

Term Information

Effective Term Autumn 2026

General Information

Course Bulletin Listing/Subject Area	African American & African Std
Fiscal Unit/Academic Org	African-Amer & African Studies - D0502
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4620
Course Title	Race, Policing, and the American City
Transcript Abbreviation	RacePolice&USCity
Course Description	"Race, Policing, & the American City" is a reading-& discussion-intensive seminar on race & the criminal punishment system in the US from 1890 to the present. Based on its "Citizenship for a Just & Diverse World" thematic designation, this course explores how various groups theorize, practice, & advance different—perhaps even divergent—visions of citizenship.
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, Seminar
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Sometimes
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	None
Exclusions	None
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	05.0201
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

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 will identify the roles of racial segregation, economic disinvestment, and settler colonialism in creating a criminalized underclass or, in other words, in manufacturing crime.
- Students will assess the social policies and anti-crime strategies—especially policing—designed to manage the aforementioned underclass.
- Students will explain the myriad ways that members of this underclass have navigated and resisted their legal entanglements.
- Students will reconstruct and weigh broader academic conversations around race, cities, and the criminal punishment system.
- Through both regular in-session practice & a term project, students will train the skills to analyze firsthand primary source evidence; situate it within its particular place, time, & context; & propose cogent arguments about its meaning & importance

Content Topic List

- Crime & Punishment in Black America
- African Americans & Policing
- African American Women & Justice
- African Americans & Justice
- Rise of the Prison Industrial Complex

Sought Concurrence

No

Attachments

- CurriculumMap&ProgramLearningGoals_AAAS.docx: AAAS Curriculum Map
(Other Supporting Documentation. Owner: Beckham,Jerrell)
- Concurrence Sociology.docx: Concurrence
(Concurrence. Owner: Beckham,Jerrell)
- Concurrence History.docx: Concurrence
(Concurrence. Owner: Beckham,Jerrell)
- Concurrence from City and Regional Planning Section The Knowlton School.docx: Concurrence
(Concurrence. Owner: Beckham,Jerrell)
- Concurrence Geography.docx: Concurrence
(Concurrence. Owner: Beckham,Jerrell)
- Concurrence Earth Sciences.docx: Concurrence
(Concurrence. Owner: Beckham,Jerrell)
- 4620_VNTSubcommitteeCoverLetter.pdf: Cover Letter
(Cover Letter. Owner: Beckham,Jerrell)
- [Proposal_GECitizenship] AFAMAST4620_RacePolicingAmericanCity.pdf: GE FORM
(Other Supporting Documentation. Owner: Beckham,Jerrell)
- Revised proposal AFAMAST4620 Race Policing GE CITIZENSHIP_16012026.docx: Revised Syllabus 1.15.26
(Syllabus. Owner: Beckham,Jerrell)
- AFAMAST 4620 GE Cover Letter 1 14 26.docx: GE Cover Letter 1.15.26
(Cover Letter. Owner: Beckham,Jerrell)

Comments

- Please see feedback email sent to department 04-22-2025 RLS
Please see feedback email sent to department 11-05-2025 RLS
Please see feedback email sent to department 12-23-2025 RLS *(by Steele,Rachel Lea on 12/23/2025 02:00 PM)*
- Please see Subcommittee feedback email sent 08/29/2025. *(by Hiltz,Michael on 08/29/2025 01:43 PM)*
- Bernadette, I apologize I could not open or reopen them. I thought they were "normal" PDF when I saved them. The concurrence notifications have now been saved as word documents as opposed to PDF files (3.24.25). Thank you! Here is the revised syllabus (5.7.25). *(by Beckham,Jerrell on 05/07/2025 09:46 AM)*
- I am sorry, Jerrell, but I cannot open many of these PDF files. Could you please double check them & in needed re-upload differently? Thank you. *(by Vankeerbergen,Bernadette Chantal on 03/24/2025 12:24 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Beckham,Jerrell	12/05/2024 03:08 PM	Submitted for Approval
Approved	Rucker-Chang,Sunnie Trine'e	12/05/2024 03:58 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	12/13/2024 04:03 PM	College Approval
Submitted	Beckham,Jerrell	02/26/2025 09:13 AM	Submitted for Approval
Approved	Rucker-Chang,Sunnie Trine'e	03/22/2025 09:26 AM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/24/2025 12:25 PM	College Approval
Submitted	Beckham,Jerrell	03/24/2025 01:23 PM	Submitted for Approval
Approved	Rucker-Chang,Sunnie Trine'e	03/29/2025 07:32 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/03/2025 04:11 PM	College Approval
Revision Requested	Steele,Rachel Lea	04/22/2025 04:54 PM	ASCCAO Approval
Submitted	Beckham,Jerrell	05/07/2025 09:46 AM	Submitted for Approval
Approved	Rucker-Chang,Sunnie Trine'e	05/07/2025 10:06 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	05/07/2025 10:10 AM	College Approval
Revision Requested	Hilty,Michael	08/29/2025 01:43 PM	ASCCAO Approval
Submitted	Beckham,Jerrell	09/11/2025 11:42 AM	Submitted for Approval
Approved	Dew,Spencer L	09/11/2025 01:03 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/29/2025 04:56 PM	College Approval
Revision Requested	Steele,Rachel Lea	11/05/2025 05:16 PM	ASCCAO Approval
Submitted	Beckham,Jerrell	11/20/2025 01:02 PM	Submitted for Approval
Approved	Dew,Spencer L	11/20/2025 01:14 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/24/2025 08:38 PM	College Approval
Revision Requested	Steele,Rachel Lea	12/23/2025 02:00 PM	ASCCAO Approval
Submitted	Beckham,Jerrell	01/15/2026 02:31 PM	Submitted for Approval
Approved	Dew,Spencer L	01/16/2026 08:59 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/19/2026 04:46 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Wade,Macy Joy Steele,Rachel Lea	01/19/2026 04:46 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

College of Arts and Sciences

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January 14, 2026

Dear Members of the Themes II Subcommittee of the ASC Curriculum Committee:

I write in response to the letter from December 23, expressing unanimous approval of the request for a GEN Theme: Citizenship for a Diverse and Just World for AAAS 4620 with three contingencies. We have responded by:

- 1) Adding the GEN Theme to the course description under curriculum.osu.edu, “General Information”
- 2) Added descriptions of the course assignments to more thoroughly explain the connection to the GEN Theme (these are highlighted in yellow on the syllabus).
- 3) And (likewise highlighted in yellow), we have added information explaining how students can demonstrate their “developing sense of self as a learner,” ELO 2.2 for this class.

We appreciate the feedback and hope these changes will be sufficient. We look forward to adding this course, with the Citizenship theme approved, to our curriculum.

Yours,



Spencer Dew

Associate Teaching Professor, Comparative Studies and African American and African Studies
Director of Undergraduate Studies, African American and African Studies
Associate Director of Undergraduate Studies, Comparative Studies
The Ohio State University
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RACE, POLICING, and the AMERICAN CITY

The Ohio State University

AFAMAST 4620, a 3-credit hour seminar

In-person, twice per week, 80 minutes per meeting

[dates] [times] at [location]

Fall 2025

Instructor: **[TBD]**

E-Mail: **[TBD]**

Office Location: **[TBD]**

Office Hours: **[TBD]**

General Education Theme(s): “Citizenship for a Just and Diverse World”

Course Description

“Race, Policing, and the American City” is a reading- and discussion-intensive seminar on race and the criminal punishment system in the United States from 1890 to the present. Topics include Progressive Era panics around the criminality of racialized undesirables; a post-Second World War urban crisis that provided the underlying impetus for an expansive War on Crime; contemporary law-and-order policing and its troubled relationship with neoliberal social policy; and the human ramifications of draconian enforcement, surveillance, and incarceration.

Based on its “Citizenship for a Just and Diverse World” thematic designation, this course “Race, Policing, and the American City” thinks about various groups who theorize, practice, and advance different—perhaps even divergent—visions of citizenship. These differing visions of citizenship operate in a perpetual tension, regularly contradicting and challenging each other. Many—particularly throughout the eighteenth and nineteenth centuries—framed their citizenship in the language of racial exclusion. That is, they believed that designing the United States as a lily-white ethnosestate would guarantee them perpetual access to their own rights, as their citizenship rights would inevitably erode if they were forced to live on equal terms with Black and other nonwhite groups. The police and prison systems, they argued, enforced laws and policies that protected those racially exclusionary rights. On the other hand, others critiqued this society that simultaneously promised its citizens equal protection under the law and yet also incarcerated and disenfranchised its own citizens at higher rates than any other democratic country in the world. That dynamic has historically peaked in complexity within Black and other nonwhite neighborhoods, where structural racism has organized millions into a criminalized underclass, where the state’s interpretation of “justice” frequently deteriorates rather than enriches residents’ quality of life, and—as a result—where “citizenship” and “freedom” adopt fraught and nuanced new meanings.

Course Objectives

The course revolves around five central pillars, which also reflect the learning objectives for its participants. First, students will identify the roles of racial segregation, economic disinvestment, and settler colonialism in creating a criminalized underclass or, in other words, in manufacturing crime. Second, they will assess the social policies and anti-crime strategies—especially policing—designed to manage the aforementioned underclass. Third, they will explain the myriad ways that members of this underclass have navigated and resisted their legal entanglements. Fourth, they will reconstruct and weigh broader academic conversations around

race, cities, and the criminal punishment system. Finally, through both regular in-session practice and a sizable term project, students will train the skills to analyze firsthand primary source evidence; situate it within its particular place, time, and context; and propose cogent arguments about its meaning and importance.

Statement of Teaching Philosophy: In keeping with best practices in Black Studies, this course approaches the classroom as a space for dialogue and exchange, expecting of you—the students—a significant role in shaping the conversation and foci of our work together. It is important to emphasize that this class is seen as a process, one of working *together*, wrestling with the topics, texts, themes, and ideas presented in the syllabus and drawing connections and conclusions. This approach is particularly notable in relation to the GE theme of this course: that our intellectual inquiry and research production this semester will be tied to “Citizenship for a Just and Diverse World” is predicated both on your own engagement and thinking, as students, and my role, as professor, in providing curation, guidance, and feedback. Our class’s connection to this theme is predicated on your own engagement in that, rather than spell out of “signpost” the specific connections of each week’s reading to this theme, I expect you all, as thinkers, to work through these connections. This responsibility I take to be central to your role as active participants in a learning community. Likewise, my responsibility is, repeatedly (whether in structuring discussions, in offering context to readings in class, in written feedback to assignments, and in one-on-one meetings in office hours) to guide and push you through and deeper into these connections. For this reason, I have tried to keep this syllabus as brief as possible, without extraneous summaries of explanations of the readings. The connections between these readings and the GE themes will emerge through our discussions together, and while I will guide those conversations, I do not want to hand you “answers” to questions of the relation of a given text to citizenship, justice, or diversity (and the entanglement of these terms). Rather, I want us all to unearth, through analysis and exchange of ideas, arguments for and observations about the centrality of these terms to our reading and thinking together.

Relation of final research project to the GE theme “Citizenship for a Just and Diverse World”: Following the above comments on pedagogical approach, I want to make explicit one aspect of this course that will relate directly to the GE theme, the final research paper. Again, this relation will be both your responsibility, as student, and mine, as your guide through the process of selecting a topic, pursuing independent research, and drafting and revising a final product. When you submit your research prospectus I will provide some feedback—and perhaps initiate and individual conversation—on how to best frame this topic in relation to the course theme. The intention of the prospectus assignment is both to allow me to judge the viability of the topic as the basis of a project and to serve as a necessary checkpoint along the way toward the final paper, a point at which there will be exchange between the professor and the student about the viability of the project and its relation, specifically, to the GE theme of the course. The link between your final paper and the GE theme will be structured by a series of exchanges, with my responsibility as professor being to help direct your thinking and research in ways that would most robustly and generatively engage citizenship, justice, and diversity as linked phenomenon. It is important to make clear my assumption that your final research paper is a dynamic, iterative project, pursued *through conversation*—with the professor, amongst the class, between the student as thinker and reader and the texts of the semester. Such an approach to research is, again, in keeping with Black Studies methodology and best practices, emerging from a view of

the classroom as a space of exchange and mutual inquiry, conversation and collaboration as well as independent research and thought.

Required Books

Cheryl Hicks, *Talk With You Like a Woman: African American Women, Justice, and Reform in New York, 1890-1935* (Chapel Hill: University of North Carolina Press, 2010)

Kelly Lytle Hernández, *City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771-1965* (Chapel Hill: University of North Carolina Press, 2017)

James Forman Jr., *Locking Up Our Own: Crime and Punishment in Black America* (New York: Farrar, Straus, and Giroux, 2017)

Forrest Stuart, *Down, Out, and Under Arrest: Policing and Everyday Life in Skid Row* (Chicago: University of Chicago Press, 2016)

Students may purchase textbooks via the campus bookstore, and they may access all other assigned texts via the online course platform.

Requirements and Grade Distribution

Participation: 20%

Reader's Notes (4): 20%

Course Reflections (3): 30%

Mid-Term Examination: 10%

Prospectus: 5%

Rough Draft: 5%

Term Paper: 10%

Reading and conversation form the heart of “Race, Policing, and the American City.” Thus, course participants are expected to complete assigned texts, attend meetings, and contribute to thoughtful discussions. Each class will have a discussion component, usually about the assigned readings and/or a primary source presented that day. Individuals who attend regularly, who make positive contributions to the discourse, who ask thoughtful questions which move the conversation forward, and who listen and respond thoughtfully to their interlocutors can expect excellent participation scores. Individuals who frequently have unexcused absences, who rarely make positive contributions, or who detract from the learning environment—that is, they disrupt or distract others, or they reflect a lack of meaningful engagement with their interlocutors—can expect weaker participation scores. Because discussions will often revolve around a previously assigned reading or task, a student who consistently completes all assigned readings and other tasks on time will position themselves well to participate. **Furthermore, although the direction of our conversations will be based partially on students' organic contributions and feedback vis-à-vis the course materials, we will also regularly orient our discussion towards how said course materials relate to the themes of citizenship, justice, and diversity in our changing society.**

For every three weeks of assigned reading, students must also submit a reading note that reflects their engagement with the material. In essence, these reading notes should reveal that a student has completed the reading and has grappled with the reading’s ideas, themes, and evidence, and they will be evaluated on that basis. **In each of these four reading notes, students must also**

reveal the ways that these course readings are influencing, challenging, or otherwise evolving their own personal conceptions of citizenship, justice, and diversity. Specifically, the reading notes should gesture toward how the readings relate to their own individual, subjective outlooks vis-à-vis the said themes. Beyond that, these notes can adopt whatever format best aids the individual student in learning. Students might—for example—send outlines, marginalia, synopses, and reflections for full credit. These notes encourage students to stay on schedule with the assigned readings and to organize their thoughts and reflections as they come. As the semester advances, students are encouraged to return to older reading notes and consider how their ideas and thoughts have evolved as they become gradually more experienced in the subject. Finally, the reading notes serve as a mechanism for more introverted students to express that they are still learning and considering the course materials, even if their in-class discussion contributions may be less frequent. My goal here is to foster close reading and serious thinking, not to worry over the particularities of note-taking technique. So long as the notes reflect a considered engagement appropriate to the material and pace of the course, they will receive full credit. Reading notes that are very voluminous may not necessarily indicate strong engagement, and reading notes that are very sparse may not necessarily indicate a lack of engagement; however, as a general rule, extremely sparse reading notes—that is, less than 100 words per week of assigned reading—will usually receive a relatively low score.

In order to illustrate their evolving grasp of the course materials as they relate to the themes of citizenship, justice, and diversity, students must submit three different reflection papers (400-500 words each). In the opening reflection paper—due during Week One—students describe where they are coming from. In other words, you should use this opportunity to describe what you currently believe race and urban crime policy have to do with citizenship in a just and diverse world, and—more importantly—how you believe race, urban crime policy, and more broadly human difference shapes your own subjective interpretation and/or experience of citizenship and justice in the world around you. Then, at the semester's mid-point and end-point, students will submit two additional reflection papers. Through these latter assignments, they must not only evaluate their own grasp of the course materials (i.e., readings, discussions, and lectures), but also how those materials have evolved, enriched, or otherwise challenged their previous positions, thoughts, and feelings on the issues at hand. In essence, their second and third reflection papers will be evaluated partially on their demonstrated growth as students/learners, as well as on how their engagement with the course materials/evidence has meaningfully reinforced, shifted, and challenged the positions/thoughts/feelings expressed in their prior papers.

A student's reading notes and reflection papers should cohere to some degree with each other. That is, by evaluating a specific student's reading notes and reflection papers in conversation, the instructor should be able to gain a clear sense of what a student is learning through the course material; how that student is using that learning to inform their understandings of citizenship, justice, and diversity; and how that understanding is in turn influencing their sense of self as a citizen in a just and diverse world.

To evaluate their overall progress, participants will have one mid-term examination. That examination will evaluate their mastery of the course materials—readings, lectures, and discussions—as well as their grasp of how the concepts of citizenship, justice, and diversity

have been historically interpreted navigated, contested, and reckoned with by various parties in U.S. history. In lieu of a final examination, students must also write a term paper (10-12 pages, double-spaced) on any subject that relates to race, policing, and/or incarceration in the U.S. The paper will analyze at least two different primary sources—broadly defined—to advance and/or interrogate an argument encountered during the semester. **The paper should also articulate some argument regarding or other engagement with the course's general education themes of citizenship, justice, and diversity.** Because this assignment constitutes a substantial portion of their final grade, individuals are strongly urged to think ahead, start early, and visit office hours throughout the semester in order to discuss their developing ideas, outlines, and/or drafts. To encourage these practices, students submit a prospectus that proposes a paper topic, presents a tentative argument, and details two viable sources for said topic during Week Nine; then, they submit a rough draft of the term paper for development and editing during Week Thirteen.

GE Citizenship for a Just and Diverse World (Theme)

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.
4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

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

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

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

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

Rationale:

“Race, Policing, and the American City” thinks about urban anti-crime policies and the diverse neighborhoods where these policies operate. In the U.S., law enforcement acts as a major point of contact between the citizenry and the government; an average person going about their day is far more likely to deal with a police officer during a stop than they are to meet a mayor or city councilperson on the street. Thus, policing as an institution influences people’s relationship to the state and indeed their very conception of “citizenship.” That dynamic gains additional complexity in Black and other nonwhite neighborhoods, where structural racism has organized millions into a criminalized underclass, where the state’s interpretation of “justice” frequently deteriorates rather than enriches residents’ quality of life, and therefore where “citizenship” and “justice” adopt complex and perhaps contradictory new meanings. Vernacular understandings and experiences of “citizenship” will be studies alongside legal and state-articulated framings of that term, with the tension between lived and imagined “citizenship” one point of entry into a wider analysis of “justice,” “diversity,” and “citizenship” and the entanglement of these terms within the context of urban policing in the United States.

Office Hours

Please visit my scheduled office hours on **[days]** **[times]** at 386E University Hall. If you cannot meet during my scheduled office hours, let me know so that we can arrange an alternative day/time/location.

Academic Misconduct

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

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code

of Student Conduct is never considered an excuse for academic misconduct, so please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

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.

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

Disability Statement (with Accommodations for Illness)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

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098 Baker Hall, 113 W. 12th Ave
614-292-3307 phone

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.

Grievances and Solving Problems

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):

Online reporting form: <http://civilrights.osu.edu/>

Call 614-247-5838 or TTY 614-688-8605

civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university

employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Course Outline

******Instructor's note: During most weeks, students will read between 80 and 110 pages. The median number of pages will be approximately 95.**

Week One (of 8 January)

Day One: Introductions and Syllabus Overview

Day Two: Primary Source Exercise

****Course Reflection #1 Due Friday 12 January at 5:00 p.m.**

Week Two (of 15 January), on Racial Science and Modern Criminology

Day One: Khalil Gibran Muhammad, "Writing Crime into Race," *Condemnation of Blackness*

Day Two: Cheryl Hicks, *Talk With You Like A Woman*, Introduction and Ch. 1

****Khalil Gibran Muhammad's *Condemnation of Blackness* is a study of modern crime statistics as they were pioneered and developed in the late nineteenth and early twentieth centuries. Specifically, the criminologists who developed them—such as Frederick Hoffman—were concerned about whether the first generation of African Americans after the Thirteenth Amendment had successfully assimilated into the U.S. body politic—that is, the citizenry—and they used crime/criminality as a proxy to measure African Americans' racial fitness for citizenship. The notion of citizenship, then, existed as both a (legal/state) ideal and a (lived) reality, with significant difference and tension between promise and reality. This text illuminates the ways that prior generations of U.S. policymakers thought about the relationship between race and citizenship. Likewise, Cheryl Hicks' *Talk With You Like A Woman* covers the policymakers on both sides of the color line who tried to force the criminal underclass—primarily Black women accused of sex work—to assimilate into a more respectable, dignified vision of citizenship, and the ways that this stifling vision of citizenship often grated against the racial and gender politics of survival in a deeply unequal New York.

Week Three (of 22 January), on Power, Discipline, and Their Diffusion in Society

Day One: Michel Foucault, "Panopticism," *Discipline and Punish*

Day Two: Cheryl Hicks, *Talk With You Like A Woman*, Ch. 2 and 5

****Michel Foucault's "Panopticism" theorizes a version of modern policing/surveillance wherein ordinary, everyday citizens surveil/police themselves and each other, as opposed to being policed by a powerful entity from above—i.e., somebody with a badge and a gun. The course uses this as an opportunity to reflect on the

relationship between citizenship and surveillance, and especially the role of ordinary, everyday people in upholding particular norms of behavior. Citizenship as a set of responsibilities as well as a status perpetually at risk are issues emerging from analysis of this text.

Week Four (of 29 January), on Policing the Segregated City

Day One: Mary Ting Yi Lui, *Chinatown Trunk Mystery*, Introduction and Ch. 1

Day Two: Cheryl Hicks, *Talk With You Like A Woman*, Ch. 7 and 9

**Reading Note #1 due Friday 2 February at 5:00

Week Five (of 5 February), on Settler Colonialism

Day One: Sandow Birk, *Incarcerated*

Day Two: Kelly Lytle Hernández, *City of Inmates*, Introduction and Ch. 1

****Kelly Lytle Hernández's *City of Inmates* is a study of settler colonialism and its relationship to the modern police/prison apparatus. Specifically, it argues that—since the eighteenth and nineteenth centuries—white frontier colonists especially in California theorized their notions of citizenship in direct opposition to the presence of racial and sexual Others. In other words, they believed that their freedom and rights as Mexican and later U.S. citizens depended upon the removal and/or subjugation of Black, indigenous, and queer populations who otherwise might have been their neighbors. The concept of “citizenship,” then, is predicated on an alternative—the alien, the other—roles that arguable co-create each other and have a long afterlife in American society and law.

Week Six (of 12 February)

Day One: Mid-Term Examination Review

Day Two: Mid-Term Examination

**Mid-Term Examination due Friday 16 February at 5:00

Week Seven (of 19 February), on Discipline and Public Order

Day One: George Kelling and James Wilson, “Broken Windows,” *Atlantic*

Day Two: Kelly Lytle Hernández, *City of Inmates*, Ch. 2-3

**Course Reflection #2 Due Friday 23 February at 5:00 p.m.

****Building upon Michel Foucault's “Panopticism,” Kelling and Wilson's “broken windows” article explores the relationship between street crime and the erosion of social norms in public spaces. The Kelling/Wilson article will introduce students to modern-day “broken windows” theory, which stipulates that the police must enforce not only laws but norms of social conduct—that is, a building with “broken windows” may legally stand under the law, but it is still a threat to ordinary, everyday citizens' sense of safety. Even if they have not technically broken any laws or harmed anybody, somebody can still be pushed outside of the body politic—and indeed outside of the boundaries of the law's protection—based on their anti-social behavior. The article has significant implications for our notions of citizenship: That is, should one set of citizens have the right to police another set of citizens' behavior in the name of social cohesion and unity, even when the latter group's behavior is essentially benign? Other facets of “citizenship” are also suggested by this work:

that the other necessary for the status of citizen might be located within the broader, legal citizenry raises issues of a policing of boundaries and hierarchies within citizenship itself, and the focus on public appearances and performances raises the specter of an aesthetics of citizenship linked to this fragmentary and hierachal view—one with lasting consequences for policing, where “citizens” becomes an exclusive term reserved for a certain demographic (synonymous with “tax-payer”) and other legal citizens of a city are excluded from this category.

Week Eight (of 26 February), on Policing the Segregated City Redux

Day One: Gene Demby, Maria Paz Gutierrez, and Kara Frame, “Housing Segregation in Everything,” *National Public Radio*

Day Two: Kelly Lytle Hernández, *City of Inmates*, Ch. 4 and Ch. 6

**Reading Note #2 due Friday 1 March at 5:00

****The “Housing Segregation in Everything” segment is a piece on New Deal housing policy and specifically the practice of redlining as it was practiced between 1934 and 1968. It challenges students to think about the ways that government policy has privileged some sets of citizens—specifically whites who were given access to generous loan programs—over others—specifically African Americans who were herded into dilapidated slum districts as a matter of urban policy. It adds to the course’s themes by once again illustrating the ways that race and racism have corrupted the U.S.’ notions of citizenship by creating an entire underclass of second-class citizens. The piece ends with the 1968 Fair Housing Act, which attempted to address the effects of housing segregation upon the African American and Latino citizenry but with limited success. Again, the fragmentation of legal citizens into classes of, a hierarchical understanding of, citizenry is at the fore in this reading.

Week Nine (of 4 March), on Counterinsurgency

Day One: Joshua Bloom and Waldo Martin Jr., *Black Against Empire*, Ch. 9-11

Day Two: James Forman Jr., *Locking Up Our Own*, Introduction and Ch. 1

**Prospectus due Friday 8 March at 5:00

****James Forman’s *Locking Up Our Own* is a study of African American civil rights activists who paradoxically supported the rise of modern policing and mass incarceration. I assign this text to challenge the widely held notion that all African American civil rights activists unconditionally opposed mass incarceration since its inception in 1965. To the contrary, prior generations of such activists sometimes argued that they—as citizens with equal rights under the Fourteenth Amendment—deserved protection from crime and criminality in their neighborhoods, and that the police had to play an active role in protecting them from the criminals threatening them on the streets. Equal protection under the law—especially for these citizens pursuing their civil rights—meant equal protection from the police, prosecutors, judges, and prisons responsible for their safety. The clash between legal citizenship and its promises and the de facto experiences of citizens excluded from full social membership is at the fore of this text.

Week Ten (of 11 March)

**Spring Break

**No Course Meetings

Week Eleven (of 18 March), on the Twin Hands of the State

Day One: Elizabeth Hinton, *From the War on Poverty to the War on Crime*, Introduction and Ch. 2

Day Two: James Forman Jr., *Locking Up Our Own*, Ch. 3-4

****Elizabeth Hinton's *From the War on Poverty to the War on Crime* is a study of urban crime policy since 1965. Building upon James Forman's *Locking Up Our Own*, it considers the tension between the African American civil rights movement and the War on Crime. President Lyndon B. Johnson passed an array of revolutionary laws granting robust protections for African Americans' civil/citizenship rights, and at the same time he passed draconian tough-on-crime laws that set the foundation for the mass incarceration of U.S. citizens, including African American citizens. Although this may seem paradoxical, Hinton argues that these two categories co-existed as two sides of the same coin: In a carrot-and-stick deal, African Americans were granted full citizenship rights under the civil rights laws of 1964, 1965, and 1968, but in exchange they were expected to assimilate into a narrow vision of citizenship that tied them to restrictive notions of public order. Newfangled tough-on-crime laws promised, in essence, to strip newly empowered African Americans of their citizenship rights if they deviated too far from said notions. Citizenship's tenuous nature as legal status is at the fore of this reading.

Week Twelve (of 25 March), on the War on Drugs

Day One: Elizabeth Hinton, *From the War on Poverty to the War on Crime*, Ch. 9

Day Two: James Forman Jr., *Locking Up Our Own*, Ch. 5-6

**Reading Note #3 due Friday 29 March at 5:00

Week Thirteen (of 1 April), on Police Duty and Public Safety

Day One: *Joshua DeShaney v. Winnebago County Department of Public Services* (1989)

Day Two: Forrest Stuart, *Down, Out, and Under Arrest*, Preface, Introduction, and Ch. 1

**Rough Draft due Friday 5 April at 5:00

****Forrest Stuart's *Down, Out, and Under Arrest* is a study of criminalized homeless communities in downtown Los Angeles. Stuart explicitly frames his book as a study of how intensive surveillance and criminalization erodes any shared sense of citizenship, community, and even dignity among homeless people. His book confronts the tension between (on the one hand) the U.S.' lofty ideals of citizenship and equality under the law and (on the other hand) its actual treatment of its most down-and-out citizens. It considers the various ways that policymakers and police officers reconcile those contradictions. It concludes by examining the ways that these homeless residents support each other and build a shared sense of social citizenship—a sort of indigenous citizenship, so to speak—despite their antagonistic relationship to the state/government/etc. The other reading—*Joshua DeShaney v. Winnebago County Department of Public Services*—was a Supreme Court case that determined that—barring very unusual circumstances—the police have no constitutional or legally enforceable duty to protect the citizenry from harm. This assignment prompts students to think about the relationship between the

government and its citizens, and specifically whether the government's stated promises of equal protection under the law hold up under scrutiny. The limits of citizenship as a guarantor of rights or a status that brings with it state protection will be central to our larger discussion of this text.

Week Fourteen (of 8 April), on Public Safety Beyond the Police

Day One: Ann Givens, "On Patrol With Chicago's Last Violence Interrupters," *Trace*

Day Two: Forrest Stuart, *Down, Out, and Under Arrest*, Ch. 2-3

****Course Reflection #3 Due on Friday 12 April at 5:00 p.m.**

****Ann Givens' "On Patrol With Chicago's Last Violence Interrupters" is a study of the violence interrupters program in Chicago. Comprised of reformed ex-gangsters, the violence interrupters identify neighborhoods and communities where street crime and/or gang violence is imminent and/or ongoing, then intervene by proffering their services as negotiators, arbiters, and peacekeepers. Despite ostensibly sharing the goal of ending street violence, these violence interrupters actually have an antagonistic relationship with the Chicago police, as they are committed to completing their goals without using the threat of jail, prison, or other incarceration as an enforcement mechanism. This assigned reading challenges students to weigh and consider a radical vision of social citizenship that requires ordinary, everyday people to keep themselves and their fellow citizens safe by bearing responsibility together rather than offloading those responsibilities to the state's police and prison systems. The work of the Interrupters here represents a kind of engaged approach to citizenship on a micro-local level—as neighbors, one might say—distinct from the various levels of citizenship (de jure, de facto, hierarchically ranked) previously discussed, leading to a more nuanced understanding of the role of the notion of citizenship as a framework for activism in the absence of state intervention and against state violence. Here "citizen" represents an ideal vision of the individual as a member of a broader community.

Week Fifteen (of 15 April), on Justice

Day One: Forrest Stuart, *Down, Out, and Under Arrest*, Ch. 4-5

Day Two: Conclusions and Semester Reflections

****Reading Note #4 due Friday 19 April at 5:00**

****Term Paper due Tuesday 30 April at 5:00**

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><i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</i></p> <p><i>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i></p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p><i>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</i></p> <p><u>Lecture</u> <i>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.</i></p> <p><u>Reading</u> <i>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.</i></p> <p><u>Discussions</u> <i>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.</i></p> <p><i>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.</i></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><i>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.</i></p> <p><i>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</i></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 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</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 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</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>"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.</p>
<p>ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</p>	<p>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.</p>

<i>Program Learning Goals</i>			
	Goal A: Demonstrate an understanding of the cultural, socio-political, and historical formations, connections, conditions, and transformations evident throughout the African and Black Diaspora.	Goal B: Identify, critique, and appreciate the intersections between race, class, gender, ethnicity, and sexuality from the historical and existential perspectives of African and African-descended peoples.	Goal C: Implement interdisciplinary research methods and methodological perspectives applicable to advanced study, community development, and public service.
<i>Core Courses</i>			
2201	Beginning	Intermediate	
3310	Intermediate	Intermediate	
3440	Intermediate	Advanced	Beginning
4921	Intermediate	Advanced	Intermediate
<i>Elective Courses</i>			
2000-Level (Max of 3 courses)	Beginning	Beginning	Beginning
3000- Level (Max of 3 courses)	Beginning/Intermediate	Beginning/Intermediate	Beginning/Intermediate
4000-Level	Advanced	Advanced	Advanced
5000-Level	Advanced	Advanced	Advanced

From: [Sawyer, Derek](#)
To: [Beckham, Jerrell](#)
Subject: FW: Course Concurrence Request
Date: Friday, February 21, 2025 2:56:03 PM
Attachments: [image001.png](#)
[Outlook-The Ohio S.png](#) [image002.png](#)

Hi Jerrell,

The School Earth Sciences' curriculum committee has reviewed the concurrence request and we find no concerns. Looks like a great course.

Best regards, Derek



Dr. Derek E. Sawyer
Associate Professor
Associate Director of Administration School of Earth Sciences
Affiliated Faculty, Sustainability Institute The Ohio State University
275 Mendenhall Laboratory
Columbus, OH 43210 sawyer.144@osu.edu 614-292-7243
<https://u.osu.edu/basins/> [LinkedIn](#) | [Google Scholar](#)

From: Saltzman, Matthew saltzman.11@osu.edu
Sent: Friday, February 21, 2025 1:44 PM
To: Guo, Jun-Yi guo.81@osu.edu; Costa, Ozeas costa.47@osu.edu; Sawyer, Derek sawyer.144@osu.edu; Beaudon, Emilie beaudon.1@osu.edu
Subject: Re: Course Concurrence Request

I agree - this one is straightforward.



Matthew R. Saltzman

Professor

School of Earth Sciences Rm 215 Orton Hall

125 South Oval Mall, Columbus, OH 43210-1398 saltzman.11@osu.edu

From: Guo, Jun-Yi <guo.81@osu.edu>

Sent: Friday, February 21, 2025 1:17 PM

To: Costa, Ozeas <costa.47@osu.edu>; Sawyer, Derek <sawyer.144@osu.edu>; Saltzman, Matthew <saltzman.11@osu.edu>; Beaudon, Emilie <beaudon.1@osu.edu>

Subject: RE: Course Concurrence Request

Hello Derek and all,

I read through both syllabi. Nothing is related to any course in geodesy. Best,
Junyi

From: Costa, Ozeas <costa.47@osu.edu>

Sent: Thursday, February 20, 2025 7:22 AM

To: Sawyer, Derek <sawyer.144@osu.edu>; Saltzman, Matthew <saltzman.11@osu.edu>; Beaudon, Emilie <beaudon.1@osu.edu>; Guo, Jun-Yi <guo.81@osu.edu>

Subject: RE: Course Concurrence Request

I just finished reviewing the proposed syllabus and do not see any significant overlap between this course and our courses.

Ozeas

From: Sawyer, Derek <sawyer.144@osu.edu>

Sent: Wednesday, February 19, 2025 3:58 PM

To: Saltzman, Matthew <saltzman.11@osu.edu>; Costa, Ozeas <costa.47@osu.edu>; Beaudon, Emilie <beaudon.1@osu.edu>; Guo, Jun-Yi <guo.81@osu.edu>

Subject: FW: Course Concurrence Request

Hi Curriculum Committee, Another concurrence request.

This one seems straightforward that there are no issues with any of our courses. Could you please let me know if you agree?

Thanks, Derek

From: Beckham, Jerrell <beckham.4@osu.edu>

Sent: Thursday, January 23, 2025 2:42 PM

To: Carpenter, Soyoung <carpenter.634@osu.edu>; Sawyer, Derek <sawyer.144@osu.edu>

Cc: Rucker-Chang, Sunnie <rucker-chang.1@osu.edu>; Howat, Ian <howat.4@osu.edu>

Subject: RE: Course Concurrence Request Hello Professor Sawyer,

The Department of African American and Africans Studies is seeking concurrence from the School of Earth Science for the following course proposal, AFAMAST 4620 - Race, Policing, and the American City. Please see the attachment.

Thank you!

Jerrell

From: Carpenter, Soyoung <carpenter.634@osu.edu>

Sent: Thursday, January 2, 2025 3:38 PM

To: Beckham, Jerrell <beckham.4@osu.edu>; Sawyer, Derek <sawyer.144@osu.edu>

Cc: Howat, Ian <howat.4@osu.edu>

Subject: RE: Course Concurrence Request

Dear Jerrell,

I am connecting you with Professor [@Sawyer, Derek](#) as he overlooks the course schedule for Earth Sciences.

Best, Soyoung

From: Beckham, Jerrell <beckham.4@osu.edu>

Sent: Thursday, January 2, 2025 3:32 PM

To: Carpenter, Soyoung <carpenter.634@osu.edu>

Subject: Course Concurrence Request Dear Soyoung,

The Department of African American and Africans Studies is seeking concurrence from the School of Earth Science for the following course proposal, AFAMAST 4620 - Race, Policing, and the American City. Please see the attachment.

Will you please let us know if your School agrees with this new course offering by the Department of African American and African Studies? Thank you! Happy New Year!

Jerrell



Jerrell K. Beckham, Ph.D.

Program Coordinator

College of Arts & Sciences | African American & African Studies 230 N. Oval Mall | 486D University Hall, Columbus Ohio 43210 (614) 688-2638 (O)

beckham.4@osu.edu

From: [Houser, Jana](#)
To: [Beckham, Jerrell](#); [Coleman, Mat](#)
Subject: Re: Concurrence Request
Date: Monday, February 17, 2025 3:41:21 PM

Attachments: [image001.png](#)

Hello Jerrell,

The geography department concurs with this course proposal. It sounds like a great class! Good luck getting it off the ground.

Take care!

-Jana



Dr. Jana Houser

Director of Undergraduate Studies Associate professor of meteorology. Atmospheric sciences program.

Department of geography. The Ohio State University Columbus, OH

From: Beckham, Jerrell beckham.4@osu.edu
Sent: Thursday, February 13, 2025 9:50:10 AM
To: Coleman, Mat coleman.373@osu.edu; Houser, Jana houser.262@osu.edu
Subject: Concurrence Request Dear Dr. Coleman and Dr. Houser,

The Department of African American and Africans Studies is seeking concurrence from the Geography Department for the following course proposal, AFAMAST 4620 - Race, Policing, and the American City. Please see the attachment.

Will you please let us know if your department agrees with this new course offering by the Department of African American and African Studies? Thank you!

Jerrell



Jerrell K. Beckham, Ph.D.

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beckham.4@osu.edu

From: [Beckham, Jerrell](#)
To: [Clark, Jennifer](#)
Cc: [Trinh, Viet](#); [Rucker-Chang, Sunnie](#); [Van Maasakkers, Tijs](#); [Reece, Jason](#)
Subject: RE: Concurrence Request for AFAMAST 4620 - Race, Policing, and the American City
Date: Monday, January 27, 2025 2:09:25 PM
Attachments: [image001.png](#) [image002.png](#)

Thank you, Jennifer! I think we would appreciate a continuing conversation too. Jerrell

From: Clark, Jennifer <clark.3550@osu.edu>
Sent: Friday, January 24, 2025 4:28 PM
To: Beckham, Jerrell <beckham.4@osu.edu>
Cc: Trinh, Viet <trinh.126@osu.edu>; Rucker-Chang, Sunnie <rucker-chang.1@osu.edu>; Van Maasakkers, Tijs <vanmaasakkers.1@osu.edu>; Reece, Jason <reece.35@osu.edu>
Subject: Re: Concurrence Request for AFAMAST 4620 - Race, Policing, and the American City

Jerrell,

Yes, we concur. We just wanted to also start a conversation about coordinating.

And I forgot to cc in Jason and Tijs...so thank you for doing that. I was clearly trying to do too many things at once!

Hope everyone has a lovely weekend. Best,

Jennifer



Jennifer Clark, PhD

Knowlton School Distinguished Professor Head, City and Regional Planning Section The Knowlton School
College of Engineering Editor-in-Chief, [Regional Studies](#)

200E Knowlton Hall

275 West Woodruff Avenue Columbus, OH 43210-1138

614.292.1790 Office

Pronouns: she/her/hers. Honorific: Dr. Clark.3550@osu.edu / Knowlton.osu.edu

From: Beckham, Jerrell <beckham.4@osu.edu>

Date: Thursday, January 23, 2025 at 3:13 PM

To: Clark, Jennifer <clark.3550@osu.edu>

Cc: Trinh, Viet <trinh.126@osu.edu>, Rucker-Chang, Sunnie <rucker-chang.1@osu.edu>

Subject: FW: Concurrence Request for AFAMAST 4620 - Race, Policing, and the American City

Hello Jennifer,

Thank you for getting back to me. I am sure our faculty would be happy to collaborate and coordinate as the courses develop too. I included our undergraduate directory, Sunnie Rucker- Chang, and the author this proposal, Viet Trinh in this correspondence. I think we can safely say there will be little duplicated content in terms of crime prevention through environmental design. Do you agree with concurrence request? Thank you! Happy new year and hope you all are staying warm.

J. Beckham

From: Clark, Jennifer <clark.3550@osu.edu> **Sent:** Tuesday, January 7, 2025 12:23 PM **To:** Beckham, Jerrell <beckham.4@osu.edu>

Subject: Re: Concurrence Request for AFAMAST 4620 - Race, Policing, and the American City

Jerrell,

I spoke with the CRP faculty and we have two courses we would like to share with you (syllabi attached).

CRPLAN 3500: The Socially Just City

CRPLAN 3510: Crime, Safety, and the Built Environment.

Our faculty looked at this course content as compared to what you shared with us.

There is some overlap (primarily around the topics of surveillance and outcomes related to mass incarceration). We would be more concerned, however, if there was duplication around the CPTED content, hostile architecture, trauma informed community building or violence prevention content.

We do feel like these courses (your proposed course and these two existing courses) could be nice complements to each other and we could perhaps make a point of letting students know about all of these.

I have cc'ed our Undergraduate Program Chair, Prof. Tijs van Maasakkers and the original designer of both courses, Prof. Jason Reece. I am sure they would be happy to talk to your

faculty to collaborate/coordinate as these courses evolve. Please let me know what you think.

Best, Jennifer



Jennifer Clark, PhD

Knowlton School Distinguished Professor Head, City and Regional Planning Section The Knowlton School
College of Engineering Editor-in-Chief, [*Regional Studies*](#)

200E Knowlton Hall

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614.292.1790 Office

Pronouns: she/her/hers. Honorific: Dr. Clark.3550@osu.edu / Knowlton.osu.edu

From: Beckham, Jerrell <beckham.4@osu.edu>

Date: Friday, January 3, 2025 at 10:36 AM

To: Clark, Jennifer <clark.3550@osu.edu>

Subject: RE: Concurrence Request for AFAMAST 4620 - Race, Policing, and the American City

Hello Jennifer,

Thank you for getting back to me. Please let me know what your UG program chair, professors, and you think once you speak to them and hopefully, we will be able to move forward from there. Thank you again!

Jerrell

From: Clark, Jennifer <clark.3550@osu.edu>

Sent: Friday, January 3, 2025 9:37 AM

To: Beckham, Jerrell <beckham.4@osu.edu>

Subject: Re: Concurrence Request for AFAMAST 4620 - Race, Policing, and the American City

Jerrell,

Thank you. We'll look at this and get back to you. We do have a couple of courses that may have some overlap.

I'm sure we can work it out but I'd like to discuss with our UG program chair and the professor(s).

Best, Jennifer



Jennifer Clark, PhD

Knowlton School Distinguished Professor Head, City and Regional Planning Section The Knowlton School
College of Engineering Editor-in-Chief, [Regional Studies](#)

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275 West Woodruff Avenue Columbus, OH 43210-1138

614.292.1790 Office

Pronouns: she/her/hers. Honorific: Dr. Clark.3550@osu.edu / Knowlton.osu.edu

From: Beckham, Jerrell <beckham.4@osu.edu>

Date: Thursday, January 2, 2025 at 3:29 PM

To: Clark, Jennifer <clark.3550@osu.edu>

Subject: Concurrence Request for AFAMAST 4620 - Race, Policing, and the American City

Hello Professor Clark,

The Department of African American and Africans Studies is seeking concurrence from the Knowlton School, City and Regional Planning for the following course,

AFAMAST 4620 - Race, Policing, and the American City. Please see the attachment.

Will you please let us know if your School agrees with this new course offering by the Department of African American and African Studies? Thank you! Happy New Year!

Jerrell



Jerrell K. Beckham, Ph.D.

Program Coordinator

College of Arts & Sciences | African American & African Studies 230 N. Oval Mall | 486D University Hall,
Columbus Ohio 43210 (614) 688-2638 (O)

beckham.4@osu.edu

From: [Beckham, Jerrell](#)
To: [Beckham, Jerrell](#)
Subject: FW: Course Concurrence Request
Date: Thursday, January 23, 2025 2:44:21 PM

Attachments: [image001.png](#)

From: Reed, Christopher [<reed.434@osu.edu>](mailto:reed.434@osu.edu)
Sent: Thursday, January 2, 2025 5:23 PM
To: Getson, Jen [<getson.3@osu.edu>](mailto:getson.3@osu.edu); Beckham, Jerrell [<beckham.4@osu.edu>](mailto:beckham.4@osu.edu)
Subject: Re: Course Concurrence Request

Hi Jerrell,

The History department confirms concurrence for AFAMAST 4XXX - Race, Policing, and the American City.

Thank you, Chris Reed

***** Christopher A. Reed

Chair, Undergraduate Teaching Committee, 2024-26 Assoc Prof of Modern Chinese & East Asian History The Ohio State University
Columbus, Ohio 43210 reed.434@osu.edu

On 1/2/25, 4:09 PM, "Getson, Jen" <getson.3@osu.edu> wrote:

Hi Jerrell,

Happy new year! I'm copying our new UTC Chair, Chris Reed, on this email so he can provide the official faculty answer.

Thanks!

Jen

From: Beckham, Jerrell <beckham.4@osu.edu>

Sent: Thursday, January 2, 2025 3:33 PM

To: Getson, Jen <getson.3@osu.edu>

Subject: Course Concurrence Request

Hello Dr. Getson,

The Department of African American and Africans Studies is seeking concurrence from the Department of History for the following course proposal, AFAMAST 4620 - Race, Policing, and the American City. Please see the attachment.

Will you please let us know if your Department agrees with this new course offering by the Department of African American and African Studies? Thank you! Happy New Year!

Jerrell



Jerrell K. Beckham, Ph.D.

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beckham.4@osu.edu

From: [Beckham, Jerrell](#)
To: [Beckham, Jerrell](#)
Subject: FW: Course Concurrence Request
Date: Thursday, January 23, 2025 2:43:27 PM

Attachments: [image001.png](#) [image002.png](#)

From: Colen, Cynthia <colen.3@osu.edu>
Sent: Tuesday, January 7, 2025 4:51 PM
To: Beckham, Jerrell <beckham.4@osu.edu>
Subject: Re: Course Concurrence Request

Hi Jerrell,
We are happy to grant concurrence. Best,
Cindy



Cynthia Colen, PhD, MPH
she/her/hers
Professor and Interim Chair
Department of Sociology, College of Arts and Sciences
Faculty, Division of Health Behavior & Health Promotion, College of Public Health Research Affiliate,
Institute for Population Research
The Ohio State University colen.3@osu.edu

From: Beckham, Jerrell <beckham.4@osu.edu>

Date: Thursday, January 2, 2025 at 3:31 PM **To:** Colen, Cynthia <colen.3@osu.edu> **Subject:** Course Concurrence Request

Dear Prof. Colen,

The Department of African American and Africans Studies is seeking concurrence from the Department of Sociology for the following course proposal, AFAMAST 4620 - Race, Policing, and the American City. Please see the attachment.

Will you please let us know if your Department agrees with this new course offering by the Department of African American and African Studies? Thank you! Happy New Year!

Jerrell



Jerrell K. Beckham, Ph.D.

Program Coordinator

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