

Term Information

Effective Term Autumn 2025

General Information

Course Bulletin Listing/Subject Area Political Science
Fiscal Unit/Academic Org Political Science - D0755
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3620
Course Title Big Data, AI, and the State: How Modern Information Technology Reshapes Citizenship
Transcript Abbreviation BIG DATA & STATE
Course Description The course unpacks the various ways in which states collect information about their citizens, use this information in their decision-making, and associated political conflicts. Focus on how different types of political regimes make different choices about how citizens' information is collected, used, and how civil society responds.
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 Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.1001
Subsidy Level Baccalaureate Course
Intended Rank 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

Course Details

Course goals or learning objectives/outcomes

- Students develop a strong understanding of the politics of information collection and political control
- Students learn how information shapes government decision-making.

Content Topic List

- What are Big Data and AI?
 - What is the State and Where Does it Come From?
 - What is Democracy?
 - What is Autocracy?
 - Citizenship and Voting
 - Privacy
 - The Economy
 - Health and the Welfare State
 - Policing and Criminal Justice
 - Surveillance and Repression
 - Social Media, Misinformation, and Propaganda
- No

Sought Concurrence

Attachments

- POLITSC 3620 Syllabus.pdf: Syllabus POLITSC 3620
(Syllabus. Owner: Smith, Charles William)
- PS 3620 GE Theme Submission Worksheet.docx: Theme Submission Worksheet
(Other Supporting Documentation. Owner: Smith, Charles William)
- PS 3620 submission-doc-citizenship_big_data.pdf: Citizenship Theme
(Other Supporting Documentation. Owner: Smith, Charles William)
- Curriculum Map BA Political Science.pdf: Curriculum Map BA Poli Sci
(Other Supporting Documentation. Owner: Smith, Charles William)
- Curriculum Map BA World Politics.pdf: Curriculum Map BA World Pol
(Other Supporting Documentation. Owner: Smith, Charles William)
- Curriculum Map BS Political Science.pdf: Curriculum Map BS Poli Sci
(Other Supporting Documentation. Owner: Smith, Charles William)

Comments

COURSE REQUEST
3620 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/03/2025

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith, Charles William	01/28/2025 10:39 AM	Submitted for Approval
Approved	Kurtz, Marcus Jurgen	01/28/2025 01:26 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/03/2025 12:36 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/03/2025 12:36 PM	ASCCAO Approval

**POLITSC 3620: Big Data, AI, and the State: How Modern Information
Technology Reshapes Citizenship**
THE OHIO STATE UNIVERSITY, AUTUMN 2025

Instructor: Jan H. Pierskalla
Time and Location: Tu/Th 8:00–9:20 am, Page Hall 020
Contact: pierskalla.4@osu.edu
Web: jpierskalla.github.io
Office Hours: Tu 12:00pm–1:30pm, Zoom Link: [Click Here](#)
Format of Instruction: Lecture

Overview and Objectives

Revolutions in information technology have made data about our lives vastly more available. What are the implications of this change for governance and citizenship around the world? States routinely collect a lot of information about their citizens and make use of it for political ends. From birth registries, censuses, land cadasters, voter rolls, to modern biometric databases, predictive policing, AI and the monitoring of social media, states rely on a varied array of information collection and analysis tools. What determines the kind of information states collect, how they collect it, and how it is used to make policy decisions? Do these tools entrench dictators and amplify political control, or they democratize power and empower citizens? Who are the winners and losers when it comes to changes in the realm of information technology? The course unpacks the various ways in which states collect information about their citizens, use this information in their decision-making, and associated political conflicts. We will focus on how different types of political regimes—democracies and autocracies—make different choices about how citizens’ information is collected, used, and how civil society responds.

We will explore this topic through a series of modules. We begin with four foundational topics: 1) covering the basics of the information technology revolution; 2) a discussion of states and their origin and role; 3) democracy and accountability; 4) authoritarian regimes. We then delve in a series of substantive modules that explore how the information revolution has re-shaped governance and citizenship in a variety of domains of state activity: citizenship and voting (censuses, ID cards, electoral fraud), privacy, the economy (government statistics and taxes), the welfare state (health data), policing (crime prediction and algorithmic sentencing), surveillance and repression (informants, facial recognition, social scores), and media control and propaganda (censorship, misinformation, propaganda). Throughout, the course will engage with the topic of changes in information technology with a focus on “big data” and AI. We will also consider how states regulate (or fail to regulate) the use of such tools by civil society and the private sector. For each topic, we will use historical and contemporary case studies that illustrate the political trade-offs that shape government and citizen behavior.

Students will leave the class with a strong understanding of the politics of information collection and political control, how this information shapes government decision-making, the role of biases and possibilities of abuse, how it affects citizens’ wellbeing and privacy, and how we should think about the ethical use of new technologies (e.g., AI). Students will also learn key social scientific

concepts related to the origin of states, state-building, democratic accountability, and autocratic rule.

GE Goals and Expected Learning Outcomes

This course is part of both the Citizenship for a Just and Diverse World theme in the university's General Education program.

General Theme Goals and ELOs

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

ELO 1.1 Engage in critical and logical thinking.

There is no consensus on how modern information technology and computational advances in AI will reshape the state, our society, and citizenship. Across the different issues areas in which this topic impacts the lives of people, reasonable disagreement exists with respect to understanding the factual effects of information technology, the normative implications, and the key political and economic drivers of change. Students will need to carefully analyze the shape and structure of arguments, learn how to think about existing evidence, and how to think about what kind of evidence we would need to advance the debate.

- **Course-specific ELO:** Students will critically evaluate policy options with respect to information technology across issue domains, identifying key arguments and the state of evidence.

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

Students will learn how political regime type shapes the behavior of states with respect to their citizens. Related to the citizenship theme, students will learn the key differences in the political logic governing political systems with competitive elections versus systems in which political power is concentrated in the hands of the few. They will learn how differences in political regime type has important implications for how states use technology to control and shape the lives of their citizens. Students will read cutting-edge academic literature on authoritarian politics, democratic accountability, and state capacity to develop their perspectives.

- **Course-specific ELO:** Students will learn about the important role of political institutions in shaping governance and the ability of citizens to affect policy.

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.

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

A core premise of the course is the observation that the collection of information is a constitutive element of modern states. All states collect information, and the decision what and how information is collected is a political one. The ongoing information technology revolution is fundamentally re-shaping the abilities of governments and private actors to collect and analyze information, transforming the relationships between citizens and states. Understanding the underlying political conflicts over the control of information is a central organizing theme of the class.

- **Course-specific ELO:** Students will identify the core conflicts over the process of information collection by governments, describe how these conflicts play out in various issue-specific domains, and synthesize across domains how this transforms the relationship between citizens and states.

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.

There are three key components in the course that guide students towards becoming effective self-learners. First, the assigned reading material and accompanying reading quizzes will ask students to engage with the readings in a strategic way, extracting key ideas, deep diving on specific sections, and relating readings to each other, receiving feedback through the weekly quizzes. Second, the policy memo writing assignment awards students the opportunity to pick a specific topic of their interest, engage in additional research on their own, read the relevant literature, discuss with fellow students and the instructor as well receive feedback on their draft memos. Third, the course encourages the students to use generative AI models to improve their memos, exploring the use of these tools for report drafting, summarizing, and receiving AI-generated feedback. Students are asked to provide a summary and review of their use of AI tools in the drafting of the report, allowing them to reflect on their approach to the writing assignment.

- **Course-specific ELO:** Students develop their skills as self-directed learners by practicing effective reading techniques when engaging with required readings, by engaging in independent research, hone their career-relevant writing skills, and reflecting on their use of technology.

Citizenship Theme Goals and ELOs

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.

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

Students will learn about the varied ways in which states interact with their citizens and how citizens have the right and opportunities to hold state actors accountable. By exploring state-citizen interactions across a variety of substantive policy domains and cultural contexts, centering the importance of information collection and control, students will explore what constitutes meaningful citizenship.

- **Course-specific ELO:** Students learn how political regimes vary in their treatment of citizens and how modern information technology is re-shaping the citizen-state relationship.

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

By exploring political conflicts in the areas of citizenship, voting, taxation, the welfare state, policing, and political protest across a variety of countries, students will discover that many political conflicts feature societal trade-offs that people can reasonably disagree about. They will also learn that many disagreements stem from a lack of data and evidence on societal impacts. Both insights facilitate perspective-taking and build intercultural competence.

- **Course-specific ELO:** Students explore intra- and inter societal differences in values, norms, and perspectives about the citizen-state relationship, the value of privacy, and the degree to which governments should control information.

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.

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

Students will study how individuals' status in terms of socioeconomics, education, political orientation, and ethnic identity shapes citizenship under different regime types, affecting political power. They will also explore how status differences are impacted by technological change, increasing or magnifying differences, and how policy interventions can contribute to increasing or decreasing societal inequities.

- **Course-specific ELO:** Students investigate the various ways in which status differences affect political power in democracies and autocracies and how technological change magnifies or reduces such differences.

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.

This course focuses on how citizenship under democracy and autocracy is re-shaped by technological change and the control of information. By the end of the course students will be able to articulate how political processes work differently across regime types, how technological change can tilt the balance of power between elites and citizens, and how central control over information is in key areas of state activity.

- **Course-specific ELO:** Students examine how changes in information technology have transformed governments' ability to shape the economy, public services, and their control over their citizens, while also exploring how the same technological change can empower citizens.

Requirements

The course will largely be taught in a lecture format, but I will encourage discussion as much as possible.

The class uses the standard OSU grading scale.

- **WEEKLY READING QUIZZES (20%):** Each week you will have to answer multiple choice questions on Carmen about the assigned readings for that week. The questions will be available until Sunday after our Thursday session. At the end of the semester, I will drop your two worst quizzes.
- **IN-CLASS EXAM I (10/5) (25%):** The first exam will test the material covered in the first part of the class (lectures and readings). The exam will be a mixture of short-answer and essay questions. This is a closed book exam.

- **IN-CLASS EXAM II (12/5) (25%)**: The second exam will test the material covered in the second part of the class (lectures and readings). The exam will be a mixture of short-answer and essay questions. This is a closed book exam.
- **POLICY MEMO (12/10) (30%)**: Pick a topic related to Weeks 6–15 or in other ways related to AI and governance and write a policy memo. Imagine you are working for a principal (e.g., the White House, a US Senate candidate, a CEO of a multi-national company) and you are asked to provide input on a current policy issue your principal is dealing with. The goal is to critically engage a major policy issue dealing with big data, AI, or the governance of information. You can pick an actual policy reform from the past, a real reform idea currently being debated or a fictitious proposal of your own choosing. E.g., you could discuss whether the US should force a sale of TikTok, if the city of Columbus should invest into predictive policing, or how Europe should change the GDPR. You should clearly describe the policy issue you are interested in, explain key conceptual terms, discuss the major debates and positions, and provide a reasoned recommendation. Throughout the memo, please reference relevant literature (e.g., academic articles and books, policy white papers, newspaper articles, government reports). You can draw on the assigned and supplementary readings from the syllabus but I expect you to go beyond and find your own material. The memo will help you to get more out of the readings and lectures.

The memo will be graded with the following criteria in mind:

1. Did you provide key background information about the policy issue and explain it clearly?
2. Did your discussion of the issue engage relevant theoretical and empirical debates we covered in class?
3. Did you offer a reasoned conclusion?
4. Did you cite proper references and bring in additional literature?

The memo should be at most six pages long (not including the reference list at the end). Please format your memo in 12pt-font, with 1.5 spacing, 1-inch margins, and references formatted in APSA-style. I highly encourage you to work on your memo throughout the semester. The memo is due no later than midnight, DEC 10TH. Late submissions will only receive 50% of the credit. Prepare accordingly. If you are running into trouble, for whatever reason, please reach out to me before the submission deadline. I am also happy to provide feedback on your draft throughout the semester. Please submit your memo via the Carmen dropbox.

You have my explicit permission to use generative AI tools in the completion of this assignment. In fact, I encourage you to explore the usefulness of these tools. For example, you should try to use AI-based tools for making yourself familiar with the relevant literature, as a search engine, or drafting or re-writing paragraphs. I do ask you to include a statement at the end of your memo that discloses how you used AI technology and your experience with it. Did it prove to be helpful? Did you encounter any difficulties? Please describe briefly your experience with the use of these tools. This statement is not subject to grading and does not count towards your grade.

- **ATTENDANCE POLICY**: We will meet twice per week during the semester. You can expect me to be prepared, give the lecture, and answer questions. When you come to class, please also be prepared. Class is a resource to *you* and your attendance will influence your ability

to complete the assignments. The classroom is a great place to exchange ideas, meet your classmates, and ask questions.

Many of you will have to miss class at times due to illness or related issues. You do not owe me any explanations for health-related absences. I will do my best to be accommodating (e.g., posting lecture notes online). Your attendance record will have *no* direct impact on your grade.

- SUMMARY OF MOST IMPORTANT DATES:
 - 10/5: In-Class Exam I
 - 12/5: In-Class Exam II
 - 12/10: Policy memo is due

Health and safety requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>).

Classroom Policy

The classroom is one of the most important places to learn, engage, develop ideas, and communicate. We should all aim to establish an environment that enhances the academic experience. There are some basic principles we should embrace: 1. Use electronic devices respectfully. 2. Arrive on time.

Communication

The classroom is the best place to raise questions, which are relevant for everybody in the class. Questions not directly relevant to all students, are ideally raised at the end of class. The office hours should be dedicated to discuss more in-depth questions and your assignments. In fact, within the first 4 weeks I encourage everybody to come to my office hours at least once. Emails are a last resort! Think twice before sending an email (Subject header should always include the course number and your full name). On weekdays you can expect that I reply to your emails, within 24 hours. Be prepared to remind me, should my attention slip. I will not respond to emails over the weekend (except in urgent cases).

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 <http://studentlife.osu.edu/csc/>.

- General: <https://oaa.osu.edu/academic-integrity-and-misconduct>

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

I give you explicit permission to use such tools in the completion of the Policy Memo writing assignment. Please consult the assignment description for more detail.

Disability

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

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.

Weather or other short-term closing

Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via CarmenCanvas.

Mental Health—PLEASE TAKE CARE OF YOURSELF

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 are or someone you know is 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.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org

Beyond class activities

OSU has many interesting talks and seminars that pertain to the topics of the class. I will make you aware of interesting events as they come up. I will notify you on the specific dates as they are published.

Course Material

There are no assigned textbooks for this class. Each week usually features several assigned readings, which will be made available via Carmen. I expect you to read all **core readings** in detail before class. Sometimes the assigned papers are very dense, but you should try your best to understand the main points.

For some weeks, the syllabus also lists **Bonus reading material** or **Additional online resources**. Please consider either as purely optional content. I might reference it during a lecture but it is not directly relevant for your weekly quizzes or exams but merely there to offer you additional context.

How to Become an Efficient Reader

- How to Read A Book
- How to Read Political Science

Course Outline

Week 1 (August 22/24): Introduction and Overview

Introduction to the class, general requirements, and logistics.

- Core readings:
 - A Guide to Solving Problems with Machine Learning

Week 2 (August 29/31): What are Big Data and AI?

This week we will define basic terminology and learn about the revolution in information technology and why it matters.

- Core readings:
 - J. Berryhill, K. K. Heang, R. Clogher, and K. McBride. Hello, World: Artificial intelligence and its use in the public sector. Technical report, OECD, Paris, Nov. 2019 (Chapters 1-3)
 - M. Mitchell. *Artificial Intelligence: A Guide for Thinking Humans*. Farrar, Straus and Giroux, Oct. 2019 (Chapter 1-2)
 - What chatGPT is doing ... and why does it work?
- Bonus reading material:
 - S. Athey. Beyond prediction: Using big data for policy problems. *Science*, 355(6324):483–485, Feb. 2017
 - D. Amodei, C. Olah, J. Steinhardt, P. Christiano, J. Schulman, and D. Mané. Concrete Problems in AI Safety, July 2016. Comment: 29 pages
- Other online resources:
 - CGP Grey on AI

Week 3 (September 5/7): What is the State and Where Does it Come From?

This week we will discuss what states are, where they come from, and how information collection is a central theme of state activity.

- Core readings:
 - J. C. Scott. *Against the Grain. A Deep History of the Earliest States*. Yale University Press, New Haven, CT, 2017 (Chapter 1)
 - B. W. Ansell and J. Lindvall. *Inward Conquest: The Political Origins of Modern Public Services*. Cambridge University Press, 2020 (Chapters 1-2)

Week 4 (September 12/14): What is Democracy?

This week we examine the concept of democracy and how elections affect what states do.

- Core readings:
 - R. A. Dahl. *Polyarchy*. Yale University Press, New Haven, CT, 1971 (Chapter 1)
 - A. Przeworski. Democracy and Economic Development. In E. D. Mansfield and R. Sisson, editors, *The Evolution of Political Knowledge*. Ohio State University Press, 2004

Week 5 (September 19/21): What is Autocracy?

In this week we will investigate autocratic regimes and how they operate.

- Core readings:
 - B. B. de Mesquita and A. Smith. *The Dictator's Handbook: Why Bad Behavior Is Almost Always Good Politics*. PublicAffairs, Sept. 2011 (Chapter 1)
 - M. W. Svolik. *The Politics of Authoritarian Rule*. Cambridge University Press, 2012 (Chapter 1)
- Other online resources:
 - CGP Grey Rules for Rulers

Week 6 (September 26/28): Citizenship and Voting

We explore how different regimes record citizenship status, issue identification documents, run elections, and how we investigate election integrity.

- Core readings:
 - S. Ruggles and D. L. Magnuson. Census Technology, Politics, and Institutional Change, 1790–2020. *Journal of American History*, 107(1):19–51, June 2020
 - K. Muralidharan, P. Niehaus, and S. Sukhtankar. Building State Capacity: Evidence from Biometric Smartcards in India. *The American Economic Review*, 106(10):2895–2929, Oct. 2016

Week 7 (October 3/5): REVIEW AND IN-CLASS EXAM I

We will review essential material on Tuesday, October 3rd. The in-class, closed book exam I will take place on Thursday, October 5th.

Week 8 (October 10/12): Citizenship and Voting Part 2

FALL BREAK ON OCTOBER 12.

- Core readings:
 - P. Barberá. Social Media, Echo Chambers, and Political Polarization. In J. A. Tucker and N. Persily, editors, *Social Media and Democracy*, SSRC Anxieties of Democracy, pages 34–55. Cambridge University Press, Cambridge, 2020 (Chapter 3)

Week 9 (October 17/19): Privacy

We will discuss the role of privacy and how it shapes the politics of information governance.

- Core readings:
 - What is the GDPR?
 - Google’s Project Nightingale
 - M. Kosinski, D. Stillwell, and T. Graepel. Private traits and attributes are predictable from digital records of human behavior. *Proceedings of the National Academy of Sciences*, 110(15):5802–5805, Apr. 2013

Week 10 (October 24/26): The Economy

How do we know how fast the economy grows? What about inflation? How does the state collect taxes?

- Core readings:
 - M. Jerven. *Poor Numbers: How We Are Misled by African Development Statistics and What to Do about It*. Cornell University Press, 2013 (Chapter 1)
 - M. Battaglini, L. Guiso, C. Lacava, D. L. Miller, and E. Patacchini. Refining Public Policies with Machine Learning: The Case of Tax Auditing. Technical Report w30777, National Bureau of Economic Research, Dec. 2022

Week 11 (October 31 / November 2): Health and the Welfare State

This week we will explore how information technology affects the use of medical information in the realm of public health.

- Core readings:
 - T. Iversen and P. Rehm. *Big Data and the Welfare State: How the Information Revolution Threatens Social Solidarity*. Cambridge Studies in Comparative Politics. Cambridge University Press, Cambridge, 2022 (Chapter 1)

- R. Krishnamurthy and K. C. Desouza. Big data analytics: The case of the social security administration. *Information Polity*, 19(3-4):165–178, 2014. Publisher Copyright: © 2014 - IOS Press and the authors. All rights reserved
- Google Trends and COVID-19

Week 12 (November 7/9): Policing and Criminal Justice

What is algorithmic policing and how does it affect criminal justice?

- Core readings:
 - G. O. Mohler, M. B. Short, S. Malinowski, M. Johnson, G. E. Tita, A. L. Bertozzi, and P. J. Brantingham. Randomized Controlled Field Trials of Predictive Policing. *Journal of the American Statistical Association*, 110(512):1399–1411, Oct. 2015
 - D. J. Fitzpatrick, W. L. Gorr, and D. B. Neill. Keeping Score: Predictive Analytics in Policing. *Annual Review of Criminology*, 2:473–491, Jan. 2019

Week 13 (November 14/16): Surveillance and Repression

How do states use modern information technology to surveil and repress their citizens?

- Core readings:
 - How China Targets Uighurs One By One
 - Exposed: China’s Operating Manuals for Mass Internment and Arrest by Algorithm
 - A. Kendall-Taylor, E. Frantz, and J. Wright. The Digital Dictators: How Technology Strengthens Autocracy. *Foreign Affairs*, 99(2):103–115, Mar. 2020

Week 14 (November 21/23): THANKSGIVING BREAK

Week 15 (November 28/30): Social Media, Misinformation, and Propaganda

What are propaganda and misinformation? How has social media changed information control?

- Core readings:
 - N. Persily and J. A. Tucker, editors. *Social Media and Democracy*. SSRC Anxieties of Democracy. Cambridge University Press, Cambridge, 2020 (Chapters 2 and 5)

Week 16 (December 5): In-Class Exam II

References

- [1] D. Amodè, C. Olah, J. Steinhardt, P. Christiano, J. Schulman, and D. Mané. Concrete Problems in AI Safety, July 2016. Comment: 29 pages.
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What is Citizenship?

As part of the Global Citizenship in a Diverse World GE theme, this course centers the idea of **citizenship**. Citizenship, as it pertains to this course, is defined by the accountability relationship between individuals and institutions of central political authority (‘the state’). Can individuals meaningfully influence collective decisions or are they mere *subjects* of state power? Can they exercise individual freedoms? What are the limits of citizens’ freedoms? Conversely, citizenship also entails a perspective on the wielders and executors of state authority. What kind of capacity and powers does the state need to support the meaningful exercise of citizenship? What are the appropriate limits of state power? The course explores how meaningful citizenship (or lack thereof) is constituted in the tension between the exercise of power by citizens and agents of the state, all in the context of transformational technological change.

General Theme Goals and ELOs:

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. Please briefly identify the ways in which this course represents an advanced study of the focal theme. 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.

In this course students will study how governments collect information on their citizens, how this process has been changed by the information technology revolution, and how this has re-shaped governance and citizenship. Modern tools in the realm of big data, machine learning, and AI are reshaping how states relate to their citizens, generating new conflicts over the quality of governance, privacy, and the health of democracy. While the course will provide some foundational content on, e.g., what the state is, how regime types like democracy and autocracy shape what the state does, and what the information technology revolution is, most of the course asks students to deep dive on specific policy topics. E.g., students will study how governments deploy information technology in the context of taxation, how big data and machine learning can be used to detect election fraud, but also how autocratic regimes use tools of information control to shape propaganda, control social media, engage in censorship, and target repression.

There is no standard textbook that covers these topics. Instead, students will read state-of-the-art research literature from political science, economics, sociology, and history, as well as technical explainers on AI and machine learning.

ELO 1.1 Engage in critical and logical thinking.

General ELO 1.1 Description for Course:

There is no consensus on how modern information technology and computational advances in AI will reshape the state, our society, and citizenship. Across the different issues areas in which this topic impacts the lives of people, reasonable disagreement exists with respect to understanding the factual effects of information technology, the normative implications, and the key political and economic drivers of change. Students will need to carefully analyze the shape and structure of arguments, learn how to think about existing evidence, and how to think about what kind of evidence we would need to advance the debate.

Course-Specific ELOs, Topics, and Examples

Course-specific ELO: Students will critically evaluate policy options with respect to information technology across issue domains, identifying key arguments and the state of evidence.

Example Topics:

- *Does modern social media with algorithmically curated content improve or worsen the quality of political discourse and political polarization?*
- *Does predictive policing increase police effectiveness or amplify racial biases in criminal justice?*
- *Is there widespread electoral fraud in the U.S. and how would we know?*

Example Discussion and Exam Questions:

- *What is an online “echo chamber” and why could it be problematic for political discourse?*
- *Please explain what “predictive policing” is and identify possible advantages and disadvantages in comparison to traditional policing methods.*

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

General ELO 1.2 Description for Course:

Students will learn how political regime type shapes the behavior of states with respect to their citizens. Related to the citizenship theme, students will learn the key differences in the political logic governing political systems with competitive elections versus systems in which political power is concentrated in the hands of the few. They will learn how differences in political regime type has important implications for how states use technology to control and shape the lives of their citizens. Students will read cutting-edge academic literature on authoritarian politics, democratic accountability, and state capacity to develop their perspectives.

Course-Specific ELOs, Topics, and Examples

Course-specific ELO: Students will learn about the important role of political institutions in shaping governance and the ability of citizens to affect policy.

Example Topics:

- The key components of democracy
- How elections generate a form of political accountability.
- The basic logic of political survival in authoritarian regimes.
- The different types of authoritarian regimes
- The problem of authoritarian control and power-sharing.

Example Discussion and Exam Questions:

- Please explain why autocrats have more to fear from their inner circle of supporters than from opposition by the masses.
- How do elections generate accountability between voters and their elected representatives?
- What is the retrospective voting model and does it capture political reality in a meaningful way?
- Please explain what is understood by a “minimalist” definition of democracy.
- Please identify at least three different types of authoritarian regimes and how their differences matter for governance.
- What is democratic backsliding?
- Please explain the concept of preference falsification and how it shapes politics in authoritarian systems.

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.

In this course, students will encounter assigned reading material from a variety of academic disciplines: political science, public policy and administration, economics, sociology, and history. They will also be asked to read journalistic accounts of policy debates, government and NGO reports, and technical reports.

The policy memo writing assignments will offer an additional opportunity to bring in other disciplinary knowledge, personal perspectives, and interests, as well as push students to synthesize their acquired knowledge and apply it to a topic of their choosing. The assignment requires them to do additional research and reading, producing a final product that resembles a briefing memo for a politician, government official, business leader, or an opinion piece for the general public.

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

General ELO 2.1 Description for Course:

A core premise of the course is the observation that the collection of information is a constitutive element of modern states. All states collect information, and the decision what and how information is collected is a political one. The ongoing information technology revolution is fundamentally re-shaping the abilities of governments and private actors to collect and analyze information, transforming the relationships between citizens and states. Understanding the underlying political conflicts over the control of information is a central organizing theme of the class.

Course-Specific ELOs, Topics, and Examples

Course-specific ELO: Students will identify the core conflicts over the process of information collection by governments, describe how these conflicts play out in various issue-specific domains, and synthesize across domains how this transforms the relationship between citizens and states.

Example Topics:

- *Does the collection of biometric data on all citizens help crime mitigation?*
- *Why do citizens have different sensitivities when it comes to sharing personal data, e.g., voluntarily disclosing personal shopping habits to private corporations but resisting a centralized government ID database?*
- *How technological change has contributed to the declining quality of political surveys and polls.*
- *Why the IRS has been hampered through legislation in its ability to discover tax fraud.*
- *Debates around the prevalence of electoral fraud in the U.S.*
- *Why we lack systematic data on police killings.*

Example Discussion and Exam Questions:

- *How much evidence do we have on the prevalence of common types of electoral fraud in the U.S.?*
- *Please discuss what we know about the extent of police killings in the U.S. What kind of data sources are available and what are their pros and cons?*
- *Why do authoritarian governments fake official statistics, e.g., on economic growth?*

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.

General ELO 2.2 Description for Course:

There are three key components in the course that guide students towards becoming effective self-learners. First, the assigned reading material and accompanying reading quizzes will ask students to engage with the readings in a strategic way, extracting key ideas, deep diving on specific sections, and relating readings to each other, receiving feedback through the weekly quizzes. Second, the policy memo writing assignment awards students the opportunity to pick a specific topic of their interest, engage in additional research on their own, read the relevant literature, discuss with fellow students and the instructor as well receive feedback on their draft memos. Third, the course encourages the students to use generative AI models to improve their memos, exploring the use of these tools for report drafting, summarizing, and receiving AI-generated feedback. Students are asked to provide a summary and review of their use of AI tools in the drafting of the report, allowing them to reflect on their approach to the writing assignment.

Course-Specific ELOs, Topics, and Examples

Course-specific ELO: Students develop their skills as self-directed learners by practicing effective reading techniques when engaging with required readings, by engaging in independent research, hone their career-relevant writing skills, and reflecting on their use of technology.

Citizenship Theme Goals and ELOs

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.

This course centers the idea of information and its control as a key element of the relationship between citizens and the state. Exploring how varied state approaches are to information collection, how they shape key state activities in the realms of public goods provision, tax collection, public safety, and how this in turn affects citizens' ability to hold state actors accountable allows students to develop a critical perspective on citizenship. Moreover, the class will draw on examples of policy conflicts across the democracy-autocracy regime divide and across Western advanced industrial nations and cases from the Global South, offering a global perspective on citizenship.

Beyond the substantive focus on citizenship, the critical engagement with these topics, learning how to analyze these topics from a political science perspective, learning about the strength of evidence for various positions and how to evaluate evidence, offers plentiful opportunities to develop critical skills for the lived practice of citizenship.

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

General ELO 3.1 Description for Course:

Students will learn about the varied ways in which states interact with their citizens and how citizens have the right and opportunities to hold state actors accountable. By exploring state-citizen interactions across a variety of substantive policy domains and cultural contexts, centering the importance of information collection and control, students will explore what constitutes meaningful citizenship.

Course-Specific ELOs, Topics, and Examples

Course-specific ELO: Students learn how political regimes vary in their treatment of citizens and how modern information technology is re-shaping the citizen-state relationship.

Example Topics:

- *The degree to which social media has improved democratic discourse.*
- *How information technology has empowered and hindered collective action in democracies and authoritarian regimes.*
- *How information technology has improved the provision of essential government services in the developing world, e.g., in how to manage teacher absenteeism in India.*

Example Discussion and Exam Questions:

- *Please explain how modern information technology might facilitate or curb protests in authoritarian regimes.*
- *What is the principal-agent problem? Please discuss how information technology might help (or hinder) in the management of civil servants.*
- *Should TikTok be banned in the U.S.? Why or why not?*

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

General ELO 3.2 Description for Course:

By exploring political conflicts in the areas of citizenship, voting, taxation, the welfare state, policing, and political protest across a variety of countries, students will discover that many political conflicts feature societal trade-offs that people can reasonably disagree about. They will also learn that many disagreements stem from a lack of data and evidence on societal impacts. Both insights facilitate perspective-taking and build intercultural competence.

Course-Specific ELOs, Topics, and Examples

Course-specific ELO: Students explore intra- and inter societal differences in values, norms, and perspectives about the citizen-state relationship, the value of privacy, and the degree to which governments should control information.

Example Topics:

- *Differences in individuals' valuation of privacy.*
- *The trade-off between crime prevention and privacy and protection from abuse.*
- *The trade-off between limiting fraud in welfare program provision versus increasing access.*

Example Discussion and Exam Questions:

- *The policy memo will require the students to distinguish factual from normative disagreements for specific policy issues.*

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.

Students will explore how citizenship is shaped by differences in political institutions and technological change. They will learn how these differences affect political rights, personal and economic wellbeing, and individual privacy. They will also learn how differences in regime type and technological change have disparate impacts on specific population groups (e.g., ethnic minorities, the poor, etc.)

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

General ELO 4.1 Description for Course:

Students will study how individuals' status in terms of socioeconomics, education, political orientation, and ethnic identity shapes citizenship under different regime types, affecting political power. They will also explore how status differences are impacted by technological change, increasing or magnifying differences, and how policy interventions can contribute to increasing or decreasing societal inequities.

Course-Specific ELOs, Topics, and Examples

Course-specific ELO: Students investigate the various ways in which status differences affect political power in democracies and autocracies and how technological change magnifies or reduces such differences.

Example Topics:

- *Racial bias in AI algorithms for sentencing.*

- *AI and the transformation of the job market.*
- *Political repression and Uighurs in China*

Example Discussion and Exam Questions:

- *Does predictive policing exacerbate or ameliorate racial bias in policing in the U.S?*
- *Is the widespread adoption of AI going to exacerbate or reduce economic inequality?*
- *What are the likely impacts of stricter voter ID laws for different racial groups?*

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.

General ELO 4.2 Description for Course:

This course focuses on how citizenship under democracy and autocracy is re-shaped by technological change and the control of information. By the end of the course students will be able to articulate how political processes work differently across regime types, how technological change can tilt the balance of power between elites and citizens, and how central control over information is in key areas of state activity.

Course-Specific ELOs, Topics, and Examples

Course-specific ELO: Students examine how changes in information technology have transformed governments' ability to shape the economy, public services, and their control over their citizens, while also exploring how the same technological change can empower citizens.

Example Topics:

- *Information technology and the Arab spring.*
- *Report-a-Bribe and anti-corruption efforts through information technology.*
- *Censorship of Western media and the Chinese market.*

Example Discussion and Exam Questions:

- *What is the right to privacy? How do changes in information technology impact the right to privacy?*
- *Should technology companies face more responsibility for the content their platforms provide to citizens?*
- *Has the information technology revolution contributed to the decline of democracy? Please discuss specific mechanisms and available evidence for this claim.*

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>