**Term Information**

- **Effective Term**: Summer 2017
- **Previous Value**: Autumn 2014

**Course Change Information**

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

Add recitation and make grading based recitation.

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

To ease assessment and to track enrollments.

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)?

Greater programmatic efficiency.

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**: Educ Sts: Higher Ed & Stdt Aff
- **Fiscal Unit/Academic Org**: EHE Educational Studies - D1280
- **College/Academic Group**: Education & Human Ecology
- **Level/Career**: Undergraduate
- **Course Number/Catalog**: 2577
- **Course Title**: Crossing Boundaries: A Journey Towards Intercultural Leadership Identity Development
- **Transcript Abbreviation**: Intercultur Ldshp
- **Course Description**: Builds on intellectual and experiential engagement with issues of difference, diversity, social justice, and alliance building.
- **Semester Credit Hours/Units**: Fixed: 3

**Offering Information**

- **Length Of Course**: 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
- **Flexibly Scheduled Course**: Sometimes
- **Does any section of this course have a distance education component?**: No
- **Grading Basis**: Letter Grade
- **Repeatable**: No
- **Course Components**: Recitation, Lecture

- **Previous Value**
  - **Grade Roster Component**: Lecture
  - **Credit Available by Exam**: No
  - **Admission Condition Course**: No
  - **Off Campus**: Never
  - **Campus of Offering**: Columbus, Mansfield
Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code  44.0201
Subsidy Level  General Studies Course
Intended Rank  Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
General Education course:
  Social Diversity in the United States
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes
  • Demonstrate an appreciation for other points of view and other cultures.

Content Topic List
  • Overview and Introductions
  • Creating an Environment for Dialogue
  • Group Building
  • Exploring the Centrality and Complexity of Identities
  • Sharing Stories
  • Exploring Commonalities and Differences in Experiences
  • Reflecting on Racial and Ethnic Socialization Within Identity Groups
  • Understanding Racial and Ethnic Socialization across Identity Groups
  • Understanding Systems of Inequalities—Oppression and Privilege
  • Dialogue about Controversial Topics (2 sessions)
  • Envisioning Change
  • Action Planning
  • Alliance Building

Attachments

• ESHESA 2577 Crossing Identity Boundaries Syllabus.docx
  (Syllabus. Owner: Gerken,Samantha Jo)

Comments
Workflow Information

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<thead>
<tr>
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<th>User(s)</th>
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<td>Malone, Helen Irene</td>
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I. Course Description
This course is built on intellectual and experiential engagement with issues of difference, diversity, social justice, and alliance building. In a multicultural society that is culturally diverse yet socially stratified, discussions about difference, community and conflict are important to facilitate understanding among different social and cultural groups. This course will explore a broad range of social identities. In this course, students will understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens/leaders.

The course is focused on all aspects of social identity, including but not limited to race/ethnicity, gender, sexual orientation, religion, socioeconomic status, and national origin. We will explore the topics of identity, social justice, and diversity through these various lenses. As we discuss and learn about different aspects of social identity, we will discuss the impact different social identities have on our understanding of the world.

Overall, the course will be guided throughout by the following questions:
1. How have you come to learn about race/gender/sexuality/religion? How has this shaped your world view?
2. In what ways can you use the information gained in this course to become an actively engaged, socially just global citizens/leaders within the Buckeye, Columbus, and greater communities?

This course will meet a General Education (GE) requirement for Diversity: Social Diversity in the United States and social Science: Individual and Groups. This course also fulfills the requirement for the leadership minor. Please note: while this course is repeatable in specific, unique situations (study abroad requirement, cohort requirement), only one iteration will count for GE credit.

II. Course Objectives:
Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

The expected learning outcomes for the GE Social Diversity in the United States are as follows:
1. Students will be able to describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students will be able to recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

The course will fulfill these outcomes through readings assignments focused on various aspects of self-identity that include disability, class, ethnicity, race, gender, religion and sexuality. Additionally, students will engage in meaningful class discussions and in a group project on these topics that will further allow them to explore how their how their own attitudes and self-identity impact their relationship with others. Furthermore, these discussions will allow students to gain a deep appreciation of these differences.
Finally, students will complete various writing assignments that will allow them to explore these concepts through written communication and allow students to further expand on their understanding of these outcomes.

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

The expected learning outcomes for the GE Social Science: Individual and Groups are as follows:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

The course will fulfill these outcomes through readings assignments focused on theories of how individuals are socialized into various aspects of their social identity and on theories of how they can break up this cycle in order to promote a more equitable society. Additionally, students learn the theories behind engaging in dialogue (versus debate and discussion). Additionally, students will engage in meaningful class discussions and in a group project on these topics that will further allow them to explore how their how behaviors influence the sociocultural context by which humans operate. Finally, the final paper and civic engagement papers will allow students to reflect on how the theory and course materials have shaped their personal values and will continue to shape their behaviors within this sociocultural context.

Students will begin to develop an understanding of major social justice concepts (e.g., power, privilege, difference, microaggressions)

Through writing as well as individual and group reflections based on readings assignments and class discussions, students will able to

- Identify micro-aggressions within their daily lives and within society as a whole.
- Identify ways in which they can challenge or address systems of power and privilege.
- Define power, privilege, value systems and difference and be able to identify their different forms.
- Describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.

This will be accomplished via journal entries focus on micro-aggressions and power (see journal entry #2 and 4), journal entries focused on campus resources (see journal entry #1, 5), the group project, civic responsibility paper, and final paper.

Students will understand and have an appreciation for individuals different from themselves

By engaging in a group project as well as assigned papers based on class readings, students will be able to:

- Recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.
- Demonstrate a personal ethic geared towards civic responsibility.
- Demonstrate an appreciation for other points of view and other cultures.
- Recognize the commonalities and differences that exist among people and cultures and how these factors influence their relationship with others.
- Recognize the influence of culture on communication and be willing to address any difference of one’s own culture and communication style.
This will be accomplished via attendance and active participation, the Who am I paper, journal entry focused on the social diversity wheel (see journal entry #3 below) the civic responsibility paper, group project reflection paper, and final paper.

**Students will learn to value their own self-identity and the identities of others different from them.**

*By engaging in class discussion and with group projects, students will be able to*

- Use observation, conflict management, dialogue, and active listening as a means of understanding and engaging with others.

This will be accomplished via attendance and active participation as well as the group project.

**Students will grasp their role within greater society and how they can work to create social justice**

*Through written assignments synthesizing class readings, discussions, and group work, students will be able to:*

- Discuss how they will maintain socially just global citizenship / leadership as part of their lifelong learning.

This will be accomplished via the civic responsibility and final paper.

**III. Course Readings**


Additional readings can be found on Carmen.

**IV. Respect for Diversity**

Diversity includes, but is not limited to race, ethnicity, national origin, tribal affiliation, sex, gender, gender-expression/identity, sexual orientation, socioeconomic status, age, physical abilities or religious affiliation. Students are encouraged to think critically about diversity and about the social privileges they are afforded. Students are encouraged to expand their knowledge of other cultures. It is important that we honor individual differences by (a) listening and respectfully responding to individuals with varied beliefs and backgrounds, and (b) discussing conflicting viewpoints in a calm and respective manner.

**V. Accommodations**

Students with disabilities that have been certified by the Office for Disability Services ([www.ods.ohio-state.edu](http://www.ods.ohio-state.edu)) will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901.

**VI. Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/resource_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)).
Plagiarism is representing someone else’s words or ideas as your own. It is a form of academic dishonesty and it is not tolerated. Plagiarism includes, but is not limited to: handing in someone else’s work as your own; taking credit for ideas that are not your own; including in your work phrases, sentences, paragraphs or any text from a book, article, or web site without marking the text as a quotation and citing the source; and paraphrasing text from a source (i.e., taking an idea from a source while not quoting it exactly) without citing the source. Any student found to have plagiarized on any assignment may receive a failing grade for the quarter. Additionally, the instructor will notify the Committee on Academic Misconduct. See http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm for further discussion of plagiarism.

VII. Course Requirements
This course is offered for 3 credit hours. The following requirements must be met to receive credit.

**GRADES AND REQUIREMENTS:** This is a 3-credit, letter-graded course. All papers must be typed, double-spaced, 12-point Times New Roman font, with 1-inch margins all around. The final course grade will be based on the following requirements:

- **Attendance and Participation (25% of your grade)**
- **Journals and Readings (20%)**
- **Who Am I? Paper (5%)**
- **Civic Responsibility Paper (15%)**
- **Group Project (10%) and Reflection (5%)**
- **Final Paper (20%)**

**Note:** All grading will be based on recitation.

**Attendance and Participation (25% of your grade)**
The success of this course rests largely on your informed, honest, and active involvement. Dialogue cannot occur without you. Therefore, attendance and participation will influence your course grade in the following ways:

**First, because of the importance of attendance, students who have more than one unexcused absence will be ineligible for an “A” grade in the course.**

Reasons for excused absences include:

- **Serious Illness and Family Emergencies:** Please inform your instructors as soon as possible (in advance of class meetings, if possible) if health or family emergencies arise. Make-up work may be assigned in some instances of these excused absences.
- **Cultural and Religious Holidays:** Persons who have religious or cultural observations that conflict with dialogue meetings should let their facilitators know by INSERT DATE so we can make sure that you will not be penalized for missing class. We strongly encourage you to honor your cultural and religious holidays. However, if we do not hear from you by INSERT DATE, we will assume that you plan to attend all dialogue sessions, and full attendance will be required.

Second, you will earn points each week for active engagement in class. In awarding these points, we realize that modes of contribution may be different for different people, and that different cultures have different norms about how best to contribute in dialogue situations. This course will recognize the varieties of ways that individuals and groups contribute to class. **Quantity** of talk is not in itself the basis for evaluating participation; the quality of input, the consistency and depth of reflection; and the demonstration of active listening are important components of dialogue. Good participants also support and help others to participate.

This is the daily point system that will be used for the attendance-participation portion of the course: **2 points:** Arrives on time; participates in activities; contributes well to dialogue; makes effective use of dialogic skills (including listening skills); links comments to readings where appropriate, and
otherwise genuinely contributes to dialogue with others. Does not engage in any social media or technology (e.g., texting, Facebook, or on unrelated internet site) during class.

**1 point:** Present; may be between 5 and 15 minutes late to class; participates in activities, but does not contribute very effectively to the larger dialogue. Occasionally engages in social media or technology during class.

**0 points:** Absent, more than 15 minutes late to class, or is completely unengaged.

Attendance-participation points will count toward your grade in the following manner (there are 56 possible points):

- 50 or more points: full 25% awarded (“A” level for this part of the course)
- 45-48 points: 22% (“B” level)
- 39-44 points: 19% (“C” level)
- 34-38 points: 16% (“D” level)
- 33 or below: 13% (“E” level)

**Journals and Readings (20% of your grade)**

For the first half of class, you will be asked to complete readings and write journals in order to help clarify your thoughts in preparation for class and experiential activities. Additionally, the overall goal of these journals is to help you to explore different aspects of diversity and explore the ways these can impact your daily life. Please complete and reflect on weekly assigned readings and handouts/activities prior to the relevant class meeting. Each learning journal should be 2-3 pages. Please bring in a hard copy of your journal prior to the start of each class. Importantly, your journals should reflect serious and deep thought, and should help you engage more fully in dialogue.

Points for weekly journals-readings will be awarded according to the following system:

- **2 points:** On time, exhibits depth of thought and genuine engagement with issues. Uses relevant readings and materials to explore ideas.
- **1 point:** Satisfactory, but somewhat superficial in thought or applications of readings; or late.
- **0 points:** Unsatisfactory, or more than one week late.

Journal-readings points will count toward your grade in the following manner (there are 16 possible points):

- 15 or more points: full 20% awarded (“A” level for this part of the course)
- 13-14 points: 17% (“B” level)
- 11-12 points: 15% (“C” level)
- 9-10 points: 13% (“D” level)
- 8 or below: 11% (“E” level)

You will complete a total of 8 journals for this class. The order in which you submit them is up to you, but through the course of the semester, you must submit journal entries covering the following. (Also please note that you must complete #2 and #4 twice)

1. **The goal of this activity is to help students be able to illustrate how diversity and social justice impact life outside of the classroom.** Attend one of the MCC co-curricular programs. A list of possible programs can be found at [http://www.mcc.osu.edu/events-and-programs/community-dialogues/](http://www.mcc.osu.edu/events-and-programs/community-dialogues/). Reflect on your experience in program. What did you learn? How can you use the information in the future?

2. **Respond directly to one of the reading for class.** How did the reading change your thinking? Please make sure to directly reference specific aspects of the reading. Full credit will be to those journals that provide an in-depth and thorough interpretation of the reading while also relating the information back to your daily life. MUST BE COMPLETED TWICE

3. **Pick one aspect of the social identity wheel.** Choose a trait from that wheel that you do not already have. (For example, if you are able-bodied, choose being in a wheelchair.) Reflect on what your experience might be on campus if you had that trait. What challenges would you have? What are some positive reasons to be associated with that social identity? Full credit will be given to those journals fully explore positive and negative aspects of the social identity chosen equally and to those journals that can relate those aspects to one’s daily life.
4. Describe a recent incident where you have seen power/privilege. Reflect on that experience. How did you react in that moment? Was that an appropriate way to react? Why or why not? Full credit will be given to those entries that clearly justify why certain actions would be appropriate given the situation provided. MUST BE COMPELTED TWICE.

5. Learn more about a resource on campus that could further your understanding on this topic. (You CANNOT use the Multicultural Center). How can this resource help? What kind of information can this resource provide? (Please see your instructor if you have trouble finding a resource). Full credit will be given to those journals that completely summarize the resource and relate to how the resources can help themselves or others.

6. Please attend a cultural event related to these topics. Examples of these types of activities include a movie, music performance, art exhibit. What did you learn from attending this event? How do you think these concepts out power, privilege and social identity impacted these cultural works? Full credit will be given to those papers that fully incorporate the major topics in the course with the cultural event that you attended. Please submit proof of attendance at the event with your paper. If you have problems finding an event to attend, please see your instructor.

3. Who am I? Paper (5% of total)
For this 2-3 page paper, you will further explore your social identities. Use the social identity wheel as a starting point. Discuss at least 2 of your social identities. (Although you can discuss them all if you would like!) How did you come to learn about those identities? What kind of messages (both positive and negative) have you been given about those identities? What aspects of your identity do you hope to learn more about in the course? Full credit will be given to papers that demonstrate an in-depth and serious reflection that is grounded in personal experiences and to papers that explain fully what you want to learn from the course.

4. Group Project (15% total)
The goal of this assignment is for you to evaluate the impact that power and privilege has within social media and to provide a rationale on how you would react to different micro-aggressions. You will be assigned into groups for this project. Find at least 5 examples of micro-aggressions using at least 2 different types of social media (e.g., twitter, Facebook, Tumblr, Pintrest). Explain who is the target of the micro-aggression and why your group believes it is an example of a negative remark. Provide an example of how you might respond to such a comment. Your presentation should be between 15 - 20 minutes long and each member of the group should speak at least once during the presentation. Your presentation must also use PowerPoint or Prezi. Your classmates will also be providing feedback for you on your presentation.

Some points to keep in mind:

- Please use general rules of good PowerPoint etiquette. ([http://www.businessmanagementdaily.com/5880/7-rules-for-powerpoint-simplicity](http://www.businessmanagementdaily.com/5880/7-rules-for-powerpoint-simplicity))
- Points will be deducted if you go over the time limit
- Groups will be between 3-5 students depending on the overall size of the class.
- Delete or hide any personal information if you share comments made on social media

You will be graded on the following criteria:

- Quality of micro-aggressions chosen (do you clearly articulate why they are micro-aggressions and which group is targeted?)
- Quality of response (do you address the micro-aggression in an appropriate and meaningful way?)
- Use of PPT etiquette and adherence to general assignment guidelines (Did everyone speak? Did you use two different types of social media? Did you follow the time limit?)
- Feedback from peer reviews
- Overall quality of presentation
The presentation will count for 10% of your overall grade. Additionally, you are expected to write a 2-3 page reflective paper on your experience in the group. In this paper, you are expected to discuss how you were engaged in the group. What impact did your social identities have on the group dynamics? If there were conflicts, how were they resolved? What successes did your group have? This paper will account for the additional 5% of your grade on this project. Please make sure to incorporate readings from the course into your group project reflection. Full credit will be given to those papers that use the readings as a foundation for their interpretations of their group interactions.

5. Civic Responsibility Paper (15%)
The goal of this paper is to explore your personal definition of civic responsibility. In 2-3 pages, explain what civic responsibility means to you. What does it mean to be an effective citizen/leader? Why is active citizenship particularly important within society? How do you plan on being an engaged citizen/leader after completion of this course? Use the activities from class and readings as a foundation for your paper. Full credit will be given to papers that use the readings as a foundation to fully explain your definition of civic responsibility and provide details on how you plan on engaging in citizenship after completion of the course.

6. Final Paper (20%)
A 6-8 page, typed, final paper is due by [INSERT DATE]; no unexcused late papers will be accepted for full credit (one letter grade will be deducted per day late). Only on a case-by-case basis will papers be accepted late and only under extenuating circumstances. The paper will be self-reflective, analyze your learning and experiences in the dialogue, and incorporate references to assigned readings. Details of the paper, including content and additional grading criteria will be distributed. Consultation in advance of the final full draft is available by email or in-person.

Grade Scale
A 94-100%
A- 90-93.9%
B+ 86-89.9%
B 84-85.9%
B- 80-83.9%
C+ 76-79.9%
C 74-75.9%
C- 70-73.9%
D+ 66-69.9%
D 64-65.9%
E <64%
# Course Outline – Session Objectives, Readings, and Assignments

**INSERT DAY/TIME**

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<th>Content</th>
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<td>Week 1, Class 1</td>
<td>Introduction to course</td>
<td>Complete online survey before next class</td>
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<td>Review syllabus and assignments Social identity wheel</td>
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<td>Hopes and fears</td>
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<td>Week 1, Class 2</td>
<td>Establish class norms</td>
<td>Who am I? Paper DUE</td>
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<td>• Kirk, G. &amp; Okazawa-Rey, M. Who Am I? Who Are My People?</td>
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<td>• Truth, S. Ain’t I a Woman*</td>
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<td>• Kaye/Kantrowitz, M. The Rising Costs of Whiteness</td>
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<td>• McIntosh, P. White Privilege: Unpacking the Invisible Knapsack*</td>
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<td>• Coloradans for Immigrant Rights. Citizenship Privilege*</td>
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<td>Micro-aggressions</td>
<td>Killermann, S. 30+ Examples of Middle-to-Upper Class Privilege*</td>
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<td>• Tactics of Power/Control Worksheet*</td>
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<td>• Smooth, J. How I Learned to Stop Worrying and Love Discussing Race (TED Talk)</td>
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<td>Understanding Race / Ethnicity</td>
<td>Omi, M. Racial Identity and the State: Contesting the Federal Standards for Classification*</td>
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<td>• Williams, P.J. The Emperor’s New Clothes</td>
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<td>Racism</td>
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<td>Week 4, Class 1</td>
<td>Understanding Sexual Orientation</td>
<td>Sexual Orientation &amp; Gender Identity Definitions*</td>
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| Week 7, Class 1 | Understanding ability | Readings:  
- Mullins, A. The Opportunity of Adversity (TED talk)  
| Week 7, Class 2 | Ableism | **Journal #6 DUE**  
Readings:  
- Egan, L. I am Not a Person with a Disability, I am a Disabled Person* |
| Week 8, Class 1 | Unpacking national origin | Readings:  
| Week 8, Class 2 | Unpacking national origin | **Journal #7 DUE**  
Readings:  
- The Ohio State University. International Undergraduate Student Experience: Inside and Outside the Classroom* |
| Week 9, Class 1 | Unpacking religion and anti-Semitism | Readings:  
- Schlosser, L.Z. Christian Privilege  
- Eck, D. Working it Out |
| Week 9, Class 2 | Unpacking religion and anti-Semitism | **Journal #8 DUE**  
Readings:  
- Pew Foundation: US Religious Landscape Survey * |
<p>| Week 10, Class 1 | What does all of this mean? | Readings: |</p>
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| Week 10, Class 2 | Civic Engagement | - Harro, B. The Cycle of Liberation  
- Johnson, A.G. What Can We Do?  
- Jenkins, A. When it Comes to Civic Engagement Young People Know Better Than to Hit It and Quit It* |
| Week 11, Class 1 | Civic Engagement | - McCoy, M. & Scully, P. Deliberative Dialogue to Expand Civic Engagement: What Kind of Talk Does Democracy Need?* |
| Week 11, Class 2 | Group Presentations | |
| Week 12, Class 1 | Group Presentations | Civic Responsibility Paper DUE |
| Week 12, Class 2 | Hot Topics | Group paper reflections DUE  
Readings: TBD |
| Week 13, Class 1 | Hot Topics | Readings: TBD |
| Week 13, Class 2 | What does it mean to be a global citizen/leader? | - Olds, K. Global Citizenship – What are We Talking About and Why Does it Matter? *  
- Smith, R. Social Struggle |
| Week 14, Class 1 | What does it mean to be a global citizen/leader? | - Buccos, J. Global Citizenship in the Classroom (TED Talk) |
| Week 14, Class 2 | How do we take this forward? | FINAL PAPER DUE |