

Term Information

Effective Term Autumn 2026
Previous Value *Summer 2012*

Course Change Information

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

Aligned course to meet GE theme (Traditions, Culture, and Transformations). Updated course learning goals and outcomes to reflect current terminology and practices in leadership education and to align with current university and syllabus policies.

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

To update the course to reflect current practices in leadership education and to add value to the course for students as an option for meeting a GE theme (Traditions, Culture, and Transformations).

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)?

The changes being proposed for this course will not negatively impact students. The course learning outcomes and objectives were updated to reflect current language and practices, but did not change the spirit of the course. The alignment of General Education learning goals and outcomes was organic with the course goals and outcomes.

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	Community Leadership
Fiscal Unit/Academic Org	Agri Comm, Educ & Leadership - D1118
College/Academic Group	Food, Agric & Environ Science
Level/Career	Undergraduate
Course Number/Catalog	3530
Course Title	Foundations of Personal and Professional Leadership
Transcript Abbreviation	Fnd Per Prof Lead
Course Description	This course focuses on theories, principles, and concepts of leadership as a social science. This course includes research-based theories and how they apply to practice in a variety of contexts. Through the course students will also assess and develop their individual strengths, develop a personal leadership philosophy, examine concepts of diversity and ethics, and development.
<i>Previous Value</i>	<i>Leadership theories, principles, and concepts. Research-based theories, methods of social scientific inquiry, individual strengths, personal leadership philosophy and vision, concepts of diversity and ethics, and professional development plan.</i>
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 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
Previous Value	<i>Columbus, Wooster</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	None.
Previous Value	
Exclusions	
Previous Value	Not open to students with credit for AEE 342.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	01.0801
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Traditions, Cultures, and Transformations

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

Previous Value

Required for this unit's degrees, majors, and/or minors

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

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Define leadership as a social science construct• Describe traits of leaders found in research and popular literature• Explain foundational principles of leadership theories• Analyze personal, professional, and other real-world leadership challenges through the lens of leadership theory• Clarify personal beliefs around leadership• Develop goals around one's own leadership practice
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Previous Value

- *Define leadership as a social science construct*
- *Describe traits of leaders found in research and popular literature*
- *Explain foundational principles of leadership theories*
- *Analyze assessment data and reports of individual and group strengths*
- *Clarify personal values and goals*
- *Develop appreciation for diversity as a social construct*
- *Develop strategies to resolve ethical dilemmas*
- *Examine the role of values and ethics in problem-solving and decision-making*
- *Assess the results and implications of a youth ethics poll*

Content Topic List

- Defining Leadership as a Social Science Construct
- Implicit Leadership Theory
- Conceptualizing Leadership
- Trait Theory
- Social Power Theory
- Behavioral Approach
- Situational Approach
- Leader Member Exchange Theory
- Servant Leadership Theory
- Charisma
- Transformational Theory
- Relational Leadership Theory
- Adaptive Leadership Theory
- Emotional and Intercultural Intelligence
- DEI and Gender Leadership
- Leadership Communication
- Ethics
- Dark Leadership
- Values
- Conflict Resolution

Previous Value

- *Defining Leadership as a Social Science Construct*
- *Management vs. Leadership*
- *Great Man Theory*
- *Leadership Traits and Characteristics*
- *Core Leadership Skills*
- *Strengths Based Leadership Survey (research)*
- *StrengthsFinder Assessment Data & Reports*
- *Task and Relationship Leadership Models*
- *Leadership Styles*
- *Leadership Continuum*
- *Understanding Power*
- *Leadership Philosophy Presentations*
- *Contingency Leadership Theories*
- *Situational Leadership Model*
- *Motivation Theories*
- *Path Goal Theory*
- *Leader Member Exchange Theory*
- *Transactional Leadership)*
- *Transformational Leadership*
- *Leadership Vision and Values*
- *Setting the Tone and Communication*
- *Personal Management Skills*
- *Overcoming Obstacles (problem-solving)*
- *Personal Management Skills*
- *Valuing Diversity*
- *Book Review Presentations*
- *Personal Ethics in Leadership (social norms)*
- *Research on Youth Ethics*
- *Overcoming Obstacles (problem-solving)*
- *Seeking Diversity (cultural norms)*

Sought Concurrence

No

Attachments

- COMLDR 3530 GE Form submission-traditions.pdf: GE Alignment Form
(GEC Model Curriculum Compliance Stmt. Owner: Filson, Caryn Mari)
- COMLDR 3530 Syllabus - GE Submission.pdf: Syllabus
(Syllabus. Owner: Filson, Caryn Mari)

Comments

- Syllabus was not revised - resubmit when revision complete

Revise as per COAA via email message 4 December 2025

Update GE Category to GE 2021 and attach theme submission form. (by Osborne, Jeanne Marie on 12/05/2025 01:19 PM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Filson,Caryn Mari	11/20/2025 11:50 AM	Submitted for Approval
Approved	Horton,Barbara Jean	11/20/2025 11:51 AM	Unit Approval
Revision Requested	Osborne, Jeanne Marie	11/20/2025 01:15 PM	College Approval
Submitted	Filson,Caryn Mari	11/22/2025 01:02 PM	Submitted for Approval
Approved	Horton,Barbara Jean	11/24/2025 08:25 AM	Unit Approval
Revision Requested	Osborne, Jeanne Marie	12/04/2025 12:28 PM	College Approval
Submitted	Horton,Barbara Jean	12/05/2025 07:26 AM	Submitted for Approval
Approved	Horton,Barbara Jean	12/05/2025 08:09 AM	Unit Approval
Revision Requested	Osborne, Jeanne Marie	12/05/2025 01:19 PM	College Approval
Submitted	Filson,Caryn Mari	12/10/2025 01:44 PM	Submitted for Approval
Approved	Washburn,Shannon G	12/10/2025 04:39 PM	Unit Approval
Approved	Osborne, Jeanne Marie	12/11/2025 10:31 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	12/11/2025 10:31 AM	ASCCAO Approval

Foundations of Personal and Professional Leadership Syllabus

COMLDR 3530 – AU26

Course Information

- **Course times and location:** Tuesdays and Thursdays, 12:45 p.m.-2:05 p.m.
- **Credit hours:** 3
- **Mode of delivery:** In Person

Instructor

- **Name:** Brett Baughman, M.S. – Department of Agricultural Communication, Education, and Leadership
- **Email:** Baughman.180@osu.edu
- **Phone Number:** (614) 292-6909
- **Office location:** 200Q, Agricultural Admin
- **Office hours:** By appointment. In-person or Zoom. Book a time with me via the email provided in this syllabus.
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your **notification preferences** (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Prerequisites/Co-Requisites

None.



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Course Description

This course focuses on theories, principles, and concepts of leadership as a social science. Information presented in the course includes research-based theories and how they apply to practice in a variety of contexts. Through the course students will also assess and develop their individual strengths, develop a personal leadership philosophy, examine concepts of diversity and ethics, and develop a plan for their personal and professional development.

Course Learning Goals and Outcomes

By the end of this course, students will:

- Develop foundational knowledge of leadership scholarship and its interdisciplinary nature,
 - As a result, students will be able to define leadership as a social science construct, describe traits of leaders found in research, and explain foundational principles of leadership theories.
- Acquire an understanding of how leadership theory connects to practice in a variety of contexts,
 - As a result, students will be able to analyze personal, professional, and other real-world leadership challenges through the lens of leadership theory to develop problem-solving and decision-making skills, define strategies to resolve ethical dilemmas, and demonstrate appreciation for cultural diversity and equity as it relates to leadership practice.
- Clarify one's own beliefs around leadership and reflect on personal experiences, and
 - As a result, students will be able to identify personal values and preferred leadership styles.
- Develop goals around one's own leadership practice.
 - As a result, students will be able to analyze and apply assessment data of individual leadership strengths for areas of personal improvement.

General Education Expected Learning Goals and Outcomes

With successful completion of this GE Traditions, Cultures, and Transformations Theme Course, students will:



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1. Analyze Traditions, Cultures, and Transformations at a more advanced and in-depth level than in the Foundations component.
2. Integrate approaches to understanding traditions, cultures, and transformations 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.
3. Engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
4. Engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

As a result, students will be able to:

GE Expected Learning Outcome	Course Content
1.1 Engage in critical and logical thinking about the topic of traditions, cultures, and transformations.	<i>COMLDR 3530 develops critical and logical thinking by examining leadership as both a social science and an interdisciplinary field, drawing on psychology, sociology, history, communication, and ethics. Students analyze leadership theories and apply them to cultural, historical, and contemporary contexts, including diversity, gender, and intercultural perspectives. Assignments such as the Leader Interview and Issue Analysis require applying theory to real-world societal issues, fostering connections between leadership and culture.</i>
1.2 Conduct an advanced, in-depth, scholarly exploration of the topic traditions, cultures, and transformations.	<i>COMLDR 3530 engages in an advanced scholarly exploration of leadership by grounding the course in research-based theories from multiple disciplines and requiring critical analysis of their applications. Students examine complex themes such as cultural diversity, gender, and ethics through peer-reviewed scholarship and structured discussion. Assignments like the Personal Leadership Philosophy push students to synthesize theory with real-world contexts, demonstrating depth of understanding. This approach ensures students critically engage with leadership as both an academic field and a practical force in society.</i>
2.1 Identify, describe, and synthesize approaches or experiences as they apply to	<i>Course topics such as Intercultural Intelligence, and DEI and Gender Leadership, and framework for leadership ethics help students analyze leadership across different cultures and societies. In class exercises and simulations give students</i>



traditions, cultures, and transformations.	<i>the opportunity to active experiment with course concepts and theories to better understand the content and how it aligns with personal values and styles.</i>
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.	<i>COMLDR 3530 demonstrates a developing sense of self with learners by emphasizing reflection, self-assessment, and application of prior experiences to new challenges. Assignments such as the Personal Development Plan require students to critically reflect on their values, strengths, and past experiences while articulating goals for future growth by utilizing leadership theories and concepts.</i>
3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	<i>COMLDR 3530 connects course content to cultural influences by examining how diversity, gender roles, ethics, and intercultural perspectives shape leadership across contexts. Topics like DEI and Gender Leadership highlight the impact of cultural beliefs and social structures on leadership practice with an analysis of the 'gender gap' present in contemporary leadership.</i>
3.2 Analyze the impact of a big idea or technological advancement in creating a major and long-lasting change in a specific culture.	<i>COMLDR 3530 explores big ideas in leadership, such as Emotional Intelligence, and how the arrival of EQ theories in the 1990s changed the landscape of leadership theories (and led to new theories such as relational, transformational, and servant theories) to be more relational. Students analyze how these theories have influenced leadership models, workplace environments in the US, and follower expectations of leaders through assignments like the Issue Analysis, which applies theory to real-world societal issues.</i>
3.3 Examine the interactions among dominant and sub-cultures.	<i>COMLDR 3530 engages students in examining interactions between dominant and sub-cultures by emphasizing diversity, inclusion, and intercultural leadership. Topics like Intercultural Intelligence and DEI and Gender Leadership prompt critical analysis of how power, identity, and cultural values shape leadership practices. Assignments such as the Issue Analysis give students practical opportunities to explore how leadership decisions affect both dominant and marginalized groups.</i>



3.4 Explore changes and continuities over time within a culture or society.	<p><i>COMLDR 3530 examines the historical development of leadership theories, from early trait and behavioral models to contemporary approaches like transformational, servant, and adaptive leadership. This progression highlights both how leadership practices have changed, and which core principles have remained consistent over time. Topics such as cultural diversity, gender, and intercultural intelligence further explore how societal shifts influence leadership roles and challenges.</i></p>
4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.	<p><i>Course topics such as Intercultural Intelligence, and DEI and Gender Leadership encourage students to examine how leadership practices vary across cultures and social groups, while also identifying common traits and principles that carry across contexts. Additionally, the focus on ethics and values equips students to critically evaluate differences in decision-making frameworks across societies and individuals.</i></p>
4.2 Articulate ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues.	<p><i>COMLDR 3530 engages students in topics such as Intercultural Intelligence and DEI and Gender Leadership which highlight how identity and difference impact leadership opportunities and social structures. Course outcomes emphasize developing appreciation for cultural diversity and equity in leadership practice.</i></p>



How This Course Works

Mode of delivery: This course is taught in person. Students are expected to attend class each week during the scheduled meeting sessions. Teams within the class (referred to as Learning Communities, or LCs) will be created by random selection by the instructor. Within these teams, students will participate in discussions, exercises, simulations, and competitions. Instructors will check with groups to ensure everything is functioning properly. Exams will be administered during the scheduled class meetings as found on the course schedule.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](#) (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: Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

Attendance is expected at all scheduled class sessions. It is up to you to get the information missed due to an absence. If you miss a lecture, the PowerPoint will be posted on the Carmen page, but the lectures are not recorded. All assignments are due by the date listed in the syllabus and course outline, regardless of absences. Each student gets TWO "freebie" days during the semester with excused absences granted. These are for interviews, personal health days, technology issues, family visits, funerals, etc. Only official university business (where your attendance is required) with prior notice or documented illness (doctor's note needed) will be excused otherwise. In the case of extenuating life circumstances (e.g. long-term illness, birth of a child, family emergency) we will work together to identify a plan for making up work and attendance points. Communication with me is required for an excused absence related to such events.

You are permitted to use a tablet or related device to access or take notes during class. You are not permitted to use any electronic device to perform non-class related activities (social networking, instant messaging, checking email, surfing the internet, gaming, etc.). Should the use of accepted electronic devices become a distraction to other students or should it be found that the devices are used for non-class related activities; the further use of such devices will be prohibited.



Course Materials, Fees and Technologies

Required Readings (provided via Carmen)

- *The Evolving Nature of Leadership* (Dugan, 2017)
- *Trait Approach* (Northouse, 2019)
- *Implicit Leadership Theory* (Dugan, 2017)
- *Inclusive Leadership* (Chrobot-Mason & Roberson, 2022)
- *Gender and Leadership* (Northouse Ch. 15)
- *Intercultural Competence for Global Leadership* (Bennett, 2016)
- *Emotional Self-Perception and Emotional Self-Control* (Shankman et al., 2015)
- *Behavioral Approach* (Northouse, 2019)
- *Good Leadership is about Communicating “Why”* (Duarte, 2020)
- *Situational Approach* (Northouse, 2019)
- *Leader-Member Exchange Theory* (Erdogan & Bauer, 2015)
- *Transformational Leadership* (Burgess)
- *The Understanding and Practice of Servant Leadership* (Spears (2005)
- *Relational leadership is key to overcoming “grand challenges”* (Melancon, 2023)
- *Ethical Perspectives* (Johnson, 2022)
- *The work of leadership*, (Heifetz & Laurie)

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

If you do not have access to the technology you need to succeed in this class, review options for [technology and internet access](#) (go.osu.edu/student-tech-access).



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Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](http://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](http://buckeyepass.osu.edu) (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 do each of the following:

- Register multiple devices in case something happens to your primary device. Information can be found at [BuckeyePass](http://buckeyepass.osu.edu) (buckeyepass.osu.edu).
- Users will only receive one SMS passcode at a time. Using the “Trust Browser” feature on a user’s first authentication log in of the day will allow the user to bypass the need for another passcode for 24 hours.
- [Install the Duo Mobile application](#) on 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 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](http://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](http://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu



Grading and Faculty Response

How Your Grade is Calculated

Assignments		
Title	Points	Due Date
Attendance and Participation	160	Weekly
Content Quizzes	90	Weekly
Leadership Matrix Organizer	100	Week 16
Leader Interview	100	Week 12
Personal Leadership Philosophy	100	Week 13
Issue Analysis	150	Week 15
Personal Development Plan	100	Week 10
Midterm	100	Week 8
Final	100	Week 16
Possible Extra Credit	25	Week 16
Total	1000	

See Course Carmen page for due dates.

Descriptions of Major Course Assignments

Attendance & Participation

Leadership involves both showing up and being prepared. Therefore, attendance is expected at all scheduled class sessions. This course emphasizes classroom discussion and student interaction. For that to occur, you must be prepared by completing the readings prior to the class meeting.

Content Quizzes

Throughout the course, content quizzes will be given at the end of class to check reading and course content retention and comprehension. This is an opportunity to demonstrate knowledge and understanding and identify areas where additional clarification is needed. Quizzes will be announced in class and on Carmen at least one week in advance.



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Leadership Matrix Organizer

The organizer is for notetaking, studying, and reflection throughout the semester. This is a tool for you that you will create via a template available on Carmen. Add to it when reading, during class lecture, and after finishing the week's content. You will be graded on completion and content. Bulleted lists are acceptable. We will start the first section (Trait Approach) together in class. A grading rubric, format guide and other expectations for this assignment will be available on Carmen.

Leader Interview

You will interview a leader of your choice (NOTE: No peer or immediate family member such as a parent, guardian, sibling interviews please), to connect course content to what leadership looks like in "real life". In your report you will cover what you learned from your chosen leader. The e-learning site will have resources to help you conduct a professional interview. A grading rubric, format guide and other expectations for this assignment will be available on Carmen.

Personal Leadership Philosophy

A philosophy statement is the critical analysis of fundamental assumptions or beliefs about leadership and leadership practice. For this assignment, you will be creating a leadership philosophy on one sheet of paper that will include three sections:

1. How has your understanding of leadership transformed over time and during this class?
2. Your philosophy statement regarding what you believe leadership is
3. How will your leadership philosophy guide you in leading yourself and others in the future?

Your philosophy is highly personal and includes what you have learned through experience and the study of leadership. A grading rubric, format guide and other expectations for this assignment will be available on Carmen.

Issue Analysis

Your LC group will choose a local, national or global historical or contemporary issue where the leader's actions have had a significant impact. You will analyze the issue through the lens of leadership to describe how actors involved in the issue are engaging in a case study format. The assignment includes a presentation and a peer review of your LC members. You will submit your PowerPoint presentation on Carmen, and you will be graded on its content and your presentation. A grading rubric, format guide and other expectations for this assignment will be available on Carmen.

Personal Development Plan

Your personal development plan is a means to guide your personal and professional leadership development. You will articulate who you are and who you want to be as a leader. The plan will include how theory can



inform your leadership practice and goals for future growth. A grading rubric, format guide and other expectations for this assignment will be available on Carmen.

Exams

There will be two exams during the semester. The midterm will cover content from week 1-7 and the second exam will cover weeks 9-14. Exams are multiple choice and short answer with questions requiring you to apply theory to leadership practice. The exam questions will come from material presented in the lectures and readings. Each student must complete the exam on her or his own. You are NOT permitted to receive assistance from anyone else during the exam. You will be allotted a notes page for the exam. Both the Midterm and Final will be in-person. There are NO make-up exams except for valid reasons (e.g., medical excuse, work-related conflict). If you are sick, you must have a note signed by your medical doctor (i.e. a licensed physician) and dated the same day as the exam and excusing you from the day that the exam is scheduled. If there is a work-related time conflict, this should be communicated with the instructor at least one week ahead of time. Otherwise, you will receive a 0 on the exam. The instructor will determine if your excuse is valid. If you do not have a reasonable excuse for missing an exam, then you will receive a zero for the exam.

***Embedded Honors Assignment**

If you are an honors student and taking this course for honors credit, you will complete an additional assignment over the course of the semester. This will be a research assignment and can be qualitative, quantitative, or creative in nature. Potential projects can include case study, literature review, secondary data analysis, or book review. The final product can be a paper, podcast, video or presentation. The topic and type of research conducted will be determined after meeting with me to discuss ideas. The deliverable will be a minimum 10-page paper due by the time of the final and will be worth 100 points. I will provide a grading rubric for this assignment.

Extra Credit

There are three different opportunities to earn extra credit for this course. Two assignments are posted on Carmen worth up to 10 points each: Leadership Challenge and Leadership Film Analysis. You must complete the assignments per the criteria outlined in the description to earn full credit. These assignments are factored into your final grade (i.e., added to final point total)

- **Leadership Challenge**

- Leadership is available to everyone. However, to build leadership capacity you have to do it more frequently. Document and reflect on a leadership activity you participate in during the semester to earn extra credit.

- **Leadership Film Analysis**

- watch a film/documentary/series from the list on Carmen, or one of your choice that fits the assignment description. Write a brief (1/2 page) synopsis of the film. Next, analyze the movie/documentary through the lens of leadership theories



and/or associated concepts that you've learned from the course. Some questions to consider: What types of leadership styles or behaviors do characters enact? What are the traits or skills associated with leadership that you observe? What types of power do you observe and how do they influence leadership? Are ethical dilemmas presented and how do leaders address them? (1-2 pages).

- **ESSREP**

- The third opportunity is to participate in the Environmental and Social Sustainability Research Experience Program (ESSREP). A total of up to 5 points will be possible as extra credit for this course and will be added to your final exam. Each research credit hour will count as 5 points toward the final. Additional information is below:
 - **Environmental and Social Sustainability Research Experience Program (ESSREP)**
 - The goal of ESSREP is to enhance student's understanding of social scientific research methods and help apply class lessons to their lives. As a way to gain extra credit for this class you can get hands-on experience participating in research studies conducted by Faculty and Graduate Students in the Environmental and Social Sustainability (ESS) Lab in SENR. Research studies may take the form of online or in-person surveys, interviews, or focus groups and will be related to a current research in a variety of topics in resource management, environmental science, psychology, and rural sociology.
 - In order to sign up for research opportunities you will first need to create a Sona account using your .osu email address at <https://osu-essrep.sona-systems.com>. You will then be able to view and sign up for studies and monitor your credit accumulation through Sona Systems. Please see our website <https://ess.osu.edu/subject-pool/research-option> for more detailed sign-up instructions, credit amounts, policies, and Frequently Asked Questions.
 - If you do not wish to participate in research OR are under the age of 18, a written assignment alternative is also available. Papers will be based on approved research articles and due at set dates throughout the semester. See our website <https://ess.osu.edu/subject-pool/papers-option> for grading



criteria and other information about the ESSREP paper option. If you wish to select the paper option, enroll by emailing the lab manager at eilers.14@osu.edu by September 4th.

- Your instructors and TAs do not have access to Sona systems and will not be managing the paper option; please direct all ESSREP-related questions to the lab manager.

Academic integrity and collaboration:

- In formal assignments, you should follow APA style (<https://guides.osu.edu/c.php?g=605168&p=7880510>) to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work. The use of any generative AI technology or LLMs is strictly prohibited.
- **Quizzes and exams:** You must complete the quizzes, midterm, and final exams yourself, without any external help or communication. You are permitted to use your Leadership Matrix on the midterm and final, but no other external sources are allowed during these examinations.
- **Written assignments:** Your written assignments should be your own original work. No generative AI or LLMs are allowed. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments.



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All assignments should be submitted on the Carmen site by 11:59 pm on the due date posted in Carmen. Assignments are considered late after 11:59 pm and will be reduced by 10% each day thereafter UP TO 3 days late. After 3 days, you may receive 50% of the grade assigned. Exceptions to this policy will only be made in the event of an emergency or extenuating life circumstances. Communication with me (as close to the deadline as possible) is required to provide assignment extensions.

Extensions can be granted for all assignments, but you must communicate with the instructor BEFORE the due date, or in the case of emergency or illness, as soon as possible.

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 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback and grades may take longer to be posted.

Grading Scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70–72.9: C-

67–69.9: D+

60–66.9: D

Below 60: E



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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 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 everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.
- **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 a word processor, where you can save your work, and then copying into the Carmen discussion.
- **Synchronous sessions:** During our Zoom sessions I ask you to use your real name and a clear photo of your face in your Carmen profile. During our full-group lecture time, you may turn your camera off if you choose. When in breakout rooms or other small-group discussions, having cameras and mics on as often as possible will help you get the most out of activities. You are always welcome to use the [free, Ohio State themed virtual backgrounds](http://www.osu.edu/downloads/zoom-backgrounds.html) (www.osu.edu/downloads/zoom-backgrounds.html). Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.]

Academic Integrity Policy

Ohio State's Academic Integrity Policy

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



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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 I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

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 the instructor for this course.

For more information:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at civilrights.osu.edu
Call 614-247-5838 or TTY 614-688-8605,
Or Email civilrights@osu.edu



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The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles can be found at <https://cfaes.osu.edu/about/cfaes-principles-community>. If you have been a victim of or a witness to harassment or discrimination or a bias incident, you can report it online and anonymously (if you choose) at <https://civilrights.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.

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



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via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

For students in the College of Food, Agricultural, and Environmental Sciences, David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor on the Columbus campus. To contact David, please call 614-292-5766. Students should mention their affiliation with CFAES if interested in speaking directly with David.



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Religious Accommodations

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

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

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

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

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

Weather or other short-term closing

Although Ohio State strives to remain open to ensure continuity of services to students and the public, extreme conditions can warrant the usage of the university's [**Weather or Other Short-Term Closing Policy**](#). Please [**visit this webpage**](#) to learn more about preparing for potential closings and planning ahead for winter weather.



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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.

Disability Services Contact Information

- Phone: [614-292-3307](tel:6142923307)
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

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 as early as possible.



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



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Course Schedule

Refer to the Carmen Canvas course for up-to-date due dates and additional information.

Week	Topics
1	Course Introduction, Epistemology, Theory, Implicit Leadership Theory
2	LCs & Team Leadership, Conceptualizing Leadership
3	Trait Theory, Bases of Social Power Theory
4	Behavioral Approach, Situational Approach
5	Leader Member Exchange (LMX) Theory, Servant Leadership Theory
6	Charisma, Transformational Theory
7	Relational Leadership Theory, Adaptive Leadership Theory
8	Midterm review, Midterm
9	Emotional and Intercultural Intelligence, DEI and Gender Leadership
11	Leadership Communication, Communication Simulation
12	Ethics, Dark Leadership
13	Values, Values Simulator
14	Conflict Resolution, Presentation Prep
15	LC Presentations



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GE Theme Course Submission Worksheet: Traditions, Cultures, & Transformations

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 (Traditions, Cultures & Transformations)

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 about the topic or idea of the theme.	
ELO 1.2 Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.	

<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.</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>	

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

<p>ELO 1.1 Engage in critical and logical thinking.</p>	<p><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) 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.</i></p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p><i>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</i></p> <p><u>Lecture</u></p> <p><i>Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</i></p> <p><u>Reading</u></p>

	<p><i>The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</i></p> <p><u>Discussions</u></p> <p><i>Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</i></p> <p><i>Activity Example: Civility impacts citizenship behaviors in many ways.</i> <i>Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</i></p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p><i>Some examples of events and sites:</i> <i>The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</i> <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></p>

Goals and ELOs unique to Traditions, Cultures & Transformations

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 engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	
ELO 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.	
ELO 3.3 Examine the interactions among dominant and sub-cultures.	
ELO 3.4 Explore changes and continuities over time within a culture or society.	

<p>ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.</p>	
<p>ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.</p>	

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

<p>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.</p>	<p><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. Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</i></p> <p><i>The course content addresses citizenship questions at the global (see weeks #3 and #15 on refugees and open border debates), national (see weeks #5, 7-#14 on the U.S. case), and the local level (see week #6 on Columbus). Specific activities addressing different perspectives on citizenship include Assignment #1, where students produce a demographic profile of a U.S-based immigrant group, including a profile of their citizenship statuses using U.S.-based regulatory definitions. In addition, Assignment #3, which has students connect their family origins to broader population-level immigration patterns, necessitates a discussion of citizenship. Finally, the critical reading responses have the students engage the literature on different perspectives of citizenship and reflect on what constitutes citizenship and how it varies across communities.</i></p>
<p>ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>	<p><i>This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of multiple forms of musical-political agency worldwide, from the grass-roots to the state-sponsored. Students identify varied cultural expressions of "musical citizenship" each week, through their reading and listening assignments, and reflect on them via online and in-class discussion. It</i></p>

	<p><i>is common for us to ask probing and programmatic questions about the musical-political subjects and cultures we study. What are the possibilities and constraints of this particular version of musical citizenship? What might we carry forward in our own lives and labors as musical citizens? Further, students are encouraged to apply their emergent intercultural competencies as global, musical citizens in their midterm report and final project, in which weekly course topics inform student-led research and creative projects.</i></p>
<p>ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</p>	<p>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).</p> <p><i>In their weekly reflection posts and other written assignments, students are invited to analyze the implications of different regulatory models for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which model is "right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different societies manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion. They also consider how the different social and demographic conditions of different societies shape their approaches (e.g. a historic Catholic majority in France committed to laicite confronting a growing Muslim minority, or how pluralism *within* Israeli Judaism led to a fragile and contested status quo arrangement). Again, these goals are met most directly through weekly reflection posts and students' final projects, including one prompt that invites students to consider Israel's status quo arrangement from the perspective of different social groups, including liberal feminists, Orthodox and Reform religious leaders, LGBTQ communities, interfaith couples, and others.</i></p>
<p>ELO 2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</p>	<p>As students analyze specific case studies in HIST/RS 3680, they assess law's role in and capacity for enacting justice, managing difference, and constructing citizenship. This goal is met through lectures, course readings, discussion, and written assignments. For example, the unit on indigenous sovereignty and sacred space invites students to consider why liberal systems of law have rarely accommodated</p>

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.