Term Information

Effective Term   Autumn 2024
Previous Value   *Spring 2024*

Course Change Information

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

Adding 100% DL Approval. Also updating prereq.

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

A regional faculty member would like to teach this online

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 requrest 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	3676
Course Title	Leadership in History
Transcript Abbreviation	Leadership History
Previous Value	*LdrshpinHistory*
Course Description	This course employs the lessons, models, and narratives of history to consider different characteristics of leadership and analyze how those qualities might shape students' own vision of what it means to be an informed citizen, leader, and follower.
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?	Yes
Is any section of the course offered	100% at a distance
Previous Value	*No*
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Previous Value   *Prereq or concur: English 1110.xx, or GE foundation writing and info literacy course, or permission of instructor.*

Exclusions
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   54.0101
Subsidy Level   Baccalaureate Course
Intended Rank   Sophomore, Junior, Senior

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes

- Study leadership and its components in an advanced, upper-level course. Learn about narratives of community building, community belonging, and change-making to develop critical and logical oral and written presentation skills.
- Gain deeper understanding of the diverse meanings and manifestations of citizenship, identity, and belonging in various contexts.
- Engage in a historical exploration of specific case studies (CS), which highlight distinct models of leadership and followership. Consider how systems of leadership and followership are mediated by gender, class, race, ethnicity, and religion.
- Rely on disparate primary sources to emphasize the ways in which making connections—to other persons, communities, and environments — shapes how people act as citizens.
- Engage with the larger concepts of citizenship, leadership, and followership to consider the disparate communities to which you belong and the role you wish to play in these – and future – groups and societies.
- Think critically, read thoughtfully, compare events across time and place, and articulate and advance ideas with clarity and a generosity of spirit -- all essential tools in becoming informed and active citizens.
- Research and write a final research project to engage in deeper, independent research on a topic of a student's choice.
- Complete two self-assessments of class engagement to evaluate their contribution to class discussion and assess the ELOs of the class.

Content Topic List
- Leadership
- Citizenship
- Followership
- Mexican Revolution
- National Railways (France)
- African American Women
- Domestic Labor
- Title IX
- Japanese Comfort Women

Sought Concurrence   No

Attachments

- History 3676 DL Cover Sheet Signed.pdf: DL Cover Sheet

  (Cover Letter. Owner: Getson,Jennifer L.)

- History 3676 Syllabus (Judd) In-Person.docx: Syllabus In-Person

  (Syllabus. Owner: Getson,Jennifer L.)

- 3676 Syllabus DL.docx: Syllabus DL

  (Syllabus. Owner: Getson,Jennifer L.)

Comments

- Please see Subcommittee feedback email sent 04/10/2024. *(by Hilty,Michael on 04/10/2024 04:59 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson,Jennifer L.	03/14/2024 11:29 AM	Submitted for Approval
Approved	Soland,Birgitte	03/19/2024 03:30 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	03/26/2024 01:28 PM	College Approval
Revision Requested	Hilty,Michael	04/10/2024 04:59 PM	ASCCAO Approval
Submitted	Getson,Jennifer L.	04/11/2024 09:31 AM	Submitted for Approval
Approved	Soland,Birgitte	04/11/2024 10:36 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/11/2024 11:28 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	04/11/2024 11:28 AM	ASCCAO Approval

Syllabus

History 3676

Leadership in History

Spring 2022

Credit Hours

Online, Synchronous, WF 9:35am – 10:55am

Course overview

Instructor

- Name
- Email Address
- Phone Number
- Course Zoom Link
- Office Hours
  - Zoom Link

Note: My preferred method of contact is email.

Course description

From our nation's capital to the town council, from business to faith, it is commonplace to hear that we live in a crisis, or absence, of leadership. But what does good leadership mean? And what is its inexorable connection to citizenship?

This course employs the lessons, models, and narratives of history to consider different characteristics of leadership and analyze how those qualities might shape students' own vision of what it means to be an informed citizen. We encourage students to apply historical thinking to

answer the questions: What does citizenship, leadership, and followership mean? What responsibilities do we have as citizens to identify and protect the needs, objectives, and values of our communities? How should we act in order to be the kind of people we would wish to follow?

Throughout the semester, students will analyze specific historical case studies: Mexican Revolution, the French railways during and after World War II, the unionization of African American domestic workers, Title IX, and the memorialization of the so-called "comfort women." Each of these case studies offers narratives of citizenship, community building and change-making. They encourage students to think critically, read thoughtfully, compare events across time and place, and articulate and advance ideas with clarity and a generosity of spirit -- all essential tools in becoming informed and active citizens. They emphasize the ways in which making connections—to other persons, communities, and environments — shapes how people act as citizens. Moreover, they underscore disparate formulations that historical actors have offered to suggest how – as citizens – they wanted to advocate for and defend their communities' objectives.

Course Goals

•   Study the inexorable linkages between leadership and citizenship in an advanced, upper-level course. Learn about narratives of community-belonging, exclusion, and building, as well as change-making to develop critical and logical oral and written presentation skills.

•   Gain deeper understanding of the diverse meanings and manifestations of citizenship, identity, and belonging in various contexts.

•   Engage in a historical exploration of specific case studies (CS), which highlight distinct models of citizenship and leadership. Consider how citizenship is mediated by gender, class, race, ethnicity, and religion.

•   Rely on disparate primary sources – including letters, petitions, diary entries, political decrees, speeches, interviews, photographs, to emphasize the ways in which making connections—to other persons, communities, and environments — shapes how people act as citizens.

•   Engage with the larger concepts of citizenship, leadership, and followership to consider the disparate communities to which you belong and the role you wish to play in these – and future – groups and societies.

•   Think critically, read thoughtfully, compare events across time and place, and articulate and advance ideas with clarity and a generosity of spirit -- all essential tools in becoming informed and active citizens. Reflect on the transferable critical thinking skills that come from engaging with a historical analysis of leadership.

•   Research and write a final research project concerning the connections between citizenship and leadership.

•   Complete two self-assessments of class engagement to evaluate their contribution to class discussion and assess the ELOs of the class.

General education goals and expected learning outcomes

As part of the **Citizenship for a Diverse and Just World** category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: 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.]

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.

3. 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.

4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

Expected Learning Outcomes:

Successful students are able to:

1.1. Engage in critical and logical thinking about the topic or idea of the theme.

1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.

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.

3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

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

4.2. 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.

GE Rationale for this course:

In this course students will examine in greater factual detail the historical interpretations of leadership, citizenship, and followership and read and

discuss multiple scholarly interpretations of historians, sociologists, managerial studies scholars, film makers, artists, and political pundits to gain a deeper understanding of these concepts and their historic specificities. Students will read cutting-edge scholarship, participate in regular in-class discussions and a class-wide project, and complete varied writing assignments to develop critical and logical thinking about the topic. Students will examine diverse manifestations of citizenship in six different historical case studies and analyze its political, socioeconomic, cultural, and everyday manifestations in various transnational communities.

How this online course works

Mode of delivery

This course is 100% online and synchronous. There are two required sessions per week when you must be logged in to Carmen at a scheduled time.

Pace of online activities

This is a discussion-based course that closely follows the model of an in-person course, except that classes will be held over zoom. Students are expected to do the readings and be prepared to participate in the biweekly synchronous class sessions.

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 9 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

Course communication guidelines

The success of our course depends on our ability to create an inclusive and safe learning community for all students. In any given class, we can usually

count students with a high level of knowledge in the historical discipline as well as those for whom this class is their first formal exposure to college level learning in History. We will enjoy students from a variety of different identities and backgrounds. In order to respect your classmates and improve your own learning experience, I ask that you open your minds to new and different perspectives, to be kind, and to enter into our class discussions in good faith.

Course materials and technologies

Textbooks

Required

1. Sarah Federman, *Last Train to Auschwitz: The French National Railways and the Journey to Accountability*
2. Kelly McFall and Abigail Perkiss, *Changing the Game: Title IX, Gender, and College Athletics*
3. Premilla Nadasen, *Household Workers Unite: The Untold Story of African American Women Who Built a Movement*

All other readings will be available on Carmen.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at it.osu.edu/help, and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading and instructor response

How your grade is calculated

Assignment Category	Points
Attendance	10
Introductory Paragraph	2
Reading Responses (RR) 10 total, 1 point each	10
Self-Reflection (SR) #1	4
Self Reflection (SR) #2	6
Title IX Project Presentation = 10 pts, Persuasive Text = 10 pts, SR #3 = 10 pts, Participation = 6 pts, Assessment = 4 pts	40
Final Research Project Proposal = 6 pts, Project = 22 pts	28

Assignment Category	Points
Total	**100**

Description of major course assignments

Assignment #1: Attendance

○ **Description**

I am eager to learn with you this semester. I expect you to attend our virtual classes and be responsible for the material covered during each class. Please login to class on time and do not log off the class before the class is dismissed. Attendance will be recorded. Students missing more than two class meetings without an excused absence will incur a grade penalty. In case you need to miss class due to religious conflict or an illness, please email me as soon as possible.

Assignment #2: Introductory Paragraph

○ **Description**

I teach best when I have a sense of who my students are. Please introduce yourself. What would you like to be called? (Whether you go by your given name or some other name, how would you like to be known in this class? And if you think that I might not know how to pronounce the name you'd like to be called, please give me some guidance.) What are your preferred personal pronouns? Where are you from (hometown)? What do you study? Do you have any special concerns that I should know about? Why did you enroll in this course? In which communities – if any – do you think about yourself as a citizen? Please submit this assignment even if you have taken multiple courses with me

Assignment #3: Reading Responses (RR)

- **Description**

Throughout the semester you will answer 10 sets of short questions posed on Carmen to help you think more deeply about the reading. Please keep your answers brief. Your answers must be typed and uploaded onto Carmen by 9:00 am of the day that we are discussing those readings/podcasts/films/images. Graded as full credit (1 point each), partial credit (.5) or no credit (0).

- **Academic integrity and collaboration guidelines**

Your written assignments should be your own original work. Another person may be proofread your assignment before you turn them in, but no one else should revise or rewrite your work. "TurnItIn," the Carmen tool intended to help you prevent plagiarism, will be used on your written assignments. If you are citing ideas found from the class readings, you may use a simple parenthetical notation (Judd, 23), rather than a full citation.

Assignment #4 Self-Reflections (SR)

- **Description**

Over the course of the semester, you will be asked to respond to three short essay prompts that consider leadership and its components. These 2-3 page essays (double spaced) will have you consider one of our case studies, how it highlights distinct models of leadership, and the specific connections you draw among concepts of citizenship, leadership, and followership. More information about this assignment can be found on Carmen. One of your three self-reflections will concern the Title IX project, and as such will be included as part of your Title IX Project (below). Your answers must be typed and uploaded onto Carmen by 9:00 am on the due date.

Self-Reflection Essay Prompts: These 2-3 page essays (double spaced) will have students consider our case studies and consider

how they highlight distinct models of leadership and exemplary citizenship, and the specific connections among concepts of citizenship, leadership, and followership

1. SR1: As you begin to think about your own relationship with leadership and citizenship, which definition of citizenship that we have discussed so far makes the most sense to you? Which definition of leadership? What specific skills or attributes of leadership do you think are most important to cultivating exemplary citizenship? Why? Do you find any evidence of any of these skills or attributes in the Mexican Revolution case study? By whom? Where and how? Are there any skills or attributes that you wish to improve upon in yourself? (6 points)

2. SR 2: How do you define ethical leadership? What does that entail? What is its connection to citizenship? Do you agree with Keohane's linkage of character with leadership? How might that then be linked to citizenship? How do you understand notions of ethical leadership and exemplary citizenship when we think about the French National Railways during and after World War II? (7 points)

    o   **Academic integrity and collaboration guidelines**

Your written assignments should be your own original work. Another person may be proofread your assignment before you turn them in, but no one else should revise or rewrite your work. "TurnItIn," the Carmen tool intended to help you prevent plagiarism, will be used on your written assignments. If you are citing ideas found from the class readings, you may use a simple parenthetical notation (Judd, 23), rather than a full citation.

Assignment #5: Title IX Project

o   **Description**

As a class, we are going to participate in a historic simulation that will concern Title IX. Over several weeks, we will discuss the history of Title IX and consider how it narrates a complicated

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history of citizenship in the US. During the third week of class, every student will be assigned to a group, as well as a role in that group. Every student will have to present in class, write one persuasive text, write one self-reflection and participate in an assessment, which will include an evaluation of their participation in the group. Basic information about each component is given below, but more information about this assignment can be found on Carmen.

Presentation = 10 pts
Each student group will be responsible for an 8-10 minute group presentation in class, and facilitate discussion for that class day. Each student will should plan to speak for approximately two minutes, and have at least one question or topic of discussion.

SR #3 = 10 pts (see SR details above)
- SR: Title IX Choose one of the primary sources assigned for the Title IX case study. How does it underscore your understanding of generative change and exemplary citizenship? What was your role in the case study? Did that experience encourage you to think about leadership, followership, and/or citizenship differently? In what ways? (8 points)

Persuasive Text (PT) = 10 pts
Students will choose a position in the debate around Title IX and write a 2-3 page paper arguing for their position.

Participation & Assessment = 10 pts
- Students will assess the project, their participation in the group, and their contributions. Students will also reflect upon the work process.

o **Academic integrity and collaboration guidelines**

Your written assignments should be your own original work. Another person may be proofread your assignment before you turn them in, but no one else should revise or rewrite your work.

"TurnItIn," the Carmen tool intended to help you prevent plagiarism, will be used on your written assignments.

Assignment #6: Final Research Project

- ○ **Attendance**

Your final project will ask you to research a 20th-century case study of the connection between leadership and citizenship. Basic information about each component is given below, but more information about this assignment can be found on Carmen.

Proposal = 6 pts
Students will write a short proposal (about 500 words) describing their idea for their final project. Paper topics must be approved by the professor.

Project = 22 pts
Papers will be approximately 6-8 pages in length, on a topic approved by the professor, and include a works cited page.

- ○ **Academic integrity and collaboration guidelines**

Your written assignments should be your own original work. Another person may be proofread your assignment before you turn them in, but no one else should revise or rewrite your work. "TurnItIn," the Carmen tool intended to help you prevent plagiarism, will be used on your written assignments. Please follow the Chicago Manual of Style to cite the ideas and words of your paper.

Grading Scale

- 93-100: A
- 90-92: A−
- 87-89: B+

- 83-86: B
- 80-82: B−
- 77-79: C+
- 73-76: C
- 70-72: C−
- 67-69: D+
- 60-66: D
- Under 60: E

Instructor feedback and response time

I will use email, Carmen messenger, and Carmen's announcements to share additional information with the class. The quickest way to contact me is by email, and you may usually expect a reply within 24 hours. I am not on email late at night, nor am I on email between sundown on Friday night and sundown on Saturday night. When you craft your messages, kindly include a descriptive subject line ("Question about History assignment"), begin with a respectful salutation ("Dear Professor Judd") and conform to standard English with proper punctuation and capitalization. For an excellent overview of how students can most effectively use email with their professors, "How to e-mail a professor" <http://mleddy.blogspot.com/2005/01/how-to-e-mail-professor.html>

Grading and feedback

Students should expected feedback on their assignments about 7-10 days after they turn in the assignment.

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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)

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 learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life

Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

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

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

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

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity.

Policy: Religious Holidays, Holy Days and Observances

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Course Schedule

* Unless Noted, All Assignments are Due via Carmen by 9:00 am on the day noted*

Unit 1: Leadership as a System

Class	Topic	Readings, Podcasts, Videos Due	Assignments Due
1	Leadership and Citizenship: Wrestling with Definitions		
2	How are Leadership and Citizenship Connected?	*"Principles and Standards of Citizenship Leadership" * "Leadership – It's a *System*, Not a Person!" *Recommended: Barbara Kellerman, "What Every Leader Needs to know about Followers," *Harvard Business Review,* December 2007	Introductory Paragraph

| 3 | Adaptive Change v. Technical Challenges | *Philip Podsakof, "Transformational Leadership Behaviors and Organizational Citizenship Behaviors"

*"Introduction" and "Chapter 1," Ronald A. Heifetz, Marty Linsky, and Alexander Grashow. *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World.* Harvard Business Press, 2009

*Chen Zhang et al, "Why Capable People Are Reluctant to Lead," https://hbr.org/2020/12/why-capable-people-are-reluctant-to-lead | Reading Response (RR) 1 |

Unit 2: Leadership v. Authority

Class	Topic	Readings, Podcasts, Videos Due	Assignments Due
4	Leadership v. Authority, Introducing Case Study (CS) 1:	*Barbara Kellerman and Todd Pitinsky, "Introduction," in *Leaders*	RR2

	Mexican Revolution	*who Lust: Power, Money, Sex, Success, Legitimacy* *Ruth B. Mandel, "Leadership Redefined: Authority, Authenticity, Power" in *Women and Leadership: The State of Play and Strategies for Change* *"Revolution," in *The Mexico Reader*	
5	Case Study (CS) 1 Mexican Revolution: Leaders, Citizens, Contexts	Stephanie Smith, chapter 1, *Gender and the Mexican Revolution*	
6	CS1 Mexican Revolution: Leaders, Citizens, Contexts	*Emiliano Zapata, Otilio Montaño, and Others, "The Plan de Ayala, 1911" *Ricardo Flores Magón, "Manifesto"	RR 3
7	Panel Informed Citizenship, A Local Case Study: Larry Moses, Michael Glimcher, Audrey Tuckerman, and Elka Abrahamson in Conversation (United Way,		Self Reflection (SR) 1

	Columbus Foundation, Wexner Foundation):		

Unit 3: Ethical Leadership and Generative Change

Class	Topic	Reading, Podcasts, Videos Due	Assignments Due
8	What is Ethical Leadership and Generative Change? Introducing Case Study 2: French National Railways During World War II	*Nannerl O. Keohane, "How do Character, Ethics, and Leadership Interact," in *Thinking About Leadership* * President Barack Obama on Leadership, Family, and Service (Podcast, "Dare to Lead") https://brenebrown.com/podcast/brene-with-president-barack-obama-on-leadership-family-and-service/	RR 4
9	CS2 French National Railways During World War II: Leaders, Citizens, Contexts	Sarah Federman chapters 1-3 *Last Train To Auschwitz: The French National Railway and the Journey to Accountability*	

10	CS2 French National Railways During World War II: Leaders, Citizens, Contexts	Sarah Federman, Part II, "Accountability" *Last Train To Auschwitz*	RR 5
11	Ethical Citizenship, Local Case Studies: Sudarshan "Shud" Sharma & Sandra R. López	Sarah Federman, Part III, *Last Train to Auschwitz*	SR 2

Unit 4: Leadership "From Below"

Class	Topic	Readings, Podcasts, Videos Due	Assignments Due
12	Case Study 3: Introduction	Premilla Nadasen, "introduction" and "chapter 1," *Household Workers Unite: The Untold Story of African American Women Who Built a Movement* Recommended? Kellie Carter Jackson, "She was a member of the family: Ethel Philips,	RR6

Class	Topic	Readings, Podcasts, Videos Due	Assignments Due
		Domestic Labor, and Employer Perceptions," *Women's Studies Quarterly* 45 (Fall/Winter 2017) 160-172	
13	CS 3: Leaders, Citizens, Contexts	Premilla Nadasen, chapters 2 and 3, *Household Workers Unite*	
14	CS3 Leaders, Citizens, Contexts	Premilla Nadsen, *Household Workers Unite*, chapters 4-7	RR7
15	Speaker: Local Contexts	*Association of Black Women Historians, "An Open Statement to the fans of *The Help*," 12 August 2011 *Bill Taylor, "True Leaders Believe Dissent is an Obligation," HBR 2017 https://hbr.org/2017/01/true-leaders-believe-dissent-is-an-obligation	

Unit 5: Class Wide Project

Class	Topic	Readings, Podcasts, Videos Due	Assignments Due

18	Class Wide Project: Introduction	McFall and Perkiss, *Changing the Game*, (CTG) pp. 2-10 AND 34-59	
19	CS4: Title IX, Introduction	"Historical Background," CTG, pp. 12-32 All American Girls Professional Baseball League, CTG, pp. 78-80 US Congress, "Title IX," 1972 in CTG, p. 67 Appendix A and B, CTG, pp. 159-161	RR8
20	CS4: Title IX Project begins	Interview with Avronne S. Fraser https://www.repository.law.indiana.edu/ohtitleix/12/ Office of Civil Rights, "Clarification of Intercollegiate Athletics Policy," in CTG, pp. 67-78	
21	CS4: Title IX Session 2	CTG Primary Sources, pp. 80-104	Group Presentations
22	CS4: Title IX Session 3	CTG Primary Sources, 105-119	Group Presentations

23	CS4: Title IX Session 4	CTG Primary Sources, 119-151	RR9 Group Presentations
24	CS4: Title IX Session 4	CTG, Primary Sources, 151-157	Group Presentations PT
25	CS4 Title IX Wrap Up	In class: assessment	SR3

Unit 6: Apologizing and Apologies

Class	Topic	Readings, Podcasts, Videos Due	Assignments Due
26	"Leaders who apologize ; Citizens who accept apologies "	*Sarah Federman, "How Companies Can Address Their Historical Transgressions," *Harvard Business Review* (January February 2022): 83-92 *Barbara Kellerman, "When Should a Leader Apologize and When Not," *Harvard Business Review* (April 2006): 73-81	

27	Germany	Valentina, Roza Kraus, "Memorials and the Cult of Apology," in https://www.e-flux.com/architecture/monument/349760/memorials-and-the-cult-of-apology/	
28	Japan	Na-Young Lee, "Challenging the Global Human Rights Regime: Transnational Significance of the "Comfort Women" Redress Movement," *Journal of Asian American Studies* 24.3 (October 2021): 417-441	RR 10
29	Conclusion		

** Final Projects Are Due on **

Extra Credit: Students have the option of receiving extra credit for up to **two** of the following assignments (you must choose among a, b, and c; you <u>cannot</u> write 2 film/podcast reviews). They must be completed by the dates set out below. (.75 point each; extra credit only will count towards students whose <u>final average</u> is a C- or higher.)

(a) Attend my office hours by 7 February

(b) Podcast or Film Review: Evaluate <u>one</u> of the following films/podcasts and write a 1-2 page response paper considering how the film or podcast connects concepts of leadership and citizenship. <u>Please make sure that you give yourself enough time to locate, obtain, and watch the film or podcast.</u> All of the films can be obtained at OSU and/or via Netflix/Amazon. Please upload your review onto Carmen by 9:00 am on the date listed below:

    a. "Lorna Davis, "Why The Strongest Leaders Ask for Help" (Ted Business podcast), due class 8

    b. *The Founder* (2016) due class 12

    c. "Dr. Sarah Lewis on the Rise: The Creative Process and the Difference between Mastery and Success" (Dare to Lead podcast) due class 12

    d. *42: The True Story of an American Legend* (2013) due class 16

    e. "Courageous Cultures" (Leadx podcast) due class 20

    f. *The King's Speech* (2010) due class 22

    g. *RGB* (2018) due class 26

    h. "Everyone Hates Meeting So Why Do We Have So Many of Them?" (No Stupid Questions podcast) due class 28

    i. *Babe* (1995) due class 28

(c) Purposeful Activity: By our fifth class, choose <u>one</u> activity listed below that allows you to focus on, apply, and develop practices and behaviors identified in exemplary leadership and citizenship. As you engage in this activity, post two updates (2-3 sentences each) on the course's Carmen discussion thread concerning the activity that you have chosen. [activities include: a) challenging the process/embracing disequilibrium, b) enabling others to act, c) finding sanctuaries, and e) distinguishing the essential from the expendable.] (due classes 5, 14, 27)

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences
(Updated 2-1-24)

Course Number and Title:

Carmen Use

When building your course, we recommend using the ASC Distance Learning Course Template for CarmenCanvas. For more on use of Carmen: Common Sense Best Practices.

☐ A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

☐ Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

☐ Syllabus is consistent and is easy to understand from the student perspective.

☐ Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

☐ If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).

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Instructor Presence

For more on instructor presence: About Online Instructor Presence.
For more on Regular and Substantive Interaction: Regular Substantive Interaction (RSI) Guidance

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

☐ Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (required).

☐ Regular instructor communications with the class via announcements or weekly check-ins.

☐ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

☐ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.

☐ Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above).

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Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: Toolsets.

☐ The tools used in the course support the learning outcomes and competencies.

☐ Course tools promote learner engagement and active learning.

☐ Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.

☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

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Workload Estimation

For more information about calculating online instruction time: ODEE Credit Hour Estimation.

☐ Course credit hours align with estimated average weekly time to complete the course successfully.

☐ Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate (required):

☐ In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the accessibility coordinator for the College of Arts and Sciences. For tools and training on accessibility: Digital Accessibility Services.

☐ Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

☐ Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

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Additional comments (optional):

Academic Integrity

For more information: Academic Integrity.

☐ The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

☐ Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: *Designing Assessments for Students*.

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

☐ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.

☐ Variety of assignment formats to provide students with multiple means of demonstrating learning.

☐ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

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Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course or select methods above:

Community Building

For more information: Student Interaction Online.

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

☐ Opportunities for students to interact academically with classmates through regular class discussion or group assignments.

☐ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.

☐ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (required)

Transparency and Metacognitive Explanations

For more information: *Supporting Student Learning.*

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

☐ Instructor explanations about the learning goals and overall design or organization of the course.

☐ Context or rationale to explain the purpose and relevance of major tasks and assignments.

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☐ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.

☐ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.

☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.

☐ Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

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Syllabus and cover sheet reviewed by   *Jeremie Smith*   on

Reviewer Comments:

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