

Term Information

Effective Term Autumn 2025
Previous Value *Spring 2023*

Course Change Information

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

This course was originally grandfathered in as a Foundations HCS course, but the focus of the course has shifted to being a study of Citizenship in a global historical context.

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

The faculty member who teaches the course is altering the course to include an advanced discussion of citizenship.

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

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

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2642
Course Title	Global History 1500 to Present
Transcript Abbreviation	GlobalHistPost1500
Course Description	Provides an overview of the history of the world from 1500 to the present day, chronicling how a world of subjects and empires became a world of states and citizens.
<i>Previous Value</i>	<i>Examines the major issues that have shaped the human experience of various regions since 1500 C.E. through comparative study of civilizations within the context of religion, trade, technology, art, culture, industrialism, imperialism, revolution, and gender relations.</i>
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, Recitation
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

Previous Value

Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy course, or permission of instructor.

Exclusions

Not open to students with credit for 1682.

Electronically Enforced

Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0101

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore

Requirement/Elective Designation

General Education course:

Historical Study; Global Studies (International Issues successors); Citizenship for a Diverse and Just World

Previous Value

General Education course:

Historical Study; Global Studies (International Issues successors); Historical and Cultural Studies

Course Details

Course goals or learning objectives/outcomes

- Students will gain an understanding of the major trends in global history from 1500 C.E. to the present.
- Students will engage in critical thinking about citizenship and subjecthood, slavery and indenture, across time and space through connective and comparative reasoning.
- Students examine a wide variety of empires across time and space, and the ways that they shaped or challenged concepts of citizenship.
- Students examine and evaluate how various empires across the world constructed levels of political participation and exclusion, and how those levels of participation intersected with distinctions of religion, social status, ethnicity, and gender.
- *Students will gain an understanding of the major trends in global history from 1500 C.E. to the present.*

Previous Value

Content Topic List

- European hegemony
- Afro-Eurasian crises and recovery
- The Columbian Exchange
- Plantations and slaves
- Asian Empires
- Atlantic Revolutions
- Imperialism
- Industrial Revolution
- World Wars I & II
- The Cold War
- Conflict in the Middle East
- Globalization
- Citizenship

Previous Value

- *European hegemony*
- *Afro-Eurasian crises and recovery*
- *The Columbian Exchange*
- *Plantations and slaves*
- *Asian Empires*
- *Atlantic Revolutions*
- *Imperialism*
- *Industrial Revolution*
- *World Wars I & II*
- *The Cold War*
- *Conflict in the Middle East*
- *Globalization*

Sought Concurrence

No

Attachments

- 2642 Citizenship Coversheet.pdf: 2642 Citizenship GE Form
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- Hist 2642.2 Citizenship Syllabus.docx: 2642 Syllabus
(Syllabus. Owner: Getson, Jennifer L.)

Comments

COURSE CHANGE REQUEST
2642 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
04/09/2025

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson,Jennifer L.	03/19/2025 04:23 PM	Submitted for Approval
Approved	Reed,Christopher Alexander	04/01/2025 12:02 PM	Unit Approval
Approved	Vankeerbergen,Bernadet te Chantal	04/09/2025 07:44 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadet te Chantal Steele,Rachel Lea	04/09/2025 07:44 PM	ASCCAO Approval

Ohio State History Department
HIST 2642 Global History, 1500-present

Prof Lydia Walker
walker.1380@osu.edu

Semester/Year
Date/Time, Room/Building

Office Hours: TK
Dulles 257

Course Description

HIST 2642 provides an advanced overview of the history of the world from 1500 to the present day, chronicling how a world of subjects and empires became a world of states and citizens. Beginning with the Mongol Eurasian conquests, this course stretches across Asia, Europe, the Americas, and the African continent, focusing on imperial conquests, rivalries, and strategies of domination—with an emphasis on how particular empires accommodated, created, ruled though, and managed diverse (but not necessarily just) worlds of different ethnic groups. Over time, many of these communities became citizens of nation-states, but that process was contested, contingent, and uneven. This global history course also explores how historical narratives are constructed, their relationship to power relationships, and which historical actors drop away versus come to be considered central over time, and by whom. These global transformations created modern citizenship as we understand it, and HIST 2642 explains how those historical processes occurred across time and space.

General Education goals and Expected Learning Outcomes

As part of the Citizenship for a Just and Diverse World theme of the General Education curriculum, this course is designed to prepare students to be able to do the following:

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.*

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

How we meet Goal 1: This course moves beyond an introductory class by combining an advanced level scholarly textbook with extensive primary sources and several scholarly articles. Students will engage in critical thinking about citizenship and subjecthood, slavery and indenture, across time and space through connective and comparative reasoning. Unit quizzes push students to critically explore the readings and synthesize their take-aways with information from lectures and discussion. Short unit response papers prompt students to explore in more depth aspects of each unit, reflecting on the particular elements that grab their interest. The Final Outreach Video is also designed to ensure that students critique and reflect on the material encountered in class and can articulate their reasoning clearly to wider publics.

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.*

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.*

How we meet Goal 2: Students will be required to identify, describe, and synthesize approaches or experiences through unit in-class writing assignments. Students will be able to choose from several prompts for each of the units of this course, giving them the opportunity to select a topic that speaks towards their interests. The Subjects and Citizens in Global History Portfolio Contribution and Final Outreach Presentation Video are creative endeavours that require self-reflection and critique of contemporary and nationally-constrained understandings based on student's new knowledge derived from the class. For example, a Final Outreach Presentation Video could re-imagine the legal relationships of minority groups to the Ottoman Empire through a short video presentation.

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.*

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

How we meet Goal 3: The comparative and connective range of this course encourages students to examine a wide variety of empires across time and space, and the ways that they shaped or challenged concepts of citizenship. For example, in Unit I, students look at how Mongol, Ottoman, and the Spanish/Hapsburgs ruled through, accommodated, and at times persecuted imperial subjects based on their minority status. This is important context for modern national constructions of citizenship. Other units encourage comparison of citizenship with other political categories such as slaves and indentured labor. In the concluding section (Unit IV) students examine how modern national regimes of citizenship were formed after the Second World War through decolonization and the welfare state in both postimperial and postcolonial contexts, helping to develop intercultural competence.

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.*

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.*

How we meet Goal 4: Throughout the course, students examine and evaluate how various empires across the world constructed levels of political participation and exclusion, and how those levels of participation intersected with distinctions of religion, social status, ethnicity, and gender. This course compares and contrasts eight empires (depending on how you count them) across time and space from the Mongol conquests to US hegemony after the Second World War, allowing students to trace issues of justice, difference, and citizenship across these very different power structures. Students will analyze and critique the intersection of these concepts in the quizzes and in class writing assignments, and

particularly in the Subjects and Citizens in Global History Portfolio Contribution, where they will choose individuals whose lives show how these intersections construct and problematize modern notions of citizenship.

Textbook

Jane Burbank and Frederick Cooper, *Empires in World History* (Princeton University Press, 2010) Available as an ebook through Ohio State Libraries—

<https://www.fulcrum.org/concern/monographs/0v8381155>

All other readings and sources are available electronically via Ohio State Libraries or posted on Carmen

Assignments (1000 points in total)

1. **Unit Quizzes (200 points).** Students will complete a short quiz in class at the close of each unit. Questions are drawn from readings, lectures, and in-class activities (ELOs 1.2, 3.1) They provide the opportunity for students to receive regular feedback on their understanding of course material (ELO 2.2) Students have 15 minutes to complete each quiz. Each student's lowest quiz score will be dropped, and the overall quiz grade will be an average of the remaining quizzes.
2. **Unit In-class writing assignment (300 points)** 3 unit in-class writing assignments of 1-3 paragraphs on aspects of the class covered during that unit. Assignment prompts will be provided in advance and students may bring in up to one page of handwritten notes with them. The prompts encourage students to compare, synthesize, evaluate and critique the material across the whole module (in fulfillment of ELOs 1.1, 1.2, 2.1 and 2.2). Through their responses to prompts, students examine and evaluate how various empires across the world constructed levels of political participation and exclusion, which, over time, came to be based upon citizenship.
3. **Subjects and Citizens in Global History Portfolio Contribution (200 points).** Toward the end of the course, students will compile a **portfolio of two profiles** of a citizen or subject in global history. **Each profile is 500-800 words and includes an image**, depicting individuals mentioned in lectures and the readings or students may choose their own in consultation with the course head. Students use these profiles to think about how each individual could participate formally or informally in civic life—i.e. as a citizen or subject—and assess how their place in imperial or national politics and society would shape that involvement (ELOs 3.1, 3.2, 4.1 and 4.2). These individual profiles offer an opportunity for self-reflection, as students compare and contrast the opportunities available to particular individuals in specific historical contexts with their own lived experience.
4. **Engaged Participation (100 points)** Students are expected to ask questions, comment, propose interpretations, or raise issues about class materials and subject matter in interactive lectures. If students know that they will need to miss class, please notify the coursehead.
5. **Final Outreach Presentation Video (200 points)** Students pick a concept, idea, or event that they have learned about in Global History 1500-present. They themselves

become the lecturer by creating a **short, 3min video** to teach members of the public about this chosen concept/idea/event. These videos are opportunities for self-reflection on course content and for demonstrating their metacognition of how certain concepts/events/ideas came to be considered central or peripheral in narratives of global history. Excellent videos may be shared on the History Department website with student permission. Students may choose to work alone, or in a group of 2-3. Students working in pairs or groups of three will all receive the same grade and will be asked to submit a statement of contributions. The project must be submitted digitally via Carmen.

- Video Presentations will be according to the following criteria drawn from ELOs 3.1, 3.2, 4.1 and 4.2:
 - Demonstrates a thorough understanding of the chosen concept/idea/event
 - Articulates why it is important and explains topic selection
 - Incorporates concrete examples and information.
 - Showcases intercultural competence and the ability to translate a course concept to a broad and diverse population using language that is accessible to non-experts.
 - Demonstrates effort, care, and thoughtfulness.

Grading Scale

A	93–100	B-	80–82.9	D+	67–69.9
A-	90–92.9	C+	77–79.9	D	60–66.9
B+	87–89.9	C	73–76.9	E	Below 60
B	83–86.9	C-	70–72.9		

Statement on academic misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-48.7 (B)). For additional information, see the Code of Student Conduct.

Statement about disability services:

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish

reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

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

Statement on religious accommodations:

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Course Schedule

Week 1

Introduction

0.1: Concepts and Themes; Sources and Narrative Construction

Unit I – Mongol, Ottoman, and Spanish Empires

Mongols

I.1: Overview of Mongol Conquests

- Textbook (TB); Burbank and Cooper, 93-116
- Primary Sources (PS); Ibn Al-athir, Giovanni da Pian del Carpine.

Week 2

I.2 Khanates and Nomads

- Secondary Literature (SL); Timothy May, "The Training of an Inner Asian Nomad Army in the Pre-Modern Period," *Journal of Military History* Vol. 70 No. 3 (2006) pp. 617-36.

Ottoman Empire

I.3: Sulieman the Magnificent

- TB; 117-120, 128-130
- PS; Great Seal of Sulieman

Week 3

I.4: Minorities and Accommodation

- TB; 130-138, 138-148

Spanish/Hapsburg Empire

I.5: The Reconquista and European Expansion

- TB; 120-128; 143-148

Week 4

I.6 'New' World Invasions

- PS; *The Autobiography of Dona Catalina de Rauso*

I.7: Quiz 1, Over/review, in-class writing assignment 1

This unit introduces two types of empire – land based and sea based. It focuses on conquests and post-conquest governance and how different empires accommodated, oppressed, or ruled through particular ethnic and religious minority groups, creating the contrasting strategies with the modern, citizenship-based world order.

Unit II – Oceanic European Empire and Revolution

Week 5

II.1 Indian Oceanic Circuits

- TB; 149-152
- PS; Omar H. Ali, *Malik Ambar: Power and Slavery Across the Indian Ocean*, excerpts.

II.2 the Atlantic World and Plantation Economies

- TB; 153-170

Week 6

II.3 Age of Revolutions

- PS; Toussaint L'Ouverture memoir, excerpts.
- TB; 225-229

II.4 American Expansion

- TB; last para 255-267
- PS; Tecumseh's Speech to Governor Harrison, 20 August 1810.

Week 7

II.5 Synthesis, Over/review, writing workshop

II.6 Quiz 2, in-class writing assessment 2

This unit focuses on sea based empire and contextualizes students' understandings of the birth and expansion of the United States in broader global networks of commerce, revolution, and territorial expansion. It provides knowledge of the origins of American citizenship alongside that of citizenship in Haiti and France and global imperial conflict and competition.

Unit III – Eurasian Land-based Empires

Week 8

III.1 Russian Empire – European or Asian or both?

- TB; 184-190, 194-199, 271-283

III.2 The Russian Revolution

- TB; 353-360
- PS; Lenin, *Declaration of Rights Of The Working And Exploited People*, January 1918.

Week 10

III.3 from Manchu 'invaders' to Qing China

- TB; 205-218
- PS; Manchu bannermen images

III.4 Opium Wars and Unequal Treaties + Quiz 3 (no in-class writing assignment)

- PS; UK national archives online exhibit, "Hong Kong and the Opium Wars"

This unit returns to Eurasian land-based empires, covering the Russian and Qing Chinese territorial expansion of non-citizen empires. Students explore the causes of the Russian Revolution and its reconfiguring of citizenship as well as the unequal treaties in China, and what it means for an empire to lose parts of its economic and political sovereignty.

Unit IV – ‘Modern’ Colonialism, Global World Wars, and the History of the Present

Weeks 11 +12

IV.1 British Empire in India

- TB; 306-312
- SL; Mark Condos, “Fear Violence and the Making of British power in India,” podcast.

IV.2 The ‘Scramble’ for Africa

- TB; 312-321
- PS; “General Act of the Conference of Berlin,” 1885, excerpts.

IV.3 The First World War – a war between empires or states?

- SL; Gerwarth and Manela, “The Great War as a Global War: Imperial Conflict and the Reconfiguration of World Order, 1911–1923,” *Diplomatic History* Vol. 38, No. 4 (2014) pp. 786-800.

Weeks 13+14

IV.5 The Second World War – a war between empires or states?

- SL; Buchanan and Lawlor, *The Greater Second World War* (Cornell University Press, 2025) Introduction.

IV.6 National, Postimperial Citizenship and the State

- SL; Cooper, *Citizenship, Inequality, and Difference* (Princeton University Press, 2018) Introduction.

IV.7 Quiz 4, Synthesis, Over/review, in-class writing assignment 3

This unit revisits European sea-based empire but expands into the 20th century and on to the Asian and African continents. It then analyzes how world wars, decolonization, and postwar (and post-depression) economic shifts reconfigured and even created new forms of citizenship in both former empires and former colonies.

*Subjects and Citizens in Global History Portfolio Contribution – due first day of exam period

* Final Outreach Presentation Video – due last day of exam period

GE Theme course submission worksheet: Citizenship for a Diverse and Just 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 <i>Identify, describe, and synthesize approaches or experiences.</i></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 <i>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.</i></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:</i> <i>The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</i></p>

	<i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i> <i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i> <i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i>
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Goals and ELOs unique to Citizenship for a Diverse and Just 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>"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>