

## Term Information

Effective Term Spring 2025

## General Information

Course Bulletin Listing/Subject Area French  
Fiscal Unit/Academic Org French & Italian - D0545  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3803  
Course Title Cultures of Resistance  
Transcript Abbreviation CulResistance  
Course Description Examine how the concept of citizenship through resistance has been represented in literature, film, music, and comics of the French-speaking world created to inspire activism at crucial historical moments. Study how citizens have exercised the right to effect change in society through producing, consuming, and redeploying defiant cultural artifacts.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 6 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

## Prerequisites and Exclusions

Prerequisites/Corequisites None  
Exclusions None  
Electronically Enforced No

## Cross-Listings

Cross-Listings None

## Subject/CIP Code

Subject/CIP Code 16.0901  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

Citizenship for a Diverse and Just World

## Course Details

### Course goals or learning objectives/outcomes

- See attached GE submission sheet

### Content Topic List

- The Haitian revolution 1791-1804
- The French Revolution of 1789
- Artists under the German occupation of France 1940-44
- Post-World War II French decolonization
- Popular art and the May 1968 movement

### Sought Concurrence

No

## Attachments

- FR3803 Cultures of Resistance syllabus.docx: syllabus  
*(Syllabus. Owner: Willging, Jennifer)*
- FR3803 GEs ubmission.docx: GE ELOs submission form  
*(Other Supporting Documentation. Owner: Willging, Jennifer)*
- FR Major Curriculum Map rev 6-10-24.docx: FR major curriculum map  
*(Other Supporting Documentation. Owner: Willging, Jennifer)*
- FFS Major Curriculum Map rev 6-10-24.docx: FFS major curriculum map  
*(Other Supporting Documentation. Owner: Willging, Jennifer)*
- FR3803 revised syllabus Cultures of Resistance.docx: revised syllabus 9/12/24  
*(Syllabus. Owner: Willging, Jennifer)*
- FR3803 CulturesOfRGESyllabus rev. 11-5-24.docx: revised syllabus 11-5-24  
*(Syllabus. Owner: Willging, Jennifer)*
- CoverLetterRevisionsFr3803.docx: Cover letter outlining revisions to syllabus 11-5-  
*(Cover Letter. Owner: Willging, Jennifer)*

## Comments

- Please see attached a second revised syllabus (11-4-24) and a cover letter outlining latest revisions. *(by Willging, Jennifer on 11/05/2024 08:30 AM)*
- Please see Subcommittee feedback email sent 10/09/2024. *(by Hilty, Michael on 10/09/2024 12:37 PM)*
- Please see Subcommittee feedback email sent 9/11/24. *(by Neff, Jennifer on 09/11/2024 10:06 AM)*

**COURSE REQUEST**  
3803 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
11/05/2024

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Willging, Jennifer	06/10/2024 04:20 PM	Submitted for Approval
Approved	Heller, Sarah-Grace	06/11/2024 11:05 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/26/2024 10:43 AM	College Approval
Revision Requested	Neff, Jennifer	09/11/2024 10:06 AM	ASCCAO Approval
Submitted	Willging, Jennifer	09/12/2024 03:13 PM	Submitted for Approval
Approved	Willging, Jennifer	09/12/2024 03:13 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/12/2024 03:23 PM	College Approval
Revision Requested	Hilty, Michael	10/09/2024 12:37 PM	ASCCAO Approval
Submitted	Willging, Jennifer	11/05/2024 08:30 AM	Submitted for Approval
Approved	Heller, Sarah-Grace	11/05/2024 09:22 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/05/2024 09:38 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/05/2024 09:38 AM	ASCCAO Approval

## French 3803: Cultures of Resistance

Revisions suggested by the GE subcommittee have been made as explained below:

1. -the information in the GE form provided be woven into the course calendar (on page pages 10-13). Specifically, they would like to see more detail in the calendar about how each week's topics and assignments will engage students in the GE Theme-specific ELOs (ELOs 3.1, 3.2, 4.1, and 4.2). – ELOs for every week were added to the course schedule and the ELOs have been included at the end of the syllabus as an appendix.
2. -more information in the course syllabus surrounding how week 1 of the course will be connecting the ideas of citizenship, diversity, and justice to resistance, as stated as a topic on pages 10-11, and how the discussion of these topics will be used to provide students the opportunity to begin thinking about the ELOs of the Theme. – A paragraph on how the first week topics connect the underlined ideas was added on pages 2-3 and highlighted.
3. -the final project to incorporate more advanced and scholarly exploration of the GEN Theme. – A paragraph addressing this suggestion, and a clarification were added on page 5 and highlighted.
4. -updating the Mental Health statement on page 9 of the course syllabus. – This was updated.
5. -updating the Diversity statement on page 9 of the course syllabus. -This was updated.
6. -cover letter. – the present cover letter details the changes that were made.

## **French 3803**

### **Cultures of Resistance**

#### **Citizenship for a Diverse and Just World GE theme course**

**Autumn 2024**

### **COURSE OVERVIEW**

Credit hours: 3

Mode of delivery: In person

Instructor: Dr. Adela Lechintan-Siefer

Email: lechintan-siefer.1@osu.edu

Office location: 226 Hagerty Hall

Office hours: T, R 1-2 and by apt.

### **Course description**

The French Resistance required secrecy, imagination, and courage to face the Nazi occupation during World War II. It is part of a long history of struggle for the ideals of Liberty, Equality, and Fraternity. In this course, we will explore and analyze how the concept of citizenship through resistance has been represented in the literature, film, music, and comics of the French-speaking world. We will examine works of art created to engage with cultural activism at crucial historic moments. We will study how individuals have been exercising the right to effect change in society by assuming agency in the face of various forms of oppression and power imbalance and apply these lessons to our own ideas for creating a more just and diverse world.

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

This course fulfills the Citizenship for a Just and Diverse World GE theme requirement.

#### **Learning Goals:**

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

2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.
4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

### **Expected Learning Outcomes:**

Successful students will be able to:

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

This course fulfills these goals and learning outcomes by prompting students to explore resistance movements in the French-speaking world during the 20th and 21st centuries and analyze their cultural representations. Students examine and engage with literary, cinematic, and scholarly works that illustrate the idea of citizenship through resistance. Students analyze and reflect upon the concepts of social, cultural, and lived citizenships and the way in which these concepts interact with the idea of normative citizenship.

The first module of the course (week 1) introduces the concept of resistance as an idea that has been central to the struggle for justice, equality, and inclusion in the Francophone world. Taking as examples of resistance two of the major revolutions in the French-speaking world, the French

Revolution and the Haitian Revolution, this introductory module defines resistance as a fundamental value of the French and Haitian cultures and as a concept that became the main reference and a central aspect in the creation of the modern idea of citizenship in the Francophone world, idea based on the ideals of freedom, equality, and diversity.

**Additional (A) expected learning outcomes pertaining to the theme of citizenship through resistance treated in this course:**

A1. Describe what being a citizen meant during various abusive political regimes and analyze how individuals engaged in activism during challenging times such as fights for civil rights and social justice in French-speaking regions. (class discussions, reflection posts, research project)

A2. Identify and analyze ideas and concepts central to activism for social change as manifested in French-speaking regions and their own communities and apply these concepts as well as one's intercultural competence to a better understanding of what being a citizen of one's country and the world means. (readings, quizzes, reflection essays, discussion forums)

A3 Examine and critique works of art, literature, and cinema as well as scholarly articles that engage with civil rights, anti-colonial movements, and struggles for racial justice and inclusion in the Francophone world; discuss current global inequalities and reflect on one's own experiences with discrimination and ways in which communities can become more inclusive. (reflection and discussion forums, research projects and presentations)

A4. Analyze the relationship between normative citizenship as defined on a juridical level, and the citizenship individuals perform in everyday actions; identify and discuss differences between social expectations of citizenship and lived citizenship and the interactions between the two. (text readings, film viewings, online discussion forums, class activities)

A5. Describe the ways in which artists and organizations contribute to effecting change in society by bringing attention to and/or assuming agency in contexts of power imbalance and injustice; reflect on how this model might inform one's personal agency as a global citizen for the future. (group research project, oral presentation, reflection essays)

## **HOW THIS COURSE WORKS**

**Mode of delivery:** This course will be delivered in person with on-line assignments in Carmen. Attendance in this course is mandatory; you are encouraged to come prepared to class and participate, ask questions, and engage with the instructor and your peers in conversations and group activities during our in-person classes and Carmen activities. Being active during our classes will help you understand the class material better and provide you with more opportunities to develop your language skills and get to know your classmates. Carmen assignments will be organized into weekly modules that are released at least two weeks ahead of time. You may also view their due dates in Carmen in calendar format.

## COURSE MATERIALS

Excerpts from the following texts are available on Carmen:

Alpaugh, Micah. *The Right of Resistance to Oppression*

I. Armianu, *Josephine Baker, Artist and Dissident*

J. Baldwin, *Essays*

Ernaux, Annie. *The Years* (excerpts)

T. Ben Jelloun, *The Punishment* (excerpts)

Maryse Condé, *Tales from the Heart* (excerpts)

G. R. Horn, *The spirit of '68* (Chapters 1, 2 )

Toni Morrison, *Recitatif*

Alan Riding, *And the Show Went On: Cultural Life in Nazi-Occupied Paris*

J. Rullier, *The Strange* (excerpts)

Note: Other short articles are available on Carmen. Texts available on Carmen will be marked with (C) on the schedule.

Films accessible via Kanopy or OSU Media Stream:

O. Assayas, *Something in the Air*

I. Boni-Claverie, *Too Black to Be French*

A. Madiga, *Above Water*

A. Resnais & C. Marker, *Statues also die*

B. Tavernier, *Safe Conduct*

Note: The information on the films that we will be watching in this course will be available in Carmen.

## ASSIGNMENTS, GRADING, AND EXPECTATIONS

### Course Grade:

Participation and attendance: 15%

Reading comprehension quizzes in Carmen (13): 25%

Reflection and discussion forums: 20%

Group oral presentation (Final project parts 1&2) 20%

Reactions and reflection essay ((Final project parts 3&4) 20%

### Grading scale:

A 93-100 A- 90-92 B+ 88-89 B 83-87 B- 80-82 C+ 78-79 C 73-77 C- 70-72 D+ 68-69 D 65-67 E 0-64

See course schedule below for due dates.

### Descriptions of Course Assignments

#### Attendance and Participation.

Attendance in this course is mandatory, you are encouraged to come prepared to class and participate, ask questions, and engage with the instructor and your peers in conversations and



group activities during our in-person classes and Carmen activities. Being active during our classes will help you understand the class material better and provide you with more opportunities to develop your learning skills and get to know your classmates. Two grace absences will be allowed without penalty.

### **Reading comprehension quizzes in Carmen (13)**

Approximately once a week, there will be a reading/viewing quiz online, in Carmen. It is expected that you check your syllabus and Carmen course blackboard before the beginning of every week. Prepare for each quiz by reading/viewing the material listed on the course schedule for that week and taking notes on the main ideas of each text or film. Quizzes will be open-book and will comprise ten true/false, multiple choice, or matching questions.

### **Reflection and discussion forums (5)**

At the end of each module, you will write one reflection post, based on the texts studied in class, in a Carmen discussion forum. You will choose a text or film discussed in the module and write a reflection in which you analyze the ways in which it addresses the idea of resistance and reflect upon how the text/film has shaped your thoughts and opinions on what citizenship through resistance means. Your contribution to each forum will also consist of two responses to two of your classmates' posts. Please see detailed instructions in Carmen.

### **Research project and presentation**

Part 1 In groups of three, you will research one artist, writer, filmmaker, organization, or institution that has engaged with the ideas of resistance and activism, from the French-speaking world or your own culture. Taking as a starting point the scholarly articles and texts studied in this course, identify a social issue that your community or the world has been facing. Next, name one artist or organization that has engaged with the idea of resistance and/or activism. Finally, explore the ways in which the chosen artist or organization has contributed to effecting change in society by bringing attention to and/or assuming agency in contexts of power imbalance and injustice. You will create and turn in a PowerPoint document summarizing your ideas.

Part 2 You will give a group oral presentation based on your research and PowerPoint document that you will record and make available to your class in Carmen/Discussions. Detailed assignment instructions can be found in Carmen.

Part 3 You will watch your classmates' presentations and write an individual reaction (post) to two of your classmates' presentations addressing the concept of resistance as illustrated in their project. You will also be required to respond to two of your classmates' posts in the same discussion forum in Carmen.

Part 4 For this part of your project, you will write an individual reflection (2 pages, double-spaced) on how one example of citizenship through resistance and activism that you discovered during your research for the final project and one example discussed throughout the semester might have resonated with your ideas of resistance through citizenship and inspired your own advocacy for social change for the future. Please see detailed instructions in Carmen.

### **Due Dates Policy**

Assignments are due on the dates/times listed on the syllabus and on Carmen. Make sure that you read the syllabus carefully and are aware of the due date for each assignment and exam. If you are

unable to complete an exam due to extenuating circumstances or COVID-related health issues, please contact your instructor to request another window for the exam. **Accommodations for absences due to health-related issues should be documented.** Resources: [Student Life Disability Services](#).

## 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.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably.
- **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

#### Policies for this course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **[MLA/APA]** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

## Ohio State's academic integrity policy

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

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

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

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

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

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

## ARTIFICIAL INTELLIGENCE (AI) AND ACADEMIC MISCONDUCT

Although the existence of the internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple.

- Always cite your sources (your professor can help with this).
- Always ask questions before you turn in an assignment if you are uncertain about what constitutes plagiarism.
- Always see your professor if you are having difficulty with an assignment.

### **Use of AI:**

Forms of writing assistance that utilize artificial intelligence (AI) to proofread a student's own written work (such as spellcheck or Grammarly) are acceptable. However, tools that rely on generative AI (such as GPT-3, ChatGPT, and Bard) that actually "write" (or generate) text from a prompt are not to be used to generate drafts or written work for any assignment in this

course. If students are unsure which AI tools are acceptable, they should consult the instructor prior to using them.

To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

## Copyright disclaimer

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

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix.osu.edu](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](http://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

## Mandatory Reporter Statement:

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. 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](#).

## Religious Accommodations:

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential. With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a

student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance. A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy. If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

## **Diversity**

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. (To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit: <https://odi.osu.edu/> or <https://cbsc.osu.edu/>)

## **Land Acknowledgment:**

We 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. As a land grant institution, 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.

## **Your mental health**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily

activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline. The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://go.osu.edu/wellnessapp).

## **ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

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

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](https://slds.osu.edu).

## COURSE SCHEDULE

**Note:** Carmen assignments and course materials are organized into weekly modules on Carmen that are released one week ahead of time. You may also view their due dates in Carmen in calendar format.

### Module 1: Introduction

<b>Week 1</b>
Day 1 Introduction to the course. The concepts of resistance and citizenship.
Day 2 The French revolution. The Haitian revolution Reading: Alpaugh, Micah. "The Right of Resistance to Oppression" (C) pp. <a href="#">Reflection and discussion forum 1</a>
<b>Learning outcomes</b> <i>a. Describe historical contexts that led to the French and Haitian Revolutions.</i> <i>b. Identify ideals of the French and Haitian Revolutions that laid the foundation for a just society in several regions of the Francophone world.</i> <i>c. Analyze the two revolutions and their role as initial pivotal moments in a long legacy of struggle for freedom and equality.</i> <i>d. Discuss and reflect on the resistance ideas and acts of revolutionaries as examples that inspired the modern concept of citizenship.</i>

### Module 2: Artists under Nazi occupation

<b>Week 2</b>
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Day 1 Cinema under occupation, film discussion  
Viewing assignment: B. Tavernier, *Safe conduct* (C)

Day 2 Resistance and survival  
Reading: A. Riding, *Distraction on Screen* (C) pp. 187-205  
**Quiz 1** (in Carmen)

***Learning outcomes***

- a. Analyze the film “Safe conduct” in the context of the Nazi occupation in France.*
- b. Define artistic resistance and find examples in the film and text.*
- c. Identify ideas and actions in the film and text that represent French artists and their resistance through art.*
- d. Analyze the ways in which the film and text address the idea of resistance.*
- e. Reflect upon how the text/film shaped your thoughts and opinions on what citizenship through resistance means.*

**Week 3**

Day 1 Museums under occupation  
Reading: A. Riding, *A Ripped Canvas* (C) pp. 163-187

Day 2 Artists and the occupation, Josephine Baker  
Reading: I. Armianu, *Josephine Baker, Artist and Dissident* (C) pp. 1-16  
**Quiz 2**

***Learning outcomes***

- a. Identify approaches and actions that artists/activists undertook to represent resistance actions in their work and analyze their perspectives.*
- b. Describe artists’ struggle to resist the Nazi occupation, expose injustice, and inspire collective actions.*
- c. Discuss Josephine Baker’s engagement in the resistance and reflect on her position as an American citizen and artist living in France during the Nazi occupation.*
- d. Examine museology and how certain works of art get showcased while others are neglected, taking Nazi policies as an example.*
- e. Evaluate the priorities and biases of current art installations and think about your own agency for making social change through the types of art that you patronize.*

**Week 4**



Day 1 Americans in occupied France  
Reading: A. Riding, *L'Américain* (C) pp. 73-90

Day 2 Colonial resisters  
Reading: L. Broch, *Colonial subjects and citizens in the French Internal Resistance* (C) pp. 1-23

**Quiz 3**

[Reflection and discussion forum 2](#)

**Learning outcomes**

- a. Discuss and reflect on displaced individuals' roles as "acting citizens" versus "legal citizens".
- b. Identify in the text attitudes, actions, and choices through which American expats living in France contributed to the resistance movement.
- c. Analyze acts of resistance that colonial subjects conducted during the Nazi occupation as French citizens and their struggle for inclusion.
- d. Reflect on how diasporic experiences can engender solidarity among individuals of different cultures and nationalities.

## Module 3: Decolonization, global activism

**Week 5**

Day 1 Decolonization  
Reading: A. Césaire, *Discourse on Colonialism* (C) pp. 1-13  
Viewing assignment: A. Resnais & C. Marker, *Statues also die* (C)

Day 2 The Independence  
Reading : L. Zeilig, *Lumumba, Africa's Lost Leader* (C) pp. 23-51

**Quiz 4**

**Learning outcomes**

- a. Identify in the text and film ideas that engage with activism for justice in Francophone countries.
- b. Analyze examples from the text and film that portray resistance to colonialism and struggle for independence.
- c. Reflect on what it means to be a citizen living under an unjust and oppressive system and how this experience can inspire ideals of freedom and equality.
- d. Taking as an example Lumumba's leadership and sacrifice for independence, draw parallels with other historical figures that empowered their peoples.

**Week 6**

Day 1 American expats in Paris

Reading: J. Baldwin, *The New Lost Generation* (C) pp. 659-668

Day 2 Africans in Paris

Viewing: P. Viviera & A. Sarr, *Africa on the Seine* (C)

Reading: Maryse Condé, *Tales from the Heart* (C) pp. 1-10

### Quiz 5

#### ***Learning outcomes***

- a. Identify and discuss examples of activism by expats living in Paris as described in the texts.
- b. Define and analyze transnational activism through the prism of French, Francophone, and American cultures.
- c. Discuss and reflect on cultural citizenship, normative citizenship, and performative citizenship.
- d. List and analyze examples of performative transnational citizenship in your own community.
- e. Reflect on how your class discussions have informed your intercultural competence.

### Week 7

Day 1 Morocco under dictatorship

Reading: T. B. Jelloun, *The Punishment* (C) pp. 1-20

Day 2 Resistance

Reading: T. B. Jelloun, *The Punishment* (C) pp. 21-40

### Quiz 6

[Reflection and discussion forum 3](#)

#### ***Learning outcomes***

- a. Identify in the text ideas that engage with activism for justice and freedom.
- b. Analyze examples from the text that portray resistance and rebellion against an oppressive regime.
- c. Reflect on what it means to be a citizen living under an unjust and oppressive system and how this experience can inspire ideals of freedom and equality.
- d. Analyze the text by placing it in the context of Moroccan history and culture.

## Module 4: May '68 in France and globally

### Week 8

Day 1 The spirit of '68 in North America

Reading: G. R. Horn, *Outcasts, Dropouts and Provocateurs 1*. (C) pp. 1-19

Day 2 MID-SEMESTER BREAK

### Quiz 7

#### **Learning outcomes**

- a. Synthesize and discuss ideas about cultural revolt and what *The First World Congress of Free Artists* proposed.
- b. Discuss the meaning of cultural revolt: literature and theatre of revolt and the place of cultural critique.
- c. Define the first transnational youth revolt, list stages of its creation, and describe its goals.
- d. Reflect on transnational activism, how moments of crisis can effect positive change in society, and what this change means in terms of citizenship and generational legacy.

### Week 9

Day 1 The generation of 1968 in France

Viewing assignment: O. Assayas, *Something in the Air* (C)

Day 2 Student Activism in the 1960s

Reading: G. R. Horn, *Under the Cobblestones Lies the Beach* (C) pp. 38-52

### Quiz 8

#### **Learning outcomes**

- a. Identify in the text and film the ideas of the 1968 generation that engage with activism for justice and change in France.
- b. Analyze examples from the text and film that portray people's questioning of an outdated system.
- c. Reflect on the role that youth undertook in France to bring about peaceful reforms.
- d. Compare the 1968 movement in several countries in the world including France and the US and reflect on how it inspired social progress and a more just society.

### Week 10

Day 1 Feminism

Reading: A. Ernaux, *The Years*, pp. 84-94; 95-105 (C)

Day 2 Intersectionality

Reading: Tony Morrison, *Recitatif* (C) pp. 1-13

### Quiz 9

#### **Learning outcomes**

- a. Identify the main stages of the birth and evolution of women's rights movement in France and the US.

- b. List and discuss causes, ideas, and legacy of the civil rights movement as described in the texts.
- c. Discuss effects of racial prejudice on society and the abolishment of racial segregation in education, as portrayed in the texts.
- d. Reflect on race as a social construct and the arbitrary nature of racial identity.
- e. Make suggestions on how people can support their communities in becoming more inclusive.

**Week 11**

Day 1 Racial justice

Reading: J. Baldwin, *No name in the street* (C) pp. 778-791

Day 2 Political activism

Reading: A. Ernaux, *The Years*, pp. 106-116; 121- 131 (C)

**Quiz 10**

[Reflection and discussion forum 4](#)

**Learning outcomes**

- a. Identify and discuss causes of racial discrimination as stated in the texts.
- b. Analyze examples of anti-racist activism as described in the texts in the context of American and French societies in the 1950s and 1960s.
- c. Reflect on race as a social construct and its implications in contemporary American and French societies.
- d. Give examples of how French-American transnational anti-racist movements in the 1950s and 1960s can inspire anti-racist actions in the present.

**Module 5: Social and cultural citizenship**

**Week 12**

Day 1 The 1980s: Social Activism

Reading: A. Ernaux pp. 149-158 (C)

Day 2 Modern Citizenship

Reading: E. L. Lefeybre, *Republicanism and Universalism* (C) pp. 1-14

**Quiz 11**

**Learning outcomes**

- a. Identify key tendencies in the French society during the 1980s at social, technological, and cultural levels.
- b. Find and discuss examples in the texts that underline concerns about individual and collective identity.
- c. Define French republicanism and explain how it has evolved as a concept and its social and cultural implications during the last fifty years in France.

- d. Reflect on how the concepts of French republican citizenship, multiculturalism, and social inclusion are interrelated.
- e. Reflect on how your class discussions have informed your intercultural competence.

### Week 13

Day 1: Political resistance during 1990-2010 in Africa  
 Reading: A. Al-Saleh, *Voices of the Arab Spring* (C) pp. 19-34  
 Day 2 Tunisia  
 Reading: A. Al-Saleh, *Voices of the Arab Spring* (C) pp. 35-46

#### Quiz 12

#### **Learning outcomes**

- a. Identify personal and collective reasons of the people participating in the social revolts in North-African countries in the 2000s-2010s.
- b. Discuss contributions of citizens to the Arab Spring movement and how the initial revolt inspired subsequent reactions and movements.
- c. Explain the motives, activities, and lessons of individuals who participated in the Arab Spring.
- d. Reflect on the role of participative citizenship in effecting social changes in society.

### Week 14

Day 1 Immigration  
 Reading: J. Rullier, *The Strange* (C) pp. 1-16  
 Day 2 Racial awakening  
 Viewing : I. Boni-Claverie, *Too Black to be French* (C)

#### Quiz 13

#### **Learning outcomes**

- a. Identify techniques that authors use to express and condemn prejudices against minority groups in society.
- b. Define and discuss the role of “resistance art” in inspiring ideals of justice.
- c. Discuss whether immigrant rights movements have rendered citizenship more performative.
- d. Map out the place that immigrants occupy in public spaces, media, and literary narratives.
- e. Reflect on how citizens can be more active in changing societal views on minority groups and their rights.

### Week 15

Day 1 Environmental activism  
 Viewing : *Marcher sur l'eau*, Aissa Madiga (C)  
 Day 2

Oral presentations in small groups  
 Reflection and discussion forum 5

**Learning outcomes**

- a. Identify in the film examples of how the environmental crisis affected Africa and other parts of the globe and what locals did to counteract it.
- b. Discuss ways in which cinema has contributed to signaling social issues such as the environment.
- c. Reflect on the extent to which environmental activism should be part of collective and individual citizenship.
- d. Reflect on how your class discussions have informed your intercultural competence.

Appendix A

Course ELOs	Course activities and assignments to meet these ELOs
<p><b>ELO 1.1</b> Engage in critical and logical thinking.</p>	<p><u>Reading assignments, class discussions, quizzes</u>            Students study and reflect on what citizenship is and how it manifests itself through representations of acts of resistance in French-speaking countries and around the world. Students engage in critical thinking by analyzing representations of citizenship as resistance in literary and cinematic works, starting with Tavernier’s film “Safe Conduct” for its treatment of a filmmaker’s refusal to compromise his artistic work for political reasons. Each module introduces a different and geographical context of oppression in which film, literature, and art were used for purposes of resistance. Quizzes guide students through the reading to assure their comprehension and readiness for class discussion. For each reading/viewing assignment, class discussion will progress from a comprehension check to analysis of symbols, which will prompt students to reflect on ways that messages must be expressed indirectly to preserve an artist’s integrity, safety, and freedom.</p>
<p><b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</p>	<p><u>Lectures, readings of scholarly articles, reading-comprehension quizzes</u>            Students study and critique literary and cinematographic representations of citizenship through resistance and the way the works and their authors may effect change in different historical and political contexts. Taking as a starting point suggested scholarly articles such as “A Ripped Canvas” by FA. Riding, students evaluate and analyze specific works of</p>

	<p>art through the lens of cultural, historical, and political contexts and their own ideas of activism and social justice. In-class and written discussions will compel students to examine museology and how certain works of art get showcased while others are neglected, taking Nazi policies as an example. In essays and interactions in Discussion Forum assignments, students will evaluate the priorities and biases of current art installations and think about how their own agency for making social change through the types of art that they patronize.</p>
<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p><u>Class discussions, comprehension quizzes, research project</u>          Quizzes will help students identify key themes in assigned works through multiple choice questions, preparing them to describe and synthesize resistance ideas and events that took place at different historical moments in several regions of the Francophone world in class discussions.</p> <p>In their 4-part research project, they will choose a particular artist/writer/filmmaker or organization. They identify approaches and actions that artists/activists undertook to represent resistance actions and analyze their perspectives. Then they will describe this work to others in a group project, comparing and synthesizing modes of resistance.</p>
<p><b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p><u>Reflection and discussion forums, research project and presentation</u>          Students reflect on the question of citizenship and how different acts of resistance in different contexts can be considered citizenship in a discussion forum at the end of each of the five modules.</p> <p>They reflect upon how different acts of resistance in the past have impacted and inspired activism in the present.</p> <p>For example, in their first reflection and discussion forum, students will choose a text or film discussed in the module on the Nazi occupation in France and write a reflection in which they analyze the ways in which it addressed the idea of resistance and reflect upon how the text/film shaped their thoughts and opinions on what citizenship through resistance means.</p>

	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>	<p><u>Class discussions, reflection posts, research project</u>  Students reflect upon what citizenship means in several historical and political contexts such as WW2 occupied France, decolonization in Algeria and Congo, dictatorship in Morocco, student resistance, feminist, and civil rights movements in France and America, and Francophone regions from the 1940s to today. In class discussions and reflection posts, students describe what being a citizen meant during various abusive political regimes.</p> <p>Students analyze how individuals engaged in activism during challenging times such as fights for civil rights and social justice in French-speaking regions and what they consider as their responsibility to take action.</p>
<p><b>ELO 3.2</b> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>	<p><u>Readings, quizzes, reflection and discussion forums</u>  Students identify and analyze ideas and concepts central to activism for social change as manifested in French-speaking regions and their own communities. During class conversations, research project, and reflection essays, students apply these concepts as well as their intercultural competence to a better understanding of what being a citizen of their country and the world means. They reflect on and ask questions about how these competences can inform their agency for justice and social change.</p>
<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>	<p><u>Reflection and discussion forums, research project and presentation</u>  Students examine and critique works of art, literature, and cinema as well as scholarly articles that engage with civil rights and anti-colonial movements and struggles for racial justice and inclusion in the Francophone world. Students study and evaluate works that illustrate the concept of citizenship in societies with discrimination and power imbalances. Topics include gender equality in</p>



	<p>the novels of Annie Ernaux in module 4. Module 5 addresses discrimination against immigrants of color from former French colonies to engage discussion of current global immigration policies and attitudes and to prompt students to reflect on their own experiences with discrimination and ways in which communities can become more inclusive.</p>
<p><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.</p>	<p><u>Research project and presentation, reflection and discussion forums</u></p> <p>A major lens for discussions will be the distinction between normative citizenship as defined on a juridical level, and the citizenship individuals perform in everyday actions. Students will discuss and debate differences between social expectations of citizenship and lived citizenship and the interactions between the two.</p> <p>Students will give a group oral presentation for which they have to research one artist, writer, filmmaker, organization, or institution that has engaged with ideas of resistance and activism, from the French-speaking world or their own culture. They will explore and present the ways in which the chosen artist or organization has contributed to effecting change in society by bringing attention to and/or assuming agency in contexts of power imbalance and injustice. They will then reflect on how this model might inform their personal agency as global citizens for the future.</p>

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

## Overview

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

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

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

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

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

This course fulfills these goals and learning outcomes by prompting students to explore resistance movements in the French-speaking world during the 20th and 21st centuries and analyze their cultural representations. Students examine and engage with literary, cinematic, and scholarly works that illustrate the idea of citizenship through resistance. Students analyze and reflect upon the concepts of social, cultural, and lived citizenships and the way in which these concepts interact with the idea of normative citizenship.

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

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Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those

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

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

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

	Course activities and assignments to meet these ELOs
<p><b>ELO 1.1</b> Engage in critical and logical thinking.</p>	<p><u>Reading assignments, class discussions, quizzes</u>            Students study and reflect on what citizenship is and how it manifests itself through representations of acts of resistance in French-speaking countries and around the world. Students engage in critical thinking by analyzing representations of citizenship as resistance in literary and cinematic works, starting with Tavernier’s film “Safe Conduct” for its treatment of a filmmaker’s refusal to compromise his artistic work for political reasons. Each module introduces a different and geographical context of oppression in which film, literature, and art were used for purposes of resistance. Quizzes guide students through the reading to assure their comprehension and readiness for class discussion. For each reading/viewing assignment, class discussion will progress from a comprehension check to analysis of symbols, which will prompt students to reflect on ways that messages must be expressed indirectly to preserve an artist’s integrity, safety, and freedom.</p>
<p><b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</p>	<p><u>Lectures, readings of scholarly articles, reading-comprehension quizzes</u>            Students study and critique literary and cinematographic representations of citizenship through resistance and the way the works and their authors may effect change in different historical and political contexts. Taking as a starting point suggested scholarly articles such as “A Ripped Canvas” by FA. Riding, students evaluate and analyze specific works of art through the lens of cultural, historical, and political contexts and their own ideas of activism and social justice. In-class and written discussions will compel students to examine museology and how certain works of art get showcased while others are neglected, taking Nazi policies as an example. In essays and interactions in Discussion Forum assignments, students will evaluate the priorities and biases of current art installations and think about how their own agency for making social change through the types of art that they patronize.</p>

<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p><u>Class discussions, comprehension quizzes, research project</u></p> <p>Quizzes will help students identify key themes in assigned works through multiple choice questions, preparing them to describe and synthesize resistance ideas and events that took place at different historical moments in several regions of the Francophone world in class discussions.</p> <p>In their 4-part research project, they will choose a particular artist/writer/filmmaker or organization. They identify approaches and actions that artists/activists undertook to represent resistance actions and analyze their perspectives. Then they will describe this work to others in a group project, comparing and synthesizing modes of resistance.</p>
<p><b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p><u>Reflection and discussion forums, research project and presentation</u></p> <p>Students reflect on the question of citizenship and how different acts of resistance in different contexts can be considered citizenship in a discussion forum at the end of each of the five modules.</p> <p>They reflect upon how different acts of resistance in the past have impacted and inspired activism in the present.</p> <p>For example, in their first reflection and discussion forum, students will choose a text or film discussed in the module on the Nazi occupation in France and write a reflection in which they analyze the ways in which it addressed the idea of resistance and reflect upon how the text/film shaped their thoughts and opinions on what citizenship through resistance means.</p>

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

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

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

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

	Course activities and assignments to meet these ELOs
<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>	<p><u>Class discussions, reflection posts, research project</u>            Students reflect upon what citizenship means in several historical and political contexts such as WW2 occupied France, decolonization in Algeria and Congo, dictatorship in Morocco, student resistance, feminist, and civil rights movements in France and America, and Francophone regions from the 1940s to today. In class discussions and reflection posts, students describe what being a citizen meant during various abusive political regimes.</p> <p>Students analyze how individuals engaged in activism during challenging times such as fights for civil rights and social justice in French-speaking regions and what they considered as their responsibility to take action.</p>
<p><b>ELO 3.2</b> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>	<p><u>Readings, quizzes, reflection and discussion forums</u>            Students identify and analyze ideas and concepts central to activism for social change as manifested in French-speaking regions and their own communities. During class conversations, research project, and reflection essays, students apply these concepts as well as their intercultural competence to a better understanding of what being a citizen of their country and the world means. They reflect on and ask questions about how these competences can inform their agency for justice and social change.</p>
<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>	<p><u>Reflection and discussion forums, research project and presentation</u>            Students examine and critique works of art, literature, and cinema as well as scholarly articles that engage with civil rights and anti-colonial movements and struggles for racial justice and inclusion in the Francophone world. Students study and evaluate works that illustrate the concept of citizenship in societies with discrimination and power imbalances. Topics include gender equality in the novels of Annie Ernaux in module 4. Module 5 addresses discrimination against immigrants of color from former French colonies to engage discussion of current global immigration policies and attitudes and to prompt students to reflect on their own experiences with discrimination and ways in which communities can become more inclusive.</p>

**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.

Research project and presentation, reflection and discussion forums

A major lens for discussions will be the distinction between normative citizenship as defined on a juridical level, and the citizenship individuals perform in everyday actions. Students will discuss and debate differences between social expectations of citizenship and lived citizenship and the interactions between the two.

Students will give a group oral presentation for which they have to research one artist, writer, filmmaker, organization, or institution that has engaged with ideas of resistance and activism, from the French-speaking world or their own culture. They will explore and present the ways in which the chosen artist or organization has contributed to effecting change in society by bringing attention to and/or assuming agency in contexts of power imbalance and injustice. They will then reflect on how this model might inform their personal agency as global citizens for the future.