Term Information

Effective Term   Autumn 2024

General Information

Course Bulletin Listing/Subject Area	Education:Teaching & Learning
Fiscal Unit/Academic Org	School of Teaching & Learning - D1275
College/Academic Group	Education & Human Ecology
Level/Career	Undergraduate
Course Number/Catalog	3995
Course Title	Transnational Critical Literacy: Media, Race, and Citizenship
Transcript Abbreviation	TrnNa Crit Lit MRC
Course Description	This course draws together scholarship in media literacy and media race representations in transnational contexts and, more specifically, in East European area studies, and critical media literacy in education to comparatively examine how citizenship is constructed and "taught" through media.
Semester Credit Hours/Units	Fixed: 4

Offering Information

Length Of Course	14 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	None
Exclusions	Not open to students with credit for SLAVIC 3995
Electronically Enforced	No

Cross-Listings

Cross-Listings	Cross-listed with SLAVIC

Subject/CIP Code

Subject/CIP Code	13.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Citizenship for a Diverse and Just World

Course Details

Course goals or learning objectives/outcomes

- Understand critical literacy as it relates to media and race as an essential component of citizenship for a just and diverse world;
- • Demonstrate the application of critical media literacy tools in transnational cultural contexts;
- Navigate the field of mis- and disinformation, identify its key problems as well as its relationship to national and international politics;
- Compare concepts of transnational race studies and identify differences of interpretations of race in various local and global communities;
- Understand the destructive power of racial and ethnic stereotypes;
- Compare and appraise the workings of media and its engagement with race and politics in various national cultures;
- Apply concepts of critical literacy productively in the constitution of citizenship and critique media manipulations, which endanger democracy

Content Topic List

- Intro to the course and topic(s)
- Literacy & Critical Literacy
- Media Literacy, Citizenship, and (Your) Education
- Critical Digital & Media Literacies
- Transnational Critical Literacy
- Critical Race Media Literacy
- False and Fake News - Histories and Mechanisms
- Diversity of Transnational Media Models
- The Russian Media Model
- Russian Misinformation as a State Strategy
- How and Why We Relate to Media Stories
- The History of Press Media – Newsworthiness, Facts, and Framing
- The History of Press Media –Does News Influence Behavior
- Social Media and the Russian State
- Our Brain and Social Media
- Our Brain and Social Media (in the Russian Context)
- How to Disagree and Consume News Critically
- Critical Reading of International Media- Framing of Race and Ethnicity
- The Scientific Method and Media
- Politics of Representations and Stereotypes
- Anti-racism in the Russian Context: Ideology and Reality
- Comparative Media Analysis

Sought Concurrence   No

Attachments

- ASC approval.docx: ASC Approval

  (Other Supporting Documentation. Owner: Abukar,Zayd)

- Letter of Support EDUTL 3995Slavic 3995.pdf: T&L dept. letter of support

  (Other Supporting Documentation. Owner: Abukar,Zayd)

- GE_CurriculumProposalLetter_AU23.pdf: GE curriculum proposal letter

  (Cover Letter. Owner: Abukar,Zayd)

- 9.8.2023 - EDUTL3995_SLAVIC3995_GE Citizenship Worksheet-rev.pdf: GE submission worksheet

  (GEC Model Curriculum Compliance Stmt. Owner: Abukar,Zayd)

- Subedi (letter of support).docx: T&L dept. letter of support #2

  (Other Supporting Documentation. Owner: Abukar,Zayd)

- EDTLSLAV 3995 Interdisciplinary-team-taught-inventory.pdf: interdisciplinary team taught inventory

  (Other Supporting Documentation. Owner: Abukar,Zayd)

- Political Science Concurrence.pdf: Political Science Concurrence

  (Concurrence. Owner: Bagent,Aaron Michael)

- Communication Concurrence Response EDUTL-SLAVIC 1.29.24.pdf: Response to Communication for concurrence

  (Concurrence. Owner: Bagent,Aaron Michael)

- Request for Concurrence - School of Communication 1.29.24.pdf: Communication concurrence, no response

  (Concurrence. Owner: Bagent,Aaron Michael)

- REVISED (1.24.2024) EDUTL_SLAVIC3995_Final Syllabus for Submission.docx: syllabus (revised)

  (Syllabus. Owner: Abukar,Zayd)

- Themes 2 Subcommittee of the ASC Curriculum Committee letter-01-24-24.docx: Syllabus revisions cover letter

  (Cover Letter. Owner: Bagent,Aaron Michael)

- Cover Letter-2 - SlavicEDUTL3995(3-27-24).docx: 2nd syllabus revision cover letter

  (Cover Letter. Owner: Abukar,Zayd)

- REVISED-2 (3.26.2024) EDUTL_SLAVIC3995_Final Syllabus for Submission (1).docx: 2nd revised syllabus

  (Syllabus. Owner: Abukar,Zayd)

Comments

- Please see contingency feedback email sent 04/03/2024. *(by Hilty,Michael on 04/03/2024 01:54 PM)*

- Please note that the School of Communication did not respond to our statements addressing their concurrence concerns on 1/29/24. *(by Bagent,Aaron Michael on 02/16/2024 03:56 PM)*

- The Arts and Humanities subcommittee has requested some revisions to the Slavic version. Please consult with your colleagues in Slavic so that you submit the same revised documents they will submit. *(by Vankeerbergen,Bernadette Chantal on 11/14/2023 03:48 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Abukar,Zayd	09/11/2023 09:27 AM	Submitted for Approval
Approved	Abukar,Zayd	09/11/2023 09:27 AM	Unit Approval
Approved	Bagent,Aaron Michael	10/02/2023 11:18 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/14/2023 03:49 PM	ASCCAO Approval
Submitted	Abukar,Zayd	11/15/2023 08:09 AM	Submitted for Approval
Approved	Abukar,Zayd	11/15/2023 08:10 AM	Unit Approval
Approved	Bagent,Aaron Michael	11/15/2023 02:11 PM	College Approval
Revision Requested	Hilty,Michael	01/16/2024 03:47 PM	ASCCAO Approval
Submitted	Abukar,Zayd	02/22/2024 02:59 PM	Submitted for Approval
Approved	Abukar,Zayd	02/22/2024 02:59 PM	Unit Approval
Approved	Bagent,Aaron Michael	02/22/2024 03:04 PM	College Approval
Revision Requested	Hilty,Michael	03/13/2024 04:32 PM	ASCCAO Approval
Submitted	Abukar,Zayd	03/27/2024 02:29 PM	Submitted for Approval
Approved	Abukar,Zayd	03/27/2024 02:29 PM	Unit Approval
Approved	Bagent,Aaron Michael	03/27/2024 03:10 PM	College Approval
Revision Requested	Hilty,Michael	04/03/2024 01:54 PM	ASCCAO Approval
Submitted	Abukar,Zayd	04/03/2024 03:16 PM	Submitted for Approval
Approved	Abukar,Zayd	04/04/2024 08:15 AM	Unit Approval
Approved	Bagent,Aaron Michael	04/04/2024 08:21 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	04/04/2024 08:21 AM	ASCCAO Approval

FROM: Yana Hashamova & Caroline Clark
TO: Themes II Subcommittee of the ASC Curriculum Committee

RE: the March 4th, the Themes II Subcommittee of the ASC Curriculum Committee feedback \ for Slavic and EDUTL 3995

March 27, 2024

Please see our responses to the following contingencies. The recommendations will be addressed when the course is offered.

Contingency: The reviewing faculty ask that citizenship be more directly explained within the course syllabus to make it clearer for students how they will be engaging with the topic. Additionally, they ask that the concept of global citizenship be more thoroughly explained in the syllabus, as they were unsure how the course was defining this concept. Do the course proposers, when using global citizenship, mean citizenship on a global stage, or some other definition of global citizenship?

Attached is another revised syllabus with additional three activities highlighted in green (session 1, session 15 and session 27), which engage students in direct conversation of how they understand citizenship and ask them to provide a brief definition. After drafting the last definition during week 27 students will provide brief reflections addressing the development of their understanding of citizenship, both in the US and on a global stage. Highlights in yellow indicate other clarifications about how the course engages students with the topic of citizenship.

Explanation is added to the description of the course clarifying that global citizenship is understood as citizenship on a global stage (highlighted in green).

Contingency: The reviewing faculty ask that the Religious Accommodation statement be updated within the course syllabus. On March 1st, 2024, the Arts and Sciences Curriculum Committee updated the required statement to be in compliance with the new statement, which was provided by the Office of Undergraduate Education and vetted by the Office of Legal Affairs. The newly updated statement has been updated on the syllabus elements page of the ASC Curriculum and Assessment Services website.

Added

Contingency: The reviewing faculty ask that the course title be updated in curriculum.osu.edu, as it was changed within the provided cover letter and the syllabus, but not within the online form.

Done

Contingency: The reviewing faculty ask that a cover letter be provided that addresses all changes made as a result of this feedback.

Above notes

SYLLABUS
EDUTL3995/SLAVIC 3995
Transnational Critical Literacy: Media, Race, <mark>and Citizenship</mark>
Autumn 2024 (full term)
4 credit hours

COURSE INFORMATION

MODE OF DELIVERY: IN-PERSON SYNCHRONOUS; 4 CREDITS
COURSE TIME: TUESDAY & THURSDAY, 9:00-10:50
COURSE LOCATION: TBD

COURSE OVERVIEW

Instructors

Dr. Caroline T. Clark, Professor
Department of Teaching & Learning, EHE
Email address: clark.664@osu.edu
Office: 265 Arps Hall
Office hours: By Appointment

Dr. Yana Hashamova, Professor
Department of Slavic and East European
Languages and Cultures, ASC
Email address: hashamova.1@osu.edu
Office: 414 Hagerty Hall
Office hours: By Appointment

Prerequisites
None

Course description

This course draws together scholarship in media literacy and media race representations in transnational contexts and, more specifically, in East European area studies, and critical media literacy in education to comparatively examine how citizenship is constructed and "taught" through media.

Today's polarization of our society is sustained, perpetuated, and enflamed by the manipulation and manufacturing of facts that build an alternative reality for millions of people based on non-truths, bigoted views, and conspiracy theories. "New racisms" emerge and morph around the world and threaten the core of democratic societies. This course addresses issues of citizenship for diversity, equity, and racial justice in four main ways: 1) by laying out how media functions as a "social curriculum" and, in turn, teaches us all how to be global citizens – for better or worse; 2) by understanding what critical media literacy, how to use it to read "with and against" media as a social curriculum and apply these tools to different transnational contexts; 3) by examining the performativity and media representations of race in transnational and intercultural contexts and their consequences for being/becoming citizens in a diverse and just world; and 4) by applying literacy tools in the consumption of transnational media focusing on race and ethnicity. Appropriating cultural examples from the U.S. and Eastern Europe, Russia, and Eurasia, as well as theoretical approaches discussing race, class, and the politics of representation, we will analyze the myriad manifestations and metamorphoses of the concept of race in national and international contexts and how this shapes what it means to be a global citizen. Students will reflect on questions such as how critical literacy, media literacy, and transnational race studies apply to the constitution of citizenship both locally and globally and to related constructs within their own major disciplines and fields of study, monitoring their own "media diet," interviewing others to learn how media, race, and ethnicity have shaped their sense of "citizenship," and analyzing media or developing activities to educate others about citizenship for a diverse and just world relative to critical media literacy. We will refer to global citizenship or citizenship on a global stage, highlighting the cultural specifics and differences how citizenship is understood in different parts of the world.

Course learning outcomes

By the end of this course, students will successfully:

- Understand critical literacy as it relates to media and race as an essential component of citizenship for a just and diverse world;
- Appraise the connection between global media literacy and citizenship as a civic practice;
- Demonstrate the application of critical media literacy tools in transnational cultural contexts;
- Navigate the field of mis- and disinformation, identify its key problems as well as its relationship to national and international politics;
- Compare concepts of transnational race studies and identify differences of interpretations of race in various local and global communities;
- Understand the destructive power of racial and ethnic stereotypes;
- Compare and appraise the workings of media and its engagement with race and politics in various national cultures and how this engagement differently serves democracy and citizenship in these cultures;

- Apply concepts of critical literacy productively in the constitution of citizenship and critique media manipulations, which endanger democracy.

GE Fulfillment Information

This course meets the requirements of the new/revised GE (launched in fall 2022) in the theme category of Citizenship for a Just and Diverse World.

General education goals and expected learning outcomes

As part of the Citizenship for a Just and Diverse World theme, this course is designed to prepare students to be able to achieve the following goals, formulated by the Ohio State General Education curriculum:

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

   a) Engage in critical and logical thinking about the topic or idea of the theme.

   b) Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

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

   a) Identify, describe, and synthesize approaches or experiences as they apply to the theme.

   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.

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

   a) Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

   b) Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

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.

   a) Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

   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.

General education goals and expected learning outcomes

ELOs: Citizenship for a Diverse & Just World	Transnational Critical Literacy: Media and Race
ELO 1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.	Course will engage with critical literacy studies and the concept of racialized media in a transnational context as an integral part of citizenship or educating citizens for a diverse and just world.
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.	Scholarship linking race, media, and citizenship will be employed for an in-depth analysis of intercultural examples.
ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.	By analyzing and comparing transnational cultural media examples of the specific manifestations of racialization in different cultures, students will recognize the fluid nature of racial and ethnic concepts and their easy absorption into cultural metaphors across cultures.
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work to respond to new and challenging contexts.	Assignments such as media diet and media news tracking, as well as their discussion and evaluation address this ELO.
ELO 3.1 Describe and analyze a range or perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.	By appraising examples from the US and Eastern Europe as well as scholarship that aids the analysis of these examples, students will address this ELO. At least three of the course's goals address this outcome: • Demonstrate the application of critical media literacy tools in transnational cultural contexts; • Navigate the field of mis- and disinformation, identify its key problems as well as its relationship to national and international politics; • Compare concepts of transnational race studies and identify differences of interpretations of race in various local and global communities.
ELO 3.2 Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen	Media tracking discussion posts and the final project will allow students to reflect on and apply the knowledge gained for intercultural competence as global citizens. The following course goal also addresses this outcome:

	Understand the destructive power of racial and ethnic stereotypes.
ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.	Examining the different transnational media representation of the category of race and its implications on the experiences of others (Roma, African Americans, Black and Muslim feminists, Jews, etc.) address this ELO.
ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.	A core assignment will involve students doing a comparative analysis of multimedia projects/resources across at least 2 national contexts to examine how constructs of justice, difference, citizenship, culture, race, and power are manifested in these.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks are available at Barnes & Noble, University Location and through online sites such as Amazon, Thriftbooks, etc.. All other readings are available through the Carmen site for SLL/EDUTL 3995. Please bring your laptop with digital versions or print out a copy of the articles for use in class on the day the reading assignment is due.

Yasmin, S. (2022). *What the fact?* Simon and Schuster.

Kellner, D. & Share, J. (2019) (Eds.). *The critical media literacy guide: Engaging media and transforming education.* Brill.

Kurlansky, M. (2022). *Big lies: From Socrates to social media.* Tilbury House Publishers.

Additional readings in Carmen (see full references below).

Multimedia Resources

The Pulitzer Center: https://pulitzercenter.org/

Media Matters for America: https://www.mediamatters.org/

Global Media Matters: https://www.usagm.gov/news-and-information/global-media-matters/

Media Education Lab: https://mediaeducationlab.com/topics/Advertising-Literacy

Mind Over Media: https://www.mindovermedia.us/

HOW THIS COURSE WORKS

Mode of delivery: This course is taught in person. We meet twice a week for a total of approximately 30 class sessions.

Credit hours and work expectations: This is a **4-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 4 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 8 hours of homework (reading and assignment preparation, for example).

Attendance and participation requirements:

- **Preparation**: **AT THE VERY BEGINNING OF EACH WEEK**

  For each class session, be prepared to discuss and evaluate the readings and films/videos assigned for that session.

- **Class meetings:** **TWICE WEEKLY**

  Our class meets in person twice weekly. During class session, be attentive and take notes. They will help you while working on your assignments and taking exams.

- **Office hours**: **OPTIONAL**
  You are encouraged to ask questions either during office hours or via email about your article presentations, research projects, or other topics from our class discussions.

Course technology

It is expected that students enrolled in this course have basic computing skills that include using Microsoft Word to write posts, access online materials, navigate the Carmen website, and correspond by e-mail.

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

- **Self-Service and Chat support:** ocio.osu.edu/help

- **Phone:** 614-688-4357(HELP)

- **Email:** servicedesk@osu.edu

- **TDD:** 614-688-8743

Baseline technical skills for online courses

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the Canvas Student Guide.
- Navigating PERUSALL: for questions related to the PERUSALL site see PERUSALL Student Support.

Required Technology skills specific to this course

- CarmenZoom virtual meetings
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

Required Equipment

- Computer: current Mac (OS X) or PC (Windows 7+) 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) or landline to use for BuckeyePass authentication

Required Software

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

Carmen Access

You will need to use BuckeyePass 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 - Adding a Device help article for step-by-step instructions.
- 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.

OVERVIEW OF ASSIGNMENTS

ASSIGNMENT	PERCENTS	ELOS
Sing-in Sheet, Attendance, and Participation	10%	Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.
Media Diet for a Global Citizen	15%	Navigate the field of mis- and disinformation, identify its key problems as well as its relationship to national and international politics;

Contradictory Media Stories: Shaping Global Citizenship	20%	Demonstrate the application of critical media literacy tools in transnational cultural contexts;
Media News Tracking Discussion Posts: Becoming (Mis/Dis)Informed Citizens	15%	Navigate the field of mis- and disinformation, identify its key problems as well as its relationship to national and international politics and citizenship;
Interview-based Research on Race in Transnational Context	15%	Understand the destructive power of racial and ethnic stereotypes; Understand critical literacy as it relates to media and race as an essential component of citizenship for a just and diverse world;
Final Media Project	25%	Compare and appraise the workings of media and its engagement with race and politics in various national cultures. Projects should address a young adult (middle and/or high school age) audience.
Total	**100**	

See course schedule below for due dates.

Descriptions of major course assignments

Sign-in Sheet, Attendance and Participation (10%)

Your participation grade accounts for 10% of your grade for this class. Participation grades are posted four times per semester. The expectations for the respective grades are:

A. **Sign-In Sheet –** By the first day of class, you will complete and turn in a sign-in sheet. This is a way for us to learn more about you as students and scholars of critical race media literacy, transnationalism, and citizenship for a diverse and just world.

B. **Attendance, Professionalism, and Participation**

Attendance: Your regular attendance and constructive participation (when required) will be a crucial component of this course; thus, attendance will be taken. **Two (2)** absences can be excused with proper documentation (i.e., a legitimate doctor's note, <u>NOT</u> a note from the CVS pharmacy), and **one (1)** can be excused without proper documentation. Otherwise, you will receive a (1%) deduction from your total course grade for each additional class you miss.

Professionalism: Attendance only reflects that you were present in class on a given day; professionalism reflects that you were (or were not) attentive during the lecture/discussion (i.e., not sleeping, doing homework, checking social media, texting, surfing the internet on your laptop, etc.), that you were (or were not) well-prepared for that day's lesson, and/or that you were willing and able to offer constructive observations/questions to that day's lecture/discussion. Comments should be substantive, germane, and appropriate. In other words, your professionalism grade should sound very much like a typical participation grade.

Participation: Preparedness for answering the 5 basic questions which aid our analysis of all our readings and videos:

1. *Who created this message?*
2. *What creative techniques are used to attract my attention?*
3. *How might different people understand this message differently than me?*
4. *What values, lifestyles, and points of view are represented or omitted from this message?*
5. *Why is this message being sent?*

                                                                The Center for Media Literacy

The following criteria are used in establishing participation grades:

1. (10%): There is clear evidence of preparation and adequate participation (when required). (Adequate participation means participation in 90% of class during the semester. Students' answers should relate to the topic and their arguments and should be based on class material).

2. (7%): There is some evidence of preparation and some participation (in 80% of the semester).

3. (5%): There is little evidence of preparation and inadequate participation.

Texting, updating Instagram/TikTok, tweeting, emailing, or surfing during class will result in a participation grade of no higher than 5% after only ONE warning.

Media tracking: Becoming (Mis/Dis)Informed Citizens – "In the news…" Discussion posts (15%)

During the fifth week of class your instructors will propose 2 Russian media outlets as well as 2 US media sources to you, as each one of you is required to follow closely one, either Russian or American (chosen in consultation with the instructors) for the rest of course.

Once a week (on Monday morning, by 9:30 am) students must post via Carmen a bullet- point summary of the top three stories in their selected media outlet, paying special attention to stories that reveal attitudes to and framing of race and ethnicity and the construction of citizenship. Each class will begin with a brief, fast-paced review of current top stories from Russia- and US-focused media outlets; the instructors will welcome volunteers and will select other students at random to report. The class will then discuss, compare and contrast the

content from Russian media outlets (based on their ownership, ideology, loyalty, etc.) with the leading stories of the day in the U.S. media sources. Through this exercise students will come to better understand and evaluate the cultural, political, commercial, and other reasons behind the stories emphasized by different national media outlets and their impacts on becoming "informed" global citizens. Your grade for this assignment will include completing the discussion posts on Carmen each week, and on your active participation in class discussion about the editorial choices made by Russian vs American media outlets.

Media Diet for a Global Citizen (15%)

For 2 weeks during the semester, and drawing on Yasmin (2022), you will track your media diet, develop a new media diet, and reflect on your experiences. For the first week, you will use the prompts in *What the Fact?* to track your own media consumption. Based on what you learn, you will design a new media diet based on what you are learning about transnational critical literacy and citizenship for a diverse and just world. At the conclusion of the 2 weeks, you will write a reflection including recommendation for how changing media consumption might affect global citizenship. This assignment will allow your sense of self as a learner and media consumer through reflection, self-assessment, and responding to new and challenging contexts.

Contradictory Media Stories: Shaping Global Citizenship (20%)

Select a chapter from *Big Lies: from Socrates to Social Media* and find a media source/story that advances an opposite argument to the one presented in your selected chapter. In a 750-word blog post, analyze the contradictions of the arguments. For the analysis employ tools such as facts checking and investigation of the ideologies behind the arguments, and assessment of the impacts of your media source/story on global citizenship.

Interview-based Research (15%)

Students will be randomly grouped. Each student will independently interview 2-3 friends and/or family members and ask their interviewees if they can name a few stereotypes that pertain to racial and ethnic identities and the role of media in shaping their identities as "citizens" relative to race and ethnicity (according to their own definitions of this term). Each student in the group will create ONE power-point slide with the results of her/his findings, comparing/contrasting these stereotypes to stereotypes about East Europeans and Russians. On the slide, when providing the answers collected, identify the age and gender of the interviewees. Each student must write their name on the slide. The leader of the group (volunteers will receive an extra point) will either schedule a 30' Zoom session of all group members during which, working collaboratively, the group will assemble all slides in one PPT and will brainstorm to summarize the finding in a "conclusions" slide, or will collect the slides in a shared Teams folder or Google docs and ask each member to contribute to the concluding slide. Consider the age and gender of the interviewees when analyzing the results.

Final Comparative Media Analysis Project: <mark>Educating Global Citizens</mark> (25%)

Create comparative (East European and U.S.) content for young adult media consumers about transnational critical literacy as it relates to race and/or media. The final project should follow one of the following formats:

1) Blog post of 1500 words which fact checks and analyzes the mis- or dis-informantion of a given news stories selected by you and cleared with the instructor by the end of week 13.

2) Short video (which includes mis- and/or dis-information). 1) 1-page draft of script and 2-page objective, argument, and methods (due week 13 and worth 10%), and 2) final video product (due week of finals and worth 15%). (factsmatter website)

Your analysis may follow one of the options below or take another approach after consultation with the course instructors.

A) Apply one or more of Yosso's (2020) questions to your media text.

- What "patterns of representation" can you start to map – or map onto – through your analysis?

- What "patterns of erasure and invisibility" are evident?

- <mark></mark> How does this media function as part of <mark>a "societal curriculum" for citizenship in a just and diverse world?</mark>

B) Alternatively, you might choose to look at your text through a media production/consumption lens. Here you might decide to apply some of the CML suggestions questions, including:

   a. Who created this message?

   b. What creative techniques are used to attract my attention?

   c. How might different people understand this message differently than me?

   d. What values, lifestyles, and points of view are represented or omitted from this message?

   e. Why is this message being sent?

   f. <mark>What are the potential impacts of this message on citizenship for a diverse and just world?</mark>

More instructions, including requirements for primary and secondary sources, formatting style guide, and a grading rubric can be found on Carmen. Final projects will become part of an

ongoing "Critical Race Media Website" for use by middle and secondary educators and their students in Ohio.

Late assignments

An assignment is late if not turned in by the due date. For late assignments, I will reduce the grade by 5 points for each class session that it is late. If you have a legitimate excuse for not turning in work on time, you must request an extension before the assignment is due.

Grading scale

		B+	87-89	C+	77-79	D+	67-69
A	93-100	B	83-86	C	73-76	D	60-66
A-	90-92	B-	80-82	C-	70-72	E	0-59

Instructor feedback and response time

We are providing the following list to give you an idea of our intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.

- **Email:** We will reply to emails within **36 hours during school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

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

- **Writing style**: Writing assignments are graded for ideas, not writing ability, however you should remember that writing using good grammar, spelling, and punctuation with strong organization helps make your ideas clear. A conversational tone is appropriate for reflective assignments, while the final unit plan should be more academic.

- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Disagreement should be voiced in a respectful, non-hostile way (e.g., criticize the idea and not the person). Remember that

sarcasm doesn't always come across online. Discussions should be free of vulgarity, profanity, and offensive comments regarding issues related to ability, gender, race, sexual orientation, religion, etc. If your comments are rude, demeaning, bullying, insensitive, crass, or hurtful you will lose points for that week's assignment or attendance.

- **Citing your sources**: When we have academic discussions, and in your writing, please cite your sources to back up what you say and support your arguments. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.

- **Backing up your work**: If writing in Microsoft Word, consider saving frequently and saving to a Cloud so you do not lose work.

- **Sensitive content**: Some of the topics we discuss in this class may cause acute distress. If you anticipate this, please talk to me ahead of time to arrange an alternative assignment. I will not "warn" students about particular topics because sensitivity varies from person-to-person and because topics may arise unexpectedly in class discussion. Additionally, as you may know, there is a difference between being triggered in the sense of post-traumatic stress disorder and feeling uncomfortable. Feeling uncomfortable (and sometimes even angry or offended) is part of intellectual growth, while being psychologically traumatized is not. Please take care of yourselves and each other and let me know if I can do anything at all to help. (Adapted from Katie Young)

- **Collective access:** You are encouraged to agree with, disagree with, and add to one another's thinking during discussion. However, please keep in mind that not everyone understands "participation" the same way; for some, what feels like a "lively debate" could feel to others like a "terrifying ordeal." Try to be attentive to the dynamic of the group and think about how you can support our developing ideas as a collective. Some questions to consider:
    1. *Do you need to listen more? For example, do you find that you tend to speak almost every time there is a pause? If so, try waiting to see if someone who is quieter will speak up after a short wait.*
    2. *Do you need to ask questions more than make arguments? Although argument is an important part of academic exchange, so is the effort to deeply and genuinely understand what the other person is saying. Ensure you are attending to both.*
    3. *Do you need to speak out more during discussion, even if that requires a somewhat awkward form of breaking in (such as holding up a hand or asking me privately to call on you occasionally)?*
    As our discussions develop, we will practice interdependence and collective access— responding and adjusting to one another.
    4. If there is something you need or would like to do during class to enhance your own access (such as drawing, stimming, knitting, standing up, stretching, etc.) please feel invited to do so. If it's a form of participation that I'm not accustomed to, I might ask you about it (privately), and if it's disruptive to others, we might have to figure out a compromise that works for everyone. In general, please know that you are invited to make our space as accessible as possible for yourself and that I look forward to learning from you what that means. (Adapted from Alyssa Chrisman)

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."
The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If we suspect that a student has committed academic misconduct in this course, we are 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 one of us.

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

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)*
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](#))

Academic integrity policy

- **Written assignments**: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results**: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review**: The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects**: This course potentially includes a partner project, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Our goal as instructors is to be sympathetic and supportive interlocutors. This includes cases when you choose to talk to me about experiences that might fall under Title IX. Since we are not trained in social work or mental health, we will suggest resources and places where you can find help. However, you need to be aware that we are also what is referred to as a **mandated reporter**. **This means that if you disclose experiences with violence and harassment based on sex and gender, we are legally required to report this to the Title IX Office.**

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- CarmenCanvas accessibility
- Streaming audio and video
- CarmenZoom accessibility
- Collaborative course tools

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:
https://contactbuckeyelink.osu.edu/

FOR UNDERGRAD COURSES: Advising resources for students are available here:
http://advising.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.

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**

Land Acknowledgement

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

More information on OSU's land acknowledgement can be found here:

https://mcc.osu.edu/about-us/land-acknowledgement

COURSE SCHEDULE

Session & Date	Topics	Weekly Readings	Assignments
Week 1			
Session 1	Media as a "Societal Curriculum" of Citizenship	Harshman (2018); von Gillern, Gleason, & Hutchinson (2020); Mihailidis & Thevenin (2013).	Explore the syllabus, discuss course expectations, and build community. In 3-5 sentences explain what you understand by citizenship in the US and on a global stage. **Course Sign-In Sheet Due**
Session 2	Literacy & Critical Literacy	Gee (1998); Janks (2019); Janks et al. (2014)	Discuss the readings and develop definition(s) of literacy.
Week 2			

Session 3	Media Literacy, Citizenship, and (Your) Education	Uusitalo (2010) Davis (2017) von Gillern, Gleason & Hutchinson (2022)	Discuss the readings and prior learning media literacy learning experiences.
Session 4	Critical Digital & Media Literacies	Ferrerira & Newfield (2014); CML Media Literacy Kit (online); Check Yourself with Lateral Reading (video)	Discuss the readings and practice applying CML tools.
Week 3			
Session 5	Transnational Critical Literacy & Citizenship Practices	Kellner & Share (2019), Chapter 1 The Media Insider: (91) Stuart Hall's Representation Theory Explained! Media Studies revision - YouTube Pembecioglu (2019)	Discuss the readings and other media, including theoretical concepts: media literacy, mis- and disinformation, critical race studies, transnational race studies.
Session 6	Transnational Critical Literacy	*What the Fact* (2022) – Introduction Mind Over Media (web site) Al Jazeera:(91) Stuart Hall - Race, Gender, Class in the Media - YouTube	Discuss the readings and other media. Explore applications in the MoM website.
Week 4			
Session 7	Critical Race Media Literacy	Yosso (2020) Kellner & Share, Chapter 2	**Discussion of readings**
Session 8	False and Fake News- Histories and Mechanisms	*What the Fact:* Chapter 1	Discussion of readings
Week 5			
Session 9	Diversity of Transnational Media Models	Hallin, Daniel C. & Paolo Mancini. "Introduction" (2012). in *Comparing Media Systems Beyond the Western World.* Cambridge University Press.	Discussion of readings Media Tracking Discussion Posts

Session 10	The Russian Media Model	Varnatova, Elena. "The Russian Media Model in the Context of Post-Soviet Dynamics". (2012). in *Comparing Media Systems Beyond the Western World.* Cambridge University Press.	Discussion of media news tracking Discussion of readings
Week 6			
Session 11	Russian Misinformation as a State Strategy	The New York Times Documentary "Operation InfeKtion"	Discussion of video Media Tracking Discussion Posts
Session 12	How and Why We Relate to Media Stories	*What the Fact*: Chapter 2	Discussion of media news tracking Discussion of readings
Week 7			
Session 13	The History of Press Media – Newsworthiness, Facts, and Framing	*What the Fact*: Chapter 3 (pp. 103-165)	Discussion of readings Media Tracking Discussion Posts
Session 14	The History of Press Media – Does News Influence Behavior	*What the Fact*: Chapter 3 (pp. 166-206)	Discussion of media news tracking Discussion of readings
Week 8			
Session 15	Social Media and the Russian State	*Big Lies*, From Russia with Love, Part 1	Discussion of readings In 3-5 sentences explain what you understand by citizenship in the US and on a global stage. Media Tracking Discussion Posts
Session 16	Social Media and the Russian State	Hutchings, Stephen, "RT and the Digital Revolution: Reframing Russia for a Mediatized World" in *Transnational Russian Studies*. Andy Byford, Connor	Discussion of media news tracking

		Doak, and Stephen Hutchings (eds.), pp.283-301.	Discussion of readings
Week 9			
Session 17	Our Brain and Social Media	*What the Fact*: Chapter 4 *Big Lies,* From Russia with Love, Part 2	Discussion of readings Media Tracking Discussion Posts
Session 18	Our Brain and Social Media in the Russian Context	Documentary - *The Social Dilemma*	Discussion of media news tracking Discussion of readings
Week 10			
Session 19	How to Disagree and Consume News Citically	*What the Fact:* Chapter 5 Law, Chow, & Fu (2018) Start Media Diet for a Global Citizen	Discussion of readings Media Tracking Discussion Posts
Session 20	Critical Reading of International Media - Rraming of Race and Ethnicity	Randall Rowe, "Emergent Ethno-Cultural Hierarchies: CNN, BBC, and DW Coverage of the Balkan Route Crisis" in Cultures of Mobility and Alterity: Crossing the Balkans and Beyond (Liverpool U P), eds. Yana Hashamova, Oana Popescu Sandu, Sunnie Racker-Chang.	Discussion of media news tracking Discussion of readings
Week 11			
Session 21	The Scientific Method and Media	*Big Lies*, Chapter 3: Denial. The Short Way around Science	Discussion of readings
Session 22		*Big Lies*, From Russia with Love, Part 3 & 4	Discussion of readings Media Diet for a Global Citizen Reflection Due
Week 12			
Session 23	Politics of Representations and Stereotypes	Richard Dyer, "The Role of Stereotypes." Revisit Yosso (2022)	Discussion of readings
Session 24	Politics of Representations and Stereotypes	NatGeo: "American Gypsies" Revisit Kellner & Share, Chapter 2	Prepare to share media stories with stereotypes of BIPOC

Week 13			
Session 25	Anti-racism in the Russian Context: Ideology and Reality	Konstantin Bogdanov, "'Negroes' in the USSR. The Ethnography of an Imaginary Diaspora." Forum for Anthropology and Culture 11, 2015)	Discussion of readings **Contradictory Media Stories Analysis Due**
Session 26	Anti-racism in the Russian Context: Ideology and Reality	"Stories of Black Americans in Russia" (RT documentary) https://rtd.rt.com/films/black-in-the-ussr/	Discussion of video
Week 14			
Session 27	Anti-racism in the Russian Context: Ideology and Reality	BBC: "Spartak Moscow: Black players say there is 'no racism' at Russian club." January 14, 2018. https://www.bbc.com/sport/football/4268274 BBC: "Stories of Racism in Russia" June 18, 2020 www.bbc.com/news/world-europe-53055857	Discussion of videos In 3-5 sentences explain what you understand by citizenship in the US and on a global stage and compare with your previous understandings provided **in week 1 & 7.**
Session 28	Anti-racism in the Russian Context: Ideology and Reality	Russia as a mirror of American racism" Kimberly St. Julian-Varnon // September 17, 2020 https://conversationalist.org/2020/09/17/russia-as-a-mirror-of-american-racism/?fbclid=IwAR3CbpFydnYda_XW_AhNlUD7rv76jgLxLQVd-oeRiattGfOxrQ72S5mEfzY	**Interview-Based Research Due**
Final			
Comparative Media Analysis Projects			

*Note: The instructors reserve the right to make changes to this schedule. Any changes will be conveyed in writing, as per university policy, and posted on Canvas. It is the student's responsibility to use the most up-to-date schedule.

References for additional course readings

Brock, Jr., A. (2020). *Distributed Blackness.* New York University Press.

Chang, F. B., & Rucker-Chang, S. T. (2020). Introduction. *Roma Rights and Civil Rights: A Transatlantic Comparison* (F. B. Chang & S. T. Rucker-Chang, Eds.). Cambridge University Press.

Chang, F. B., & Rucker-Chang, S. T. (2020). Chapter 6 Filmic Representations. *Roma Rights and Civil Rights: A Transatlantic Comparison* (F. B. Chang & S. T. Rucker-Chang, Eds.). Cambridge University Press.

CML MediaLit Kit. (2015). Center for Media Literacy. Retrieved March 28, 2022, from https://www.medialit.org/cml-medialit-kit

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CTRL-F. (2018, June 29). *Online verification skills – Video 2: Investigate the source.* [Video]. https://www.youtube.com/watch?v=hB6qjIxKltA

Cullen, D. (2009). *Columbine*. Grand Central Publishing.

Davis, V. (2017). What your students really need to know about digital citizenship. https://www.edutopia.org/blog/digital-citizenship-need-to-know-vicki-davis

Dyer, R. (1999). The role of stereotypes. In P. Marris & S. Thornham (Eds.), *Media Studies: A Reader* (2nd Edition), Edinburgh University Press.

Ferreira, A. & Newfield, D. (2014). Critical visual literacy. In Janks, H., with Dixon, K., Ferreira, A., Granville, S. & Newfield, D., *Doing Critical Literacy* (pp. 83-100). Routledge.

Gee, J. (1989). What is literacy? *Journal of Education*, *171* (1), 18-25.

Hallin, Daniel C. & Paolo Mancini (eds). (2012). *Comparing Media Systems Beyond the Western World*. Cambridge University Press.

Harshman, J. (2018). Developing global citizenship through critical media literacy in the social studies. *The Journal of Social Studies Research*, *42*, 107-117.

Janks, H. (2019). Critical literacy and the importance of reading with and against a text. *Journal of Adolescent and Adult Literacy*, *62* (5), 561-564*.*

Janks, H. (2014). Language and position. In Janks, H., with Dixon, K., Ferreira, A., Granville, S. & Newfield, D., *Doing Critical Literacy* (pp. 11-33). Routledge.

Law, N. Chow, S., & Fu, K. (2018). Digital citizenship and social media: A curriculum perspective. In J. Voogt et al. (Eds.), *Second Handbook of Information Technology in Primary and Secondary Education*. Springer International Handbooks of Education.

Mihailidis, P. & Thevenin, B. (2013). Media literacy as a core competency for engaged citizenship in participatory democracy. *American Behavioral Scientist, 57*(11), 1611-1622.

Pembercioglu, Nilufer. (2019). Media Literacy in the 21st Century – International Basics and Citizenship Practices. *European Journal of Education Studies*. 6.9. www.oapub.org/edu

Ress, M. (2022, April 7). *We're all being manipulated the same way.* The Atlantic. https://drive.google.com/drive/folders/1Ry7frLto4x5urDMi31UurV2dzqkG8wit

Slade, C. (2010). Media and citizenship: Transnational television culture reshaping political identities in the European Union. *Journalism, 11*(6), 727-763.

Steele, C. K. (2021). *Digital Black Feminism.* New York University Press.

Surowiec, P., Kania-Lundholm, M., & Winiarska-Brodowska, M. (2020). Towards illiberal conditioning? New politics of media regulations in Poland (2015-2018). *East European Politics, 36* (1), 27-43.

von Gillern, S., Gleason, B., & Hutchinson, A. (2022). Digital citizenship, media literacy, and the ACTS framework. *The Reading Teacher, 76* (2), 145-158.

Uusitalo, N. (2010). Constructing media literacy as a civic competence. In S. Kotilainen & S. Arnolds-Granlund (Eds.), *Medial Literacy Education: Nordic Perspectives* (pp. 69-80). NORDICOM and University of Gothenburg.

von Gillern, S., Gleason, B., & Hutchinson, A. (2022). Digital citizenship, media literacy, and the ACTS framework. *The Reading Teacher, 76* (2), 145-158.

Yosso, T. J. (2020). Critical race media literacy for these urgent times. *International Journal of Multicultural Education, 21* (2), 5-13.

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

Overview

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

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

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

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

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

The course develops critical literacy as it applies to the practice and reception of media and the understanding of race in transnational contexts, more specifically in the US and in Eastern Europe and Russia. We approach the course theme, transnational literacy, through discussions of scholarly texts, domestic and international journalistic and media products. Applying the knowledge gained though these materials, in various assignments students will appraise how the notion of citizenship—justice, power, equity, community, reality and falsehood—as related to media and representations of race, has acquired different meanings in different cultural contexts. This course employs multi-disciplinary methods, those of literacy studies as we as cultural and media studies. We rely on skills (scholarship exploration as well as visual and performative analysis) that students have developed in the GE foundations. It is an advanced course because it fuses the methods of two and more disciplines and engages deeply with critical media literacy and transnational race understanding, matters that are at the forefront of social cohesion and peace. The key theoretical engagement is with the relationship between media and race, literacy and citizenship, the vulnerabilities and ethical responsibilities of citizens for social advancement.

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
ELO 1.1 Engage in critical and logical thinking.	Students will build skills in critical and logical thinking about critical media literacy and understanding of race in transnational contexts. Students are required to engage and analyze scholarship on literacy, media, and race. Assignments, such as Media Diet for a Global Citizen and Contradictory Media Stories ask students to synthesize and analyze the course material and apply the synthesized knowledge to their consumption of media news. For example, Media News Tracking Discussion Posts ask students to navigate the filed of mis- and dis-information and identify its key problems. In addition, in-class activities invite students to synthesize their knowledge gained from the assigned scholarly texts, applying broad concepts discussed in the lectures. All this work cultivates critical and logical thinking.
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	This course engages with a complex field of scholarship in an engaged and applied manner, and most of the course readings and class disc ussions give students many opportunities for scholarly exploration of media literacy and transnational race understanding. Texts by sc holars, such as Kellner & Share, Ferrerira & Newfield, Dyer, Kurlansky, as well as Hutchings, and Bogdanov, for example, require in-depth reading and comprehension of complex concepts related to media literacy and race. Throughout the course, in utilizing scholarly sources from different disciplines, students use advanced scholarly skills of cr itical thinking, synthesis, and analysis.

ELO 2.1 Identify, describe, and synthesize approaches or experiences.	This course uses multidisciplinary approaches and asks students to engage with a variety of materials, scholarship and media products, to further their intellectual inquiry and draw educated conclusions. For example, the assignment Contradictory Media Stories invites students to demonstrate the application of critical media literacy tools in transnational cultural contexts, drawing from history, politics, and cultural studies. The work the students produce in the course, and especially the Final Project, reveals their abilities to identify problems by synthesizing concepts gained from different sources and disciplines.
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self- assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	Because this course in part develops skills for identification and critical assessment of media mis- and dis-information, reflection is integral. For example, students submit Interview-based Research on Race in Transnational Context, in which they build on their own as well as the experiences of friends and family to demonstrate the destructive power of stereotypes. Then, at the end of the semester, they create a Final Project in which they synthesize their learning from the course, compare and appraise the working of media and its engagement with race and politics in different national contexts. These two assignments directly link the topics of the course with ideas of citizenship in the larger context of their lives, both personal and academic.

Goals and ELOs unique to Citizenship for a Just & Diverse World

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

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

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

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.	This course draws together scholarship in media literacy and media race representations in transnational contexts, more specifically, in the US and in Eastern Europe and Russia to comparatively examine how citizenship is constructed and "taught" through media in these different cultural, political, and national contexts. Today's polarization of societies globally and the emergence of cultural wars in the US, Europe, and Russia are sustained, perpetuated, and enflamed by manipulation and manufacturing of facts that build alternative realities. This course examines issues of citizenship for diversity, equity, and social justice and the ethical responsibilities of citizens in identifying and critically assessing manipulations of facts and disinformation produced to instill hatred and aggression. In particular, the course's design asks students to continually compare media models and race representations in the US and the Soviet/Russian cultures, as discussed and explored in scholarly readings and media products. Assignments such as Media News Tracking invite students to compare and discuss news framing (particularly of race) in different national contexts. Similarly, the Interview-based Research asks students to appraise commonalities and differences in the construction of racial and ethnic stereotypes in the US and Eastern Europe and/or Russia, and more importantly, to reflect on the destructive power of stereotypes for the creation of social hierarchies. The assignment guides students to reflect on what constitutes citizenship in relation to negative/racist media representations and their perpetuation.

ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	This course is designed to develop student "intercultural competence as a global citizen" through synthesis, analysis, and discussion of scholarly readings focused on media literacy and race representations. Students gain valuable tools to be able to identify media manipulations of facts and through various assignments students apply these tools in their own consumption of news. Readings and assignments invite students to appraise the different cultural specifics of media models and race representations in the US and in Eastern Europe and/or Russia. All assignments guide students to reflect on the different cultural understandings of citizenship. The Final Project particularly asks students to demonstrate their acquired intercultural competence on media literacy and comparative transnational representations and understandings of race and their relation to citizenship. Throughout the course, in lectures and assignments, students will evaluate the ideologies underlying transnational media products to assess the ways in which context and media exposure shape how we think and what we value. This allows students to develop the intercultural competence of understanding and learning to respond to ever-growing media facts manipulation and ideological framing.
ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	Throughout the course, we discuss race and ethnicity and their varied representations in transnational media. Students engagement with these issues is tested through class discussions and assignments. For example, we trace the discrepancy between Soviet ideology of ani-racism (discussed and represented in Bogdanov and RT video) and the reality of racism in everyday life in Russia today (BBC reports and youtube videos). The US media framing and representations of race and ethnicity are addressed in texts by Yosso, Yasmin, and Kurlansky. Through these texts and class discussions students evaluate concepts of equity and inclusion in different ideological and national contexts and to identify the challenges of their social implementation. In addition, assignments such as Media Diet for a Global Citizen and Research-based Interviews ask students to explore their own as well as the experiences of others.

ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.	In this course we examine the ideology and financial sources of various media that guide us to understand media framing and what it suggests about power structures in society and the subjugation of populations along lines of race and ethnicity. Thus, students examine "the intersection of concepts of justice, difference, citizenship" and how these function differently across national cultures. Students appraise how justice, difference, and citizenship have acquire different meanings in Russia and the U.S. in response to media coverage of acts of ethnic, racial, or sexual hatred. The Final Project also asks students to create multimedia projects analyzing concepts of justice, difference, and citizenship across two national contexts.

Interdisciplinary Team-Taught Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Interdisciplinary Team-Taught courses. It may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult your Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

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

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Pedagogical Practices for Interdisciplinary Team-Taught Courses

Course subject & number

EDUTL 3395 & Slavic 3395

Performance expectations set at appropriately high levels (e.g. Students investigate large, complex problems from multiple disciplinary perspectives). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. *(50-500 words)*

Today's polarization of our society is sustained, perpetuated, and enflamed by the manipulation and manufacturing of facts that build an alternative reality for millions of people based on non-truths, bigoted views, and conspiracy theories. "New racisms" emerge and morph around the world and threaten the core of democratic societies. This course addresses issues of citizenship for diversity, equity, and racial justice in two main ways: 1) by engaging with critical race media literacy (CRML) studies in the US; and 2) by examining the performativity and representation of race in transnational and intercultural contexts. Appropriating cultural examples from this country and Eastern Europe and Eurasia, as well as theoretical approaches discussing race, gender, class, and the politics of representation, we will analyze the myriad manifestations and metamorphoses of the concept of race in national and international contexts. Students will reflect on questions such as how media literacy and transnational race studies apply to the constitution of citizenship both locally and globally.

Students will tackle large, complex problems from multiple perspectives via several key assignments.
1. Media Discussion Posts: During the second week of class students will select a Russian media outlet to follow closely for the duration of the course. By 9:30 a.m. each class day (once a week), students must post via Carmen a bullet- point summary of the top three stories in their selected media outlet. Each class will begin with a brief, fast-paced review of current top stories from Russia-located media outlets; the instructors will welcome volunteers and will select other students at random to report. The class will then discuss, compare and contrast the content from Russian media outlets (based on their ownership, ideology, loyalty, etc.) with the leading stories of the day in major U.S. and other international media outlets (as presented by the instructors). Through this exercise students will come to better understand and evaluate the cultural, political, commercial and other reasons behind the stories emphasized by Russian media outlets.

2. Media Diet for a Global Citizen: For 2 weeks during the semester, and drawing on Yasmin (2022), students will track their media diet, develop a new media diet, and reflect on their experiences. For the first week, students will track their own media consumption. Based on what they learn, students will design a new media diet based on course concepts related to transnational critical race media literacy and citizenship for a diverse and just world. At the conclusion of the 2 weeks, students will write a reflection including recommendation for how changing media consumption might affect global citizenship. This assignment will allow students to develop their sense of self as a learner and media consumer through reflection, self-assessment, and responding to new and challenging contexts.

3. Final Project: Students will draw on their own majors and disciplines to create comparative (East European and U.S.) content for young adult media consumers about transnational critical literacy as it relates to race and/or media. This content will become part of an ongoing web-based repository on critical media literacy targeted to middle and high school students and/or teachers across the disciplines (English, social studies, science, mathematics) and will be accessible to Ohio educators and their students.

Significant investment of time and effort by students over an extended period of time (e.g., engage the issue iteratively, analyzing with various lenses and seeking to construct an integrative synthesis). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. *(50-500 words)*

> The key readings, topics for discussion, and assignments (1. Media Discussion Posts; 2. Media Diet for a Global Citizen; and 3. Final Project) are all designed to provide opportunities for students to attend to their own relationship with media and information, both locally (in Ohio, the U.S., etc.) and comparatively with Eastern Europe. Assignments specifically require students to notice and attend to changes in their own media/information consumption; differences between media and information across contexts; information/media through a disciplinary lens; and translation/synthesis of what they are learning for a different (in this case U.S. middle and high teachers and/or school-age students) audience.
>
> Key concepts and approaches are front-loaded in the course, so that students have a thorough grounding in each (i.e., literacy, critical literacy, media literacy, critical race media literacy). Inherent in the structure of the course are regular opportunities for reading, discussing, writing, and reflecting on learning over time and through various lenses. Key media analysis questions are asked repeatedly in response to different media and modalities, requiring students to continually compare, contrast, and deepen their understandings of transnational media literacy. See, in particular, Media Diet for a Global Citizen, which requires students to track, analyze, and reflect upon their media consumption; and Media News Tracking Posts, which asks students to track different U.S. and Eastern European news outlets over time.
>
> These related directly ELO 2.1 and our related course goal:
>
> ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.
>
> *By analyzing and comparing transnational cultural media examples of the specific manifestations of racialization in different cultures, students will recognize the fluid nature of racial, ethnic, and religious concepts and their easy absorption into cultural metaphors across cultures.*

Interactions with faculty and peers about substantive matters including regular, meaningful faculty mentoring and peer support about conducting interdisciplinary inquiry. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. *(50-500 words)*

> Using interactive online discussion tools, in conjunction with in-class discussions and group assignments, students will fulfill ELO 1.1 and our related course goal:
>
> ELO 1.1. Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.
> *Course will engage with critical race studies and the concept of racialized media in a transnational context as an integral part of citizenship or educating citizens for a diverse and just world.*
>
> 3 specific assignments allow for these opportunities. First, the course sign-in sheet (completed by both students and instructors) will allow a significant opportunity to learn about one another and build classroom community. In class discussions will be designed to regularly ask all participants to share their prior assumptions and experiences with literacy, media, and other key concepts related to transnational media and citizenship. Building this foundational community is essential to creating the conditions to interact genuinely and meaningfully around these topics. Second, Media Tracking Discussion Posts will afford a dialogic space for interaction among participants – students and faculty – in both deepening their knowledge of transnational media sources and in developing as global citizens and engaging in interdisciplinary approaches to understanding citizenship. Finally, the group Interview-Based Research project will require students to work as a team to conduct interdisciplinary, cross-cultural research on transnational stereotyping – a significant opportunity to engage in peer supported meaning making. As faculty who share interests in literacy, language, media, and culture – but who come from significantly different experiences and backgrounds (Slavic vs. English and Education) we bring unique yet complementary strengths and perspectives to bear. We look forward to team-teaching this course in real time, as well as co-responding to discussion posts and in office hours, in order to provide interdisciplinary support and feedback and mentoring to students, in additional to our interdisciplinary teaching.

Students will get frequent, timely, and constructive feedback on their work, scaffolding multiple disciplinary perspectives and integrative synthesis to build over time. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. *(50-500 words)*

Both instructors will respond to students' major assignments in the timeframe indicated in the syllabus (i.e., **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**. **Email:** We will reply to emails within **36 hours during school days**.) This will allow us to bring our unique disciplinary perspectives to bear and to push not only our students, but one another, towards deeper interdisciplinary learning. We will also actively participate in online discussion postings and other digital annotation opportunities, allowing us to model and scaffold how disciplinary and interdisciplinary thinking work. Our approach here will link to all of our major assignments, particularly the "Media Tracking in the News" discussion posts.

Periodic, structured opportunities to reflect and integrate learning (e. g. students should work to integrate their insights and construct a more comprehensive perspective on the issue). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. *(50-500 words)*

As noted above, this course is intentionally designed to recursively attend to key questions related to media literacy, and to deepen students' understandings over time by requiring them to look at more complex, transdisciplinary media objects across the semester. Inherent in the structure of the course are regular opportunities for reading, discussing, writing, and reflecting on learning over time and through various lenses. Key media analysis questions are asked repeatedly in response to different media and modalities, requiring students to continually compare, contrast, and deepen their understandings of transnational media literacy. See, in particular, Media Diet for a Global Citizen, which requires students to track, analyze, and reflect upon their media consumption; and Media News Tracking Posts, which asks students to track different U.S. and Eastern European news outlets over time.

Key concepts and approaches are front-loaded in the course, so that students have a thorough grounding in each (i.e., literacy, critical literacy, media literacy, critical race media literacy). Inherent in the structure of the course are regular opportunities for reading, discussing, writing, and reflecting on learning over time and through various lenses. Key media analysis questions are asked repeatedly in response to different media and modalities, requiring students to continually compare, contrast, and deepen their understandings of transnational media literacy. See in particular, *Media Diet for a Global Citizen*, which requires students to track, analyze, and reflect upon their media consumption; and *Media News Tracking Posts*, which asks students to track different U.S. and Eastern European news outlets over time.

These related directly ELO 2.2 and our related course goal:

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work to respond to new and challenging contexts.

Assignments such as media diet and media tracking, as well as their discussion and evaluation address this ELO.

Opportunities to discover relevance of learning through real-world applications and the integration of course content to contemporary global issues and contexts. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. *(50-500 words)*

2 key assignments (*Media Diet for a Global Citizen*, which requires students to track, analyze, and reflect upon their media consumption; and *Media News Tracking Posts*, which asks students to track different U.S. and Eastern European news outlets over time) provide these opportunities. Specifically, these assignments address ELO 3.1 while also directly engaging with "real-world applications" and integrating course content to "contemporary global issues and contexts."

ELO 3.1 Describe and analyze a range or perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

By appraising examples from the US and Eastern Europe as well as scholarship that aids the analysis of these examples, students will address this ELO. At least three of the course's goals address this outcome:
- *Demonstrate the application of critical media literacy tools in transnational cultural contexts;*
- *Navigate the field of mis- and disinformation, identify its key problems as well as its relationship to national and international politics;*
- *Compare concepts of transnational race studies and identify differences of interpretations of race in various local and global communities.*

Public Demonstration of competence, such as a significant public communication of their integrative analysis of the issue. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. *(50-500 words)*

The final project for this course will allow students agency in selecting their focal topics, while demonstrating key course ELOs and competencies. Specifically, students will "*Create comparative (East European and U.S.) content for young adult media consumers about transnational critical literacy as it relates to race and/or media*." This assignment will not only be shared in a class presentation and turned in for a grade; it will also be posted to a website created by the course instructors, in collaboration with local educators. The website (factsmatter.guide) will be accessible to Ohio teachers and their students and feature resources to support critical media literacy learning in Ohio middle and high school classrooms. This opportunity affords students in the class a significant opportunity to publicly communicate about the topics of this course. It also requires them to synthesize their own understandings and be able to communicate these to specific disciplinary audiences (e.g., history, ELA, communications, or media educators) and/or age-groups (middle school or high school students).

Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. *(50-500 words)*

Our course, focused on transnational critical literacy – race and media, is at heart, aimed at developing both intercultural competence and empathy, along with much needed tools to understand, analyze, and debunk media myths and stereotypes. Throughout the course, students will analyze media products comparatively, across U.S. and Eastern European contexts, while also reflexively interrogating their own assumptions and stereotypes, thereby, in part, developing empathy. Both the "Contradictory Media Stories" assignment and the "Interview-Based Research on Race in Transnational Context" engage with these concepts by requiring students to look critically and comparatively and different views of race, along with stereotypes and misinformation in media products and outlets. Several other assignments, including the "Media Tracking Discussion Posts" and the Final Project will also cultivate these outcomes. Specifically, these assignments address ELOs 3.2, 4.1, and 4.2, directly requiring "intercultural competence and empathy with people and worldview frameworks that may differ from their own."

ELO 3.2 Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen. *Media tracking discussion posts and the final project will allow students to reflect on and apply the knowledge gained for intercultural competence as global citizens. The following course goal also addresses this outcome: Understand the destructive power of racial and ethnic stereotypes.*

ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences. *Examining the different transnational media representation of the category of race and its implications on the experiences of others (Roma, African Americans, Black and Muslim feminists, Jews, etc.) address this ELO.*

ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. *A core assignment will involve students doing a comparative analysis of multimedia projects/resources across at least 2 transnational contexts to examine how constructs of justice, difference, citizenship, culture, race, and power are manifested in these.*

Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g. universal design principles, culturally responsive pedagogy, structured development of cultural self-awareness. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. *(50-500 words)*

In addition to the course Sign-in Sheet and specific community-building opportunities, noted above, we explicitly address issues of "collective access" in our syllabus. Grounded in disability justice and feminist frameworks, collective access "creates methods of doing things outside of nondisabled, neurotypical norms. In the Disability Justice movement, access needs are welcomed, respected, and acknowledged."

Specifically, we write:

Collective access: You are encouraged to agree with, disagree with, and add to one another's thinking during discussion. However, please keep in mind that not everyone understands "participation" the same way; for some, what feels like a "lively debate" could feel to others like a "terrifying ordeal." Try to be attentive to the dynamic of the group and think about how you can support our developing ideas as a collective. Some questions to consider:

1. *Do you need to listen more? For example, do you find that you tend to speak almost every time there is a pause? If so, try waiting to see if someone who is quieter will speak up after a short wait.*
2. *Do you need to ask questions more than make arguments? Although argument is an important part of academic exchange, so is the effort to deeply and genuinely understand what the other person is saying. Ensure you are attending to both.*
3. *Do you need to speak out more during discussion, even if that requires a somewhat awkward form of breaking in (such as holding up a hand or asking me privately to call on you occasionally)?*
   As our discussions develop, we will practice interdependence and collective access—responding and adjusting to one another.
4. *If there is something you need or would like to do during class to enhance your own access (such as drawing, stimming, knitting, standing up, stretching, etc.) please feel invited to do so. If it's a form of participation that I'm not accustomed to, I might ask you about it (privately), and if it's disruptive to others, we might have to figure out a compromise that works for everyone. In general, please know that you are invited to make our space as accessible as possible for yourself and that I look forward to learning from you what that means. (Adapted from Alyssa Chrisman)*

Clear plans to promote this course to a diverse student body and increase enrollment of typically underserved populations of students. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. *(50-500 words)*

To promote this course to a diverse student body and increase enrollment of typically underserved populations, we plan will work directly with undergraduate advising offices across the university and a range of disciplines. We will also reach out to colleagues in the Office of Diversity Inclusion, Disability Studies, and the Center for Latin American Studies (LASER), among others, to share course information and to seek input on best practices for recruiting and enrolling a diverse student body in our course. We are hopeful, too, that the focal topics of the course, as well as the interdisciplinary learning experience, will attract a broad array of students to this course. Finally, we will work to offer the course on days/times that will enable many students, including those attending part-time, as well as working students, to attend the class, in order to reach a socially economically diverse group of students.