

Term Information

Effective Term Spring 2026
[Previous Value](#) [Spring 2025](#)

Course Change Information

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

Course re-numbering this class to the 3000-level.

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

Based on feedback from our major students, this course was not rigorous enough for a 4000-level course. Due to the more general audience, discussion complexity was limited as well. As a result, it is being lowered to 3303. This is also following the department's hope to restructure our class numbering scale with Themes fitting into our 3000-level offerings.

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)?

None as this course is a GE offering and upper level elective option, but not a requirement for our majors and minors. Students who took the course at the 4000-level should still be able to fulfill 4000-level elective requirements, but going forward the course will be classified differently.

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	3303
Previous Value	4403
Course Title	Gender, Race & Leadership
Transcript Abbreviation	Gender Leadership
Course Description	This course explores citizenship and leadership by analyzing case studies of leadership from women and people of color throughout American history. Using both activist and scholarly perspectives, students will explore and challenge modes of leadership through the intersectional lens of race and gender, with an emphasis on the role of citizens and citizenship in what it means to be a leader.
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?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No

Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	Not open to students with credit for 4403
Previous Value	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

Citizenship for a Diverse and Just World

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

Course Details

Course goals or learning objectives/outcomes	• To become informed about interdisciplinary research on the significance for leadership of gender and other salient dimensions of group identity • Successful students will analyze concepts of citizenship, justice, and diversity at a more advanced and in-depth level than in the Foundations component. • 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 or across disciplines and their own fields • 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. • 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 abroad • Recognize texts about race, gender, citizenship, and leadership as rooted in specific intellectual, ideological and cultural traditions • Identify different methodologies used by scholars to study race, gender, citizenship, and leadership • Evaluate the connections between core cultural assumptions and various forms of injustice.
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Content Topic List

- Styles of Leadership in Organizations/Institutions
 - Women in Organizations
 - Masculinity and Leadership
 - Intersections of Gender, Race, Class, Sexuality in Leadership
 - Women in Political Institutions
 - Women in Social/Economic Institutions
- No

Sought Concurrence

Attachments

- 3303 - Gender, Race & Leadership.SP26.docx: Course Syllabus
(Syllabus. Owner: Alkhalifa,Ali Mufeed)

Comments

- Per a conversation with A. Alkhalifa 08-26-2025, the syllabus and GEN Submission Form from the original review of the course will be used for comparison purposes during course review. As such, no comparison syllabus is provided here. RLS *(by Steele,Rachel Lea on 08/26/2025 10:29 AM)*
- Thank you for your consideration! The course's syllabus is going to be relatively unchanged as the department believes the class already better aligns with the difficulty and rigor of a 3000-level class. *(by Alkhalifa,Ali Mufeed on 08/05/2025 01:20 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Alkhalifa,Ali Mufeed	08/05/2025 01:20 PM	Submitted for Approval
Approved	Sreenivas,Mytheli	08/06/2025 10:39 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/14/2025 05:08 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/14/2025 05:08 PM	ASCCAO Approval



SYLLABUS

WGSST 3303

Gender, Race and Leadership

SP 2026

3 credit hours

In-person

COURSE OVERVIEW

Instructor Information

Instructor: Nicole Nieto

Pronouns: she/her

Email address (preferred): nieto.12@osu.edu

Phone number: 614-441-3303

Office hours: By appointment

Prerequisites

No Prerequisites

Course description

Groups, organizations, and institutions rely on leaders to exercise influence and responsibility in the execution of common tasks and projects. However, there are persistent identity dimensions to such phenomena as membership or citizenship in groups; access to positions of leadership; influence as leaders; and perceptions of leaders. Using diverse historical and scholarly literatures, we will explore modes of citizenship and leadership, beliefs about leadership, and significant dimensions of leadership, emphasizing the role of citizens and citizenship in underwriting conceptions of what it means to be a leader. Beginning with key nineteenth and early twentieth century debates, and moving through recent scholarly and activist perspectives, this course explores challenges associated with citizenship and leadership in the US.

Course learning outcomes

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

- Identify the core argument of advanced texts that address race, gender, citizenship, and leadership.
- Articulate clear and cohesive thoughts through writing.
- Recognize texts about race, gender, citizenship, and leadership as rooted in specific intellectual, ideological and cultural traditions.
- Identify different methodologies used by scholars to study race, gender, citizenship, and leadership.
- Evaluate the connections between core cultural assumptions and various forms of injustice.

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 Foundations 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 or 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.

HOW THIS IN-PERSON COURSE WORKS

Mode of delivery: This course is in-person. All class meetings are in person.

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 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: The following is a summary of students' expected participation:

- **Carmen: REQUIRED**
You are expected to log in to the course in Carmen every week.
- **In person class sessions: REQUIRED**
Attendance is required for classes.

- **Office hours: OPTIONAL**
You are not required to attend office hours.
- **Participating in in-person and online discussions: REQUIRED**
As part of your participation, you are expected to participate in weekly class discussions and will be graded on this.

COURSE MATERIALS AND TECHNOLOGIES

Texts

Required Books

- Ruth Bader Ginsburg, *My Own Words*
- Rebecca DeWolf, *Gendered Citizenship: The Original Conflict over the Equal Rights Amendment, 1920-1963*
- Nancy Isenberg, *Sex and Citizenship in Antebellum America*

Required Articles/Essays (linked on Carmen)

- Lee Hamilton, [*Being a Good Citizen is a lot Harder Than It Used to Be*](#)
- Mary Dietz, *Context is All: Feminism and Theories of Citizenship*
- Ruth Lister, *Citizenship: Towards a Feminist Synthesis*
- Rita Gardiner, *Hannah and Her Sisters: Theorizing Gender and Leadership Through the Lens of Feminist Phenomenology*
- Kelly Anders, Et. al., *Demonstrating Citizen Leadership: A Case Study of Jane Addams*
- Sylvia Cheuy, *Deepening Community: Realizing the Potential of Citizen Leadership*
- Kathleen Knight Abowitz, Et. al., *Margaret Haley as Diva: A Case Study of a Feminist Citizen-Leader*
- Belinda Robnett, *African American Women in the Civil Rights Movement, 1954-1965: Gender, Leadership, and Micromobilization*
- Bernice McNair Barnett, *Invisible Southern Black Women Leaders in the Civil Rights Movement: The Triple Constraints of Gender, Race, and Class*
- Ann Herda-Rapp, *The Power of Informal Leadership: Women Leaders in the Civil Rights Movement*
- Christina Bejarano and Wendy Smooth, *Moving Women of Color from Reliable Voters to Candidates for Public Office*
- Jonathan Knuckey, *"I Just Don't Think She Has a Presidential Look": Sexism and Vote Choice in the 2016 Election*

- Jasmine Sorrentino, Et. al., *“Deal Me In”: Hillary Clinton and Gender in the 2016 US Presidential Election*”
- Michelle Cottle, *Nikki Haley and the W-Word*
- Natalie Kitroeff and Emiliano Rodríguez Mega, *Why Mexico May Elect a Female President Before the United States*
- Tressie McMillan Cottom, *How Kamala Harris is Already Changing the Face of Presidential Power*
- Rogers, Katie, *Will a Woman Ever Be President*

Required Podcast

- *Leading with Love: Marianne Williamson’s Presidential Run- Embracing Miracles and Building a Better Future*

Required Documentaries (viewed in class)

- *Hillary*
- *Chisholm ’72: Unbought and Unbothered*
- *ReFramed: Fannie Lou Hamer’s America*
- *RBG*

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, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** 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)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

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.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you can 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).
- 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 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
Participation in online and in-person discussions	40
Midterm Essay	25
Capstone Paper	35

Total	100
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See course schedule below for due dates.

Descriptions of major course assignments

Participation and Attendance

Description: You are required to attend class and contribute to in-person class discussions in meaningful ways.

Your participation grade will be evaluated through weekly online discussion posts on Carmen. You are required to respond in a meaningful way that demonstrates you have read the readings. **Weekly Carmen posts must be submitted by Fridays at 5:00pm.**

Midterm Essay

Description: In a paper of no fewer than 3, and no more than 4, typed pages, use the texts and discussions in Part 1 and/or Part 2 to respond to the following prompt:

Use the texts and class discussions to construct a model of citizen leadership. Include in your model an explanation of how differences of race and/or gender have intersected with systems of power in US history and enabled or limited modes of advocacy for social and political change. Discuss how this model of citizen leadership can increase civic participation broadly.

Papers should be clearly written with attention to content, organization, style, and mechanics. Be sure to use a thesis paragraph to provide an overview of your argument and write a brief conclusion that summarizes the most significant elements of your model of citizen-leadership. Even though this is a short paper, make it the best example of your thinking and writing you can produce. Additional formatting instructions will be forthcoming. **Your paper is due March 7 at 11:59pm.**

Capstone Paper

Description: For the capstone paper, you have several options. Please note that as a capstone paper, you must have a strong research component to this paper. You can certainly use class readings, but you must also identify external articles/texts to inform your paper. As part of your grade, you will submit an annotated bibliography with at least 5 external sources three weeks prior to the due date of your paper. Topics can include the following, however, if you have another research topic that you would like to explore, we can discuss this. Papers must be no fewer than 6 pages and no more than 8 pages.

1. **Leader focused:** Identify a leader and write about how their social identities particularly gender and race have impacted their leadership path. Using concepts of citizen leadership identified in the course examine how this leader has or has not modeled this concept.
2. **Movement focused:** Identify a movement and write about how social identities particularly gender and race have informed this movement. Attention should be paid to leadership within the movement. Using concepts of citizen leadership identified in the course examine how this movement has or has not modeled this concept. You can choose to further explore the Civil Rights Movement or any other movement historical or current.

Papers should be clearly written with attention to content, organization, style, and mechanics. Be sure to use a thesis paragraph to provide an overview of your argument and write a brief conclusion that summarizes the most significant elements of your paper. Additional formatting instructions will be forthcoming. **Your annotated bibliography is due Friday, April 4 by noon. Your paper is due Friday, April 25 by noon.**

Late assignments

If your submission will be late, please notify the instructor. Extensions may be granted for extenuating circumstances. Please refer to Carmen for due dates.

Grading scale

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

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback for large assignments:** You can generally expect evaluation in **7 days**.

- **Email:** I will reply to emails within **24 hours on days when class is in session at the university.**
- **Weekly Carmen posts:** You can generally expect evaluation in **5-7 days.**

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in online class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation.
- **Tone and civility:** Let's maintain a supportive learning community where people can disagree amicably. When responding to colleagues, please avoid sarcasm and accusations of bias.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in Word, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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

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/>

FOR UNDERGRAD COURSES: Advising resources for students are available here:

<http://advising.osu.edu>

FOR GRADUATE COURSES: Contact WGSS Graduate Program Coordinator, Rebekah Sims, for insight into how this how this course fits in with your MA, PhD, or Graduate Minor plan.

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 <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Mandatory reporting

As an instructor, I have a mandatory reporting responsibility. 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](#).

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 multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. 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.

Religious Accommodations

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

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

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course

begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

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

[Policy: Religious Holidays, Holy Days and Observances](#)

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 Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/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>

Trigger warning

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving 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). Expectations are that we all will be respectful of our classmates while consuming this media.

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. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at 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 isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Accessibility of course technology

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

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video

- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates and links to readings.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Jan. 7 and 9	Part 1: Citizen Leadership <i>This section provides foundational knowledge to ground the key concepts of this course including citizenship, leadership, diversity, and justice. Students will examine the concept of citizenship and leadership through a feminist lens. Part 1 concludes with an exploration of citizen leadership with specific case studies of women leaders who worked to create a just society.</i> Week 1: Key Concepts of Citizenship <i>This week introduces key concepts on citizenship. Students will explore the notion of citizenship through a feminist lens.</i> Tuesday, Jan 7: Introduction to the course Read in class: <u><i>Being a Good Citizen is a lot Harder Than It Used to Be</i></u> Thursday, Jan 9: Read: <i>Context Is All: Feminism and Theories of Citizenship</i>
2	Jan. 14 and 16	Week 2: Key Concepts of Citizenship and Leadership This week continues to address citizenship while introducing key concepts in leadership through a feminist lens. Tuesday, Jan. 14: <u>Read: <i>Citizenship: Towards a Feminist Synthesis</i></u> Thursday, Jan. 16: <u>Read: <i>Hannah and Her Sisters: Theorizing Gender and Leadership Through the Lens of Feminist Phenomenology</i></u>
3	Jan. 21 and 23	Week 3: Key Concepts of Citizen Leadership and Justice <i>This week builds on the previous two weeks focused on citizenship and leadership by exploring the concept of citizen leadership specifically through case studies focused on women leaders who</i>

Week	Dates	Topics, Readings, Assignments, Deadlines
		worked to create just societies. Students will learn more about citizen leadership as a concept to create change and promote justice on the micro and macro levels. Tuesday, Jan. 21: Read: <i>Demonstrating Citizen Leadership: A Case Study of Jane Addams</i> <i>Deepening Community: Realizing the Potential of Citizen Leadership</i> Thursday, Jan. 23: Read: <i>Margaret Haley as Diva: A Case Study of a Feminist Citizen-Leader</i>
4	Jan. 28 and 30	Part 2: Historical Approaches to Leadership and Citizenship This section examines gender, race, justice, citizenship, and leadership in the nineteenth century United States. Key questions are examined including who a citizen is and what rights they have. Additionally, students will examine how citizen leadership was key in advancing the rights of marginalized groups. Week 4: Gender, Citizenship, and Activism for Justice This week explores sex/gender and citizenship in the United States through the text, <i>Sex and Citizenship in Antebellum America</i>. This text examines the role of women right's activists in the period of 1832-1860. Despite being citizens, American women were legally disenfranchised. This text explores issues of sex, citizenship, justice, and citizen leadership through activism. Tuesday, Jan. 28: Read: <i>Sex and Citizenship in Antebellum America</i>, chapters 1 and 2 Thursday, Jan. 30: Read: <i>Isenberg</i>, chapters 3 and 4
5	Feb. 4 and 6	Week 5: Gender, Citizenship, and Activism for Justice This week continues to explore sex/gender and citizenship. Tuesday, Feb. 5: Read: <i>Isenberg</i>, chapters 5 and 6 Thursday, Feb. 6:

Week	Dates	Topics, Readings, Assignments, Deadlines
		<i>Read: Isenberg, chapter 7</i>
6	Feb. 11 and 13	Week 6: Gender, Citizenship, and Justice This week we continue to explore gender and citizenship through the text on gendered citizenship and the Equal Rights Amendment. This text explores women's leadership and justice within the ERA movement while also examining the boundaries of what it means to be an American citizen. Tuesday, Feb. 11: Read: <i>Gendered Citizenship: The Original Conflict over the Equal Rights Amendment, 1920-1963</i>, Introduction, chapters 1 and 2 Thursday, Feb. 13 Read: DeWolf, chapters 3 and 4
7	Feb. 18 and 20	Week 7: Gender, Citizenship, and Justice This week we continue to explore gender and citizenship. Tuesday, Feb. 18: Read: DeWolf, chapters 5 and 6 Thursday, Feb. 20 Read: DeWolf, epilogue
8	Feb. 25 and 27	Part 3: Women as Bridge Leaders (Citizen Leaders) in the Civil Rights Movement <i>In this section we do a deep dive into the role of women in the Civil Rights Movement who worked to create a more just society. Women in the Civil Rights Movement were important leaders in the movement, though they were often overshadowed by more prominent male leaders. Scholars of the movement and of women's role in this movement have long recognized the role of women as informal or bridge leaders.</i> Week 8: Citizen Leadership in the CRM for Justice <i>This week we explore citizen leadership and bridge leadership in the Civil Rights Movement. Particular attention is paid to women as bridge or citizen leaders in the movement and the important role that they played in mobilizing everyday citizens.</i>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<i>Tuesday, Feb. 25:</i> <i>Read: African-American Women in the Civil Rights Movement, 1954-1965: Gender, Leadership, and Micromobilization</i> <i>Thursday, Feb. 27:</i> <i>Watch: America ReFramed: Fannie Lou Hamer's America</i>
9	Mar. 4 and 6	Week 9: Citizen Leadership in the CRM for Justice <i>This week we continue to explore citizen leadership and bridge leadership in the Civil Rights Movement.</i> <i>Tuesday, Feb. 18:</i> <i>Read: Invisible Southern Women Leaders in the Civil Rights Movement: The Triple Constraints of Gender, Race, and Class</i> <i>Thursday, Feb. 20</i> <i>Read: The Power of Informal Leadership: Women Leaders in the Civil Rights Movement</i>
10	Mar. 11 and 13	Spring Break: no classes
11	Mar. 18 and 20	Part 4: Gender, Race, Citizenship, and Leadership in Government In this section we examine the role of citizenship and leadership in politics and government. Women and people of color often enter the political arena through citizen leadership and local activism. Week 11: Diverse Identities, Citizenship, and Leadership in Government This week we explore citizenship and leadership through women in government. This includes learning more about Shirley Chisholm, the first black woman to be elected to Congress. We will also examine the role of women and other identities in elected office and the pursuit they often bring to further a more diverse and just world. <i>Tuesday, Mar. 18:</i>

Week	Dates	Topics, Readings, Assignments, Deadlines
		Watch: Chisholm '72: Unbought and Unbossed Thursday, Mar. 20: Read: <i>Moving Women of Color from Reliable Voters to Candidates for Public Office</i> <i>"I Just Don't Think She Has a Presidential Look": Sexism and Vote Choice in the 2016 Presidential Election</i>
12	Mar. 25 and 27	Week 12: Citizen Leadership for Justice This week we continue to explore citizenship and leadership in government by women and people of color through the text <i>Lead from the Outside</i>. This book addresses important considerations around citizenship, leadership, diversity, and justice. Tuesday, Mar. 25: Read: Abrams, <i>Lead from the Outside</i>, Preface – chapter 2 Thursday, Mar. 27: Read: Abrams, chapters 3 and 4
13	Apr. 1 and 3	Week 13: Citizen Leadership for Justice This week we continue to explore citizenship and leadership in government. Special attention is paid to leading from diverse perspectives. Tuesday, Apr. 1: Read: Preface, Sandra Day O'Connor, Rose Garden Acceptance Speech, Senate Confirmation Opening Hearing Statement Thursday, Apr. 3: Read: <i>Workways of the Supreme Court, Human Dignity and Equal Justice Under Law</i>
14	Apr. 8 and 10	Week 14: Citizen Leadership for Justice This week we continue to explore citizenship and leadership in government by women and people of color. We examine the 2016 US election and look to our neighboring country of Mexico to examine gender and politics.

Week	Dates	Topics, Readings, Assignments, Deadlines
		<i>Tuesday, Apr. 8:</i> <i>Watch: Hillary</i> <i>Read: "Deal Me In": Hillary Clinton and Gender in the 2016 US Presidential Election"</i> <i>Nikki Haley and the W-Word</i> <i>Thursday, Apr. 9:</i> <i>Read: Why Mexico May Elect a Female President Before the United States</i>
15	Apr. 15 and 17	Week 15: Looking Towards the Future of Citizen Leadership and Justice <i>This week we look towards the future imagining new models of citizen leadership and new pathways for marginalized groups.</i> <i>Tuesday, Apr. 15:</i> <i>Read: Will a Woman Ever Be President?</i> <i>How Kamala Harris is Already Changing the Face of Presidential Power</i> <u><i>Women and the Presidency: History and Facts</i></u> <i>Rutgers Center for American Women and Politics</i> <i>Thursday, Apr. 17</i> <i>Listen: Podcast- Episode 212: Leading with Love</i> <i>Marianne Williamson's Presidential Run – Embracing Miracles and Building a Better Future</i>
16	Apr. 22	<i>Tuesday, Apr. 22: Last day of class reflections</i>



SYLLABUS

WGSST 4403

Gender, Race and Leadership

SP 2025

3 credit hours

In-person

COURSE OVERVIEW

Instructor Information

Instructor: Nicole Nieto

Pronouns: she/her

Email address (preferred): nieto.12@osu.edu

Phone number: 614-441-3303

Office hours: Wednesday, 9:00-10:00am and by appointment

Prerequisites

No Prerequisites

Course description

Groups, organizations, and institutions rely on leaders to exercise influence and responsibility in the execution of common tasks and projects. However, there are persistent identity dimensions to such phenomena as membership or citizenship in groups; access to positions of leadership; influence as leaders; and perceptions of leaders. Using diverse historical and scholarly literatures, we will explore modes of citizenship and leadership, beliefs about leadership, and significant dimensions of leadership, emphasizing the role of citizens and citizenship in underwriting conceptions of what it means to be a leader. Beginning with key nineteenth and early twentieth century debates, and moving through recent scholarly and activist perspectives, this course explores challenges associated with citizenship and leadership in the US.

Course learning outcomes

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

- Identify the core argument of advanced texts that address race, gender, citizenship, and leadership.
- Articulate clear and cohesive thoughts through writing.
- Recognize texts about race, gender, citizenship, and leadership as rooted in specific intellectual, ideological and cultural traditions.
- Identify different methodologies used by scholars to study race, gender, citizenship, and leadership.
- Evaluate the connections between core cultural assumptions and various forms of injustice.

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 Foundations 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 or 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:

Historically, theorizing on the significance of race and gender for leadership has relied on diverse conceptions of membership and citizenship in institutions and a body politic. In this course, students will become acquainted with key debates and scholarship on leaders and leadership in the US; and they will identify and analyze the conceptions of citizenship that underwrite inclusion and exclusion of diverse leaders.

HOW THIS IN-PERSON COURSE WORKS

Mode of delivery: This course is in-person. All class meetings are in person.

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 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: The following is a summary of students' expected participation:

- **Carmen: REQUIRED**
You are expected to log in to the course in Carmen every week.
- **In person class sessions: REQUIRED**

Attendance is required for classes.

- **Office hours: OPTIONAL**
You are not required to attend office hours.
- **Participating in in-person and online discussions: REQUIRED**
As part of your participation, you are expected to participate in class discussions and will be graded on this. At the beginning of the class, you will be assigned a class meeting to begin the class discussion by sharing some key points and proposing some key questions.

COURSE MATERIALS AND TECHNOLOGIES

Texts

Required Books

- Stacey Abrams, *Lead From the Outside: How to Build Your Future and Make Real Change*
- Rebecca DeWolf, *Gendered Citizenship: The Original Conflict over the Equal Rights Amendment, 1920-1963*
- Nancy Isenberg, *Sex and Citizenship in Antebellum America*

Required Articles/Essays (linked on Carmen)

- Lee Hamilton, [Being a Good Citizen is a lot Harder Than It Used to Be](#)
- Mary Dietz, *Context is All: Feminism and Theories of Citizenship*
- Ruth Lister, *Citizenship: Towards a Feminist Synthesis*
- Rita Gardiner, *Hannah and Her Sisters: Theorizing Gender and Leadership Through the Lens of Feminist Phenomenology*
- Kelly Anders, Et. al., *Demonstrating Citizen Leadership: A Case Study of Jane Addams*
- Sylvia Cheuy, *Deepening Community: Realizing the Potential of Citizen Leadership*
- Kathleen Knight Abowitz, Et. al., *Margaret Haley as Diva: A Case Study of a Feminist Citizen-Leader*
- Belinda Robnett, *African American Women in the Civil Rights Movement, 1954-1965: Gender, Leadership, and Micromobilization*
- Bernice McNair Barnett, *Invisible Southern Black Women Leaders in the Civil Rights Movement: The Triple Constraints of Gender, Race, and Class*
- Ann Herda-Rapp, *The Power of Informal Leadership: Women Leaders in the Civil Rights Movement*
- Christina Bejarano and Wendy Smooth, *Moving Women of Color from Reliable Voters to Candidates for Public Office*

- Jonathan Knuckey, *"I Just Don't Think She Has a Presidential Look": Sexism and Vote Choice in the 2016 Election*
- Jasmine Sorrentino, Et. al., *"Deal Me In": Hillary Clinton and Gender in the 2016 US Presidential Election"*
- Michelle Cottle, *Nikki Haley and the W-Word*
- Natalie Kitroeff and Emiliano Rodríguez Mega, *Why Mexico May Elect a Female President Before the United States*
- Tressie McMillan Cottom, *How Kamala Harris is Already Changing the Face of Presidential Power*

Required Podcast

- *Leading with Love: Marianne Williamson's Presidential Run- Embracing Miracles and Building a Better Future*

Required Documentaries

- *Hillary*
- *Chisholm '72: Unbought and Unbothered*
- *ReFramed: Fannie Lou Hamer's America*

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, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** 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)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

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.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you can 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).
- 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 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
Participation in online and in-person discussions	40
Midterm Essay	25
Capstone Paper	35

Total	100
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See course schedule below for due dates.

Descriptions of major course assignments

Participation and Attendance

Description: You are required to attend class. If you miss more than two classes, this could negatively impact your grade. You will be assigned a class meeting to begin the class discussion and propose key questions. This is not expected to be more than a 5-minute introduction to the readings. Additionally, you are required to contribute to in-person class discussions in meaningful ways.

There will also be graded online discussion posts on Carmen posted throughout the semester (no more than 8) that you are required to respond to in a meaningful way that demonstrates that you have read the readings.

Midterm Essay

Description: In a paper of no fewer than 5, and no more than 6, typed pages, use the texts and discussions in Part 1 and/or Part 2 to respond to the following prompt:

Use the texts and class discussions to construct a model of citizen-leadership. Include in your model an explanation of how differences of race and/or gender have intersected with systems of power in US history and enabled or limited modes of advocacy for social and political change.

Papers should be clearly written with attention to content, organization, style, and mechanics. Be sure to use a thesis paragraph to provide an overview of your argument and write a brief conclusion that summarizes the most significant elements of your model of citizen-leadership. Even though this is a short paper, make it the best example of your thinking and writing you can produce. Additional formatting instructions will be forthcoming.

Capstone Paper

Description: For the capstone paper, you have several options. Please note that as a capstone paper, you must have a strong research component to this paper. You can certainly use class readings, but you must also identify external articles/texts to inform your paper. As part of your grade, you will submit an annotated bibliography with at least 5 external sources three weeks prior to the due date of your paper. Topics can include the following, however, if you have another research topic that you would like to explore, we can discuss this.

1. **Leader focused:** Identify a leader and write about how their social identities particularly gender and race have impacted their leadership path. Using concepts of citizen leadership identified in the course examine how this leader has or has not modeled this concept.
2. **Movement focused:** Identify a movement and write about how social identities particularly gender and race have informed this movement. Attention should be paid to leadership within the movement. Using concepts of citizen leadership identified in the course examine how this movement has or has not modeled this concept. You can choose to further explore the Civil Rights Movement or any other movement historical or current.

Papers should be clearly written with attention to content, organization, style, and mechanics. Be sure to use a thesis paragraph to provide an overview of your argument and write a brief conclusion that summarizes the most significant elements of your paper. Additional formatting instructions will be forthcoming.

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

Grading scale

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

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

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

- **Discussion board:** I will usually read messages in the discussion boards within **24 hours**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in online class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where people can disagree amicably. When responding to colleagues, please avoid sarcasm and accusations of bias.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in Word, where you can save your work, and then copying into the Carmen discussion.

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

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/>

FOR UNDERGRAD COURSES: Advising resources for students are available here:

<http://advising.osu.edu>

FOR GRADUATE COURSES: Contact WGSS Graduate Program Coordinator, Rebekah Sims, for insight into how this how this course fits in with your MA, PhD, or Graduate Minor plan.

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 <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Mandatory reporting

As an instructor, I have a mandatory reporting responsibility. 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](#).

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 multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are 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 each individual to strive to reach his or her own potential.

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.

Religious Accommodations

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

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

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to

provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

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

Policy: [Religious Holidays, Holy Days and Observances](#)

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. I/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>

Trigger warning

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving 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). Expectations are that we all will be respectful of our classmates while consuming this media.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you 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](tel: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](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by **dialing 988 to reach the Suicide and Crisis Lifeline**.

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.

Accessibility of course technology

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

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

- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates and links to readings.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Jan. 7 and 9	Part 1: Citizen Leadership This section provides foundational knowledge to ground the key concepts of this course including citizenship, leadership, diversity, and justice. Students will examine the concept of citizenship and leadership through a feminist lens. Part 1 concludes with an exploration of citizen leadership with specific case studies of women leaders who worked to create a just society. Week 1: Key Concepts of Citizenship This week introduces key concepts on citizenship. Students will explore the notion of citizenship through a feminist lens. Tuesday, Jan 7: Introduction to the course Read in class: <i><u>Being a Good Citizen is a lot Harder Than It Used to Be</u></i> Thursday, Jan 9: Read: <i>Context Is All: Feminism and Theories of Citizenship</i>
2	Jan. 14 and 16	Week 2: Key Concepts of Citizenship and Leadership This week continues to address citizenship while introducing key concepts in leadership through a feminist lens. Tuesday, Jan. 14: <i><u>Read: Citizenship: Towards a Feminist Synthesis</u></i> Thursday, Jan. 16: <i><u>Read: Hannah and Her Sisters: Theorizing Gender and Leadership Through the Lens of Feminist Phenomenology</u></i>
3	Jan. 21 and 23	Week 3: Key Concepts of Citizen Leadership and Justice This week builds on the previous two weeks focused on citizenship and leadership by exploring the concept of citizen leadership

Week	Dates	Topics, Readings, Assignments, Deadlines
		specifically through case studies focused on women leaders who worked to create just societies. Students will learn more about citizen leadership as a concept to create change and promote justice on the micro and macro levels. Tuesday, Jan. 21: Read: <i>Demonstrating Citizen Leadership: A Case Study of Jane Addams</i> <i>Deepening Community: Realizing the Potential of Citizen Leadership</i> Thursday, Jan. 23: Read: <i>Margaret Haley as Diva: A Case Study of a Feminist Citizen-Leader</i>
4	Jan. 28 and 30	Part 2: Historical Approaches to Leadership and Citizenship This section examines gender, race, justice, citizenship, and leadership in the nineteenth century United States. Key questions are examined including who a citizen is and what rights they have. Additionally, students will examine how citizen leadership was key in advancing the rights of marginalized groups. Week 4: Gender, Citizenship, and Activism for Justice This week explores sex/gender and citizenship in the United States through the text, <i>Sex and Citizenship in Antebellum America</i>. This text examines the role of women right's activists in the period of 1832-1860. Despite being citizens, American women were legally disenfranchised. This text explores issues of sex, citizenship, justice, and citizen leadership through activism. Tuesday, Jan. 28: Read: <i>Sex and Citizenship in Antebellum America</i>, chapters 1 and 2 Thursday, Jan. 30: Read: Isenberg, chapters 3 and 4
		Week 5: Gender, Citizenship, and Activism for Justice This week continues to explore sex/gender and citizenship. Tuesday, Feb. 5: Read: Isenberg, chapters 5 and 6

Week	Dates	Topics, Readings, Assignments, Deadlines
5	Feb. 4 and 6	Thursday, Feb. 6: Read: Isenberg, chapter 7
6	Feb. 11 and 13	Week 6: Gender, Citizenship, and Justice This week we continue to explore gender and citizenship through the text on gendered citizenship and the Equal Rights Amendment. This text explores women's leadership and justice within the ERA movement while also examining the boundaries of what it means to be an American citizen. Tuesday, Feb. 11: Read: <i>Gendered Citizenship: The Original Conflict over the Equal Rights Amendment, 1920-1963</i>, Introduction, chapters 1 and 2 Thursday, Feb. 13 Read: DeWolf, chapters 3 and 4
7	Feb. 18 and 20	Week 7: Gender, Citizenship, and Justice This week we continue to explore gender and citizenship. Tuesday, Feb. 18: Read: DeWolf, chapters 5 and 6 Thursday, Feb. 20 Read: DeWolf, epilogue
8	Feb. 25 and 27	Part 3: Women as Bridge Leaders (Citizen Leaders) in the Civil Rights Movement In this section we do a deep dive into the role of women in the Civil Rights Movement who worked to create a more just society. Women in the Civil Rights Movement were important leaders in the movement, though they were often overshadowed by more prominent male leaders. Scholars of the movement and of women's role in this movement have long recognized the role of women as informal or bridge leaders. Week 8: Citizen Leadership in the CRM for Justice This week we explore citizen leadership and bridge leadership in the Civil Rights Movement. Particular attention is paid to women as

Week	Dates	Topics, Readings, Assignments, Deadlines
		bridge or citizen leaders in the movement and the important role that they played in mobilizing everyday citizens. Tuesday, Feb. 25: Read: African-American Women in the Civil Rights Movement, 1954-1965: Gender, Leadership, and Micromobilization Thursday, Feb. 27: Watch: America ReFramed: Fannie Lou Hamer's America
9	Mar. 4 and 6	Week 9: Citizen Leadership in the CRM for Justice This week we continue to explore citizen leadership and bridge leadership in the Civil Rights Movement. Tuesday, Feb. 18: Read: <i>Invisible Southern Women Leaders in the Civil Rights Movement: The Triple Constraints of Gender, Race, and Class</i> Thursday, Feb. 20 Read: <i>The Power of Informal Leadership: Women Leaders in the Civil Rights Movement</i>
10	Mar. 11 and 13	Spring Break: no classes
11	Mar. 18 and 20	Part 4: Gender, Race, Citizenship, and Leadership in Government In this section we examine the role of citizenship and leadership in politics and government. Women and people of color often enter the political arena through citizen leadership and local activism. Week 11: Diverse Identities, Citizenship, and Leadership in Government This week we explore citizenship and leadership through women in government. This includes learning more about Shirley Chisholm, the first black woman to be elected to Congress. We will also examine the role of women and other identities in elected office and the pursuit they often bring to further a more diverse and just world.

Week	Dates	Topics, Readings, Assignments, Deadlines
		Tuesday, Mar. 18: Watch: Chisholm '72: Unbought and Unbossed Thursday, Mar. 20: Read: <i>Moving Women of Color from Reliable Voters to Candidates for Public Office</i> <i>"I Just Don't Think She Has a Presidential Look": Sexism and Vote Choice in the 2016 Presidential Election</i>
12	Mar. 25 and 27	Week 12: Citizen Leadership for Justice This week we continue to explore citizenship and leadership in government by women and people of color through the text <i>Lead from the Outside</i>. This book addresses important considerations around citizenship, leadership, diversity, and justice. Tuesday, Mar. 25: Read: Abrams, <i>Lead from the Outside</i>, Preface – chapter 2 Thursday, Mar. 27: Read: Abrams, chapters 3 and 4
13	Apr. 1 and 3	Week 13: Citizen Leadership for Justice This week we continue to explore citizenship and leadership in government by women and people of color. Special attention is paid to leading from diverse perspectives on the local level. Tuesday, Apr. 1: Read: Abrams, chapters 5 and 6 Thursday, Apr. 3: Read: Abrams, chapters 7 and 8
14	Apr. 8 and 10	Week 14: Citizen Leadership for Justice This week we continue to explore citizenship and leadership in government by women and people of color. We examine the 2016 US election and look to our neighboring country of Mexico to examine gender and politics.

Week	Dates	Topics, Readings, Assignments, Deadlines
		Tuesday, Apr. 8: Watch: <i>Hillary</i> Read: <i>"Deal Me In": Hillary Clinton and Gender in the 2016 US Presidential Election"</i> <i>Nikki Haley and the W-Word</i> Thursday, Apr. 9: Read: <i>Why Mexico May Elect a Female President Before the United States</i>
15	Apr. 15 and 17	Week 15: Looking Towards the Future of Citizen Leadership and Justice This week we look towards the future imagining new models of citizen leadership and new pathways for marginalized groups. Tuesday, Apr. 15: Read: <i>How Kamala Harris is Already Changing the Face of Presidential Power</i> Explore <i>The Kamala Harris Project</i> curated by Ange-Marie Hancock Thursday, Apr. 17 Listen: Podcast- Episode 212: Leading with Love Marianne Williamson's Presidential Run – Embracing Miracles and Building a Better Future
16	Apr. 22	Tuesday, Apr. 22: Last day of class reflections

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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	Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3) Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions. <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. <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. <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. 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.
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.	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. Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces

	<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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<i>national, global, and/or historical communities.</i>	<i>Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</i> <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>
ELO 3.2 <i>Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</i>	<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>
ELO 4.1 <i>Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</i>	<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> <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>

	"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.
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.	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.