

Term Information

Effective Term Spring 2025
Previous Value Spring 2024

Course Change Information

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

Count this course towards the Citizenship GE theme.

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

Please see attached GE submission form paperwork for an explanation of how this course fulfills the GE theme goals and ELOs.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

We anticipate no programmatic implications of this request.

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	Philosophy
Fiscal Unit/Academic Org	Philosophy - D0575
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2344
Course Title	Human Flourishing in a Global Society
Transcript Abbreviation	Global Flourishing
Course Description	A survey of philosophical accounts of human flourishing on a global scale that include development, well-being, equity, empowerment, sustainability, human rights, and cultural freedom.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
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

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 38.0101
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior
Previous Value *Freshman, Sophomore, Junior, 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

- Students are able to understand the definitions of human flourishing, development, well-being, equity, empowerment, sustainability, human rights, and cultural freedom.
- Students are able to identify and assess trade-offs within and conflicts between different conceptions of human flourishing.
- Students are able to identify and evaluate ethical challenges to human flourishing in a global society.

Content Topic List

- human flourishing, development, well-being, equity, empowerment, sustainability, human rights, cultural freedom

Sought Concurrence

No

Attachments

- 2344 submission-doc-citizenship.pdf: GE Citizenship Theme proposal form
(Other Supporting Documentation. Owner: Shuster, Amy Lynne)
- 2344 sample syllabus as of 5.7.2024.pdf: Sample Syllabus
(Syllabus. Owner: Shuster, Amy Lynne)

Comments

COURSE CHANGE REQUEST
2344 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
08/26/2024

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Shuster, Amy Lynne	05/12/2024 11:50 AM	Submitted for Approval
Approved	Lin, Eden	05/14/2024 08:04 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/26/2024 12:43 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/26/2024 12:43 PM	ASCCAO Approval

Philosophy 2344

Spring 2025

Human Flourishing in a Global Society

Contact Information

Steven Brown

Instructor

337F University Hall

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Lecture

- Tu/Th 3:55p to 5:15p
- University Hall 038

Office Hours

- Tue 1:00p to 2:00p
- Thu 2:30p to 3:30p

About This Class

All too often, global human development has been measured merely by the standards of economic growth. However, philosophers and other thinkers have long offered arguments suggesting that we need an account of development which includes a broader understanding of well-being, equity, empowerment, sustainability, human rights, and cultural freedom. This course will investigate the many challenges that face us as a global society and strive to develop a truly satisfying account of what our goals should be as we move forward into the future.

Online Access

This class will be taught in-person. Attendance over Zoom counts as an absence which can be explained at the end of the semester.

That being said, I recognize that people will occasionally be unable to attend in-person lectures for various reasons. If you are ill, you are strongly encouraged to stay home and participate in the live lectures using Zoom. Reasons unrelated to illness will be considered on a case-by-case basis. The teaching associates will be monitoring remote participants and will let me know if anyone has questions or comments during the lecture.

Zoom Links

- [Main Lecture Meetings](#)

Live Class Notes

In order to maintain a dynamic classroom atmosphere while allowing easy access to the notes, I will use a shared Google Doc as a virtual chalkboard. This document will update in real-time, so those who must participate remotely should be able to keep up without difficulty.

- [Virtual Chalkboard Document](#)

Daily Schedule

- Attendance and Logistical Check-In
- Minute of Mindfulness (Devices Away)
- Lecture/Discussion

Grading Scheme

This course utilizes an unusual grading scheme that is based largely on the completion of assignments. It should be possible for you to get the grade you want without completing all the assignments. Each student is responsible for determining their best path through the course based on how much work they'd like to complete to get their desired grade.

Attendance and Participation – up to 20 Points

- In-person attendance and participation are critical for academic success. I will be taking attendance at the beginning of every class. Lively classroom discussion and participation in office hours will also be taken into account.
- Since each person's life circumstances are a bit different, there is no simple formula for calculating the points you'll receive for attendance and participation. At the end of the semester, you'll be asked to grade your own performance and to explain your justification for that grade.
- I will compare your self-assessment with the attendance data and my memories of your participation to determine if your self-assigned grade is appropriate and adjust it as necessary.
 - About 3 absences should be accepted without penalty, and beyond that you should provide some kind of an explanation. If you don't have a good explanation, you should deduct about 5 points for each additional absence.
 - Zoom attendance counts as an absence unless you had some legitimate reason for needing to attend in that way (sickness, important travel, etc). Please provide an explanation for your decisions to attend over Zoom. If you don't have a good explanation, you should deduct about 3 points for each time you chose to attend over Zoom rather than coming to class.
 - If you were a regular participant in class discussion that should count in your favor. Give yourself 6 additional points for very regular participation, 4 for semi-regular participation, and 2 for infrequent participation.
- Remember that I will be comparing your self-assessment against our attendance data in TopHat and Zoom. Significant discrepancies between your suggested grade and that data will result in your receiving substantially fewer points for this portion of your grade.

Reading Annotations – up to 38 Points (2 each, 19x)

- We're planning to assign 19 readings. These are generally less than 20 pages long, sometimes significantly less. However, they are primary sources that can take significant time to read and process.

- For each assigned article, you may complete a reading annotation assignment using Hypothesis. Annotations can take several different forms, and you are encouraged to try out all the different forms throughout the semester:
 - **Highlight:** Identify the portions of the reading which are most essential to the central argument. Highlight them and briefly explain why you think they matter.
 - **Find the Crux:** Sometimes there is a single sentence or paragraph that contains the core argument of a passage. See if you can identify one in this reading and briefly explain why you think this is it.
 - **Identify Definitions:** Clarification of concepts is essential for philosophy. When a philosopher introduces an important concept, they often give us a precise definition.
 - **Question:** Formulate a question about something that you'd like to discuss further. DO NOT just say "I don't understand this." Explain what you do understand and why you find this part so puzzling.
 - **Objection:** Highlight a selection that you find problematic and explain your concern.
 - **Connection:** If something from this text connects or contrasts with something we've already discussed, call our attention to that.
 - **Response:** You can interact with other student's existing annotations by attempting to answer questions, make other suggestions, etc.
- **You should make 3 substantial annotations for each reading.** Examples of good annotations will be provided in class.

Weekly Reflections – up to 28 points (2 each, 14x)

- On the first day of class, you will be assigned to a small group that focuses all semester on a specific target country.
- Each week you can choose to write a brief discussion post (at least 3 sentences) describing how the subject matter of the week relates to your target country.

Target Country Reports – up to 10 Points (5 each, 2x)

- About 1/3 and 2/3 of the way through the class you will work with your group to present a report on the research you've done about your target country.
 - **Report 1:** Historical background and current development status
 - **Report 2:** Identify some high priority development needs

Report Responses – up to 10 Points (5 each, 2x)

- As a group you will annotate the Target Country Reports of other groups in order to draw out interesting points of comparison and contrast.

Project Recommendation Presentation – up to 15 Points

- At the end of the semester, each group will give a half hour presentation on a particular project in their target country.
 - The first 15 minutes will lay out the project, why it matters, and how outsiders can be helpful.
 - The second 15 minutes will be Q&A

TOTAL – up to 106 points

- If you complete and get full credit on all of the above assignments, you will have far more points than you need to get an A in the class.
- The cutoff for an A is 93 points, so you could choose to skip up to 13 points worth of work and still get an A in the class. You are responsible for deciding which work to complete in order to get the grade you want.

Because this grading scheme is so generous, I will be relatively strict about deadlines. Full credit will only be given to late work in unusual circumstances.

- **As much as possible, we will leave the assignments open so you can turn in work late if you need to, but be aware that you will need to supply a comment and relevant documentation if possible.**
 - **Please do this IN CARMEN by placing a comment on the assignment itself.**
 - **DO NOT EMAIL ME ABOUT LATE WORK**
 - **Late work will be graded at the convenience of the grader, and mediocre excuses might be given partial credit**

Absences

- You are responsible for keeping track of which days you missed and why. You will grade your own attendance and participation at the end of the semester and can explain your absences at that point.
 - **DO NOT EMAIL ME ABOUT ABSENCES**

What You Need

- **All required class readings will be provided to you on Carmen.**

Sources of Help

- [OSU Student Advocacy](#)
 - Emergency Financial Assistance
 - Health, Personal, and Mental Health Crises
 - Financial Advice
 - Disability Resources
- OSU Food Pantry:
 - <https://www.buckeyefoodalliance.org>
- OSU resources for students that are veterans:
 - <http://veterans.osu.edu/current-students/academic-resources>

Class Schedule & Readings

We will be following a loose schedule to allow for maximum flexibility and freedom for discussion. Here are the main topics we will be covering in this class. Background readings for each topic are available on CarmenCanvas.

I reserve the right to alter this outline for any reason at any time based on in-class discussion. **Students are responsible to stay up to date on all schedule changes announced on CarmenCanvas.**

Date	Topics and Readings	Assignments Due
1/9	Syllabus, Introduction to Reality & Target Countries	
1/11	HDI, Moral Terms, Singer (Singer, 1972, "Famine, Affluence, and Morality", 16 pgs)	
1/16	Critique of Singer	Week 1: Statistics
1/18	Rawls & Causes of Poverty (Pogge, 2007, "'Assisting' the Global Poor", 20 pgs)	
1/23	Problems with Aid & Aid Types (Moyo, 2009, "Introduction to Dead Aid", 24 pgs)	Week 2: History
1/25	National Borders (European Contact with American Indians, Selections, 9 pgs)	
1/30	Integral Human Development (Keleher, 2018, "Integral Human Development", 6 pgs)	Weekly 3: Culture
2/1	Development Ethics (Keleher & Drydyk, "Introduction - What is Development Ethics?", 2018, 13 pgs)	
2/6	Open Discussion Day	Week 4: Dev Ethics
2/8	Happiness (Nikolova, 2018, "Happiness", 9 pgs)	Group Project 1
2/13	Capabilities (Sen, 1979, "Equality of What", 26 pgs)	Week 5: Happiness
2/15	Open Discussion Day	Project 1 Responses
2/20	Social Justice (Nussbaum, 2003, "Capabilities as Fundamental Entitlements", 27 pgs)	Week 6: Capabilities
2/22	Post Development (Ziai, 2013, "The Discourse of 'Development'", 15 pgs)	
2/27	Adaptive Preferences (Khader, 2014, "Empowerment Through Self-Subordination?", 26 pgs)	Week 7: Citizenship
2/29	Epistemic Injustice (Malavisi, 2018, "Epistemology", 11 pgs)	
3/5	Open Discussion Day	Week 8: Adaptive Prefs
3/7	American Indian Epistemology (Burkhart, 2004, "What Coyote and Thales Can Teach Us", 14 pgs)	Group Project 2

3/12	NO CLASS - Spring Break	
3/14	NO CLASS - Spring Break	
3/19	Cultural Liberty (UNDP, 2004, "Cultural Liberty in Today's Diverse World", 12 pgs)	Week 9: Epistemology
3/21	Open Discussion Day	Project 2 Responses
3/26	Indigenous People (Watene and Merino, 2018, "Indigenous Peoples", 14 pgs)	Weekly 10: Cultural Liberty
3/28	Language Loss (Nettle and Romain, 1999, "Vanishing Voices", 11 pgs)	
4/2	Sustainability (Crabtree, 2012, A Legitimate Freedom Approach to Sustainability", 18 pgs)	Weekly 11: Indigenous
4/4	Buen Vivir (Waldmeuller and Rodriguez, 2018, "Buen Vivir and the Rights of Nature", 14 pgs)	
4/9	Corruption (Hellsten, 2018, "Corruption", 14 pgs)	Weekly 12: Sustainability
4/11	Open Discussion Day	
4/16	Groups 1 & 2 Presentations	Weekly 13: Corruption
4/18	Groups 3 & 4 Presentations	
4/29	NO CLASS	Weekly 14: Conclusions

Bibliography

- Singer, Peter. 1972. "Famine, Affluence, and Morality." *Philosophy and Public Affairs* 1 (3): 229-243.
- Pogge, Thomas W. 2007. "Assisting the Global Poor." *The Proceedings of the Twenty-First World Congress of Philosophy* 13: 189-215.
- Moyo, Dambisa. 2009. *Dead Aid: Why Aid Is Not Working and How There Is a Better Way for Africa*. New York: Farrar, Straus, and Giroux.
- King Ferdinand of Aragon. 2001. "Letter to the Taino/Arawak Indians, 1493." In *American Philosophies: An Anthology*, edited by Leonard Harris, Scott L. Pratt, and Anne S. Waters. Wiley-Blackwell.
- Sa-Go-Ye-Wat-Ha. 2001. "Speeches." In *American Philosophies: An Anthology*, edited by Leonard Harris, Scott L. Pratt, and Anne S. Waters. Wiley-Blackwell.
- Keleher, Lori. 2018. "Integral Human Development." In *Routledge Handbook of Development Ethics*, edited by Jay Drydyk and Lori Keleher. 1st edition. London: Routledge.
- Drydyk, Jay, and Lori Keleher. 2018. "Introduction - What is Development Ethics?" In *Routledge Handbook of Development Ethics*, edited by Jay Drydyk and Lori Keleher. 1st edition. London: Routledge.
- Nikolova, Milena. 2018. "Happiness." In *Routledge Handbook of Development Ethics*, edited by Jay Drydyk and Lori Keleher. 1st edition. London: Routledge.
- Sen, Amartya. 1979. "Equality of What?" In *The Tanner Lectures on Human Values*, edited by Sterling McMurrin. Cambridge: Cambridge University Press.
- Nussbaum, Martha. 2003. "Capabilities as Fundamental Entitlements: Sen and Social Justice." *Feminist Economics* 9 (2-3): 33-59.
- Ziai, Aram. 2013. "The Discourse of 'Development' and Why the Concept Should Be Abandoned." *Development in Practice* 23 (1): 123-136.
- Khader, Serene J. 2014. "Empowerment Through Self-Subordination? Microcredit and Women's Agency." In *Poverty, Agency, and Human Rights*, edited by Diana T. Meyers. New York: Oxford University Press.
- Malavisi, Anna. 2018. "Epistemology: Epistemic Injustice and Distortion in Development Theory and Practice." In *Routledge Handbook of Development Ethics*, edited by Jay Drydyk and Lori Keleher. 1st edition. London: Routledge.
- Burkhart, Brian Yazzie. 2004. "What Coyote and Thales Can Teach Us: An Outline of American Indian Epistemology." In *American Indian Thought: Philosophical Essays*, edited by Anne Waters. Malden, MA: Blackwell Publishing.
- United Nations Development Programme (UNDP). 2004. *Cultural Liberty in Today's Diverse World*. New York: UNDP.
- Watene, Krushil, and Roger Merino. 2018. "Indigenous Peoples: Self-Determination, Decolonization, and Indigenous Philosophies." In *Routledge Handbook of Development Ethics*, edited by Jay Drydyk and Lori Keleher. 1st edition. London: Routledge.
- Nettle, Daniel, and Suzanne Romaine. 1999. "Preface." In *Vanishing Voices: The Extinction of the World's Languages*. New York: Oxford University Press.

- Crabtree, Andrew. 2012. "A Legitimate Freedom Approach to Sustainability: Sen, Scanlon and the Inadequacy of the Human Development Index." *International Journal of Social Quality* 2 (1): 24-40.
- Waldmueller, Johannes M., and Laura Rodríguez. 2018. "Buen Vivir and the Rights of Nature: Alternative Visions of Development." In *Routledge Handbook of Development Ethics*, edited by Jay Drydyk and Lori Keleher. 1st edition. London: Routledge.
- Hellsten, Sirkku K. 2018. "Corruption: Concepts, Costs, Causes, and Challenges." In *Routledge Handbook of Development Ethics*, edited by Jay Drydyk and Lori Keleher. 1st edition. London: Routledge.

Additional Information

Summary

- We use the same grading scale as basically everyone else.
- Don't cheat. It's bad for your soul (if you have a soul).
- If you have any relevant disabilities, we will do everything we can to accommodate you.
- Please contact me about any religious accommodations within the first two weeks of the class.
- Life is hard. If you are experiencing mental health issues, it's ok. Let people help you.
- If you are the victim of sexual misconduct, that's never your fault. Let people help you.
- No matter who you are, we value you. Be kind to people who are different from you.
- This counts as *Citizenship for a Diverse and Just World* in the General Education curriculum..

Grading Scale

- **NOTE:** This grading scale uses the point system shown above. Since there are 106 points available, it is possible to miss up to 13 points and still get an A in the class.
- **A** 93 to 106
- **A-** 90 to < 93
- **B+** 87 to < 90
- **B** 83 to < 87
- **B-** 80 to <83
- **C+** 77 to <80
- **C** 73 to <77
- **C-** 70 to <73
- **D+** 67 to <70
- **D** 60 to <67
- **E** Below 60

Statement on Academic Misconduct

- 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 studentlife.osu.edu/csc .

Statement about Disability Services

- The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.
- If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Statement about 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.

Mental Health Statement

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

Statement on Sexual Misconduct

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

Statement on Diversity

- 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 sensitivity, 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.

Learning Outcomes

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

- Develop a realistic yet hopeful understanding of the serious challenges facing our world, encouraging thoughtful reflection on pathways toward global flourishing.
- Critically analyze traditional development frameworks and their history in colonial attitudes and mindsets, fostering a more nuanced understanding of aid and alternatives to aid.
- Identify projects that contribute meaningfully to global flourishing, while respecting and involving relevant stakeholders.
- Emphasize cross-cultural engagement by incorporating the voices of indigenous and marginalized people into inclusive problem-solving.

General Education Information

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

- **Goals:**

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

- **Expected Learning Outcomes:**

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

- Philosophy 2344 – Global Flourishing integrates an in-depth exploration of global citizenship, justice, and diversity through the lens of philosophical inquiry, critical analysis, and engagement with contemporary global issues. This course positions itself within the focal theme by challenging traditional notions of citizenship and development, advocating for a nuanced understanding that embraces cultural diversity, equity, and sustainability. The activities described below are meticulously designed to meet the course specific ELOs, providing students with a robust framework for analyzing and contributing to global flourishing.

- **ELO 1.1 & 1.2: Critical Thinking and Scholarly Exploration**

- Through the critical analysis of philosophical texts alongside statistical, historical, and cultural data, students engage with complex perspectives on global development. Annotation assignments encourage the dissection of arguments and the development of logical consistency, while target country reports and weekly reflections challenge students to apply these insights to real-world scenarios. This methodical approach ensures a scholarly exploration of global citizenship, enriched by the examination of authors ranging from classical to contemporary thinkers.
- **Specific Assignments**
 - **Annotation Assignments:** Encourage critical analysis of philosophical texts by dissecting arguments, identifying essential passages, and highlighting potential objections or questions.
 - **Target Country Reports:** Analyze the historical context, development status, and needs of a specific country through group research.
 - **Weekly Reflections:** Apply weekly topics to target countries, encouraging students to connect theory with real-world applications.
- **ELO 2.1 & 2.2: Synthesis of Approaches and Self-Reflection**
 - The course leverages lectures, group research, and discussions to foster a synthetic understanding of global challenges and opportunities. By focusing on specific countries, students not only synthesize academic and experiential knowledge but also engage in a reflective process that connects theoretical insights with personal values and perceptions. The self-evaluated components of attendance and participation, alongside peer feedback on research, foster a sense of personal accountability and growth.
 - **Specific Assignments**
 - **Lectures and Discussions:** Provide foundational insights and a space to synthesize theoretical knowledge with practical group discussions.
 - **Attendance and Participation Self-Assessment:** Students assess their engagement and identify personal areas for improvement.
 - **Peer Feedback on Research:** Offers an opportunity for self-reflection while providing valuable critique to peers.
- **ELO 3.1 & 3.2: Comparative Analysis and Intercultural Competence**
 - Students are immersed in a comparative analysis of citizenship across different cultures, enabling a deep understanding of its multifaceted nature. This exploration is supported by discussions, reflections, and presentations that examine citizenship beyond legal definitions, incorporating ethical and global interconnectedness perspectives. The course's structure promotes critical reflection on personal biases and the development of empathy, essential for intercultural competence as a global citizen.
 - **Specific Assignments**
 - **Project Recommendation Presentations:** Compare and contrast different target countries' developmental challenges and solutions.
 - **Target Country Reports:** Provide comparative analysis through research and presentation, emphasizing intercultural competence.

- **Report Responses:** Annotate and compare other groups' target country reports to gain a multifaceted understanding of global citizenship.
- **ELO 4.1 & 4.2: Diversity, Equity, Inclusion, and Social Change**
 - By engaging with a broad spectrum of philosophical texts and case studies, students critically examine diversity, equity, and inclusion within global human development. This examination includes assessing the implications of cultural, social, and economic diversities on global flourishing. Through research and presentations, students analyze the intersection of justice, citizenship, and advocacy for social change, considering how these elements interact with cultural traditions and power structures. The course emphasizes the importance of understanding and addressing the complexities of social norms and their impact on development and wellbeing.
 - **Specific Assignments**
 - **Annotation Assignments:** Examine texts addressing diversity, equity, inclusion, and social change, offering critical perspectives.
 - **Target Country Reports:** Analyze how justice, citizenship, and social change intersect with cultural norms and structures of power through country-specific research.
 - **Project Recommendation Presentations:** Highlight marginalized perspectives and incorporate them into final presentations on global diversity issues.

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>