

Term Information

Effective Term Autumn 2025

General Information

Course Bulletin Listing/Subject Area Arts and Sciences
Fiscal Unit/Academic Org ASC Administration - D4350
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3120
Course Title Information, Citizenship, and Social Justice
Transcript Abbreviation Info, CtznsHP & SJ
Course Description An exploration of the intersections of citizenship and justice through the lens of information; how the creation of and access to information impacts the ability to act as a global, national and digital citizen and is an issue of justice.
Semester Credit Hours/Units Fixed: 3

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, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 24.0101
Subsidy Level General Studies Course
Intended Rank Junior, Senior

Requirement/Elective Designation

Citizenship for a Diverse and Just World
Survey Course

Course Details

Course goals or learning objectives/outcomes

- Define active and informed citizenship within a global and digital society
- Identify power structures that influence the production, dissemination, access, use, and value of information
- Analyze information privilege in relation to their lived experience and their position as a global and digital citizen
- Consider how access to information, or the inability to access information, has historically contributed to and continues to contribute to systematic inequities that marginalize some individuals or groups
- Explore how information can be used to advocate for personal or social change
- Demonstrate critical and informed information behaviors as related to global citizenship, intercultural competence, and social justice

Content Topic List

- Information inequalities
- information sources
- information lifecycle
- organization of information
- copyright and intellectual property
- misinformation
- ethical information use
- citizenship and information
- social justice and information
- activism

Sought Concurrence

No

Attachments

- GE Submission Arts Sci 3120.pdf
(Other Supporting Documentation. Owner: Primeau, Hanna N)
- concurrence_request_form_Dept of Social Work.pdf
(List of Depts Concurrence Requested From. Owner: Primeau, Hanna N)
- concurrence_request_form_John Glenn College.pdf
(List of Depts Concurrence Requested From. Owner: Primeau, Hanna N)
- concurrence_request_form_Political Science (1).pdf
(List of Depts Concurrence Requested From. Owner: Primeau, Hanna N)
- concurrence_request_form_Political Science (2).pdf
(List of Depts Concurrence Requested From. Owner: Primeau, Hanna N)
- concurrence_request_form_School of Comm (2).pdf
(List of Depts Concurrence Requested From. Owner: Primeau, Hanna N)
- concurrence_request_form_Sociology.pdf
(List of Depts Concurrence Requested From. Owner: Primeau, Hanna N)
- ISJ Course Syllabus September 26.docx
(Syllabus. Owner: Primeau, Hanna N)
- GE Committee Submission Update Cover Letter.docx
(Cover Letter. Owner: Primeau, Hanna N)

Comments

- Please see Subcommittee feedback email sent 9/16/24. *(by Neff, Jennifer on 09/16/2024 01:38 PM)*
- - On the form, please check off "General Education course 2021" and then the "Citizenship" theme category.
 - Per OAA, please check off all campuses on the form for a course in the new General Education program.
 - Please request concurrences from the following units: (1) School of Communication, (2) Dept of Political Science, (3) College of Social Work, (4) Dept of Sociology, and (5) John Glenn College.
 - Please fill out and upload the document to request the Citizenship Theme:
<https://oaa.osu.edu/sites/default/files/uploads/general-education-review/new-ge/submission-doc-citizenship.pdf> *(by Vankeerbergen, Bernadette Chantal on 12/18/2023 08:32 AM)*

COURSE REQUEST
3120 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/04/2024

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Primeau, Hanna N	11/20/2023 02:54 PM	Submitted for Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	12/18/2023 08:32 AM	Unit Approval
Submitted	Primeau, Hanna N	01/22/2024 03:45 PM	Submitted for Approval
Approved	Vankeerbergen, Bernadette Chantal	02/02/2024 01:53 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/02/2024 01:53 PM	College Approval
Revision Requested	Neff, Jennifer	02/19/2024 09:59 AM	ASCCAO Approval
Submitted	Primeau, Hanna N	02/23/2024 07:32 AM	Submitted for Approval
Approved	Vankeerbergen, Bernadette Chantal	05/14/2024 11:04 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/14/2024 11:04 AM	College Approval
Revision Requested	Neff, Jennifer	05/20/2024 10:33 AM	ASCCAO Approval
Submitted	Primeau, Hanna N	06/03/2024 10:32 AM	Submitted for Approval
Approved	Vankeerbergen, Bernadette Chantal	06/05/2024 07:02 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	06/05/2024 07:02 AM	College Approval
Revision Requested	Neff, Jennifer	06/06/2024 11:09 AM	ASCCAO Approval
Submitted	Primeau, Hanna N	06/06/2024 11:22 AM	Submitted for Approval
Approved	Vankeerbergen, Bernadette Chantal	06/06/2024 01:49 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	06/06/2024 01:49 PM	College Approval
Revision Requested	Neff, Jennifer	09/16/2024 01:38 PM	ASCCAO Approval
Submitted	Primeau, Hanna N	09/26/2024 03:25 PM	Submitted for Approval
Approved	Vankeerbergen, Bernadette Chantal	10/04/2024 12:11 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/04/2024 12:11 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/04/2024 12:11 PM	ASCCAO Approval

GE Committee Submission Update Cover Letter

Item 1

The reviewing faculty request that the unit include a brief explanatory paragraph following the Theme Goals and ELOs listed in the syllabus, describing how the course interacts with them through its materials, focus, activities, and assessments. [Syllabus p. 4]

How this Course Meets Citizenship for a Just and Diverse World ELOs:

This course requires students to explore and deeply engage with the intersections of citizenship, diversity, and justice through the lens of information. Students will critically explore and reflect upon multiple definitions and descriptions of citizenship, global citizenship, and digital citizenship. Throughout the rest of the course, students will be required to continue to consider these definitions as part of activities and discussions related to information creation, information access and information inequality. Students will explore the power structures that impact how information is produced, accessed, disseminated, and valued. They will investigate how diverse individuals or groups may be privileged, marginalized, or oppressed because of these processes, but also how marginalized groups may use information to raise awareness and advocate for change. Students will consider how the ability to create, control, access, or share information is connected to the ability to act as an informed and engaged citizen, and will also learn skills and habits that will support their own abilities to act as informed and engaged global, national, local, and digital citizens who are prepared to identify and take steps to address issues related to information and justice. Students will complete multiple assignments to support their ability to engage in critical, logical, and reflective thinking around issues of citizenship in a diverse world and will be actively involved in identifying information inequalities, reflecting on the diverse stakeholders and historical context, and exploring potential solutions in the pursuit of a more just society. Assignments will require students to develop or enhance a range of skills and abilities necessary for intercultural competence, including critical reading and writing skills, information literacy, and effective communication practices. Students will also develop a deeper understanding of themselves as information creators, rather than just

information consumers, and a deeper sense of themselves as active and engaged citizens capable of advocating for change.

Item 2

The reviewing faculty are unable to fully review the syllabus as it is currently incomplete and ask that the syllabus be finalized and resubmitted to allow for a comprehensive evaluation of its alignment and engagement with the Theme Goals and ELOs.

- Much of what is discussed in the GE form is not included in the syllabus which, without a similar level of detail, is difficult to understand in terms of the Theme.
- The reviewing faculty request that the assignment information that is included in the GE Theme form be included in the syllabus itself.
- They would like to see a complete list of course readings along with a clear connection between the Theme ELOs and each individual assignment, with special attention to reflective work that will be incorporated.

In reviewing sample syllabi, we created an accessible version of the table in German 3250, with bullet points expressing the course goals, the ELO's related to them, and finally the course content, be it assignment or reading, that relates to them.

Item 3

The reviewing faculty are uncertain as to the specific scholarly discipline that this course is rooted in. They ask that the disciplinary framework that supports this course be made clear for the sake of context of the course content.

This is an interdisciplinary course which draws primarily upon the scholarship, research, and modes of inquiry and analysis found within the related disciplines of information science and information literacy. As a discipline, information science is concerned with investigating the ways in which information and knowledge is created, organized, accessed and disseminated and the forces that impact how information is communicated and used. Information science also includes a critical focus on the complex relationships between technology, information, and society. As both a discipline and a practice, information literacy is focused on identifying and teaching a range of skills, behaviors, and conceptual understandings which enable individuals and groups to navigate a complex information environment and act as ethical information consumer and creators. Within the course, the knowledge and practices of these disciplines will be applied more specifically in order to explore the complicated connections between information, citizenship, and justice. For example, students will consider how the various factors that impact one's ability to create, access, or share information both influences, and is influenced by, one's role as a citizen.

Item 4

The reviewing faculty note a need for a distinction between self-reflection activities and summative assessments such as papers. To interact with and support the Theme ELO 2.2, they ask that the course provide more opportunity for students to self-reflect.

Many of the assignments within the course include reflection as a component. The descriptions of assignments throughout the course have been revised to specifically highlighting the self-reflection involved.

Item 5

With 60% of students' grades dependent on assignments related to the e-book chapter, the reviewing faculty note that there are not many ways that students can earn their grade and recommend that the unit consider distributing the graded components of the course more evenly. [Syllabus pp. 7-8]

The description of the assignment categories in the syllabus has been updated to provide clarity. The students' work on their e-book chapter assignment is highly scaffolded throughout the term with a number of independently graded assignments that provide students the opportunity to reflect on the course themes and put them into practice in a way that, ultimately, contributes to their final project. While the 3 assignment categories make up 60% of their final grade, those categories consist of a total of 19 unique, individually graded assignments.

Item 6

The reviewing faculty suggest that the unit move the participation expectations policy away from COVID-19, as a more generic respiratory policy has recently circulated, found here.

[Syllabus p. 5] 😊

This statement has been replaced to match the language on the Healthy Buckeyes site.

Item 7

The reviewing faculty recommend that the department use the most recent version of the Student Life Disability Services Statement, which was updated in summer of 2024. The updated statement can be found in an easy to copy/paste format on the Arts and Sciences Curriculum and Assessment Services website. [Syllabus p. 5] 😊

The Disability Services statement has been replaced to match the language on the ARTSSCI syllabus elements site.

Item 8

The reviewing faculty recommend that the department remove the reference in the syllabus to Kellie Brennan as the Ohio State Title IX Coordinator, as she is no longer with the university. [Syllabus p. 17] 😊

The TitleIX statement has been replaced to match the language on the ARTSSCI syllabus elements site.

Item 9

The reviewing faculty ask that the unit provide a cover letter that details the changes that are made to the proposal in response to this feedback.

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ASC 3120 Course Syllabus

Course Information

Instructor

TBD

Course Description

This course includes both twice weekly in-person class meetings and assignments completed in Carmen.

In this course, students will examine how information, citizenship, and social justice intersect.

We will explore how information is:

- Created
- Accessed
- Shared
- The influence this has on their impact as active and engaged global citizens.

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Through readings and coursework, we will uncover the power dynamics related to information and the harm this information privilege can perpetuate or communities it can oppress.

The course will also explore:

- Access to information as a crucial right of citizenship
- How barriers to this access, such as information paywalls or internet access, can hinder one's ability to participate as an informed citizen leading to inequity.

By the end of the course, students will be better equipped to navigate these issues and experience today's digital world as engaged global citizens.

The course will delve into the role of information and technology in the context of citizenship and social justice. Students will learn that while technology has the potential to bridge gaps in information access, it has also widened disparities, creating what's known as the digital divide. We'll explore how this divide affects different communities and discuss strategies for reducing these gaps.

Students will also explore an information inequality issue that interests them and research its history, the different groups involved, the specific terminology used, and how it connects to citizenship and social justice. Most significantly, students will learn how information can be a powerful tool for positive change. This project will be a step-by-step process throughout the semester, culminating in the creation of a digital chapter in a class webbook. Students will learn and determine the licensing rights for their works, and even have the opportunity to decide how their work is shared with others.

Course Goals

Course Goal 1- Information has Value and Power

Students will analyze the intersections between information and power, including how existing power structures influence the production, dissemination, access, use, and value of information, and how information can be used to replicate or challenge power structures.

GE Expected Learning Outcome 2.1 - Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.

Related Course Content:

Students will consider citizenship and social justice through the lens of information. The course will require them to consider critical questions about who can create information, who can access information, and the legal and economic context in which information is disseminated or restricted, and then connect these issues with questions of citizenship and social justice.

Students will complete course readings on such topics as:

- Gender bias in Wikipedia representation

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- The commodification of information and data
- Artificial intelligence and bias
- How access to information is critical for citizens

GE Expected Learning Outcome 1.1- Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.

Related Course Content:

Students will complete multiple assignments to support their ability to engage in critical and logical thinking, including:

- Question Formulation Technique Assignment: Intended to help students build the skills needed to formulate critical questions
- Information Lifecycle Assignment: Students will recreate the lifecycle of information and reflect on how this connects to the credibility of different information sources
- Pre-bunking Worksheet: Intended to help students better identify and address misinformation and disinformation
- Doxing Assignment: Intended to help introduce students to the concept of doxing and how to protect their digital identity. Doxing is the act of making personally identifiable information about a person available online, often for negative reasons such as revenge or shame.
- Social Annotation & Reflection Assignments: Students will complete four assignments where they reflect and then annotate course readings by adding critical questions or comments and replying to others in a threaded discussion.
- Authority, what is it?: This activity will require students to make choices related to a specific scenario to give them practice in determining the credibility and authority of information sources

Course Goal 2 – Information and Citizenship

Students will construct a definition of active and informed citizenship in a global and digital society, explore the connections between informed citizenship and information access, and reflect on their own ability to participate as an active and informed citizen.

GE Expected Learning Outcome 2.2 - Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.

Related Course Content:

The students' final project will be to produce a chapter that will be published in a class Pressbook. Producing this chapter will require them to deeply engage with an information inequality, not only by identifying and analyzing the issue, but also through developing a short-, medium- and long-term plan to advocate for change related to the issue.

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The final project will be scaffolded throughout the semester and will require students to:

- Create and submit the complete chapter, including:
 - Timeline and historical context
 - Key stakeholders
 - Citizenship and social justice connections
 - Action Steps: Steps that they and others can take to address the information inequality
 - Elevator Speech
- Act as a peer reviewer for other students' draft chapters
- Give an oral and visual presentation related to their topic
- Students will also be required to incorporate multimedia objects in their chapter, which will require them to develop a greater understanding of issues related to copyright, attribution, and authorship

Students will submit drafts of key components of the chapter throughout the semester, with time for revision and reflection and will be expected to incorporate feedback from both peers and instructor.

Overall, the assignment will require students to develop or enhance a range of skills and competencies related to writing, information literacy, and effective communication practices. Students will also develop a deeper understanding of themselves as information creators, rather than just information consumers, and a deeper sense of themselves as active and engaged citizens capable of advocating for change.

GE Expected Learning Outcome 3.1- Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities

Related Course Content:

Students will review a range of different definitions for citizenship, global citizenship, and digital citizenship. They will collaborate in class to develop definitions for these concepts. Throughout the rest of the course, students will be required to continue to consider these definitions as part of activities and discussions related to information access and information inequality. For example, they will complete a "Search and Share" assignment in which they identify an article related to their topic that also provides an example of "citizenship" and explains how that article represents citizenship or demonstrates citizenship in action. They will also complete a "Citizenship Connections" worksheet in which they explicitly reflect on and explain how the information inequality that they have selected is connected to citizenship.

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The students' final project, the Pressbooks chapter, will focus on a specific information inequality selected by the student. In the chapter, students will describe how this information inequality impacts an individual or groups' ability to act as a citizen, or why it is an issue that should be concerning to citizens. In selecting their information inequality, students will be able to select from topics at different levels, such as news deserts (local), access to information for the incarcerated (national), or the digital divide (global).

Course Goal 3 – Information and Social Justice

Students will analyze the intersections between information, citizenship and justice, identify the ways in which the current information ecosystem privileges some citizens over others, and explore the potential uses of information to advocate for or enact personal and social change.

Expected Learning Outcome 4.1- Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.

Related Course Content: Throughout the course, students will be encouraged to consider issues of diversity, equity, and inclusion, as they ask critical questions about who has access to information and who does not, who has the power and ability to create and share information and who does not. They will consider how individuals or groups may be marginalized due to unequal information access, but also how marginalized groups may use information to raise awareness and advocate for change.

In exploring their selected information inequality for the final project, students will be required to consider the historical context and the key stakeholders or groups that have impacted, or are impacted by, the information inequality. The information inequalities that they select may be ones that impact them personally (such as high textbook costs) but may also be ones that primarily impact individuals or groups with backgrounds or experiences that differ from those of the student.

In addition, students will learn about and reflect on the topics selected by their classmates and will provide both formal and informal feedback. This will provide students with practice listening to and engaging with others with a variety of lived experiences.

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

Related Course Content:

Students will explore the concepts of justice, citizenship, and difference through consideration of the power structures that determine who has ability to create, access, manipulate, and distribute information. They will consider how access to information, and the ability to create

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information, both contributes to and results from the differing positions and backgrounds held by individuals or groups. Students will be encouraged to think about the way in which access, or lack of access to information, is both an issue of justice and directly impacts an individual's ability to act as an informed and engage citizen in multiple contexts.

In the final project, which is scaffolded across the semester and is supported by readings, activities, and class discussions, students identify an information inequality (such as lack of access to scientific articles due to paywalls) and they consider that inequality within the context of citizenship and social justice. For example, which individuals or groups may be most harmed by the inability to access information? How does one's differing levels of power or privilege impact one's ability to act as a citizen, or to impact the laws or policies that govern citizens' behavior?

Beyond just identifying how information inequalities relate to citizenship and justice, students will also learn skills and practices that will enable them to act as effective advocates for social change. In their final Pressbook chapter, students will be required to provide action steps for addressing the information inequality they have selected. They will also develop an elevator speech and give a final presentation on their topic for their classmates in which they outline how they, and others, can support change related to the information inequality.

Course Goal 4 – Critical and Responsible Information Behaviors

Students will identify and critically reflect on their rights and responsibilities as a global and digital citizen and apply their knowledge to make informed choices when accessing, sharing, and using information.

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

Related Course Content:

The course requires students to carry out a focused exploration of citizenship and social justice in relation to the power dynamics involved in information creation, control, access, and dissemination. Students will be actively involved in identifying information inequalities and in some instances exploring potential solutions in the pursuit of a more just society.

Readings

- Defining Citizenship: Students will review multiple definitions and descriptions of citizenship, global citizenship, and digital citizenship
- Defining Social Justice: Students will review multiple definitions and descriptions of social justice
- Defining Privilege and Power Reading: Students will review definitions of the concepts of privilege and power

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- **Defining Equality, Equity, and Inequality Reading:** Students will review multiple definitions of equality, equity, and inequality

Activities/Assignments

- **Collaborative Definition Building:** Students will complete activities in which they discuss the concepts of citizenship and social justice to develop class definitions of these concepts. They will continue to use these definitions, refining them as they gain more knowledge, throughout the course as they complete other activities and assignments.
- **Article Search and Share:** Students locate an article that represents citizenship in some way or that connects to the definitions of citizenship discussed in class and in course readings as well as a personally chosen topic, creating a larger resource for the course
- **Final Project:** Students will complete a scaffolded, semester long project that requires them to identify an information inequality. Potential topics include textbook costs, news deserts, and lack of access to books for the incarcerated. A core component of the project will be for students to explicitly connect these issues to questions of citizenship and justice. To support their ability to do this, they will complete:
 - **Citizenship Worksheet:** Exploring/discussing how the information inequality they have identified is connected to citizenship. For example, how does it prevent an individual or group from engaging as an active and informed citizen? Or, more broadly, why is it important for citizens to be aware of this issue?
 - **Social Justice Worksheet:** Exploring/discussing how the information inequality they have identified represents a social justice issue.
- **Final Project:** The final deliverable for the project will be in the form of a chapter in a class Pressbook. As part of their chapter, students will need to clearly articulate the citizenship and social justice connections for their selected inequality

GE Expected Learning Outcome 3.2 - Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

Related Course Content:

In completing course assignments and activities, students will develop, enhance, and apply a range of differing skills and dispositions necessary for intercultural competence, including critical reading, question formulation, and written and oral communication skills. For example, they will be required to complete assignments in which they annotate course readings to raise key issues. They will complete an activity intended to help them learn how to formulate better questions. Their final project will require them to develop a written chapter in a class Pressbook critically exploring their selected information inequality as well as to give an audiovisual presentation. Creating their chapter and presentation will also require students to consider issues related to intellectual property and attribution. The project is also intended to help students learn to think of themselves as information creators, rather than just as

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information consumers, and to recognize that they have the ability to not only identify but also to advocate for change as active and informed citizens.

In completing course assignments and activities, students will develop, enhance, and apply a range of differing skills and dispositions necessary for intercultural competence, including critical reading, question formulation, and written and oral communication skills. For example, they will be required to complete assignments in which they annotate course readings to raise key issues. They will complete an activity intended to help them learn how to formulate better questions. Their final project will require them to develop a written chapter in a class Pressbook critically exploring their selected information inequality as well as to give an audiovisual presentation. Creating their chapter and presentation will also require students to consider issues related to intellectual property and attribution. The project is also intended to help students learn to think of themselves as information creators, rather than just as information consumers, and to recognize that they have the ability to not only identify but also to advocate for change as active and informed citizens.

How This Course Relates to the GE Theme Citizenship for a Just and Diverse World

This course requires students to explore and deeply engage with the intersections of citizenship, diversity, and justice through the lens of information. Students will critically explore and reflect upon multiple definitions and descriptions of citizenship, global citizenship, and digital citizenship. Throughout the rest of the course, students will be required to continue to consider these definitions as part of activities and discussions related to information creation, information access and information inequality. Students will explore the power structures that impact how information is produced, accessed, disseminated, and valued. They will investigate how diverse individuals or groups may be privileged, marginalized, or oppressed because of these processes, but also how marginalized groups may use information to raise awareness and advocate for change. Students will consider how the ability to create, control, access, or share information is connected to the ability to act as an informed and engaged citizen, and will also learn skills and habits that will support their own abilities to act as informed and engaged global, national, local, and digital citizens who are prepared to identify and take steps to address issues related to information and justice. Students will complete multiple assignments to support their ability to engage in critical, logical, and reflective thinking around issues of citizenship in a diverse world and will be actively involved in identifying information inequalities, reflecting on the diverse stakeholders and historical context, and exploring potential solutions in the pursuit of a more just society. Assignments will require students to develop or enhance a range of skills and abilities necessary for intercultural competence, including critical reading and writing skills, information literacy, and effective communication practices. Students will also develop a deeper understanding of themselves as information creators, rather than just information consumers, and a deeper sense of themselves as active and engaged citizens capable of advocating for change.

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Course Expectations

Course Materials

This course requires no textbook. All required readings will be linked in the module for the week in which they are assigned. These readings are listed later in this document in the course schedule.

Course Technology

If you do not have access to the technology you need to succeed in this class, you can review options for technology and internet access at go.osu.edu/student-tech-access

- Computer: current Mac (MacOS) or PC (Windows 10) with high-speed internet connection, webcam, and microphone
- BuckeyePass: a mobile device (smartphone or tablet) to use for authentication
- Microsoft Office 365: All Ohio State students are eligible for free Microsoft Office 365.
- Visit the installing Office 365 (go.osu.edu/office365help) help article for full instructions.

Core technology skills:

- Navigating CarmenCanvas (go.osu.edu/canvasstudent)

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week: <https://it.osu.edu/students>

Review the Answers to Common Questions (FAQ) Page linked on the course home page for tips and information on course software & technology use.

Accessibility Accommodations for Students with Disabilities

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

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

Commented [RD1]: We can maybe add a bit more context here.

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Late Assignments

Pay attention to due dates. You will see these listed on the home page of your Carmen course. Upcoming due dates can also be found under your To-do list in Carmen. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Work submitted after the deadline may receive less feedback and, unless excused, may not be accepted. Please communicate with your instructor about scheduling issues as soon as possible, regardless of the reason for late work.

Faculty Feedback and Response Time

Information on the instructor's feedback and response time policy can be found on the course home page in Carmen below their contact information. Assignments submitted after the due date, even if excused, may have reduced feedback, and confirmation of satisfactory completion may take longer to be posted.

Student Participation Expectations

The Centers for Disease Control and Prevention [released new guidance](#) for people who test positive for COVID-19. The CDC no longer recommends a five-day isolation for those infected with the virus. Instead, individuals can leave home after they have been fever-free for at least 24 hours and have mild and improving symptoms. This move aligns COVID-19 guidance with other common respiratory viral illnesses, such as the flu.

Stay home and away from others if you are experiencing symptoms of a respiratory virus, including fever, chills, fatigue, cough, runny nose and headache.

You may return to normal activities when both are true for at least 24 hours:

- Symptoms are improving
- Fever-free without using fever-reducing medication

Course Participation **Required**

One hundred (100) points, or 10% of the points in the course, can be earned by attending class meetings and submitting assignments regularly. The work completed in this course supports future assignments and learning. Your instructor's feedback on assignments should be applied in future assignments. This course is not self-paced. Part of your grade will be earned through your participation in various activities, primarily in class. Instructors have some flexibility in the event individual accommodations are needed, and some points may be available out of class, for example, through discussion posts or peer feedback.

Commented [RD2]: This may be the section we can add some text about flexibility if students have to miss class (in-person).

Respectful Engagement **Required**

Your participation will be evaluated in part on your ability to communicate constructively and respectfully with other members of the class. To create a space that is welcoming to all

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learners, please maintain a respectful tone in your posts and responses, even when there is disagreement. Often when we disagree, asking questions of each other is an opportunity for us to learn more, challenge ourselves and grow in our ways of thinking.

Office Hours: By Appointment

Office hours are by appointment and may be in person, over the phone, or virtual. I encourage you to contact me if you need to discuss an assignment with me. Tools used for virtual office hours are flexible; [CarmenZoom](#) and Teams are 2 popular options. The Zoom [privacy policy](#) and [accessibility policy](#) are available for your review.

Discussion and communication guidelines

Above all, please remember to be respectful and thoughtful. Additional guidance on this subject is available in the Answers to Common Questions (FAQ) in your course in Carmen.

ChatGPT/AI Usage

ChatGPT and other AI tools have become widely accessible and heavily used. It is important to remember that Generative AI tools are not a replacement for your own critical thinking and original ideas. The ultimate goal of this course and any tool used to submit work is to enhance your own learning and understanding, not to undermine it. There are, however, some instances in which the use of AI tools is permitted and may be beneficial.

- Manage your time (for instance, break a project into smaller steps with deadlines)
- Check the grammar of content you've written
- Generate email templates

Keep in mind that these tools may use your prompts to train themselves and may store the information that you provide. Consider this when creating your prompts for AI to protect your privacy and sensitive data.

Resources

- [OSU Office of Academic Affairs - Artificial Intelligence and Academic Integrity](#)
- [Security and Privacy Statement on AI from OTDI](#)

How to Succeed

To do well in this course, you should:

- participate in class activities
- suspend your assumptions before responding
- read everything carefully
- submit work on time
- read the rubric (detailed description of grading criteria) for each assignment

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Grading and Course Schedule

How Your Grade Will be Calculated

There are a total of 1000 points available in this course.

Your work in this course will fall into one of a few categories. Below is a brief description of those categories & their associated assignments.

Course participation – 10%, 100 pts.

Participation and engagement points require that you attend class for specific activities and assignments that support learning in this course, or that you participate in an out-of-class activity within a specific timeframe.

Foundational Assignments – 20%, 200 pts. (8 Assignments)

These assignments will focus on the knowledge foundational to the understanding of all other course content and will support your work on all other assignments. These assignments will take various formats including Carmen quizzes, document submissions in Carmen, and other formats.

Course Contribution Assignments – 10%, 100 pts. (6 Assignments)

These assignments will require you to interact with readings directly by reflecting on their relevance to the weekly themes and the overarching course themes of global citizenship and by annotating them, either individually or collaboratively. In some instances, you will instead be locating articles relevant to course topics (such as citizenship), writing and sharing a brief description of the content and relevance, and responding to articles shared by classmates.

Final Project Milestones: Refining Skills & Reflecting – 10%, 100 pts. (8 Assignments)

This group of individually graded assignments is meant to help provide checkpoints during your work towards your final project. These assignments will include constructing different sections of your project on a defined timeline and reflecting on the relationship between the course themes and your final project. These assignments also provide practical experience in the process of research, from searching to evaluation to creation and citing.

Final Project Milestones: Drafts – 30%, 300 pts. (8 Assignments)

This assignment category includes the creation of the major building blocks of the final project and reflection on the course theme's relationship to their work. Each component is individually graded and introduced over the course of the semester allowing students to complete the major components of their project along a planned timeline with support as the related content is discussed in class.

Final Project & Presentation – 20%, 200 pts. (3 Assignments)

The final project in this class culminates in the publication of a chapter of a book in Pressbooks (an online publishing platform) as well as a final presentation. There are 3 individually graded

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Commented [RD3]: Does this description need a bit of tweaking, as well? I think it might be nice to add a bit about how they're contributing knowledge to the class.

Commented [PH4]: Lets re-name this

Commented [RD5R4]: How does this change sound?

Commented [PH6R4]: Maybe: Final Project Milestones: Refining Skills & Reflecting

Commented [PH7]: This is absolutely a thought for another day, but some of our language is student facing and now some of our language is GE Team facing. We need to standardize this eventually.

assignments including a mid-term, (the completion of the first half of the book chapter content), the Final Project (the finalized book chapter), and the Final Presentation.

Grading Scale

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

Course Schedule

See details for each graded item in Carmen under ASSIGNMENTS and when they're assigned in the COURSE MODULES.

Week 1: Course intro, Information Inequality

Readings

- Syllabus
- Hargittai, E. (2008). The Digital Reproduction of Inequality from The Inequality Reader

Assignments Due

- Course Norms Acknowledgment
- Reading Reflection & Annotation

Week 2: Definition Building, Introduction to Pressbooks

Readings

- Defining Citizenship (Carmen)
- Defining Social Justice (Carmen)
- Defining Power and Privilege (Carmen)
- Defining Equality, Equity, and Inequality (Carmen)
- Pressbooks: What is a Webbook?

Assignments Due

- **Final Project: Choose your Topic Part 1**
 - Question formulation technique
 - Add author bio and picture to Pressbooks

Week 3: Information sources, Information Lifecycle

Readings

- Types of Information Sources (Carmen)
- The Information Cycle (Infographic)
- Library of Congress: Becoming a Historian Historical Context
- American Historical Association: Historical Thinking Skills

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Assignments Due

- Information Lifecycle Assignment
- **Final Project: Choose your Topic Part 2**

Week 4: Organization of Information, Pressbooks Part II**Readings**

- Fox, N. (2020). Organizing the World's Information. Google: The Keyword
- Noble, S.U. (2018). Searching for People and Communities. From Algorithms of Oppression.
- Knightlab examples and tutorials

Assignments Due

- Timeline & Historical Content Introduction
- Timeline & Historical Content Completed draft

Week 5: Information has value, Copyright and IP**Readings**

- Defining Information and Data (Carmen)
- Lishchuk, R. (2020). Most Desired Data: Whose is the most in demand, and how much is it worth
- Khajbakhteev, R. (2020). How the commodification of knowledge is creating a new age of colonialism.
- Copyright Guide for Students (Carmen)
- Barnes, B. (2022, Dec 27). Mickey's Copyright Adventure: Early Disney Creation Will Soon Be Public Property. NYT.

Assignments Due

- OSU IP Policy Reflection & Annotation
- Final Project: Glossary term identification

Week 6: Information authority, Students as information authority**Readings**

- Reporters without Borders index
- Kirschner, N. (2021). A free press requires an open internet.
- What is Publication Bias? (How to Detect & Avoid It)
- Maher, K. (2018). Wikipedia is a mirror of the world's gender biases.
- Pells, R. (2018). Understanding the Extent of Gender Gap in Citations.
- Li, W. (2022). Peer review in science: the pains and problems.

Assignments Due

- Authority, what is it?
- Reading Reflection & Annotation
- Final Project: Glossary term definitions

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Week 7: Mis/dis information, Information disorder**Readings**

- Information Disorder: Useful Graphics
- Adee, S. (2020). What Are Deepfakes and How Are They Created?
- Garcia, L., & Shane, T. (2021). A guide to prebunking: a promising way to inoculate against misinformation.
- Hern, A. (2022). TikTok algorithm directs users to fake news about Ukraine war, study says
- Smith, B. (2021, Dec 06). How TikTok Reads Your Mind. NYT.
- Rogers, E. (2022). Why people trust or distrust experts when it comes to critical issues. AI Image Activity

Assignments Due

- Reading Reflection & Annotation
- Pre-bunking worksheet
- [Exploring the Mind of AI: Understanding, Implementing, and Ethically Deploying Artificial Intelligence](#)
 - Exploration Quiz and Reflection
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- Final Project: Stakeholder analysis draft

Week 8: Activism and action, The labor of activism**Readings**

- Greene, T. (2022). Liberated Learners: Allyship.
- Johnston, J., & Gulliver, R. (2022). "Activism and Advocacy"
- Martin, B. (2007). Activism, social and political.
- Cabrera, N. L., Matias, C. E., & Montoya, R. (2017). Activism or slacktivism? The potential and pitfalls of social media in contemporary student activism.
- Aslan, R. (2022). How to Avoid the 'White Savior Industrial Complex'.
- Linder, C., Quaye, S.J., Lange, A.C., Roberts, R.E., Lacy, M.C., & Okello, W.K. (2019). "A Student Should Have the Privilege of Just Being a Student": Student Activism as Labor.

Assignments Due

- Reading Reflection & Annotation
 -
- Harnessing AI for Good: Unveiling the Potential of AI in Activism and Advocacy Pressbook checkpoint

Week 9: Citizenship and information, Citizenship and information in action**Readings**

- A Key to Democracy: Access to Information Critical for Citizens, Governments (2005).

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- Wikileaks
- How to Citizen (Podcast)
- Caroline Criado Perez Interviews
- Curristine, T., Tchelishvili, N., & Weerathunga, S. (2022). Gender Budgeting Is More Widespread But Implementation Remains a Challenge.
- Bronfman, P. (2022). Performing art as a new form of youth participation and engagement in politics: The case of Chileans' social outburst.

Assignments Due

- Article search and share: Citizenship
- Citizenship Connections reflection paper

Week 10: Social justice and information, Social justice and information in action

Readings

- Soken-Huberty, E. How to Become A Social Justice Advocate
- Hiner, J. (2021). AI's social justice problem: It's amplifying human bias.
- Earl, J., Maher, T. V., & Pan, J. (2022). The digital repression of social movements, protest, and activism: A synthetic review.
- List of Social Justice Movements
- #AdvocacyMatters: Budgeting with Care from Disability Rights Ohio
- The Women to Drive Movement
- Kaur, H. (2020). Indigenous people across the US want their land back – and the movement is gaining momentum.

Assignments Due

- Article search and share: Social justice
- Social justice Connections reflection paper

Week 11: Universal design and activism, Universal design and activism in action

Readings

- What is Universal Design? From the UD Project
- Case studies on Universal design
- Innovations in Accessible Elections – Final Report
- The Green Book
- The Invisible Diner
- Disability Pride Month Creators on TikTok
- Williams, G.F. (2020). A Guide to Understanding What Makes a Typeface Accessible.

Assignments Due

- Peer review connections reflection papers
- Final Project: Social justice and citizenship connections & reflections final draft

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Week 12: Revisiting course definitions, Making change**Readings**

- Course definition pages in Carmen
- Innovate Ohio Resistance Guide
- Ghose, D. (2021). Meet the Columbus Activists Converting Outrage to Action.
- Marbury, D. (2022). The New Labor Movement: Inside the Resurgence of Union Activism in Columbus
- Course definitions annotation

Assignments Due

- Pressbook checkpoint II
- Final Project: Action Steps

Week 13: Elevator Speech, Project working time**Readings**

- The National Council for Mental Well-Being: Crafting Your Advocacy Message
- Telling Your Story With a Purpose
- Climate Change - The Elevator Pitch: Katharine Hayhoe
- Project prep materials

Assignments Due

- Elevator speech worksheet
- Elevator speech draft

Week 14: Digital footprint, Final course reflections**Readings**

- What is Doxing – Definition and Explanation
- What is Doxing.
- Kozinski, K., & Kapur, N. (2020). How to Dox Yourself on the Internet. NYT.

Assignments Due

- Choose a license for Pressbooks chapter
- Final chapter submission

Week 15: Course wrap up**Readings**

- None planned

Assignments Due

- Student presentations

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Ohio State University Policies

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

Academic Integrity and Collaboration

Overall, I expect that the work you submit is your own. The type and extent of peer collaboration will, however, vary across assignments. You will find specific guidance on my expectations around peer collaboration in the detailed instructions for each assignment. Unless otherwise stated in the assignment instructions you should work on assignments individually, without collaboration from classmates or generative AI. If you have questions regarding appropriate peer collaborations, please contact your instructor.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. As obligated by university rules (Faculty Rule 3335-5-487), the instructor will report all instances of alleged academic misconduct to the committee. For additional information, see the [Code of Student Conduct](#).

Diversity, Equity, Inclusion, and Justice

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.

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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.

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.

Pursuant to Ohio Revised Code 3345.026, the Ohio Department of Higher Education (ODHE) developed the following non-exhaustive list of major religious holidays or festivals. The list of major religious holidays and festivals included below is non-exhaustive and is not intended to purposefully exclude any religious holidays or festivals.

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Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

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

Overview

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

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

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

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

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

(enter text here)

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

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

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

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

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
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.	

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

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

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

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.	
ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	
ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	
ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.	

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

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

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

Concurrence Form

<p style="text-align: center;">The Ohio State University College of Arts and Sciences Concurrence Form</p>
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A. Proposal to review

Initiating Academic Unit	Course Number	Course Title
Type of Proposal (New, Change, Withdrawal, or other)		Date request sent
Academic Unit Asked to Review		Date response needed

B. Response from the Academic Unit reviewing

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

Signatures

			
1. Name	Position	Unit	Date
2. Name	Position	Unit	Date
3. Name	Position	Unit	Date

Re: Concurrence Request for ArtsSci 3120

Primeau, Hanna <primeau.8@osu.edu>

Thu 1/4/2024 1:56 PM

To: Adams, Christopher <adams.615@osu.edu>

Thank you Chris, Happy New Year! 😊

Hanna Primeau MSI

Instructional Designer

Learning Technologies PhD Candidate

University Libraries Teaching & Learning Department

221 Thompson Library, 1858 Neil Ave, Columbus, OH 43210

primeau.8@osu.edu

614-247-8399

Pronouns: she/her/hers / Honorific: Mrs.

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Monday- Friday: 8:00-4:00

Please feel free to message, call, or video chat for brief questions, for longer consultations



[Book time to meet with me](#)

From: Adams, Christopher <adams.615@osu.edu>

Sent: Thursday, January 4, 2024 10:33 AM

To: Primeau, Hanna <primeau.8@osu.edu>

Subject: RE: Concurrence Request for ArtsSci 3120

Hi Hanna,

I hope you had a nice holiday season and happy new year!

Glenn College faculty have reviewed this course, and we enthusiastically concur. We think this is a strong course that will garner lots of interest from students.

Best,
Chris



THE OHIO STATE UNIVERSITY

Chris Adams, MPA

Director of Student Services and Programs

John Glenn College of Public Affairs

110C Page Hall

614-247-2512

adams.615@osu.edu glenn.osu.edu

(he/him/his)

Working remotely on Mondays and Tuesdays

From: Primeau, Hanna <primeau.8@osu.edu>
Sent: Tuesday, December 19, 2023 10:33 AM
To: Adams, Christopher <adams.615@osu.edu>
Subject: Concurrence Request for ArtsSci 3120

Good morning Christopher!

Please find attached a concurrence request from the University Libraries for a new course ARTSSCI - 3120 – Information, Citizenship, and Social Justice. Concurrence from John Glenn College is needed since the course involves Information, Would you please forward the attached concurrence form and syllabus to the appropriate units within your college? We would appreciate feedback by Friday, January 19, 2024.

Please let me know if you have any questions or need additional information.
Take care, and have a great rest of your week and holiday break!

Hanna Primeau MSI

Instructional Designer

Learning Technologies PhD Candidate

University Libraries Teaching & Learning Department

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Thank you Chr

RE: Concurrence Request for ArtsSci 3120

Caldeira, Gregory <caldeira.1@polisci.osu.edu>

Sat 12/23/2023 5:05 PM

To: Kogan, Vladimir <kogan.18@osu.edu>; Smith, Charles William <smith.3280@polisci.osu.edu>

Cc: Primeau, Hanna <primeau.8@osu.edu>

We concur.

Greg



GREGORY A. CALDEIRA

Chair

Distinguished University Professor

Dreher Chair in Political Communication and Policy Thinking

Professor of Law

Department of Political Science

2020 Derby Hall, John Glenn Avenue, Columbus, OH 43210-1373

6145826266 Mobile

caldeira.1@osu.edu / osu.edu



RE: Concurrence Request for ArtsSci 3120

Kogan, Vladimir <kogan.18@osu.edu>

Sat 12/23/2023 8:51 PM

To: Primeau, Hanna <primeau.8@osu.edu>

Cc: Caldeira, Gregory <caldeira.1@polisci.osu.edu>

Hi Hanna, we are happy to provide our concurrence!

Vlad Kogan

From: Primeau, Hanna <primeau.8@osu.edu>**Sent:** Tuesday, December 19, 2023 11:20 AM**To:** Kogan, Vladimir <kogan.18@osu.edu>**Subject:** Concurrence Request for ArtsSci 3120

Good morning Vladimir!

Please find attached a concurrence request from the University Libraries for a new course ARTSSCI - 3120 – Information, Citizenship, and Social Justice. Concurrence from the Department of Political Science is needed since the course involves Citizenship, Would you please forward the attached concurrence form and syllabus to the appropriate units within your college? We would appreciate feedback by Friday, January 19, 2024.

Please let me know if you have any questions or need additional information.

Take care, and have a great rest of your week and holiday break!

Hanna Primeau MSI

Instructional Designer

Learning Technologies PhD Candidate

University Libraries Teaching & Learning Department

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primeau.8@osu.edu

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Signatures

1. Name	Position	Unit	Date
2. Name	Position	Unit	Date
3. Name	Position	Unit	Date

Re: concurrence for 3120

Primeau, Hanna <primeau.8@osu.edu>

Tue 1/9/2024 11:12 AM

To: Downey, Douglas <downey.32@osu.edu>

Wonderful, thank you so much Doug!

-Hanna

Hanna Primeau MSI

Instructional Designer

Learning Technologies PhD Candidate

University Libraries Teaching & Learning Department

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From: Downey, Douglas <downey.32@osu.edu>**Sent:** Tuesday, January 9, 2024 10:27 AM**To:** Primeau, Hanna <primeau.8@osu.edu>**Subject:** Re: concurrence for 3120

Hannah,

The information/technology distinction is persuasive. And the readings for the course backup your point.

Sociology concurs.

Doug



THE OHIO STATE UNIVERSITY

Doug Downey (he/him/his)

Distinguished Professor of Arts and Science

Director of Undergraduate Studies

College of Arts and Sciences

126 Townshend Hall, 1885 Neil Ave., Columbus, OH 43210

614-292--6681 Office

downey.32@osu.edu / <https://sociology.osu.edu/people/downey.32>

From: Primeau, Hanna <primeau.8@osu.edu>
Sent: Monday, January 8, 2024 2:57 PM
To: Downey, Douglas <downey.32@osu.edu>
Subject: Re: concurrence for 3120

Hi Doug,

Happy New Year and thank you for your speedy reply! We appreciate that on the surface there appears to be an overlap between our course and 3302 Technology and Society. However, we want to preface our responses to your comments with the distinction that the focus of our course is information and information behaviors, with technology only as one of many aspects of how information is created and conveyed. While in the digital era, information is often shared through various forms of technology, and it can seem difficult to separate the two, our course does not focus on the development of technology nor specifically on the role of technology within society.

1. In response to your first point where you mention the “development of technology,” the focus of this course is geared towards information literacy, rather than information technology. For clarity, information literacy is the ability to find, evaluate, organize, use, and communicate information in all its various formats, most notably in situations requiring decision-making, problem-solving, or the acquisition of knowledge. Our course will examine the “power, social forces, and actors” specifically for information, which can be considered in separate and related contexts to technology.
2. We are focusing on how students can use information, rather than solely technology, to bring light to citizenship and social justice issues. Considerations of technology are encouraged, but not required for success in this course. Students will consider how a lack of access to information may impact an individual, or groups, ability to effectively engage as citizens, or why the issue should be relevant to citizens, but will not do so through a primary focus on technology.
3. It is the information, not the actors that make, disperse, or use the technology, that is the core focus of student work in this course. While we are asking students to explore social inequalities and the ways they can be reproduced, there are low and no tech ways that they are reproduced and exist within society. If a student chooses this path they can, but they are not being required or encouraged to choose only a technology rich path.
4. By critical and responsible information behaviors, we do not mean that our students will engage in focused discussion on the positive and negative implications of technology. Instead, our use of “critical and responsible” information behaviors aligns with our emphasis on information literacy. The focus in this area will be on information behaviors such as critical source evaluation, distinguishing between mis- and dis-information, understanding intellectual property and copyright, and accessible and ethical information behaviors.

Our students will be expected to consider a wide range of information inequalities, which may or may not be related to technology, and to discuss those in the context of social justice. A course example used throughout focuses on affordability initiatives within institutions, which looks at the policy, politics, and financial considerations that impact the cost of resources, such as textbooks, rather than a consideration of primarily technological solutions.

We would be happy to engage in further discussions regarding the similarities of these courses if you feel necessary, and if you believe it would be more expedient to have this chat via Zoom, we would be glad to accommodate you.

Looking forward to your response,

Hanna Primeau MSI

Instructional Designer

Learning Technologies PhD Candidate

University Libraries Teaching & Learning Department

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From: Downey, Douglas <downey.32@osu.edu>

Sent: Thursday, December 21, 2023 4:37 PM

To: Primeau, Hanna <primeau.8@osu.edu>

Subject: concurrence for 3120

Hanna,

Greetings. I'm the Director of Undergraduate Studies in the department of sociology. I received your request for concurrence regarding ARTSCI 3120, Information, Citizenship, and Social Justice.

It seems like a great course but we do have some concerns regarding the overlap with our course, 3302, Technology and Society. Hopefully the course can be adjusted to avoid this level of overlap.

Specifically, I see meaningful overlap between the course goals of your proposed course and our existing 3202 in the following ways:

1. Information has value and power—overlaps with the goal of our course to "critically analyze structures of power, social forces, and actors that determine the development of technology, and their effects on our global society."
2. Information and Citizenship—overlaps with the goal of our course to "Discuss the role we can play as citizens to globally achieve social justice through a better use of current technologies and the development of new alternative technologies."
3. Information and Social Justice—overlaps with the goal of our course to "critically analyze structures of power, social forces, and actors that determine the development of technology, and their effects on our global society" and "Distinguish, at the local and global level, the notions of

technological progress from that of social change, economic wellbeing, standard of living, and quality of life to understand how some specific technologies affect, influence, or reproduce social inequalities."

4. Critical and Responsible Information Behaviors—overlaps with "Identify and discuss both the positive and negative aspects of technology. As we all know, continuous technological innovation has allowed humans to fight disease, hunger, and poverty while expanding productivity, human mobility, global communication, and cultural expression. However, thanks to technology humans also have an unprecedented power to dominate, kill humans and other species, and destroy nature to the point of threatening human survival. We must then recognize and discuss the social implications of technology's dark side."

Doug Downey



Doug Downey (he/him/his)

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Director of Undergraduate Studies

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