

## Term Information

Effective Term Spring 2026  
[Previous Value](#) [Summer 2021](#)

## Course Change Information

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

Include WGSST 4520: Women of Color and Social Activism into the CDJW GE Theme.

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

The course interrogates the construction of the citizen through an intersectional lens, how the social activism of women of color encourages social justice for all global citizens, and how histories of struggles for justice should inform our contemporary activism and advocacy.

### **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)?**

No programmatic implications beyond the fact that some WGSS undergrads will be able to fulfill their GE with this course that had not been submitted for a category under the New GE.

### **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	Women's, Gender&Sexuality Sts
Fiscal Unit/Academic Org	Women's, Gender&Sexuality Sts - D0506
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4520
Course Title	Women of Color and Social Activism
Transcript Abbreviation	WoCSocialActivism
<a href="#">Previous Value</a>	<a href="#">Social Activism</a>
Course Description	Examination of multiple forms of social activism among women of color from various parts of the world concerning local, national, and international issues.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never

**Campus of Offering** Columbus, Lima, Mansfield, Marion, Newark, Wooster  
**Previous Value** *Columbus, Lima*

## **Prerequisites and Exclusions**

**Prerequisites/Corequisites**

**Exclusions**

**Electronically Enforced** No

## **Cross-Listings**

**Cross-Listings**

## **Subject/CIP Code**

**Subject/CIP Code** 05.0207  
**Subsidy Level** Baccalaureate Course  
**Intended Rank** Sophomore, Junior, Senior  
**Previous Value** *Senior*

## **Requirement/Elective Designation**

Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

**Previous Value**

*General Education course:*

*Social Diversity in the United States*

*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**

- Examine feminist women of color activism in the US and the connections these activists make to transnational mobilizations by thinking about global citizenship and the interconnectedness of transnational struggles.
- ALL CDJW Goals & ELOs
- Engage in lectures, class discussions, group activities, and writing assignments to develop an understanding of how feminist women of color articulate their identities and frame their activism and social justice frameworks
- Critically examine and reflect insightfully on strategies used by women of color for social transformation that challenge local and global institutionalized frameworks of oppression
- *Examine feminist women of color activism in the US and the connections these activists make to transnational mobilizations*
- *Engage in lectures, class discussions, group activities, and writing assignments to develop an understanding of how feminist women of color articulate their identities and frame their activism*
- *Critically examine and reflect insightfully on strategies used by women of color for social transformation that challenge local and global institutionalized frameworks of oppression*

**Previous Value**

**COURSE CHANGE REQUEST**  
4520 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette  
Chantal  
04/24/2025

**Content Topic List**

- Immigration & Citizenship
- Global & Local Citizenship
- Settler Colonialism, Sexual Violence, and Indigeneity
- Racial and Economic Justice
- Reproductive Justice
- Health and Disability Justice
- Climate/ Environmental Justice
- Prison and Abolition
- War and Militarism
- Love, Solidarity, and Healing

**Previous Value**

- *Immigration*
  - *"Femicide"*
  - *Domestic violence*
  - *Women's rights*
  - *Reproduction*
  - *Liberalism*
  - *Selected topics that vary based on professor/instructor*
- No

**Sought Concurrence**

**Attachments**

- 4520 Ridley Syllabus 04.15.25.docx: Syllabus  
*(Syllabus. Owner: Alkhalifa,Ali Mufeed)*
- 4520 GE Citizenship Submission Form 04.15.25.pdf: GE CDJW Worksheet  
*(Other Supporting Documentation. Owner: Alkhalifa,Ali Mufeed)*

**Comments**

- Thank you for considering this WGSS submission for WGSST 4520: Women of Color and Social Activism to become a CDJW Theme offering. *(by Alkhalifa,Ali Mufeed on 04/15/2025 05:04 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Alkhalifa,Ali Mufeed	04/15/2025 05:05 PM	Submitted for Approval
Approved	Sreenivas,Mytheli	04/15/2025 05:25 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/24/2025 01:44 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	04/24/2025 01:44 PM	ASCCAO Approval



# WGSST 4520: WOMEN OF COLOR AND SOCIAL ACTIVISM

Spring 2026

3 credit hours

In Person, Tuesdays and Thursdays 2:20 pm – 3:40 pm, Denney Hall 206

## COURSE OVERVIEW

### Instructor Information

Instructor: Dr. LaVelle Ridley (she/her)

Email address: [ridley.25@osu.edu](mailto:ridley.25@osu.edu)

Office: 268K University Hall

Office hours: Tuesdays and Thursdays, 12 pm – 2 pm and by appointment over Zoom

### Course description

This course examines the rich histories of theorizing and organizing in which feminist of color have engaged, including broader social justice issues such as racism, sexism, immigration, incarceration, medicine, civil rights, political economy, population control, and environmentalism. Rather than provide a survey of all the various activist interventions in which feminist activists of color have engaged, the course aims to ask critical questions of the actors, spaces, issues, and strategies that can be said to constitute “women of color activism.” Some of the questions animating this course are: What do the categories “women of color” and “activism” mean? How have feminist of colors engaged with questions of difference, solidarity, and coalitions as part of organizing? How have feminists activists of color engaged with physical and digital spaces as sites of activism? How have anger, joy, imagination, and hope informed the engagement and interventions of feminist activists of color? The course will connect theorizing on these issues with contemporary interventions by feminists activists of color by inviting students to engage with activists both inside and outside of the classroom as part of lectures and assignments.

## Course learning outcomes

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

- Examine the significance of categories of race, gender, class, ethnicity, sexuality, and culture in the lives of women of color and analyze the intersectional dimensions of these categories
- Articulate the questions, debates, and contentions that have animated organizing by feminist activists of color, including the political histories that inform the concepts of “women of color” and “feminist activism” and issues of solidarity and difference.
- Analyze the role of social location and power in the production and circulation of ideas, histories, representations, and other forms of knowledge in relation to women of color
- Identify the diverse critiques and strategies of resistance employed by women of color against oppressive forces and ideologies
- Evaluate and consider the implications of the strategies and methods that have been used by feminists of color in their organizing.
- Examine feminist theories espoused by leading women of color scholars and activists
- Consider and reflect on how students’ identities and histories have shaped their experiences with activism.

## General education goals and expected learning outcomes

This course fulfills the GEL (Legacy GE) requirements for Social Diversity in the United States. Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

### Expected Learning Outcomes

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

This course will meet these goals by examining how women of color have engaged with concepts of race, sexuality, gender, disability, class, and nationality through their theoretical and activist interventions. The course adopts a transnational feminist lens to not only study the activist engagements of feminists across the globe but to also investigate the complex relations between feminist activists across the Global North-Global South and colonizer-colonized divides.

## **General Education Theme: Citizenship for a Just and Diverse World**

### **Goals:**

1. Successful students will analyze concepts of citizenship, justice, and diversity at a more advanced and in-depth level than in the Foundation component.
2. Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge across disciplines and/or to work they have done in previous classes, and that they anticipate doing in the 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 citizenship for a just and diverse world.
- 1.2. Engage in advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- 3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.
- 4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.
- 4.2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

### **General Education Rationale:**

In this course, students will become acquainted with key debates and scholarship produced by and regarding women of color and social activism while exploring the diverse realms of

organizing and social justice struggle in which they engage. By taking an intersectional feminist approach to the social issues to which women of color activists respond, students will gain deeper understandings of the role that concepts such as citizenship, nationhood, and belonging play in our daily lives as well as how such categories are constructed and maintained by various enactments of power.

## HOW THIS IN-PERSON COURSE WORKS

**Mode of delivery:** This course is 100% in person. There are no required sessions when you must be logged in to Carmen at a scheduled time. You will need to log into Carmen to access your weekly readings and submit your assignments.

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks

#### Required

All readings and viewings will be posted on Carmen or accessible through the Secured Media Library. Students will be required to access these readings as indicated by the schedule below.

### Course technology

#### Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

#### Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings only if the pandemic requires ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))

## Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).

## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](https://go.osu.edu/add-device)).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](https://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.



# GRADING AND FACULTY RESPONSE

## How your grade is calculated:

ASSIGNMENT CATEGORY	POINTS
Class Participation	15
Weekly Written Reflections	15
Positionality Paper	20
Group Presentation on Activist Organizations/Movements	20
Individual Paper on Activist Organization/Movements	30
Total	100

See course schedule below for due dates.

## Descriptions of major course assignments

### Class Participation: 15%

The life of this course is our collective critical engagement and discussion in the class. I expect all of us to arrive at each class meeting fully prepared to enter our ongoing discussion. To be fully prepared means one has completed the reading, taken some time to reflect on it, and formulated some questions, themes, and dynamics to discuss. While this kind of engagement includes critiques of the texts under analysis, it also means thinking *with* and *from* the authors we will read. Rather than mere attendance, this category of assignment asks students to actively participate in the course, therefore reflecting on and applying the practical skills of being a competent global citizen.

### General Grade Rubric for Participation:

- A: Engages the seminar conversation regularly, thoughtfully, and respectfully
- B: Contributes somewhat regularly, though thoughtfully, and respectfully
- C: Contributes occasionally, inconsistent in quality of contribution, but respectful
- D: Makes one or two comments throughout the semester, unclear of engagement
- F: Attends, but never speaks

### **Weekly Written Reflections: 15%**

Every week, before we meet for our Tuesday class, you will be required to submit a written reflection on Canvas, placing the readings in conversation with each other. Rather than simply summarize, I would like for you to think about these readings together: Who are the main actors? How do they help us understand what women of color activism is? What dominant power structures are they responding to? How do they relate to contemporary times? Reflecting on these questions demonstrates students' active engagement with identifying and developing the knowledge necessary for intercultural global citizenship. These reflections will be short—between 300-400 words—and will also require students to formulate two questions at the end. These will be due every week by Monday by 11:59 pm on Canvas and I will be grading these weekly.

### **Activist Positionality Paper: 20%**

In lieu of a midterm, you will submit an activist positionality paper. The activist positionality paper is an opportunity for you to be self-reflexive and think of your own identities, individual and family histories, and relationships with activism and activist movements. In addition to personal self-reflection, students are expected to illustrate some knowledge about the range of perspectives on what constitutes citizenship across different contexts. In doing so, students will continue to identify and apply the knowledge needed to develop competent intercultural global citizenship. The deadline for this paper follows the first theme of our course where we reflect on themes of identities, solidarities, and coalitions. Each week, from Weeks 1-5, we will work up to the questions you can address in the positionality paper. The Activist Positionality Paper is due by 11:59pm on Friday, February 20<sup>th</sup>. It should be between 2-3 pages long, Times New Roman font (size 12) and double spaced. Any style of citations is fine. Please submit the paper over Carmen.

### **Group Presentation: 20%**

Forming groups of 3-4, all students will choose any one contemporary or historical activist movement or organization and present a 15-minute class presentation. You will provide a brief overview of the organization or the movement, who are the actors engaged in it, what issues they have addressed, the methods they have adopted, and, ultimately, the range and types of perspectives on citizenship the organization presents and the contexts that inform them. For the group presentations, I strongly encourage you to draw from archival or media material and include interviews with the activists involved if possible. You can choose any issue and geography for your presentation, not limited to the United States or to the themes we have discussed in class. All presentations will take place in Week 15 (April 21<sup>st</sup> and 23<sup>rd</sup>) during class hours.

### **Individual Paper: 30%**

The final paper is an opportunity for you to delve deeper into the organization, movements, or issue that you have presented on with your group. In addition to the specific activist organization or movement that your group has presented on, also provide a critical analysis of the issues that the organization or movement has engaged with, a brief discussion of other interventions around the issue, and your own critical analysis of the movement or the organization. Potential questions to guide you include: what are the political, social, and historical contexts that gave rise to the organization or the movement? How inclusive has the movement been? What organizing and affective methods has the movement or organization adopted and how effective have their methods been? What are the legacies of the movement or the organization? The analyses that will emerge from the Individual Paper should both

demonstrate the range of perspectives on activism, citizenship, and how those are informed across various contexts, as well as identify and apply the knowledge of an informed, global citizen. Final writing assignments should be around 1000-1200 words and are due on Carmen by Monday December 12 by 11:59pm.

## Late assignments

Late submissions will not be accepted. Please do meet me or mail me in advance if you find yourself unable to complete a specific assignment by the deadline.

## Grading scale

100-93%: A	76.9-73%: C
92.9-90%: A-	72.9-70%: C-
89.9-87%: B+	69.9-67%: D+
86.9-83%: B	66.9-60%: D
82.9-80%: B-	59.9-0%: E
79.9-77%: C+	

## Instructor feedback and response time

The following list will give you an idea of the instructional team's intended availability throughout the course. (Remember that you call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large assignments, you can generally expect feedback within **7-10 days**.
- **Email:** We will reply to emails within **24 hours on business days when class is in session at the university**.

## OTHER COURSE POLICIES

### Discussion and communication guidelines

**Be informed and respectful with engaging in difficult dialogues.**

An important part of this course is that it offers students an opportunity to develop a community, but this can only exist if you are brave in your willingness to contribute to our class discussions. This class depends entirely on your input, your analysis, your open-mindedness to see new perspectives, and your eagerness to engage with one another. In this way, it is

very different from a class that is driven by the attainment of ‘facts’ – this course is meant to affect how you understand and live in the world.

### **Be respectful and mindful of your classmates and their experiences.**

In this forum, intimidating remarks, particularly of racist, xenophobic, sexist, homophobic or transphobic natures, will not be tolerated. You must treat each other with respect. Failure to do so will result in a failure to complete this course successfully. Make a commitment to agree or disagree respectfully with the material and each other. Your peer discussions are a good place to enact positive participation. *Understanding the material does not mean you have to embrace all or any of the viewpoints represented. However, you are required to learn the material and the perspectives of the authors and each other through diligence, cordial exchange, and academic rigor.*

Always remember:

- **Writing style:** Write using good grammar, spelling, and punctuation.
- **Citing your sources:** When we have academic assignments like the critical essay as part of your recitation activities, and final writing assignment, please cite your sources to back up what you say. For the books or other course materials, list at least the title and page numbers. For online sources, include a link. Any style of citation for your written assignments as long as you are consistent throughout the paper.
- **Backing up your work:** Compose your assignments in a word processor, where you can save your work, and then upload the file to Carmen.

## **Academic integrity policy**

**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.**

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

### **Additional policies on academic integrity**

- Written assignments: Your written assignments, including any discussion activities, should be your own original work. In the written assignments, you should follow a consistent style (you may choose MLA, APA, Chicago) to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in, but no one should rewrite your work but you.
- Reusing past work: You are prohibited in university courses from turning in work from a past class to your current class, even if you modify it.
- Collaboration and informal peer-review: The course offers opportunities for formal collaboration with your classmates. While study groups and peer review of projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free to ask ahead of time.

## **Student Services and Advising**

The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

## **Copyright for instructional materials**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## **Statement on Title IX**

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

## **Mandatory reporting**

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It

is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or through the Ohio State Anonymous Reporting Line. I am also required to report any experience of sexual or gender harassment, assault, or abuse that any student divulges in class discussion or in office hours. Please be aware of your rights to privacy and the instructional team's obligations as employees of OSU. Because our class covers topics of gender and sexual violence, it is especially important for you to understand the rules of mandatory reporting.

## **Commitment to a diverse and inclusive learning environment**

*The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.*

## **Land Acknowledgement**

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land. More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>.

You may also be interested to [read this article](#) from High Country News on "Land-grab universities," where you can also see information about what lands were sold/stolen to found OSU.

## **Content warning**

Some contents of this course may involve media or information that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or racial, ethnic, sexual and gender violence and its aftermath. If needed, please take care of yourself

while reading and discussing this material (leaving the digital classroom to take a water/bathroom break, debriefing with a friend, contacting Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed).

## **Your mental health**

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](https://go.osu.edu/ccsondemand). You can reach an on-call counselor when CCS is closed at 614-292-5766. You can call or text the new **988 Suicide and Crisis Lifeline 24/7**. The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://go.osu.edu/wellnessapp).

## **ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

### **Requesting accommodations**

**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](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).**

## **Accessibility of course technology**

This course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools for accessing course material. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))

## **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**)**

## Course Schedule:

WEEK	FOR TUESDAY:	FOR THURSDAY:
<p><b>Week 1: 1/13 – 1/15</b></p> <p><b>Introduction to Women of Color Activisms</b></p> <p>This week introduces students to the core concepts of class, defines “women of color” and “social activism,” and establishes the terms of engagement for our discussion-based class. Students will consistently be asked to expand their intersectional thinking in various spheres of life.</p>	<p><b>1/13:</b></p> <p><b>Read:</b> Syllabus</p> <p><b>Watch:</b> Sylvia Rivera’s “Y’all Better Quiet Down” speech at 1973 NYC Gay Pride</p>	<p><b>1/15:</b></p> <p><b>Read:</b> “Introduction” from <i>The Color of Violence</i>, INCITE Anthology</p>
<p><b>Week 2: 1/20 – 1/22</b></p> <p><b>Settler Colonialism, Sexual Violence, and Indigeneity</b></p> <p>This week focuses on the role settler colonialism plays in the activism of feminists and women of color in the U.S. Students will learn specifically about the diverse ways in which indigenous women in the U.S. identify and respond to the interconnected nature of settler colonialism and sexual violence.</p>	<p><b>1/20:</b></p> <p><b>Read:</b> “Heteropatriarchy and the Three Pillars of White Supremacy: Rethinking Women of Color Organizing” by Andrea Smith</p> <p><b>Read:</b> “The Color of Violence” by Haunani Kay Trask</p>	<p><b>1/22:</b></p> <p><b>Read:</b> “Introduction: My Radical Resurgent Present” from <i>As We have always done: Indigenous Freedom through Radical Resistance</i> by Leanne Simpson</p>

<p><b>Week 3: 1/27 – 1/29</b></p> <p><b>Settler Colonialism, Sexual Violence, and Indigeneity</b></p> <p>This week continues our discussion of settler colonialism, white supremacy, and their impacts on U.S. understandings of citizenship and belonging. Students will think extensively about the relationship indigenous women and activists around the world respond to the gendered violence of sexual violence.</p>	<p><b>1/27:</b></p> <p><b>Read:</b> Federal Indian Law and Violent Crime by Sarah Deer</p>	<p><b>1/29:</b></p> <p><b>Read:</b> “Sexual Violence, Women’s Bodies, and Israeli Settler Colonialism” by Nadera Shalhoub-Kevorkian, Sarah Ihmoud &amp; Suhad Dahir-Nashif</p>
<p><b>Week 4: 2/3 – 2/5</b></p> <p><b>Racial and Economic Justice</b></p> <p>This week we begin discussing the role that racial and economic injustice play in ongoing activist struggles for rights, access, and liberation. Students will think through the personal histories of women of color activists and how those experiences are intimately tied with racial and economic injustice. Discussions of race, class, and gender will further illuminate the contours of citizenship and belonging as social</p>	<p><b>2/3:</b></p> <p><b>Read:</b> “Double Jeopardy” by Frances Beale</p> <p><b>Watch:</b> “The Urgency of Intersectionality”, <i>TED Talk</i> by Kimberle Crenshaw</p>	<p><b>2/5:</b></p> <p><b>Read:</b> “Undocumented Latinas: The New Employable Mother” from <i>Disposable Domesticity</i> by Grace Chang</p> <p><b>Watch:</b> <i>9to5: The Story of a Movement</i></p>

categories with unequal distribution in society.		
<p><b>Week 5: 2/10 – 2/12</b></p> <p><b>Reproductive Justice</b></p> <p>This week introduces the concept of reproductive justice and the heavy history women of color have with it. Students will continue to build upon their understanding of intersectionality by analyzing which populations are most vulnerable when it comes to issues related to reproduction and family planning. This discussion of power and reproduction will further develop our understanding of citizenship and belonging as social categories with uneven distribution in society.</p>	<p><b>2/10:</b></p> <p><b>Read:</b> “Trust Black Women: Reproductive Justice and Eugenics” by Loretta J. Ross</p>	<p><b>2/12:</b></p> <p><b>Read:</b> “Palestinian Feminists Speak Out Against Reproductive Genocide” in <i>TruthOut</i></p> <p>Read: “Introduction” to <i>Killing the Black Body</i> by Dorothy Roberts</p>
<p><b>Week 6: 2/17 – 2/19</b></p> <p><b>Reproductive Justice</b></p> <p>Students will continue to think about reproductive justice’s relationship to the social activism in which women of color feminists engage. This week particularly emphasizes the relationship between reproduction, embodiment, health, and disability, and how such concepts are mapped</p>	<p><b>2/17:</b></p> <p><b>Read:</b> “Demon Mothers in Social Laboratory” by Laura Briggs</p> <p><b>Watch:</b> <i>No Mas Bebés</i> by Renee Peña</p>	<p><b>2/19:</b></p> <p><b>Read:</b> “Why Connecting Disability Justice and Reproductive Justice Matters”</p> <p><b>Read:</b> “Life, Labor, and Reproduction at the Intersections of Race, Gender, and Disability” by Natalie Lira</p> <p><b>Due: Activist Positionality Paper due by Friday, February 20<sup>th</sup> by 11:59 pm on Canvas</b></p>

(neatly or not) onto certain kinds of citizens.		
<b>Week 7: 2/24 – 2/26</b>  <b>Health and Disability Justice</b>  This week continues the discussion of how thinkers and activists think about bodies, health, and disability coalesce into an embodied politic around health and disability justice and activism.	<b>2/24:</b>  <b>Read:</b> Skin, Tooth, and Bone: The Basis of Movement is Our People – A Disability Justice Primer by Sins Invalid	<b>2/26:</b>  <b>Read:</b> “Palestine is Disabled” by Leah Lakshmi Piepzna-Samarasinha  <b>Read:</b> <i>Disability Visibility: First Person Stories from the twenty first century</i> , edited by Alice Wong (Excerpts)
<b>Week 8: 3/3 – 3/5</b>  <b>Health and Disability Justice</b>  This week continues our discussion around health and disability justice and activism. Students will consider how feminists and women of color activists produce and engage ideas around citizenship, belonging, and which bodies are necessary to the (re)production of the state.	<b>3/3:</b>  <b>Read:</b> <i>Care Work: Dreaming Disability Justice</i> by Leah Lakshmi Piepzna-Samarasinha (Excerpts)	<b>3/5:</b>  <b>Read:</b> <i>The Cancer Journals</i> by Audre Lorde (Excerpts)
<b>Week 9: 3/10 – 3/12</b>  <b>Climate/ Environmental Justice</b>  This week asks students to think about the ways in which racial, economic, reproductive,	<b>3/10:</b>  <b>Read:</b> The Intersectionality of Environmental Justice and Women of Color by Shauntice Allen et al	<b>3/12:</b>  <b>Read:</b> “Indigenous Women on the Frontlines of Climate Activism: The Battle for Environmental Justice in the Amazon”

health, and disability justice struggles—and the feminists and women of color activists engaged in such struggles—inform our understanding of our environment, our climate, and the interconnected repercussions that will affect all of us on the planet.		
<b>Week 10: Spring Break: No Classes</b>		
<b>Week 11: 3/24 – 3/26</b>  <b>Climate/ Environmental Justice</b>  This week returns to our discussion of climate change and environmental justice and the ways in which women of color activists bring intersectional perspectives to bear on possible solutions and strategies with dealing with the challenges that accompany a planet enduring unprecedented climate change.	<b>3/24:</b>  <b>Read:</b> <i>Staying Alive: Women, Econology and Development</i> by Vandana Shiva (excerpts)	<b>3/26:</b>  <b>Read:</b> My Mother Was a Freedom Fighter by Aja Monet (Excerpts)  <b>Watch:</b> Watch: How is Palestine connected to the climate justice movement? <a href="https://www.aljazeera.com/program/the-stream/2024/3/5/how-is-palestine-connected-to-the-climate-justice-movement">https://www.aljazeera.com/program/the-stream/2024/3/5/how-is-palestine-connected-to-the-climate-justice-movement</a>
<b>Week 12: 3/31 – 4/2</b>  <b>Prison and Abolition</b>  This week focuses on how feminists and women of color activists conceive of the prison industrial complex and the political and	<b>3/31:</b>  <b>Read:</b> “So You’re Thinking About Becoming an Abolitionist” by Mariame Kaba  <b>Read:</b> “Introduction” and “Chapter One” from <i>When They Call You a Terrorist</i> by Patrisse Khan-Cullors	<b>4/2:</b>  <b>Read:</b> “Building an Abolitionist Trans & Queer Movement with Everything We’ve Got” by Morgan Bassichis, Alexander Lee, and Dean Spade

<p>imaginative strategies they develop to combat its penal oppression. Students will think about the prison and other carceral spaces as sites of contestation regarding our understanding of citizenship, belonging, and social value.</p>		
<p><b>Week 13: 4/7 – 4/9</b></p> <p><b>War and Militarism</b></p> <p>This week extends our thinking about penal and carceral institutions to the military and armed forces, and how feminists and women of color activists have critiqued, responded to, and resisted the militarism of state-sponsored violence in the U.S. and abroad. Students will think about the armed forces and other militarized spaces as sites of contestation regarding our understanding of citizenship, belonging, nationhood, and social value.</p>	<p><b>4/7:</b></p> <p><b>Read:</b> “Then Came the War” by Yuri Kochiyama</p>	<p><b>4/9:</b></p> <p><b>Read:</b> “A Feminist Praxis for Academic Freedom in the Context of Genocide in Gaza” by the Palestinian Feminist Collective</p>
<p><b>Week 14: 4/14 – 4/16</b></p> <p><b>Border Crossings, Home, and Exile</b></p> <p>This week considers the ways in which feminists of color and women of color activists have</p>	<p><b>4/14:</b></p> <p><b>Read:</b> <i>Borderlands: La Frontera: The New Mestiza</i> by Gloria Anzaldua (excerpts)</p> <p><b>Read:</b> <i>Beyond Words</i> by Suheir Hammad</p>	<p><b>4/16:</b></p> <p><b>Read:</b> “Bodies that Walk, Bodies that Talk, Bodies that Love: Palestinian Women Refugees, Affectivity, and the Politics of the Ordinary” by Ruba Salih.</p>

<p>theorized borders—national, geographic, classed, and otherwise—home, and belonging in various social contexts. Students will think deeply about the implications different kinds of social and geographic borders and divisions, how feminists and activists have responded to such borders, and what such kinds of divisions imply about our conceptions of citizenship and belonging.</p>		<p><b>Watch:</b> <i>Salt of the Sea</i> by Annemarie Jacir</p>
<p><b>Week 15: 4/21 – 4/23</b></p> <p><b>Love, Solidarity, and Healing</b></p> <p>The course ends by considering the importance of love, connection, solidarity, and healing in women of color activist spaces. Students are encouraged to consider the implications of what they've cumulatively learned in the course and how they'll apply that knowledge to their studies, art, or place in society as a global citizen.</p>	<p><b>4/21:</b></p> <p><b>Read:</b> “Love as the Practice of Freedom” and “Feminist Revolution” by bell hooks</p> <p><b>Due: In-Class Group Presentations on Activist Organization/Movement (15 min per group)</b></p>	<p><b>4/23:</b></p> <p><b>Read:</b> Acts of Healing from <i>This Bridge Called My Back</i> by Gloria Anzaldua</p> <p><b>Due: In-Class Group Presentations on Activist Organization/Movement (15 min per group)</b></p> <p><b>Due: Individual Final Essays due by Friday, May 1<sup>st</sup> by 11:59 pm on Canvas</b></p>



# GE Theme course submission worksheet: Citizenship for a Diverse and Just World

## Overview

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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)

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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

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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
<b>ELO 1.1</b> Engage in critical and logical thinking.	
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.	
<b>ELO 2.2</b> 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):*

<b>ELO 1.1</b> Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p><b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i> <i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i> <i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i>
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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
<b>ELO 3.1</b> 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.	
<b>ELO 3.2</b> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	
<b>ELO 4.1</b> Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	
<b>ELO 4.2</b> 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):*

<b>ELO 3.1</b> 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><b><i>ELO 3.2</i></b> <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><b><i>ELO 4.1</i></b> <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><b>ELO 4.2</b> 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>