

Term Information

Effective Term Autumn 2026
Previous Value *Autumn 2025*

Course Change Information

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

Proposing the course to fulfill the citizenship for a diverse and just world GE.

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

The course is well aligned with the theme and would benefit from being part of the GE.

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)?

There are no major programmatic implications tied to the proposed change.

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

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Sociology
Fiscal Unit/Academic Org	Sociology - D0777
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2111
Course Title	Mobility, Inequality, and First-Generation College Students
Transcript Abbreviation	First-Gen College
Course Description	In this course, students draw on contemporary sociological research regarding first-generation college students to explore what makes their educational experiences unique, note the vulnerabilities they experience, and interrogate help-seeking behaviors that arguably lead to resilience and eventual completion of a four-year degree.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 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

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	45.1101
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore

Requirement/Elective Designation

Citizenship for a Diverse and Just World

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

Previous Value

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 understand the sociological perspective regarding the possibilities and challenges surrounding educational mobility, vulnerability, and resilience among first-generation college students.
- Understand core sociological concepts such as social stratification, citizenship, mobility, social closure, bureaucratic processes, cultural capital, integration, resilience, family effects, and first-generation status.
- Discuss broad sociological theoretical orientations surrounding system needs and functionality of institutions, like education and higher education and as more critical orientations that highlight the uneven distribution of resources.
- More easily read and interpret scholarly research in sociology, methodological techniques available to sociologists, and their application to the topics of mobility, inequality, and first-generation college students.
- Communicate, through writing and discussion, important dynamics regarding first-generation vulnerability when it comes to getting to college but also in regard to experiences on campus and four-year degree completion.

Previous Value

- *To understand the sociological perspective regarding the possibilities and challenges surround educational mobility, vulnerability, and resilience among first-generation college students.*
- *Understand core sociological concepts such as social stratification, mobility, social closure, bureaucratic processes, cultural capital, integration, resilience, family effects, and first-generation status.*
- *Discuss broad sociological theoretical orientations surrounding system needs and functionality of institutions, like education and higher education and as more critical orientations that highlight the uneven distribution of resources.*
- *More easily read and interpret scholarly research in sociology, methodological techniques available to sociologists, and their application to the topics of mobility, inequality, and first-generation college students.*
- *Communicate, through writing and discussion, important dynamics regarding first-generation vulnerability when it comes to getting to college but also in regard to experiences on campus and four-year degree completion.*

Content Topic List

- Sociological theory and first-generation students
- Research methods and first-generation students
- Family stratification and education
- Culture and the first-generation experience
- Inequality in test preparation
- School inequality prior to college
- Curricular tracking and its implications for college readiness
- The challenge of getting into college
- First-generation gaps in college going and completion
- The long-term benefits of a college degree for first-generation students
- First-generation experiences in college, vulnerability and resilience
- Implications for citizenship
- Long-term implications for political engagement

Previous Value

- *Sociological theory and first-generation students*
- *Research methods and first-generation students*
- *Family stratification and education*
- *Culture and the first-generation experience*
- *Inequality in test preparation*
- *School inequality prior to college*
- *Curricular tracking and its implications for college readiness*
- *The challenge of getting into college*
- *First-generation gaps in college going and completion*
- *The long-term benefits of a college degree for first-generation students*
- *First-generation experiences in college, vulnerability and resilience*

Sought Concurrence

No

COURSE CHANGE REQUEST
2111 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
11/24/2025

Attachments

- FirstGenCourse Syllabus.docx: syllabus
(Syllabus. Owner: Nzitatira,Hollie Nyseth)
- theme worksheet.docx: GE worksheet
(Other Supporting Documentation. Owner: Nzitatira,Hollie Nyseth)
- coverletter first gen november 17.doc: coverletter
(Cover Letter. Owner: Nzitatira,Hollie Nyseth)

Comments

- Thank you! Sorry I missed the box (first time doing this); it's checked now. *(by Nzitatira,Hollie Nyseth on 11/17/2025 01:26 PM)*
- Please check off the GEN Theme Citizenship box on the form in curriculum.osu.edu *(by Vankeerbergen,Bernadette Chantal on 11/17/2025 12:53 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Nzitatira,Hollie Nyseth	11/17/2025 10:14 AM	Submitted for Approval
Approved	Nzitatira,Hollie Nyseth	11/17/2025 10:14 AM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/17/2025 12:53 PM	College Approval
Submitted	Nzitatira,Hollie Nyseth	11/17/2025 01:26 PM	Submitted for Approval
Approved	Nzitatira,Hollie Nyseth	11/17/2025 01:26 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/24/2025 08:34 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	11/24/2025 08:34 PM	ASCCAO Approval



November 13, 2025

Dear Committee,

We are excited to submit *Mobility, Inequality, and First-Generation College Students* (Sociology 2111) for consideration for the **Citizenship for a Diverse and Just World GE**. This course, centered on the experiences, obstacles, and resilience within the first-generation college experience, will interrogate the implications of a college degree for both dimensions of citizenship--i.e., long-term citizenship across the life course but also opportunities and integration on campus and its many short- and long-term benefits. We will also explore help-seeking behaviors many first-generation students engage in that arguably lead to resilience, the eventual completion of a four-year degree, and the overall implications for connected and productive citizenship.

Thank you for your consideration,

Sincerely,

Hollie Nyseth Nzitatira
Professor of Sociology
Director of Undergraduate Studies
The Ohio State University



Syllabus

Sociology 2111

Mobility, Inequality, and First-Generation College Students

Autumn 2025

3 Credit Hours

In-Person

Course overview

Reading sociology should increase our awareness of the imperial reach of social worlds into the intimacies of our own self. Through such reflection, we become aware of our own “common sense” as being itself a social phenomenon to be examined and understood. -- C.Wright Mills, 1960

Sociologists have long been interested in questions of mobility across generations, educational opportunity, and ongoing patterns of inequality given their implications for sense of belonging and citizenship within educational institutions (such as colleges and universities) but also in the broader sense of institutional and political inclusion and participation. Although much of research attention in this regard has centered on schooling at the elementary, middle, and high school levels, the last decade has witnessed social science elaboration when it comes to the collegiate level and with specific attention to first-generation students—i.e., those who are the first in their families to complete a four-year college or university degree. First-generation students, in fact, represent a compelling case when it comes to understanding mobility, inequality, institutional integration, and their consequences for broader notions of societal inclusion. In this course, we will be drawing on contemporary social science research regarding first-generation college students. We will explore what makes their educational experiences unique, discuss what research shows regarding the vulnerabilities they experience, interrogate help-seeking behaviors many engage in that arguably lead to resilience and eventual completion of a four-year degree, and the overall implications for connected and productive citizenship.

Instructor

- Vincent Roscigno, Professor
- Roscigno.1@osu.edu
- (614) 292-1618
- Fridays, 8-11 a.m. and by appointment

Note: Preferred method of contact is email.



Course description

This course offers students a sociological lens for understanding possibilities and challenges surrounding educational mobility, vulnerability, and resilience among first-generation college students and their implications for full institutional inclusion and citizenship generally. We will first focus on stratification dynamics that undercut the likelihood of first-generation students going to college in the first place. This includes family, cultural, and schooling processes prior to college entry. As we will discuss, this has clear implications for questions of institutional trust but also active engagement in other societal institutions including, but not limited to, politics. In the second portion of the course, we will turn to what happens when first-generation students actually make it to college, their experiences of both success and vulnerability, their academic performance and choices when it comes to college majors, their relative levels of integration on campus, and unique stressors when it comes to: sense of belonging, working jobs for pay while enrolled, student debt, and connections to peers and faculty. Along the way, we will also be discussing intersectional stratification dynamics between first-generation background, race/ethnicity, and gender, strategies of help-seeking, and the long-term benefits of a college degree. Indeed, social science literature makes all too clear that, beyond significant effects on earnings, a college degree likewise shapes engagement, citizenship, and sense of inclusion in other institutions across the life-course.

Taken together, such foci and the attention we will give them in this course will provide students ways of thinking theoretically and sociologically about the first-generation experience as an interesting topic of inequality and mobility, but also one that has clear ramifications across the life-course. We will also be discussing along the way methods of data collection, analysis, and presentation used by sociologists who study first-generation students, their backgrounds, and experiences of mobility. Sociological research, both quantitative and qualitative, is quite rich in these regards. The assigned readings, including those in both the first and second halves of the course, are drawn from digestible book chapters and journal articles in the field, some of which are qualitative and some of which are quantitative. My selection of readings is strategic and, when combined with our classroom discussion, will help students learn to consume social science research approaches, analyses, and interpretations.

Course expected learning outcomes

By the end of this course, students should successfully be able to understand numerous core sociological concepts such as social stratification, citizenship, mobility, institutional inclusion, social closure, bureaucratic processes, cultural capital, resilience, family effects, and first-generation status; discuss broad sociological theoretical orientations surrounding system needs and functionality of institutions, like education and higher education, as well as more critical orientations that highlight the uneven distribution of resources, societal stratification, intergenerational opportunity, and group well-being; more easily read and interpret scholarly research in sociology, methodological techniques available to sociologists, and their application to the topics of mobility, inequality, and first-generation college students; communicate, through writing and discussion, important dynamics regarding first-generation vulnerability when it comes to getting to college but also in regard to experiences on campus, post four-year degree completion, and broader notions of political engagement; recognize points of efficacy, resilience, and help-seeking that bolsters the likelihood of educational mobility and even eventual labor market success.



General education (GEN) theme surrounding Citizenship for a Diverse and Just World.

This addresses the GEN theme of Citizenship for a Diverse and Just World. Sociologists have long been interested in questions of inclusion and citizenship and the ways in which inequality and the possibility of mobility across generations matter. When we as a discipline discuss citizenship in relation to education and mobility, we mean it in two senses. First, educational citizenship entails being socialized into a culture in a way that encourages full incorporation into societal institutions including, but not limited to, the political. Secondly, college and university campuses are domains wherein citizenship, community leadership, and associated skills and aspirations are honed, and where future leaders are made. This course, centered on the experiences, obstacles, and resilience within the first-generation college experience, will interrogate the implications of a college degree for both dimensions of citizenship--i.e., long-term citizenship across the life course but also opportunities and integration on campus and its many short- and long-term benefits. We will also explore help-seeking behaviors many first-generation students engage in that arguably lead to resilience, the eventual completion of a four-year degree, and the overall implications for connected and productive citizenship.

Below, you will find the goals and the expected learning outcomes tied to this GE.

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.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.	We will discuss and debate the broader issue of inclusion and integration, and their many challenges, especially when it comes to under-represented populations. Our course readings will draw from academic literatures on social stratification, the first-generation experience, and broader notions of citizenship engagement. Moreover, students will have the opportunity within classroom discussion to debate the merits versus costs of a college education, not merely in terms of economic outcomes but also for inclusion and participation in a democratic society.
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<p>ELO 1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme</p>	<p>The short writing assignments for the course, which will be tied to assigned readings, include a reflective component that pertains directly to the larger implications of first-generation college and university inclusion for long term societal commitment, civility, political participation, and intellectual engagement.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p>	<p>This is a social science course within sociology, although one can reasonably say that both the readings and topics about which we will be discussing are, by their very nature, multi-disciplinary given the focus on inequality and inclusion, culture, social psychological well being, and more general notions of political engagement and citizenship.</p> <p>COURSE MATERIALS</p> <p>Course materials come from a variety of sources to help students engage in the relationship between first-generation status, social stratification, college and university experiences, and citizenship at an advanced level. Each week will include at least information from both peer-reviewed, popular, and policy sources. I will also incorporate via zoom 4 guests, who are active researchers on the topic of the first-generation college student experience to increase students' access to people with expertise in a variety of areas.</p> <p>READINGS</p> <p>The course readings (articles, policy reports, and two books) provide background information on each topic and correspond to the lectures. Broadly speaking, the readings for the first half of the course will focus on pre-college obstacles and inequalities that reduce the likelihood of college attendance among those who are first-generation. The second half readings are specifically</p>



	<p>about the college years. Along with my assigned readings, students will also be invited to introduce any relevant sources (books, newspaper articles, etc.) that they have found outside the lecture materials, to the extent they feel that such sources are relevant to the content of the class. As seen on the syllabus, four of the assigned readings directly pertain to citizenship and first-generation students, and many others touch on citizenship experiences in an educational institution.</p> <p>DISCUSSION</p> <p>Although I will lecture to some extent each week, classroom reflection, debate, and discussion will be encouraged and are central to this course. Students will be asked to read the day's assigned reading prior to class and to be active and reflective when they come to class. Small group discussions will occur each week, and students will be asked to directly engage with experts who join the class.</p> <p>Activity Example: Following a given reading, I plan to break students into smaller groups of two or three and ask each group to discuss how first-generation inequalities might undermine citizenship and integration on campus; and conversely, how the inclusion of first-generation students on our campuses and in campus activities broadens intellectual diversity of college and university functions while simultaneously encouraging leadership skills and sense of belonging. Following such discussions, groups will be asked to share their observations and conversations with others in the class. Moreover, students will be encouraged to discuss the broader implications of citizenship on campus and post-college with invited guests who have written extensively on the first-generation experience.</p>
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior	Short write-ups will entail a reflective component surrounding the benefits and costs of inclusion and integration into



experiences to respond to new and challenging contexts	<p>mainstream social institutions as full citizens. Students will be asked to reflect on the relevance of the readings and their core points to students' own experiences prior to and on campus.</p> <p>Essay exam questions with encourage elaboration on the implications for the processes we are discussing for citizenship generally. What does it mean, for instance, for democratic processes and social institutions when groups or individuals are excluded to some degree from higher education and the possibility of socioeconomic and educational mobility? In what ways does the promise of possibility of inclusion, not to mention the mere possibility of mobility, promote commitment to a given society or even the desire to take part in it in productive ways? These are just a couple of particularly important "big thinking" questions we will be tackling.</p>
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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.

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.	<p>We will be discussing history and historical change when it comes to higher education, the implications for inclusion and citizenship across time, as well as cross-national variations regarding first-generation inclusion in higher education and what that inclusion or lack thereof means for full political incorporation, political power and engagement in formal and informal politics.</p> <p>The course content addresses citizenship directly. Weeks 2 and 3, for instance, introduce through course readings and classroom discussion the issue of higher</p>
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	education and citizenship directly, as well as citizenship and higher education in global/comparative perspective. Weeks 9 and 10 include readings and discussions of higher education and what democratic citizenship is as well as the implications for eventual political participation (i.e., voting).
ELO 3.2 Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.	This course supports the cultivation of "intercultural competence as a global citizen" through the study of higher education inclusion across time and place. Students will read, discuss, and identify across the semester levels of inclusion in higher education across distinct international contexts and historical time periods through their readings, class discussions, and invited guest speakers. Moreover, they will be encouraged in both their short writing assignments and reflective portions on their in-class essay exams to reflect on their broader thinking in these regards, including their emergent inter-cultural competencies.
ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.	Central to the context of the course are issues of diversity, equity and inclusion in individual's lived experiences, not to mention broader considerations of social justice and whether or how further institutional change may be necessary for the inclusion and incorporation of underrepresented populations.
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.	This course, centered on the experiences, obstacles, and resilience within the first-generation college experience, will interrogate the implications of a college degree for both dimensions of citizenship-- i.e., long-term citizenship across the life course but also opportunities and integration on campus and its many short- and long-term benefits. In doing so, students will explore the structures of power that shape first-generation experiences, as well as how various social differences shape first-



	generation student experiences during and after college.
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Mode of delivery

This course is 100% in-person. Thus, there is an expectation that you will attend and participate in each class session. On the outside chance of inclement weather, we might move a given day's class to online (zoom). If that were to occur, the professor will communicate relevant link information to students via email and the Carmen course website.

Credit hours and work expectations

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

Participation requirements

Learning is a dialectical process—between teacher and student, between students and between new ideas and those that are already established in one's mind. Thus, one goal for this course is for you to be an active learner. This is a genuinely important goal for me. I consequently hope for and expect active participation in discussion on topics we cover, and hope that lecture and class discussion will engage you in a manner that helps process lecture and reading materials in a reflective manner (both as a larger group and within smaller groups). The course, the readings, and the grading scheme have been set up with this goal in mind, and I believe that if you actively take part in this class you will learn more and find the course enjoyable and interesting. Reading the material prior to class is especially key in these regards. You will also be asked to turn in short reading reflections periodically. These write-ups will give you the opportunity to reflect on how the ideas we are discussing are important generally as well as in your own experiences, history and/or future trajectory.

Course communication guidelines

Clear and thoughtful communication over email and in the context of classroom discussion is both encouraged and expected. Please be respectful of your fellow students and me. This includes: (1) being considerate of others and their opinions during discussions, even if their opinion differs from your own; (2) coming to class on time and not leaving early, and by avoiding taking part in distracting behaviors – such as talking, texting, tweeting, etc. during lecture, reading newspapers, and eating during class; and (3) being thoughtful and respectful in any online communications via email with me and your peers.



Your written work

The two exams for this course will be in-class essay format. As noted momentarily, you will be given practice questions a week in advance. On exam day, you will only need to bring blank paper and a writing utensil.

You will also have five short writing assignments, to be turned in on paper the day they are due (see course outline for dates). I encourage you to nevertheless digitally save such writing assignments via MS Word or Google doc in case any issues arise, and in case we need to return to the original document.

Course Readings and Required Textbooks

- (1) *Class and Campus Life* (2016), by Elizabeth Lee (ILR Press).
(Available on Amazon for \$23.95 new; \$3-\$5 used; Kindle \$15.99)
- (2) *The Privileged Poor* (2018), by Anthony Abraham Jack (Harvard University Press).
(Available on Amazon for \$16.75 new; \$8.95 new; Kindle \$9.99)
- (3) Article readings (listed in the course schedule, below). All will be made available at no cost via the course Carmen website)

Course technology and 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 it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@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 or office hours if needed (go.osu.edu/zoom-meetings)

Required equipment for downloading articles and/or potential office hours on zoom

- 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 are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
 - 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 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.

Description of major course assignments

Exams: Two exams will be given on dates specified on the course outline, below. Each exam will cover half of the course material, including material from the text readings, lecture, short readings and/or videos. These exams will be worth 100 points each and will be in the form of in-class essay format. You will be asked to answer two questions during the exam period and will have seen the questions prior to the exam day. I expect that thoughtful and developed answers will range from 2-3 handwritten pages each.

Reading Write-ups: I will ask you, five times during the course, to read and summarize 5 specific research articles outside of class, which I will make available to you via our carmen course page. These write-ups will tie themes pertaining to the first-generation experience to more general issues of citizenship, sense of integration, and levels of institutional trust. Write-ups of these should be no longer than 1 typed (single-spaced) page. You will be asked to: (1) summarize each, (2) integrate in ideas we have been discussing, and (3) reflect on each relative to your own background and experiences. These will be due on paper at the beginning of the lecture period the day we are discussing them.

Participation: I expect students to be active classroom learners. This means being prepared for each class by reading assigned readings beforehand, coming to class ready to discuss the day's materials, and actively taking part in discussions with the entire class and/or in small groups.



How your grade will be calculated

Assignment Category	Points and/or Percentage
Exam #1	100 points (25% of course grade)
Exam #2	100 Points (25% of course grade)
5 Writing Assignments (@ 20 pts each)	100 Points (25% of course grade; 5% each assignment)
Participation	100 Points (25% of course grade)
Total	400 Points

Point-Percentage-Letter Grade Conversions

373(93.3%) - 400(100%) = A 320(80.0%) - 332(83.0%) = B- 266(66.5%) - 279(69.8%) = D+
360(90.0%) - 372(93.0%) = A- 306(76.5%) - 319(79.8%) = C+ 253(63.3%) - 265(66.3%) = D
346(86.7%) - 359(89.8%) = B+ 293(73.3%) - 305(76.3%) = C 240(60.0%) - 252(63.0%) = E
333(83.3%) - 345(86.3%) = B 280(70.0%) - 292(73.0%) = C-

Missing exams and late assignments

There are no make-up exams except under compelling circumstances; you must also contact me prior to missing the exam. In such a situation, and if cleared, you will also be required to provide official documentation explaining your absence.

Reading write-ups are due on the day listed on the course outline in boldface font. Any turned in after will be automatically penalized two points, and then an additional point per day that they are late. It is your responsibility to be cognizant of when they are due and to get your write-up to me by the beginning of the lecture period.

Instructor feedback and response time

Exams and reading write-ups will be graded within a week, and students will be provided written feedback as to strengths and weaknesses in exams and in write-ups. Should students want further discussion or feedback, I would be happy to meet and discuss during office hours. I generally respond to such requests within 24 hours and can be available within a few days of any such requests.



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.

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. CCS is located on the 4th Floor of the Younkun Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Weather/Short-Term Closing

If in-person classes are canceled owing to weather, I will notify you of the alternative methods of teaching that will be offered to ensure continuity of instruction for this class. Communication will be via CarmenCanvas and email.

OTHER POLICIES

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.

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping



them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Academic Misconduct

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

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

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

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.



Religious Accommodations

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

With sufficient notice, instructors will provide students with reasonable alternative accommodations regarding 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 students' sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy. If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the **Civil Rights Compliance Office**.

Disability Statement (with Accommodations for Illness)

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

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



Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.
(Note: All articles listed below will be made available via the Carmen course website)

Sociological Concepts, Theories, and Stratification Prior to College

August 26 Intro to the Course

August 28 Core Concepts and Foci

- Roscigno, Vincent J, Jasmine Whiteside, Erick Axxe, Anne McDaniel, and Oded Mcdossi. 2025. "Being First-Generation." *Contexts*, Winter, pp. 13-15.
- Toutkoushian, Robert K., Robert A. Stollberg, and Kelly A. Slaton. 2018. "Talking 'Bout My Generation: Defining "First-Generation College Students" in Higher Education Research." *Teacher's College Record* 120:1-38.
- Merisotis, Jamie. 2024. "A Shifting Landscape: Reflecting on Higher Ed's Role in Democracy, Citizenship and Our Overall Prosperity." Lumina Foundation <https://www.luminafoundation.org/news-and-views/a-shifting-landscape-reflecting-on-higher-eds-role-in-democracy-citizenship-and-our-overall-prosperity/>

September 2. Broader Sociological Considerations, Theoretical Traditions and Implications for Citizenship

- Davis, Kingsley and Wilbert Moore. 1945. "Some Principles of Stratification." *American Sociological Review* 10: 242–249.
- Tumin, Melvin. 1953. "Some Principles of Stratification: A Critical Analysis." *American Sociological Review* 18: 387-394.
- Gaitán-Aguilar, Leonar, Joep Hofhuis, and Jeroen Jansz. 2024. "A Review of Research on Global Citizenship in Higher Education: Towards a Holistic Approach." *International Journal of Intercultural Relations* 102:

***** Small group discussion and debate on inequality versus functionality *****

September 4 The Research Process and Studying First -Generation Issues

- "Sociological Research." Free open access chapter (2018) available via OpenStax, *Introduction to Sociology*, downloadable at <https://openstax.org/books/introduction-sociology-3e/pages/2-2-research-methods>

September 9 Family Stratification Early in the Educational Life Course

- Lareau, Annette. 2002. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." *American Sociological Review* 67: 747–776.

***** First short summary and write-up of today's reading due at the start of class *****



September 11 Lecture and follow-up small group discussion of family processes and unique pressures, tensions and inequalities that first-generation college students likely encounter.

September 16 Culture and its Potential Relevance for the First-Gen Experience

Gupta, Achala. 2022. "Revisiting Educational Advantage and Social Class: A Bourdieusian Analysis." *British Journal of Sociology of Education* 44: 26-42.

September 18 Inequality Across the Playing Field and Test Preparation

Buchmann, Claudia, Dennis Condron, and Vincent Roscigno. 2010. "Shadow Education, American Style: Test Preparation, the SAT and College Enrollment." *Social Forces* 89: 435-461.

September 23 School Inequality Prior to College: How Much Does It Matter?

Owens, Ann. 2018. "Income Segregation between School Districts and Inequality in Students' Achievement." *Sociology of Education* 91:1-27.

Downey, Douglas B. "How Does Schooling Affect Inequality in Cognitive Skills? The View from Seasonal Comparison Research." *Review of Educational Research* 94: 957.

September 25 Further Consideration of Early Inequalities in Schooling

***** Small group discussion and reflections on family versus school disadvantages *****

September 30 Curricular Tracking and Its Implications for College Entry and Readiness

Ainsworth-Darnell, James and Vincent Roscigno "Stratification, School-Work Linkages, and Vocational Education." *Social Forces* 84: 257-284.

Lucas, Samuel. 2001. "Effectively Maintained Inequality: Education Transitions, Track Mobility, and Social Background Effects." *American Journal of Sociology* 106: 1642-1690.

October 2 Follow-Up Class Discussion: High School Experiences and College Preparation

***** Second short write-up considering both Ainsworth-Darnell/Roscigno and Lucas readings due at the beginning of the class period *****

October 7 The Challenges of Getting to College

Whiteside, Jasmine. 2020. "Becoming Academically Eligible: University Enrollment Among First-Generation, Rural College Goers." *Rural Sociology* 86: 204-228.

October 9 First-Generation Gaps in College Going and Completion

Wilbur, Tabitha and Vincent Roscigno. 2016. "First-Generation Disadvantage and College Enrollment/Completion." *Socius: Sociological Research for a Dynamic*



World. <https://doi.org/10.1177/23780231166643>

October 14 The Long-Term Benefits of a College Degree for First-Gen Students

Hout, Michael. 2012. "Social and Economic Returns to College Education in the United States." *Annual Review of Sociology* 39:379-400.

Torche, Florencia. 2015. "Intergenerational Mobility and Equality of Opportunity." *European Journal of Sociology* 56: 343-371.

***** Study Guide / Practice Essay Questions for Exam 1 Handed Out *****

October 16 Review Session for Exam #1

***** Exam 1 October 21 (in-class essay format) *****

First-Generation Integration, Mobility, Vulnerability, and Their Implications for both Citizenship and Institutional Trust

October 23 The Relevance of First-Generation Background on Campus: College Dreams and Finding Community on Campus

Lee, Elizabeth, *Class and Campus Life*, Chapters 1-2 (pp. 1-58).

Zgaga, Pavel. 2019. "Education for Democratic Citizenship: Is There Any Role for Higher Education?" Paper presented at the World Education Research Association, Tokyo, August.

October 28 Confronting Inequality on Campus and with Peers

Lee, Elizabeth, *Class and Campus Life*, Chapters 3 and 5 (pp. 90-119 and 144-170)

October 30 The Aftermath of College, Long-Term Mobility, and Implications for Citizenship and Political Participation

Lee, Elizabeth, *Class and Campus Life*, Chapter 6 (pp. 171-199)

Ahearn, Caitlin E., Jennie E. Brand, and Xiang Zhou. 2023. "How, and For Whom, Does Higher Education Increase Voting?" *Research in Higher Education* 64:574-597.

***** Third short write-up and reflection, centering on chapters 1, 2, 3, and 5, due at the beginning of the class period *****

November 4 First-Generation Cultural Adjustment and Integration on Campus

Anthony Abraham Jack. 2014. "Culture Shock Revisited: The Social and Cultural Contingencies to Class Marginality." *Sociological Forum* 29: 453-475.

Oded Mcdossi, Ashley Wright, Anne McDaniel and Vincent Roscigno. 2022. "First-Generation Inequality and Social Integration." *Social Science Research* 105: <https://doi.org/10.1016/j.ssresearch.2022.102698>.



November 6 Culture Shock and Integration Continued...

*** **small group discussion** ****

November 11 Social Psychological Well-Being and First-Generation Resilience

Wilbur, Tabitha. 2020. "Stressed but not Depressed: A Longitudinal Analysis of First-Generation College Students, Stress, and Depressive Symptoms." *Social Forces* 100:56-85

*** **Fourth Short Write-Up and Reflection, with attention to Wilbur's article, due at the beginning of class** ***

November 13 Keeping Up with the Jones's & Its Dilemmas for First-Gen Students

Armstrong, Elizabeth and Laura Hamilton. 2015. "Socialites, Wannabes, and Fit with the Party Pathway," pp. 111-147 (chapter 5) from *Paying for the Party* (Cambridge: Harvard University Press)

November 18 Debt Pressures and the Need to Work While Enrolled in College

Dwyer, Rachel, Laurie McLoud and Randy Hodson. 2012. "Debt and Graduation from American Universities." *Social Forces* 90: 1133-1155.
National Association of Student Affairs Administrators in Higher Education (NASPA). 2016. First-Generation Student Employment Fact Sheet. Downloadable at <https://firstgen.naspa.org/files/dmfile/FactSheet-04.pdf>

November 20 Academic Pathways, Difficulties, and College Majors

Wright, Ashley, Vincent Roscigno, and Natasha Quadlin. 2023 "First-generation Students, College Majors, and Gendered Pathways." *The Sociological Quarterly* 64: 67-90.
Strayhorn, Terrel L. 2006. "Factors Influencing the Academic Achievement of First-Generation College Students." *NASPA Journal* 43: 82-111.

December 2 Trying to Fit in on Campus, and Barriers to Doing So

Jack, Anthony Abraham Jack. 2019. Chapters 1 and 2 (pp. 1-78) from *The Privileged Poor: How Elite Colleges are Failing Disadvantaged Students* (Cambridge: Harvard University Press)

*** **Fifth short write-up and reflection, focusing on these two chapters, due at the beginning of class** ***



December 4-9 Learning the Rules of Campus Engagement and Institutional Trust

Jack, Anthony Abraham Jack. 2019. Chapters 3, 4, and 5 (pp. 71-198) from *The Privileged Poor: How Elite Colleges are Failing Disadvantaged Students* (Cambridge: Harvard University Press)

Fang Law, Siw and Tam Lei Ai. 2023. "A Systematic Review of Empirical Studies on Trust between Universities and Society." *Journal of Higher Education Management and Policy* 393-408.

***** Study Guide and Sample Essay Questions for Exam 2 Handed Out Dec 9 *****

December 11 Review Session for Exam #2

**** Exam 2: Date/Time of University Scheduled Final Exam TBD *****

Citizenship for A Just and Diverse World GE

Mobility, Inequality, and First-Generation College Students: Sociology 2111

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

Sociologists have long been interested in questions of inclusion and citizenship and the ways in which inequality and the possibility of mobility across generations matter. When we as a discipline discuss citizenship in relation to education and mobility, we mean it in two senses.

First, educational citizenship entails being socialized into a culture in a way that encourages full incorporation into societal institutions including, but not limited to, the political. Higher education arguably plays a pivotal function in this regard by helping vest individuals in larger long-term opportunity structures (e.g., employment) but also by helping train the next generation of knowledge experts and political leaders. Thus, to the extent a group is disadvantaged to some degree when it comes to higher education opportunities and the seeking of such opportunities, it undercuts citizenship.

Secondly, college and university campuses are domains wherein citizenship, community leadership, and associated skills and aspirations are honed, and where future leaders are made. Existing research evidence suggests that first-generation college students find such opportunities on campus, are often distracted from integration and inclusion on campus relative to their continuing-generation peers owing to more significant financial and debt pressures, need to work for pay off campus, and a cultural disconnect between the realities of campus life and the lives from which they came. This is an unfortunate problem when it comes to inclusion and leadership and citizenship opportunities, but it is not insurmountable.

This course, centered on the experiences, obstacles, and resilience within the first-generation college experience, will interrogate the implications of a college degree for both dimensions of citizenship--i.e., long-term citizenship across the life course but also opportunities and integration on campus and its many short- and long-term benefits. We will also explore help-seeking behaviors many first-generation students engage in that arguably lead to resilience, the eventual completion of a four-year degree, and the overall implications for connected and productive citizenship.

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.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.	We will discuss and debate the broader issue of inclusion and integration, and their many challenges, especially when it comes to under-represented populations. Our course readings will draw from academic literatures on social stratification, the first-generation experience, and broader notions of citizenship engagement. Moreover, students will have the opportunity within classroom discussion to debate the merits versus costs of a college education, not merely in terms of economic outcomes but also for inclusion and participation in a democratic society.
ELO 1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme	The short writing assignments for the course, which will be tied to assigned readings, include a reflective component that pertains directly to the larger implications of first-generation college and university inclusion for long term societal commitment, civility, political participation, and intellectual engagement.
ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.	This is a social science course within sociology, although one can reasonably say that both the readings and topics about which we will be discussing are, by their very nature, multi-disciplinary given the focus on inequality and inclusion, culture, social psychological well being, and more general notions of political engagement and citizenship.

	<p>COURSE MATERIALS Course materials come from a variety of sources to help students engage in the relationship between first-generation status, social stratification, college and university experiences, and citizenship at an advanced level. Each week will include at least information from both peer-reviewed, popular, and policy sources. I will also incorporate via zoom 4 guests, who are active researchers on the topic of the first-generation college student experience to increase students' access to people with expertise in a variety of areas.</p> <p>READINGS The course readings (articles, policy reports, and two books) provide background information on each topic and correspond to the lectures. Broadly speaking, the readings for the first half of the course will focus on pre-college obstacles and inequalities that reduce the likelihood of college attendance among those who are first-generation. The second half readings are specifically about the college years. Along with my assigned readings, students will also be invited to introduce any relevant sources (books, newspaper articles, etc.) that they have found outside the lecture materials, to the extent they feel that such sources are relevant to the content of the class. As seen on the syllabus, four of the assigned readings directly pertain to citizenship and first-generation students, and many others touch on citizenship experiences in an educational institution.</p> <p>DISCUSSION Although I will lecture to some extent each week, classroom reflection, debate, and discussion will be encouraged and are central to this course. Students will be</p>
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	<p>asked to read the day's assigned reading prior to class and to be active and reflective when they come to class. Small group discussions will occur each week, and students will be asked to directly engage with experts who join the class.</p> <p>Activity Example: Following a given reading, I plan to break students into smaller groups of two or three and ask each group to discuss how first-generation inequalities might undermine citizenship and integration on campus; and conversely, how the inclusion of first-generation students on our campuses and in campus activities broadens intellectual diversity of college and university functions while simultaneously encouraging leadership skills and sense of belonging. Following such discussions, groups will be asked to share their observations and conversations with others in the class. Moreover, students will be encouraged to discuss the broader implications of citizenship on campus and post-college with invited guests who have written extensively on the first generation experience.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts</p>	<p>Short write-ups will entail a reflective component surrounding the benefits and costs of inclusion and integration into mainstream social institutions as full citizens. Students will be asked to reflect on the relevance of the readings and their core points to students' own experiences prior to and on campus.</p> <p>Essay exam questions will encourage elaboration on the implications for the processes we are discussing for citizenship generally. What does it mean, for instance, for democratic processes and social institutions when groups or individuals are excluded to some degree from higher education and the possibility of socioeconomic and educational</p>

	mobility? In what ways does the promise of possibility of inclusion, not to mention the mere possibility of mobility, promote commitment to a given society or even the desire to take part in it in productive ways? These are just a couple of particularly important “big thinking” questions we will be tackling.
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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.

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.	<p>We will be discussing history and historical change when it comes to higher education, the implications for inclusion and citizenship across time, as well as cross-national variations regarding first-generation inclusion in higher education and what that inclusion or lack thereof means for full political incorporation, political power and engagement in formal and informal politics.</p> <p>The course content addresses citizenship directly. Weeks 2 and 3, for instance, introduce through course readings and classroom discussion the issue of higher education and citizenship directly, as well as citizenship and higher education in global/comparative perspective. Weeks 9 and 10 include readings and discussions of higher education and what democratic citizenship is as well as the implications for eventual political participation (i.e., voting).</p>
ELO 3.2 Identify, reflect on, and apply the	This course supports the cultivation of "intercultural competence as a global

knowledge, skills, and dispositions required for intercultural competence as a global citizen.	citizen" through the study of higher education inclusion across time and place. Students will read, discuss, and identify across the semester levels of inclusion in higher education across distinct international contexts and historical time periods through their readings, class discussions, and invited guest speakers. Moreover, they will be encouraged in both their short writing assignments and reflective portions on their in-class essay exams to reflect on their broader thinking in these regards, including their emergent inter-cultural competencies.
ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.	Central to the context of the course are issues of diversity, equity and inclusion in individual's lived experiences, not to mention broader considerations of social justice and whether or how further institutional change may be necessary for the inclusion and incorporation of underrepresented populations.
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.	This course, centered on the experiences, obstacles, and resilience within the first-generation college experience, will interrogate the implications of a college degree for both dimensions of citizenship- i.e., long-term citizenship across the life course but also opportunities and integration on campus and its many short- and long-term benefits. In doing so, students will explore the structures of power that shape first-generation experiences, as well as how various social differences shape first-generation student experiences during and after college.