

## Term Information

Effective Term Spring 2025

## 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 4021  
Course Title Banned Books and the Cost of Censorship  
Transcript Abbreviation BannedBooksCensor  
Course Description This course examines competing understandings of citizenship through an interdisciplinary examination of the dramatic rise of book banning in recent years. By reading banned books and examining the debates surrounding them, we establish important connections between diversity, justice, and citizenship.  
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  
Greater or equal to 50% at a distance  
Less than 50% at a distance  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

Prerequisites/Corequisites English 1110 or equiv, or completion of GE foundation writing and information literacy course; or permission of instructor.  
Exclusions  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

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<b>Subject/CIP Code</b>	23.9999
<b>Subsidy Level</b>	Baccalaureate Course
<b>Intended Rank</b>	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**

- Describe the historical, cultural, and political factors that contribute to the defense (or restriction) of free speech and access to information
- Explain the impact of book challenges and bans on a range of stakeholders
- Analyze banned books to appreciate them as literature and evaluate their merit and/or value to readers
- Assess the terms on which banned books have been challenged (e.g., depictions of gender, sexuality, race, ethnicity, religion, political perspective)
- Articulate strategies for balancing the needs of diverse publics and establishing alternatives to restriction in relation to a specific text
- Evaluate data and resources on the characteristics of books that are most frequently challenged; patterns in book challenges and removals; importance of diverse literature for various populations; connections between other forms of banning

### **Content Topic List**

- book banning
- citizenship
- diversity
- justice

### **Sought Concurrence**

Yes

**Attachments**

- Curriculum Map for CS Major - 110223.docx: Curriculum map with 4021  
*(Other Supporting Documentation. Owner: Arceno,Mark Anthony)*
- 4021(E) Concurrence - English.pdf: Concurrence - English  
*(Concurrence. Owner: Arceno,Mark Anthony)*
- 4021(E) Concurrence - Teaching and Learning.pdf: Concurrence - Teaching and Learning  
*(Concurrence. Owner: Arceno,Mark Anthony)*
- GE\_revision\_coverletter\_CS4021\_9.18.24.pdf: Cover letter addressing changes  
*(Cover Letter. Owner: Arceno,Mark Anthony)*
- Perez\_revisedGE\_WORKSHEET\_CS4021\_BannedBooks\_9.18.24.pdf: Citizenship form  
*(Other Supporting Documentation. Owner: Arceno,Mark Anthony)*
- Revised\_PEREZ\_CS4021\_Syllabus\_BannedBooks\_15weeks\_9.20.24.docx: Revised syllabus  
*(Syllabus. Owner: Arceno,Mark Anthony)*
- PEREZ\_DLApproval\_CS4021\_BannedBooks\_FINAL\_10.31.23.pdf: DL approval  
*(Other Supporting Documentation. Owner: Arceno,Mark Anthony)*

**Comments**

- Our current submission does not reflect a complementary Honors version of the course at this time. *(by Arceno,Mark Anthony on 09/23/2024 09:25 AM)*
- Please see Subcommittee feedback email sent 03/08/2024. *(by Hilty,Michael on 03/08/2024 02:44 PM)*
- Please see feedback email sent to department on 12/15/23. *(by Neff,Jennifer on 12/15/2023 01:08 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Arceno,Mark Anthony	11/21/2023 01:57 PM	Submitted for Approval
Approved	Shank,Barry	11/21/2023 02:01 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/28/2023 01:12 PM	College Approval
Revision Requested	Neff,Jennifer	12/15/2023 01:08 PM	ASCCAO Approval
Submitted	Arceno,Mark Anthony	01/03/2024 10:28 AM	Submitted for Approval
Approved	Armstrong,Philip Alexander	01/03/2024 10:30 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/03/2024 05:22 PM	College Approval
Revision Requested	Hilty,Michael	03/08/2024 02:44 PM	ASCCAO Approval
Submitted	Arceno,Mark Anthony	09/23/2024 09:25 AM	Submitted for Approval
Approved	Urban,Hugh Bayard	09/23/2024 10:03 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/24/2024 10:52 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/24/2024 10:52 AM	ASCCAO Approval



September 17, 2024

Dear GE Approval Committees:

I appreciate the feedback on my proposed course Comparative Studies 4021, “Banned Books and the Cost of Censorship.” I submitted the initial proposal last fall and received feedback on in the spring. Over the past months, I have overhauled the course to ensure it more fully responds to the focus of the “Citizenship for a Just and Diverse World” GE theme and to ensure that the committee will be able to see how the course thoroughly addresses ELOs 3.1 and 3.2 (and all the ELOs), both through updates to the worksheet questions on these ELOs and throughout the course description, syllabus, and schedule. The syllabus is a complete revision; however, the highlighted passages may be of particular interest to the committee for how they foreground connections to the GE Theme, ensuring that students expect and understand how they will engage with these foundational ideas.

### Summary of Changes:

- I revised the course description to ensure that undergraduate students will immediately recognize how the class explores citizenship—as well as diversity and justice—through examination of banned books, contemporary censorship efforts, and counter-advocacy to protect readers’ rights (ELOs 1.1, 1.2, 3.1, 4.2).
- I expanded the course schedule to the 15-week time frame to allow for more opportunities to highlight how assignments and materials engage with the concept of citizenship at an in-depth level throughout the course (ELOs 1.2, 3.1).
- I noted the most relevant ELOs for each class week and synthesis assignment to ensure balanced engagement with all ELOs across the semester and to ensure students recognize where objectives are being addressed.
- I foregrounded the course’s focus on **inclusive citizenship** from the first day of class, and I note in class session descriptions and assignments how specific materials support understanding of inclusive citizenship (1.1, 3.1).
- I added more detailed overviews of each week’s topics and how they relate to the GE Theme, as in the following examples:
  - Week 4: [...] How does this text embody concepts of diversity, equity, inclusion, and acceptance, as well as the challenges and tensions around these values? What are the logical shortcomings of “parents’ rights” arguments in favor of book bans? Can these efforts be understood as expressions of “citizenship”? If so, under what definitions of citizenship? Whose belonging and mattering is



- prioritized, or disregarded, in debates about books in school libraries? (ELOs: 1.1, 1.2, 2.1, 2.2, 3.2, 4.1, 4.2)
- Week 6: [...] By the end of this week, you should be able to explain what educational research tells us about *all* children's need for access to a diverse body of literature, including books with a wide range of topics and perspectives. (ELOs: 1.1, 1.2, 2.1, 4.1, 4.2)
  - Week 8: This week, we split our time between banned book clubs (see handout for roles and responsibilities) and a dive into the historical connections raised by contemporary book banning. We will also explore how concepts of childhood are far from universal, and what competing concepts reveal about differing understandings of citizenship, justice, and diversity. (ELOs: 1.1, 1.2, 3.1, 3.2, 4.2)
  - Week 12: [...] What are the possibilities and limitations of legal challenges for bringing about justice for those harmed by book banning (teachers, students, writers...)? How are the rights of "the citizen" defined in legal settings? In relation to schools? In relation to children? (ELOs: 1.1, 1.2, 2.1, 3.1)
  - I highlighted opportunities for enactment of inclusive citizenship in the "how" of our discussions, facilitation practices, and reflection. For example:
    - Week 7: [...] In the co-facilitation of these groups, consider: How do we practice **inclusive citizenship** in our own discussions? Where can we foreground the **diversity** present in our group, and what perspectives do we need to consciously bring in? How do we engage with, rather than suppress, the differences and tensions in our understandings? How do these micro-advocacy efforts relate to broader efforts for social justice? (ELOS: 2.2, 3.1, 3.2, 4.2)
    - Week 12: [...] This week, we focus on personal connections to the course material and consider the possibility of responding curiously and compassionately to even the most hostile actors in the realm of book banning (ELOs: 1.1, 1.2, 2.1, 3.1)
  - I added readings specifically that support our theorizing of citizenship, both on its own and in relation to book banning (ELOs 1.2, 3.1, 3.2). These include:
    - "Inclusive Citizenship," "Citizenship as a Momentum Concept," and other excerpts from *Citizenship Beyond the State* by John Hoffman
    - "Practising citizenship from the ordinary to the activist" by Catherine Neveu, *Routledge Handbook of Global Citizenship Studies*
    - "But These Are Our Stories! Critical Conversations about Bans on Diverse Literature" by Ruth McKoy Lowery, *Research in the Teaching of English*



- "CITIZENSHIP V. CULTURE" in "The Culture of Citizenship" by Leti Volpp, *Theoretical Inquiries in Law* 8.2 (2007)
- "Banning Books or Banning BIPOC?" by Melissa Shearer, *Northwestern University Law Review*
- "Arguing Book Bans: A Critical Analysis of Public Forums at School Board Meetings" by K.R. Krutka, *Research on Diversity in Youth Literature*
- I expanded the description of the final project to provide examples and to emphasize how development of the project will support students to integrate the course themes, reflect on intercultural competencies and learning, and demonstrate achievement of course objectives (ELOs: 2.1, 2.2, 3.2, 4.1).
- I added a "course epilogue" to the final project that asks students to name the connections between their final project and the course themes, and to reflect on their learning (ELO: 2.2, 3.1, 3.2, 4.1, 4.2). Some questions students are asked to reflect on include: How do you enact or reflect on inclusive citizenship in the project? What has been the evolution of your thinking about justice and diversity? In what ways does the recent expression of book banning in the U.S. reflect tensions in understandings of these essential concepts?
- I added an in-class feedback session to workshop final project ideas and support students' thinking about their fulfillment of learning objectives:
  - WEEK 9: Lightning presentations on final project plans. After each 5-minute, 1-slide presentation, we will have 10 minutes of focused feedback and discussion. **Respondents each focus on one course learning objective and highlight how the project would demonstrate fulfillment of the objective and/or how it could more fully address it.** Use feedback rubric and notes to offer additional constructive feedback!
- I listed the likely guest speakers above the course schedule to highlight the connections between these lectures and the course goals, as well as how the course supports a more advanced and in-depth engagement with key concepts as well as connections to out-of-classroom experiences (2.1, 2.2, 3.1, 4.1).
- I expanded the descriptions of the synthesis assignments and highlighted connections to the theme's focus and ELOs addressed, as in:
  - **Synthesis #1: Initial Understandings and Foundations.** In this reflective paper of 2-3 pages, choose 4-7 concepts from the first two classes and related readings, and elaborate your current specific understanding of them. Be sure to include *citizenship*, *diversity*, and *justice*. Then reflect on how book banning relates to each concept. Across your paper, you should cite at least 3 sources we have engaged in class. Lastly, reflect on what you don't know but want to learn as well



as any aspects of the material so far that raise challenge or discomfort for you. How can we productively engage with our own experiences as readers while remaining sensitive to the needs of others? (ELOs: 1.1, 1.2, 2.2, 3.1)

- **Synthesis #2: Option 1:** Evaluate the inclusion of *Gender Queer* in a high school or public library based on the principles of inclusive citizenship. **Option 2:** Evaluate the inclusion of one of the children's books you focused on for inclusion in an elementary or public library based on the principles of inclusive citizenship. For either option, explain how the book may support a community's engagement with justice and diversity. How does the text frame these concepts? Describe how a proponent of inclusive citizenship might respond responsibly to dissenting views. Please incorporate: your understanding of the Miller Test (SLAPS), at least one item from your context tracker, at least one item from your text treasury, and 1-2 quotations from our secondary readings. (ELOs: 2.1, 2.2, 3.1, 3.2, 4.1, 4.2)
- **Synthesis #3: Implications of a Book Ban, Lawsuit, or Advocacy Effort.** Select a specific site and instance of attempted or actual book banning since 2021. Create a timeline of events and highlight strategies used to remove or defend literature. How does this example match, or differ from, national trends discussed in class? In Part 2, revisit Synthesis #1 and your initial reflections on citizenship, justice, and diversity. Consider in what ways your understanding has evolved. Make specific reference to examples or experiences from readings, discussions, and class writing. (ELOs: 1.1, 1.2, 2.1, 2.2, 3.1 4.1)
- **Synthesis #4: Resource Creation and Curation** for BBC #3 Selection. (See rubric.) In your materials, be sure to consider how you might highlight the value of your book to different audiences, such as students, parents, school leaders, and politicians. Provide or create at least one resource that tackles how access to this book relates to citizenship, free speech, or justice. (ELOs: 1.1, 2.1, 3.2, 4.2)
- **Synthesis #5: Personal Reflection and Connection.** Either building from the in-class letter exercise or using a reflective approach of your choosing, speak to the concerns of your imagined focus stakeholder. How can you bridge between your experiences of banned books in this course and their current needs and perspectives? Translate the knowledge you have gained to best engage this reader in reflection on the costs of censorship and what everyday citizens can do about it. Be



persuasive! Be creative! You can be playful, but avoid disparaging or baiting your interlocutor. (ELOs: 1.1, 2.2, 3.2, 4.1)

**Mellon Foundation Grant.** I would like to note an exciting development related to the course. The revised and expanded course proposal informed one portion of a Mellon Foundation grant application I submitted to create a “Unite to Read” reader advocacy effort to respond to and counteract book bans. The proposal, selected through a special call for grant concepts related to Cultures of U.S. Democracy, has since advanced to the funding consideration stage. The \$500,000 grant will support a range of events and activities related to the course theme, and it will fund successful students to continue participation in grant activities that build upon the course themes.

**Service-learning.** Although I am not yet applying for CS 4021 to be considered as a 4-credit high-impact course, I look forward to this as a next step for extending the existing opportunities of the course with additional research and a clearly defined community service component. In particular, I expect additional opportunities to support students to partner with community organizations through the grant and existing networks. These will be additional opportunities for students to engage in citizenship as direct action for a just and diverse world.

Thank you for taking the time to review this syllabus and proposal again, and for all you do to support undergraduate education at OSU. Please let me know if you have any questions.

Sincerely,

**Ashley Hope Pérez (she/her/hers)**

Associate Professor of Comparative Studies

Director of Undergraduate Studies

World Literatures Program Coordinator

451 Hagerty Hall, 1775 S. College Rd., Columbus, OH 43210

[perez.390@osu.edu](mailto:perez.390@osu.edu)

**Coming in March 2025:** [\*Banned Together: Our Fight for Readers' Rights\*](#)





# Syllabus

## CS 4021

Banned Books and the Cost of Censorship

15-Week Course

3 Credit Hours

Hybrid, Synchronous, Mondays 9:15-12

[Most classes in-person; online sessions for guest presenters and working groups denoted with \*\*\*ONLINE SESSION\*\*\* in schedule]

## Course overview

### Instructor

- Dr. Ashley Hope Pérez
- Email: perez.390@osu.edu
- Course Zoom Link for synchronous sessions: [Zoom link here]
- Office Hours on Mondays from 12:45-2:15 (drop in or by Zoom).

### Course description

Designed specifically for the Citizenship for a Just and Diverse World theme, this course examines competing understandings of citizenship through an interdisciplinary examination of the dramatic rise of book banning in recent years. By reading banned books and examining the debates surrounding them, we establish **important connections between diversity, justice, and citizenship.** Together, we ask:

- What forces motivate this “new” book banning, and why have there been more book bans in the past three years than ever recorded in U.S. history?



- What do these removals mean for the learners who rely on schools and libraries for access to information and literature?
- How do attempts to censor library materials illuminate broader social, cultural, and political tensions?

As we tackle these questions, we also develop an understanding of **citizenship as an engaged practice by which we treat as important the experiences, needs, and interests of a wide range of people.** We consider how book banning is symptomatic of a resistance to this kind of citizenship, as when political groups reframe terms like “liberty” and “justice” in ways that exclude others from the privileges that they claim as rights for themselves. We examine the impacts of book banning on young people and their developing literacy, sense of belonging, and access to information. Data and trends in book removals reveal that the negative consequences are especially acute for BIPOC, LGBTQ+, and other historically marginalized communities. The course locates these issues in local, regional, national, and international contexts.

### **What sources of information will we engage with?**

Readings, guest speakers, databases, and examinations of banned books themselves will shed light on how book bans and the fight for readers’ rights relate to citizenship, justice, and diversity in the areas of education, law, literary studies, publishing, free-speech advocacy, and youth empowerment.

### **What kinds of assignments and experiences should I expect?**

Expect to read in this class and to be an active participant in small and large group discussions. We will analyze frequently banned books and discuss their value and suitability for various readers and communities. We will explore the alternatives to book challenges and bans as well as how to communicate with various audiences about frequently targeted books. We will write and translate our emerging understandings into materials for different members of the public. Assignments across the semester will help you build the skill set needed to develop a project in the last third of the



course that extends your learning to respond in some way to some aspect of book banning.

### **Why is learning about censorship important to an understanding of citizenship for a just and diverse world?**

Even as book banning shows deep tears in our social fabric is, responding to it offers an opportunity to re-weave connections and interactions among readers of diverse backgrounds. This course provides ample supports for engaged and civil discourse on a range of topics with the goal of ensuring that we practice an understanding of the inclusive citizenship needed for a just and diverse world.

### **What will it be like to attend class for more than 2 hours?**

First time taking a class that meets once a week? Don't worry! You won't be sitting still for hours. We will use a workshop format in our weekly sessions to mix things up and create a community of learners comfortable exploring difficult ideas and challenging texts together. We will engage deeply with banned books through book clubs, embodied explorations, and student-led seminars. In the second half of the course, we will dedicate time in our sessions to translating the knowledge we have developed in the course into public-facing projects.

**Advisory Notice:** Books and discussions in this course will relate to a wide range of topics, including many that may be sensitive for some of us, such as sexual assault and abuse, suicide, substance abuse, interpersonal violence, political extremism, racism, and other forms of discrimination. Please know that I will always work with students to process the feelings these learning experiences bring up, and I will support a range of modes of engagement if discussing them directly proves difficult for you at any time.

That said, if you anticipate experiencing high barriers to engagement because of any of these issues, this may not be the best course for you.

### **What if you....**

- ...can't be present at the scheduled class time?
- ...don't have time for doing a good amount of reading between classes?



...don't want to read literature that delves into a wide range of human experiences, including racism, violence, human sexuality and gender identity, and other realities?

...don't wish to increase your ability to navigate different perspectives and share your insights respectfully?

If any of the above describe your situation, I recommend that you enroll in a different course. It's okay to admit to yourself that this is just not the right time for you to tackle the intensive experience of CS 4021. I hope you'll come find one of my classes at another time in the future.

Ready for the adventure? Read on! But first...

## Statement on Land and Responsibility<sup>1</sup>

Did you know that our research and teaching activities in Central Ohio take place on the traditional homeland of the Shawnee, Miami, Wyandotte, Delaware/Lenape, and other Indigenous Nations?

Despite centuries of genocidal actions and policies by governments and religious organizations, these vibrant and innovative sovereign Nations exist. Because of the United States government's disregard for treaties and forced relocation of Indigenous people through the [Indian Removal Act of 1830](#), there are no federally recognized American Indian tribes in the State of Ohio today. But Indigenous people are here, resisting and persisting. I recognize and honor their inherent right to be the principal stewards of this land and its resources.

A further responsibility for repair belongs to "land grant" universities like The Ohio State University. The U.S. government funded these universities through the unjust sale of expropriated Native lands. We must ask ourselves, "what does it mean that everything we do here together has been enabled by this history of forced dispossession?"

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<sup>1</sup> This statement represents my views as an individual functioning within the larger Ohio State University community. OSU encourages land acknowledgment but does not have an official university statement.



To acknowledge land and harms is not repair; it only begins to mark the need for justice. See <https://nativegov.org/resources/beyond-land-acknowledgment-worksheet/> to make a plan to move from acknowledgment to action, and/or consider some of the following resources:

- Scholars at the Newark Earth Works Center discuss the process of developing a responsible land acknowledgment at OSU (and explain why acknowledgments can be problematic): <https://earthworks.osu.edu/land>.
- *An Indigenous Peoples' History of the United States* by Roxanne Dunbar-Ortiz challenges myths of the United States that have been promulgated as fact and provides access to aspects of history that few learn in school.<sup>2</sup>
- The *High Country News* “land grab” project documents the land seizures and violence-backed treaties that made Native dispossession the foundation of “land grant” universities, and points to remedies: <https://www.landgrabu.org/>.<sup>3</sup>
- The Native Governance Center (<https://nativegov.org/>) offers guidance on further actions that follow the leadership of Indigenous Nations and communities.

Even the most robust effort at repair cannot restore what has been destroyed and stolen, but this is no excuse for inaction. Contemporary ownership is the dubious legacy of violent removal and genocide of the land’s rightful stewards. The harms of the past persist in the present, and it is our responsibility to address them.

## Course expected learning outcomes

By the end of this upper-level course, successful students should be able to:

**Demonstrate an understanding of inclusive citizenship as an engaged practice for considering—and valuing—the experiences, needs, and interests of a wide range of people in a community.**

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<sup>2</sup> Roxanne Dunbar-Ortiz, *An Indigenous Peoples' History of the United States* (Boston: Beacon Press, 2014).

<sup>3</sup> See the searchable “Land Grab” database for information on how specific universities have benefitted from land the government expropriated from Native peoples. Robert Lee, “Morrill Act of 1862 Indigenous Land Parcels Database,” *High Country News*, March 2020.



**Describe the historical, cultural, and political factors that contribute to differing conceptions of citizenship, and the impact on the defense (or restriction) of free speech and access to information, including:**

- Examples of censorship in the U.S. from the 1500s to the present
- Selected international comparisons to current book bans
- U.S. legal and political considerations that pertain to censorship:
  - the First Amendment (freedom of speech),
  - the Fourteenth Amendment (equal protection),
  - Supreme Court decisions,
  - The Miller Test
  - state-level legislation
  - local school boards

**Discuss justice and diversity in the context of book challenges, book bans, and their impacts on a range of stakeholders, including:**

- readers/students
- educators, librarians, and school leaders
- parents and families
- authors
- politicians and political groups, and
- historically marginalized communities

**Analyze banned books to:**

- appreciate them *as literature* and evaluate their merit and/or value to readers, and
- assess the terms on which they have been challenged (e.g., depictions of gender, sexuality, race, ethnicity, religion, political perspective)
- articulate strategies for balancing the needs of diverse publics and establishing alternatives to restriction in relation to a specific text

**Evaluate data and resources on:**

- the characteristics of the books that are most frequently challenges,
- patterns in book challenges and removals,
- the importance of diverse literature for various populations, and



- connections between instances of book banning and other cultural, social, and political phenomena

## General education goals and expected learning outcomes

In addition to the specific goals outlined above, as part of the Citizenship for a Just and Diverse World category of the General Education curriculum, this course is designed to prepare students to be able to do the following.

**GE Goal 1. Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.**

GE learning outcome 1.1: Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.

GE learning outcome 1.2: Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.

**GE Goal 2. Successful students will integrate approaches to understanding citizenship for a just and diverse world 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.**

GE learning outcome 2.1: Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.

GE learning outcome 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.



**GE 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.**

GE learning outcome 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.

GE learning outcome 3.2: Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

**GE 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.**

GE learning outcome 4.1: Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.

GE learning outcome 4.2: Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

## **How the course achieves these outcomes**

The course provides a practical arena for studying and enacting inclusive citizenship for a just and diverse society through readings, case studies, classroom experiences, and assignments that explore the unprecedented increase in book bans since 2021. More specifically, CS 4021 illuminates competing understandings of citizenship, justice, and diversity as they relate to book access and censorship in the current cultural moment. It interweaves close evaluation of paradigmatic banned books with exploration of topics such as the role of the legal system and legislators in





adjudicating who may provide or restrict access to knowledge, activism to restrict books and counter-activism to return them to the shelves, and the disproportionate impact of book bans on already marginalized BIPOC and LGBTQIA communities. The course locates these issues in local, regional, national, and international contexts.

The learning outcomes (ELOs) are addressed throughout the semester, and the course schedule notes which are especially pertinent to the course experiences in each week of class.

## How this hybrid course works

### Mode of delivery

Most sessions of this class will be in-person in our classroom space where we will use a workshop format. However, online sessions for guest presenters and small-group working groups will occur periodically when that best enables us to engage fully. As the schedule is updated with specific guest presentations, you will see **\*\*\*ONLINE SESSION\*\*\*** next to any Zoom classes. I'll also make a note of these in class reminders, in advance. Please note that scheduled online sessions will occur **synchronously at our regular class time**. You will need to be just as present and engaged as if we were physically in class together.

This class requires a high degree of participation and engagement through small-group and full-class discussions, written reflection, contributions to class-created resources, and other assignments. Together, we will develop insights, practice analytical and communication skills, and deepen our capacity to relate what we read and study to the world around us.

### Credit hours and work expectations

This is a 3-credit-hour course. According to the university, 126 hours of dedicated time should reliably enable a grade of “C” in a 3-credit course. The actual time needed to complete assignments will depend on many factors; however, students should expect to spend about 2 hours outside of class for each hour in class.



(More explanation is here: <https://aaas.osu.edu/faculty-resources/teaching-resources-and-policies/credit-hours-and-class-instruction-time>.)

## Required course materials

1. *Gender Queer* by Maia Kobabe
2. One of the following for Banned Book Club #1:
  - *All Boys Aren't Blue* by George M. Johnson
  - *Ordinary Hazards* by Nikki Grimes
  - *The Hate U Give* by Angie Thomas
  - *All American Boys* by Jason Reynolds and Brendan Kiely
3. **Six** children's books from the following list (may be checked out from libraries): <https://pen.org/banned-picture-books-2022/>
4. **Two** additional banned books (novel or novel-length work) from the PEN America/EveryLibrary database of banned books for Banned Book Club #2 and #3 (may be purchased or checked out):  
[https://www.everylibraryinstitute.org/book\\_censorship\\_database\\_magnusson](https://www.everylibraryinstitute.org/book_censorship_database_magnusson)

Additional readings and resources will be available through OSU Libraries and Carmen.

## Grading and feedback

### How your grade is calculated

- Demonstrated Engagement (15%)
- Discussion and Short Assignments (25%)
- Dialectical Journals (15%)
- Synthesis Pieces (20%)
- Final Project (25%)



## Overview of assignments and expectations

**Detailed descriptions of assignments for the course and rubrics will be available on Carmen.** Please consult these documents early and often!

### **Expectations re. doing your own work:**

I will very clearly indicate when assignments are collaborative as well as if I want you to explore the use of AI or other tech tools as you complete them. Unless I provide explicit instructions otherwise, please know that the writing you submit is to be your own individual thoughts, composed exclusively by you from beginning to end. I am not interested in what AI generates. I am interested in your unique and irreplaceable encounter with the materials in this class. Don't cheat yourself—or others—of your original insight and analysis.

**Demonstrated Engagement (15%):** consistent, substantive participation in all course activities, both graded and ungraded. Quality contributions during in-person discussions via verbal comments and notetaking; online contributions via breakout rooms, chat, and other modalities. *Attendance is critical to this category. You cannot be engaged if you aren't present.*

**Discussion and Short Assignments (25%):** question writing; online discussion posts and replies; independent analysis and shared process documents in collaborative groups in class. Experiences in this category include:

**Small-Group Discussion:** In all settings, cultivate meaningful, respectful conversation and community with your fellow learners. Your online posts and in-person contributions should contain substantive insight, inquiry, analysis, and connections to the text. **Our discussions together are an essential site of our efforts to enact inclusive citizenship as well as study how it relates to book banning.**



**Question Writing:** Early in the semester, you'll get training to write powerful questions that catalyze new insights about a text or about what it means to encounter that text. Student-generated questions will serve as prompts for response papers and small-group discussions. **We are interested in questions that challenge us to think beyond our own experiences to consider diverse perspectives.**

**Literary Treasury:** This assignment compiles powerful quotations, themes, and learning opportunities for each banned book under study. You will then connect the "treasures" of the text to the needs and interests of varied readers—this includes you, but also readers very different from you. This assignment helps us see **the wide range of qualities that are valuable in books and how preserving access to these options relates to inclusive citizenship and justice for our diverse communities.**

**Context Tracker:** In this assignment, you will (1) identify passages that have been, or might be, labeled as "provocative," "inappropriate" or "obscene" in banned books and (2) provide fuller context for that material in relation to the entirety of the work and its themes. Why might the author have made this choice? What does it contribute to the *work as a whole*? **Reading holistically provides an essential support for doing justice to authors' creative expression and is essential for using The Miller Test** to challenge claims that challenging content is "obscene."

**In-class explorations:** In our workshops, we will engage in a variety of exercises to build skills for literary analysis, historical understanding, and reflection on the consequences of book banning for diverse stakeholders. For example, the "Caged Imagination" exercise invites students to experience **how censorship interferes with creativity and diversity of thought. We will explore relational reading practices to imagine and respond to the needs of others different from ourselves, an essential dimension of inclusive citizenship.**

**The Dialectical Journal (15%):** This assignment, prepared for each class, will build your skills as a close reader of literature. The DJ supports you in engaging with the course text(s) and ensures that you are prepared to participate in discussion. In general, you will select 4 quotations from the



assigned literary/theoretical text(s) and provide your detailed analysis of each quotation. DJs will be graded for content and/or completion. A “global” DJ grade at the end of the semester will account for the overall quality and consistency of your work on this vital assignment.

**Synthesis Assignments (20%):** The synthesis assignments prompt iterative reflection on how book-banning controversies (and counter-advocacy in response) **illuminate competing understandings of citizenship, justice, and diversity**. You will be asked to relate these core ideas to the issues explored in each module, such as (1) the differing power and relative entitlement of parents, school leaders, and politicians depending on their positionalities (**diversity**), (2) questions of whose belonging matters in a given community (**perceived citizenship**), and (3) how issues previously defined as quintessentially “American”—like free speech—have been re-framed by political groups to erode access to education and to chill discourse around topics related to social change and **justice**. These synthesis tasks also help you develop the skills needed for success on the final project.

**Final Project (25%):** Each student defines a project to **integrate the course themes and demonstrate achievement of course objectives**. We will work together to establish an achievable scope for these projects. Some recommended approaches to the projects include:

- Research a topic of interest to you (e.g., track the flow of money between political groups, think tanks, and parents’ rights organizations) and present your findings (write a paper, record a podcast, create an interactive digital experience, etc.)
- Gather new primary materials on book banning, archive/present them, and write a paper (5 pages minimum) connecting them to course themes.
- Read and analyze a banned book not already discussed in class. Develop a portfolio of resources on this book to orient people who want to understand the potential merits of the book amid challenges, bans, and misinformation.
- Select a core theme of the course and explore how censorship and/or the defense of literature reflects this theme in a specific community or context
- analyze the strategy and impact of a book-banning or reader-defending group or advocate.



- Devise a strategy kit for a specific stakeholder (e.g., school principal, school board member, teacher, librarian) to help them respond to book challenges and/or parental concerns without resorting to censorship.
- Make a detailed plan for a community event or project that restores or increases access to/engagement with banned books in some way.

Many other projects are possible! I encourage you to think about what will be meaningful and exciting to you. **Whatever approach you take, you will also include a 2-3 page epilogue connecting your final project to the course themes.** Some questions to consider include: How do you enact or reflect on inclusive citizenship in the project? What has been the evolution of your thinking about justice and diversity? In what ways does the recent expression of book banning in the U.S. reflect tensions in understandings of these essential concepts?

*What makes for a strong project?*

- The project reflects a genuine area of personal interest.
- The project spreads the work across the course term so that the student has time to reflect and is not rushed.
- The project engages with multiple areas explored in the course.
- The project takes advantage of the opportunity to collaborate with other students to enhance the final product.
- The project has an authentic impact. For example, it organizes and presents information in a new and compelling way, serves as a public resource, or opens a compelling new line of inquiry.

## Set yourself up for success

Be aware that it is very rare for me to drop assignments, adjust final grades, or offer extra-credit. The best way to succeed in the class is to be consistent in your work each day. Also, I don't predict final grades or provide you with running averages beyond what is in the gradebook. I am willing to talk with



you about how you are doing as well as ways of improving your performance and/or engagement in the course. All that said, students who read each text carefully, faithfully complete all assignments, and attend every class typically earn excellent final grades.

Most assignments are evaluated using rubrics posted on Carmen. **The rubrics will give you a clear sense of the goals for an assignment** as well as what characteristics are associated with success. Please refer to them before submitting work and when reviewing grades. I compare your work to the standards on the rubrics, not to what anyone else is doing. Keep in mind that grades are a form of feedback; **try not to obsess about getting “full points.”** I reserve the highest grade for exceptional work, but don't worry! You can easily earn an “A” in the course without ever receiving a grade of 15/15 or 30/30.

Given the fast pace of our course, I will work hard to provide feedback, guidance, and/or grades within a few days of an assignment being submitted. This may look like a numerical score that corresponds to rubric information, a message to the class highlighting common issues or opportunities for improvement, or a written comment through Carmen.

## Policy on late work

In general, I do not accept late work. I do work with students through extensions, which are *planned* adjustments to submission of work. Please **ask for an extension** as soon as you realize that you need an accommodation to be able to do the work. (For example, you realize you have a scheduling conflict that means you need to turn in an assignment a day later than your peers to do quality work. You email me and ask if you may have this accommodation). Do not wait until *after* the work is due.

Extensions should be reserved for situations you cannot resolve in another way. Because this is a fast-paced course, students who fall behind without making a plan will struggle to catch up. Further, assignments build on one another and need to be completed in sequence.

Work submitted late without an approved extension will only be accepted





in the rarest cases, such as serious illness, major car accident, or a mental health emergency. This is to ensure fairness to you—so that you have the accountability to do the work in a way that will make it meaningful—and fairness to your classmates—so that my time is spent preparing excellent experiences for you all and not on managing late submissions.

In sum, do your work well in advance, save files frequently and in multiple locations, know where the nearest back-up computing option is in case of technical problems, and do whatever else you need to do to ensure that assignments will be handed in on time.

## Standard 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

## Course guidelines

### Teaching Philosophy

My goal as the instructor of this course is to *facilitate* the learning that you do in a community. Assignments are designed to create accountability for preparation and to structure your encounters with literature and with your classmates' ideas to be academically and personally meaningful. I am committed to maximizing the possibilities of distance learning. It's my pleasure to help you and your classmates make the course a success.

### Participation

Your attendance is based on your engaged presence and participation during synchronous sessions three times a week. Live classes will be a mix





of lecture/presentation, small-group discussion, whole-group discussion, individual exercises, and other structured learning. Taking a “back seat” simply will not work for you in this environment. Non-participation for a full week or more without a serious excuse is grounds for automatic failure of the course, as is missing 3 classes (see attendance policy).

Much of your success in the course will depend on how seriously you demonstrate your engagement with the course material and your colleagues’ ideas. Are you willing to actively engage your peers as partners in learning? Do you take care and generously share your analysis, insight, and questions with the larger learning community? Do you challenge yourself to go beyond what you already know? Do you recognize the importance of *deep listening* to communication? Although I take added responsibility for facilitating the course, I count myself among the learners, too. I promise to listen and learn from you as well as provide you with support and tools to help you succeed in the class. **We’re in this together.**

## Respectful Exchange of Ideas

Talking about literature and the world is a risky business. Complex texts and situations will inevitably prompt divergent responses in our discussions. This is a *strength* of our work together; it will help us navigate the reality of deep differences of opinion and perspective, a key skill in our society. I want you to speak frankly in our course spaces, but I also expect you to be thoughtful about the experiences, priorities, privileges, information sources, and other factors that have shaped your position.

Success in creating an effective and supportive learning community requires a commitment from all of us to maintain conduct that is collegial and respectful, *curious and engaged* at all times. This expectation applies to large and small group discussions, blog comments, live sessions, and all other venues. This guidance also applies to communication about class or class-created groups outside of official platforms. (For example, comments to one of your small group colleagues on Twitter or any other venue must adhere to our class norms.)



**We will hold each other to a high standard of respect and integrity when it comes to addressing each other** and speaking about the various experiences and peoples we will encounter in our texts. It's okay not to know exactly how to do this, and it is okay to make mistakes; we will work together to address unconscious stereotypes or problematic terminology that may come up.

Be aware that trolling behavior—e.g., using slurs or other hate speech, making threats or intimidating comments, denigrating classmates' identities, advocating violence, linking to inappropriate content, or any other flagrant disrespect—will not be tolerated and will negatively impact your grade as it is incompatible with the course goals.

Incidents of bias and other disruptive virtual behavior will be reported to BART, OSU's Bias Assessment and Response Team, Student Conduct, and/or (for talk about violence) OSU Police. This behavior will be subject to whatever consequences these governing bodies impose. Bias includes any kind of discriminatory talk or action against an individual or group based on sex, gender identity, race, ethnicity, color, age, religion, sexual orientation, disability, national origin, veteran status, or HIV status. Sexual harassment (definitions here: <https://titleix.osu.edu/navigation/policy/definitions.html>) also will not be tolerated.

**TL;DR -- Be your best self and engage with this course with genuine curiosity, openness to new ideas, and respect for difference. We'll all get the most out of the experience that way.**

## **Class Attendance**

Your timely and complete attendance is an important requirement in this course. Missing a class will set you back considerably. Schedule your work, social activities, sleep, and other experiences around our sessions. Thank you!



### **What if I must miss class?**

I understand that you may not be able to control the scheduling of some events, like job interviews or a sibling's graduation. If you must miss part of class, communicate with me in advance and attend as much of the session as your circumstances allow.

In taking a hybrid course, you should be prepared to engage fully when that our class is held online (those dates will be announced and identified on the schedule and will largely be based on speakers' availability). When we meet online, please give yourself plenty of time to log in and get connected. Computer problems are not an excuse for missing Zoom class. Given the dial-in options for Zoom, even if you have a technological challenge, you can join class by phone.

Acceptable excuses for an unplanned absence from a class include serious illness or injury, medical treatment, caregiver emergency, or an unavoidable transportation issue. In general, if you are absent without reasonable excuse, you will not be able to receive points for in-class assignments.

1-2 unexcused absence = no credit for in-class work

3-4 unexcused absences = no credit for in-class work; final grade lowered by half a letter grade per absence.

5 or more unexcused absences = automatic failure of the course

Please note that it is your responsibility to track your own attendance and ensure that you know where you stand. I monitor attendance but do not count absences until the end of the course.

**What did I miss?** If you are absent, you should follow up with a classmate about what you missed. If there is a PowerPoint, I will post it to Carmen. **Please do not contact me asking for a summary of the class!**



## Student-Professor Communication

My preferred method of contact is **email: [perez.390@osu.edu](mailto:perez.390@osu.edu)**. Before contacting me, please **do look closely at the syllabus and course materials to see if your question is answered there**. Once you have done that, feel free to reach out by email, message, or office hour appoint to share questions, concerns, or comments. I have young kids at home, so please know that I may not respond to messages right away. If you do not hear from me in 24 hours during the week, it is okay to follow up with a second message.

I will sometimes make announcements and distribute course materials via Carmen messages and/or email, so don't forget to check those and make sure you receive email notifications from Carmen.

## Plagiarism and Academic Misconduct

Plagiarism is the unauthorized use of the words or ideas of another person, misrepresenting someone else's work as your own with or without their knowledge, quoting or paraphrasing without citing the original source, or providing work for someone else to use as their own. Submitting work done for another class, without explicit permission, is also not allowed. Before using any AI resources while completing an assignment, you should consult with me about whether this is appropriate, and your use of AI should always be explicitly disclosed and cited.

**Presenting others' words or ideas as your own is not permitted in any assignment or venue used in this course:** tests, papers, reviews, blog entries, multimedia productions, discussion posts, your digital presence in live discussions, etc. It is a serious academic offense that will result in a report to the Committee on Academic Misconduct and potentially career-altering consequences. The University's policies on plagiarism are described in detail in your student policies handbook. Please read this information carefully. Again, **at no point should words or ideas that are not your own original thoughts be represented as such.**



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](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## Course technology

### Technical matters for Zoom (for online sessions)

*Authenticate yourself:* Please ensure that you authenticate through CarmenZoom so that your attendance (with OSU ID) registers.

*Devices:* For Zoom classes, it is ideal to log in via a laptop or computer that will give you the full Zoom functionality (breakout rooms, etc.). That said, I understand that in working from home and other remote spaces, more



issues may come up. Please email me about any situation. Use the “call in” options for joining a Zoom meeting in the case of emergencies so you can still participate to the best of your ability. **Be sure to let me know you have dialed in so that I can correct attendance.**

## 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](https://it.osu.edu/help)
- Phone: 614-688-4357(HELP)
- Email: [8help@osu.edu](mailto:8help@osu.edu)
- TDD: 614-688-8743

## Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://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](https://go.osu.edu/office365help).



## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](http://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.

## 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 of 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](mailto: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.

## **Resources for your success and well-being**

### **Support for you in this course**

My approach to teaching is to facilitate student learning and success. Although my “late work” policy is strict, please note as well that I am not interested in penalizing students who are making a good-faith effort to produce high-quality work. There is a big difference between chronic late work and proactively asking for an extension in advance. If you encounter challenges, we can make a plan to ensure that you can meet course requirements. Consulting early demonstrates your ability to plan ahead and advocate for yourself, and it will be much more effective than a panicked request on the due date.

### **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](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

## Assault Crisis Services

Sexual assault crisis services are available to people of all genders and orientations through the local SARNCO hotline (614-267-7020) and area hospitals. Ongoing support is available through Counseling and Consultation and Wilce Student Health. OSU Hospital, CCS, and SARNCO are confidential. You can also find support and ways to report sexual assault or harassment through the University's Title IX office (<http://titleix.osu.edu>), which does not guarantee confidentiality. Be aware that many other OSU academic and coaching staff are mandatory reporters (required to convey reports of assault to the University) and also cannot guarantee confidentiality. (To be clear, I absolutely will support you and help you get assistance, but you have a right to be aware of OSU's reporting policies.) Choose the support system that is right for you. **Being a victim/survivor of sexual assault is never your fault, and you have the right to compassionate help.**

***Please do not hesitate to reach out if you are struggling and need help finding assistance.***



## **Disability Services and 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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

## **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](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

## Course Schedule

This schedule provides a sense of the rhythm of the class and when major assignments are due. As the schedule is updated prior to the semester, 1-3 classes may be shifted online to accommodate guest speakers and working groups.

Guest speakers will be added to class dates depending on what their schedules allow. Likely guests include:

- Dr. Patricia Enciso (OSU Professor of Children’s Literature)
- Dr. Richard Price (professor, expert on book censorship in a legal and policy context)
- Banned authors’ panel (e.g., Bill Konigsburg, Nikki Grimes, Brendan Kiely, Isabel Quintero, Ellen Oh)
- Leila Green Little (plaintiff in suit to restore banned books to Llano County Public Library, recently completed library degree)
- Andrew Karre (editor at Dutton Books for Young Readers, worked with Maia Kobabe on eir most recent book)
- Kelly Jensen (librarian, banned author, and advocate for readers)
- Tasslyn Magnussen (researcher whose EveryLibrary database tracks reported book bans across the country)

### WEEK 1: Introduction to the Course, “Citizenship” as a Momentum Concept

“Momentum concepts [such as citizenship] ‘unfold’ so that we must continuously rework them in a way that realizes more and more of their egalitarian and anti-hierarchical potential.” -- John Hoffman, *Citizenship Beyond the State*

How does our approach in class cultivate understanding and engagement in *inclusive citizenship*? How does this concept differ from nation-based notions of citizenship? To whom are we responsible, when, and why? What practices will support us in becoming a community of learners? (ELOs: 1.2, 3.1, 3.2)

Date	Tasks & Reading (Complete Before Class)	Class Flow	Takeaways from Class/Personal Goals
	<input type="checkbox"/> Read interactive course syllabus <input type="checkbox"/> Respond to Qs on interactive syllabus <input type="checkbox"/> Submit pre-course survey <input type="checkbox"/> Introduce yourself (Carmen discussion)	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• FAQ about the class</li> <li>• In-class mini-readings:</li> </ul>	[Research shows that when we reflect on what we learn, and its significance to us, we retain it better and make more use of it in our lives. In the last few minutes of class,

<input type="checkbox"/> Read "Inclusive Citizenship" and "Citizenship as a Momentum Concept" (excerpts from <i>Citizenship Beyond the State</i> by John Hoffman) <input type="checkbox"/> Get course materials	"Inclusive Citizenship," "Citizenship as a Momentum Concept" <ul style="list-style-type: none"> <li>• Small-group discussion</li> <li>• In-class DJ #1 demo</li> </ul> <i>Break</i> <ul style="list-style-type: none"> <li>• Draft community agreements</li> <li>• Takeaways and questions</li> </ul>	you will use this space to note a key idea you're taking away from class and how it matters to you.]
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**WEEK 2: The Current State of Book Bans**  
 What is book banning? How is book banning today different from in past centuries, decades, and years? Who does it affect? How have communities responded in ways that reflect their understandings of citizenship, belonging, and mattering? What are the consequences of censorship for meaningful local, national, and global civic engagement? (ELOs 2.1, 3.1, 4.1, 4.2)

Date	Tasks & Reading (Complete Before Class)	Class Flow	Takeaways from Class
	<input type="checkbox"/> Read "Leaning in: A student's guide to engaging constructively with social justice content" (DiAngelo and Sensoy) <input type="checkbox"/> Read First Amendment (Free Speech) and Fourteenth Amendment (Equal Protection) handouts <input type="checkbox"/> Read "Practising citizenship from the ordinary to the activist" by Catherine Neveu, <i>Routledge Handbook of Global Citizenship Studies</i> <input type="checkbox"/> Read <i>Banned Together: Our Fight for Readers' Rights</i> excerpts 1 and 2 <input type="checkbox"/> Read "But These Are Our Stories! Critical Conversations about Bans on Diverse Literature" by Ruth McKoy Lowery, <i>Research in the Teaching of English</i> <input type="checkbox"/> Dialectical journal #2 on texts (4 quotes total) <input type="checkbox"/> Be sure all Week 1 tasks are complete	<ul style="list-style-type: none"> <li>• Small-group discussion of texts using DJ #1</li> <li>• Updates to community agreements</li> <li>• Interactive Presentation: Book Bans, Readers' First Amendment Rights, and Engaged Citizenship            Response options: SketchNotes, 3 Keys, your choice</li> </ul> <i>Break</i> <ul style="list-style-type: none"> <li>• Talk Back Session</li> <li>• Question-writing workshop</li> <li>• Question-Based Discussion of Presentation</li> <li>• Preview <i>Gender Queer</i> and Week 3 Activities</li> </ul>	

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**Synthesis #1: Initial Understandings and Foundations.** In this reflective paper of 2-3 pages, choose 4-7 concepts from the first two classes and related readings, and elaborate your current specific understanding of them. Be sure to include *citizenship*, *diversity*, and *justice*. Then reflect on how book banning relates to each concept. Across your paper, you should cite at least 3 sources we have engaged in class. Lastly, reflect on what you don't know but want to learn as well as any aspects of the material so far that raise challenge or discomfort for you. How can we productively engage with our own experiences as readers while remaining sensitive to the needs of others? **DUE the Wednesday after our WEEK 2 class.** (ELOs: 1.1, 1.2, 2.2, 3.1)

**WEEK 3: *Gender Queer*, or: Why is this gentle graphic memoir the most banned book in America?**  
Although we don't meet this week, it's important for us to keep up our momentum. Work is adjusted to provide a break (I respect holidays!), but please be sure to dedicate an hour to your reading and another hour to your DJ. (ELOs: 1.1, 1.2, 4.1)

Date	Tasks & Reading (Complete Before Class)	Class Flow	Takeaways from Online Discussion
No class (MLK Day)	<input type="checkbox"/> Submit Synthesis #1 by Wednesday after Week 2 class <input type="checkbox"/> Read <i>Gender Queer</i> , pages 1-101 <input type="checkbox"/> Read Maia Kobabe's <i>Washington Post</i> essay and excerpt from <i>Banned Together</i> <input type="checkbox"/> Read excerpt 2, <i>Citizenship Beyond the State</i> by John Hoffman <input type="checkbox"/> Dialectical Journal #3 (include both <i>GQ</i> and Hoffman)	n/a	

**WEEK 4: *Gender Queer* (or: Why is this gentle graphic memoir the most banned book in America?)**  
How does this text embody concepts of diversity, equity, inclusion, and acceptance, as well as the challenges and tensions around these values? What are the logical shortcomings of "parents' rights" arguments in favor of book bans? Can these efforts be understood as expressions of "citizenship"? If so, under what definitions of citizenship? Whose belonging and mattering is prioritized, or disregarded, in debates about books in school libraries? **Literary Focal Areas:** In what ways does context alter our understanding of difficult passages in banned books? What practices support readers in going beyond personal reactions to content? How can we engage in effective, mindful communication about difficult topics in literature? (ELOs: 1.1, 1.2, 2.1, 2.2, 3.2, 4.1, 4.2)

Date	Tasks & Reading (Complete Before Class)	Class Flow	Takeaways from Class
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□	<input type="checkbox"/> Read <i>Gender Queer</i> , 102-end <input type="checkbox"/> Read Bill Konigsburg, "An Open Letter to Parents Who Wish to Ban My Books from School Libraries" <input type="checkbox"/> Read " <i>CITIZENSHIP V. CULTURE</i> " in "The Culture of Citizenship" by Leti Volpp, <i>Theoretical Inquiries in Law 8.2 (2007)</i> <input type="checkbox"/> Dialectical Journal #4	<ul style="list-style-type: none"> <li>• Check-in: vibrant moments and sources of challenge in <i>Gender Queer</i></li> <li>• Key Concepts: <b>relational reading; holistic assessment</b></li> <li>• Small-Group Exploration: Read this passage as a... [Parent, Teen, Poet, Advocate...]</li> <li>• Overview of Context Tracker and Treasury assignments</li> </ul> <p><i>Break</i></p> <ul style="list-style-type: none"> <li>• Discuss Kobabe and Konigsburg's public responses and rhetorical strategies</li> <li>• Wicked Question Discussion</li> <li>• GUEST SPEAKER: Editor Andrew Karre on the publisher-side issues related to book bans</li> </ul>	
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**WEEK 5: Supporting Holistic Assessment of Banned Books (or: How to Read for Inclusive Citizenship)**  
 What does it mean to read holistically? What are the legal, pedagogical, and personal rationales for doing so? What are the legal, pedagogical, and personal costs of banning books without reading them in their entirety? (ELOs: 2.1, 3.2, 4.2)

Date	Tasks & Reading (Complete Before Class)	Class Flow	Takeaways from Class
□	<input type="checkbox"/> Re-read <i>Gender Queer</i> <input type="checkbox"/> For DJ #5, address 2 quotations for Context Tracker (draw on group list) and 2 for Treasury <input type="checkbox"/> Read "SLAPS: The Miller Test for Obscenity" <input type="checkbox"/> Read "Censorship May Be Illegal, But It's Hard to Challenge in Court" <input type="checkbox"/> Read analysis of Pico v. Island Trees Supreme Court decision <input type="checkbox"/> Week 5 discussion post	<ul style="list-style-type: none"> <li>• <i>Gender Queer</i> re-encounter exercise</li> <li>• Class collaboration on <i>Gender Queer</i> Context Tracker 2.0 and Treasury 2.0</li> <li>• In-Class Synthesis #1, first draft</li> </ul> <p><i>Break</i></p> <ul style="list-style-type: none"> <li>• GUEST SPEAKER: Richard Price</li> <li>• Check out 2 children's books from each of the "banned books for kids" categories (you can also use OSU library class holds or visit a CML branch for more options)</li> </ul>	

		<ul style="list-style-type: none"> <li>Banned Book Club explained (begin researching the options!)</li> </ul>	
<p><b>WEEK 6: Holistic Reading of Targeted Children’s Picture Books (and the Impacts of Limited Library Collections)</b></p> <p>This week, we partner with a nationally recognized scholar of children’s literature to understand the value and complexity of frequently targeted children’s books. By the end of this week, you should be able to explain what educational research tells us about all children’s need for access to a diverse body of literature, including books with a wide range of topics and perspectives. (ELOs: 1.1, 1.2, 2.1, 4.1, 4.2)</p>			
Date	Tasks & Reading (Complete Before Class)	Class Flow	Takeaways from Class
	<ul style="list-style-type: none"> <li>Read excerpt from <i>The Handbook of Research on Diverse Children’s and YA Literature</i> (ed. Enciso)</li> <li>Read “Banning Books or Banning BIPOC?” by Melissa Shearer, <i>Northwestern University Law Review</i></li> <li>Read <i>And Tango Makes Three</i></li> <li>Read <i>I Am Jazz</i></li> <li>Read <i>Not My Idea</i></li> <li>Read 2 additional banned children’s books</li> <li>DJ 6 (consider context/treasury approach—still only 4 quotes)</li> <li>Week 6 discussion post</li> </ul>	<ul style="list-style-type: none"> <li>Check-in</li> <li>GUEST SPEAKER: Dr. Pat Enciso on assessing the literary merit of children’s books</li> <li>Imaginative extension class experience with <i>Separate Is Never Equal</i></li> </ul> <p>Break</p> <ul style="list-style-type: none"> <li>Small group analysis of banned children’s books</li> <li>First draft collaborative material: Caregiver Guide to Targeted Children’s Books</li> </ul>	
<p><b>Synthesis #2: Option 1:</b> Evaluate the inclusion of <i>Gender Queer</i> in a high school or public library based on the principles of inclusive citizenship. <b>Option 2:</b> Evaluate the inclusion of one of the children’s books you focused on for inclusion in an elementary or public library based on the principles of inclusive citizenship. For either option, explain how the book may support a community’s engagement with justice and diversity. How does the text frame these concepts? Describe how a proponent of inclusive citizenship might respond responsibly to dissenting views. Please incorporate: your understanding of the Miller Test (SLAPS), at least one item from your context tracker, at least one item from your text treasury, and 1-2 quotations from our secondary readings. <b>DUE the Wednesday after our WEEK 6 class.</b> (ELOs: 2.1, 2.2, 3.1, 3.2, 4.1, 4.2)</p>			
<p><b>WEEK 7: Anatomy of a Book-Ban Movement and the Rise of Book Defenders</b></p> <p>This week, we dive into the evolution of specific organizations and efforts to ban books and hear from advocates who have found creative ways to respond to censorship in their communities. We also launch our in-class banned book clubs (BBCs). In the co-facilitation of these</p>			



groups, consider: How do we practice **inclusive citizenship** in our own discussions? Where can we foreground the **diversity** present in our group, and what perspectives do we need to consciously bring in? How do we engage with, rather than suppress, the differences and tensions in our understandings? How do these micro-advocacy efforts relate to broader efforts for social justice? (ELOS: 2.2, 3.1, 3.2, 4.2)

Date	Tasks & Reading (Complete Before Class)	Class Flow	Takeaways from Class
□	<ul style="list-style-type: none"> <li>□ Submit Synthesis #2 by Wednesday before class</li> <li>□ Read "Youth Advocate Profile" excerpts from <i>Banned Together</i></li> <li>□ Read "Arguing Book Bans: A Critical Analysis of Public Forums at School Board Meetings" by K.R. Krutka, <i>Research on Diversity in Youth Literature</i></li> <li>□ Watch North Kansas City Schools school board meeting, student testimonies</li> <li>□ Watch excerpts from school board meetings and legislative hearings</li> <li>□ Week 7 discussion post</li> <li>□ Read agreed upon pages from your Banned Book Club selection</li> <li>□ Complete DJ 7</li> </ul>	<ul style="list-style-type: none"> <li>• Review guidelines and roles for Banned Book Club – choose which text you will read</li> <li>• First BBC #1 session</li> <li>• Discussion: public debates, toxic rhetoric, openings for change</li> </ul> <p><i>Break</i></p> <ul style="list-style-type: none"> <li>• Overview of final project goals and possibilities (add your own!) – and opportunities to contribute to <i>Unite to Read</i> project collection</li> <li>• Guided brainstorming/values-based exploration: What area of effort <i>matters</i> to you right now? What approaches best align with your strengths and learning edges?</li> </ul>	

**WEEK 8: BBC #1, Concepts of Childhood, and Book Banning in Historical Context**

This week, we split our time between banned book clubs (see handout for roles and responsibilities) and a dive into the historical connections raised by contemporary book banning. We will also explore how concepts of childhood are far from universal, and what competing concepts reveal about differing understandings of citizenship, justice, and diversity. (ELOS: 1.1, 1.2, 3.1, 3.2, 4.2)

Date	Tasks & Reading (Complete Before Class)	Class Flow	Takeaways from Class
□	<ul style="list-style-type: none"> <li>□ Read agreed-upon pages for your BBC text – you should finish it before class</li> <li>□ "Dangerous reading: How socially constructed narratives of childhood shape perspectives on book banning" by Trisha Tucker, <i>Public Library Quarterly</i></li> </ul>	<ul style="list-style-type: none"> <li>• Mini-lecture and discussion of 18<sup>th</sup> and 19<sup>th</sup>-century conceptions of childhood, historical context</li> <li>• BBC session: rotate roles and responsibilities; discussion</li> </ul> <p><i>Break</i></p>	

<p>DJ #8 on your BBC text (context and treasury approach) and shared texts</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Add 2 resources related to your BBC text to your group's books BBC sheet</li> <li><input type="checkbox"/> Week 8 discussion post – initial reflections on project directions – when you read and comment, consider opportunities for collaboration!</li> </ul>	<ul style="list-style-type: none"> <li>• BBC co-working: collaborate to create context tracker and treasury for your book, decide on the focus of Synthesis #3</li> <li>• Jigsaw discussion of BBC texts and takeaways</li> </ul>	
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**Synthesis #3: Implications of a Book Ban, Lawsuit, or Advocacy Effort.** Select a specific site and instance of attempted or actual book banning since 2021. Create a timeline of events and highlight strategies used to remove or defend literature. How does this example match, or differ from, national trends discussed in class? **In Part 2, revisit Synthesis #1 and your initial reflections on citizenship, justice, and diversity. Consider in what ways your understanding has evolved. Make specific reference to examples or experiences from readings, discussions, and class writing.** (ELOs: 1.1, 1.2, 2.1, 2.2, 3.1 4.1)

**WEEK 9: Final Project Workshop Week**  
 Lightning presentations on final project plans. After each 5-minute, 1-slide presentation, we will have 10 minutes of focused feedback and discussion. **Respondents each focus on one course learning objective and highlight how the project would demonstrate fulfillment of the objective and/or how it could more fully address it.** Use feedback rubric and notes to offer additional constructive feedback!  
**As you devise or refine your final project idea, be sure to revisit the 4 GE goals and learning objectives. How, specifically, does your project demonstrate your accomplishment of these objectives?** (ELOs: 2.1, 2.2, 3.2)

Date	Tasks & Reading (Complete Before Class)	Class Flow	Takeaways from Class
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Submit Synthesis #3</li> <li><input type="checkbox"/> Submit draft 1 of your final project proposal (1-2 paragraphs) by midnight on Monday of Week 8 class (Ashley will provide first round of feedback by Wednesday)</li> <li><input type="checkbox"/> Revise your project proposal based on feedback and repost to whole-class discussion by Friday before class; include any questions or requests for specific feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Lightning presentations and feedback, Round 1</li> <li><i>Break</i></li> <li>• Lightning presentations and feedback, Round 2</li> <li>• Final Project Work Session: revise project proposal; resubmit before you leave for break</li> <li>• Select next BBC texts</li> </ul>	

<input type="checkbox"/> Read <b>everyone's</b> proposal and comment with suggestions by Sunday before class <input type="checkbox"/> Prepare a single slide and a 5-min overview of your current plans to share in class		
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**\*\*\*NO CLASS 3/10 – ENJOY YOUR SPRING BREAK!\*\*\***

**WEEK 10: Deep Dive into Book-Ban Data**  
 As we continue banned book clubs, we also will examine trends and patterns with the foremost researcher tracking book-banning efforts and their impacts on communities across the country. What do the data reveal? What do they obscure or fail to capture? (ELOs: 1.1, 1.2, 2.1, 3.2)

Date	Tasks & Reading (Complete Before Class)	Class Flow	Takeaways from Class
□	<input type="checkbox"/> Read agreed-upon pages for BBC #2 text <input type="checkbox"/> Read <i>Washington Post</i> article: "Objection to sexual, LGBTQ content propels spike in book challenges" (uses Dr. Magnusson's data) <input type="checkbox"/> DJ #10 <input type="checkbox"/> Week 10 Discussion: questions for Dr. Magnusson and initial data-based insights/inquiries	<ul style="list-style-type: none"> <li>• Banned Book Club #2 meeting <i>Break</i></li> <li>• GUEST SPEAKER: Tasslyn Magnusson</li> <li>• Data lab session: explore the EveryLibrary database or one of the other data collections Dr. Magnussen shared. Discuss emerging insights</li> <li>• Last 30 minutes: project workshop/collaboration time and one-on-one check-ins with instructor</li> </ul>	

**WEEK 11: Facilitating Others' Engagement with Banned Books**  
 How does context alter our understanding of what we read? What strategies make context accessible to different audiences? Which responses to quotations taken out of context help a broad audience of educators, parents, and school leaders to shift their focus back to students? What resources best support educators and community members who seek to defend targeted books? Where can we innovate new ways of delivering essential information and perspectives? (ELOs: 2.1, 3.2, 4.1, 4.2)

Date	Tasks & Reading (Complete Before Class)	Class Flow	Takeaways from Class
□	<input type="checkbox"/> Finish BBC#2 book <input type="checkbox"/> DJ on BBC #2 (context and treasury)	<ul style="list-style-type: none"> <li>• Banned Book Club #2 meeting <i>Break</i></li> </ul>	

	<input type="checkbox"/> Week 11 discussion to generate draft material for Synthesis #4 <input type="checkbox"/> coordinate with BBC members to balance materials	<ul style="list-style-type: none"> <li>• Jigsaw discussion of BBC texts and takeaways</li> <li>• Whole group harvest of insights</li> <li>• Synthesis #4 strategy sharing</li> <li>• Last 30 minutes: project workshop/collaboration time and one-on-one check-ins with instructor</li> </ul>	
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**Synthesis #4:** Resource Creation and Curation for BBC #3 Selection. (See rubric.) In your materials, be sure to consider how you might highlight the value of your book to different audiences, such as students, parents, school leaders, and politicians. **Provide or create at least one resource that tackles how access to this book relates to citizenship, free speech, or justice.** (ELOs: 1.1, 2.1, 3.2, 4.2)

**WEEK 12: Contemporary Legal Challenges: Their Possibilities and Their Limitations**

What are the possibilities and limitations of legal challenges for bringing about justice for those harmed by book banning (teachers, students, writers...)? **How are the rights of “the citizen” defined in legal settings? In relation to schools? In relation to children?** (ELOs: 1.1, 1.2, 2.1, 3.1)

Date	Tasks & Reading (Complete Before Class)	Class Flow	Takeaways from Class
[]	<input type="checkbox"/> Read agreed upon pages for BBC #3 <input type="checkbox"/> Read Escambia County Legal Brief (20 pages) <input type="checkbox"/> Read “Modern Day McCarthyists: The Fight Against Book Bans in Llano County” by Leila Green Little <input type="checkbox"/> Read 1 other case from list and seek out 2-3 articles and resources (use inquiry log strategies) <input type="checkbox"/> DJ #12 on legal perspectives and BBC #3	<ul style="list-style-type: none"> <li>• In-class case analysis and discussion of whose “citizenship” rights take priority</li> <li>• Jigsaw discussion of lawsuit examples</li> <li>• BBC #3 (quick meeting)</li> </ul> <p><i>Break</i></p> <ul style="list-style-type: none"> <li>• GUEST SPEAKER: Democracy Project legal consult, Leila Green Little, lead plaintiff in Llano lawsuit</li> <li>• Last 30 minutes: project workshop/collaboration time and one-on-one check-ins with instructor</li> </ul>	

**WEEK 13: It’s Personal: Human-to-Human Connection and the Costs of Book Bans**

This week, we focus on personal connections to the course material and **consider the possibility of responding curiously and compassionately to even the most hostile actors in the realm of book banning.** How can we strengthen reader advocacy by stepping to the side of the fight and bringing the focus back to books and readers? (ELOs: 2.2, 3.2, 4.1)

Date	Tasks & Reading (Complete Before Class)	Class Flow	Takeaways from Class
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□	<input type="checkbox"/> Finish BBC #3 text <input type="checkbox"/> DJ on BBC #3 <input type="checkbox"/> Week 13 Discussion Post: The Thing I Can't Get Out of My Mind Is... <input type="checkbox"/> Final project updated description and outline due	<ul style="list-style-type: none"> <li>• BBC #3 meeting</li> <li>• Perspective-Taking Exercise (finding the human in the difficult stance)</li> <li>• Response Letter</li> <li>• letter to a reader, leader, author, book banner, or other stakeholder</li> </ul> <p><i>Break</i></p> <ul style="list-style-type: none"> <li>• Colleague Appreciations exercise</li> <li>• Last 30 minutes: project workshop/collaboration time and one-on-one check-ins with Ashley</li> </ul>	
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**Synthesis #5: Personal Reflection and Connection.** Either building from the in-class letter exercise or using a reflective approach of your choosing, speak to the concerns of your imagined focus stakeholder. How can you bridge between your experiences of banned books in this course and their current needs and perspectives? Translate the knowledge you have gained to best engage this reader in reflection on the costs of censorship and what everyday citizens can do about it. Be persuasive! Be creative! You can be playful, but avoid disparaging or baiting your interlocutor. (ELOs: 1.1, 2.2, 3.2, 4.1)

#### WEEK 14: Banned Books Symposium

**Note:** Guests from outside the course are invited to attend! They can come for one session or stay for both. To avoid disruption, guests need to be willing to stay for the full hour of a session (not leave partway through).

Presentations on final projects (see rubric), followed by facilitated discussion. Develop questions/reflections to pose to class discussion board after symposium. (ELOs: 1.2, 2.1, 3.1, 4.1, 4.2)

Date	Tasks & Reading (Complete Before Class)	Class Flow	Takeaways from Class
□	<input type="checkbox"/> Prepare 10-to-15-minute presentation <input type="checkbox"/> Complete presentation self-eval checklist (pay special attention to considerations for participatory/interactive dimensions) <input type="checkbox"/> Finish colleague appreciations	<ul style="list-style-type: none"> <li>• Session 1 presentations and discussion (1 hour)</li> </ul> <p><i>Break/Snacks</i></p> <ul style="list-style-type: none"> <li>• Session 2 presentations and discussion (1 hour)</li> <li>• Final reflections (panel)</li> </ul>	

#### WEEK 15: Course Conclusion (and Continuing the Adventure)

Final in-class exercise on course experiences and opportunities to engage with course themes, including **inclusive citizenship, social justice, intellectual diversity, censorship, access, literary merit, and conceptual complexity**. Course epilogue pre-writing; evaluations; share reading lists; celebration of your accomplishments! (ELOs: 1.2, 2.1, 2.2, 3.2)

Date	Tasks & Reading (Complete Before Class)	Class Flow	Takeaways from Class
□	<input type="checkbox"/> Track progress on final project <input type="checkbox"/> First draft of course epilogue <input type="checkbox"/> Post symposium reflections to Carmen discussion <input type="checkbox"/> Bonus: Make your banned books reading list	<ul style="list-style-type: none"> <li>• Discussion of reflections on symposium</li> <li>• Course concept mini-discussions (stations)</li> </ul> <i>Break</i> <ul style="list-style-type: none"> <li>• Receive colleague appreciations</li> <li>• Epilogue writing/revising session</li> <li>• Course evaluations</li> </ul>	

**\*\*\*Final projects due Monday, 4/28 by 5 pm via Carmen.** Please place your completed final project checklist as the first page with your submission. Ensure you have all components and have reflected on and demonstrated your fulfillment of the requirements.

# GE Theme course submission worksheet: Citizenship for a Just & Diverse World (CS 4021)

## 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>

Note: Course number had not been designated when we submitted cover sheet, but has now been added to syllabus and materials: CS 5021

# Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

## Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

- A Carmen site will be created for the course, including a syllabus and gradebook at minimum. If no, why not?

## Syllabus

- Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.
- Syllabus is consistent and is easy to understand from the student perspective.
- Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.
- If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

## Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Regular instructor communications with the class via announcements or weekly check-ins.
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

## **Delivery Well-Suited to DL/DH Environment**

*Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).*

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

## Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

## Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

## Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

## Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.



Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

## Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

## Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

## Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

**\*\*\*\* Note on syllabus revisions related to the recommendations below (from Ashley Pérez):**

(1) added link re. summer hour expectations; (2) reordered the descriptions of assignments to align with overview of grading; (3) added a "recommended strategy" for posting to discussions to the "Pace of Online Activities"; (4) added description of module benchmark assessments under Descriptions of Assignments and Expectations

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Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.