

Term Information

Effective Term Spring 2026
[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 philosophical exploration of what it means to be a citizen in a complex and interconnected world. Analysis of accounts of human flourishing on a global scale that extend beyond economic growth to well-being, equity, empowerment, sustainability, human rights, and cultural freedom. Application of accounts to specific countries selected by student groups.
Previous Value	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
<i>Previous Value</i>	<i>Freshman, Sophomore, Junior, Senior</i>

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 develop a realistic yet hopeful understanding of the serious challenges facing our world, encouraging thoughtful reflection on pathways toward global flourishing.
- Students are able to critically analyze traditional development frameworks and their history in colonial attitudes and mindsets, fostering a more nuanced understanding of aid and alternatives to aid.
- Students are able to identify projects that contribute meaningfully to global flourishing, while respecting and involving relevant stakeholders.
- Students are able to inclusively problem-solve with people and perspectives from different cultures, including indigenous and marginalized ones.
- *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.*

Previous Value

Content Topic List
Sought Concurrence

- human flourishing, development, well-being, equity, empowerment, sustainability, human rights, cultural freedom
- No

COURSE CHANGE REQUEST
2344 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
08/27/2025

Attachments

- 2344 submission-doc-citizenship.pdf: GE Citizenship Theme proposal form
(Other Supporting Documentation. Owner: Shuster,Amy Lynne)
- 2344 Brown SP24 Syllabus to Citizenship as of 8.14.2025.pdf: Revised Sample Syllabus for Citizenship Theme
(Syllabus. Owner: Shuster,Amy Lynne)
- 2344 GE Cover Letter as of 8.14.2025.pdf: Response to ASCC Panel feedback
(Cover Letter. Owner: Shuster,Amy Lynne)

Comments

- Please see Subcommittee feedback email sent 10/2/24. *(by Neff,Jennifer on 10/02/2024 04:28 PM)*

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
Revision Requested	Neff,Jennifer	10/02/2024 04:28 PM	ASCCAO Approval
Submitted	Shuster,Amy Lynne	08/15/2025 03:38 PM	Submitted for Approval
Approved	D'Arms,Edward Justin	08/16/2025 12:14 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/27/2025 12:54 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/27/2025 12:54 PM	ASCCAO Approval



To whom it may concern,

Thank you for your thorough review and valuable feedback on the GE Theme submission for Philosophy 2344: Human Flourishing in a Global Society. We have carefully considered your comments and have made significant revisions to the syllabus to address the points you raised. We believe the revised course is now even more strongly aligned with the goals of the "Citizenship for a Diverse and Just World" theme.

Below is a summary of the key revisions made in response to your feedback.

Revised Course Description

Per your request, we have drafted a revised course description for curriculum.osu.edu that more closely aligns with the syllabus and explicitly highlights the course's connection to the GE Theme. Limit of 400 characters; actual 358 characters with spaces.

- A philosophical exploration of what it means to be a citizen in a complex and interconnected world. Analysis of accounts of human flourishing on a global scale that extend beyond economic growth to well-being, equity, empowerment, sustainability, human rights, and cultural freedom. Application of accounts to specific countries selected by student groups.

Clarification on Grading and Theme Engagement

We appreciate the committee's concern about ensuring students engage with all aspects of the Theme, given the course's points-based, completion-oriented grading structure.

The design of this course is such that the "Citizenship for a Diverse and Just World" theme is not confined to a handful of specific assignments, but rather is woven into the very fabric of the entire course. Every reading, every lecture, and every assignment is fundamentally an engagement with the core concepts of the theme. For example, a discussion on Singer's "Famine, Affluence, and Morality" is an inquiry into the ethical obligations of a global citizen (ELO 3.1, 3.2). An analysis of Dambisa Moyo's *Dead Aid* is a critique of how structures of power impact justice and advocacy for social change (ELO 4.2). The Target Country Reports require students to directly analyze the intersection of justice, difference, and citizenship in a specific cultural context (ELO 4.1, 4.2).



Because the theme is so deeply and comprehensively integrated, it is impossible for a student to meaningfully participate in the course—and thus earn points toward their final grade—without continuously engaging with all of the Theme ELOs. The flexible grading structure is intended to give students agency in how they demonstrate their mastery of the material, but any path they choose will require a sustained and multifaceted engagement with the concepts of citizenship, justice, and diversity.

Summary of Additional Syllabus Revisions

In addition to the points above, we have made the following changes to the syllabus:

- **Expanded GE Information:** The "General Education Information" section has been significantly revised to provide a much more detailed explanation of how the course connects to each specific Theme ELO. This includes new descriptive paragraphs and lists of specific assignments mapped directly to the relevant outcomes.
- **Detailed Course Calendar:** The course schedule has been expanded with more detailed topic descriptions for each class session, making the semester-long integration of the Theme's concepts explicit.
- **Updated Policy Statements:** All required university policy statements, including those for Disability Services, Religious Accommodations, and Intellectual Diversity, have been updated to the most recent versions as recommended.

We are confident that these revisions have strengthened the course and clearly demonstrate its value within the "Citizenship for a Diverse and Just World" theme. Thank you again for your time and consideration.

Sincerely,
Steven Brown

Philosophy 2344

Human Flourishing in a Global Society

Contact Information

Steven Brown

Instructor

337F University Hall

brown.2703@osu.edu

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 citizens of a global society and strive to develop a truly satisfying account of what our goals should be as we move 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 10 Points

- In-person attendance and participation are critical for academic success. Attendance will be taken at the beginning of every class. At the end of the semester, you will submit a self-assessment of your attendance and participation. Your self-assessment will be compared with the attendance data and the instructor's observations of your participation in class discussions and office hours.
- A maximum of 3 absences will be accepted without penalty. For each additional absence beyond the third, you should deduct 5 points unless you have a good explanation. Zoom attendance counts as an absence unless you have a legitimate reason, such as illness. Please provide an explanation for your Zoom attendance. Without a good explanation, you will deduct 3 points for each time you attended via Zoom instead of in person.
- Your participation points are based on your engagement in class. When you complete your self-assessment, you can award yourself points based on the following criteria:
 - Very Regular Participation: 6 points for consistent and valuable contributions to class discussions and/or office hours.
 - Semi-Regular Participation: 4 points for occasional contributions.
 - Infrequent Participation: 2 points for rare contributions.
- Remember that your self-assessment will be compared against the attendance data. Significant discrepancies will result in 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: Situating Citizenship in Context.** Analyze your target country's historical background and current development status, paying special attention to how concepts of **citizenship, justice, and diversity** have been shaped by historical events, cultural traditions, and political structures.
 - **Report 2: Pathways to a Just Future.** Identify and analyze high-priority development needs in your target country, evaluating potential solutions through the lens of **equity, inclusion, and social change**.

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 111 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 18 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	Introduction: Defining the Global Citizen. Introduction to the course mechanics, the Human Development Index (HDI), and the concept of Target Countries as case studies in global citizenship.	
1/11	The Ethical Obligations of a Global Citizen. Discussion on the moral duties of citizens in wealthy nations toward	

	those in poverty around the globe. (Singer, 1972, "Famine, Affluence, and Morality", 16 pgs)	
1/16	Critiquing Simple Obligations: Justice, Rights, and History. Discussion on the limitations of Singer's view, introducing concepts of rights, desert, and the role of historical injustice in shaping global inequality.	Week 1: Statistics
1/18	Global Power Structures and Injustice. Analysis of Rawls's "Original Position" and Pogge's critique that global institutions, not just domestic issues, perpetuate poverty. (Pogge, 2007, "'Assisting' the Global Poor", 20 pgs)	
1/23	The Citizen's Role in Foreign Aid. A critical look at how systematic aid can reinforce corrupt power structures and undermine local citizenship and autonomy. (Moyo, 2009, "Introduction to Dead Aid", 24 pgs)	Week 2: History
1/25	Constructing Borders and Othering Citizens. Examining the historical construction of national borders and the impact of colonialism on concepts of citizenship and belonging. (European Contact with American Indians, Selections, 9 pgs)	
1/30	What is a "Just" Society? Integral Human Development. Moving beyond purely economic measures to define a flourishing society for all its citizens. (Keleher, 2018, "Integral Human Development", 6 pgs)	Weekly 3: Culture
2/1	Frameworks for Ethical Citizenship: Development Ethics. Establishing the ethical frameworks used to evaluate the actions of global citizens and institutions. (Keleher & Drydyk, "Introduction - What is Development Ethics?", 2018, 13 pgs)	
2/6	Open Discussion Day	Week 4: Dev Ethics
2/8	The Goal of a Just Society: Happiness & Well-being. Debating the goals of development and what governments and citizens should strive for. (Nikolova, 2018, "Happiness", 9 pgs)	Group Project 1
2/13	Equity for Diverse Citizens: The Capabilities Approach. Analyzing Sen's argument that justice requires focusing on what diverse individuals are capable of being and doing. (Sen, 1979, "Equality of What", 26 pgs)	Week 5: Happiness
2/15	Open Discussion Day	Project 1 Responses
2/20	Justice as Fundamental Rights for All Citizens. Discussion of capabilities as a baseline for social justice	Week 6: Capabilities

	and universal human rights. (Nussbaum, 2003, "Capabilities as Fundamental Entitlements", 27 pgs)	
2/22	Critiquing Power: Is "Development" a Colonial Concept? A post-development critique of the power dynamics inherent in the concept of "development" itself. (Ziai, 2013, "The Discourse of 'Development'", 15 pgs)	
2/27	Empowerment and Agency for Marginalized Citizens. Analyzing the complexities of empowerment, agency, and adaptive preferences, particularly for women in developing nations. (Khader, 2014, "Empowerment Through Self-Subordination?", 26 pgs)	Week 7: Citizenship
2/29	Whose Knowledge Counts? Epistemic Injustice. A discussion on how the knowledge of marginalized communities is often dismissed and the implications for justice and equity. (Malavisi, 2018, "Epistemology", 11 pgs)	
3/5	Open Discussion Day	Week 8: Adaptive Prefs
3/7	Diverse Perspectives on Justice: Indigenous Epistemology. Exploring non-Western philosophical traditions and their unique perspectives on justice and humanity's relationship with nature. (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	Diversity and the Right to Culture. Examining cultural liberty as a fundamental component of a just and diverse world. (UNDP, 2004, "Cultural Liberty in Today's Diverse World", 12 pgs)	Week 9: Epistemology
3/21	Open Discussion Day	Project 2 Responses
3/26	The Lived Experience of Indigenous Citizenship. Analyzing the unique challenges and political claims of indigenous peoples as citizens within and outside of nation-states. (Watene and Merino, 2018, "Indigenous Peoples", 14 pgs)	Week 10: Cultural Liberty
3/28	Preserving Diverse Identities: Language and Justice. Discussion on the connection between language, cultural identity, and social justice. (Nettle and Romain, 1999, "Vanishing Voices", 11 pgs)	
4/2	Ecological Citizenship: Sustainability and Justice. Expanding the concept of citizenship to include environmental justice and responsibility to future	Week 11: Indigenous

	generations. (Crabtree, 2012, A Legitimate Freedom Approach to Sustainability", 18 pgs)	
4/4	Alternative Models for a Just Society: Buen Vivir. Studying an indigenous model of "good living" that challenges Western concepts of progress and citizenship. (Waldmeuller and Rodriguez, 2018, "Buen Vivir and the Rights of Nature", 14 pgs)	
4/9	Barriers to Justice: Corruption and Citizen Action. Analyzing how corruption undermines the development of a just society and the role of citizens in demanding accountability. (Hellsten, 2018, "Corruption", 14 pgs)	Week 12: Sustainability
4/11	Open Discussion Day	
4/16	Student Presentations: Proposals for a More Just World. Groups 1 & 2 Presentations	Week 13: Corruption
4/18	Student Presentations: Proposals for a More Just World. Groups 3 & 4 Presentations	
4/29	NO CLASS	Week 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 111 points available, it is possible to miss up to 18 points and still get an A in the class.
- **A** 93 to 111
- **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 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

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 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; 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 [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Statement on Intellectual Diversity

- Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

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 Younklin 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.
- Inclusively problem-solve with people and perspectives from different cultures, including indigenous and marginalized ones.

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.
- This course integrates the concept of human flourishing within the framework of global citizenship, investigating what it means to be an ethical and effective citizen in an interconnected world. It critically examines traditional notions of citizenship by incorporating diverse philosophical perspectives-including indigenous and post-colonial critiques-to explore how ideas of justice, equity, and sustainability shape our global responsibilities.
- **ELO 1.1 & 1.2: Critical Thinking and Scholarly Exploration**
 - (ELO 1.1) Students practice critical and logical thinking by analyzing a diverse range of philosophical texts in concert with statistical, historical, and cultural background data that together offer complex perspectives on global development issues. Each reading prompts students to dissect arguments, assess logical consistency, and develop their own reasoned positions. Furthermore, target country reports and weekly reflections require students to apply critical thinking

to real-world scenarios, enhancing their ability to evaluate, synthesize, and articulate complex ideas related to global citizenship and flourishing.

- (ELO 1.2) Students engage in advanced, in-depth scholarly exploration through a curriculum comprising both historically influential and state-of-the-art scholarly materials. The course utilizes a range of academic texts and articles applied to current development metrics in specific countries chosen by the students, providing a comprehensive and targeted understanding of global development issues from various philosophical standpoints. This includes critical analysis of works by authors like Peter Singer, Amartya Sen, and Martha Nussbaum, among other more contemporary scholars like Aram Ziai and Serene Khader, enabling students to delve deeply into complex ethical, social, and political dimensions of global citizenship and development.
- **Examples of advanced reading:**
 - 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.
- **Specific Assignments**
 - **Annotation Assignments:** Students practice critical and logical thinking by dissecting scholarly arguments in the assigned readings.
 - **Target Country Reports:** Students conduct in-depth, scholarly exploration by researching and analyzing their target country's history, development status, and needs.
 - **Weekly Reflections:** Students critically think about how to apply advanced scholarly concepts to the real-world context of their target country.
- **ELO 2.1 & 2.2: Synthesis of Approaches and Self-Reflection**
 - (ELO 2.1) Lectures incorporate a variety of scholarly perspectives, providing in-depth looks at topics like extreme poverty, happiness, liberty, empowerment, and sustainability. Students form small teams, each focused on one developing country, and work together all semester to develop a cumulative and synthetic understanding of that place. They accomplish this by contributing to weekly threaded discussion groups: synthesized insights from assigned readings, research on target countries, and explored external sources. This synthesis is not only academic but also experiential, as they apply theoretical insights to real-world scenarios. Additionally, the target country reports and final presentations require groups to compare, contrast, and integrate diverse perspectives, developing a multifaceted understanding of global flourishing in the context of diverse global experiences.
 - (ELO 2.2) The course encourages students to engage in weekly reflections and reading annotations, which bridge the gap between academic content and personal understanding. This introspective process enables students to assimilate global ethical concepts into their personal perceptions and values. Additionally, the self-evaluated attendance and participation component fosters a sense of

responsibility, enhancing the student's engagement and learning progress. Parallel to this reflective journey, the course guides students in developing a nuanced understanding of a specific target country. This is achieved through continuous research and the application of scholarly content to real-world contexts.

Comparative analyses, involving the evaluation and discussion of target country reports from different groups, are central to this process. Such activities not only deepen the students' comprehension of their chosen country but also expand their worldview through the study of diverse global experiences.

- **Specific Assignments**
 - ***Lectures and Discussions:*** Students synthesize diverse scholarly perspectives with insights from their peers.
 - ***Attendance and Participation Self-Assessment:*** This assignment requires students to reflect on and self-assess their role and development as learners in the course.
 - ***Peer Feedback on Research:*** Students develop a sense of self as a learner by reflecting on the quality of their own work in comparison to that of their peers.
- **ELO 3.1 & 3.2: Comparative Analysis and Intercultural Competence**
 - (ELO 3.1) Students engage in a comparative analysis of citizenship definitions and manifestations across their chosen target countries and more affluent nations, focusing on legal status, civic responsibilities, cultural identity, and participation in development processes. This is complemented by discussions on philosophical texts like Peter Singer's "Famine, Affluence, and Morality" and Martha Nussbaum's "Capabilities as Fundamental Entitlements", where students reflect on how these works reframe citizenship beyond legal status to include ethical dimensions and global interconnectedness. Additionally, students delve into the historical and cultural evolution of citizenship concepts, especially in non-Western contexts, through presentations and research. This multifaceted approach enables students to understand citizenship as a complex concept shaped by political, cultural, national, global, and historical factors, deepening their appreciation of its diverse manifestations in different developmental and cultural settings.
 - (ELO 3.2) Intercultural competence as a global citizen is achieved by immersing students in a learning process that combines academic study, reflective practice, and practical application. Through engaging with diverse philosophical and cultural readings, students broaden their understanding of global issues and challenge their own cultural biases. Regular annotations, reflections, and class discussions encourage them to reflect critically on their perspectives and develop empathy. This learning is then applied in target country reports and final presentations, where students analyze real-world issues in their target countries, practicing intercultural skills in tangible contexts. This approach ensures a well-rounded development of the knowledge, skills, and dispositions necessary for effective global citizenship.
 - **Specific Assignments**

- ***Project Recommendation Presentations:*** Students must analyze and describe a range of perspectives on development to justify their proposal, demonstrating intercultural competence.
 - ***Target Country Reports:*** These reports require students to describe and analyze how citizenship differs across political and cultural communities and to apply skills of intercultural competence.
 - ***Report Responses:*** Students reflect on different perspectives of citizenship by comparing their own group's report with the work of other groups.
- **ELO 4.1 & 4.2: Diversity, Equity, Inclusion, and Social Change**
 - (ELO 4.1) In this course, students examine, critique, and evaluate the complexities of diversity, equity, and inclusion by immersing in a curriculum that explores a spectrum of lived experiences deeply integrated into the study of global human development. Through research into contemporary issues facing citizens of diverse socio-economic systems, students apply their readings to real-world situations. The course material, including philosophical texts and case studies, provides a foundation for students to understand different aspects of diversity and inclusion, especially in the context of low Human Development Index countries. Reflection and discussion assignments prompt students to critique and evaluate issues such as the intersectionality of poverty, gender, race, and cultural identity, while target country reports require them to delve into the specific circumstances and challenges of citizens within their target countries, evaluating how different expressions of diversity and social norms influence development and wellbeing.
 - (ELO 4.2) Students are guided to critically analyze the interplay between justice, difference, and citizenship, and their interactions with cultural traditions and power structures. Through a curriculum including diverse readings, such as Peter Singer's "Famine, Affluence, and Morality" and Dambisa Moyo's "Dead Aid," students explore how justice and citizenship are influenced by societal norms and power dynamics. Critical reflections and discussions deepen their understanding of these concepts in various cultural contexts, and assignments like target country reports and final presentations allow students to apply their insights, examining how advocacy for social change is shaped within different cultural and power frameworks. Student presentations include thoroughly researched proposals for what might work in a given area, based on how social change is shaped within these different cultural and power frameworks, enabling students to critically evaluate the complexities of justice and citizenship in a global context.
 - **Specific Assignments**
 - ***Annotation Assignments:*** Students examine and critique texts that address the implications of diversity, equity, and inclusion.
 - ***Target Country Reports:*** Students analyze the intersection of justice, difference, and citizenship by researching how these concepts interact with cultural traditions and structures of power in their target country.
 - ***Project Recommendation Presentations:*** Students must analyze how their proposed project would advocate for social change while considering the lived experiences of those impacted.

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>
---------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<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>

	<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> <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> <i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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>
---------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<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>