

Term Information

Effective Term Summer 2024
Previous Value Summer 2016

Course Change Information

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

Addition of Citizenship Theme

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

The course has been updated to reflect the new Gen Ed Theme

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)?

Greater enrollment, especially among students looking to complete Citizenship requirement

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	Comparative Studies
Fiscal Unit/Academic Org	Comparative Studies - D0518
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4822
Course Title	Native American Identity
Transcript Abbreviation	Native Amer Identy
Course Description	Historical and contemporary issues of American Indian identity, primarily in U.S.; focus on American Indian authors, artists, and scholars.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 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, Newark</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	Completion of English 1110 or equiv., or completion of GE foundation writing and information literacy course
<i>Previous Value</i>	<i>Prereq: English 1110 (110) or equiv.</i>
Exclusions	
<i>Previous Value</i>	Not open to students with credit for 542.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	05.0202
Subsidy Level	General Studies Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Culture and Ideas; Social Diversity in the United States; Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

Previous Value

General Education course:

Culture and Ideas; Social Diversity in the United States

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students will gain broader knowledge of American Indian peoples.• Students will analyze the ways in which the lives of American Indian peoples are embedded in and inseparable from geographical, historical, spiritual, cultural, and social environments.
Content Topic List	<ul style="list-style-type: none">• American Indian• Native American• Religion• Indigenous• Culture• Diversity• American studies
Sought Concurrence	No

COURSE CHANGE REQUEST
4822 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/07/2024

Attachments

- Romero_4822_submission-doc-citizenship.pdf: Citizenship rationale
(Other Supporting Documentation. Owner: Arceno, Mark Anthony)
- Romero_Spring 2024_COMPSTD 4822_with GE information_REVISED 02.01.24.pdf: Syllabus
(Syllabus. Owner: Arceno, Mark Anthony)
- Romero_OSU GE Citizenship Cover Letter.pdf: Cover Letter
(Cover Letter. Owner: Arceno, Mark Anthony)

Comments

- Please see Subcommittee feedback email sent 01/16/2024. *(by Hilty, Michael on 01/16/2024 03:46 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Arceno, Mark Anthony	11/09/2023 01:32 PM	Submitted for Approval
Approved	Shank, Barry	11/09/2023 01:43 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/19/2023 02:54 PM	College Approval
Revision Requested	Hilty, Michael	01/16/2024 03:46 PM	ASCCAO Approval
Submitted	Arceno, Mark Anthony	02/07/2024 08:44 AM	Submitted for Approval
Approved	Armstrong, Philip Alexander	02/07/2024 09:01 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/07/2024 09:15 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/07/2024 09:15 AM	ASCCAO Approval

January 17, 2024

Michael Hilty
The College of Arts and Sciences
ASC Curriculum and Assessment Services
306A Dulles Hall
230 Annie and John Glenn Ave, Columbus, OH 43210

Dear Michael Hilty and the ASC Curriculum and Assessment Services team,

In the revised COMPSTD 4822 Native American Identity course syllabus, you will find that I have met all the contingencies the ASC Curriculum and Assessment Services team presented to me. I have clarified the positionality paper and how this assignment will engage with the GEN Theme: Citizenship for a Diverse and Just World Theme within the course syllabus. I have identified how students must craft and reflect upon their experiences and how this assignment will engage students on Citizenship.

I have also included the General Education (GEL) Goals, ELOs, and explanatory paragraph that explains that COMPTSD 4822 fulfills the GEL categories Cultures and Ideas & Diversity – Social Diversity in the U.S. Along with the information regarding how this course fulfills some of the GE Theme: Citizenship for a Diverse and Just World be modified I have stated that it is a partial fulfillment of the requirement.

There were some errors and missing information on the syllabus that have since been corrected. For instance, the syllabus now states the correct times of the course as 2:20-3:40 pm and have added my office hours. This cover letter is the last requirement. If you have questions regarding this GEN Theme: Citizenship for a Diverse and Just World request for Comparative Studies 4822, please contact me at romero.224@osu.edu. I look forward to hearing from you.

Sincerely,

Fabian Romero

Comparative Studies 4822 | Spring 2024
Native American and Indigenous Identity
Tu/Th 2:20-3:40 p.m. Smith Lab 1138

Course Instructor: fabian romero

Email: romero.224@osu.edu

Office Hours: Tuesdays 10 am-11 am and by appointment via Zoom (email to schedule)

Course Description: This course explores historical and contemporary issues of American Indian and Indigenous identity, primarily in the Americas, with a focus on American Indian and Indigenous authors, artists, and scholars.

Some of the goals of this course are to broaden knowledge of American Indian and Indigenous peoples and the ways in which their lives are embedded in and inseparable from geographical, historical, spiritual, cultural, and social environments. This course is centered around American Indian and Indigenous agency, survivance, persistence and resistance. Through the course, students will be exposed to, and gain an appreciation for, Native American Indian communities, cultures, histories, perspectives, experiences, lives, and contemporary issues. Native American and Indigenous Identity help us think more broadly about the meanings of American citizenship – both its scope and its limits.

Required Text: Philip J. Deloria, *Indians in Unexpected Places*. (2004) ISBN-13: 978-0700614592, (Deloria)

All other course materials will be provided throughout the semester.

GE Course Information

This course partially fulfills **GE Themes: Citizenship for a Just and Diverse World**

Goals:

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

Expected Learning Outcomes:

Successful students are able to:

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

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

This course fulfills the Legacy General Education (GEL) Goals and ELOs of **Cultures and Ideas, as well as Diversity: Social Diversity in the United States:**

Cultures and Ideas

Goal: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment, and interpretation and evaluation.

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Diversity: Social Diversity in the United States

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

Expected Learning Outcomes:

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

We will fulfill the above Expected Learning Outcomes with engagement in advanced conversations and scholarly exploration through in-class discussions, close readings of texts, the Positionality Statement/Research Reflection assignment and the final project. This course pays attention to relations between Native American/Indigenous and the state in various contexts. While exploring these contexts students will critically examine ongoing settler colonialism, institutional power and social movements by Native Americans and Indigenous people in the Americas.

The Positionality Statement/Research Reflection assignment requires students to engage with their relationship to citizenship in conversation with Native American and Indigenous perspectives and lived experiences. For instance, one student may examine their family history with a critical lens and discuss how their family may or may not benefit from settler colonial ideologies imbedded in nation-state citizenship. Another student may choose to discuss the Native American/Indigenous people of the land they live on and reflect on their own relationship to land and citizenship that way.

The Final Project also requires students to delve deeper into a case study while keeping with the requirements of the course to examine citizenship in the Americas.

Core Values

- Social justice: understanding how knowledge is influenced by and contributes to power inequalities, understanding one’s position in the world, and using this knowledge to challenge existing power inequalities in the classroom and beyond.
- Collaborative learning: working together through group discussions to ensure that no one falls through the cracks; students actively share knowledge with each other and beyond.
- Diversifying knowledge: exploring a wide range of knowledge producers through assigned materials and guest lectures.

Discussion protocol

- To foster a caring learning environment, take responsibility for your words and refrain from hypotheticals or playing devil’s advocate.
- A caring learning environment includes challenging harmful ideas.
- We will be discussing difficult topics during a difficult time. Please be compassionate and generous with each other.
- Give feedback that advances conversations- ask questions, provide context to your comment, and assume that we all come from different educational and social backgrounds when communicating.
- If you are falling behind on your work, please email me as soon as possible.
- University policies on academic honesty apply to all work done in this class. Cite your sources. Please review the Academic Misconduct and Plagiarism page on the OSU website. <https://u.osu.edu/cononlinecoursefaq/academic-misconduct-and-plagiarism/>

Course Requirements:

Participation	30%
Final Project Proposal	20%
Positionality Statement/Research Reflection Paper	20%
Final Research Project	30%

****NOTE: This syllabus is subject to change, and I will provide notice concerning any revisions or additions.***

Participation

Come to class prepared to discuss the readings in small groups. I prioritize and expect contributions to class discussions in small groups and participation in class activities. Participation means adhering to the Discussion Protocol to foster a caring learning environment. If contributing to class discussions is difficult, my office hours are open and will count towards participation. Disruptive behavior, such as regular tardiness and absences without prior notification, texting, shopping, sleeping, etc., will be deducted from participating points.

Short Proposal for Final Project

Submit a short proposal (90 – 150 words) for the final paper. Creative projects are welcome, although I will not accept any form of a collage. Some creative projects include a photo essay chronicling a student's journey learning to sew from an elder, a short film chronicling the 2017 Women's March, a painting, and a recorded PowerPoint presentation narrated with a student's family history, choreography, music, and zines. This proposal will describe the topic of your proposed project, how the topic is relevant to the course content, and the research you will conduct to select content for the paper. Include a bibliography with at least two in-class and one outside academic source you may use for your research.

This proposal is due Friday, February 16 by 11:59 pm

Positionality Statement/Research Reflection paper

In feminist and Native American studies, a positionality statement is often used by the author to present their research in an honest way. This statement acknowledges that research cannot be 100% objective and is influenced by how we see the world because of who we are. This assignment can be written in narrative form. For this assignment, I ask students to write a longer positionality statement that may be written in autobiographical, memoir, critical family history and auto ethnographic fashion. Biographies of relatives may be acceptable, but please speak to me first so that your assignment meets the criteria of this assignment. The following are some prompts to reflect on:

- What is an instance in your life that helped you understand who your ancestors were and how they made your present life possible?
- Do you have a career goal that may or may not feel possible because of who you are in the world?
- What is your family's educational history and what does it mean for you to finish college.
- If you are dedicated to positive change in the world, is there a moment in your life that helped you realize your potential as an agent of change?
- What is home to you and how does your current understanding of settler colonialism, citizenship, race, and other concepts from class affect how you relate to this place?
- If you are going into a field of study or career that has historical colonial practices, reflect on what can be done as a researcher or worker to challenge these practices.

Please note that you are not required to respond to all prompts, meet with me to gain further clarity on this assignment if you are unclear. Regardless of what prompt is used identity in society, especially relationship to concepts in class such as race, class, gender, sexuality, and citizenship must be addressed. To write a cohesive paper I recommend that the paper focus on a specific time frame, event, or story. Strong papers will incorporate historical, analytical context,

incorporate two to three concepts from class (think intersectionally) and have at least two outside reputable sources. This informal essay will still require a minimum of three citations from class sources and should be between four and seven pages long. The bibliography does not count towards the page count. **Due Friday, March 8 by 11:59 pm on Carmen**

Final Project

Each student will produce a five to nine-page essay or a creative project with an artist statement or written component. All Final Projects require a well-cited written component regardless of medium. If this is a creative endeavor, we will agree ahead of your final about the length of this written portion based on the project. Additional guidelines for this final project will be discussed in class and posted online. **The final project is due Friday, April 19 by 11:59 pm**

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/>.

Disability services:

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

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

The Ohio State University is committed to inclusion, and as your professor, I am committed to making the classroom as accessible as possible. Please remind me not of any testing accommodations you need before or on the day of a quiz.

Citation Style:

I accept MLA (Modern Language Association) and Chicago/Turabian formatting styles. Please familiarize yourself with the formatting guidelines at the following sites:

MLA:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

Chicago/Turabian:

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/general_format.html

Grading: 90-100% A, 80-89% B, 70-79% C, 60-69% D, No Credit below 60%

+/- grade decisions based on the overall performance on individual assignments and in the course for the final grade.

WEEKLY READING SCHEDULE

All readings will be available in pdf form on Carmen unless otherwise stated.

Please note that difficult topics such as genocide, white supremacy, gender violence, and sexual violence come up often in this course. The Ohio State University offers services to assist you with addressing mental health concerns you may experience due to course content. 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](tel: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](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Week 1: Introductions and Foundational Concepts

Tuesday, January 9

- Welcome, Review of Syllabus, Expectations, Introductions, Questions & Concerns

Thursday, January 11

- "Settler Colonialism Primer" by Hurwitz and Shawn Bourque
- "What is White Supremacy" by Elizabeth Martínez

Week 2: Contemporary Natives

Tuesday, January 16

- "Understanding Tribal Sovereignty: Definitions, Conceptualizations, and Interpretations" by Amanda J. Cobb
- "Indigenous Peoples and Multicultural Citizenship: Bridging Collective and Individual Rights" by Cindy L. Holder and Jeff J. Cornassel

Thursday, January 18

- "On Romanticism" in *Everything you Know about Indians is Wrong* by Paul Chaat Smith

Week 3: Representation

Tuesday, January 23

- "Introduction" to *Indigenous Performances: Upsetting the Terrains of Settler Colonialism* by Mishuana Goeman

Thursday, January 25

- [Watch "Omission as the Modern Form of Bias against Indigenous People" a talk by Dr. Stephanie A. Fryberg](#)

Week 4: *Indians in Unexpected Places* part 1

Tuesday, January 30

- "Introduction" and "Violence: The Killings at Lightning Creek" in *Indians in Unexpected Places* by Philip J. Deloria

Thursday, February 1

- "Representation: Indian Wars, the Movie" in *Indians in Unexpected Places* by Philip J. Deloria

Week 5: *Indians in Unexpected Places* part 2

Tuesday, February 6

- “Athletics: ‘I am of the Body’: My Grandfather, Culture and Sports” in *Indians in Unexpected Places* by Philip J. Deloria

Thursday, February 8

- “Technology: ‘I want to Ride in Geronimo’s Cadillac” in *Indians in Unexpected Places* by Philip J. Deloria

Week 6: *Indians in Unexpected Places* part 3 and NDN DNA

Tuesday, February 13

- “Music: The Hills are Alive...with the Sound of Indian” and “Conclusion: The Secret History of Indian Modernity” in *Indians in Unexpected Places* by Philip J. Deloria

Thursday, February 15 (NO CLASS- READING DAY)

- “20th Century Tribal Blood Politics,” in *The Great Vanishing Act* by Kim TallBear

Short Proposal for Final Project Due Friday, February 17 by 11:59 pm on Carmen

Week 7: NDN DNA in North America

Tuesday, February 20

- [Listen: “Can a DNA test make me Native American?” All My Relations Podcast, March 12, 2019.](#)

Thursday, February 22

- [“Reservation Mathematics: Navigating Love in Native America” by Tailyr Irvine](#)

Week 8: Tribal citizenship and blood quantum

Tuesday, February 27

- “Beyond Blood Quantum: The Legal and Political Implications of Expanding Tribal Enrollment Expanding Tribal Enrollment” by Tommy Miller

Thursday, February 29

- [“What Makes Someone Native American?” by Lisa Rab](#)

Week 9: Performing American Citizenship

Tuesday, March 5

- “A Mighty Drama: The Politics of Performance,” in *Citizen Indians: Native American Intellectuals, Race, and Reform* by Lucy Maddox

Thursday, March 7

- “Imperialism, Settler Colonialism, and Indigeneity: A Queer Migration Roundtable with Leece Lee-Oliver, Monisha Das Gupta, Katherine Fobear, and Edward Ou Jin Lee.”

Positionality Statement/Self Reflection paper due Friday, March 8 by 11:59 pm

Week 10: Spring break No Class Sessions

Tuesday, March 12

Thursday, March 14

Week 11: Tribal Citizenship

Tuesday, March 19

- “Introduction” in *Colonial Entanglements* by Jean Dennison

Thursday, March 21

- “Blood” in *Colonial Entanglements* by Jean Dennison

Week 12: Latinx Indigeneity

Tuesday, March 26

- “Identity, violence and authenticity. Challenging static conceptions of indigeneity,” in *Latino Studies* by Luis Urrieta
- “Coming Out as Indian: On Being and Indigenous Latina in the US,” by Lourdes Alberto

Thursday, March 28

- “Women’s Rights and Sovereignty/Autonomy: Negotiating Gender in Indigenous Justice Spaces” by Shannon Speed

Week 13: Contemporary Indigenous Movements

Tuesday, April 2

- [“Native Narratives: The Representation of Native Americans in Public Broadcasting,” by the American Archive of Public Broadcasting](#)
- "BADASS INDIGENOUS WOMEN CARETAKE RELATIONS #STANDINGROCK, #IDLENOMORE, #BLACKLIVESMATTER" by Kim TallBear.pdf

Thursday, April 4

- Watch: [“Cherán: The Burning Hope](#)
- “Indigenous Self-government Landscapes in Michoacán: Activism, Experiences, Paradoxes and Challenges,” by Orlando Aragón Andrade

Week 14: Incorporating Indigenous Knowledge into Everyday Life

Tuesday, April 9

- “The Right of Return is Landback” by Ghassan Kanafani

Thursday, April 11

- “Everyday Decolonization: Living a Decolonizing Queer Politics.” In *Journal of Lesbian Studies* by Sarah Hunt, and Cindy Holmes

Half Week 15:

Tuesday, April 16

- Closing Ceremony (No Readings)

The final project is due Friday, April 19 by 11:59 pm

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. 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. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

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.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

GOAL 1: 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 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: 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.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

2.2 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. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)