

## Term Information

Effective Term Autumn 2024  
*Previous Value* Autumn 2022

## Course Change Information

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

- (1) Include the course in the Citizenship theme of the new GE. (drop it from GEN Foundation Social and Behavioral Sciences)
- (2) Drop the GEL Writing category.
- (3) Change the course number from 2367.02 to 2368

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

Respond to new GE. Develop a more advanced course.

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

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

n/a

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

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area Sociology  
Fiscal Unit/Academic Org Sociology - D0777  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2368  
*Previous Value* 2367.02  
Course Title Urban Social Problems  
Transcript Abbreviation Urban Social Probs  
Course Description The place of the city in social organization; the emergence, nature, and problems of modern urbanism; projects based in census and field data.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never

---

Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

### Prerequisites/Corequisites

*Previous Value* Prereq: English 1110 or 1111 or equiv.

### Exclusions

Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 45.1101  
Subsidy Level General Studies Course  
Intended Rank Sophomore

## Requirement/Elective Designation

General Education course:

Organizations and Politics; Citizenship for a Diverse and Just World

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

### *Previous Value*

*General Education course:*

*Level 2 (2367); Organizations and Politics; Social and Behavioral Sciences*

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

## Course Details

### Course goals or learning objectives/outcomes

- The place of the city in social organization; the emergence, nature, and problems of modern urbanism; projects based in census and field data

### Content Topic List

- Cities and urban life
- Cultural diversity
- Social context and social power
- Group dynamics
- Inequality
- Resistance
- Deindustrialization, alienation, and crime
- Working poor
- Urban education
- Gentrification
- Suburban problems

**Previous Value**

- *Cities and urban life*
- *Cultural diversity*
- *Social context and social power*
- *Group dynamics*
- *Inequality*
- *Resistance*
- *Deindustrialization, alienation, and crime*
- *Working poor*
- *Urban education*
- *Gentrification*
- *Suburban problems*
- *Academic writing and editing in the discipline*

**Sought Concurrence**

No

**Attachments**

- GE Theme Course Submission Worksheet \_ CITIZENSHIP\_TPS\_01.24 (1).pdf  
*(GEC Model Curriculum Compliance Stmt. Owner: Downey, Douglas B)*
- 1.2367\_WF.Syllabus.Spring24\_Downey edits.docx: New syllabus  
*(Syllabus. Owner: Downey, Douglas B)*
- 2367\_Old\_Syllabus.docx: Old syllabus  
*(Syllabus. Owner: Downey, Douglas B)*

**Comments**

- We have responded to Bernadette's comments 1.20.24. (1) new number is 2368, (2) we attached an old syllabus, (3) we deleted "Academic Writing and editing in the discipline" from the Content Topic List, (4) we removed English 1110 and 1111 from the prereqs. *(by Downey, Douglas B on 01/22/2024 02:12 PM)*
- - Number 2367 and any decimalized version of it is only for GEL Writing and Communication Level 2. Since this course will no longer carry this GEL category, please select another number.
  - Do you also have the syllabus as it is/ used to be taught before the more recent requested changes?
  - Please note that the last item in the Content Topic List on this form is "Academic writing and editing in the discipline". Does this still apply since the course no longer carries a writing GE? If not, please delete.
  - Consider whether the English 1110 prereq is still necessary for this course. If not, please delete. As for the other English prereq, 1111, that course does not exist so definitely delete it in the prereq box. *(by Vankeerbergen, Bernadette Chantal on 01/20/2024 01:21 PM)*

**COURSE CHANGE REQUEST**  
2368 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
02/08/2024

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Downey, Douglas B	01/19/2024 09:50 AM	Submitted for Approval
Approved	Downey, Douglas B	01/19/2024 09:50 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/19/2024 11:43 AM	College Approval
Submitted	Downey, Douglas B	01/19/2024 03:10 PM	Submitted for Approval
Approved	Downey, Douglas B	01/19/2024 03:39 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/20/2024 01:21 PM	College Approval
Submitted	Downey, Douglas B	01/22/2024 02:12 PM	Submitted for Approval
Approved	Downey, Douglas B	01/22/2024 02:13 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/08/2024 12:30 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/08/2024 12:30 PM	ASCCAO Approval



## ***LEARNING ACCESSIBILITY***

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 (SLDS). After registration, make arrangements with me as soon as possible to discuss and implement your accommodations in a timely fashion. If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Health Buckeyes site for resources (<https://safeandhealthy.osu.edu/>). Beyond five days of the required COVID-19 isolation period, I may rely on SLDS to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu), 614-292-3307, or [slds.osu.edu](http://slds.osu.edu).

### **Overview**

This course will provide a sociological understanding of urban social problems with a focus on the U.S. In it, we will investigate how social problems are defined and understood, how they are influenced by urban settings, and how community capacity building can help us heal them. This course is built upon, and shares the goals of, the theme of Citizenship for a Just and Diverse World. As a result, we will cover a broad spectrum of topics including housing and homelessness, health disparities, poverty and inequality, and mass incarceration. We will do so as we analyze concepts of citizenship, justice and diversity, and explore how these interact with historically and socially constructed ideas of membership within a society.

Research shows that life chances (i.e., opportunities one has to improve one's circumstances and quality of life) are influenced by several things including the frequency, severity, and longevity of exposure to social problems. Special attention will be given to substance use disorder and long-term recovery, because of the (many) social problems associated with them. Social problems, urban and otherwise, can be healed. Community capacity building is a vital means toward doing so. Progress toward healing social problems will be a vital element of this course. Like all college classes, thoughtful study, critical thinking and reflection, analysis and engaged participation in classroom discussions are all essential skills for course success. Upon completion of this course, you will be well-versed in challenges and possibilities of social problems in urban settings. The information and skills you gain will serve you well as informed, civically-engaged citizens.

### **Course Goals**

1. Through reflections, writing, and collaborations, students will develop an advanced understanding of urban social problems in relation to citizenship, justice and diversity.
2. Students will understand theoretical foundations and origins of social problems, how they are organized, and how they have changed over time.
3. Students will thoroughly explore what community capacity building is and how it helps heal urban social problems.
4. Students will undertake original research about a local urban social problem, and will contribute to its solution and the promotion and sustenance of justice in a diverse world.

## **General Education Goals and Expected Learning Outcomes**

As part of the General Education curriculum, this course is designed to prepare students to be able to do the following:

### **Citizenship for a Just and Diverse World Goals**

1. Successful students will analyze concepts of citizenship, justice, and diversity at an advanced, in-depth level.
2. Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge, across disciplines, and/or to work they have done in previous classes and to work they anticipate doing in future.
3. Successful students will explore and analyze a range of perspectives on local, national and global citizenship and apply knowledge, skills and dispositions that constitute citizenship.
4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both today and historically.

### **Citizenship for a Just and Diverse World Expected Learning Outcomes**

Successful students can:

- 1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world and its relationships with urban social problems.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.
- 2.1 Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.
- 2.2 Demonstrate a developing civic sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.
- 3.2 Identify, reflect on and apply the knowledge, skills and dispositions required for non-local competence as a global citizen.
- 4.1 Examine, critique and evaluate various expressions of diversity, equity, inclusion, and excellence to explore a variety of lived experiences.
- 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with traditions, structures of power and/or advocacy for social change.

Students achieve these outcomes through thorough engagement in the course, including careful study of assigned materials, participating in class in ways that reflect and extend their engagement with assigned materials in each class period and previous experiences, timely completion of assignments, and regular reflection on their learning process. More specifically, the course:

1. Requires advanced-level engagement through a small group research project that formulates and responds to an urban social problem informed by diversity, equity, inclusion, justice, or accessibility topics.
2. Encourages reflection and self-assessment through a series of weekly thematic reflections and a final reflective portfolio that asks students to reflect on how the readings, in-class activities, and their own life experiences contribute to their developing understanding of citizenship for a just and diverse world where urban social problems are solvable.

3. Explicitly engages literature on citizenship and its relationship to civic engagements in a democracy, collaborative and ethical organizational practices, and a global perspective.
4. Engages with literature on justice, especially concerning incarceration and related practices, disparities associated with them, and interpersonal and structural processes that may impede sustaining equity and justice, and/or may outright compete/ act against justice.

**This course will also meet the GEL (General Education Legacy) requirements for the Social Science (Organizations and Politics)**

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and politics.
2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
3. Students comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.

This course meets these goals by applying sociological theory and methods to the study of prisons and community service organizations, assessing how these institutions persist and change, and their role in urban policy.

**Required Course Materials and Participation**

Required Books

Drucker, Ernest. 2011. *A Plague of Prisons: The Epidemiology of Mass Incarceration in America*. New York: The New Press. ISBN: 978-159558-497-7

Price-Spratlen, Townsend. 2022. *Addiction, Recovery and Resilience: Faith-Based Health Services in an African American Community*. New York: State University of New York Press. ISBN: 9781438487380

Required Articles

Reading #1 – Lee, Barrett A., Townsend Price-Spratlen, and James W. Kanan. 2003.

“Determinants of Homelessness in Metropolitan Areas.” *Journal of Urban Affairs* 25:335-355. <http://onlinelibrary.wiley.com/doi/10.1111/1467-9906.00168/pdf>

Reading #2 – Beckett, Katherine and Megan Ming Francis. 2020. “The Origins of Mass Incarceration: The Racial Politics of Crime and Punishment in the Post-Civil Rights Era.” *Annual Review of Law and Social Science* 16:433-452.

Reading #3 – Johnson, Rucker C. 2010. “The Place of Race in Health Disparities: How Family Background and Neighborhood Conditions in Childhood Impact Later-Life Health.” Pp. 18-36 in Harriet B. Newburger, Eugenie L. Birch, and Susan M. Wachter (Eds.), *Neighborhood and Life Chances: How Place Matters in Modern America*. Philadelphia: University of Pennsylvania Press. (Entire book download available, <http://muse.jhu.edu/books/9780812200089>)

Reading #4 – McLeod, Allegra M. 2019. “Envisioning Abolition Democracy.” *Harvard Law*



Review 132:1613-1649. [https://harvardlawreview.org/wp-content/uploads/2019/04/1613-1649\\_Online.pdf](https://harvardlawreview.org/wp-content/uploads/2019/04/1613-1649_Online.pdf)

### Carmen Access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](https://go.osu.edu/add-device)).
- Download the Duo Mobile application ([go.osu.edu/install-duo](https://go.osu.edu/install-duo)) 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 work for you, please contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

### Required Community Participations

Make **meaningful** contributions to a capacity building small group project, in fellowship with an agency or organization. The quality of your contributions will be assessed by me – and by your fellow small group members (i.e., peer evaluations). Like all community capacity building, the success of your small group project is dependent upon the assets each of you and (all) other members contribute to the collective outcome.

### Grading

- |  |                     |
|--|---------------------|
| • <b>Two exams</b> (short answer, multiple choice)                 | Total of <b>50%</b> |
| Midterm exam on Fri., February 23 <sup>rd</sup> (100 points)       | <b>25%</b>          |
| (Cumulative) Final on Fri., April 19 <sup>th</sup> (100 points)    | <b>25%</b>          |
| • <b>In-class Writings</b>   | <b>15%</b>          |
| • <b>Class Participation</b> (attendance, verbal engagement, etc.) | <b>10%</b>          |
| • <b>Group Final Paper</b>   | <b>15%</b>          |
| • <b>Group Presentation</b> (oral presentation of Carmen article)  | <b>10%</b>          |

Your regular contribution to class discussions is important, and your peer evaluations of the group activities are mandatory. I will evaluate your participation during class, including: asking or answering questions during lectures, and being an active member of small group activities.

### *Final average and letter grade ranges:*

- |                   |                   |                         |
|-------------------|-------------------|-------------------------|
| • <b>A</b> 93-100 | • <b>A-</b> 90-92 |                         |
| • <b>B+</b> 87-89 | • <b>B</b> 83-86  | • <b>B-</b> 80-82       |
| • <b>C+</b> 77-79 | • <b>C</b> 73-76  | • <b>C-</b> 70-72       |
| • <b>D+</b> 67-69 | • <b>D</b> 60-66  | • <b>E</b> less than 60 |

### Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed;

illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

### **In-Class Writings**

During the semester in-class reaction papers will be completed and turned in. They are brief self-reflections and are a “pop quiz” that may occur at any time in any class period. These reaction papers should briefly: 1) consider the information presented in lecture; 2) identify a concept or relationship in a lived experience of citizenship for a just and diverse world; 3) clearly respond to the question or other prompt you are presented with; and 4) perhaps introduce a related question of interest for future class discussion. The in-class papers are 15% of your final grade.

### **Collaborative Writing and Presentation Paper**

Each of you will be in an Urban Social Problems Small Group (SPSG). Each SPSG will focus on one of FOUR (4) themes and will complete a research paper on that theme. To do so, each group (member) will: **1)** participate in and contribute to group meetings during class; **2)** contribute to a 15 minute (oral) group presentation of ½ of one of the four required articles; **3)** complete research and writing tasks specified in your SPSG division of labor; **4)** contribute to community capacity building and best practices for healing your social problems theme through citizenship for a just and diverse world; and, **5)** make high quality contributions to the SPSG final paper.

**This collaborative project and paper must reflect equitable contributions of each member,** and the group (oral) article presentation must be made by multiple group members. Both the article presentation and group paper should consider the concepts of citizenship, justice, and diversity/inclusive excellence. They should exhibit an understanding of each of these concepts and relationship(s) between them. The specific division of labor used for these group items will be determined in a class meeting. A successful group paper should be no more than 15 pages of text (double spaced, no less than a 12-point font), may provide tables, figures or other nontext images, and should incorporate 3 or more sources from social science research (i.e., two or more scholarly articles, and one or more related book[s] – beyond the course readings).

### **Late assignments and exam absences**

No make-up exams or late (homework or in-class) writing assignments are permitted except for absences due to – documented – serious illness, family emergencies, or other unavoidable circumstance(s). But, as best you can, you still must contact me **prior to the exam or the due date** and you must provide me with written or electronic documentation of the reason for your absence (e.g., a scanned doctor's note). Otherwise, if you are absent, your grade for the exam or assignment will be zero. **All exams and papers will be discarded by the end of the Spring Semester 2025.** To obtain your exam or other course materials, you must contact me before then.

### **Religious Accommodations**

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

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

### **Land Acknowledgement**

I and this course 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. Our university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of Indigenous ethnic groups through the Indian Removal Act of 1830. As a land grant institution, the resiliency of these First Nation ethnic groups is honored and recognizes historical contexts that have and continue to affect Indigenous Peoples of this land.

### **Mental Health Statement**

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

## **COURSE SCHEDULE**

<b><u>Dates</u></b>	<b><u>Topic</u></b>	<b><u>Readings</u></b>
<b><u>Week 1</u></b>		
Wed., Jan. 10	Course Intro, An Epidemiological Riddle Triangle Shirtwaist Fire – <a href="https://www.youtube.com/watch?v=4ulaG9x4GpE">https://www.youtube.com/watch?v=4ulaG9x4GpE</a> How did citizenship, justice and diversity inform the fire? Why did Dr. Drucker refer to it here?	<i>Drucker</i> , Ch. 1
Fri., Jan. 12	Cholera in London: Ghost Maps	<i>Drucker</i> , Ch. 2





Wed., April 10      How a Fractured Community  
Health Can Heal, Part 1      *Price-Spratlen (2022)*  
Ch. 7

Fri., April 12      How a Fractured Community  
Health Can Heal, Part 2      *Price-Spratlen (2022)*  
Epilogue

Former Fresno State Univ. basketball star, Chris Herren (<https://ohio-pro.com/services/>)  
Feminist scholar/teacher/lesbian/mother Audre Lorde ([https://www.youtube.com/watch?v=v\\_ON-JSi65U](https://www.youtube.com/watch?v=v_ON-JSi65U))

How do Audre Lorde and Chris Herren help heal urban social problems by transforming silence into language and action? How can each of us do so?

### **Week 14**

Wed., April 17      Review for Exam #2      *All Prior Course Readings*

Fri., April 19      **Exam #2**

Your group final papers are due, **Friday, April 19<sup>th</sup>** by 5pm (i.e., our final day of class).

## **Sociology 2367.02 (15446) – Urban Social Problems – Spring 2022**

**WF 9:35am-10:55am in 160 Jennings Hall**

**Class website: <https://carmen.osu.edu/>, <http://buckeyelink.osu.edu/>**

**Dr. Townsend Price-Spratlen**

**118 Townshend Hall, (614) 292-5598**

**E-mail: [price-spratlen.1@osu.edu](mailto:price-spratlen.1@osu.edu)**

**Office Hours: Wednesdays 3:30-5:00pm, Thursdays, 11:00am-12noon and by appointment**

*Note: This information detailed below is subject to change. You are responsible for being aware of them.*

### ***LEARNING ACCESSIBILITY***

Any student who feels that she or he may need an accommodation based on the impact of a learning challenge should contact me privately to discuss your specific needs. In addition, that student should also contact the Office of Disability Services at 614-292-3307, or at [slds@osu.edu](mailto:slds@osu.edu) (<https://slds.osu.edu/>). ODS is in Baker Hall 098, and they coordinate reasonable accommodations for students with certified disability concerns.

### **Overview**

This course will explore urban social problems. In it, we will focus on how social problems are defined and understood, how their expression and effects are influenced by urban settings, and how community capacity building helps us heal them. As a writing-intensive course, we will cover a broad spectrum of social problem topics including homelessness, health disparities, inequality, and mass incarceration. Research demonstrates that life chances (i.e., opportunities one has to improve one's quality of life) are influenced by the frequency, severity, and longevity of exposure to social problems. Special attention will be given to substance use disorder and long-term recovery, because of the social problems these themes bring together. Social problems, urban and otherwise, can be healed. Community capacity building is a vital means toward addressing them. Progress toward their healing will be a vital element of this course. Like all college classes, thoughtful study, critical thinking and reflection, analysis and engaged participation in classroom discussions are all essential skills for course success. Upon completion of this course, you will be well-versed in challenges and possibilities of social problems in urban settings. The information and skills you gain will serve you as informed, civically-engaged citizens.

### **GEC Statement**

Sociology 2367.02 qualifies as a second-writing course. It falls under the category of "Writing across the Curriculum," and satisfies that component of the General Education Curriculum. The goal of courses in this category is "to develop skills in written communication and expression, reading, critical thinking, oral expression, and visual expression." Second-writing courses focus on the American experience, and an important aspect of writing is practice. So we will regularly write in-class. This course meets these requirements as outlined below in the course requirements and assignments.

## **Learning Objectives**

This course will help students explore and understand:

- Theoretical foundations of social problems and how they are organized
- The origins of social problems and how they have changed over time
- How urban settings inform the expression and means toward changing social problems
- What capacity building is and how it helps heal

## **Required Books**

Clear, Todd. 2007. *Imprisoning Communities: How Mass Incarceration Makes Disadvantaged Neighborhoods Worse*. New York: Oxford University Press.

Price-Spratlen, Townsend. 2022. *Addiction, Recovery and Resilience: Faith-Based Health Services in an African American Community*. New York: State University of New York Press.

## **Required Carmen Readings (small group presentations)**

Reading #1 – Lee, Barrett A., Townsend Price-Spratlen, and James W. Kanan. 2003. “Determinants of Homelessness in Metropolitan Areas.” *Journal of Urban Affairs* 25:335-355. <http://onlinelibrary.wiley.com/doi/10.1111/1467-9906.00168/pdf>

Reading #2 – Chaskin, Robert J. 2001. “Building Community Capacity: A Definitional Framework and Case Study from a Comprehensive Community Initiative.” *Urban Affairs Review* 36:291-323. <http://uar.sagepub.com/content/36/3/291.full.pdf>

Reading #3 – Johnson, Rucker C. 2010. “The Place of Race in Health Disparities: How Family Background and Neighborhood Conditions in Childhood Impact Later-Life Health.” Pp. 18-36 in Harriet B. Newburger, Eugenie L. Birch, and Susan M. Wachter (Eds.), *Neighborhood and Life Chances: How Place Matters in Modern America*. Philadelphia: University of Pennsylvania Press. (Entire book download available, <http://muse.jhu.edu/books/9780812200089>)

Reading #4 – Peterson, Ruth. 2012. “The Central Place of Race in Crime and Justice—The American Society of Criminology’s 2011 Sutherland Address.” *Criminology* 50:303-327. <https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1745-9125.2012.00271.x>

## **Required Community Participation:**

Make **meaningful** contributions to one (of eight) capacity building small group projects. The quality of your contributions will be assessed by me – and by your fellow small group, community members (i.e., peer evaluations). Like all community capacity building, the success of your small group project is dependent upon the assets each of you and (all) other community members contribute to the collective outcome.



## Grading

- |  |                     |
|--|---------------------|
| • <b>Two exams</b> (short answer, multiple choice)                 | Total of <b>50%</b> |
| Midterm exam on Wed., March 2 <sup>nd</sup> (100 points)           | <b>25%</b>          |
| (Cumulative) Final on Fri., April 22 <sup>nd</sup> (100 points)    | <b>25%</b>          |
| • <b>In-class Writing</b>  | <b>15%</b>          |
| • <b>Class Participation</b> (attendance, verbal engagement, etc.) | <b>10%</b>          |
| • <b>Group Final Paper</b>   | <b>15%</b>          |
| • <b>Group Presentation</b> (oral presentation of Carmen article)  | <b>10%</b>          |

Your regular contribution to class discussions is important, and your peer evaluations of the group activities are mandatory. I will evaluate your participation during class, including: asking or answering questions during lectures, and being an active member of small group activities.

### *Final average and letter grade ranges:*

- |                   |                   |                         |
|-------------------|-------------------|-------------------------|
| • <b>A</b> 93-100 | • <b>A-</b> 90-92 |                         |
| • <b>B+</b> 87-89 | • <b>B</b> 83-86  | • <b>B-</b> 80-82       |
| • <b>C+</b> 77-79 | • <b>C</b> 73-76  | • <b>C-</b> 70-72       |
| • <b>D+</b> 67-69 | • <b>D</b> 60-66  | • <b>E</b> less than 60 |

## Academic Misconduct

Students must recognize that **failure to follow the rules and guidelines established in The Ohio State University's Code of Student Conduct and this syllabus may constitute academic misconduct.** The 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 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 it. If I suspect that a student has committed academic misconduct in this course, I am obligated by University rules to report my suspicions to the Committee on Academic Misconduct. If the committee determines that you have violated the University's code, **the sanctions could include a failing grade in this course and/or suspension and/or dismissal from the University.**

## In-Class Reaction Papers

During the semester in-class reaction papers will be completed and turned in. These reaction paragraphs should briefly: 1) consider the information presented in lecture; 2) identify a concept or relationship in the social organization of communities; 3) clearly respond to the question or other prompt you are presented with; and 4) perhaps introduce a related question of interest. Combined the in-class papers are 15% of your final grade.

## **Collaborative Writing and Presentation Paper**

Each of you will be a member of an Urban Social Problems Small Group (SPSG). Each SPSG will focus on one of FOUR (4) themes and will complete an analysis and research paper on that theme. To do so, each group (member) will: **1)** participate in and contribute to group meetings during class; **2)** contribute to a 15 minute (oral) group presentation of ½ of one of the four required articles; **3)** complete research and writing tasks specified in your SPSG division of labor; **4)** contribute to community capacity building and best practices for healing community health by addressing social problems; and, **5)** make high quality contributions to the final SPSG paper.

**This collaborative project and paper must reflect the contributions of each member**, and the group (oral) article presentation must be made by multiple group members. Both the article presentation and group paper should consider the concepts of social (dis)organization, life chances, and community health. They should exhibit an understanding of each of these concepts and relationship(s) between them. The specific division of labor used for these two graded items will be determined in a class meeting. A successful group paper should be no more than 15 pages of text (double spaced, no less than a 12-point font), may provide tables, figures or other nontext images, and should incorporate 3 or more sources from social science research (i.e., two or more scholarly articles, and one or more related book[s] – beyond the course readings).

## **Late assignments and exam absences**

No make-up exams or late (homework or in-class) writing assignments are permitted except for absences due to – documented – serious illness, family emergencies, or other unavoidable circumstance(s). But, as best you can, you still must contact me **prior to the exam or the due date** and you must provide me with written or electronic documentation of the reason for your absence (e.g., a scanned doctor's note). Otherwise, if you are absent, your grade for the exam or assignment will be zero. **All exams and papers will be discarded at the end of the Spring Semester 2023.** To obtain your exam or other course materials, you must contact me before then.

## **Land Acknowledgement**

I and this course 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. Our university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of Indigenous ethnic groups through the Indian Removal Act of 1830. As a land grant institution, the resiliency of these First Nation ethnic groups is honored and recognizes historical contexts that have and continue to affect Indigenous Peoples of this land.

## **Mental Health Statement**

The Ohio State University offers services to assist you with addressing mental health concerns you may be experiencing. If you or someone you know are suffering, you can learn more about the broad range of confidential mental health services available on campus via Student Life's Counseling and Consultation Service (CCS), by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You

can reach an on-call counselor when CCS is closed at 614-292-5766. If you want a safe, non-judgmental place to talk, 24-hour emergency help is available through the Suicide Prevention Hotline at 614-221-5445, or text 4hope to 741741, or visit [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

### COURSE SCHEDULE

<u>Dates</u>	<u>Topic</u>	<u>Readings</u>
<u>Week 1</u>		
Wed., Jan. 11	Course Intro, Neighborhoods and Concentrated Incarceration	<i>Clear</i> , Ch. 1
Fri., Jan. 13	Neighborhoods, Incarceration, and Crime	<i>Clear</i> , Ch. 2
<u>Week 2</u>		
Wed., Jan. 18	Incarceration and Poor Places	<i>Clear</i> , Ch. 3
Fri., Jan. 20	Coercive Mobility and Public Safety	<i>Clear</i> , Ch. 4
<u>Week 3</u>		
Wed., Jan. 25	Structural Understanding of Homelessness	Carmen Reading #1 – <i>Lee et al. (2003)</i> Pp. 335-343
Fri., Jan. 27	Death by a Thousand Little Cuts, and In Their Own Voices	<i>Clear</i> , Ch. 5, Ch. 6
<u>Week 4</u>		
Wed., Feb. 1	Structural Understanding of Homelessness, Part 2	Carmen Reading #1 – <i>Lee et al. (2003)</i> Pp. 343-351
Fri., Feb. 3	Incarceration and Neigh. Safety	<i>Clear</i> , Ch. 7
<u>Week 5</u>		
Wed., Feb. 8	Building Community Capacity (1)	Carmen Reading #2 – <i>Chaskin (2001)</i> Pp. 291-304
Wed., Feb. 10	The Case for Community Justice, Part 1	<i>Clear</i> , Ch. 8
<u>Week 6</u>		
Wed., Feb. 15	Building Community Capacity (2)	Carmen Reading #2 – <i>Chaskin (2001)</i> Pp. 305-319
Fri., Feb. 17	The Case for Community Justice, Part 2	<i>Clear</i> , Appendix
<u>Week 7</u>		
Wed., Feb. 22	A Place for Health and Resilience	<i>Price-Spratlen (2022)</i> , Prologue, Introduction
Fri., Feb. 24	Midterm Exam Review	<i>All Prior Course Readings</i>

<u>Dates</u>	<u>Question/Topic</u>	<u>Readings</u>
<u>Week 8</u>		
Wed., March 2	<b>Midterm Exam</b>	
Fri., March 4	Neighborhoods, Family Background, and Health	Carmen Reading #3 – <i>Johnson (2010)</i> , Pp. 18-26
<u>Week 9</u>		
Wed., March 9	HOPE: The People and Places of the FACTS Ministries	<i>Price-Spratlen (2022)</i> , Ch. 1, Ch. 2
Fri., March 11	Neighborhoods, Family Background, and Health	Carmen Reading #3 – <i>Johnson (2010)</i> , Pp. 26-36
March 14-18	<b>Spring Break, No Classes Scheduled</b>	
<u>Week 10</u>		
Wed., March 23	HOPE: The Things of the FACTS Ministries	<i>Price-Spratlen (2022)</i> , Ch. 3
Fri., March 25	The Central Place of Race in Crime and Justice, Part 1	Carmen Reading #4 – <i>Peterson (2012)</i> Pp. 303-312
<u>Dates</u>		
<u>Question/Topic</u>		
<u>Readings</u>		
<u>Week 11</u>		
Wed., March 30	HURT: Uncertain Collaboration in Community Health	<i>Price-Spratlen (2022)</i> , Ch. 4
Fri., April 1	The Central Place of Race in Crime and Justice, Part 2	Carmen Reading #4 – <i>Peterson (2012)</i> Pp. 313-321
<u>Week 12</u>		
Wed., April 6	HURT: Silence and (In)Visibility in Community Health	<i>Price-Spratlen (2022)</i> , Ch. 5
Fri., April 8	HURT: Organizational Changes in Community Health	<i>Price-Spratlen (2022)</i> , Ch. 6
<u>Week 13</u>		
Wed., April 13	How a Fractured Community Health Can Heal, Part 1	<i>Price-Spratlen (2022)</i> Ch. 7
Fri., April 15	How a Fractured Community Health Can Heal, Part 2	<i>Price-Spratlen (2022)</i> Epilogue
<u>Week 14</u>		
Wed., April 20	Review for Exam #2	<i>All Prior Course Readings</i>
Fri., April 22	<b>Exam #2</b>	

Your group final papers are due, **Friday, April 22<sup>nd</sup>** by 5pm (i.e., our final day of class).

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

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

<b>ELO 1.1</b> Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
---	---

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

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

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

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

<b>ELO 3.1</b> Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural,	<i>Citizenship could not be more central to a topic such as immigration/migration. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on local, national, and global citizenship.</i>
---	---



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

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