

Term Information

Effective Term Autumn 2022
Previous Value Spring 2017

Course Change Information

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

Adding the Citizenship for a Just and Diverse World new GE to the course

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

The course provides an advanced study of the Citizenship theme through an in-depth study of the crucial transition in sixteenth-century Europe from the identification of citizenship in a state with citizenship in the Christian church to multiple new "modern" understandings of how government, citizenship, and religious identity should relate. Students engage intensely with a range of primary sources that illustrate notions of citizenship and religious identity during the Middle Ages (Augustine of Hippo, Popes Boniface VIII and Leo X) and that articulate new concepts of freedom, citizenship, and church affiliation during the sixteenth century: works by Martin Luther; Ulrich Zwingli; Balthasar Hubmaier, Peter Walpot, and other Anabaptists; John Calvin; and Thomas Helwys. They examine also crucial documents that articulate notions of citizenship and religious identity: acts of several English monarchs, the Peace of Augsburg (1555), and the Treaty of Westphalia.

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)?

n/a

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	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3245
Course Title	The Age of Reformation
Transcript Abbreviation	Reformation
Course Description	The history of the Protestant, Catholic, and Radical Reformations of 16th and early 17th century Europe.
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	Never
Does any section of this course have a distance education component?	No
<i>Previous Value</i>	<i>Yes, Greater or equal to 50% at a distance</i>
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
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: English 1110.xx, or permission of instructor.
Exclusions	
<i>Previous Value</i>	Not open to students with credit for 511.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0103
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:
Historical Study; Citizenship for a Diverse and Just World
The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors
General Education course:
Historical Study
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">• Students will gain an understanding of the teachings and practices of Lutheran, Anabaptist, Calvinist, Anglican and Catholic reformers, their roots in the medieval Church, how they differed and what they shared.
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Content Topic List

- The Medieval Church
- Christian Humanism
- Martin Luther
- Lutheranism
- Ulrich Zwingli
- Anabaptists and the Radical Reformation
- John Calvin
- Calvinism
- The Wars of Religion
- The English Reformation
- The Catholic Reformation and Counter-Reformation

Sought Concurrence

No

Attachments

- History 3245 SyllabusNewGE.docx: Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- History 3245 Citizenship theme form.pdf: New GE rationale
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	12/01/2021 02:58 PM	Submitted for Approval
Approved	Soland, Birgitte	12/01/2021 03:21 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/01/2022 01:39 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/01/2022 01:39 PM	ASCCAO Approval

SYLLABUS: HIST 3245 THE AGE OF REFORMATION AUTUMN 2021

Course Overview

Classroom Information

Format of Instruction: In Person Lecture
Meeting Days/Times: Tuesdays and Thursday 11:10–12:30
Location: 135 Campbell Hall

Instructor

Instructor: Professor David Brakke
Email address: brakke.2@osu.edu
Office: 230 Dulles Hall
Phone number: 614-292-2174
Office hours: Tuesdays 1:15–2:15 in person; Wednesdays 2:00–3:00 via Zoom
(link on Carmen course homepage); and in person or via Zoom by
appointment

Course Description

During the sixteenth and seventeenth centuries, European Christians fought bitterly over the most basic questions of their faith: What is sin? How are people saved? What is the nature of religious authority? How should religion and the state interact? What roles (if any) should temporal governments play in religious life? The debates and reform movements that divided and rejuvenated western Europe and the Roman Catholic Church make the century after 1517 one of the most fascinating and perplexing eras in the histories of Europe and Christianity. This course will study the social, political, and religious developments of the period, focusing on the teachings and practices of the Lutheran, Anabaptist, Calvinist, Anglican, and Catholic reformers. We will study their roots in medieval conflicts between church and state and consider what the diverse reform movements (both Protestant and Catholic) shared as well as how they differed. The rapid religious changes of this tumultuous century set the stage for new understandings of government and citizenship and new forms of Christianity and “secularism” in the modern West.

Students will investigate a variety of views about religion and citizenship in the emerging states of early modern Europe and their implications for later polities, including the United States. They will study especially how social and economic differences interact with religious claims and how religious ideas shape social movements for change. They will consider how historians attempt to analyze this period through the categories of gender and class.

Course Learning Outcomes

By the end of this course, students should successfully be able to:

- Identify, compare, and contrast the teachings and practices of the Lutheran, Anabaptist, Calvinist, Anglican, and Catholic reform movements of the sixteenth century.
- Trace the social and political history of western Europe from 1492 to 1648.
- Recognize the differing understandings of religion, citizenship, and government that developed during this period and their enduring legacies.
- Understand the obstacles to and the benefits of analyzing class and gender in early modern history.

General Education

GE Theme: Citizenship

General Expectations of All Themes

GOAL 1: Successful students will analyze and important topic or idea at a more advanced and in-depth level than the foundations.

Expected Learning Outcomes

- 1.1 Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

GOAL 2: Successful student 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 the future.

Expected Learning Outcomes

- 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 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.

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

Expected Learning Outcomes

- 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- 1.2 Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies within the US and/or around the world.

- 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.
- 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.

Course Materials

You should acquire the following books, which are also on reserve at the library.

Denis Janz, *A Reformation Reader: Primary Texts with Introductions* (**2nd edition**)

Carter Lindberg, *The European Reformations* (3rd edition, but 2nd edition is OK)

Natalie Zemon Davis, *The Return of Martin Guerre*

As noted above, Lindberg's *The European Reformations* is now in a 3rd edition (2021), but the 2nd edition is fine for this course. Do NOT get Lindberg's *The European Reformations Sourcebook* (at least not for this course).

Also, you should download (and print out, if you would like) the study guide to Janz, which is posted on Carmen under "Files." We will often use some of the questions given there as a focus for our meetings. Additional readings will be made available on Carmen under "Files."

Grading and Instructor Response

Graded Activities

You have five graded components of varied activities. You need to read both primary and secondary sources closely and engage in discussions about them. You will be asked to synthesize and analyze information about the sixteenth

century in quizzes and exams. And you will reflect on and engage with key ideas through papers.

1. Attendance, preparation of readings, and informed participation in class (20%).
2. A map quiz in class on Thursday, September 2 (5%).
3. Midterm examination on Tuesday, October 12 via Carmen (available from Saturday, October 9) (20%).
4. Three short papers (3–5 pp.) due on September 22, November 3, and December 1 (30%). Eligible students may substitute one research paper (10–15 pp.). Precise instructions for these papers will be given well in advance of their due dates, but they are described briefly below.
5. Final examination with a comprehensive component on Monday, December 13 via Carmen (available from Friday, December 10) (25%).

The midterm and final examinations will be administered via Carmen. The exams will be timed and must be completed in a single sitting only once, but they will be available over multi-day periods. They will consist of a mix of short and longer essay questions, and you will be able to use your notes and textbooks.

Grading Scale

- A = 93–100
- A- = 90–92
- B+ = 87–89
- B = 83–86
- B- = 80–82
- C+ = 77–79
- C = 73–76
- C- = 70–72
- D+ = 65–69
- D = 60–64
- E = under 60

When averages are calculated, numbers are rounded up from .5. For example, 89.5 = 90.

Paper Requirements

You will write three short papers of 4–6 pages.

(1) The first paper will be on an assigned topic (there will be two choices) dealing with one or more primary sources. No research beyond the assigned readings will be required. The topic choices will be distributed well in advance.

(2) The second paper will be a historical review of the 2003 film *Luther*. You will assess the film's historical accuracy based on your own reading of the primary sources and Lindberg, and you will explain the film's distinct perspective on Luther's life and career and their political implications. The film will be available for streaming through OSU's Secured Media Library.

(3) The third paper will ask you to reflect on the legacy of Reformation-ideas for US discussions of religion and citizenship and of church and state based on short readings from two early Americans.

Research Paper Option

If you are a History major who has successfully completed History 2800, you may choose to write a single research paper of 10–15 pages (not including endnotes) instead of the three short papers. If you choose this option, you must meet with me no later than Friday, October 1 to discuss possible topics. You will submit a one-paragraph description of your topic with at least two secondary sources by Tuesday, October 26. The final paper will be due Tuesday, November 30.

You will find help with choosing a topic, finding sources, and the like in the “Janz Research Guide” available on Carmen.

If do not meet the requirements for this option but would like to pursue it, you should meet with me as early as possible in the semester (before the first short paper is due) to present your case.

Instructor Feedback and Response Time

Email is usually the best way to reach me, and you can expect a response within 24 hours. My office hours (whether in person or on Zoom) do not require an appointment, but I can meet at other times by appointment.

You can expect evaluation of and feedback on papers and tests within seven days.

Schedule of Topics and Readings

Class Time and Preparation

The first part of each class session will be devoted to the background material in Lindberg: we will identify the major points, and I will address any questions that you have. We will then turn to discussion the assigned primary sources based on the readings questions posted in the “Modules” section on Carmen.

You should always bring to class Janz (or whatever other primary source[s] we are discussing) and Davis on the days it is assigned. You need not bring Lindberg to class, although we will discuss the major points of each chapter.

Readings

The lists of primary sources may look long, but nearly all the individual readings are excerpts, some as short as a couple paragraphs. Do not be discouraged!

Tues Aug 24 Introduction to the Course: Studying “The Reformation(s)”
Lindberg, Chapter 1

I. The Roots of Reformation

Thur Aug 26 Predestination, Church, and State in the Thought of Augustine of Hippo

Augustine, *The Enchiridion on Faith, Hope, and Love* (Excerpts) (Carmen)
Augustine, *The City of God* (Excerpts) (Carmen)

Tues Aug 31 Religious Currents, Political Conflicts, and Gender in the Later Middle Ages

Lindberg, Chapter 2
Boniface VIII, *Unam Sanctam* (1302) (Janz #2)
Leo X, *Pastor Aeternus* (1516) (Janz #3)
Christine de Pizan, *The Book of the Cities of Ladies* (1405) (Janz #4)
Heinrich Kraemer and Jacob Sprenger, *Malleus Maleficarium* (1486) (Janz #5)

Thur Sep 2 Free Will and Indulgences on the Eve of Luther

Gabriel Biel, *The Circumcision of the Lord* (1460) (Janz #11)
Clement VI, Sixtus IV, and Albert of Mainz on Indulgences (1343, 1476, 1515) (Janz #12–14)

Map Quiz in class.

II. Martin Luther (1483–1546): New Ideas of Justice, Freedom, and Equality

Tues Sep 7 Luther: The Dawn of a New Era

Lindberg, Chapter 3
Martin Luther, Autobiographical Fragment from Preface to His Complete Works (1545) (Janz #17)
Luther, *Ninety-Five Theses or Disputations on the Power and Efficacy of Indulgences* (1517) (Janz #22)

Thur Sep 9 Luther: Justice, Freedom, and Temporal Rulers

Lindberg, Chapter 4
Luther, *To the Christian Nobility of the German Nation Concerning reform of the Christian Estate* (1520) (Janz #24)

Luther, *The Freedom of a Christian* (1520) (Janz #25)

Tues Sep 14 Social Welfare and Reformation of Christian Practice in Saxony

Lindberg, Chapter 5

Luther, *The Small Catechism* (1529) (Janz #28)

The Smalcald Articles (1537) (Janz #29)

Thur Sep 16 The Peasants' War (1525): Religious Equality and Social Change?

Lindberg, Chapter 6

Thomas Müntzer, *A Sermon before the Princes* (1524) (Janz #35)

The Twelve Articles of the Peasants (1525) (Janz #37)

Luther, *Admonition to Peace* (1525) (Janz #38)

Tues Sep 21 Luther and Erasmus: Do Human Beings Have Free Will?

Erasmus, *On Free Will* (1524) (Carmen)

Luther, *The Bondage of the Will* (1525) (Carmen)

**III. The Anabaptists and Religious Conflict in the Holy Roman Empire:
The Purity of the Church and Freedom from the State**

Thur Sep 23 Zwingli and the Reformation in Zurich

Lindberg, Chapter 7

Ulrich Zwingli, *Of Freedom of Choice in the Selection of Food* (1522)
(Janz #48)

Zwingli, *Of the Clarity and Certainty of the Word of God* (1522) (Janz #50)

Zwingli, *Sixty-seven Theses* (1523) (Janz #51)

Tues Sep 28 Anabaptist Origins: A Pure Church Separate from the State

Lindberg, Chapter 8

The Beginnings of the Anabaptists (Janz #56)

Balthasar Hubmaier, *Concerning Heretics and Those Who Burn Them*
(1524) (Janz #57)

The Schleitheim Confession (1527) (Janz #59)

The Trial and Martyrdom of Michael Sattler (1527) (Janz #60)

Thur Sep 30 Anabaptist Alternatives: Domination of and Withdrawal from the State

Bernard Rothmann, *A Restitution of Christian Teaching* (1534) (Janz #62)

Menno Simons, *A Meditation on the Twenty-fifth Psalm* (1537) (Janz #64)

Peter Walpot, *True Yieldedness and the Christian Community of Goods*
(1577) (Janz #67)

Tues Oct 5 Religious Conflict and its Resolution in the Holy Roman Empire

Lindberg, Chapter 9

The Augsburg Confession (1530) (Janz #31)

“Peace of Augsburg” (1555) (Carmen)

Thur Oct 7 Women in New Religious Communities

Arugula von Grumbach, Letter to the University of Ingolstadt (1523) (Janz #30)

The Trial and Martyrdom of Elizabeth Dirks (1549) (Janz #65)

Janneken Munstdorp, Letter to Her Daughter (1573) (Janz #66)

Tues Oct 12 Midterm Examination via Carmen

The test will become available at 12:01 a.m. Saturday October 9 and must be completed by 11:59 p.m. Tuesday October 12. It can be opened and submitted only once.

Have a fun Autumn Break!

**IV. John Calvin (1509–1564) and Calvinism(s):
Creating New Christian Commonwealths**

Tues Oct 19 Calvin on Knowledge of God and Self

Lindberg, Chapter 10

John Calvin, Preface to the *Commentary on the Psalms* (1557) (Janz #68)

Calvin, “Knowledge of God,” *Institutes of the Christian Religion* (1559) (Janz #77)

Calvin, “Scripture,” *Institutes of the Christian Religion* (1559) (Janz #78)

Thur Oct 21 Calvin: Providence, Predestination, and the Church as Covenant Community

Calvin, “Predestination,” *Institutes of the Christian Religion* (1559) (Janz #83)

Calvin, “The Church,” *Institutes of the Christian Religion* (1559) (Janz #84)

Tues Oct 26 Calvin: Civil Government and a Holy Society in Practice

Calvin, “Civil Government,” *Institutes of the Christian Religion* (1559) (Janz #86)

Geneva Ordinances (1547) (Janz #70)

Records of the Geneva Consistory (Janz #71)

Letters from Servetus to the Geneva Council (1553) (Janz #75)

Thur Oct 28 Reform and Communal Violence in France

Lindberg, Chapter 11

Sources on French Wars of Religion (Carmen)

Tues Nov 2 The Reformation in England: Church and State from Henry VIII to Mary I

Lindberg, Chapter 13

Henry VIII's Act of Supremacy (1534) (Janz #88)
Henry VIII's Act of Six Articles (1539) (Janz #89)
The First Examination of Anne Askew (1545) (Carmen)
Queen Mary: The Marian Injunctions (1554) (Janz #92)

Thur Nov 4 The Reformation in England: Church and State from Elizabeth I to William III and Mary II

Elizabeth I's Act of Supremacy (1559) (Janz #94)
Elizabeth I's Act of Uniformity (1559) (Janz #95)
Pius V, *Regnans in excelsis* (1570) (Janz #121)
Thomas Helwys, *A Short Declaration of the Mystery of Iniquity* (1612)
(Carmen)
Act of Toleration (1688) (Carmen)

V. Roman Catholic Reform, a New World, and Sectarian Warfare

Tues Nov 9 The Council of Trent and the Reassertion of Church-State Coordination

Lindberg, Chapter 15 (= Chapter 14 in 2nd edition)
Decrees and Canons on Justification (1547) (Janz #105)
Canons on the Sacraments in General (1547) (Janz #106)
Rules on Prohibited Books (1563) (Janz #111)

Thur Nov 11 Veterans Day. No class!

Tues Nov 16 Renewal and Retrenchment in Catholic Spain

Ignatius Loyola, *Autobiography* (1555) (Janz #112)
Ignatius Loyola, *The Spiritual Exercises* (1548) (Janz #115)
Teresa of Avila, *The Book of Her Life* (1562) (Janz #122)

Thur Nov 18 Catholicism in New Spain: The Humanity of the "Indians"

Paul III, *Sublimis Deus* (1537) (Janz #118)
Francisco de Vitoria, *De Indis* (1532–1539) (Janz #119)
Bartolome de las Casas, *A Short Account of the Destruction of the Indies*
(1542) (Janz #120)
The Virgin of Guadalupe: The Account of Juan Diego Cuauhtlatoatzin
(Carmen)

Tues Nov 23 The Thirty Years War and the Peace of Westphalia

Lindberg, Chapter 16 (= Chapter 15 in second edition)
Treaty of Westphalia (1648) (Carmen)

Have a happy Thanksgiving!

VI. Recovering the Culture of Women and Peasants and Conclusion

Tues Nov 30 *The Return of Martin Guerre*

Read the entire book, and bring it to class!

Thur Dec 2 *The Return of Martin Guerre* (continued)

Tues Dec 7 Reflections on the State and Religious "Freedom"

Mon Dec 13 **Final Examination via Carmen**

The test will become available at 12:01 a.m. Friday December 10 and must be completed by 11:59 p.m. Monday December 13. It can be opened and submitted only once.

Other Course Policies

Academic integrity policy

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://studentlife.osu.edu/csc/>.

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 me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a Diverse and Inclusive Learning Environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of

Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learn, 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. 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. SLDS contact information: slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of Course Technology

This course requires use of CarmenCanvas (Ohio State's learning management system). If you need additional services to use this technology, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. 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. *(50-500 words)*

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

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

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)