

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?)

WGSS 3370: Sexuality & Citizenship is being submitted for the Citizenship for a Diverse + Just World GE Theme.

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

WGSS offers many excellent foundational courses, so we want to also increase our offerings of interdisciplinary Themes classes as well.

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 effects on WGSS core curriculum. 3370 is currently an elective for the LGBTQ+ Minor and will continue to be so with the new GE Theme. So, no programmatic implications by this proposed change.

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	3370
Course Title	Sexualities and Citizenship
Transcript Abbreviation	Sexualty&Citizenship
Previous Value	Sexualty Citizenship
Course Description	We explore the intersections between sexuality and citizenship by approaching citizenship from three different analytic frames, including: citizenship as a (negative and positive) mechanism of state power; citizenship as an international mechanism for global recourse; and citizenship as a community-based ethos.
Previous Value	A survey of cultural, social, and political issues related to historical and contemporary lesbian experience in the United States.
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

COURSE CHANGE REQUEST
3370 - Status: PENDING

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

Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	Columbus

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	Sophomore, Junior

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	<ul style="list-style-type: none">• Fulfills GE category of CDJW• The successful student will be able to recognize, analyze and critique their position and identity in society, thereby understanding the potential to imagine themselves and act creatively as feminist agents of social change.• The successful student will be able to understand the interconnections between the local and the global.• The successful student will be able to understand and critically engage categories of social difference (such as but not limited to gender, sexuality, race, class, language, ethnicity, nation, empire, geography, and (dis)ability) as intersectional.
Previous Value	<ul style="list-style-type: none">• Fulfills GE category of diversity: social diversity in the US

Content Topic List

- Lesbian feminism
- Global & Local Citizenship
- Gender & Sexual Diversity
- Sex work
- Reproductive justice
- Communities and inclusion
- Medicine & Imperialism
- Politics, rights, anti-violence
- Representation

Previous Value

- *History of same sex desire*
- *Early gay and lesbian organizing*
- *Butch/femme*
- *Lesbian feminism*
- *Drags, trans, intersex*
- *Sex wars*
- *Communities and inclusion*
- *Health*
- *Politics, rights, anti-violence*
- *Representation*
- *Visual cultures*
- *Literature*

Sought Concurrence

No

Attachments

- WGSS 3370 GE Citizenship Submission Form 04.15.25.pdf: GE Citizenship Worksheet
(Other Supporting Documentation. Owner: Alkhalifa, Ali Mufeed)
- WGSS 3370 SP 2026 Syllabus 04.15.25.docx: Syllabus
(Syllabus. Owner: Alkhalifa, Ali Mufeed)

Comments

- Hello,

I am submitting WGSST 3370 for the CDJW Theme. Thank you for your consideration. *(by Alkhalifa, Ali Mufeed on 04/15/2025 04:16 PM)*

COURSE CHANGE REQUEST
3370 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
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Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Alkhalifa, Ali Mufeed	04/15/2025 04:17 PM	Submitted for Approval
Approved	Sreenivas, Mytheli	04/15/2025 05:25 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/24/2025 01:51 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 01:51 PM	ASCCAO Approval



Syllabus

WGSST 3370 SEXUALITY & CITIZENSHIP

GE THEME CITIZENSHIP FOR A DIVERSE AND JUST WORLD

Spring 2026

3 Credit Hours

In-Person

Prerequisites

No prerequisites

Course overview

Instructor

Dr. Jennifer Suchland (she/her)

Email: suchland.15@osu.edu

Office Hours: Tuesday/Thursdays 12-1:30 and by appointment

Zoom Link Information

Note: My preferred method of contact is email. You can expect a reply to emails within 48 hours Monday–Friday, but no response should be expected



between 5pm and 9am or over weekends. Please schedule a meeting for more involved questions or concerns.

Course description

This is a theme-level course in **Citizenship for a Diverse and Just World** with a focus on the relationship between sexuality and citizenship. We explore the intersections between sexuality and citizenship by approaching citizenship from three different analytic frames, including: citizenship as a (negative and positive) mechanism of state power; citizenship as an international mechanism for global recourse; and citizenship as a community-based ethos. In each frame for understanding citizenship, sexuality is reflected in social norms, in lived experiences, and a vector of in/justice. The class focus on sexuality is one through which broad questions about diversity and justice are explored. Some questions include: How has state power used norms about sexuality to discipline, oppress, or privilege certain citizens and practices? Why and how have groups of citizens made claims to states for justice related to resources that improve their sexual health and well-being? Is there recourse for justice when states are the perpetrators of harm or when they refuse to recognize sex and gender-based violence? How can international humanitarian law be leveraged for global citizenship rights? And how can community-based (rather than state-based) norms facilitate sexual authenticity and intra-community accountability?

This class facilitates critical thinking and reflection on the relationship between sexuality and citizenship across a range of historical, contextual, and normative contexts.

Course expected learning outcomes

As a WGSS class, this class fulfills the following curricular goals:

1. The successful student will be able to understand and critically engage categories of social difference (such as but not limited to gender, sexuality, race, class, language, ethnicity, nation, empire,



- geography, and (dis)ability) as intersectional, always shifting, and shaped by hierarchies of power.
2. The successful student will be able to understand the interconnections between the local and the global.
 3. The successful student will be able to recognize, analyze and critique their position and identity in society, thereby understanding the potential to imagine themselves and act creatively as feminist agents of social change.

General education goals and expected learning outcomes rationale

As part of the **Citizenship for a Just and Diverse World Theme** category of the General Education, this course explores the relationship between concepts of justice, difference, and citizenship. We explore this relationship by analyzing three different approaches to understanding the meaning and stakes of citizenship. Citizenship can be understood as a (positive and negative) mechanism of state power, as a (supranational) global mechanism for justice, and as a community-based ethos. In each case in/justice is variously explored as, for example, the result of constructed sexual norms and their material impacts, acts of sex and gender-based violence, and activist demands for and accountability regarding sexual harm, individual and community health, and community survival.

In addition, as part of the **Citizenship for a Just and Diverse World Theme** category 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. 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.



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.

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.

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.

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.

** See the assignments for how the course Goals and ELOs are implemented.

How this IN PERSON class works

Mode of delivery

This course is in-person. We meet twice a week in Building Room. If you encounter any accessibility issues with this space please let me know.

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 9 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

Students can expect to read 50-70 pages a week.

Course community guidelines

As participants in this class, we should all be dedicated to maintaining a warm and generous classroom through active listening, engaging respectfully in critical dialogue, and remaining curious to each other's unique perspectives even when our opinions may differ. Students are expected to be present and active for the entire class period. Use of electronic devices during class is restricted to accessing readings, taking notes, or for group work. If



you use a device to take notes, I occasionally will ask to see them. Why? Because I expect and hope every student will fully engage with the material and with each other during class. As the instructor, I contribute to our collective labor to think through, dwell upon, and engage the materials in the class as well as be in dialogue with each other.

Course materials and technologies

Required readings and other materials are available on our Carmen site. I strongly encourage you to print out the readings.

Course technology

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access the course in Carmen. To ensure that you can always connect to Carmen, 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).
- 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) to all 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.



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.

Assignments and Grading

How your grade is calculated

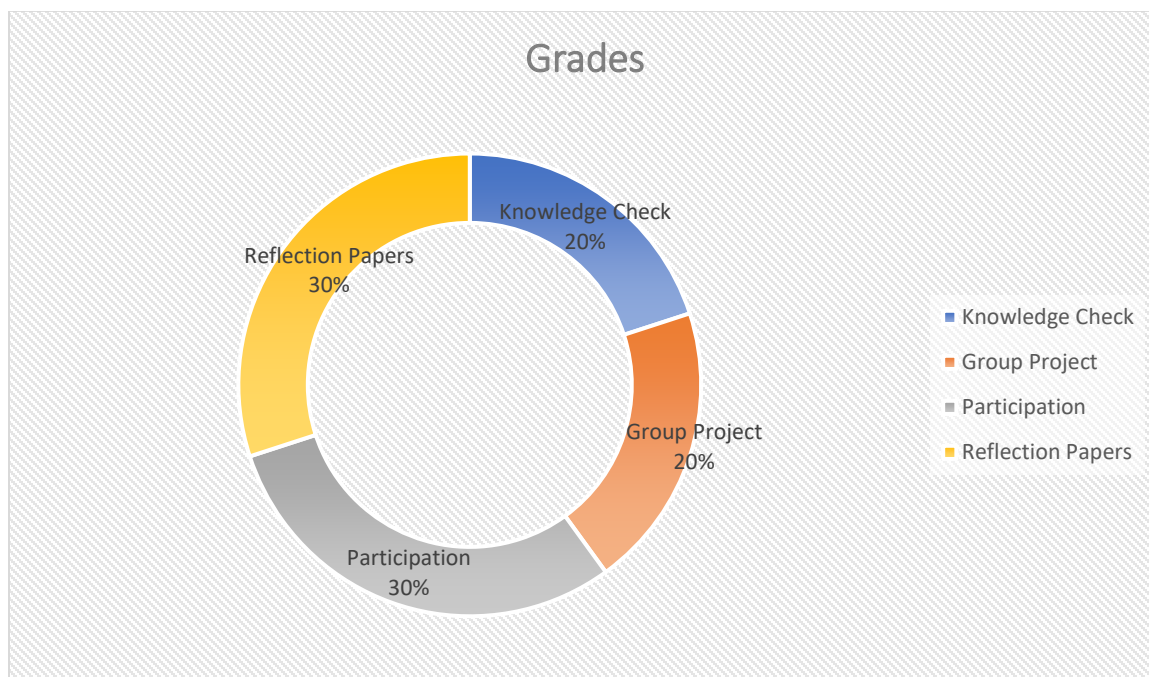
Assignment Category	Percentage	ELOs
Participation	30%	Through class discussion, “write-ups,” and other exercises, students will engage in critical and logical thinking (ELO 1.1), engage in advanced in-depth scholarly exploration of citizenship (ELO 1.2), and learn to identify, describe, and think across different approaches to understand sexuality and citizenship as illustrated by myriad lived experiences and disciplines of research (ELO 2.1).
Reflections Papers #1 due January 26 via Carmen #2 due April 29 via Carmen	2 x 15 = 30%	Students reflect upon their ideas and beliefs about sexuality and citizenship at the beginning of the semester and again at the end of the semester. The first paper asks students to compare their ideas and prior knowledge to Week One and Two readings. In the second reflection paper, students will demonstrate a developing sense of self as a



Assignment Category	Percentage	ELOs
		learner and as a global citizen by reflecting on their newly refined understanding of sexuality and citizenship and on the future (ELO 2.2; 3.2).
Knowledge Check due February 27 via Carmen	20%	Students provide the definition and significance of key terms from the readings as well as answer short essay questions. This knowledge assessment fulfills ELOs 1.1, 1.2; 2.1; 3.1, 3.2, and 4.1.
Group Case Study (Week 15 presentations)	20%	How do justice, difference and citizenship intersect? This question is explored in relationship seeking justice at a supranational level when states are the perpetrators of sex-based violence. Students work in groups to research a case of gender-based violence to analyze the intersections between sexuality and citizenship, to apply their knowledge, and to assess how citizenship can operate at a global level when citizens seek redress through international humanitarian law (ELO 3.2; 4.1, 4.2)



Assignment Category	Percentage	ELOs
Total	100%	



Description of major course assignments

Participation 30%

- Attendance = 10%



Regular attendance is a requirement for this class. One absence is allowed for any reason during the semester without penalty. Additional absences are excused only with my permission. Missing class more than 20% of the semester (six class meetings for a course that meets twice a week) will result in an E grade for the course. I acknowledge that illness, family obligations, personal issues, and other conflicts may occur over the semester. Please contact me as soon as possible if you are struggling with the course material, workload, or attendance. I am often able to make accommodations; your success in this class is my priority.

Attendance requires engagement. Engagement means actively listening, verbally participating in small and large group discussions, sharing thoughtful contributions (based on close engagement with the materials), and giving care to the collective project of the class. Mid-way through the semester you will do a self-assessment of your class engagement.

General Grade Rubric for Participation:

A: Engages the class conversation regularly, thoughtfully, and respectfully. Contributions reflect direct engagement with course materials. Shows an awareness of taking-up space and the importance of listening.

B: Contributes somewhat regularly in thoughtful and respectful ways. Engagement with course materials is sometimes direct and often cursory or general. Is less aware of taking-up space and the importance of listening.

C: Contributes occasionally in thoughtful ways with close engagement with the course materials.

D: Makes a few thoughtful comments throughout the semester. Or, contributes occasionally or often from outside of the course content. Shows little direct engagement with the readings or speakers.

E: Attends, but never speaks



- Write-ups = 15% (3 x 5)

In the first week of class students choose three readings for write-ups (single page double-spaced). Write-ups are handed in on the day of class discussion. A write-up consists of the following elements:

- A description of the author's main arguments. Reference page numbers and direct quotes.
- An elaboration of the basis of those arguments (what evidence, theory, or justifications are used to make the arguments). Reference page numbers and direct quotes.
- A reflection upon the significance or stakes of the arguments

"Hot take" = 5%

The world continues to spin during our class. This is an opportunity for you to bring in an example from current events that relate to the theme Citizenship for a Just and Diverse World. Plan to speak for a few minutes to explain the issue and how you see it connecting to the class. In the first week of class, students will choose a date to offer their "hot take."

Reflection Papers 30% (2 x 15)

This is a 2-3 page paper (double-spaced) in which you reflect upon the relationship between sexuality and citizenship.

- The first paper asks you to reflect upon the ideas you brought to the class about citizenship and diversity for a just world. You also will reflect on two ways that your ideas shifted, deepened, or were



challenged by the readings in Week One and Week Two. [Due January 26 via Carmen]

- The second paper asks you to reflect upon the arch of your learning across the semester and to envision one goal for the future of sexuality and citizenship. What specifically do you envision for a diverse and just world? [Due April 29 via Carmen]

Knowledge Check = 20%

This assignment fulfills ELOs 1.1, 1.2; 2.1; 3.1, 3.2, and 4.1.

This is an evaluation of your critical thinking and comprehension of diversity and social justice as we have examined these issues in relationship to sexuality and citizenship. It is an open book and untimed assessment that includes Key Terms, for which you provide a definition and significance, and Short Essays. Students use critical and logical thinking to understand and communicate advanced and in-depth ideas about the intersection of sexuality and citizenship in different historical, cultural, and experiential contexts.

Group Case Study = 20%

This assignment fulfills the ELO 3.2, ELO 4.1 and ELO 4.2. Students work in groups to research a case of gender-based violence to analyze the intersections between sexuality and citizenship, to apply their knowledge, and to assess how citizenship can operate at a global level when citizens seek redress through international humanitarian law

This is a small group research project. The result of your research is a presentation which you give to the class. The topic of the case study is an example of sex or gender-based injustice that has or should be brought to a supranational/global level for accountability. Using the knowledge gained in Weeks Seven through Ten, groups study an example and provide analysis of



why supranational norms ought to be applied. Components of the assignment include:

- Abstract of the research explaining the topic and conclusions.
[Due April 17]
- Bibliography of at least four outside sources that comply with academic standards. [Due April 14]
- Assessment of shared labor
- Presentation (~15 minutes) [additional guidelines will be provided]

Late assignments

Please reach out in advance about late submissions. You may be able to submit a late assignment without point deductions. Without prior agreement, late assignments receive 2 points per day deductions. Unexcused late assignments after four days receive 5 points per day deductions. No assignments are accepted after six days.

Grading Scale

- 93-100: A
- 90-92: A–
- 87-89: B+
- 83-86: B
- 80-82: B–
- 77-79: C+
- 73-76: C
- 70-72: C–
- 67-69: D+
- 60-66: D



- Under 60: E

Academic policies and commitments

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.

Professor's View of Integrity

Academic integrity refers to how we relate to each other and the accountability we practice in class and in assignments. Integrity includes giving readings and each other a chance, and when we disagree, to do so in a way that leaves space for each other. If we do that, we can build more expansive and complex worlds. Integrity also includes how we relate to coursework – if you are feeling the need to cut corners, clip others' work, or use technologies to complete your work, I encourage you to reach out. My main goal as an educator is to make academic work rewarding, even irresistible! Finally, integrity in the context of group work means that we show up and contribute in ways that are accountable and fair to each other.

Generative AI

Given that the learning goals of this class are critical thinking and advanced study, including the ability to use writing to articulate your views and explain the arguments of others, the use of generative artificial intelligence (GenAI)



tools such as Copilot or ChatGPT are not allowed unless indicated in the assignment. Grammar and translation programs are allowed but must be cited. Any non-authorized use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's [Academic Integrity](#) policy and [Code of Student Conduct](#) (see below).

If I suspect you have used GenAI on an assignment for this course, I will ask you to explain your process for completing the assignment and may request other evidence of originality. The unauthorized use of GenAI tools will result in referral to the [Committee on Academic Misconduct](#). If you have any questions about this course policy, please contact me via email or come to office hours.

University Integrity Policy

At Ohio State University it is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

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)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

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.

You have a right to receive written information on all your rights and options, including your rights to receive support resources, proceed with a university investigation, or file a report with the police. See the Office of Institutional Equity [Report an Incident](#)

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](#).

To find support, students can seek out the following resources:

[Ohio State Anonymous Reporting Line](#) or call 1-866-294-9350

[Trans Care Connect Warm Line](#): From TransOhio, this resource is a free and confidential peer support phone and messaging service for the Ohio trans community. Trained volunteers are available to provide a listening ear, emotional support, and information on resources.

Call or text 866-708-6446

[Buckeye Region Anti-Violence Organization](#) (BRAVO): provides comprehensive individual and community programs for survivor advocacy and support to LGBTQI survivors of hate and bias violence, discrimination, intimate partner violence, stalking, and/or sexual assault.

Call the [Bravo Helpline](#) at 866-862-7286. Text: 614-333-1907 Email report@bravo-ohio.org

[BlackLine](#): provides a space for peer support, crisis counseling, reporting of mistreatment, and witnessing and affirming the lived experiences of folks who are most impacted by systematic oppression with an LGBTQ+ Black Femme Lens. BlackLine is a hotline geared towards Black, Brown, Native, Muslim, and LGBTQI communities. However, no one will be turned away from the Hotline. Call or text 1-800-604-5841

[Strong Hearts Native Helpline](#): a 24/7 safe, confidential and anonymous domestic and sexual violence helpline for Native Americans and Alaska



Natives, offering culturally appropriate support and advocacy. Call or text 1-844-762-8483

[Sovereign Bodies Support](#) Line: 24/7 confidential support line for Indigenous crisis support, access to direct services, and healthcare referrals. Call or Text 707-335-6263

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multi-racial, multi-ethnic, multi-national, multi-gender and sexual, and multi-abled society and globe. University education is a time and place to provide opportunities for students to learn more about persons who are different from them. I am committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages personal growth and self-determination. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Mind and Body

Sometimes it is stressful and emotionally difficult to discuss topics that may relate to personal experiences of harm and oppression. If needed, please take care of yourself in this class, leaving the classroom to take a water/bathroom break, debriefing with a friend, contacting **Counseling and Consultation Services at 614-292-5766**, and/or contacting the me. Expectations are that we all will be respectful of each other as we aim to create a learning



environment in which we recognize and respect each other. Failure to show respect to each other may result in dismissal from the class.

At times, we all experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life's Counseling and Consultation Service (CCS)** by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Recovery Support

The Collegiate Recovery Community (CRC) is a supportive peer community on campus for students in recovery from a substance use disorder or who may be currently struggling with substance use. The CRC is in room 97 of Baker Hall. Stop by or visit go.osu.edu/recovery or email recovery@osu.edu for more information. Anyone interested in joining the CRC can attend an [open recovery meeting](#) on Wednesday at 5:30 p.m. or set up a meeting with CRC staff at go.osu.edu/scheduleAOD

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/>

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; 614-292-3307; or slds.osu.edu.



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](#).

Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates. Any adjustments will be discussed in class and/or communicated through Announcements.

Week	Date	Topics/Readings/Assignments	Head's Up
	TOPIC	<u>Citizenship and Sexuality</u> <u>Points of Departure</u>	
1	Jan 13/15	Jan 13 – Introductions Jan 15 – Read: Kelly Ryan. “Introduction,” in <i>Regulating Passion: Sexuality and Patriarchal Rule in</i>	Introduction to the class and each other. Students will sign-up for “write- ups” and “hot takes.” Reading: Before citizenship became a legal status associated with a nation-state, how



Week	Date	Topics/Readings/Assignments	Head's Up
		<i>Massachusetts, 1700–1830.</i> (2014)	did sexual normativity work? Ryan uses primary sources to show how sexual regulation worked in colonial Massachusetts. [History]
2	Jan 20/22	<p>Jan 20 – Read: Mary Dietz, “Context Is All: Feminism and Theories of Citizenship.” <i>Daedalus</i> 116, no. 4 (1987): 1–24.</p> <p>Jan 22 – Read: Erin Aeran Chung, “Citizenship in Non-Western Contexts,” in Ayelet Shachar, and others (eds), <i>The Oxford Handbook of Citizenship</i> (2017; online edn,)</p>	<p>Reading: Dietz’s essay is a classic view of citizenship that identifies a public and private divide that genders citizenship. [Philosophy]</p> <p>Reading: Chung compares Western and non-Western understandings of citizenship. [Law/theory]</p>



Week	Date	Topics/Readings/Assignments	Head's Up
3			January 26 Reflection Paper #1 due via Carmen
	TOPIC	<u>Citizenship as a mechanism for state regulation and oppression</u>	
	Jan 27/29	<p>Jan 27 – Read: Margot Canaday, “Introduction” and “Chapter Four,” in <i>The Straight State: Sexuality and Citizenship in Twentieth-Century America</i> (2009).</p> <p>Jan 29 – Read: Laura Briggs, “Sexuality, Medicine, and Imperialisms: The International Traffic in Prostitution Policy,” in <i>Reproducing Empire: Race, Sex, Science and U.S. Imperialism in Puerto Rico</i> (2002).</p>	<p>Reading: Canaday uses historical evidence to show how U.S. state policies construct and enforce sexual norms. Chapter four focuses on welfare policy and the GI Bill. [History]</p> <p>Reading: Briggs uses historical evidence to explain how sexual norms informed U.S. anti-prostitution policies towards Puerto Rico. [Interdisciplinary]</p>
4	Feb 3/5	Feb 3 – Read: Siobhan Somerville. “Scientific Racism	Reading: Somerville analyzes cultural



Week	Date	Topics/Readings/Assignments	Head's Up
		and the Invention of the Homosexual Body,” in <i>Queering the Color Line: Race and the Invention of Homosexuality in American Culture</i> (2001).	materials to explain the intersection of sexual and racial norms. These norms create hierarchies of citizens that in turn have material effects on lived experiences. [History/Interdisciplinary]
		Feb 5 – Watch “Bodies, Sexualities and the Law,” a conversation with scholars at Ashoka University (India) and NYU. (2021) LINK (58 minutes)	The video is a cross-cultural and contemporary conversation about citizenship, law, and sexuality. [Interdisciplinary]
5	Feb 10/12	Feb 10 – Read: Sarah Deer, “Introduction,” and “What She Say It Be Law: Tribal Rape Law and Indigenous Feminisms,” in <i>The Beginning and End of Rape: Confronting Sexual Violence in Native America</i> (2015).	Reading: Deer instructs us to think about sexual norms as part of colonial relations of power. Native people have different citizenship statuses. [Law]



Week	Date	Topics/Readings/Assignments	Head's Up
		Feb 11 – Read: Maile Arvin, Eve Tuck and Angie Morrill. “Decolonizing Feminism: Challenging Connections between Settler Colonialism and Heteropatriarchy.” <i>Feminist Formations</i> 25 (2013): 34 - 8.	Reading: The authors develop Deer’s ideas into a broader argument about how to challenge colonial citizenship’s sexual norms. [Law]
6	Feb 17/19	Feb 17 – Read: Margaret Jacobs, “Chapter 1 + 3” in <i>White Mother to a Dark Race: Settler Colonialism, Maternalism, and the Removal of Indigenous Children in the American West and Australia, 1880-1940</i> (2010). Feb 19 – Chapter 7	Reading: Jacobs uses historical evidence to show how white maternalism was used as a tool for colonization, specifically for rationalizing Indigenous Child Removal in Australia. This is an example of the intersection of racial and sexual norms in relationship to citizenship status and hierarchies of power. [History]



Week	Date	Topics/Readings/Assignments	Head's Up
7	Feb 24/26	Feb 24 – Catch-up and review for Knowledge Check [in-class]	
		Feb 26 – No in-person class; work on Knowledge Check	
			Knowledge Check due Feb 27 by Midnight via Carmen
8	TOPIC	<u>Citizenship as a mechanism to demand state resources</u>	
	March 3/5	<p>March 3 – Watch <i>United in Anger</i> (2012), dir., Jim Hubbard and Sarah Schulman</p> <p>Read: <i>United in Anger: History of ACT UP Study Guide Unit 4</i> LINK</p> <p>March 5 – Explore ACT UP Oral History Project (choose three</p>	<p>The film, readings, and videos provide a history and critical reflection on ACT UP's demands for access to healthcare. We focus on "treatment activism" in relationship to NIH and FDA agencies. This is an example of citizens seeking justice. [Community-based knowledge]</p>



Week	Date	Topics/Readings/Assignments	Head's Up
		personal stories and one activist project to watch) LINK	
9	March 10/12	<p>March 10 – Read: “Your Healthcare Rights: Trans, Gender Non-Conforming, and Intersex People in New York State,” brochure by the Sylvia Rivera Law Project</p> <p>Read: International Bill of Gender Rights (1996)</p> <p>Watch: “Andy Marra” Korean American Legacy Project LINK</p> <p>March 12 – Watch: The Indigenous Doctor Helping Trans Youth LINK</p> <p>Read: Two-Spirit Terminology Guide LINK</p> <p>Read: Leanne Betasamosake Simpson. “Indigenous Queer Normativity,” in <i>As We Have Always Done: Indigenous Freedom Through Radical</i></p>	<p>Readings discuss transgender, gender non-conforming and intersex healthcare rights as they relate to the citizen rights. [Community-based knowledge; Policy]</p> <p>Warning: discussion of suicide</p> <p>Readings introduce Two-Spirit terminology which is relevant to many Indigenous and Native communities. Simpson</p>



Week	Date	Topics/Readings/Assignments	Head's Up
		<i>Resistance</i> (2013), pp. 119-144	discusses Two-Spirit health in the context of tribal citizenship. [Community-based and Interdisciplinary Academic]
10	March 17/19	SPRING BREAK	
	TOPIC	<u>Supranational/Global Citizenship</u>	
11	March 24/26	<p>March 24 – Watch: <i>Silence of Reason</i> (2023), dir., Kumjana Novakova</p> <p>March 26 – Read: Catherine MacKinnon, <i>Are Women Human? And Other International Dialogues</i> (selections) (2006).</p> <p>Watch: The ICTY and Crimes of Sexual Violence LINK</p>	<p>Content Warning – visuals and testimony about sexual violence.</p> <p>MacKinnon is a feminist legal scholar who played a role in the historic prosecution of wartime sexual violence in the former Yugoslavia. This is an example of supranational citizenship for a just world. [Law]</p>



Week	Date	Topics/Readings/Assignments	Head's Up
12	March 31/April 2	<p>March 31/April 2 – Read: Alicia Schmidt Camacho, “Ciudadana X: Gender Violence and the Denationalization of Women’s Rights in Ciudad Juárez, Mexico,” in <i>Terrorizing Women: Feminicide in the Américas</i> (2010)</p> <p>Read: <i>Inter-American Convention on the Prevention, Punishment, and Eradication of Violence against Women</i> (Convention of Belém do Pará) [excerpts] LINK</p>	<p>Camacho discusses the issue of feminicide in the Mexico/U.S. border city of Ciudad Juárez. She provides us the lens of “denationalization” to think about law beyond nation-states. The Inter-American Convention is an example.</p> <p>[Interdisciplinary; Policy]</p>
		<p><u>Community-based Agreements</u></p>	
13	April 7/9	<p>April 7/9 Read: Jennifer Hirsch and Shamus Khan. <i>Sexual Citizens: Sex, Power, and Assault on Campus</i> (2020) [excerpts]</p>	<p>Reading: Hirsch and Khan’s research situates sexual health and right within a public health/community focus. We will discuss their</p>



Week	Date	Topics/Readings/Assignments	Head's Up
		Reflect: Take the "Assessing Your Experience of Sexual Citizenship" (anonymous) LINK	concept of "sexual citizens" in the context of universities. [Public Health]
14	April 14/16	April 14 – Independent Group Work [in-class] April 16 – Independent Group Work [remote]	Bibliography due April 14 Abstract due April 17 via Carmen
15	April 21/23	April 21/23 – Presentations	Presentations and Case Study due
Finals			Reflection Paper #2 Due April 29 via Carmen

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

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

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

	<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 Just & Diverse World

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

GOAL 4: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.	
ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	
ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	
ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.	

Example responses for proposals within “Citizenship” (Hist/Relig. Studies 3680, Music 3364; Soc 3200):

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural,	<i>Citizenship could not be more central to a topic such as immigration/migration. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on local, national, and global citizenship.</i>
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<p><i>national, global, and/or historical communities.</i></p>	<p><i>Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</i></p> <p><i>The course content addresses citizenship questions at the global (see weeks #3 and #15 on refugees and open border debates), national (see weeks #5, 7-#14 on the U.S. case), and the local level (see week #6 on Columbus). Specific activities addressing different perspectives on citizenship include Assignment #1, where students produce a demographic profile of a U.S.-based immigrant group, including a profile of their citizenship statuses using U.S.-based regulatory definitions. In addition, Assignment #3, which has students connect their family origins to broader population-level immigration patterns, necessitates a discussion of citizenship. Finally, the critical reading responses have the students engage the literature on different perspectives of citizenship and reflect on what constitutes citizenship and how it varies across communities.</i></p>
<p><i>ELO 3.2</i> <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><i>ELO 4.1</i> <i>Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</i></p>	<p><i>Through the historical and contemporary case studies students examine in HIST/RS 3680, they have numerous opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. The cases highlight the challenges of living in religiously diverse societies, examining a range of issues and their implications. They also consider the intersections of religious difference with other categories of difference, including race and gender. For example, during the unit on US religious freedom, students consider how incarcerated Black Americans and Native Americans have experienced questions of freedom and equality in dramatically different ways than white Protestants. In a weekly reflection post, they address this question directly. In the unit on marriage and sexuality, they consider different ways that different social groups have experienced the regulation of marriage in Israel and Malaysia in ways that do not correspond simplistically to gender (e.g. different women's groups with very different perspectives on the issues).</i></p> <p><i>In their weekly reflection posts and other written assignments, students are invited to analyze the implications of different regulatory models for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which model is</i></p>

	<p><i>"right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different societies manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion. They also consider how the different social and demographic conditions of different societies shape their approaches (e.g. a historic Catholic majority in France committed to laicite confronting a growing Muslim minority, or how pluralism *within* Israeli Judaism led to a fragile and contested status quo arrangement). Again, these goals are met most directly through weekly reflection posts and students' final projects, including one prompt that invites students to consider Israel's status quo arrangement from the perspective of different social groups, including liberal feminists, Orthodox and Reform religious leaders, LGBTQ communities, interfaith couples, and others.</i></p>
<p>ELO 4.2 <i>Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</i></p>	<p><i>As students analyze specific case studies in HIST/RS 3680, they assess law's role in and capacity for enacting justice, managing difference, and constructing citizenship. This goal is met through lectures, course readings, discussion, and written assignments. For example, the unit on indigenous sovereignty and sacred space invites students to consider why liberal systems of law have rarely accommodated indigenous land claims and what this says about indigenous citizenship and justice. They also study examples of indigenous activism and resistance around these issues. At the conclusion of the unit, the neighborhood exploration assignment specifically asks students to take note of whether and how indigenous land claims are marked or acknowledged in the spaces they explore and what they learn from this about citizenship, difference, belonging, and power. In the unit on legal pluralism, marriage, and the law, students study the personal law systems in Israel and Malaysia. They consider the structures of power that privilege certain kinds of communities and identities and also encounter groups advocating for social change. In their final projects, students apply the insights they've gained to particular case studies. As they analyze their selected case studies, they are required to discuss how the cases reveal the different ways justice, difference, and citizenship intersect and how they are shaped by cultural traditions and structures of power in particular social contexts. They present their conclusions in an oral group presentation and in an individually written final paper. Finally, in their end of semester letter to professor, they reflect on how they issues might shape their own advocacy for social change in the future.</i></p>