

Term Information

Effective Term Spring 2025
Previous Value Spring 2014

Course Change Information

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

Name change and add GE theme

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

Update name to better reflect content and emphasis of the course; add GE theme to increase GE theme offerings within Department

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)?

None

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 Women's, Gender&Sexuality Sts
Fiscal Unit/Academic Org Women's, Gender&Sexuality Sts - D0506
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4403
Course Title Gender, Race & Leadership
Previous Value Gender and Leadership
Transcript Abbreviation Gender Leadership
Course Description Focuses on how gender can influence who becomes a leader, the styles of leadership they employ, and how effective leaders can be.
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
Previous Value Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0207
Subsidy Level Baccalaureate Course
Intended Rank Senior

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

- To become informed about interdisciplinary research on the significance for leadership of gender and other salient dimensions of group identity

Content Topic List

- Styles of Leadership in Organizations/Institutions
- Women in Organizations
- Masculinity and Leadership
- Intersections of Gender, Race, Class, Sexuality in Leadership
- Women in Political Institutions
- Women in Social/Economic Institutions

Sought Concurrence

No

Attachments

- WGSST 4403 - Gender, Race & Leadership Syllabus 7.28.23.docx: Syllabus 7.28.23
(Syllabus. Owner: Stotlar, Jackson Ryan)
- WGSS 4403 Citizenship GE paperwork 7.28.23.pdf: 4403 Citizenship GE worksheet
(GEC Model Curriculum Compliance Stmt. Owner: Stotlar, Jackson Ryan)
- WGSS 4403 Citizenship Responses 7.28.23.docx: 4403 Citizenship GE additional paperwork
(Other Supporting Documentation. Owner: Stotlar, Jackson Ryan)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jackson Ryan	07/28/2023 04:20 PM	Submitted for Approval
Approved	Sreenivas, Mytheli	04/17/2024 06:38 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/18/2024 07:59 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/18/2024 07:59 AM	ASCCAO Approval



SYLLABUS

WGSST 4403

Gender, Race and Leadership

AU 2024

3 credit hours

Hybrid

COURSE OVERVIEW

Instructor Information

Instructor: Cynthia Burack

Pronouns: No Preference

Email address (preferred): burack.1@osu.edu

Phone number: 614-292-2210

Office hours: Thursday, 2:00-4:00 and by appointment

Prerequisites

No Prerequisites

Course description

Groups, organizations, and institutions rely on leaders to exercise influence and responsibility in the execution of common tasks and projects. However, there are persistent identity dimensions to such phenomena as membership or citizenship in groups; access to positions of leadership; influence as leaders; and perceptions of leaders. Using diverse historical and scholarly literatures, we will explore modes of citizenship and leadership, beliefs about leadership, and significant dimensions of leadership, emphasizing the role of citizens and citizenship in underwriting conceptions of what it means to be a leader. Beginning with key nineteenth and early twentieth century debates, and moving through recent scholarly and activist perspectives, this course explores challenges associated with citizenship and leadership in the US.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Identify the core argument of advanced texts that address race, gender, citizenship, and leadership.
- Articulate clear and cohesive thoughts through writing.
- Recognize texts about race, gender, citizenship, and leadership as rooted in specific intellectual, ideological and cultural traditions.
- Identify different methodologies used by scholars to study race, gender, citizenship, and leadership.
- Evaluate the connections between core cultural assumptions and various forms of injustice.

General Education Theme: Citizenship for a Just and Diverse World

- **ELO 1.1** Engage in critical and logical thinking.
- **ELO 1.2** Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.
- **ELO 2.1** Identify, describe, and synthesize approaches or experiences.
- **ELO 2.2** Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- **ELO 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.
- **ELO 3.2** Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
- **ELO 4.1** Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.
- **ELO 4.2** Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

HOW THIS HYBRID COURSE WORKS

Mode of delivery: This course is hybrid, which consists of a combination of in-person instruction (25-74% campus) and online instruction (25-73% online)

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: The following is a summary of students' expected participation:

- **Carmen: REQUIRED**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.)
- **In person class sessions: REQUIRED**
Attendance is required for classes conducted in person throughout the semester. Classes will be held in person on Wednesdays throughout the semester; Friday classes will be conducted on Zoom.
- **Office hours: OPTIONAL**
You are not required to attend office hours.
- **Participating in discussion forums: ONCE PER WEEK**
As part of your participation, each week you can expect to post once as part of our substantive class discussion on the week's assigned reading and/or viewing.

COURSE MATERIALS AND TECHNOLOGIES

Texts

Required Books

- Joy James, *Transcending the Talented Tenth: Black Leaders and American Intellectuals*
- Stacey Abrams, *Lead From the Outside: How to Build Your Future and Make Real Change*

Required Articles/Essays

- Ida B. Wells-Barnett, "[Southern Horrors: Lynch Law in All Its Phases](#)"
- WEB Du Bois, "[The Talented Tenth](#)"
- Martin Kilson, "[The Washington and Du Bois Leadership Paradigms Reconsidered](#)"

- Linda L. Carli and Alice J. Eagly, [“Women Face a Labyrinth: An Examination of Metaphors for Women Leaders”](#)
- American Association of University Women, [“Barriers and Bias: The Status of Women in Leadership”](#)
- Moran Anisman-Razin, Rami Rozen, Eran Halperin, and Tamar Saguy, [“Support for Leader’s Decisions in Conflict and Negotiation: Women Do Not Benefit From Relevant Expertise While Men Do”](#)
- Christina Bejarano and Wendy Smooth, [“Moving Women of Color from Reliable Voters to Candidates for Public Office”](#)
- Janis V. Sanchez-Hucles and Donald D. Davis, [“Women and Women of Color in Leadership: Complexity, Identity, and Intersectionality”](#)
- Nicholas J.G. Winter, [“Masculine Republicans and Feminine Democrats: Gender and Americans’ Explicit and Implicit Images of the Political Parties,”](#)
- Frank R. Cooper, [“Our First Unisex President? Black Masculinity and Obama’s Feminine Side,”](#)
- Melissa R. Michelson and Elizabeth Schmitt, [“Party Politics and LGBT Issues in the United States”](#)

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone

- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

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

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Weekly Discussion Posts	50
Midterm Essay	25
Reaction Paper	25
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

Weekly Discussion Posts

Description: Everyone is required to post a thoughtful response to a prompt on assigned material each week of the semester. You may initiate a response or post a substantive response to someone else's post. Whether you initiate or reply, your response should show that you have read the text and any supporting materials. Your response should go beyond the text in elucidating your own thinking.

The Discussion board will open each week on Sunday, and your response must be posted no later than Tuesday at 11:59 pm before each Wednesday class. In order to receive an A grade for Weekly Discussion Posts, you must meet the criteria outlined above, post each week while the Discussion board is open, and read your classmates' posts. After the Discussion closes, you will not be able to post, and you will not receive credit for a Weekly Discussion Post for the week.

Midterm Essay

Description: In a paper of no fewer than 5, and no more than 6, typed pages, use the texts and discussions in weeks 1-7 to respond to the following prompt:

Use the texts (readings and videos) and class discussions to construct a model of citizen-leadership. Include in your model an explanation of how differences of race and/or gender have intersected with systems of power in US history and enabled or limited modes of advocacy for social and political change.

Papers should be clearly written with attention to content, organization, style, and mechanics. Be sure to use a thesis paragraph to provide an overview of your argument and write a brief conclusion that summarizes the most significant elements of your model of citizen-leadership. Even though this is a short paper, make it the best example of your thinking and writing you can produce. Additional formatting instructions will be forthcoming.

Capstone Paper

Description: In a paper of no fewer than 5, and no more than 6, typed pages, construct a normative account of the skills and dispositions you believe are required for competence as a citizen and leader. You should rely on course texts (readings and videos) and class discussions as appropriate to support your account of citizen-leadership, but I encourage you to be thoughtful and creative in imagining the essential ingredients for successful citizen-leadership.

Papers should be clearly written with attention to content, organization, style, and mechanics. Be sure to use a thesis paragraph to provide an overview of your argument and write a brief conclusion that summarizes the most significant elements of your account of competence of the citizen-leader. Even though this is a short paper, make it the best example of your thinking and writing you can produce. Additional formatting instructions will be forthcoming.

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

Grading scale

100-93%: A
92.9-90%: A-
89.9-87%: B+
86.9-83%: B
82.9-80%: B-
79.9-77%: C+
76.9-73%: C
72.9-70%: C-
69.9-67%: D+
66.9-60%: D
59.9-0%: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will usually read messages in the discussion boards within **24 hours**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.

- **Tone and civility:** Let's maintain a supportive learning community where people can disagree amicably. When responding to colleagues, please avoid sarcasm and accusations of bias.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

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:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: Advising resources for students are available here:

<http://advising.osu.edu>

FOR GRADUATE COURSES: Contact WGSS Graduate Program Coordinator, Rebekah Sims, for insight into how this how this course fits in with your MA, PhD, or Graduate Minor plan.

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

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

Mandatory reporting

As an instructor, I have a mandatory reporting responsibility. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or through the [Ohio State Anonymous Reporting Line](#).

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color,

disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

Trigger warning

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media.

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting 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; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
		HISTORICAL APPROACHES TO LEADERSHIP IN THE US: What Does It Mean/What Does It Take To Be a Citizen-Leader?

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Aug 20-23	<p>Wednesday, Aug 21 [in person]: Introduction to the course</p> <p>Friday, Aug 23 [Zoom]: Video, Facing History and Ourselves, "The Origins of Lynching Culture in the United States"</p>
2	Aug 26-30	<p>Wednesday, Aug 28 [in person]: Wells-Barnett, "Southern Horrors: Lynch Law in All Its Phases" Discussion Post #1</p> <p>Friday, Aug 30 [Zoom]: Video, "W.E.B. DuBois: A Study on the Talented Tenth"</p>
3	Sep 2-6	<p>Wednesday, Sep 4 [in person]: Du Bois, "The Talented Tenth" Discussion Post #2</p> <p>Friday, Sep 6 [Zoom]: Video, "Condoleezza Rice on Talented Tenth"</p>
4	Sep 9-13	<p>Wednesday, Sep 11 [in person]: Joy James, <i>Transcending the Talented Tenth</i>, Chapters 1-3 (pps. 15-81) Discussion Post #3</p> <p>Friday, Sep 13 [Zoom]: Martin Kilson, "The Washington and Du Bois Leadership Paradigms Reconsidered"</p>
5	Sep 16-20	<p>CONTEMPORARY APPROACHES TO LEADERSHIP IN THE US: What Do We Know About Race, Gender, and Leadership Today?</p>
		<p>Wednesday, Sep 18 [in person]: Linda L. Carli and Alice J. Eagly, "Women Face a Labyrinth: An Examination of Metaphors for Women Leaders" Discussion Post #4</p> <p>Friday, Sep 20 [Zoom]: Video, "Daemen University, The Glass Ceiling: Dated Metaphor or Current Reality?"</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
6	Sep 23-27	<p>Wednesday, Sep 25 [in person]: American Association of University Women, <u>"Barriers and Bias: The Status of Women in Leadership"</u> Discussion Post #5</p> <p>Friday, Sep 27 [Zoom]: Laurie McGraw, Video (TEDx), <u>"We Still Have Too Few Women in Leadership. Now What?"</u></p>
7	Sep 30-Oct 4	<p>Wednesday, Oct 2 [in person]: Moran Anisman-Razin, Rami Rozen, Eran Halperin, and Tamar Saguy, <u>"Support for Leader's Decisions in Conflict and Negotiation: Women Do Not Benefit From Relevant Expertise While Men Do"</u> Discussion Post #6</p> <p>Friday, Oct 4 [Zoom]: Manal Omar, Video (TEDx), <u>"Women at the Negotiating Table: The Missing Piece in Peacebuilding"</u></p>
8	Oct 7-11	<p>Wednesday, Oct 9 [in person]: Midterm Essay Due (upload to Carmen)</p> <p>Friday, Oct 11: Autumn Break</p>
9	Oct 14-18	<p>Wednesday, Oct 16 [in person]: Tutti Taygerly, Video (TEDx), <u>"How Asian American Women Claim Their Leadership"</u> Discussion Post #7</p> <p>Friday, Oct 18 [Zoom]: Chronicle of Higher Education, <u>"Nurturing the Next Generation of Women-of-Color Leaders"</u></p>
10	Oct 21-25	<p>Wednesday, Oct 23 [in person]: Christina Bejarano and Wendy Smooth, <u>"Moving Women of Color from Reliable Voters to Candidates for Public Office"</u> Discussion Post #8</p> <p>Friday, Oct 25 [Zoom]: Janis V. Sanchez-Hucles and Donald D. Davis, <u>"Women and Women of Color in Leadership: Complexity, Identity, and Intersectionality"</u></p>

Week	Dates	Topics, Readings, Assignments, Deadlines
11	Oct 28-Nov 1	<p>Wednesday, Oct 30 [in person]: Nicholas J.G. Winter, <u>“Masculine Republicans and Feminine Democrats: Gender and Americans’ Explicit and Implicit Images of the Political Parties,”</u> Discussion Post #9</p> <p>Friday, Nov 1 [Zoom]: Frank R. Cooper, <u>“Our First Unisex President? Black Masculinity and Obama’s Feminine Side”</u></p>
12	Nov 4-8	<p>Wednesday, Nov 6 [in person]: Melissa R. Michelson and Elizabeth Schmitt, <u>“Party Politics and LGBT Issues in the United States”</u> Discussion Post #10</p> <p>Friday, Nov 8 [Zoom]: GBH News, <u>“What Maura Healey’s Governorship Means to Massachusetts Lesbians”</u>; CBS News, <u>“Campaign of Deceit: The Election of George Santos”</u></p>
13	Nov 11-15	<p>Wednesday, Nov 13 [in person]: Abrams, <i>Lead from the Outside</i>, Preface – Chapter 2 Discussion Post #11</p> <p>Friday, Nov 15 [Zoom]: Abrams, <i>Lead from the Outside</i>, Chapters 3-4</p>
14	Nov 18-22	<p>Wednesday, Nov 20: Abrams, <i>Lead from the Outside</i>, Chapters 5-9 Discussion Post #12</p> <p>Friday, Nov 22: Capstone Paper Due (upload to Carmen)</p>
15	Nov 25-29	<p>Wednesday, Nov 27: Thanksgiving Break</p> <p>Friday, Nov 29: Indigenous Peoples’ Day/Columbus Day</p>
16	Dec 1-4	<p>Wednesday, Dec 3 [in person]: Last Day of class Discussion Post #13</p>

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

Overview

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

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

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

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

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

(enter text here)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Citizenship for the Just and Diverse World: WGSS 4403

ELO 1.1 Engage in critical and logical thinking.

Students will strengthen existing skills in critical and logical thinking throughout the course. In the first 4 weeks, students will compare and contrast conceptions of citizenship and leadership, considering historical debates in the context of their own time and current critiques. Students will engage with these debates in reading, writing, and class discussions. During these weeks, students will be assigned to provide reasoned, evidence-based responses to historical conceptions of citizen-leadership. In the weeks that follow, class discussions and Weekly Discussion Post questions will provide students with guidelines to evaluate the claims of authors and speakers (in assigned videos) regarding identity, citizenship, and leadership.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.

WGSS 4403, Race, Gender and Leadership, is constructed to provide an advanced examination of the promise and challenges to citizenship and leadership of diverse, and often underrepresented groups, in the history of US multiracial democracy. Over the course of the semester, students will consider different visions of leadership, identify a range of challenges to leadership, and analyze a variety of contexts for group membership and leadership, including social movements, business, and politics.

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

A key goal of the course is to facilitate learning using a variety of literatures, media, and academic exercises. Each assigned text will be accompanied by a PowerPoint deck that provides the following: biographical information for historical figures, key information about the social and political context in which texts were produced, genres of literature, and research methods (as appropriate). Class discussions in weeks 4 and 5 will focus on how as learners we may integrate lived experience of the kind that we see in the work of Ida B. Wells, WEB Du Bois, and Booker T. Washington with recent critiques of these historical figures in the work of authors like Joy James and Martin Kilson. Key goals of these discussions include: demonstrating that theories and historical accounts of citizen-leadership vary in significant ways; that these theories and accounts continue to be reevaluated from different political and intellectual perspectives; and that having achieved a deep understanding of these theories and accounts, students may develop their own understanding of the best model for achieving equity in citizenship and leadership in the future.

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.

The course provides students a variety of scholarly and activist perspectives on citizenship and leadership intended to deepen their understanding and inform their personal perspectives. The

Weekly Carmen Discussion Posts provide a forum in which, in addition to analyzing texts and class discussions, students will be asked to develop their own conceptions of membership and leadership and respond to the accounts of other students.

In terms of the specific goals of Weekly Discussion Posts pegged to this ELO: WDP #4 will ask students to reflect on four conceptions of the citizen as leader offered by Wells, Du Bois, Washington, and James and develop a brief account of their own understanding based on these models. Later in the course, after we have read and discussed a number of studies and scholarly analyses of group membership and leadership, WDP #8 will require students to reflect on the conception of the citizen as leader with which they most identified in WDP #5 and explain how subsequent readings and/or class discussions (weeks 7-10) have reinforced or challenged their preferred conception. In the final WDP, #13, and in the last class, on December 3, students will be encouraged to reflect on the ways in which analyzing biographical, activist, and scholarly materials and approaches has transformed their understanding of the complexities of citizen-leadership in diverse social and political contexts.

ELO 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.

WGSS 4403 places conceptions of citizenship and leadership in US historical contexts across social, political, legal, and cultural differences from the late nineteenth century to the present. The course opens in a context of systemic extralegal violence against African Americans that vitiated their citizenship and threatened those who assumed positions of leadership—in this case, Ida B. Wells. The course ends with a twenty-first century vision of Black female social movement and political leadership—the case of former Georgia State representative and activist Stacey Abrams. The comparison between these two socio-political contexts and the models of citizen-leadership associated with them is the focus of Weekly Discussion Post #12, which asks students to analyze the cases of Wells’ and Abrams’ social and historical contexts as a way to compare or contrast the skills and dispositions necessary to advance inclusive models of citizen-leadership in the present.

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

In a Capstone Paper, students will construct a normative account of the skills and dispositions they have come to understand are essential to competence as a citizen and leader. This second of two major writing exercises requires that students rely on material from course texts (readings and videos) and class discussions as appropriate to support their account of citizen-leadership. But the exercise also encourages students to be thoughtful and creative in integrating their own conceptions of belonging and leadership in response to historical challenges specific to underrepresented groups in US history.

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

The course employs an intersectional perspective to examine the interactive effects of race, gender, and (in week 12) sexuality on citizenship and leadership across more than a century of US history. Taking race and gender into account, in Weekly Discussion Post #s 1 and 2, students are invited to consider whether visions of the citizen-leader that emerged from Black intellectuals of the late nineteenth and early twentieth centuries contained gendered dimensions. Week 11 readings and class discussions focus on the significance of masculine and feminine attributions in US politics and the ways in which these attributions can operate to present Black male candidates for public office with unique challenges. And Week 12 class discussions address particular challenges to equity and inclusion of minority sexuality and gender identity since the advent of the LGBTQ civil rights movement.

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

The course is organized to ground contemporary injustices of exclusion from belonging and leadership in historical inequities and injustices. The course begins with the historical trauma of the lynching of Black Americans in the South and the key role of author, speaker, and activist Ida B. Wells in documenting lynching and serving as a leader of the anti-lynching movement. Early Civil Rights leaders—Wells, WEB Du Bois, and Booker T. Washington—took different routes as leaders to securing citizenship for Black Americans and endorsed diverse models of inclusion and leadership.

The Midterm Essay assignment addresses ELO 4.2 by requiring students to rely on the texts and class discussions in weeks 1-7 to respond to the following prompt: Informed by course texts (readings and videos), construct a model of citizen-leadership. Include in your model an explanation of how differences of race and/or gender have intersected with systems of power in US history and enabled or limited modes of advocacy for social and political change.