

## Term Information

Effective Term Spring 2025  
*Previous Value* Spring 2020

## Course Change Information

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

Add to new GE: Citizenship for a Diverse and Just World

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

Please see attached GE submission form for reasons why we think this course meets the Citizenship theme goals and ELOs.

**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)?**

We anticipate no programmatic implications for this change.

**Is approval of the request contingent upon the approval of other course or curricular program request? Yes**

**Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)**

This course is cross-listed with ESPHE, which is also submitting the same request.

**Is this a request to withdraw the course? No**

## General Information

Course Bulletin Listing/Subject Area	Philosophy
Fiscal Unit/Academic Org	Philosophy - D0575
College/Academic Group	Arts and Sciences
Level/Career	Graduate, Undergraduate
Course Number/Catalog	5440
Course Title	Philosophical Perspectives on Race, Education, and Citizenship
Transcript Abbreviation	Race Ed & Citizen
Course Description	This course allows participants to pursue philosophical questions at the intersection of race, education, and political life. These include: Does education play a very specific role in racialized patterns of benefit/detriment? What role does race play in understandings of educational policy & practice? How does race affect understandings of 'education for citizenship'?
Semester Credit Hours/Units	Fixed: 3

## Offering Information

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

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Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus</i>

## Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	Not open to students with credit for ESPHE 5440.
Electronically Enforced	No

## Cross-Listings

Cross-Listings	Cross-listed in ESPHE.
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## Subject/CIP Code

Subject/CIP Code	13.0901
Subsidy Level	Doctoral Course
Intended Rank	Junior, Senior, Masters, Doctoral

## Requirement/Elective Designation

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*

*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>• Demonstrates proficiency in analysis and critique of philosophical and theoretical approaches to race and education.</li><li>• Provides evidence of an increased appreciation of the subtleties of race-based arguments within education.</li><li>• Reflects a heightened attention to the civic dimensions of the contexts within which such analyses, critiques, and argumentation occur.</li></ul>
Content Topic List	<ul style="list-style-type: none"><li>• Ontology and Identity: What is Race?</li><li>• Recognizing the Social/Political Stakes.</li><li>• Education within a Framework of Racialized Knowers.</li><li>• Civic (Under-)Preparation and Educational Demands</li><li>• Discipline Disparity and Racial Identity.</li><li>• Constrained Choices and the Creation of Citizens.</li><li>• Burdens of Speech and Audience in Classrooms.</li><li>• Education's Role in Democracy and Difficult Conversations Across Differences.</li></ul>
Sought Concurrence	No

**Attachments**

- 5440 syllabus as of 2.26.2024.pdf: Sample Syllabus  
*(Syllabus. Owner: Shuster, Amy Lynne)*
- 5440 citizenship submission form as of 3.11.2024.pdf: GE Citizenship Theme proposal form  
*(Other Supporting Documentation. Owner: Shuster, Amy Lynne)*
- 5440 for GE Statement on appropriateness of 5000-level.pdf: Why 5000-course is GE  
*(Other Supporting Documentation. Owner: Shuster, Amy Lynne)*
- Philosophy Undergraduate Curriculum Map as of 3.14.2024.pdf: Philosophy UG Curriculum Map  
*(Other Supporting Documentation. Owner: Shuster, Amy Lynne)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Shuster, Amy Lynne	03/14/2024 03:00 PM	Submitted for Approval
Approved	Lin, Eden	03/14/2024 09:29 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/16/2024 08:56 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/16/2024 08:56 PM	ASCCAO Approval



## ESPHE/PHILOS 5440

### Philosophical Perspectives on Race, Education, and Citizenship

Spring 2022, 3 Credits, Undergraduate/Graduate

Ramseyer Hall 110  
Mondays, 4:30 - 7:15pm

**Instructor: Winston C. Thompson, PhD**  
Office: 165C Ramseyer Hall  
Email: Thompson.3588@osu.edu  
Office Hours scheduled via appointment at:  
[www.calendly.com/winstonthompson/20min/](http://www.calendly.com/winstonthompson/20min/)

## Course Overview

### Description/Rationale

This course in philosophy of education presents its participants with a unique opportunity to engage in a close study of race and education within a political context. It takes seriously the large body of scholarship in philosophy and the social sciences that suggests that race functions within, across, and through educational institutions to confer dis/advantage of various sorts. This course will focus on the consequences of this idea, carefully investigating some of the underlying claims, implications, and normative obligations that accompany them.

This course will allow participants to pursue many of the practical and conceptual questions that rest at the intersection of race and education. Among these are the following: How does education play a specific role in racialized patterns of benefit and detriment? What role, if any, should race play in our understanding of educational policy and practice? How does race affect our understanding of the ways that education might prepare persons for the complex work of citizenship (and what might this mean for you, at a university with the motto "Education for Citizenship")? How does race impact the ways that educational experiences shape the persons that students are able to become? How does a historical study of approaches to these questions prepare us to deal well with race and education in our increasingly complicated present – and future? In what ways does a philosophical study of race and citizenship offer any clarity regarding other identity categories and their impact on education? How, if at all, does race intersect with other identity categories (gender, class, sexuality, etc.) in educationally significant ways? How does race present special challenges to abiding concerns within the field of philosophy of education?

### Relation to Other Courses

This course is cross listed in Philosophy and Educational Studies.

**Prerequisites:** No prerequisite coursework is required.

**Prerequisite Knowledge:** No specialist knowledge is required.

## Learning Objectives

Working within a specific subset of philosophical traditions, the course attempts to balance recent scholarship with influential work in order to give a broad engagement with a variety of subtopics within the course's subject area (CJDW ELO 1.2). With a focus upon the goal of citizenship (as expressed in GE Theme Citizenship for a Just and Diverse World Expected Learning Outcomes), this course enables participants to describe, analyze, and discuss institutions (especially educational institutions) related to the development and experience of citizenship (CJDW ELO 3.1) (CJDW ELO 4.1) as these intersect with examination, critiques, and appreciations of diversity, equity, and inclusion across these various experiences of citizenship (CJDW ELO 3.2). In this, students will describe and analyze a range of perspectives on what constitutes citizenship across various communities and educational experiences as these are impacted by structures of power (CJDW ELO 1.1) (CJDW ELO 2.1) (CJDW ELO 2.2) (CJDW ELO 4.2).

Designed for participants of diverse disciplinary backgrounds, completion of this course 1) demonstrates proficiency in analysis and critique of philosophical and theoretical approaches to race and education; 2) provides evidence of an increased appreciation of the subtleties of race-based arguments within education; and 3) reflects a heightened attention to the civic dimensions of the contexts within which such analyses, critiques, and argumentation occur. Participants are strongly encouraged to connect the themes of the course to their fields of study and/or practice.

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

*Goal 1: Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.*

- Expected Learning Outcome 1.1: Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.
- Expected Learning Outcome 1.2: Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.

*Goal 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.*

- Expected Learning Outcome 2.1: Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.
- Expected Learning Outcome 2.2: Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.

*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.*

- Expected Learning Outcome 3.1: Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.
- Expected Learning Outcome 2.2: Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

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

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

## Course Materials

### Required

Many required articles and chapters have been posted online and are accessible through our course portal on Carmen (Canvas). The following texts need to be obtained by you:

- Lawrence Blum & Zoë Burkholder, *Integrations: The Struggle for Racial Equality and Civic Renewal in Public Education*. University of Chicago Press, 2021
- Derrick Darby & John L. Rury, *The Color of Mind*. University of Chicago Press, 2018
- Meira Levinson, *No Citizen Left Behind*. Harvard University Press, 2012.

### Optional/Graduate

- Michael S. Merry, *Equality Citizenship, and Segregation: A Defense of Separation*. Palgrave, 2013

## Course Requirements/Evaluation

### Grades

Assignment / Category	%
Participation	25
Discussion Guidance	15
Analysis Paper	20
Application Paper	40
<b>TOTAL</b>	<b>100%</b>

Please see below for assignment descriptions and due dates.

### 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+  
 60–66.9: D  
 Below 60: E

## Assignment Descriptions

### Discussion Guidance:

For each of our meetings, 2-3 students will share their responses or some other remarks (5-10 minutes each) in the service of facilitating a portion of our class discussion. This responsibility does not burden a member of our group with the task of presenting a lecture or synopsis of the day's texts. Instead, it

acknowledges that, as we each stand in different relation to our ongoing study, we each approach our work together from a social position and set of experiences that might draw our attention to particular issues of salience. By creating this space to listen to one another, we might have a richer conversation than we otherwise would. Preparation for this task can be as simple as an especially focused reading of the text or as involved as crafting discussion points and questions towards advancing an argument through our discussion. You will sign up for topics (to be evenly distributed) during the first week of class. The sign-up sheet on the back of this syllabus will allow us to set and record that schedule.

**Participation:**

As mentioned below (See: **Course Policies**) you will be self-evaluating your participation this semester. At our final group meeting, please submit to me a grade (%) accompanied by a reflection paper (1000-word limit) on the quality of our semester-long dialogue and your involvement therein. I encourage you to draft and update this account early and throughout the semester, asking yourself what it means for you to be a good citizen in the space we have created together.

Additionally, each week (excluding our first) you will submit at minimum one half (undergraduate) to one full (graduate) page of thoughts about a set of readings. These documents will represent a journal of your engagement with the main themes of the course. The journal entries need not be polished pieces of writing but may be a series of questions, bullet points of salient issues, or further explorations. You will be evaluated on your engagement with the text. Full credit (which will constitute a portion of your participation grade) is earned by showing evidence of your critical questions and/or comments originating from or identifying tensions, omissions and/or assumptions in the readings and/or our previous discussions. These must be submitted via Carmen (please copy and paste your text rather than attaching a document) **before 9:00am** on the morning of our meeting (or the due date). I will provide commentary on a number of your entries and do ask that you please consult the perpetually updated grade roster on our Carmen site.

**Written Work** will be due at various points in the semester. In brief, the papers will be assessed according to the paper evaluation rubric (see below) and should take the following forms:

**1)**

The **Analysis Paper** will be a direct treatment of a particular philosopher or set of ideas that we have read. In this space, you can respond to the issues that have been raised through our readings and discussions as you engage foundational questions of race and education.

Philosophical rigor should be prioritized; please allow yourself to engage the ideas well, as “ends in themselves”, so to speak, rather than as instrumental for some larger purpose.

(Undergraduate: 2000-word limit; Graduate: 3000-word limit)

This paper can be submitted at any point before the final 3 weeks of the semester. Please submit this on Carmen and email me to let me know you have done so.

**2)**

Using the themes and content of this course as a point of departure, the **Application Paper** (Due 4/24) will aim to apply our work to either resolve or significantly clarify a problem or ambiguity that you have identified, either afresh this semester or in relation to your ongoing scholarly interests. Please pay close attention to the philosophical structure of the claims that you advance even as you build upon the ideas related to race and education we have studied. We will share brief presentations of these papers during our final meeting. Please email me a

concise proposed paper topic during the latter half of the semester (preferably before 4/10) and know that I am available if you wish to discuss possible theses. (Undergraduate: 3000-word limit; Graduate: 4500-word limit)

This paper can be submitted at any point in the semester.

### Paper Evaluation Rubric

Formal writing will be evaluated on the basis of five criteria:

- 1) Articulation of a well-developed original thesis,
- 2) Strength of logical arguments,
- 3) Synthesis of relevant readings and class discussions,
- 4) Evidence of outside research appropriate to the work, and
- 5) Clarity of expression.

Each criterion will receive a score on a scale between “0” and “20” with a grading sheet identifying those scores attached to all graded work with comments returned to students.

Also, please note that citations should be in a uniform style. I recommend you use APA style, but urge you to use the style with which you are most comfortable.

## Course Policies

### Preparation, Attendance, and Participation

As this course requires discussion of the lived experiences and high stakes of race, education, and citizenship, the quality of our collective experience depends upon participation. This means careful and close reading of our texts alongside ample intellectual contributions (please see below). While I will sometimes make use of lecture or presentation formats, this course requires that we all engage with the material as scholars. Attendance is necessary if you hope to retain your momentum with and fluency in the material. Please contact me as soon as possible in the case of an emergency absence.

As mentioned above, your participation is essential. Our active dialogue requires individual assessments about one’s own interventions (e.g.: Is my idea relevant to the present discussion? How might my input shape the direction of the discussion? Have I created space for others to engage?) and many of these judgments will be invisible to the external observers. Therefore, I ask that you each evaluate your own preparation and participation (See above: **Participation**).

### Readings

We will be reading texts with the intention to do more than only trace philosophical thinking about the subject of education. We also aim to participate in philosophical dialogue, linking the texts to our own practices and habits of thought. As such, I ask that you read our texts very carefully and bring your extensive notes (with remarks and questions) to our seminar. Our individual and collective readings of the texts form a subject of inquiry unto itself (an additional text, if you will) and it is one that we will benefit greatly from studying. Feel free to call attention to word choices, subtleties of definition, muted distinctions, allusions, imagery, and the like.

Even if you have previously read one or more of our texts, this sort of reading promises to (re)awaken nuance and (re)new interpretation. If you have not previously read any of these texts, know that this course assumes no specific background in academic philosophy and that moments of



uncertainty are expected as we progress. For some of you, additional sources will deepen your understanding and enjoyment of our texts. For others, such works will increase feelings of confusion. You are each welcome to consult secondary sources at your discretion, but I ask that you only do so after first “sitting with” the assigned content this semester.

## Institutional Policies

### Academic Integrity

Academic integrity in our course is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, all students should read and understand the University’s Code of Student Conduct and 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. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct. If the Committee on Academic Misconduct (COAM) determines that a student has violated the University’s Code of Student Conduct, the sanctions for the misconduct could include a failing grade in the relevant course and suspension or dismissal from the University.

### Artificial Intelligence

As stated above, 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.

### Accessibility Accommodations

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

### Mental Health Statement

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org).

### Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief. Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

### Weather or other short-term closing

Unless otherwise announced by the university, online or distance-learning classes will occur as scheduled. Please visit the Weather or Other Short-Term Closings website to learn more about preparing for potential closings and planning ahead for winter weather.

### Schedule Conflicts

Please alert me at the beginning of the semester of any scheduled observations of conscience (be they religious or otherwise) that may conflict with our meetings.

## Course Schedule

Note: Students taking the course for graduate credit should read the "Required" and "Graduate" texts. "Graduate" texts are "Optional" for other students.

We shall pursue our course objectives each week via the following reading schedule

WEEK/ UNIT	DATE(S)	TOPIC(S)	READING(S) & ACTIVITIES	ASSIGNMENTS & ASSESSMENTS
1	1/9	<b>Introductions and preliminary work</b>	<p>Read: In-Class Handouts/Activities</p> <p>Discuss: “Why might engaging the topic(s) of our course be uncomfortable?”</p> <p>Discuss: “What should be the ground rules or standards for our conversation this semester?”</p>	
2	1/23	<b>Ontology and Identity: What is Race?</b>	<p><u>Required:</u> Charles Mills, ““But What Are You Really?” The Metaphysics of Race”, in <i>Blackness Visible: Essays on Philosophy and Race</i>, Cornell University Press, 1998.</p> <p>Sally Haslanger, “You Mixed? Racial Identity without Racial Biology”, in <i>Adoption Matters: Philosophical and Feminist Essays</i>, eds. Sally Haslanger &amp; Charlotte Witt. Cornell University Press, 2005.</p> <p><u>Graduate/Optional:</u> Cheryl Harris, “Whiteness as Property.”, <i>Harvard Law Review</i>, Vol. 106, (1993): 1709–91.</p> <p>Sally Haslanger, “Gender and Race: (What) Are They? (What) Do We Want Them to Be” <i>Nous</i>, Vol. 34, No. 1 (2000): 31-55</p>	<p>Submit Weekly Journal</p> <p>Potentially submit Analysis Paper</p> <p>Potentially submit Application Paper</p>

<p>3</p>	<p>1/30</p>	<p><b>Context Matters: Part 1</b></p>	<p><u>Required:</u> Clarissa R. Hayward, Chapter 1," in <i>How Americans Make Race</i>. Cambridge University Press, 2013.</p> <p>Clarissa R. Hayward, "Chapter 2" in <i>How Americans Make Race</i>. Cambridge University Press, 2013.</p>	<p>Submit Weekly Journal</p> <p>Potentially submit Analysis Paper</p> <p>Potentially submit Application Paper</p>
<p>4</p>	<p>2/6</p>	<p><b>Context Matters: Part 2</b></p>	<p>Clarissa R. Hayward, "Chapter 3" in <i>How Americans Make Race</i>. Cambridge University Press, 2013.</p> <p><u>Graduate/Optional:</u></p> <p>Clarissa R. Hayward, "Conclusion" in <i>How Americans Make Race</i>. Cambridge University Press, 2013.</p>	<p>Potentially submit Analysis Paper</p> <p>Potentially submit Application Paper</p>
<p>5</p>	<p>2/13</p>	<p><b>Context Matters: Part 3</b></p>	<p><u>Required:</u> Tommie Shelby, "Introduction" in <i>Dark Ghettos: Injustice, Dissent, and Reform</i>. Belknap Press of Harvard University Press, 2016.</p> <p>Tommie Shelby, "Chapter 1" in <i>Dark Ghettos: Injustice, Dissent, and Reform</i>. Belknap Press of Harvard University Press, 2016.</p> <p><u>Graduate/Optional:</u> Tommie Shelby, "Chapter 2" and "Chapter 3", in <i>Dark</i></p>	<p>Submit Weekly Journal</p> <p>Potentially submit Analysis Paper</p> <p>Potentially submit Application Paper</p>

			<p><i>Ghettos: Injustice, Dissent, and Reform.</i> Belknap Press of Harvard University Press, 2016.</p>	
6	2/20	<p><b>The Politics of Learning an Identity and Being Identified While Learning</b></p>	<p><u>Required:</u>  M. Victoria Costa, "Cultural Diversity", in <i>Rawls, Citizenship and Education</i>. Routledge, 2011.</p> <p>Michele Moody-Adams, "Race, Class and the Social Construction of Self-Respect," <i>Philosophical Forum</i>, XXIV, (1992): 251-66.</p> <p>Sally Haslanger, "Studying While Black," <i>du Bois Review</i>, Vol. 11, No. 1 (2014): 109-136.</p> <p><u>Graduate/Optional:</u>  M. Victoria Costa, "Free and Equal Citizens", in <i>Rawls, Citizenship and Education</i>. Routledge, 2011.</p>	<p>Submit Weekly Journal</p> <p>Potentially submit Analysis Paper</p> <p>Potentially submit Application Paper</p>
7	2/27	<p><b>Education (and Discrimination?) within a Framework of Racialized Knowers</b></p>	<p><u>Required:</u>  Derrick Darby &amp; John L. Rury, "The Racial Achievement Gap" in <i>The Color of Mind</i>. University of Chicago Press, 2018</p> <p>Derrick Darby &amp; John L. Rury, "Unjust Schools: Why the Origins of the Achievement Gap Matter" in <i>The Color of Mind</i>. University of Chicago Press, 2018</p> <p><u>Graduate/Optional:</u></p>	<p>Submit Weekly Journal</p> <p>Potentially submit Analysis Paper</p> <p>Potentially submit Application Paper</p>

			<p>Any other chapters of Darby &amp; Rury</p> <p>Dale C. Matthew, "Racial Injustice, Racial Discrimination and Racism: How Are They Related?" <i>Social Theory and Practice</i>, Vol. 43, No. 4 (2017).</p> <p>Sophia Moreau, "What is Discrimination?" <i>Philosophy and Public Affairs</i>, Vol. 38, No. 2 (2010): 143-179</p>	
8	3/6	<b>Civic (Under-)Preparation and Educational Demands</b>	<p><u>Required:</u> Danielle Allen, "Participatory Readiness in <i>Education and Equality</i>. University of Chicago Press, 2016.</p> <p>Meira Levinson, "The Civic Empowerment Gap" in <i>No Citizen Left Behind</i>. Harvard University Press, 2012.</p> <p><u>Graduate/Optional</u> Meira Levinson, "How to Soar in a World You've Never Seen: Making Citizenship Visible in Schools" in <i>No Citizen Left Behind</i>. Harvard University Press, 2012.</p>	<p>Submit Weekly Journal</p> <p>Potentially submit Analysis Paper</p> <p>Potentially submit Application Paper</p>
9	3/20	<b>Discipline Disparity and Racial Identity</b>	<p><u>Required:</u> Sigal Ben Porath, "Deferring virtue: The new management of students and the civic role of schools.", <i>Theory and Research in</i></p>	<p>Submit Weekly Journal</p> <p>Potentially submit Analysis Paper</p> <p>Potentially submit Application Paper</p>

			<p><i>Education</i>, Vol. 11, No. 2 (2013): 111-128.</p> <p>Joan F. Goodman &amp; Emily Klim Uzun, "The Quest for Compliance in Schools", <i>Ethics and Education</i>, Vol. 8, No. 1 (2013): 3-17.</p>	
10	3/27	<b>Constrained Choices and the Creation of Citizens</b>	<p><u>Required:</u> Mary Pattillo, "Everyday Politics of School Choice in the Black Community", <i>DuBois Review: Social Science Research on Race</i>, Vol. 12, No. 1 (2015): 41-71.</p> <p>Harry Brighthouse &amp; Gina Schouten, "To Charter or Not to Charter: What Questions Should We Ask, and What Will the Answers Tell Us?", <i>Harvard Educational Review</i>, Vol. 84, No. 3 (2014): 341-364.</p> <p><u>Optional:</u> Nikole Hannah-Jones, Choosing a School for my Daughter in a Segregated City, <i>The New York Times</i>, June 9, 2016</p>	<p>Submit Weekly Journal</p> <p>Potentially submit Analysis Paper</p> <p>Potentially submit Application Paper</p>
11	4/3	<b>Non/Ideal Solutions: Part 1</b>	<p>Michael S. Merry, "Chapter 3: Foundational Principles" in <i>Equality Citizenship, and Segregation: A Defense of Separation</i>. Palgrave, 2013.</p> <p>Michael S. Merry, "Chapter 4: Voluntary Separation" in <i>Equality</i></p>	<p>Potentially submit Analysis Paper</p> <p>Potentially submit Application Paper</p>

			<i>Citizenship, and Segregation: A Defense of Separation</i> . Palgrave, 2013.	
12	4/10	<b>Non/Ideal Solutions: Part 2</b>	<p><u>Required:</u> Liz Jackson, "Review of Michael S. Merry, Equality, Citizenship, and Segregation: A Defense of Separation" <i>Educational Theory</i>, Vol. 64, No. 6 (2014): 661-667.</p> <p>Michael S. Merry, Remainder of <i>Equality, Citizenship, and Segregation: A Defense of Separation</i>. Palgrave, 2013.</p>	<p>Submit Weekly Journal</p> <p>Potentially submit Application Paper</p> <p>Recommended deadline for discussion of Application Paper</p>
13	4/17	<b>Non/Ideal Solutions: Part 2</b>	<p>Lawrence Blum &amp; Zoë Burkholder, "Integrations: The Capital Argument," in <i>Integrations: The Struggle for Racial Equality and Civic Renewal in Public Education</i>. University of Chicago Press, 2021.</p> <p>Lawrence Blum &amp; Zoë Burkholder, "Integrations: The Civic Argument," in <i>Integrations: The Struggle for Racial Equality and Civic Renewal in Public Education</i>. University of Chicago Press, 2021.</p> <p><u>Graduate/Optional:</u> Any other chapters of Blum &amp; Burkholder</p>	<p>Submit Weekly Journal</p> <p>Potentially submit Application Paper</p>
14	4/24	<b>Education's Role in Democracy</b>	<u>Required:</u>	Application Paper Due



		<p><b>and Difficult Conversations Across Differences</b></p>	<p>None</p> <p><u>Graduate/Optional:</u>                  Danielle Allen,                  “Brotherhood, Love,                  and Political Friendship” in <i>Talking to Strangers: Anxieties of Citizenship Since Brown V. Board of Education</i>. University of Chicago Press, 2004</p> <p>Danielle Allen,                  “Sacrifice, a Democratic Fact” in <i>Talking to Strangers: Anxieties of Citizenship Since Brown V. Board of Education</i>. University of Chicago Press, 2004.</p> <p>Danielle Allen,                  “Sacrifice and Citizenship” in <i>Talking to Strangers: Anxieties of Citizenship Since Brown V. Board of Education</i>. University of Chicago Press, 2004.</p> <p><b>Special note:</b>                  In our meeting this week, we will present our final projects and provide our concluding thoughts on the semester.</p>	<p>Reflection Paper Due</p>
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*The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen (or in class).*

## Discussion Guidance Sign Up Sheet

Week 2 \_\_\_\_\_

Week 3 \_\_\_\_\_

Week 5 \_\_\_\_\_

Week 6 \_\_\_\_\_

Week 7 \_\_\_\_\_

Week 8 \_\_\_\_\_

Week 9 \_\_\_\_\_

Week 10 \_\_\_\_\_

Week 12 \_\_\_\_\_

Week 13 \_\_\_\_\_

# 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)*

This course exemplifies the theme of "Citizenship for a Just and Diverse World" by critically engaging with the intersections of race, education, and political context to explore and redefine the concept of citizenship in a manner that embraces diversity, equity, and inclusion. It fits within the focal theme by providing an in-depth analysis of how educational institutions and practices shape, challenge, and reflect notions of citizenship within the complex dynamics of racial identities and social justice, thereby equipping students with the philosophical and practical tools to navigate and contribute to a diverse and equitable society.

## 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-ofclassroom 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.	<p>-Weekly Journal Entries: Students critically engage with readings and lecture materials by synthesizing arguments and evaluating the implications of race in a project of education towards citizenship. Examples include analyzing texts by Lawrence Blum &amp; Zoë Burkholder on racial equality in public education and Derrick Darby &amp; John L. Rury's exploration of the racial achievement gap. Both point to profoundly critically engaging conclusions regarding the racialization of citizenship.</p> <p>-Discussion Guidance: Small groups of students facilitate class discussions, presenting their critical reflections on the readings, encouraging logical and evidence-based debate among peers on topics such as the intersection of race, education, and citizenship.</p>
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	<p>-In-depth Analysis of Foundational Texts: Students engage with seminal works in the philosophy of education and race studies, such as Meira Levinson's <i>No Citizen Left Behind</i> and Michael S. Merry's <i>Equality, Citizenship, and Segregation</i>, to conduct an advanced exploration of citizenship in the context of race and education.</p> <p>-Application Paper: Students apply the concepts and theories discussed in class to either resolve or clarify a problem related to race and education, demonstrating scholarly exploration and critical engagement with the theme.</p>
<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.	<p>- Analysis and Application Papers: Students are tasked with identifying and synthesizing philosophical and theoretical approaches to race and education, applying these insights to</p>

	<p>analyze real-world educational policies and their implications for citizenship.</p> <ul style="list-style-type: none"> <li>- Class Discussions: Through guided discussions on assigned readings and current events, students describe and synthesize various educational and philosophical approaches to understanding race, citizenship, and diversity.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>- Reflection Paper on Participation: At the end of the semester, students reflect on their engagement and contributions to the course discussions, assessing their growth as learners and their developing understanding of citizenship in a diverse world.</li> <li>- Interdisciplinary Connections: Students are encouraged to connect themes from the course to their own disciplines, fostering a sense of self as a learner who integrates knowledge across fields to address complex issues of race, education, and citizenship.</li> </ul>

*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:</i></p> <ul style="list-style-type: none"> <li><i>Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration;</i></li> <li><i>Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions;</i></li> <li><i>Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i></li> </ul>
	<ul style="list-style-type: none"> <li><i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</i></li> <li><i>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i></li> </ul>

**ELO 2.1** Identify, describe, and synthesize approaches or experiences.

Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.

Lecture

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.

Reading

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.

Discussions

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.

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.

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

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.

Some examples of events and sites:  
The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces

	<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
<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, national, global, and/or historical communities.</p>	<ul style="list-style-type: none"> <li>- Readings and Discussions: Engage with texts such as Charles Mills on the metaphysics of race and Sally Haslanger on racial identity, facilitating a nuanced understanding of citizenship across different contexts.</li> <li>- Analysis Paper: Requires students to critically engage with philosophical arguments regarding race and citizenship, encouraging a deep analysis of how citizenship is conceptualized and contested in various cultural and historical settings.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>- Reflective Journals: Students reflect on weekly readings and discussions, considering their own positions and biases, to develop intercultural competence and a nuanced understanding of global citizenship.</li> <li>- Discussion Guidance: Facilitating discussions allows students to practice and apply intercultural communication skills, fostering an environment of mutual learning and respect.</li> </ul>
<p><b>ELO 4.1</b> Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</p>	<ul style="list-style-type: none"> <li>- Case Studies and Readings: Analyzing works like Lawrence Blum &amp; Zoë Burkholder's <i>Integrations</i> and Meira Levinson's <i>No Citizen Left Behind</i>, students examine real-world applications of diversity, equity, and inclusion in education.</li> <li>- Application Paper: Students apply philosophical theories to critique and evaluate diversity, equity, and</li> </ul>

	inclusion within educational contexts, exploring the implications of these concepts on 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.	<ul style="list-style-type: none"> <li>- Class Discussions: Leveraging readings on topics like racial identity, educational disparities, and the role of education in citizenship, students critically engage with how justice, difference, and citizenship intersect.</li> <li>- Application Paper: Encourages a comprehensive analysis of how educational policies and practices intersect with race, justice, and citizenship, drawing connections to cultural traditions and structures of power.</li> </ul>

*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>
<i>national, global, and/or historical communities.</i>	<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>



**ELO 3.2** Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

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.

**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

	<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>

Statement regarding request to use 5000 level course as a GE Citizenship course by Dr. Winston Thompson:

This course on race, education, and citizenship establishes meaningful general educational aims for undergraduate while also engrossing graduate students in deeper analyses. This interdisciplinary course brings both populations together to engage in meaningful and diverse studies of the intersections of its core themes. By design, this course cultivates critical thinking skills, prepares students for informed citizenship, fosters a cohesive educational community, and addresses contemporary societal needs, ensuring a comprehensive and inclusive educational experience that is essential for learners of various backgrounds and levels.