)*
- submission-doc-citizenship.pdf: Citizenship Worksheet  
*(Other Supporting Documentation. Owner: Brello, Jennifer)*

## Comments

- Please remember to upload the filled out form for Citizenship <https://oaa.osu.edu/sites/default/files/uploads/general-education-review/new-ge/submission-doc-citizenship.pdf> (by Vankeerbergen, Bernadette Chantal on 09/27/2023 04:49 PM)

**COURSE CHANGE REQUEST**  
4510 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
10/23/2023

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Brello, Jennifer	09/25/2023 09:33 PM	Submitted for Approval
Approved	Bielefeld, Eric Charles	09/25/2023 09:35 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/27/2023 04:55 PM	College Approval
Submitted	Brello, Jennifer	10/18/2023 02:00 PM	Submitted for Approval
Approved	Bielefeld, Eric Charles	10/23/2023 12:23 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/23/2023 05:44 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/23/2023 05:44 PM	ASCCAO Approval

# Course Syllabus

## SPHHRNG 4510

### Disability Studies in Context

Room: 104 Kottman Hall

Lecture time: 5:15-6:35 pm Monday and Wednesday

#### CONTACT INFORMATION

##### Instructor

- Evelyn Hoglund, PhD, CCC-SLP
  - (she/her/hers)
- 614-292-0059
- [hoglund.1@osu.edu](mailto:hoglund.1@osu.edu)
- Office: 104a Pressey Hall

##### Office Hours

by appointment (contact by email or in person to schedule)

### Course Description

This course is designed to discuss the history, nature, meaning, and consequences of disability from the differing viewpoints of a range of academic disciplines and professions. Disability Studies is an emerging field driven by *interdisciplinary research* that extends the traditional focus on impairment, treatment, and service to include the experience of disability by both individuals and society. In order for students to better comprehend and appreciate the interdisciplinary perspective of Disability Studies, it is necessary that they be provided an opportunity to examine, reflect upon and discuss selected issues of importance in this area of inquiry from the viewpoints of different academic disciplines. To accomplish this goal, this course will include a series of guest speakers lecturing on a set of topics. There will be a set of required readings for each topic. An essential goal of the course is to provide an opportunity for students to understand the pluralistic nature of disabilities in the context of institutions,

society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

## Course learning outcomes

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

- Critically assess where the US currently stands in terms of including individuals with disabilities
- Recognize some of the characteristics of various disorders that may be disabling
- Identify the difference between a disorder and a disability
- Determine possible ways that society can build opportunities for inclusion of people with disabilities
- Determine some of the limitations and requirements for reasonable accommodations
- Consider possible ways that government and society can improve inclusion of people with disabilities, including ideas for implementation

## General education goals and expected learning outcomes

**This course fulfills the requirements and expected learning outcomes for the GE Theme: Citizenship for a Just and Diverse World.**

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

- **ELO 1.1** Engage in critical and logical thinking about the topic or idea of the theme.
- **ELO 1.2** Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.

**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.

- **ELO 2.1** Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- **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.

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

- **ELO 3.1** Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- **ELO 3.2** Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

**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.

- **ELO 4.1** Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.
- **ELO 4.2** Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

Students will satisfy these expected learning outcomes through close reading of assigned texts, active participation in class discussion, successful completion of written assignments, and critical engagement with fellow students and the instructor. More specifically, the course will:

1. Require students to actively contribute to class discussions on topics related to social and medical models related to disability. These will include discussions of various aspects of access and inclusion in society, such as historical comparisons, current attitudes and stigmas, and potential opportunities for improvement.
2. Require students to complete community-based assignments with the goal of analyzing current accessibility in the context of local society and accessibility/inclusion. These community-based assignments will include assessment of university and community resources, such as public access and obstacles.
3. Require students to conduct an interview with an individual directly impacted by the societal views, access, and obstacles related to disability.
4. Require students to complete independent research on a focused topic related to disability and present their findings to the class via a recorded video for discussion in the class.

This course is a core course in the Disability Studies minor. Information regarding the minor and its requirements may be found online:

<http://disabilitystudies.osu.edu/Courses/Autumn2013/Minor>

## LEARNING RESOURCES

### Textbook & Reading Materials

There will be no required textbook for the course. Required readings will be posted in the corresponding Carmen module and must be read before the class sessions in which the topic will be covered.

Recommended books:

**Haben: The DeafBlind Woman Who Conquered Harvard Law**

\$11.69-\$11.99 on Amazon (free with Audible)

**Being Heumann: An Unrepentant Memoir of a Disability Rights Activist**

\$9.99-\$15.89 on Amazon (free with Audible)

### Videos

Any relevant videos will be listed in the corresponding Carmen modules.

### 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 [ocio.osu.edu/help/hours](http://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](http://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

## ASSESSMENT

Assignments and values

<b>Community Outreach/Summary</b>	30
<b>Accessibility walk</b>	30

<b>Interview/Summary</b>	30
<b>Discussions</b>	50
<b>Online exam</b>	60
<b>Course Presentation</b>	75
<b>Peer review of presentations</b>	25
<b>Total</b>	300

### Grading Scheme

A	100% to 93%
A-	< 93% to 90%
B+	< 90% to 87%
B	< 87% to 83%
B-	< 83% to 80%
C+	< 80% to 77%
C	< 77% to 73%
C-	< 73% to 70%
D+	< 70% to 67%
D	< 67% to 60%
E	< 60% to 0%

## Late assignments

Unless arrangements are made in advance of the due date, late assignments will have 5% of the total possible deducted for each day it is not turned in. Due dates are specified on the Carmen website.

## LEARNING ACTIVITIES

**Attendance/Participation:** Class participation and attendance is strongly encouraged. In particular, this class includes several guest speakers. It is both rude and disrespectful to miss class without a university approved reason when one of these speakers is present. As such, greater emphasis on attendance will be placed on these days.

Discussion of specific topics is strongly encouraged, including sharing of experiences and anecdotes, and a supportive, positive atmosphere is expected. Some topics to be covered

during the semester may be sensitive for some or all individuals in the class, so negative comments are not permitted. Students are encouraged to speak with the instructor privately if needed related to any sensitive topics. While opposing viewpoints may be presented (and are encouraged), this must be done in a respectful manner. Talking other than in class discussions is inappropriate and disruptive to the class, so limit all talking to that directed to the class in general, or questions about material.

Tablets/laptops will be used in class for note taking only – all other functions are not allowed. An exception to this will be for specific class related search functions, if these occur. Further, during in-class films, computers should be turned off.

***Graded participation activities:***

***Carmen discussions:***

**The following activities will be assigned during the semester. Each one will be graded based on the comments shared on the Carmen discussions page. Students are strongly encouraged to comment on other students' posts in addition to posting their own comments. If the activity is completed but no comment is included in the discussion, it will be counted as not completed. (5 points each)**

1. Outside of class students will watch the YouTube videos identified at the end of the history PowerPoint slides. Each student will post a minimum of one comment on a discussion of this exhibit, contributing to an overall discussion of the coverage of history displayed in the panels. Comments should include an overarching perception of the entire exhibition. Comments that do not represent the full exhibit will receive partial credit.
2. Students will watch Crip Camp and discuss (may include information from Being Heumann: An Unrepentant Memoir of a Disability Rights Activist). Film can be found on Netflix.
3. Students will watch at least one video of a person with a disability or an advocate describing an issue related to ADA and access. A list of possible videos is provided in the Assignments module on Carmen. This is not an exhaustive list, and other videos may be used in addition to this list. Alternatively, the student may choose to read Haben: The DeafBlind Woman Who Conquered Harvard Law and review this book.
4. Students will take one point from the community outreach assignment and comment on it. It will be a point that goes beyond the visible accommodations most easily noted in the location and address an accommodation that will be less obvious to the general public, but that would make a substantial difference for inclusion. Consider how you personally might feel if you encountered the obstacle involved. How could you incorporate the principles of universal design to make it practical?

5. Some individuals have a diagnosis that may classify them as disabled by medical standards, but do not self-identify as such. Students will identify and discuss at least two factors that may influence an individual's choice to identify with a disability.
6. Students will watch one of the movies on the list in the syllabus and share a minimum of one comment in a discussion of the film on Carmen. **At this time, this will require a free membership to Described and Caption Media Program (potentially useful in the future, also) for "The Gillian Film"**. Please plan to apply for this membership as early in the semester as possible (at least two weeks ahead of the assignment due date) to ensure you can access the film if this is the one you wish to review.
7. Students will each add a Google maps entry/review of a location with which they are familiar and have visited for this purpose. The entry will include at least one photograph that shows some aspect of accessibility, and the comment should address this as well, whether the accessibility is good or poor. The post is to be shared publicly on the platform, and a link to the review is to be copied and pasted to the discussion. The location should not be the same one used for the community outreach assignment.
8. Students will find information about one culture outside the US and their attitudes toward disability and access and discuss at least one aspect of this research. Cultures to be considered should include all regions in the world, not merely North America or Europe.
9. Students will identify one issue that addresses an intersectionality for a person with a disability and discuss the awareness and representation of this intersectionality, or lack thereof. Characteristics of this intersection may be race, ethnicity, religious affiliation, gender identity, or sexuality. If the student identifies another relevant identity characteristic, they may address this as well.
10. Students will independently choose one adapted/adaptive sport to learn more about than what will be covered in class. They will then share some of what they learn about this sport. Definition of a sport may be loosely interpreted to allow for recreational or artistic activities that may not be generally considered as sports.

***In class discussions:*** To support the goal of in class participation, small group discussions will be included as possible through the semester. All students are encouraged to contribute at least one comment to each discussion.

In many lectures, links to external media or websites are included for expansion of the lecture topic. Students are strongly encouraged to explore these links either before or after the lecture, as these are included for additional information that cannot be covered in class. Also,

some lectures include additional slides not covered in class for the same reason, and students are encouraged to review these on their own.

## Assignments

**All assignments are to be turned in with appropriate formatting for heading, body, etc., for readability by screen readers. The university provided Word software includes an accessibility add-on that is to be used to support this formatting. Also, all images included in any submission are to include alternate text for the same purpose. Papers without this accessibility formatting will have points deducted. Use of PDF for submissions is discouraged as accessibility is more difficult in that software at this time.**

**Resources for assessment of website accessibility can be found here:**

<https://tetralogical.com/blog/2020/04/10/wcag-primer/>

<https://wave.webaim.org/extension/>

**Community Outreach:** Each student will select a government office or community business (intended for the general population) and visit it in order to gain information about how people with disabilities are served in the setting. All types of disability should be considered (e.g., mobility, intellectual, sensory). Some possible areas to be covered in the questions/observations may include: physical access to the location, ease of access to information or products once in the setting, accessibility of the setting for employees, number of employees with disabilities who are or have been employed there. In the case of a government office, this may also include awareness of the elected official and/or staff of the needs for disabled constituents. This outreach project should include both observations and interactions with staff, preferably someone in a position of authority. The student will then write an approximately 1-2 page summary of the observations and interview, double-spaced, 12-point font with 1 inch margins (may be longer if needed to convey the information). Summary will be written and submitted using Word in Office 365. The summary must be turned in via the course website by midnight on the below listed due date.

**Accessibility walk:** One class session will be held in the RPAC for the purpose of analyzing accessibility. Students will be given a list of access considerations to analyze and describe. The students will then extend this analysis to locations near the RPAC, considering access of the surrounding area. A list of paths will be provided on Carmen for the students to choose from for the area. The summary of this walk should be a written description of the path, with photographs of relevant landmarks. This should be completed with the focus on being a useful guide for the person with a disability not familiar with the area to navigate it independently. Examples of various accessibility walks can be found on the Carmen modules page.

**Recorded Interview:** Each student will interview a person with an identified disability (or their guardian, with the individual's involvement as possible) and make an audio recording of the interview. The interview will be about the individual's personal experiences in their home and/or public life related to the disability. The interview will be no longer than 10-15 minutes, or may be shorter **at the discretion of the interviewee.**

**In all cases, the privacy of the individual being interviewed is to be respected. If the person wishes anonymity, then the student will assign a pseudonym or use initial(s). The recordings and papers are only used for the purpose of this assignment unless special permission is obtained from the interviewee for future use on a case-by-case basis after the fact.**

The audio recording will be in a format that can be uploaded to the class website (e.g.; .m4a, .m4b, .mp3). The student will then write a 1-2 page summary of the interview, double-spaced, 12-point font with 1 inch margins (may be longer if needed to convey the information). Summary will be written and submitted using Word in Office 365. Recording and summary must be turned in via the class website by midnight on the below listed due date. **See interview guidelines for further instructions. When uploading files to Carmen, add the recording file as a comment to avoid complications in the submission.**

***In the case that one of these three assignments cannot be completed by the student for any reason, that student should talk with the instructor about an alternative to meet the course requirement. Only one of the assignments may be considered for an alternative option.***

**Online exam:** There will be a brief exam at the end of the semester on Carmen. It will consist of 6 short answer questions worth 10 points each. This will be completed outside of class.

**Course Presentation:** Each student will record a 10-15 minute presentation consisting of narrated slides on a specific disability related topic of their choice. The student can pick any topic of interest to them in the field of Disability Studies; this can include a specific disability, intervention, disability culture, important event in disability studies history, etc. A 2-3 sentence proposal on the student's topic choice is due by the date indicated in the course schedule for approval by the instructor.

The following questions should be considered in the research and the format of the presentation:

- Societal perspective
  - Where does US society currently stand in terms of including individuals with disabilities?
- Disability characteristics
  - How should we define when a disorder becomes a disability?
- Opportunities
  - What are some considerations society should include when building opportunities for those with disabilities?

- Modifications
  - What kind of limitations should be placed on the definition of reasonable accommodations?
- Regulations
  - What additional regulations should we implement to improve inclusion of those with disabilities and how should these be enforced?

While the choice of topic will determine how these questions are to be addressed, and there may be cases where one or more of these questions is inappropriate to the topic, the spirit of these questions is to be considered. These cases will be very rare, and if you have questions about how to address these, that should be discussed with the instructor. In most cases, the question can be answered with a different perspective that I may be able to provide. Points will be deducted for questions that could be addressed but are not.

The presentation can be recorded in MediaSite, Zoom, PowerPoint, Prezi, or any other audio/video software that the student is comfortable with. In the case of any issues related to uploading the recording to Carmen, the instructor will assist with the submission.

**Peer review of presentations:** All students will contribute at least one comment on their classmates' presentations. This will be intended to encourage discussion of each topic and/or introduce questions inspired by the presentations. These will be shared outside of class for further reflection, examination, and critique of the topics.

## **COURSE POLICIES**

### **Alternative Format for Course Material**

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. 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. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### **Statement on Diversity**

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. University policies and other resources may be found here:

<http://www.studentaffairs.osu.edu/bias/>.

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

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

### **Academic Misconduct**

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

### **Mental Health Statement:**

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

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and the 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.**

**Land Acknowledgement:**

The Department of Speech and Hearing Science acknowledges that the land 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. We honor the resiliency of these tribal nations and recognize the historical contexts that have and continue to affect the Indigenous peoples of this land.

# Lecture schedule

Lecture schedule

week	date	speaker/topic	other
1	8/23	Course intro	
2	8/28	History	submit brief bio
	8/30	Laws/advocacy	Discussion #1
3	9/4	Labor Day	-
	9/6	Scott Lissner	Discussion #2

4	9/11	Deafness/hearing impairment	
	9/13	Pamela Schneider	Discussion #3
5	9/18	Videos on Deafness and CI	community outreach due
	9/20	Visual and other sensory impairments	-
6	9/25	Elizabeth Sammons	-
	9/27	RPAC access walk	Discussion #4
7	10/2	ID, autism	course presentation topic due
	10/4	Jeff, Carman, and Kelsey Hafer	Discussion #5
8	10/9	Early intervention & elementary ed	-
	10/11	Secondary and post-sec ed /employment	Discussion #6
9	10/16	Jessie Green (TOPS (Transition Options in Postsecondary Settings))	interview due
	10/18	Bianca Brutovski (Art Outside The Lines)	
10	10/23	CVA/SCI & neurology	
	10/25	Catherine Bache	
11	10/30	TBI	Discussion #7
	11/1	Dementia and Alzheimer's	-
12	11/6	Psychological disorders	Accessibility walk due
	11/8	Invisible disabilities	-

13	11/13	<u>Murderball / Ice Warriors</u>	Discussion #8
	11/15	Adaptive sports	Presentations due
14	11/20	RPAC games	-
	11/22	Thanksgiving break	Discussion #9
15	11/27	Recreation Unlimited	-
	11/29	Disability in the media	Discussion #10
16	12/1	Discussion of presentations	-
	12/3	Discussion of presentations	
	12/4	Semester summary	Online final exam due
	12/6		

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

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

## Overview

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

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

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

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

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

*(enter text here)*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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