

## WUmaster 2020 Brainstorming Results from WUmaster C-TEL Workshop December 16, 2019

- 1) Why do you think citizenship and suffrage are (or should be) important to our students?
  - They are citizens
  - Citizens = power that is available
  - Knowledge of benefits
  - Help see opportunities for unity—seeing those without the rights—how to build the best country for ALL
  - Knowledge that voter suppression is real—how does it affect them. How to act upon information
  - So much is interconnected—citizenship is both global and local!
  - Election coming up and we have first-time voters
  - Students who may have voted before may be jaded—they don't think their votes matter
  - Women not voting they take for granted the right to vote or feel they cannot contradict more dominant family member with their vote
  - It matters b/c our ideals about citizenship and membership in the moral community are linked
  - Citizenship requires critical thinking and informed decisions—beyond what peers and families, slogans, news channels might be telling them
  - Voting is part of community
  - Our job to move the topic beyond the university
  - Can use history of suffrage to shape future directions
  - Incorporating global perspectives on shaping future directions
  - Frames suffrage and citizenship academically (evidence vs. upbringing)
  - Provides safe opportunities to explore concepts outside of experience
  - Voting
  - Who has right to vote and who doesn't
  - Defining citizenship
  - Processing media/events
  - Realizing impact of state on society and society on state
  - Belonging and influencing the world around them
  - Also important for non-U.S. citizens
  
- 2) What do citizenship and suffrage mean in your discipline? Why do they matter for your discipline?
  - English and Mass Media:
    - o How do you craft arguments that help advocate for the good of others. Requires critical thinking and practice
    - o Stories about real people are powerful. Creating connection makes a huge difference
  - Philosophy:
    - o Suffrage matters for political philosophy; subtopic—the ethics of voting (who can/should vote)
    - o Historical perspective—Enlightenment

- Subfield: immigration; citizenship in police; Greece—philosophy is thought to have developed here
- Sociology:
  - Link to racial inequality; gender issues and immigration; who has right to vote; how a person's personal choice is affected by society
- French language and culture
  - Fr Revolution—Declaration of Rights of women
  - To study of Fr. Language is to have an insight into Fr. Cultures; language and culture are intimately linked to suffrage and citizenship
- Education:
  - teaching in university—teaching kids
  - ensuring war on science/facts and underrepresentation of women in science stops
- Communication:
  - enacting voice; conversation doesn't happen in a vacuum
  - interest in nationalism
- Anthropology:
  - citizenship is a large part of immigration, diaspora
- Psychology:
  - Identity, mental health, belonging, social health
- All disciplines:
  - Implications of how we enact citizenship (students + us as citizen-scholars)
- Theater:
  - influence society
  - Influenced by society
  - English: Expression of ideas
  - Reading/interpreting complex texts
- History: all of it
- English language learning:
  - Representative to domestic students exploring own citizenship

3) How might exploring this theme help your students achieve your course's learning outcomes?

- ELL: journaling over the course of the semester
- Theater:
  - personal character background
  - historical/or subject specific shows that intersect with citizenship questions
- History: HI 102 WUmester—survey + moments where citizenship/suffrage interact—choosing is hard!
- English: EN 300: Good topic to strengthen students' argument and analysis skills with events connected to their WU courses
- English and Mass Media
  - Rhetorical appeals
  - Articles→models for their own first-person narratives—how did they use rhetorical appeals and construct their argument?

- Sociology
    - o Intro and Food and Sociology
    - o Social Class—some citizens are more equal than others; notion of social class
  - Philosophy
    - o Intro to ethics: primary goal is to examine contemporary ethical moral problems—citizenship fits right in
    - o Think critical about problems and construct thesis about what to do about problems
  - French
    - o Composition—critical thinking—an essay in French on citizenship
    - o FR 102 and 202 + French Club—go to Spencer; talk about French Revolution and citizenship
  - Psychology: Elaborate on diversity of women’s psychology
  - Anthropology: Understanding globalization and colonization
  - Communication Studies: Artifacts of organizational culture and climate
  - Education: Teaching children to work collaboratively
- 4) How might you incorporate some of the WUmester events and exhibits in your class?
- Extra credit
  - Required attendance tied to assignments
  - Reaction papers
  - Rhetorical/visual analysis assignment
  - Apeiron—student showcase; special poster board session; student prizes given at last lecture
  - PH 102—intro to ethics—civil disobedience and racism; civil rights, voting rights, public activism; non-citizens can act as citizens; athletes (Kapernick and others)
  - Extra credit
  - Attend relevant event in your community
  - Prompting to faculty