

## Term Information

Effective Term Autumn 2024  
[Previous Value](#) Spring 2019

## Course Change Information

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

Adding Citizenship theme to course

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

The faculty member would like to add this class to the new GE

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	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3281
Course Title	Imperial Russia
<a href="#">Previous Value</a>	<a href="#">Imperial Russian History, 1700-1917</a>
Transcript Abbreviation	Imperial Russia
<a href="#">Previous Value</a>	<a href="#">Impl Rus 1700-1917</a>
Course Description	This course examines the history of the Russian empire from the reigns of Peter the Great and Catherine the Great through the fall of the imperial system during the 1917 Revolution, with particular emphasis on the idea of citizenship in the Russian state and empire.
<a href="#">Previous Value</a>	<a href="#">Survey of Russian history from the reign of Peter the Great to the 1917 revolutions.</a>
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
<a href="#">Previous Value</a>	<a href="#">Yes, Greater or equal to 50% at a distance</a>
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

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**Campus of Offering** Columbus, Lima, Mansfield, Marion, Newark, Wooster  
**Previous Value** *Columbus, Lima, Mansfield, Marion, Newark*

## **Prerequisites and Exclusions**

**Prerequisites/Corequisites**  
**Previous Value** *Prereq or concur: English 1110.xx, or permission of instructor.*

**Exclusions**

**Electronically Enforced** No  
**Previous Value** **Yes**

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

**Subject/CIP Code** 54.0101  
**Subsidy Level** Baccalaureate Course  
**Intended Rank** Sophomore, Junior, Senior

## **Requirement/Elective Designation**

Required for this unit's degrees, majors, and/or minors  
General Education course:  
Historical Study; Global Studies (International Issues successors); 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**

*Required for this unit's degrees, majors, and/or minors*  
*General Education course:*  
*Historical Study; Global Studies (International Issues successors)*  
*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**

- Students will understand the fundamental events and changes in Russian politics, economics, intellectual thought, artistic life, culture, and society from the reign of Peter the Great to the February and October Revolutions of 1917.
- Students will critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context.

**COURSE CHANGE REQUEST**  
3281 - Status: PENDING

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

**Content Topic List**

- Peter the Great
  - Catherine the Great
  - Imperial expansion
  - Political culture
  - Social changes
  - Napoleonic wars
  - Great reforms
  - Industrialization
  - 1905 revolution
  - World War I
  - 1917 revolutions
- No

**Sought Concurrence**

**Attachments**

- 3281 Syllabus GE Cit Cavender 1.6.2024.docx: Syllabus  
*(Syllabus. Owner: Getson, Jennifer L.)*
- 3281 GE Form Cit Cavender.docx: GE Form  
*(Other Supporting Documentation. Owner: Getson, Jennifer L.)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	01/26/2024 04:05 PM	Submitted for Approval
Approved	Soland, Birgitte	01/26/2024 07:02 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/08/2024 12:35 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 12:35 PM	ASCCAO Approval

*IMPERIAL RUSSIA (History 3281)*

Professor M.W.Cavender

T/Th, 1:30-2:50pm, O-463

Office: Ovalwood 247

Office Hours: T/Th 12:15-1:15 and by appointment.

Phone: 755-4318

Email: cavender.13@osu.edu

**Course Description and Requirements**

This is an upper-level history course covering the history of Imperial Russia from approximately 1685 to 1917. We will examine the history of the empire from the reign of Peter the Great (the first to use the title “emperor”) through the fall of the imperial system in the early twentieth century, with particular emphasis on the idea of citizenship in the Russian state and empire. Members of the Russian empire were legally designated as “subjects,” rather than citizens. However, concepts of citizenship were familiar to Western-educated elites and, increasingly throughout the period, to other political theorists and actors in Russia, as well. Great variation existed in ideas about who could or should be included as “citizens” of the Russian empire, with stratification by class, gender and ethnicity playing a role. In the final collapse of imperial Russia in the Revolution of 1917, we will see the triumph of ideas about the necessity for those living in the state to participate as citizens in its government. Russia paradoxically played an important part as a great power in Europe during this period, even as it struggled with important issues surrounding serfdom, industrialization, and governmental reform. By approaching the period through primary sources as well as through secondary works, this course will outline the major issues in Russian history of this period. Students will grapple with a variety of understandings of citizenship...

**New GE: Citizenship for a Diverse and Just World**

**Goals:**

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

**Expected Learning Outcomes:**

Successful students are able to:

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

**This course will satisfy the goals and ELOs of the Citizenship Theme in the following ways:**

This course will provide an in-depth exploration of the idea of citizenship in Imperial Russia. Students will explore the idea of political belonging, and in particular will study the adoption of notions of citizenship in Russia from western Europe, as well as their development over the subsequent centuries. Ideas of citizenship varied, including at times only educated elites, only ethnic Russians, only men, or broader understandings that might include former serfs, women, and so on, showing the importance of diverse beliefs about citizenship. The evolution of these ideas over time, and in different directions, will be explored within the broader context of changes in state policies and social organization. Political movements as well as cultural and social changes will be included. Exploration of ideas of citizenship in a radically different context from the modern United States will expand students' understandings of the concept. Students will also conduct original research on a topic related to the themes of the course.

**Legacy GE: Historical Studies**

This class fulfills the **Historical Studies** category of the General Education Curriculum.

**Goals**

Students recognize how past events are studied and how they influence today's society and the human condition.

**Expected Learning Outcomes**

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

**This course will satisfy the goals and ELOs of the Historical Studies category in the following ways:**

Students will be working with both primary and secondary historical sources in this class, and the long sweep of Russian imperial history provides ample material for the exploration of how political concepts, structures and social and cultural developments evolve over time.

**Legacy GE: Diversity: Global Studies**

This class also fulfills the “**Diversity: Global Studies**” category of the General Education Curriculum.

**Goals**

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

**Expected Learning Outcomes**

- Global Studies
  1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
  2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

**This course will satisfy the goals and ELOs of the Global Studies category in the following ways:**

The semester-long exploration of the history of imperial Russia , as well as exploration of ideas of citizenship in a radically different context from the modern United States, will expand students' awareness of international diversity of familiar concepts.

## **Grades**

Grades will be determined as follows:

Participation	20%
Midterm examination (identifications, essay, map)	25%
Paper (12pp research, plus “stepping stone” assignments)	30%
Final examination (identifications, essay)	25%

Note: Since the University does not record D- grades, any student earning below 62% will earn an E in the course. Please note that the University also does not record grades of A+.

## **Grading scale**

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70 –72.9: C-

67 –69.9: D+

62 –66.9: D

Below 62: E

## **Assignments**

### **Participation**

Participation grades will be recorded for each class in which discussion takes place. This includes most of our course meetings – I only occasionally lecture in this class, and students have read the textbook in advance. Thus we are able to undertake exploration of the historical narrative in discussion format, as well as the more complex discussion of issues arising from the material in the readings. Absence constitutes a zero (each student,

however, gets two “free” drops, ideally for illness or another good reason). Written evidence of a necessary absence is needed in order to have an additional excused absence from class. In such cases, the class counts neither for nor against the student. Attendance on time and for the entire class period, but without speaking, will earn a C-.

Grades increase with high-quality participation in the discussion. Students do not necessarily need to have the “answers,” but may bring good questions, challenges to the reading, etc. Of course, basic answers to questions about the narrative (e.g. “When did serfdom end in Russia?”) contribute to the participation grade. Of course, disruptive comments and inappropriate remarks will reduce the grade, as will lateness or early departure from class, sleeping in class, texting, etc. You should feel encouraged to use the book and your notes to support your comments in class. We generally develop a collaborative and fun atmosphere early in the semester, and I expect that this will help all of you to feel comfortable discussing these complex historical issues.

### **Evaluating Writing**

Most of your grade in this course will be based on how well you communicate in writing what you have learned. Below please find brief descriptions of how you will earn your essay grades:

"C" essays will include: an introductory paragraph that contains your thesis; a body of several paragraphs in which you offer evidence from the readings, lectures, and discussions to support your thesis; and a conclusion that reiterates your basic argument.

"B" essays will include: all of the above requirements for a “C” essay plus more relevant data and analyses than is found in an average essay.

"A" essays will include: all of the above requirements for a “B” essay plus more data and some indication of independent or extended thought.

As for “D” and “E” essays: usually, these essays do not include a viable thesis and/or they do not include very much information from the course.

Both plagiarism and cheating are cases of serious academic misconduct, and Ohio State University policy requires that they be reported to its Committee on Academic Misconduct for an investigation. Please do your own work!

### **Research Paper**

The paper is due at the beginning of class on **Tuesday, 6 December**. Please remember that late papers will be marked down. This paper should be 10-12 pages in length, typed and double-spaced.



For your essay, you will need to discuss three peer-reviewed journal articles dealing with some aspect of the citizenship theme in Imperial Russia. You will need to have them cleared by me in advance. Using JSTOR or other approved databases available through OSU, you will choose three articles relating to some aspect of the citizenship theme in imperial Russian history.

Articles **must** be from scholarly, peer-reviewed journals, such as the Journal of Modern History, Slavic Review, Russian Review, Slavonic and East European Review (SEER), American Historical Review, and so on. Articles from magazines such as the Economist are unacceptable, as are web articles that are not published in any other format. Book reviews are also of no use to you. Start early so that you can order articles from inter-library loan if need be. If you are unsure as to the status of a journal, please consult with me in advance.

In the essay, you will discuss the articles as historical works. You will focus on the approaches of the authors – the following questions are meant to guide you in your analysis of the articles: Are they convincing? Why or why not? What are the sources the authors use? Do they ask the same questions? How do the authors' interpretations differ from one another? Do they complement one another? What is the overall picture that emerges regarding the events or subjects the articles discuss? Further strengths and weaknesses of the articles should be discussed. In choosing your articles, keep in mind that they must have enough in common to provide you with a compelling thesis about citizenship. **Your thesis statement must reflect upon the articles as historical works.**

For this paper, you will need to use proper historical format for the footnotes and bibliography. Please use the Chicago Manual of Style. (Do not rely on the “import” features of the online database – please check the format with the actual Chicago Manual). You may use endnotes if you like, but the format for the notes will be the same. Please note that format differs substantially for the bibliography.

Bibliographies are alphabetized.

**I will strenuously mark down mistakes in punctuation, etc., in the formatting of footnotes and bibliographies.** I will also mark grammar and other nuts and bolts stringently.

Both plagiarism and cheating constitute serious academic misconduct, and Ohio State University policy requires that they be reported to its Committee on Academic Misconduct for an investigation. Use of another person's words or ideas without a citation is plagiarism, **even if the lapse was unintentional.** Be sure to acknowledge all your sources of information and be sure to paraphrase **significantly** if you are not quoting directly. All direct quotations must be in quotation marks or, if lengthy, set off from the text as block quotations.

## **Due Dates**

**\* Keep all assignments after I return them to you – I will require you to turn them in with the final paper.**

**All assignments should be typed and uploaded onto our Carmen site.**

**Note that you are not permitted to substitute articles after I have approved them. You will need to seek permission to make any changes.**

Thursday, 1 September. You must have an article approved by me during class this week.

Thursday, 8 September. List of three articles (in correct bibliographic format), as well as any other sources that you plan to use. (10% of paper grade)

Thursday, 22 September. Annotated bibliography due. You will simply type a precis for each article underneath its entry in your bibliography (having corrected any mistakes in the earlier bibliography). A precis is a paragraph (approximately one third of a page, single-spaced) containing the following information, at a minimum: The topic of the article, the author's argument, the sources the author uses, a short summary of the article. (10% of paper grade).

Thursday 20 October. Outline due, together with a clean copy of the bibliography. **You must include your thesis statement at the top of the outline.** (10% of paper grade).

Thursday 10 November. Rough draft due. **Bring two copies.** One you will give to me, and the other will be used in our editing exercise. The copy edited by your peer will be returned to you for assistance in preparation of your final draft. (10% for draft and 10% for peer editing).

Tuesday, 6 December. Final paper due. (50% of paper grade). We will discuss them in class.

## **Academic Misconduct Statement**

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 via the Associate Dean's Office at the Mansfield campus. For additional information, see <https://oaa.osu.edu/academic-integrity-and-miscond...> and the Code of Student Conduct.

### **Artificial Intelligence (AI) and Academic Integrity**

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the **Code of Student Conduct** to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

- **Resources from the Drake Institute for Teaching and Learning**
- **Resources from the Teaching and Learning Resource Center**
- **Committee on Academic Misconduct (COAM)**

### **Class Cancellations**

In the event that class must be cancelled, your professor will notify you with information about alternative methods of teaching to ensure continuity of instruction for the class. This information will be conveyed via CarmenCanvas, email, or another mode of communication designated by your professor.

### **Copyright**

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.

### **Discrimination**

The Ohio State University at Mansfield is committed to providing a learning, working and living environment that promotes personal integrity, civility and mutual respect in an environment free of discrimination of any type. This includes students creating a hostile environment for other students. To file a complaint, go to the Office of Institutional Equity in Columbus (reports can be made at <https://equity.osu.edu/>).

### **Diversity and Innovation Statement**

Our Shared Values include a commitment to diversity and innovation. Pursuant to these values, the university promotes a culture of welcoming differences, making connections among people and ideas, and encouraging open-minded exploration, risk-taking, and freedom of expression. As a land-grant institution, the university takes seriously its role in promoting and supporting public discourse. To that end, Ohio State is steadfastly committed to protecting the First Amendment right to free speech and academic freedom on its campuses, and to upholding the university's academic motto — "Education for Citizenship." The Campus Free Speech policy adopted in May supports this commitment.

### **Drop/Withdrawal Statement**

It is the student's responsibility to know the deadlines for dropping a course or withdrawing from the University. Term drop and withdrawal deadlines can be found at [registrar.osu.edu/registration](https://registrar.osu.edu/registration) (click on the current term under "Important Dates" and scroll down to ADD/DROP/WITHDRAW DEADLINES). There are different drop/withdrawal dates for the various shortened sessions and full-semester classes. If you receive financial aid, you should always talk with a financial aid specialist prior to adjusting your schedule. If you stop attending a course but do not drop it, you risk receiving a failing grade which could negatively affect your GPA and your financial aid status. You can call 419-755-4317 to set up an appointment with an academic advisor or a financial aid specialist.

### **Lyft**

Although we do have Lyft in Mansfield, we suggest you book well in advance as there are limited availability. Additionally, Ohio State Mansfield does not offer this as a service so students must arrange for pick up and pay for this service on their own. The area also has many taxi companies and a bus comes to campus at <https://mansfield.osu.edu/transportation>.

### **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 New Directions Student Assistance Program at 419-529-9941 or <https://www.newdirectionsforlife.com/sap/>. You can reach an on call counselor when CCS is closed at 614-292-5766 or <https://ccs.osu.edu/services/on-demand-services> and 24 hour emergency help is also available 24/7 **by dialing 988 to reach the Suicide and Crisis Lifeline.** .

### **Ohio State Mansfield Diversity Statement**

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- <https://odi.osu.edu/>
- <https://odi.osu.edu/racial-justice-resources>
- <https://odi.osu.edu/focus-on-racial-justice>
- <http://mcc.osu.edu/>

### **Ohio State Mansfield Identity Affirmation Statement**

It is our intent to honor your name and pronouns if they differ from your legal or academic record. Please advise any instructors of this change early in the semester so that we can update class rosters with your preferred name and your correct pronouns. Additionally, please advise us of any updates to your name and/or pronouns throughout the semester so that we can correct our rosters accordingly. A formal name change request can be made through Buckeyelink.

### **Religious Accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact

the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

### **Student Conduct and Non-Academic Behavioral Concerns**

The code of student conduct is established to foster and protect the core missions of the university, to foster the scholarly and civic development of the university's students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions. Students who violate faculty expectations may be subject to the code of conduct. For behavioral-related concerns, contact Student Success at 419-755-4317 and ask for an appointment with the Assistant Dean, Student Success. As a responsible community member, do not allow others to act inappropriately and impact the community. Reports can be made at <https://cm.maxient.com/reportingform.php?OhioState...>

### **Disability Services**

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

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

### **Student Success/Retention**

The Ohio State University-Mansfield is committed to the success of students. If you are having academic or personal difficulties, you can contact your Academic Advisor for an appointment through [OnCourse](#) or send an [email](#) to put you in touch with campus resources including study skills, mental health, financial aid, or emergency services, including community referrals, emergency grants, food insecurity, etc. You can also reach out for free appointments (in person, remote, or recorded) to get writing help or tutoring in math and other subjects from the [Conard Learning Center](#).

### **Technology and Online Help**

If you have difficulties with technology (including Outlook/email, devices, Carmen Canvas, Carmen Zoom, Teams, OneDrive, Duo Mobile, etc) please try one of the following:

- See “Tools” discussion on the [Keep Learning website](#)
- Schedule to get remote or in-person help at the Buckeye Bar (inside the Bromfield Library and Information Commons). You can make an appointment for Buckeye Bar through its [website](#)
- Learn how to email, chat or phone Columbus IT Service Desk on their [website](#)
- If you need to request a loaner device, go to <https://it.osu.edu/offerings/student-technology-loan-program> and request a loan.

### **Title IX and Sexual Misconduct**

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 harassed or assaulted, you can find more information and the appropriate resources at [titleix.osu.edu/](http://titleix.osu.edu/). Reports can be made directly at <https://equity.osu.edu/>.

### **How to Report**

Reports of sexual misconduct can be made to one of the following individuals:

Donna L. Hight, Ph.D.  
Assistant Dean, Student Success  
419-755-4317  
[hight.6@osu.edu](mailto:hight.6@osu.edu)

Division of Police  
Regional Campus Safety Supervisor  
Sgt. Don Wallis  
419-755-4156

On-Duty Public Safety Officer  
419-565-2432

Domestic Violence Shelter of Richland County  
800-931-7233

Notice of an incident to the officials listed above, other than the Domestic Violence Shelter or a counselor, is considered official notice to the university. You can expect reports received by these individuals to be investigated and properly resolved through administrative procedures. Information will be shared only as necessary with investigators, witnesses, and the accused individual. *The Domestic Violence Shelter and the New Directions Student Assistance Program (SAP) staff are considered confidential reporting resources. Every other faculty or staff member must notify the University of reports made.*

### **Trigger warning for classes**

If needed, please take care of yourself while watching/reading any class material that disturbs you (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate at the Domestic Violence Shelter in Mansfield at 419-774-5840, or New Directions SAP at 419-529-9941 and contacting the instructor if needed).

## **Weather/Short-term Closures**

<https://mansfield.osu.edu/about-ohio-state-mansfield/weather-information>

### **Required Texts** (For sale in the bookstore)

The readings for the course are drawn from a textbook, a collection of (translated) documents, a historical monograph and a collection of short stories. The variety of works will allow you to think about the ways in which history is constructed. The paper assignments will allow you to work out some of the issues arising around particular historical events and sources from the course.

In a small, upper-level class, it is very important that you keep up with the syllabus. The assignments for each class period should be completed before class. It will be virtually impossible for you to participate intelligently in class without having done the reading in advance. I expect us to develop a lively collective approach over the term; to this end, attendance at all classes and the timely completion of readings is expected of all participants and is reflected in the large percentage of the grade devoted to class participation.

Riasanovsky and Steinberg, *A History of Russia*, 8<sup>th</sup> edition ISBN: 978-0-19-534197-3  
\$39.95 used

Kaiser and Marker, *Reinterpreting Russian History: Readings 860-1860s* ISBN: 0-19-507858-6  
\$21.63 used

Hoch, *Serfdom and Social Control in Russia* ISBN: 0-226-34585-8 \$14.95 used

L. Tolstoy, *How Much Land Does a Man Need? and Other Stories*, trans. Ronald Wilks  
ISBN: 0-14-044506-4 \$3.13 used

There will also be some additional readings posted in Carmen.



**Class, Reading and Assignment Schedule**

August 23 Introduction

August 25 Muscovy and the Origins of Imperial Russia  
Riasanovsky and Steinberg, pp.182-201

How were power and the state understood in Muscovy? Was there any understanding of “citizenship?”

August 30 More on Origins, Muscovy, Russia, Romanovs, Feuds, Power  
Riasanovsky and Steinberg, pp.207-209  
Kaiser & Marker, pp.216-217, 344-350

How might the Zemskii Sobor be understood as including a role for citizens of various backgrounds? Were Muscovite boyars citizens?

September 1 Paper discussion and search for articles

Sept. 6 Muscovy and the Early Rule of Peter I (alias the Great)  
Riasanovsky & Steinberg, pp.211-231  
Peter I and Elite Politics  
Kaiser & Marker, pp.228-9, 334-6

How did Peter’s understanding of western states influence his goals for the reform of the Russian state? What role, if any, did concepts of citizenship play?

Sept. 8 Social Responses to Peter.  
R&S, pp.231-238  
K&M, pp.339-344  
Economic Developments of the 18<sup>th</sup> century  
R&S, pp.247-250, 272-279  
**Bibliographies due**

Do the reactions of non-elites to Peter’s reforms reveal any widespread beliefs about citizenship? How do the social organizations of Old Believers, for example, reveal (or not) a belief in citizenship?

Sept. 13 Politics to Catherine II (alias the Great)  
R&S, pp.239-247  
K&M, pp.352-356

How does the involvement of elites in court politics in this period reflect (or not) a belief in citizenship?

Sept. 15 *Serfdom and Social Control in Russia*  
Hoch, pp.1-90

This book examines power in the countryside in the context of Russian serfdom. How do Hoch’s observations expand our understanding of how serfs were defined as outside of the polity? How did serfs themselves see their power?

Sept. 20 *Serfdom and Social Control in Russia*  
Finish Hoch

Sept. 22 Catherine II  
R&S, pp.251-269, 280-295

**Annotated Bibliographies due**

Like Peter, Catherine expanded the role of Western European culture in Russia. In particular, she strove to increase the participation of elites in the state, as well as expanding the reach of serfdom. How do her politics, image and promotion of civil society promote (or hinder) the idea of citizenship in the Russian empire? (please refer to these questions for the next two class meetings as well).

Sept. 27      Catherine II  
K&M, pp.379-385

Sept. 29      Revolt and Pugachevshchina  
R&S, pp.257-59, 272-279  
K&M, pp.246-250

Oct. 4        The Legacy of Catherine: Paul and Alexander  
R&S, pp.269-271, 296-316  
K&M, pp.376-379

Paul's crackdown attempted to reverse many policies of his mother, while Alexander's coup and subsequent reign are often described as motivated at first by "liberal" ideas. For example, how did Speranskii's proposal for a constitution define citizenship? What do you think Alexander's failure to implement it meant for citizenship in imperial Russia?

Oct. 6        Enlightenment and Elite Intellectual Movements: Masons, Decembrists, and Others  
R&S, pp.316-318, 344-362

How are liberal and radical groups at this time defining citizenship? Who is, or is not, included in their definition of the term? What would adoption of their proposals mean for the Russian state?

**Tuesday, 11 October Midterm**

Fall Break is October 13

Oct. 18      Peasants and Serfdom  
R&S, pp.319-343  
K&M, pp.295, 391-394

Do later iterations of serfdom in imperial Russia suggest any movement toward inclusion of serfs (the vast majority of Russian subjects) as citizens?

Oct. 20      "The Woodfelling"  
Tolstoy, pp.1-37  
**Outlines due**

Oct. 25      Emancipation.  
R&S, pp.363-369 (end)  
K&M, pp.430-435

What importance does the emancipation of the serfs in 1861 have for understandings of citizenship in imperial Russia? Do the passport and tax laws prevent serfs from becoming full citizens? Is that like, or unlike, the experience of other groups in Russian society?

Oct. 27      Other Reforms and the 1860s

R&S, pp.370-375, 379-384

“Two Hussars”

Tolstoy, pp.37-96

How did other reforms of this period, especially the legal reform and military reform, affect how Russians might have imagined themselves to be citizens (or not)?

November 1 The Emergence of the Intelligentsia

R&S, pp.439-444

K&M, pp.421-427

“How Much Land Does a Man Need?”

Tolstoy, pp.96-111

What role does the intelligentsia play in the development of ideas about citizenship in Russia? Is it possible to imagine the wide spread of this concept without the intelligentsia? What does the reaction of the state reveal about elite beliefs? (please use these questions for the next two classes, as well).

Nov. 3

Nihilism

R&S, pp.375-379

Rural Russia after Emancipation

R&S, pp.421-422, 426-431

K&M, pp.441-445

Nov. 8

Populism

R&S, pp.456-463

Court Politics: Reaction

R&S, pp.385-399

Nov. 10

“What Men Live By”

Tolstoy, pp.123-145

Industrialization: Workers

R&S, pp.422-426, 431-435

**Drafts due**

Nov. 15

“Civil Society”: Urban society

R&S, 435-438

Joseph Bradley, *AHR* Article (available on Carmen)

“Subjects Into Citizens”

“The Raid”

Tolstoy, pp.181-205

How does Joseph Bradley argue that many educated Russians actually lived an experience of citizenship, without formal political rights, in the late imperial period?

Nov. 17

Capitalism in Russia: Proponents and Opponents

Marxism

R&S, pp.409-412

“A Prisoner of the Caucasus”

Tolstoy, pp.205-228

How do both traditional liberals and Marxists argue for citizenship, and who is/is not included in their theories? What were the implications for Russia, as they saw it? (please use these questions for the next class, as well).

Nov. 22

The Silver Age

R&S, pp.444-456.

### **THANKSGIVING**

Nov. 29      1900-1914 Society and the Crisis of Modernity  
R&S, pp.400-409

Beliefs about citizenship were now widespread in Russia. How did this play out, in art, social experience, and politics? How did World War I and mass mobilization affect these beliefs? (use these questions for the next class period, as well).

Dec. 1        1905-1917 War and Revolution  
R&S, pp. 412-420, 464-477

Dec. 6        Review

### **Final Paper Due**

**The Final Exam is currently scheduled for Thursday, 15 December from 1-2:45pm. This is the last day of exams – please plan your schedule accordingly.**

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

## Overview

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

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

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

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

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

This is an upper-level history course covering the history of Imperial Russia from approximately 1685 to 1917. We will examine the history of the empire from the reign of Peter the Great (the first to use the title “emperor”) through the fall of the imperial system in the early twentieth century, with particular emphasis on the idea of citizenship in the Russian state and empire. Members of the Russian empire were legally designated as “subjects,” rather than citizens. However, concepts of citizenship were familiar to Western-educated elites and, increasingly throughout the period, to other political theorists and actors in Russia, as well. Great variation existed in ideas about who could or should be included as “citizens” of the Russian empire, with stratification by class, gender and ethnicity playing a role. In the final collapse of imperial Russia in the Revolution of 1917, we will see the triumph of ideas about the necessity for those living in the state to participate as citizens in its government.

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

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

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

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

	Course activities and assignments to meet these ELOs
<b>ELO 1.1</b> Engage in critical and logical thinking.	This course will build skills needed to engage in critical and logical thinking through: Weekly class discussion of readings which will center on citizenship-related questions (see weekly assignments in the syllabus). Students will need to analyze primary and secondary sources and draw from them conclusions about a variety of understandings of citizenship. Midterm and final exams will require students to write both short and long essays on subjects related to citizenship. Questions will be circulated ahead of time, so that students can engage in longer term thinking about these themes as they prepare their answers.
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	Students will complete a 10-12 page research paper on a topic related to citizenship in imperial Russia. As part of that assignment, they will locate peer-reviewed journal articles, create bibliographies, annotate bibliographies, create an outline, write a draft, peer-review another student’s draft, and finally write submit a final, polished paper.
<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.	Students will complete readings, listen to short lectures, and participate in discussions during most class meetings. Since the course is designed to run as a seminar, they will need to answer questions and participate in a lively classroom discussion. Writing assignments include a midterm and final, for which students must prepare answers ahead of time and then write them formally during the exam period. In these exams, students will be asked to synthesize material from throughout the class discussions, as well as provide some shorter essay answers on more focused topics. The research paper involves independent research on a citizenship topic of students’ choosing. Students will use library resources, learn about the peer-review process, learn to distinguish types of scholarly works, read and analyze scholarly journal articles, develop a thesis, and finally write the paper.

<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 complete a 10-12 page research paper on a topic related to citizenship in imperial Russia. As part of that assignment, they will locate peer-reviewed journal articles, create bibliographies, annotate bibliographies, create an outline, write a draft, peer-review another student's draft, and finally write submit a final, polished paper. By completing this series of "stepping stone" assignments, students will gain the skills necessary to conducting research on their own. By choosing their topics, students experience ownership and a sense of self while completing the research paper.</p>
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*Example responses for proposals within "Citizenship" (from Sociology 3200, Comm 2850, French 2803):*

<p><b>ELO 1.1</b> Engage in critical and logical thinking.</p>	<p><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>
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	<p><i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3) Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i></p>
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<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>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. 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 The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</p>



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

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

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

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

	Course activities and assignments to meet these ELOs
<b>ELO 3.1</b> Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.	With its focus on imperial Russia, this course at all times analyzes the importance of western ideas of citizenship to Russian subjects. Varieties of understanding of citizenship in the UK, German states and France, as well as Poland, ancient Russian princely states, and other lands, will be discussed. Moreover, we will discuss the meaning of membership in serf communities – was this citizenship, or not? Why or why not? Late imperial Russian political movements also exhibited a variety of understandings of what citizenship should be, which will be explored.
<b>ELO 3.2</b> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	By exploring citizenship in the imperial Russian context, this course contributes directly to this ELO. Students will examine a variety of beliefs about citizenship in the Russian empire, including debates about who “belonged” in the empire, who should wield power, and whether ideas should be borrowed from “foreign” nations. This provides important comparative context for students familiar with modern American notions of citizenship.
<b>ELO 4.1</b> Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	Students have numerous opportunities to examine, critique and evaluate various expressions and implications of diversity, equity, inclusion and a variety of lived experiences in this class, which examines an extremely diverse polity, with diversity both within and among ethnic groups of the empire. Political power, social organization and cultural expression across these groups reflects an enormous spectrum of 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.	Citizenship as conventionally understood in western Europe was an idea imported to the Russian empire. Students will analyze how that idea was received, transformed, adopted and deployed, as well as alternative understandings of what we might now understand as citizenship within the vastly varied societies of imperial Russia. Concepts of justice and difference existed in the various societies that made up the Russian empire long before the modern notion of citizenship arrived. How the traditional understandings of these concepts interacted with more modern and politicized beliefs about justice and difference, in the context of understandings about citizenship, forms the body of most coursework.

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

<p><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,</p>	<p>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.</p>
<p>national, global, and/or historical communities.</p>	<p>Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</p> <p>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.</p>
<p><b>ELO 3.2</b> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>	<p>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.</p>

**ELO 4.1** *Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.*

*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).*

*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*

*"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.*

**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.*

*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.*