

Proposal for Connections: Social & Cultural

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1. What course does the department plan to offer in *Connections*?

ICSR 435: Reimagining Citizenship

a. Which subcategory are you proposing for this course? Social & Cultural

2. How will this course meet the specific learning objectives of the appropriate subcategory? Please address all of the learning outcomes listed for the appropriate subcategory.

ICSR 435 provides students with new ways of thinking about citizenship in our society in order to apply knowledge and skills of social justice to the significant issues of our world. ICSR 435 teaches students to expand traditional conceptions of citizenship to include alternative practices and perspectives that get at the heart of how we conceive of civic engagement, social justice, and possible futures. ICSR 435 directs students to understand citizenship as a phenomenon that impacts our social and cultural environments, and to evaluate our individual and shared responsibility in these systems. To achieve this goal, ICSR 435 guides students: to consider the shared cultural values that shape societal norms and behaviors about citizenship, to deliberate about the role of social institutions in developing and sustaining these norms, and to reimagine new possibilities. Using an interdisciplinary approach that engages students in critical readings of citizenship through multiple lenses and their interrelations, ICSR 435 encourages students to “reimagine citizenship” and to articulate those visions.

ICSR 435 will address the following learning outcomes:

1. *Analyze the development of self in relation to others and society.*

In ICSR 435 students will begin with conceptual frameworks to analyze how citizenship is produced and the different ways to understand citizenship as a cultural and social phenomenon that may cover a broad spectrum of classifications (inclusive, exclusive, second-class, full citizenship, non-citizenship, etc.). This analysis of citizenship necessarily requires that students engage in a deep reflection of self in relation to others and to society, as elements of citizenship emerge, evolve, and intersect. Specifically, as students begin to understand what citizenship means to them as individuals, they will also begin to understand how citizenship is tied to nation-building, nationalism, national-belonging, and transnational movements.

2. *Examine diverse values that form civically engaged and informed members of society.*

ICSR 435 will examine citizenship and civic engagement as socially constructed phenomena to analyze the diverse values that society attributes to these ideals. This course also provides theoretical perspectives to help students better understand comparative and global considerations of citizenship, and how they can reveal the various processes and interactions that comprise these social forces. This exploration of social justice enables the development of the analytical tools and information necessary to assess injustice in its multiple forms, and therefore to address contemporary and historical issues and values of society. ICSR 435 provides students with

knowledge and skills to address issues challenging our collective responsibility in a global society. Expanding students' understanding of citizenship also empowers them to be decision-makers in their own lives and become active participants in society by living out the principles of equity and social justice.

3. *Evaluate solutions to real-world social and cultural problems.*

ICSR 435 provides a study of theories, concepts, and histories of citizenship, including related issues of territorial expansion, borders, nation-states, immigration policy, diaspora, and migration. The course provides materials from differing disciplines (e.g. Political Science, History, Anthropology, Geography) and interdisciplines (e.g. Border Studies, Feminist Studies, Chican@ Studies, African American Studies, Citizenship Studies, Critical Race Theory, Indigenous Studies) on citizenship and engages participants in discussion and critical analysis. ICSR 435 will cover a broad range of social and cultural systems as they relate to citizenship such as: capitalism, colonialism, imperialism, neoliberalism, xenophobia, racism, and sexism. Exploring systems such as these provides students with a useful framework for understanding social institutions that develop and sustain oppressive norms and for imagining new possibilities. Students will learn how to evaluate solutions to social and cultural problems related to citizenship, they will learn how to contextualize and evaluate social justice strategies (including individual resistance, policy, law, advocacy, and collective action). Examples of specific real-world issues the course will explore include: migrant worker policy, asylum and refugee policy, high-skilled worker visa policy, free trade zones, statelessness, unincorporated territories, native sovereignty, anti-immigrant vigilantism, marriage policy, felon disenfranchisement, and naturalization policy and procedures. This course provides students with knowledge and significant skills to address issues challenging our collective responsibility in a global society.

4. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should this course be in Colonnade)? Discuss in detail.

ICSR 435 is a valuable course offering in the *Connections* category of the Colonnade. By advancing students' perspectives on citizenship, this course uniquely contributes to students' investment in our world and their role in promoting a just society. This course asks students: *How does citizenship relate to nation-building and nationalism? How do we build a more accessible society for all citizens? How do we think about concepts such as cultural citizenship, second-class citizenship, sexual citizenship? How does citizenship privilege certain kinship relations and disadvantage others? What are alternative modes of citizenship?* From these core questions, ICSR 435 helps students unpack, unsettle, and challenge existing social and cultural elements of citizenship and facilitates productive interdependence between theory, reflection, and action.

By focusing on reimagining citizenship, ICSR 435 fills a need in the existing *Connections* course offerings. While there are courses that attend to components of "citizenship," there are currently no upper-division courses with an advanced focus on understanding injustice and evaluating a broad range of systems of citizenship through a critical lens. Thus, ICSR 435 with its interdisciplinary focus on social, cultural and political citizenship offers a distinctive curriculum that supplements existing WKU courses that touch on various components of citizenship without supplanting or duplicating any existing courses.

5. Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be Colonnade Foundations or Explorations courses.

Students will need to take the prerequisite ICSR 200 Introduction to Social Justice (Colonnade Explorations) before enrolling in ICSR 435. Students must have taken 21 hours of Colonnade Foundation and Exploration courses before enrolling in a Connections course.

6. Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

By the end of the course, students will be able to:

- Analyze differing conceptions of citizenship;
- Describe the tensions among various models and conceptions of citizenship;
- Articulate visions and paths to reimagined citizenship;
- Develop positions and arguments, through research projects, discussion and reflection.

7. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

ICSR 435 students will complete three specific assignments designed to measurably assess objectives outlined in the course syllabus and the Connections category for the Social & Cultural area. In some cases, the assignments overlap the stated learning objectives for this course. These assignments include:

- *Reading Posts*: Students will synthesize social justice ideas and provide critical analysis of course readings in weekly posts. **Connections Learning Objective #1, 2, & 3**
- *Paired Presentations of Readings (presentation)*: Students will work with a partner to create biographies of the individuals they are reading in class. They will lead a formal presentation to discuss the most significant citizenship and social justice concepts from the readings. **Connections Learning Objective #1 & 2**
- *Final Project (essay)*: Students will complete a final research paper and classroom presentation about a core element of citizenship and a collective act of protest/resistance/social change that works to reimagine citizenship. The final papers will answer prompts such as: *How can we understand citizenship as a socially constructed phenomenon that is interrelated, yet also distinct? How do we recognize humanity beyond citizenship? How has citizenship been raced, gendered, classed, sexualized, abled, and so forth? What techniques can we engage to best understand and utilize multiple understandings of, and strategies for building, citizenship and social justice?* The project allows students to bridge theory and practice with the goal of proposing solutions for complex social and cultural issues of injustice and citizenship. **Connections Learning Objective #1, 2, & 3**

The Department of Diversity & Community Studies has an assessment committee that will measure the effectiveness of ICSR 435 by incorporating the Colonnade Plan Learning

Outcomes into our existing assessment structure. At the end of the semester, the department's assessment committee will randomly select and evaluate samples from these assignments for the three *Connections* outcomes discussed above (#2 of this proposal).

A holistic rubric will be developed using a 4-point scale:

- 4 = outstanding (far exceeds expectations)
- 3 = good (exceeds expectations)
- 2 = average (meets basic expectations)
- 1 = poor (does not meet basic expectations)

The committee's targets are:

- 70% of the work will score 2 or higher.
- 30% of the work will score 3 or higher.

Below is a sample of the holistic rubric that may be used to assess the Connections learning objectives for the ICSR 435 course assignments:

Connections Learning Objectives	Criteria			
	1 Poor (does not meet basic expectations)	2 Average (meets basic expectations)	3 Good (exceeds expectations)	4 Outstanding (far exceeds expectations)
Analyze the development of self in relation to others and society	Has a limited understanding of his/her own cultural and social background	Identifies differing views on his/her own cultural and social backgrounds	Meaningfully expresses how s/he is shaped by diverse cultural and social experiences	Critically analyzes how s/he is shaped by diverse cultural and social experiences
Examine diverse values that form civically engaged and informed members of society	Descriptions of different cultures and/or social behaviors may reflect some judgmental bias or stereotyping	Identifies differences in and/or among cultures and social groups	Meaningfully expresses social and cultural complexities in and/or among different groups	Demonstrates sophisticated understanding of social and cultural complexities in and/or among different groups
Evaluate solutions to real-world social and cultural problems	Exhibits superficial understanding and faulty reasoning of social and cultural problems	Exhibits interest and basic understanding of systems and ideologies that influence real-world problems	Demonstrates clear understanding of systems and ideologies that influence cultural and social problems; clear analysis of solutions	Demonstrates responsible and sophisticated understanding of unique cultural and social problems; well-developed analysis and advanced evaluation

8. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.

ICSR 435 will facilitate comparative and global considerations of citizenship, and provide a summative learning experience in argumentation and evidence. Throughout the course students will develop and perform effective oral communication skills with logical, well-supported arguments, clear organization, and engaging style.

Reading Posts: Students will synthesize ideas and provide critical analysis of course readings in their reading posts. This will enhance their sense-making skills through written arguments about the course material. Students submit these posts through Blackboard the night before class as a way to help them prepare for class discussion on the materials for that day.

Paired Presentations of Readings: Students will learn to make connections with their classmates as they work with a partner to gather evidence related to the materials assigned for a particular date. Each pair will be able to choose dates with topics that most interest them. Students will research the authors in order to create biographies of the individuals they are reading in class. Then, they will lead a formal presentation to discuss the most significant themes or concepts from the readings. These presentations will include the development of discussion questions that require building connections among readings. They demonstrate the students' ability to analyze and synthesize the evidence they have gathered about the authors as well as the content of assigned reading material. Presentations provide an opportunity for students to articulate their arguments about the readings and to engage in a class discussion.

9. How many sections of this course will your department offer each semester?

Initially the Department of Diversity and Community Studies plans to offer one section of this course every spring semester.

10. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.

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ICSR 435

Reimagining Citizenship

Western Kentucky University, Spring 2016

Course Description

This course provides a study of theories and concepts of citizenship, in our society in order to apply knowledge and skills of social justice to the significant issues of our world. Rather than assume a singular definition of citizenship, the course provides materials from differing perspectives and engages participants in discussion and critical analysis as we grapple with these perspectives including individual action, policy, advocacy, collective action, and our own experiences. The course focuses on expanding traditional conceptions of citizenship to include other practices and perspectives that get at the heart of how we conceive of civic engagement, social justice, and possible futures. This exploration enables understandings of citizenship as a phenomenon that impacts our social and cultural environment, and evaluates our individual and shared responsibility in these systems. Using an interdisciplinary approach to critically examine citizenship through multiple lenses and their interrelations, ICSR 435 encourages students to deliberate about the role of social institutions in developing and sustaining norms, to reimagine new possibilities, and to articulate those visions.

Student Learning Outcomes

By the end of the course, students will be able to:

- Analyze differing conceptions of citizenship;
- Describe the tensions among various models and conceptions of citizenship;
- Articulate visions and paths to reimagined citizenship;
- Develop positions and arguments, through research projects, discussion and reflection.

This class is a core course for the new ICSR Citizenship and Social Justice minor (more info here: <http://www.wku.edu/icsr/minor/index.php>). It is also an approved elective course in the new Diversity & Community Studies major (more info here: <http://www.wku.edu/dcs/major.php>). Please talk to me if you are interested in hearing more about these exciting new degree options.

Accommodations for Students with Disabilities

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center (SARC) on the first floor of the Downing Student Union, DSU 1074. The phone number is 270-745-5004. After contacting SARC, please email me so that we can work out access and accommodations.

Course Readings will be gathered from multiple texts including:

- Anderson, Benedict. 2006. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, revised Ed. London: Verso.

- Bellamy, Richard. 2008. *Citizenship : a very short introduction*. Oxford ; New York: Oxford University Press.
- Bosniak, Linda. 2008. *The Citizen and the Alien: Dilemmas of Contemporary Membership*. Princeton: Princeton University Press.
- Cabrera, Luis. 2010. *The practice of global citizenship*. Cambridge ; New York: Cambridge University Press.
- Carey, Allison C. 2009. *On the margins of citizenship : intellectual disability and civil rights in twentieth-century America*. Philadelphia: Temple University Press.
- McNevin, Anne. 2011. *Contesting citizenship : irregular migrants and new frontiers of the political*. New York: Columbia University Press.
- Additional course materials to be posted on the course website

Course Website

Everyone will utilize the course website on Blackboard (Bb). Course materials, assignment sheets, lecture handouts, and announcements will be posted there. Some assignments will be completed on Bb. All students should have good internet access, the latest version of Bb compatible browsers, and familiarity with Bb tools (there are good on-line resources for those who need to brush up). Internet or Bb problems or troubleshooting should be taken up with IT support (<http://www.wku.edu/it/>).

Course Requirements

I have developed these requirements with the hope that all of you will succeed. If you have questions about anything in this class or are having difficulty, please come see me right away. I am always happy to talk with you. Grades will be calculated on a 600 point scale.

- Participation (15%, 90pts):
Your participation is a very important component of this class. A significant portion of your learning will occur during our class meetings when we discuss and analyze the assigned materials and the issues they raise. While I expect you to integrate your lived experience with the topics covered in this class, our class discussions will be focused on the course material.
- Reading Posts (20%, 120pts):
To help me gauge where you are with the reading, and to help you develop some focused ideas and questions before we meet, you will be posting a reading comment/question every week from Week 3 through Week 12 for a total of 10 posts worth 12 points each. I will let you decide if you want to post regularly on Tuesday or Thursday's readings. You will post about the next day's readings by **5pm the night before class**. You may post up to a week ahead of time, but my late policy applies for postings after 5pm on your assigned day. More information will be provided in class.
- Critical Analysis Paper (20% total, 120pts)
One 5-6 page paper is due in our last class session before spring break. For this paper I want you to put one of two documentaries about citizenship into conversation with two other course readings/videos/speakers from the class. The films will be on reserve at the

WKU library. Further information on style, format, and evaluation criteria will be provided in class. You are responsible for keeping a copy of your paper.

- **Pair Presentation of Readings (20%, 120pts)**
At the beginning of the semester the class will be broken into pairs. Once during the semester you and your partner will lead discussion on the readings. You will prepare a 20-25 minute presentation with the following components: 1) brief biographies of the authors (their title/job, where they work, their key contributions); 2) a discussion of what you felt were the most significant points, themes or concepts in the readings (including connections between them); and 3) 2-3 provocative, open-ended questions or points for discussion which demonstrate critical reading and thinking. More information about this assignment will be provided in class.
- **Final Project: (25%, 150pts)**
This final project will analyze a core element of citizenship and a collective act of protest/resistance/social change that works to reimagine citizenship. The final project will have a paper component in addition to the classroom presentation and you will be asked to utilize (and cite) course materials. Papers will answer prompts such as: *How can we understand citizenship as a socially constructed phenomenon that is interrelated, yet also distinct? How do we recognize humanity beyond citizenship? How has citizenship been raced, gendered, classed, sexualized, abled, and so forth? What techniques can we engage to best understand and utilize multiple understandings of, and strategies for building, citizenship and social justice?* The presentation should be 8-10 minutes and the paper should be 6-8 pages, plus a works cited page. The paper is due at the beginning of class on the last day of the semester. The presentation is worth 90 points and the paper is worth 60 points. More information about this assignment will be provided in class.

Late or Missing Work

Assignments are due as indicated above or announced in class. You must complete all assignments to pass this class (so you cannot skip the pair presentation, and still pass). Late assignments will be docked by 25% for each day they are late. It is not fair to your classmates for you to have extra time on an assignment. For your protection, keep a file of all your graded work in case any questions arise about an assignment or grade.

Academic Integrity

This class assumes that all participants are doing the assignments with integrity. WKU has a policy prohibiting academic dishonesty that states: "The maintenance of academic integrity is of fundamental importance to the University. Thus it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature."

(see <http://www.wku.edu/judicialaffairs/process-for-academic-dishonesty.php>).

You are responsible for familiarizing yourself with the [WKU Student Code](#), especially those policies regarding academic dishonesty. "I didn't know" is not an excuse. One of the most common problems is plagiarism, which occurs when a student copies, without proper citation intentionally or unintentionally, the ideas or words of another. Using ideas or words that are not

your own without proper attribution in papers, Bb, or anywhere else in this course is a violation of academic integrity. The WKU library has good resources to help you understand what plagiarism is and how to avoid it:

<http://libguides.wku.edu/content.php?pid=214158&sid=3022377>

When in doubt, ask a librarian, a writing expert, a graduate student, someone at the Writing Center, or a professor.

Plagiarism and other acts of academic dishonesty defeat the purpose of the educational process and shortchange everyone involved. In this class, if you plagiarize, commit or attempt to commit another act of academic dishonesty, you will receive a failing grade for the assignment, risk having your actions reported to the Office of Judicial Affairs, and possibly fail the course.

Referrals: If you find any of the material covered in class to be emotionally distressing or need support for any reason during the semester, you have access to sources of professional support, counseling, and therapy services:

- Counseling Center: 270-745-3159 (<http://www.wku.edu/heretohelp/>)
- Student Health Center: 270-745-5641 (<http://www.wku.edu/healthservices/index.php>)
- Academic Advising and Retention Center: 270-745-5065 (<http://www.wku.edu/advising/>)
- Office of Institutional Diversity and Inclusion: 270-745-5066 (<http://www.wku.edu/oidi/>)
- Student Disability Services: 270 745-5004 (<http://www.wku.edu/sds/>)
- Writing Center: 270-745-6145 (<http://www.wku.edu/writingcenter/>)

Reimagining Citizenship Course Schedule

Week 1: Course Introduction: Introducing Citizenship

Week 2: Citizenship Core: Histories & Concepts of Citizenship

Week 3: Citizenship Core: Theories of Citizenship

- Connected issues of migration, diaspora

Week 4: Borders & Nation-States

- Connected issues of territorial expansion, borderlands, cultural border frictions, and the nation-state

Week 5: Theorizing Nationalism & National Belonging

- Connected issues of statelessness, nation-building, and transnationalism

Week 6: Risks of Citizenship and Civic Responsibilities

- Connected issues of citizenship privilege and kinship relations, competing citizenships, and cultural citizenship

Week 7: Analyzing Systems of Citizenship: Capitalism & Neoliberalism

- Connected issues of high-skilled worker visa policy, free trade zones, and migrant worker policy

Week 8: Analyzing Systems of Citizenship: The Carceral State

- Connected issues of slavability, criminalization, disenfranchisement, carceral policy and institutions

Week 9: Analyzing Systems of Citizenship: Migration, Immigration & Naturalization

- Connected issues of border policy, security, human rights, mobility

Week 10: Analyzing Systems of Citizenship: Imperialism

- Connected issues of marriage policy, law and identities, and sexual citizenship

Week 11: Analyzing Systems of Citizenship: Settler Colonialism

- Connected issues of territorialization, native sovereignty, and indigenous rights

Week 12: Analyzing Systems of Citizenship: Social & Cultural Belonging

- Connected issues of “imagined community,” second-class citizenship, sexual citizenship, disabled citizenship

Week 13: Reimagining Citizenship: Alternatives to the nation-state

- Connected issues of recognizing humanity beyond citizenship, alternatives modes of citizenship

Week 14: Reimagining Citizenship: Solidarity, Alliance, & Coalition

- Connected issues of building a more accessible society for all citizens

Week 15: Presentations & Course Wrap Up