

## Term Information

Effective Term Autumn 2024  
*Previous Value* Summer 2017

## Course Change Information

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

Course qualifies for new Citizenship theme.

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

Respond to 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	Sociology
Fiscal Unit/Academic Org	Sociology - D0777
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3597.02
Course Title	World Population Problems
Transcript Abbreviation	World Pop Problems
Course Description	General introduction to population studies, emphasizing how population growth and structure have caused or aggravated social problems in various countries.
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?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Mansfield</i>

## Prerequisites and Exclusions

Prerequisites/Corequisites	None
<a href="#">Previous Value</a>	<a href="#">Prereq: A general education quantitative reasoning course.</a>
Exclusions	
<a href="#">Previous Value</a>	Not open to students with credit for 597.02.
Electronically Enforced	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	45.1101
Subsidy Level	Baccalaureate Course
Intended Rank	Junior, Senior
<a href="#">Previous Value</a>	<a href="#">Senior</a>

## Requirement/Elective Designation

General Education course:

Global Studies (International Issues successors); Cross-Disciplinary Seminar (597 successors and new); 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:](#)

[Global Studies \(International Issues successors\); Cross-Disciplinary Seminar \(597 successors and new\)](#)  
[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	<ul style="list-style-type: none"><li>• General introduction to population studies, emphasizing how population growth and structure have caused or aggravated social problems in various countries</li></ul>
Content Topic List	<ul style="list-style-type: none"><li>• Demography</li><li>• World population topics</li><li>• Global demographic divide</li><li>• Age structures</li><li>• Mortality</li><li>• HIV/AIDS</li><li>• Fertility</li><li>• Migration</li><li>• Immigration</li><li>• Family demography</li><li>• Population future</li></ul>
Sought Concurrence	No

**Attachments**

- 3597.02 submission-doc-citizenship\_V2.pdf  
*(Other Supporting Documentation. Owner: Downey, Douglas B)*
- 3597.02 Old syllabus.pdf: Old syllabus  
*(Syllabus. Owner: Downey, Douglas B)*
- World Population Problems Syllabus for GE Citizenship Theme\_Downey 4.17.24.doc  
*(Syllabus. Owner: Downey, Douglas B)*
- 3597.02 cover.pdf  
*(Cover Letter. Owner: Downey, Douglas B)*

**Comments**

- Course returned at Doug's request *(by Vankeerbergen, Bernadette Chantal on 04/17/2024 10:01 AM)*
- We have revised the syllabus according to the committee's 3-8-24 e-mail. See cover letter and new syllabus. *(by Downey, Douglas B on 04/17/2024 08:57 AM)*
- Please see Subcommittee feedback email sent 03/08/2024. *(by Hilty, Michael on 03/08/2024 02:44 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Downey, Douglas B	01/30/2024 02:55 PM	Submitted for Approval
Approved	Downey, Douglas B	01/30/2024 02:55 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/08/2024 01:19 PM	College Approval
Revision Requested	Hilty, Michael	03/08/2024 02:44 PM	ASCCAO Approval
Submitted	Downey, Douglas B	04/17/2024 08:58 AM	Submitted for Approval
Approved	Downey, Douglas B	04/17/2024 08:58 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/17/2024 09:38 AM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	04/17/2024 10:01 AM	ASCCAO Approval
Submitted	Downey, Douglas B	04/17/2024 10:23 AM	Submitted for Approval
Approved	Downey, Douglas B	04/17/2024 10:23 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/17/2024 10:30 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/17/2024 10:30 AM	ASCCAO Approval



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April 17, 2024

Dear curriculum committee,

Thank you for your e-mail (3-8-14) regarding our course changes for Sociology 35702. In response to your requests, we have done the following:

1. We removed the prerequisite. The faculty do not believe it is necessary.
2. We added the religious accommodations statement.
3. We removed the A+ grade and changed the F to E.
4. We added the Disability and Mental Health Statements from the ASC Curriculum and Assessment Services website.

Please consider our revised syllabus for the Citizenship theme.

Sincerely,

A handwritten signature in black ink that reads 'Douglas B. Downey'. The signature is written in a cursive style with a long horizontal stroke at the end.

Douglas B. Downey  
Professor of Sociology



## WORLD POPULATION PROBLEMS

**SOCIOLOGY 3597.02**  
**Spring 2023**

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### WORLD POPULATION PROBLEMS (SOC 3597.02)

Semester: Spring, 2023

Room: Hayes Hall 024

Time: Tuesday/ Thursday 2:20pm-3:40pm

Office Hours: by appointment (email to set-up)

Professor: Dr. Reanne Frank, Ph.D.

Office: 212 Townshend Hall

Email: [frank.219@osu.edu](mailto:frank.219@osu.edu)

### GENERAL STATEMENT

This course serves as an introduction to the fields of demography and population studies. We will approach these areas of study using the lens of citizenship--how global citizens shape, and are shaped by, different contemporary population challenges, including such issues as population aging and immigration, population health and mortality, and population composition and growth. How citizens of different nation-states confront these challenges, how different constructs of citizenship either impede or facilitate their efforts, and how conceptualizations of "global citizens" affect our understanding of these issues-- will all be at the center of this course.

Demography can be defined as the scientific study of the causes and consequences of population change. This includes the study of the components of change (fertility, mortality, migration) as well as composition (age structure, racial/ethnic composition, labor force, household structure, and living arrangements etc).

The three main goals of this course are to: 1) learn about the role that citizens play in creating and resolving contemporary population issues; 2) teach students to critically assess the major literature across disciplines; 3) demonstrate how a demographic lens and different conceptualization of citizenship can help clarify and provide solutions to contemporary world population problems. Upon completion of the course students will 1) understand the benefits and limitations of different disciplinary perspectives; 2) understand the benefits of synthesizing multiple disciplinary perspectives; and 3) be able to synthesize and apply knowledge from diverse disciplines to a topic of interest.

### GE COURSE INFORMATION

Sociology 3597.02 is designed to satisfy legacy GE (Diversity, Global Studies), legacy Cross-Disciplinary Seminar, and the GE Goals and ELOs for the theme of Citizenship for a Just & Diverse World.

**Legacy GE (Diversity, Global Studies)**

## **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.

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.

## **Legacy GE (Cross-Disciplinary Seminar)**

### **Goals**

Students demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through their interactions with students from different majors.

### **Expected Learning Outcomes**

1. Students understand the benefits and limitations of different disciplinary perspectives.
2. Students understand the benefits of synthesizing multiple disciplinary perspectives.
3. Students synthesize and apply knowledge from diverse disciplines to a topic of interest.

## **GEN Citizenship for a Just & Diverse World**

### The Goals are as follows:

1. Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
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.

### The expected learning outcomes (ELOs) for the GE are as follows:

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

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 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.

How the course will meet the Citizenship Theme and GE Themes GOALS and ELOs:

GOALS: Via readings, lectures, class-based discussions, assignments, reading responses, and documentary films, the students will engage with and apply a range of modes of thought, inquiry and expression to better understand and critically assess how global citizens shape, and are shaped by, contemporary global population challenges. Through the course content and deliverables, successful students will be able to leverage a variety of approaches to understanding these challenges and the role of the global citizenry in mitigating them, including the opportunity to make connections between academic knowledge and out-of-classroom experiences. Our engagement in an advanced, in-depth, scholarly exploration of demography and citizenship will produce students with the capacity for engaged critical reflection who can leverage a variety of approaches to understanding contemporary population challenges.

ELOs: The course assignments will provide students with the tools and opportunity to locate and select credible, relevant, and appropriate sources and demonstrate critical and logical thinking by integrating information from multiple sources and disciplines. Additionally, the course readings and films will provide students the opportunity to engage with a range of genres and modalities. A core component of the course is to provide students with the opportunity to analyze, explain and evaluate the different modes of thought, inquiry and expression that constitute the field of population studies and understand the role of citizenship therein. The field of population studies (also referred to as “demography”)- is multi-disciplinary and the course content (e.g. the readings, lectures, films) engages material from across disparate disciplines with different

approaches in a format that will allow students to interrogate pressing social and ethical population-related questions. Throughout the semester students will engage the literature on different population challenges and reflect on their structural underpinnings. Additionally, a significant portion of this course's content is aimed at facilitating students' ability to describe the heterogeneity of experiences among contemporary global citizens. A central preoccupation of this class is on how global citizens shape, and are shaped by, contemporary population challenges.

## COURSE MATERIALS

There is no required text for this course. Instead, there is a list of required readings that consist of a mix of peer-reviewed academic articles, population bulletin reports from the *Population Reference Bureau*, the *Migration Policy Institute*, and *Our World in Data*, and chapters from several books.

Articles and book chapters will be made available to students through the course web page on Carmen. Note that the reading list may slightly change for some sections of the course later on. Any changes to the list of required readings will be posted on Carmen no later than a week before the class in which they will be discussed.

I also encourage students to pay attention to articles published in the three leading outlets in the field – *Demography*, *Population and Development Review*, and *Population Studies* – along with other well-respected journals in the field (e.g., *International Migration Review*, *Population Research and Policy Review*, *Demographic Research*).

## EVALUATION CRITERIA

The course meets twice a week and you **must** read the assigned readings for that class session and **actively participate** in class discussions. Class participation will account for 10% of your grade and will be based on evidence that you have critically read the assigned articles and contribute to general discussion.

The course is based on a 500 point scale. The requirements are as follows:

- |                                       |                  |
|---------------------------------------|------------------|
| 1) Class Participation                | 50 points (10%)  |
| 2) 15 Discussion Posts and 10 Replies | 100 points (20%) |
| 3) 10 Quizzes (15 points each):       | 150 points (30%) |
| 4) Podcast Assignment                 | 75 points (15%)  |
| 5) Gapminder Assignment:              | 125 points (25%) |

## GRADING

Percentage (%)	Points	Grade
100-93	500-465	A
92-90	464-450	A-
89-87	449-435	B+
86-83	434-415	B



82-80	414-400	B-
79-77	399-385	C+
76-73	384-365	C
72-70	364-350	C-
69-60	349-300	D
59-0	299-0	E

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### *Class Participation, and Discussion Questions*

As mentioned above, class participation—preparation *and* discussion—is a core portion of the course.

Course Readings. Every student **MUST** read the assigned articles **BEFORE** the class session for which they are assigned. There will be 3-4 readings completed per week. Each week’s discussion prompts (due on Friday at 11:59pm) and quizzes (either Tuesdays or Thursdays) will be based on the weekly readings so be sure to complete them for the class session for which they are assigned. The readings are a core part of the course and will form the basis of the classroom discussion, the online discussion board, and the quizzes. It is imperative that they be done prior to the session for which they are assigned. Each week we will have a quiz on the readings to help encourage students to complete the readings. Quizzes will be administered via Carmen. 12 quizzes will be administered over the course of the semester, with students dropping the lowest two quizzes –this **INCLUDES** quizzes for which the student was absent.

Discussion Posts. In order to keep students engaged and interacting *with each other* over the course of the semester, discussion posts will be required (15 discussion posts and 10 responses over the course of the semester). The questions will be posted on [carmen.osu.edu](http://carmen.osu.edu) by 9:00 a.m. on Monday and initial posts will be due on Friday at 11:59pm of that week. For weeks that require a reply (10 of the 15 weeks), replies to your classmates will be due one week later. The discussion board is your space to interact with your classmates, learn from them, and explore questions and comments related to the content of this course. This is your space. I will moderate and grade the discussions but participate only when necessary. Complete directions for the discussion posts and responses are posted on Carmen. Together, discussion posts and replies will count for 100 points (4 points for each post).

Class Participation. I expect each student to engage with the course and course materials over the course of the semester. This means attending lecture and participating on the Carmen discussion boards. In class, I expect students to **ATTEND**, **LISTEN** to the lecture and actively **PARTICIPATE** in the in-person classroom discussions. This means you should not be doing anything on your screens during lecture. I am always surprised that students are not aware of how obvious it is when they are on screens and not listening. I am particularly bothered by this if students are looking at screens when their peers are talking. I will be paying attention and noting who is actively engaged when I am computing class participation points (10% of your grade). I also ask that you **do not come to class if you are feeling sick**. Students are permitted to miss class for illness, life events etc. Just email me ahead of time so I am aware of your absence.

### Quizzes

These are also designed to ensure that students have engaged in the assigned readings and classroom lectures. We will have **12** throughout the semester (you can drop the lowest two-this includes quizzes you might have to miss due to absence)). They will be administered in class (typically Thursdays but not always) via Carmen. Each will be worth 15 points. Total quiz points will be 150 points.

### Assignments

#### Podcast Assignment

You will listen to episodes of the podcast “This American Life” and/or “On Point” that deal with population challenges and the experiences of ordinary citizens from different countries to answer a set of questions. Note “This American Life” is a National Public Radio (NPR) radio show. It is a human interest, journalistic non-fiction podcast. It is NOT a news program. The purpose of this assignment is to have you explicitly connect the first-hand accounts of citizens to the contemporary “world population problems” we have studied in class. This assignment will ask you to reflect on how different types of citizenship impact the respondents’ experiences (a minimum of 1000 words). This assignment is worth 75 points. **It is due March 2<sup>nd</sup> by 11:59pm. Upload to Carmen.**

#### Gapminder and Our World in Data Assignment

You will use two websites (Gapminder: <http://www.gapminder.org/>) and Our World in Data <https://ourworldindata.org/> to answer a set of questions on a population challenge of your choice. This assignment will focus on global variability in the context of your chosen challenge as well as ask you to use data (via Gapminder) to causally link two variables to understand your chosen challenge. This assignment is worth 125 points. **It is due April 20<sup>th</sup> by 11:59pm. Upload to Carmen.**

COURSE SCHEDULE AND READINGS (all readings will be posted on Carmen. Readings listed on the syllabus are tentative and subject to change. Confirmed readings will be posted on Carmen).

### COURSE SCHEDULE AND READINGS

#### World Population Problems

	Tuesday	Thursday
Week 1: 1/10, 1/12	<b>Class 1: Introduction</b>	<b>Class 2: What is Demography and What is a Global Citizen?</b>
Week 2: 1/17, 1/19	<b>Class 3: Dynamics Beyond World Population Growth</b>	<b>Class 4: Global Demographic Divide and the Role of Citizenship</b>
Week 3:	<b>Class 5:</b>	<b>Class 6: Mortality, Part II: Current</b>

1/24, 1/26	<b>Mortality Part I: the Epidemiological Transition</b>	<b>Global Trends and Variability across Nation-States/Global Regions</b>
Week 4: 1/31, 2/2	<b>Class 7: Mortality, Part III, Current U.S. Trends, Opioid Epidemic</b>	<b>Class 8: Mortality, Part IV, Current U.S. Trends, Health Disparities</b>
Week 5: 2/7, 2/9	<b>Class 9: Mortality, Part V: Pandemics, Citizenship, and COVID</b>	<b>Class 10: Mortality, Part VI: Global Variability in Aging/Longevity</b>
Week 6: 2/14, 2/16	<b>Class 11: Fertility, Part I: the Historical Fertility Transition</b>	<b>Class 12: Fertility Part II: Contemporary Fertility Transitions and Global Variability</b>
Week 7: 2/21, 2/23	<b>Class 13: Fertility, Part III: Low Fertility Under Different Regimes</b>	<b>Class 14: Fertility, Part IV: Low Fertility Continued</b>
Week 8: 2/28, 3/2	<b>Class 15: Fertility, Part V: Second Demographic Transition</b>	<b>Class 16: Fertility, Part VI: Second Demographic Transition Cont'd</b>
Week 9: 3/7, 3/9	<b>Class 17: Fertility Part VII: World Population Futures</b>	<b>Class 18: Fertility Part VIII: World Population Futures Cont'd</b> Assignment #1 on podcasts is due. Upload to Carmen.
Week 10: 3/14, 3/16	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>
Week 11: 3/21, 3/23	<b>Class 21: (Im)migration, Part I: Global Trends</b>	<b>Class 22: (Im)migration, Part II: Migration and Citizenship</b>
Week 12: 3/28, 3/30	<b>Class 23: (Im)migration Part III: Refugee Crises, Amnesty, and Pathways to Citizenship</b>	<b>Class 24: (Im)migration IV: Refugee Crisis Cont'd</b>
Week 13: 4/4, 4/6	<b>Class 25: (Im)migration V:</b>	<b>Class 26: Immigration VI: U.S. Policy and Pathways to</b>

	<b>U.S. Trends</b>	<b>Citizenship</b>
Week 14: 4/11, 4/13	<b>Class 27: Population, the Environment, and the Role of Global Citizens Part I</b>	<b>Class 28: Population, the Environment, and the Role of Global Citizens, Part II</b>
Week 15: 4/18, 4/20	<b>Class 29: Population, the Environment, and the Role of Global Citizens, Part III</b>	<b>Class 30: Population, the Environment, and the Role of Global Citizens, Part IV</b> <b>Assignment #2 on Gapminder/Our World in Data is due. Upload to Carmen.</b>

**Description of Weekly Content (all available on Carmen and reproduced here for your records. Please rely on Carmen for the most up-to-date course plans).**

### **Week 1**

Welcome to Week 1 of the Spring 2023 semester! Our course is organized around weekly modules. This week we will focus on introductions--to each other and to demography. See below for more details.

Tuesday 1/10:

To Do:

1. ATTEND Lecture 2:30-3:40pm in Hayes Hall 024 (we will go over course logistics, introductions, and a brief lecture on how I am conceiving of this course)
2. READ the syllabus [World Population Problems Syllabus 2023.pdf](#) and the [2023 Guidelines for the DISCUSSION POSTS.pdf](#)
3. Take this introductory survey to help me get to know you better. [Introductory Survey](#)

Thursday 1/12:

To Do:

1. ATTEND Lecture 2:30-3:40pm in Hayes Hall 024
2. WATCH this documentary. [Prof. Joel Cohen video](#) and read the introductory chapter from the book *Global Citizenship: A Critical Introduction* [Read Introduction](#) (p 1-11).
3. POST to this discussion board [Discussion: Week 1](#) (post due on Friday January 13 by 11:59pm)

### **Week 2**

Welcome to Week 2. This week we will continue with a survey of some of the world's most pressing population problems, including human population growth, and how the

global citizenry shapes, and is shaped by, these challenges. The underlying dynamics behind human population growth and its consequences will receive more attention as we move through the different segments of the course (i.e. in our segments on mortality and fertility). See below for more details.

Tuesday 1/17:

To Do:

1. ATTEND Lecture 2:20-3:40pm in Hayes Hall 024 (we will discuss the field of demography, the conceptualization of global and national citizenship, population size, growth, and population pyramids).
2. Take in-class quiz. There will be an in-class quiz on the Prof. Cohen movie you watched last week and the Global Citizenship chapter so make sure to watch/read BEFORE Tuesday's class.
3. READ Population Reference Bureau reports on reaching 8 billion [PRB Report #1](#) (approx. 3 pages) and on today's most pressing population issues, [PRB Report #2](#) (approx. 2 pages) for Thursday 1/19:

Thursday 1/19:

To Do:

1. ATTEND Lecture 2:20-3:40pm in Hayes Hall 024 (we will discuss the global citizenship and the demographic divide)
2. READ this *New York Times* "Room for Debate" series titled "Can the Planet Support 10 Billion People" --(most of you should be able to access this via the link. If not, there are two ways to access it. One, is to subscribe to the NYTimes which has a free subscription for .edu emails [to subscribe via OSU libraries](#). Two, you can access the article through OSU libraries via LexisNexis [osu libraries link to LexisNexis](#)). You will be answering a discussion post based on this question so make sure to read it). [NYTimes Room for Debate](#) (approx. 6 pages)
3. POST to this discussion board LINK (post due on Friday January 20 by 11:59pm)

### **Week 3**

Welcome to Week 3! This week we will kick off our segment on health and mortality (there will be 6 class sessions devoted to health and mortality) See below for more details.

Tuesday:

To Do:

1. ATTEND Lecture 2:30-3:40pm in Hayes Hall 024. We will discuss life tables, the Epidemiological Transition Theory, and the relationship between human health and human rights.
2. READ the World Health Organization Report on human health and human rights: [WHO human rights](#) (approx. 5 pages)

Thursday:

To Do:

1. ATTEND Lecture 2:30-3:40pm in Hayes Hall 024
2. READ this critique of Epidemiological Transition Theory (ETT) [ETT 2022 article.pdf](#) (p. 1057-1061)
3. TAKE in class QUIZ on ETT lecture material and readings
4. POST to the discussion board (no replies this week. Just your initial post): [Discussion: Week 3](#)

#### **Week 4**

Welcome to Week 4 of the course! We are continuing with our focus on health and mortality this week. This week we will focus on the U.S. and discuss current mortality trends in light of the opioid epidemic and learn more about U.S.-based health disparities (by e.g. race/ethnicity, socioeconomic status, nativity etc). See below for more details.

Tuesday:

To Do:

1. ATTEND Lecture 2:30-3:40pm in Hayes Hall 024
2. READ these 3 articles/reports on the U.S. opioid epidemic. [PRB article](#) (approx. 4 pages) [STAT article](#) (approx 4 pages) [Big Think article](#) (approx. 3 pages)

Thursday:

To Do:

1. ATTEND Lecture 2:30-3:40pm in Hayes Hall 024
2. WATCH 1-2 of these documentary episodes [link](#) Here is a link to the [descriptions](#). You can choose to watch the first episode (In Sickness and In Wealth (running time 1 hour) OR you can choose two of the remaining episodes (running time 30 minutes each):
  1. In Sickness and In Wealth
  2. When the Bough Breaks
  3. Becoming American
  4. Bad Sugar
  5. Place Matters
  6. Collateral Damage
  7. Not Just a Paycheck
2. POST to this discussion board. [Discussion Week 4.](#)

Initial post due 2/3 by 11:59pm. Replies to classmates due one week later on 2/9 by 11:59pm.

### **Week 5**

Welcome to Week 5 of the course! We are finishing up with health and mortality this week. On Tuesday we will discuss COVID-19's unequal impact on global health and the responses of different governments and their citizens to the pandemic. On Thursday we will focus on global variability in aging and longevity. Week 6 will begin fertility! See below for more details.

Tuesday:

To Do:

1. ATTEND Lecture 2:30-3:40pm in Hayes Hall 024
3. READ this article on the history of pandemics. [history of pandemics.pdf](#) p. 1-9.

Thursday:

To Do:

1. ATTEND Lecture 2:30-3:40pm in Hayes Hall 024
2. READ. [Prof. David Bloom article](#) (approx. 3 pages) and this article on longevity from *Nature* [longevity.pdf](#) (p. S2-S4).
3. POST to this discussion board [Discussion: Week 5](#)
4. TAKE IN-CLASS QUIZ

### **Week 6**

Welcome to Week 6 of the course! This week we are starting our segment on fertility. See below for more details.

Tuesday:

To Do:

1. ATTEND Lecture 2:30-3:40pm in Hayes Hall 024
2. START Reading this week's article (it is longer and more dense than some of our others so plan ahead. This is the only article you will read for this week) [443mason.pdf](#) p.443-453

Thursday:

To Do:

1. ATTEND Lecture 2:30-3:40pm in Hayes Hall 024
2. FINISH reading this week's article [443mason.pdf](#) p 443-453.
3. TAKE QUIZ

### **Week 7**

Welcome to Week 7 of the course! We are continuing with our focus on fertility this week. See below for more details. This week is focused on low (and lowest low!) fertility.

Tuesday:

To Do:

1. ATTEND Lecture 2:30-3:40pm in Hayes Hall 024
2. Start READING this week's reading (it is on the long side so plan ahead). [FINAL Determinants of low fertility.pdf](#) p. 3-54.

Thursday:

To Do:

1. ATTEND Lecture 2:30-3:40pm in Hayes Hall 024
2. FINISH READING this week's reading (it is on the long side so plan ahead). [FINAL Determinants of low fertility.pdf](#) p. 3-54.
3. TAKE QUIZ

## **Week 8**

Welcome to Week 8 of the course! We are continuing with our focus on fertility this week. This week will be focusing on the Second Demographic Transition (yes, there has been another one!) and variability in its emergence by country/region.

Tuesday:

To Do:

1. ATTEND Lecture 2:30-3:40pm in Hayes Hall 024
2. READ this LINK (this reading is on the long side. It will be the only reading for the week. You need to have it finished for class on Thursday). [2nd dem transition SDT reading.pdf](#) p. 473-492.

Thursday:

To Do:

1. ATTEND Lecture 2:30-3:40pm in Hayes Hall 024
2. READ Finish reading this week's reading. P.473-492.
3. TAKE QUIZ

## **Week 9**

Welcome to Week 9 of the course! I am thinking of this as a wrap-up week for our fertility and mortality segments and a chance to revisit our conceptualization of global citizenship amid the challenges we have discussed up to this point in the course. You will also watch a documentary for Tuesday that brings together some of the main themes we have discussed in class so far. It uses the Gapminder data interface which is what you will use



in Assignment #2. After spring break we will begin our segment on migration. See below for more details.

Tuesday:

To Do:

1. ATTEND Lecture 2:30-3:40pm in Hayes Hall 024.
2. READ this chapter on Citizenship from the Oxford Handbook of Global Studies. [Citizenship Chapter](#) p. 697-714.
3. WATCH this documentary. You just need to watch this at some point before posting to the discussion board by Friday March 10 by 11:59pm: [Hans Rosling documentary](#)
4. ANSWER this discussion post (LINK) based on the Rosling doc by Friday March 10. [Discussion: Week 9](#)

Thursday:

To Do:

1. ATTEND Lecture 2:30-3:40pm in Hayes Hall 024.
2. Turn in Assignment #1 by Friday at 11:59pm
3. Start looking at Assignment #2 which is now posted and is due April 24th by 11:59pm. [Assignment 2 our world in data.docx](#)
4. POST to this discussion board about the Rosing documentary and the Citizenship chapter. [Discussion: Week 9](#)
5. And now, enjoy spring break!

## **Week 10 SPRING BREAK**

### **Week 11**

Welcome to Week 11 of the course! We will begin our segment on human migration this week. See below for more details.

Tuesday:

To Do:

1. ATTEND Lecture 2:30-3:40pm in Hayes Hall 024
2. READ Chapter 2 from the UN 2022 World Migration Report. [UN 2022 Migration Report](#) p.21-58.

Thursday:

To Do:

1. ATTEND Lecture 2:30-3:40pm in Hayes Hall 024
2. READ chapter 18 "Immigration: What Does Global Justice Require?" from the book *Global Citizenship: A Critical Perspective*. [Chapter](#). You will have a quiz on Chapter 2 in class today.
3. TAKE QUIZ in class

### **Week 12**

Welcome to Week 12 of the course! We are continuing with our focus on immigration, refugee crises, and citizenship this week. See below for more details.

Tuesday:

To Do:

1. ATTEND Lecture 2:20-3:40pm in Hayes Hall 024
2. READ this chapter titled "State Controls: Borders, Refugees and Citizenship" [here](#). p. 282-293 and Pew and Brookings reports: [Pew Report](#) (approx. 10 pages) and [Brookings Report](#) (approx. 5 pages) (quiz on Thursday on these readings).
3. WATCH this documentary by [Human Flow movie link](#)
4. POST to this discussion board [Discussion: Week 12](#)

Thursday:

To Do:

1. ATTEND Lecture 2:20-3:40pm in Hayes Hall 024
2. Take Quiz in CLASS (make sure to read the Citizenship chapter and Pew/Brooking Reports before Thursday's class!)

### **Week 13**

Welcome to Week 13 of the course! We are continuing with our focus on U.S. immigration and comparative conceptualizations of citizenship. This week we will also focus on the demography of the undocumented population. See below for more details.

Tuesday:

To Do:

1. ATTEND Lecture 2:30-3:40pm in Hayes Hall 024
2. READ this report on basic trends [Pew Report](#) (approx. 2 pages) and this article titled "Immigration, Integration and Citizenship" [here](#) p. 3-32.

Thursday:

To Do:

1. ATTEND Lecture 2:30-3:40pm in Hayes Hall 024

2. READ this article by Prof. Massey [Massey article](#) p. 5-15.

3. TAKE in class QUIZ

### **Week 14.**

Welcome to Week 14 of the course! We are going to start discussing population and the environment this week. See below for more details.

Tuesday:

To Do:

1. ATTEND Lecture 2:30-3:40pm in Hayes Hall 024

2. READ the synopsis of the UN report released last week by the United Nations' Intergovernmental Panel on Climate Change (IPCC). [UN Report](#) p. 3-36 and this chapter titled "Global Citizenship and the Global Environment" p. 191-200 [here](#).

3. Be ready to discuss the major findings of the report AND your reactions to it

Thursday:

To Do:

1. ATTEND Lecture 2:30-3:40pm in Hayes Hall 024

2. READ these recent news articles on climate change and population dynamics. [Washington Post article on population growth and the environment](#) (approx. 2 pages) and a NYTimes article on historical responsibility for climate change [New York times article on historical contributors](#) (approx. 3 pages)

3. TAKE QUIZ on UN report AND the two newspaper articles listed above in point #2.

### **Week 15**

Welcome to Week 15 of the course! We are going to continue discussing population and the environment and discuss the different efforts by global citizens to address these challenges. See below for more details.

Tuesday:

To Do:

1. ATTEND Lecture 2:30-3:40pm in Hayes Hall 024

2. READ this 2011 Population Association Address by Professor David Lam [lam.pdf](#) p 1231-1262.

Thursday:

To Do:

1. ATTEND Lecture 2:30-3:40pm in Hayes Hall 024

2. READ this reply to David Lam's address [Becker.pdf \(p 2173-2181\)](#), David Lam's response to Becker [lam response.pdf \(p. 2183-2186\)](#), AND a 2021 update to the whole thing: [Guardian article](#) (approx. 4 pages)

4. TAKE QUIZ

## **Additional Notes from the University:**

### **ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

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

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

### **DISABILITIES**

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

arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are 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).

## **CREATING AN ENVIRONMENT FREE FROM HARRASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT**

"The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation. To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

Online reporting form at [equity.osu.edu](http://equity.osu.edu),

Call 614-247-5838 or TTY 614-688-8605,

Or Email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member."

## **GRIEVANCES AND SOLVING PROBLEMS**

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23. Grievances against graduate, research, and teaching

assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

## **MENTAL HEALTH**

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

## **RELIGIOUS EXPRESSION**

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.

### **WEATHER OR SHORT TERM CLOSING**

Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via CARMEN.



# 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.

*(enter text here)*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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