

## Term Information

Effective Term Spring 2025  
[Previous Value](#) Autumn 2017

## Course Change Information

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

Adding GEN Theme Citizenship to the Course

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

Part of the department's efforts to add courses to the new GE.

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 3001  
Course Title American Political History to 1877  
Transcript Abbreviation AmerPoliticsHist 1  
[Previous Value](#) [Am Pol His to 1877](#)  
Course Description This course introduces students to the complex contestations between American citizens and global actors over the meaning of American democracy, beginning in the pre-colonial period and ending with the period of Reconstruction (1865-1877). Students come to better understand the shifting contours of American democracy and what it has meant to be an American citizen at different times in history.  
[Previous Value](#) [The origins and development of American politics from early modern origins and national revolution to the era of Civil War and Reconstruction. Sometimes this course is offered in a distance-only format.](#)  
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  
[Previous Value](#) [Yes, Greater or equal to 50% at a distance](#)  
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

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**Campus of Offering** Columbus, Lima, Mansfield, Marion, Newark, Wooster  
**Previous Value** *Columbus, Lima, Mansfield, Marion, Newark*

## Prerequisites and Exclusions

**Prerequisites/Corequisites**  
**Previous Value** *Prereq: English 1110.xx, or permission of instructor.*

**Exclusions**  
**Electronically Enforced** No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

**Subject/CIP Code** 54.0102  
**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; Social Diversity in the United States; 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; Social Diversity in the United States*  
*The course is an elective (for this or other units) or is a service course for other units*

## Course Details

**Course goals or learning objectives/outcomes**

- Students will explore and understand political history in American life from the earliest colonial outposts through the Civil War and Reconstruction.
- Students will explore and understand the concept of citizenship and justice through the first half of American history.
- Students will consider the origins and development of the basic pattern of American self-governance, and examine trajectories to and through constitutional crisis and transformative war.

**Previous Value**

- *Students will explore and understand political history in American life from the earliest colonial outposts through the Civil War and Reconstruction.*
- *Students will consider the origins and development of the basic pattern of American self-governance, and examine trajectories to and through constitutional crisis and transformative war.*

**Content Topic List**

- American political history
- Medieval and early modern origins
- Composite state and empire
- Local government
- Public opinion
- Revolution
- Constitutional history
- Parties
- Politics and national development
- Sectional crisis
- Civil War
- Reconstruction
- Citizenship and Justice

**Previous Value**

- *American political history*
- *Medieval and early modern origins*
- *Composite state and empire*
- *Local government*
- *Public opinion*
- *Revolution*
- *Constitutional history*
- *Parties*
- *Politics and national development*
- *Sectional crisis*
- *Civil War*
- *Reconstruction*

**Sought Concurrence**

No

**Attachments**

- 3001 Elmore Citizenship GE Form PDF 9.5.2024.pdf: GE Form  
*(Other Supporting Documentation. Owner: Getson, Jennifer L.)*
- 3001 GT Revisions 10.22.2024.pdf: Syllabus Revised 10.22.2024  
*(Syllabus. Owner: Getson, Jennifer L.)*
- 3001 Cover Letter v2.pdf: Cover Letter 10.22.2024  
*(Cover Letter. Owner: Getson, Jennifer L.)*

**Comments**

- Please see Subcommittee feedback email sent 10/09/2024. *(by Hilty, Michael on 10/09/2024 12:42 PM)*

**COURSE CHANGE REQUEST**  
3001 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
10/23/2024

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	09/05/2024 04:02 PM	Submitted for Approval
Approved	Reed, Christopher Alexander	09/05/2024 05:30 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/24/2024 08:41 AM	College Approval
Revision Requested	Hilty, Michael	10/09/2024 12:42 PM	ASCCAO Approval
Submitted	Getson, Jennifer L.	10/22/2024 04:36 PM	Submitted for Approval
Approved	Reed, Christopher Alexander	10/22/2024 05:09 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/23/2024 03:18 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/23/2024 03:18 PM	ASCCAO Approval



Hello,

Thank you for the thoughtful comments on the course submission for **History 3001: American Political History to 1877**. The feedback and revisions are listed below.

At this time, the Subcommittee declined to vote on the proposal and would like to see the following revisions:

- The reviewing faculty would like to see more information about how the course will fully engage the Theme category within the course assignments. Specifically, they would like to see the syllabus reflect citizenship, diversity, and justice (concepts that are identified in the GE form) become clearly visible to students on the course syllabus. They also would like to obtain a better understanding of how the course assignments contribute to the fulfillment of the GEN Theme ELOs and see these showcased directly to students.
  - The op-ed assignment was changed to focus on citizenship, and the sample topics now emphasize citizenship, diversity and justice.
  - The description of the exams now includes two sample questions that provides an example of the types of questions that would appear on the exam, so students know how they will be expected to integrate their learning on citizenship, diversity, and justice without the context of the exam.
- The reviewing faculty would like further information in the syllabus surrounding how the course will identify, describe, and synthesize experiences as they relate to the Theme (as required by ELO 2.1). Specifically, and as an example, during week 9 of the course, students will only be reading texts by Jackson and official governmental materials. They are unsure how this will help students discuss the various experiences of all peoples impacted by these policies and rhetoric.
  - More readings have been added to most weeks the reading schedule, to provide a greater diversity of perspectives, with a particular focus on including non-governmental documents from people impacted by the political decisions being discussed in class. These readings will provide both an academic model for how to analyze and synthesize Theme concepts, and act as launching points for class discussion that focus on integration and analysis.

- The reviewing faculty would like more information on how the course will fulfill ELO 2.2 within the syllabus. They are unsure how the course (specifically the course assignments) will engage students in self-reflection. They recommend, as a possible way to incorporating this into the course, creating a reflection assignment that allows students to engage with the Theme and the course content.
  - There is now a multi-part reflection assignment where students have a writing assignment at the beginning and end of the semester to think about how their views about American citizenship have evolved throughout the course.
- The reviewing faculty recommend updating the Diversity statement on page 6 of the course syllabus, as it was recently updated for the 2024-2025 academic year. The most up-to-date statement can be found on the ASC Curriculum and Assessment Services website.
  - Updated.
- The reviewing faculty recommend updating the Mental Health statement on page 7 of the course syllabus, as the National Suicide Hotline number was recently changed. The most upto-date statement can be found on the ASC Curriculum and Assessment Services website.
  - Updated.
- The reviewing faculty ask that a cover letter be submitted that details all changes made as a result of their feedback.
  - Submitted.

## **HY 3001: American Political History to 1877**

Instructor: Professor Bart Elmore  
Autumn Semester 2023  
Class Times: Tuesday/Thursday 2:20-3:40 PM  
Classroom location: Hopkins Hall 250  
Lecture, 3 credit hours  
Format of instruction: Lecture and discussion

Office: Dulles Hall, Room 167  
Office Hours: Tuesday 3:50-4:50 PM  
or gladly by appointment.  
Instructor email: [elmore.83@osu.edu](mailto:elmore.83@osu.edu)

### **COURSE DESCRIPTION:**

This course introduces students to the complex contestations between American citizens and global actors over the meaning of American democracy, beginning in the pre-colonial period and ending with the period of Reconstruction (1865-1877). Students listen to the experience of Indigenous people struggling for freedom in the Early Republic, laborers fighting for voting rights in the Virginia colonies and beyond, women mobilizing for expanded powers in the Age of Jackson, and Black freedom fighters petitioning Congress for basic civil liberties. Through these stories students come to better understand the shifting contours of American democracy and what it has meant to be an American citizen at different times in history. What students learn in this course by reading these diverse testimonies and foundational texts, including the US Constitution and the Federalist Papers, is just how hard citizens had to fight for so many rights we all take for granted today. In short, this course teaches students how to become model citizens dedicated to justice for all by turning to the past to find lessons that may well help us now in a fractured time.

### **GE Theme: Citizenship for a Just and Diverse World**

#### **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.

**ELOs of the course will be met in the following ways:**

- 1.1 In this course students will read testimonies from a diversity of people, from early European colonists in 17<sup>th</sup> century New England to Shawnee leader Tecumseh to the appeals of Black abolitionist David Walker, in order to better understand how different people at different times in US history conceived of what citizenship meant in American society and beyond US borders. The instructor reads student reflections before class and then adds student names to the syllabus, calling on students and having them, rather than the instructor, elaborate on key course themes concerning citizenship (Assignment #1). Students also engage in turn-in-discuss techniques, digesting a key course question concerning citizenship and American democracy with a partner before lectures. Given the nature of topics discussed in this course, like slavery and white supremacy, students will also be asked to reflect on how views of citizenship from this period impact current conceptions and realities of citizenship in this nation.
- 1.2 Students will investigate a topic of interest to them that historicizes a contemporary political debate. Specifically, students in the course will write a 750-word op-ed examining changes in citizenship from the American Revolution/Constitutional period or the era of the Early Republic to today (Assignment #2). More details available in the assignment section of this syllabus, but students will be required to do primary source research and scholarly secondary source research as a part of the assignment.
- 2.1 This course is sweeping in scope, and throughout the semester students will be asked to make connections across time periods and international borders in order to better understand why particular visions of American democracy gained precedence at particular times in history. Assignment #2 will be particularly useful here in allowing students to synthesize the different perspectives on citizenship and democracy they have encountered throughout the course in a cohesive document that connects the past to the present. Many of the readings assigned below also center the experiences of those who have traditionally been (and continue to be) denied full citizenship in the United States and how American politics either failed or oppressed them. On the flip side, some of the readings, like Martha Jones's *Birthright Citizens*, showcase the role that oppressed peoples played in shaping political and legal concepts that became central to American politics, law, and citizenship.



- 2.2 Students are required to submit reflections based on the readings or course content before each class. These reflections are based on readings that get students to step outside themselves and to think about how their experience compares to historical actors that lived in the past and how they inform us about our current era. The reflection paper gives a more formalized approach to this as well. Students are asked to do these short papers at the beginning and end of the semester to set the stage for their engagement with the course topic and then reflect on the knowledge they entered with. The op-ed paper creates an opportunity for further reflection by asking students to directly formulate a topic related to the themes of the course and then prepare a piece for public engagement on their chosen topic in a way that encourage public engagement on an aspect of American political history that students think impacts our current understandings of citizenship.
- 3.1 The midterm and final exams offer students a chance to compare perspectives on citizenship held by a diverse array of US citizens and global actors from the sixteenth century to the end of the 1870s. Essays questions in these exams are designed to help students see that definitions of citizenship and democracy are not static but dynamic and ever-changing and test their factual knowledge on how these concepts functioned in the past. The example question below showcases what kinds of essay questions students can expect on the midterm and final.
- 3.2 Assignment #2, the op-ed project, is designed to get students to think about how writing public-facing pieces can be an act of good citizenship. Through this assignment, students think and engage with and connect to people from different backgrounds and cultures through precision writing projects that focus on reaching a broad audience. We talk a lot here about tone and marshalling evidence to back up political claims in order to make arguments that can appeal to a broad spectrum of the populace. Good citizenship, the assignment teaches, requires adherence not only to factually correct and grounded arguments, but also meaningfully and respectfully engaging in important dialogues of the day.
- 4.1 The exams for this course highlight the experience of Black, Indigenous, and immigrant communities as well as the experience of women before the 19<sup>th</sup> amendment to the US Constitution became the law of the land. The goal is to examine, critique, and evaluate the lived experience of others and to understand how those lived experiences shaped diverse views and expressions of citizenship throughout time. Students will be asked to reflect on how this history informs the present at various points throughout the class and students can choose to engage with these topics through their op-ed topics.
- 4.2 All the assignments for this course, from the exams to the op-ed assignments and nightly reflections require students to examine how power structures put in place at different times in history have prevented certain people from having full political agency. Through these assignments, we also follow key advocacy campaigns and fights for justice as a means of reclaiming from the past campaigns for freedom that may well model how students in the present day can preserve and protect rights for all people living in the United States.

## **LEGACY GE GOALS AND ELOS**

### **GEL Historical Studies**

#### **Goals**

Students recognize how past events are studied and how they influence today's society and the human condition.

### **Expected Learning Outcomes**

Students construct an integrated perspective on history and the factors that shape human activity.

Students describe and analyze the origins and nature of contemporary issues.

Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

### **GEL Social Diversity in the United States**

Goals

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

### **Expected Learning Outcomes**

Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.

Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

### **GRADES:**

Your grade in this course will be broken down as follows:

#### **1. Lecture/Discussion Attendance and Participation in Discussion (25%)**

- Your grade for participation will be broken down into two main components: lecture attendance and cogency of pre-class/in-class contributions. Students are to post **one question/reflection related to the reading** on Canvas by **11:59 PM every Wednesday night**. Each question should be roughly a paragraph and should relate to some critical theme addressed in the readings for that week. Good reflections often chose a quotation from the reading that struck student interest. Students will also be asked to reflect on how what they learn informs their understanding of current politics in America, especially as it relates to citizenship, democracy, race, and political ideology. These will help the students especially with their final reflection paper, see below.
- Attendance will be taken in class. Each student will be allowed two unexcused absences from lecture without penalty. Any additional absence from meetings will be reflected in your participation grade.

#### **4 Op-ed project (25%)**

- We're going to learn how to write op-eds in this class because I believe that this writing tool will be useful to many of you when you leave the university. Simply put, those who can respectfully engage with the public on these critical issues can have a greater impact on public discourse and help America reflect on how its history impacts the present on a multitude of issues related to citizenship.
- Students in the course will write a **750-word op-ed that examines the development of what it means to be a citizen by examining some part of citizenship during the American Revolution/Constitutional period or the era of the Early Republic and compare**. You have a wide range of topics you can write about, including but not limited to separation of church and state/evolving

nature of religion in society, immigration, race and citizenship, free speech, voting for Congress/the presidency, how people perceived citizenship, and the role of the Supreme Court in citizen's lives, etc. Pick a topic you are passionate about and then dive into these two databases that offers primary source materials that offer in-depth insights into the perspective of politicians that shaped the Constitution and other foundational American documents:

<https://founders.archives.gov/> and <https://guides.loc.gov/federalist-papers/full-text>

- Your op-ed should be a publishable piece, one you will submit to your hometown paper or another news outlet you choose at the end of the course. One of the goals of this course is to have you be an engaged citizen/resident of this nation, so your op-ed should be designed with public engagement in mind.
- You must meet with me and confirm your op-ed topic by **September 28**.
- There will be a **detailed description of the op-ed project on Canvas under the assignments tab**. Use that helpful outline to structure your writing.
- **FIRST DRAFT** is due **Thursday, October 19 by 11:59 PM on Canvas**.
- **FINAL DRAFT** is due by **11:59 PM on Tuesday, November 28 on Canvas**.

## 5 Reflection assignment (10%)

- a. Students will also engage in a reflection assignment at the beginning and end of the semester. At the beginning of the semester, students will write a short 2-3 page memo to the instructor explaining what they think/feel/believe about America's political institutions, how they view citizenship, how and why they were designed the way they are, who do they think benefits from these institutions, and their normative views towards these institutions.
- b. At the end of the semester, students will again write a new 2-3 page memo to the instructor reflecting upon their earlier memo and writing an update to it based on the knowledge they gained during the course. Students should address how their views changed/evolved due to knowledge gained from the course and how that impacts their view of American history, politics, and their conceptions of what it means to be a U.S. citizen. For this final reflection, students will be asked to synthesize their various reflections into a broader overview of what they learned through the course and how it impacts their normative view of American politics, government, and citizenship.

## 6 First and Final Exam (40%)

- a. There will be **two exams** throughout the course of the semester. Each exam will consist of essay questions handed out a week in advance of the due date. Both assignments will incorporate questions about the changing and developing nature of citizenship, democracy, and other topics throughout this period. Students will be expected to show both a factual understanding of these developments and synthesize that information in order to receive a high grade. An example question is attached to the syllabus to help students understand what kinds of questions will be on the exams.
  - **Midterm** (20% of total course grade) – **Thursday, October 5 by 11:59 PM** on Canvas.
  - **Final** (20% of total course grade) – **Monday, December 4 by 11:59 PM** on Canvas.
  - **Example question:** Reconstruction forced the nation to reconceptualize

citizenship, especially for the formerly enslaved. Write an essay examining at least three of the most significant points of contention as regards citizenship rights for African Americans and their connections to concepts of citizenship prior to the Civil War. You may want to examine the following in your essay: Why were these the most contentious? Were these new conceptions of citizenship for everyone or just African Americans? How were rights categorized? Who opposed these ideas of citizenship and why? To what extent did the new conception of citizenship related to previous ones in American history? What did citizenship look like prior to the Civil War and who could take advantage of citizenship? What role did gender play in these debates? How did African Americans try to enforce these new citizenship rights? What conception of citizenship did African Americans push for and did this align with the goals of Reconstruction-era lawmakers? Did these rights apply to other oppressed groups, why or why not?

- **Example Question 2:** The Republican Party was founded as an “anti-slavery party.” But what did anti-slavery mean to its members? Write an essay examining the ideological components of the Republican Party’s anti-slavery platform and policies. In writing this essay, you may want to consider: conflicts between abolitionists and the Republican Party; the role of race and racism in its policy proposals prior to the Civil War; the political forces that acted as constraints on Radical Reconstruction; why many Republicans eventually identified as “Liberal Republicans;” and the interactions between white and Black Republicans before and after the Civil War.

Grade distribution

93 - 100 (A)		90 - 92.9 (A-)
87 - 89.9 (B+)	83 - 86.9 (B)	80 - 82.9 (B-)
77 - 79.9 (C+)	73 - 76.9 (C)	70 - 72.9 (C-)
67 - 69.9 (D+)	60 - 66.9 (D)	Below 60 (E).

**ACADEMIC MISCONDUCT AND PLAGIARISM:**

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/>.

***Please read the sections on plagiarism carefully.*** Please read the attached definition of plagiarism at the end of this Syllabus (Appendix B from University Survey: A Guidebook and Readings for New

Students). And see the web sites: <http://oaa.osu.edu/coamfaqs.html#fairuse> (and scroll down for discussion of plagiarism) and <http://oaa.osu.edu/coamtensuggestions.html>. It is important that when you are citing sources, including online sources, that you utilize best practices outlined in these resources. **If you do not understand what plagiarism entails as it is described in this excerpt from the student handbook and/or websites, you must see me before beginning any of these assignments.**

**OSU Statement on Sexual Harassment and Gender Discrimination:** 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](mailto:titleix@osu.edu).

**OSU statement on the value of Diversity:** The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. (To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit: <https://odi.osu.edu/> or <https://cbsc.osu.edu>)

### **Grade Grievances and Other Academic Complaints**

Students with complaints about courses, grades, and related matters should first bring the matter to the instructor. If the student and the instructor cannot arrive at a mutually agreeable settlement, the student may take the complaint to the vice chair of the department, Alice Conklin who will investigate the matter fully and attempt to resolve it. If the vice chair is involved, the student should contact the department chair, Scott Levi (.18). The student may appeal further to the College of Arts and Sciences. Any student with a grievance may seek advice from the department's grievance resource officer, Birgitte Soland (.1). For additional information see the Office of Undergraduate Education (<https://ugeducation.osu.edu/complaint-grievance-and-appeal-procedures/>) and the Office of Student Life: Student Advocacy Center (<https://advocacy.osu.edu/academic-enrollment/grade-grievance/>).

### **Students with Disabilities:**

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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slids@osu.edu](mailto:slids@osu.edu); 614-292-3307; or [slids.osu.edu](https://slids.osu.edu).

### **PLEASE TAKE CARE OF YOURSELF (Mental Health Statement):**

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](https://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.

### **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](#))

## **SCHEDULE FOR THE TERM:**

### **WEEK 1: Introduction and Reconstruction**

#### **August 22: Introductory Lecture**

#### **August 24: Old World, New World: The Politics of Pre-English Settlement in North America**

We'll talk about Native American communities in the 1400s and 1500s in what would become known as North America and European politics in the 15<sup>th</sup> century that would inform the period of colonization. Questions about citizenship, governmental structure, the role of slavery, and the role of women in society will be highlighted.

**Required Reading:** Dani Anthony, "Bartolomé de las Casas and 500 Years of Racial Injustice," *Origins*, article available on Canvas; Short excerpt from Bartolomé de las Casas *History of the Indies* (1520).

**Recommended Reading:** *Give Me Liberty!* – Chapter 1: Old Worlds and New

**INITIAL REFLECTION DUE AUGUST 24<sup>TH</sup> AT 11:59 P.M. ON CARMEN**

### **WEEK 2: Colonial America**

#### **August 29: The English Colonies, 1500s-1600s**

We continue our discussion about the early colonial period in North America, this time focusing on the story of the first English colonies and their interactions with Native American communities. The introduction of slavery, divisions of power between landed and non-landed residents, and the centrality of religion to citizenship and democracy will feature prominently.

**Required Reading:** The Mayflower Compact (1620); John Winthrop, "A Model of Christianity" (1630).

**Recommended Reading:** *Give Me Liberty!* – Chapter 2: European Colonies and Native Nations

#### **August 31: Colonial Experiments in Governance**

So much was happening back in Europe in the mid-1600s as the colonists tried to construct political institutions in the United States. We'll talk about how events overseas informed the colonial experience in this class. Such events will include England's Glorious Revolution and its impacts on citizenship and rights in that nation that would eventually influence the Founders.

**Required Reading:** Excerpt from Bill Cronon's *Changes in the Land* available on Canvas that details different conceptions of property rights held by Native Americans versus European colonists; William Penn, "Preface to the First Frame of Government for Pennsylvania" (1682).

### **WEEK 3: American Slavery, American Freedom**

#### **Sept 5: The Enlightenment and American Slavery in the 1700s**

New notions of democracy and "natural rights" emerged out of the Enlightenment to inform colonial political thought while slavery became more deeply ingrained in colonial society. Our discussion will explore the ways in which ideas about American freedom and American slavery shaped one another, including their impact on citizenship, democracy and justice.

**Required Reading:** Excerpts from John Locke's *The Second Treatise on Government* (1689); selections from Edward Morgan, *American Slavery, American Freedom* (describing the entrenchment of slavery in colonial Virginia and its influence on national politics); selections from Minisha Sinha's *The Slave's Cause* (examining early abolitionist organizing) .

**Recommended Reading:** *Give Me Liberty!* – Chapter 3: Creating Anglo-America

### **Sept 7: The Roots of the American Revolution**

Dramatic events in the latter half of the eighteenth century seeded a revolution in the colonies. We'll talk about that political transformation in this class. Concepts covered will include: "taxation without representation" and how the Founders thought of their rights as Englishmen, how the Founders believed the English "enslaved" them but that their enslavement of Africans and Natives was acceptable, and various acts of protest and resistance the Founders undertook in the leadup to the Revolution.

**Required Assignment:** Thomas Paine's *Common Sense* (1776); Excerpts from Mark Fiege's *Republic of Nature*.

**Recommended Reading:** *Give Me Liberty!* – Chapter 4: Slavery, Freedom, and the Struggle for Empire

## **WEEK 4: A New Republic Emerges**

### **September 12: The American Revolution**

Prepare for an in-depth examination of the politics of the American Revolution that builds upon the themes and ideas discussed in the previous lecture. Beyond exploring the culmination of those topics, this class will specifically introduce the efforts of women and abolitionists who challenged reigning concepts of freedom, equality, justice, and citizenship that heretofore their white male counterparts had had almost free reign to define.

**Required Reading:** Letters from Abigail Adams to John Adams regarding the rights of women (1776); A Bill for Establishing Religious Freedom (Virginia, 1779); The Articles of Confederation (1778); selections from Linda Kerber, *Women of the Republic: Intellect and Ideology in Revolutionary America* (examining women's contributions to citizenship ideas during the Revolutionary period and the limitations placed on them due to their gender)

**Recommended Reading:** *Give Me Liberty!* – Chapter 5: The American Revolution

### **September 14: The Constitution of the United States of America, Part I**

Our class ventures to the Constitutional Convention in Philadelphia where delegates debate the foundational principles of the new republic. Topics of interest will include: the failures of the Articles of Confederation, debates over the nature of government, the formation of the electoral college and differences in voting among the several states.

**Required Reading:** You will read the United States Constitution.

**Recommended Reading:** *Give Me Liberty!* – Chapter 7: Founding a Nation

## **WEEK 5: The Progressive Era?**

### **September 19: The Constitution of the United States of America, Part II**

We continue our discussion about the US Constitution in this class. Topics covered will include: the role of slavery in the convention and upon ratification, the role of checks and balances put in place, compromises created throughout the document due to political pressures and realities, and ratification debates. Early political abolition in the North will also be examined with a focus on the relationship and frustrations between Black and white abolitionists as to rights African Americans should be conferred after freedom.



**Required Reading:** Selections from the Federalist Papers; selections from Sinha, *The Slave's Cause* (detailing limited abolition in the North and the limitations placed on Black citizens).

**September 21: NO CLASS**

**Required Reading:** Read through the US National Archives Founders Online, the Library of Congress's Federalist paper collections, and other sources as you hone your op-ed.

**WEEK 6: Hamilton and the Battle Between Federalists and Anti-Federalists**

**September 26: NO CLASS**

**Required Reading:** Read through the US National Archives Founders Online and the Library of Congress's Federalist paper collections as you hone your op-ed.

**September 28: Hamilton**

We'll watch segments of Lin Manuel's *Hamilton*, and talk about what it can teach us about American politics in Era of the Early Republic. Topics covered will include: creation of political parties, who each political party viewed as worthy of voting/full participation in broader politics, early debates over slavery in Congress, and the successes and failures of state level abolitionist movements in securing freedom and integration for African Americans. Students will also examine some songs from the *Hamilton* musical to compare the narrative and themes presented in the musical with historical reality. Specifically, students will examine the narrative and presentation of the musical around diversity and citizenship and contrast that with the reality examined here in class.

**Required Assignment:** Alexander Hamilton, First Report on the Public Credit (1790); Opinion in the Constitutionality of the Bank (1791)

**Required Listeners from the Hamilton Soundtrack:** "My Shot," "The Room Where it Happens," "Non-stop"

**WEEK 7: The Early Republic**

**October 3: From George Washington to the Revolution of 1800**

So much was unclear about how the US government would function in its early years of existence. What would the presidency look like? Would foreign nations take this country seriously? How did the nation undertake its foreign policy? How did the internal debate over the French Revolution influence domestic politics? What do the Alien and Sedition Acts and the response to them teach us about the freedom of speech and conceptions about being a "good citizen" in this era? How, also, did the nation continue to view Native Americans and its policy towards them? We'll unpack the politics of the early republic in this class.

**Required Assignment:** George Washington's Farewell Address (September 1796); The Virginia and Kentucky Resolutions (1798 and 1799); Roxanne Dunbar-Ortiz, *An Indigenous Peoples' History of the United States*, Chapter 5 "The Birth of a Nation" (examining the policies towards Native Americans taken by Washington and Adams)

**Recommended Reading:** *Give Me Liberty!* – Chapter 8: Securing the Republic

**October 5: A New Nation Goes to War**

The late 1700s and early 1800s were a revolutionary time, with the French Revolution and Haitian Revolution spurring new international conversations about democracy and liberty. Our goal is to examine the United States during these turbulent times and discuss why this young nation decided to go to war in 1812. This class will also explore early concepts around Westward expansion that led to the Louisiana Purchase and the desire for Westward expansion.

**Required Reading:** Shawnee leader Tecumseh's Speech to the Osage (1810); John Marshall's opinion in *Marbury v. Madison* (1803); Paul Ortiz, *An Afro-Latinx History of the United States, Chapter 1* (examining the impact the Haitian Revolution had on American slavery and politics).

**MIDTERM DUE ON THURSDAY, OCTOBER 5 BY 11:59 PM on Canvas.**

### **WEEK 8: The Market Revolution**

#### **October 10: The Market Revolution, Western Expansion, and American Politics**

American politics in the 1820s and 1830s were shaped by broad changes happening in the United States, most notably industrialization and westward expansion. We'll talk about how Native American communities were affected by American settlement in western territories and the political frictions that emerged at this time.

**Required Reading:** Selections from Ted Steinberg's *Nature Incorporated* discussing mills and water law; Letter from Thomas Jefferson to John Holmes, April 22, 1820 (Regarding the Missouri Compromise of 1820); Sharon Ann Murphy, *Banking on Slavery: Financing Southern Expansion in the Antebellum United States*, Chapter 3 "Old South Banks and Frontier Finance" (connecting market demands, banks, and slavery with Western expansion)

**Recommended Reading:** *Give Me Liberty!* – Chapter 9: The Market Revolution

#### **October 12: NO CLASS (Fall Break)**

**Required Reading:** *Work on your op-ed.*

### **WEEK 9: The Age of Jackson**

#### **October 17: The Rise of the Democratic Party**

The late 1820s and 1830s marked a period when many ordinary citizens began to feel they had more of a voice in American politics. Of course, this excluded Native Americans and people of color who were facing brutal treatment under new federal, state, and local policies that increasingly promoted a form of American democracy that privileged white settlement of the American West. This class will examine: how non-landed white men gained the right to vote, how this impacted women and nonwhites, how Martin Van Buren helped create a political machine based around the interests primarily of non-landed white men, and how President Andrew Jackson used this coalition to come into power and enact policies, like Indian removal, that many white citizens favored for their own interests. Dissenting opinions will also be examined to show the voices of those without power as well as the paternalistic attitude of white Americans who believed that they could "educate" and "liberate" various non-white peoples and teach them how to act "white/American."

**Required Reading:** Andrew Jackson's Bank Veto Message (1832); The Indian Removal Act of 1830; Sharon Ann Murphy, *Banking on Slavery: Financing Southern Expansion in the Antebellum United States*, Chapter 4 "Pushing Financial Boundaries with Traditional Banks" (examining the financial connections between banking policy, slavery, and politics during Jackson's presidency); Dunbar-Ortiz, *supra*, Chapter 6 (examining the impact of Jackson's removal policies on Native Americans)

**Recommended Reading:** *Give Me Liberty!* – Chapter 10: Democracy in America

#### **October 19: American Slavery and American Politics, 1830s-1840s**

Of course, we cannot understand the politics of the 1830s and 1840s without fully understanding how slavery had spread like a virus through American society at this time. This class details that story and how it impacted debates over expansion, citizenship, and the existence of the Union.

**Required Reading:** David Walker, Appeal (1829) Angelina Grimké, Letter to Catherine E. Beecher (1837); selections from Martha Jones, *Birthright Citizens: A History of Race and Rights in Antebellum America* (examining how African Americans fought for and exercised their limited citizenship rights in slave-state Maryland prior to the Civil War and helped develop the idea of birthright citizenship)

**FIRST DRAFT OF OP-ED DUE ON THURSDAY, OCTOBER 19 BY 11:59 PM ON CANVAS**

### **WEEK 10: A House Divided**

#### **October 24: A Sectional Crisis Worsens**

Continuing the themes from the previous class, this class will examine the role slavery played in American politics during the 1840s and early 1850s. Special attention will be paid to the continued debates over slavery's expansion, the Mexican-American War, and the rise of the Abolitionist movement during this period.

**Required Assignment:** Frederick Douglass, Lectures on Slavery (1850) and What to the Slave Is the Fourth of July (1852).

**Recommended Reading:** *Give Me Liberty!* – Chapter 11: The Peculiar Institution

#### **October 26: The Rise of the Republican Party**

A two-party system run by the Whigs and the Democrats fractured under the weight of the debate over American slavery. We'll talk about the Rise of the Republican Party in this class and how the Republican Party made internal compromises at this time to sustain a coalition of individuals that included radical abolitionists, nativists, and those who wanted to deport African Americans after the end of slavery laying the foundations for debates over the role of the government in ensuring freedom and justice for African Americans after the end of slavery.

**Required Assignment:** Chief Justice Roger B. Taney's opinion in *Dred Scott v. Sanford* (1857); First Lincoln-Douglas debate in Ottawa, Illinois (1858); The Republican Party Platform of 1860; selections from Jones, *supra*, examining Black reaction to the *Dred Scott* opinion and the abolitionist push for birthright citizenship.

### **WEEK 11: The American Civil War**

#### **October 31: The Election of 1860 and Its Aftermath**

We'll walk through the bitter political clash of 1860 between Northern Democrats, Southern Democrats, the Constitutional Union Party, and the new Republican Party. Debates over slavery, abolition, and their consequences will dominate the lecture.

**Required Assignment:** South Carolina's Declaration of the Immediate Causes of Secession (December 1860); Lincoln's first inaugural address (1861); James Oakes, *Scorpion's Sting: Antislavery and the Coming of the Civil War* Chapter 4 (examining how anti-slavery rhetoric and policy proposals came to a head in 1860 and how resistance to them led to the Civil War)

**Recommended Reading:** *Give Me Liberty!* – Chapter 13: A House Divided

#### **November 2: The Crucible of the Civil War**

This is the story of how the war radically reshaped common understandings of freedom, liberty and justice in America, including settling the West with legislation like the Homestead Act that prioritized certain ideals of citizenship at the expense of Native Americans.

**Required Reading:** The Corwin Amendment of 1861; Diana Ramey Berry & Kali Nicole Gross, *A Black Women's History of the United States*, Chapter 4 (examining the role of Black women in the Civil War effort)

### **WEEK 12: Reconstructing a Nation**

#### **November 7: The Critical Years, 1864-1865**

As the Civil War came to an end, four million men, women, and children gained freedom in the United States. How did a war to preserve the union become a war of emancipation? We'll tackle this question and talk about how the war radically increased the size of the federal government.

**Required Assignment:** The Corwin Amendment (1861); Emancipation Proclamation, 13<sup>th</sup> Amendment, selections from James Oakes, *Freedom National: The Destruction of Slavery in the United States* (describing how African Americans continually applied political pressure through various means to make the war about ending slavery).

**Recommended Reading:** *Give Me Liberty!* – Chapter 14: A New Birth of Freedom: The Civil War

### **November 9: The Seeds of Reconstruction**

We'll look at American politics from the period of Lincoln's assassination in April of 1865 through the early months of President Andrew Johnson's administration and the early limitations that were willing to be placed on Black citizenship for political purposes.

**Required Reading:** Wade-Davis Bill; Read Ed Ayers' *The First Occupation* (2005).

## **WEEK 13: US Politics as America Enters a Gilded Age**

### **November 14 Radical Reconstruction**

This class examines the period known as Radical Reconstruction in American history, when Congressional leaders and Black politicians worked to enshrine new rights, protections, and justice for Black citizens in the American South and beyond and the backlash that ensued.

**Required Reading:** 14<sup>th</sup> Amendment and 15<sup>th</sup> Amendment to the US Constitution; selections from Paul Ortiz, *Emancipation Betrayed* (describing Reconstruction in Florida, white backlash to Black freedom, and Black resistance to white terrorism during this period)

**Recommended Reading:** *Give Me Liberty!* – Chapter 15: "What is Freedom?": Reconstruction

### **November 16: Politics in the Gilded Age**

A second industrial revolution in the 1870s and 1880s brought about the rise of the first modern corporations in American history. The emergence of these corporate powers naturally forced politicians to reconsider the role of the state in shaping the economy and who could exercise various forms of power in America. The end of Reconstruction will also be examined to highlight the growing indifference to Black rights and justice that came to permeate national politics.

**Required Reading:** Henry George, *Progress and Poverty* (1879); selection from Ortiz, *Emancipation Betrayed* (highlighting the end of Reconstruction in Florida and continual resistance after that by African Americans to hold onto as many rights as they could)

## **WEEK 14: The Rise of the Conservation Movement**

### **November 21: Environmental Politics in the 1870s**

America's natural resources came under assault in the 1870s as powerful industrial firms looked to use new transportation and communication networks to expand dramatically. We'll talk about the emergence of a conservation movement that sought to use government power to regulate the use of America's forests and streams in the 1870s and onwards and how this impacted environmental stewardship.

**Required Reading:** An Act to set apart a certain tract of land lying near the Head-waters of the Yellowstone River as a public Park (1872); Watch Ken Burns' *National Parks*.

### **November 23: NO CLASS (Thanksgiving)**

**Required Reading:** Enjoy the break!

## **WEEK 15: Populism**

### **November 28: The Populist Movement Emerges**

Neither the Democratic or Republican party could contain working-class frustrations in the 1870s and onwards. We'll talk about the rise of the Populist movement at this time, and how it challenged predominate notions of race, class, gender, and mass participation in America. Students will also be asked to reflect on contemporary uses of the word "populism" and how it does or does not align with historical notions.

**Required Reading:** The Omaha Platform; Listen to BackStory's "People's Choice: A History of Populism;" selections from Omar Ali "*In the Lion's Mouth, Black Populism in the New South*" (describing how African Americans and their white allies perceived the goals of the Populist movement differently than their contemporaries with a greater focus on securing basic freedoms and greater state intervention on behalf of poor farmers and sharecroppers)

**FINAL DRAFT OF OP-ED DUE ON TUESDAY, NOVEMBER 28 BY 11:59 PM ON CANVAS**

### **November 30: Our Last Class**

Our last chance to meet and reflect on what the history we learned can teach us about our own time.

**Required Reading:** Read the news and search for any references to political topics that we have discussed in this course. Did they get the history right in the story?

**FINAL REFLECTION DUE DECEMBER 2<sup>ND</sup> AT 11:59 P.M. ON CARMEN**

**FINAL EXAM ESSAY QUESTION DUE BY Monday, December 4, 11:59 PM ON CANVAS.**

## **PLAGIARISM DEFINITION | The Ohio State University**

The following statement is adapted from the definition of plagiarism as understood by the Department of English. This statement was developed to apply specifically to courses in first-year English composition; it is referred to widely in cases involving charges of plagiarism throughout the University. **Every student is responsible for reading and understanding this statement.**

Because the purpose of University writing assignments is to improve your ability to express yourself in writing, your themes and exercises must be your own work. To submit to your instructor a paper that is not truly the product of your own mind and skill is to commit plagiarism. To put it bluntly, plagiarism is the act of stealing the ideas and/or the expression of another and representing them as your own. It is a form of cheating and a kind of academic misconduct which can incur severe penalties. It is important, therefore, that you understand what it consists of, so that you will not unwittingly jeopardize your college career.

Plagiarism can take several forms. The most obvious form is a word-for-word copying of someone else's work, in whole or in part, without acknowledgment, whether that work be a magazine article, a portion of a book, a newspaper piece, another student's essay, or any other composition not your own. Any such verbatim use

of another's work must be acknowledged by (1) enclosing all such copied portions in quotation marks and by (2) giving the original source either in the body of your essay or in a footnote. As a general rule, you should make very little use of quoted matter in your themes, essays, or other written work.

A second form of plagiarism is the unacknowledged paraphrasing of the structure and language of another person's work. Changing a few words of another's composition, omitting a few sentences, or changing their order does not constitute original composition and therefore can be given no credit. If such borrowing or paraphrase is ever necessary, the source must be scrupulously indicated by footnotes.

Still another form of plagiarism is more difficult to define. It consists of writing a theme based solely on the ideas of another. Even though the language is not the same, if the thinking is clearly not your own, then you have committed plagiarism. If, for example, in writing a theme you reproduce the structure and progression of ideas in an essay you have read, or a speech you have heard, you are not engaging your own mind and experience enough to claim credit for writing your own composition.

How then, you may ask, can I be original? Am I to learn nothing from others? There are several answers to such questions.

Of course you have come to the University to learn, and this means acquiring ideas and exchanging opinions with others. But no idea is ever genuinely learned by copying it down in the phrasing of somebody else. Only when you have thought through an idea in terms of your own experience can you be said to have learned; and when you have done that, you can develop it on paper as the product of your own mind. It is your mind we are trying to train and evaluate. When, therefore, you are given a writing assignment, do not merely consult books or articles or friends' themes in search of something to say. If an assignment baffles you, discuss it with your instructor.

And if you are directed to use printed sources, in English or in other courses, consult your instructor about how to proceed. There is an art to taking notes for research; careless notetaking can lead to plagiarism.

Why be so concerned about plagiarism? Because it defeats the ends of education. If a student were given credit for work that is not his or her own, then those course grades would be meaningless.

That student's college degree would become a mere sheet of paper and the integrity of the University would be undermined. To protect the conscientious student, therefore, and to guarantee the quality of an Ohio State education, the University assesses heavy penalties against those who plagiarize. By Faculty Rules, penalties for plagiarism range from an "E" grade in the course to dismissal from the University. If these penalties seem severe, remember that your integrity and the integrity of the University itself are at stake.

Finally, the University cannot prevent a student from plagiarizing, but it can make sure that every student knows what plagiarism is, what the penalties for it are, and in what jeopardy it places his or her future career. Hence this statement. Read it carefully. If you do not understand it fully, consult your instructor.

**AND IF YOU HAVE ANY DOUBTS ABOUT THE ORIGINALITY OF A PAPER YOU HAVE WRITTEN SEE YOUR INSTRUCTOR BEFORE YOU TURN IT IN.**

## GE Theme course submission worksheet: Citizenship for a Just & Diverse World

### Overview

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Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

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In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

*(enter text here)*

This course introduces students to the complex contestations between American citizens and global actors over the meaning of American democracy, beginning in the pre-colonial period and ending with the period of Reconstruction (1865-1877). Students listen to the experience of Indigenous people struggling for freedom in the Early Republic, laborers fighting for voting rights in the Virginia colonies and beyond, women mobilizing for expanded powers in the Age of Jackson, and Black freedom fighters petitioning Congress for basic civil liberties. Through these stories students come to better understand the shifting contours of American democracy and what it has meant to be an American citizen at different times in history. What students learn in this course by reading these diverse testimonies and foundational texts, including the US Constitution and the Federalist Papers, is just how hard citizens had to fight for so many rights we all take for granted today. In short, this course teaches students how to become model citizens dedicated to justice for all by turning to the past to find lessons that may well help us now in a fractured time.

Connect this course to the Goals and ELOs shared by *all* Themes

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Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

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

**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.

	Course activities and assignments to meet these ELOs
<b>ELO 1.1</b> Engage in critical and logical thinking.	1.1 In this course students will read testimonies from a diversity of people, from early European colonists in 17th century New England to Shawnee leader Tecumseh to the appeals of Black abolitionist David Walker, in order to better understand how different people at different times in US history conceived of what citizenship meant in American society and beyond US borders. The instructor reads student reflections before class and then adds student names to the syllabus, calling on students and having them, rather than the instructor, elaborate on key course themes concerning citizenship (Assignment #1). Students also engage in turn-in-discuss techniques. <small>close a time, a key course question concerning citizenship features a method of how historians deploy to better understand the past</small>
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	.All primary source readings and audio-visual assignments were carefully chosen to show how the past is still alive today. Students will engage historical conversations about gender and racial discrimination, environmental conservation, and economic inequality, among other issues, with the aim of understanding the incredible



	political, ecological, demographic, and cultural diversity of the United States. Students complete weekly reflections as an assignment that allows the instructor to assess how well they have digested key course texts.
<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.	•2.1 This course is sweeping in scope, and throughout the semester students will be asked to make connections across time periods and international borders in order to better understand why particular visions of American democracy gained precedence at particular times in history. Assignment #2 will be particularly useful here in allowing students to synthesize the different perspectives on citizenship and democracy they have encountered throughout the course in a cohesive document that connects the past to the present.
<b>ELO 2.2</b> 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.	• Each student will be required to analyze historical documents and compose a 750-word op-ed that explains how past historical events has relevance today. Students have broad latitude with this assignment so that they can pick something that is particularly personal and relevant to their lives.

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

<b>ELO 1.1</b> Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
	<i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3) Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i>

<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p><i>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</i></p> <p><u>Lecture</u>  <i>Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</i></p> <p><u>Reading</u>  <i>The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</i></p> <p><u>Discussions</u>  <i>Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</i></p> <p><i>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</i></p>
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<p><b>ELO 2.2</b> <i>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.</i></p>	<p><i>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</i></p> <p><i>Some examples of events and sites:</i>  <i>The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</i></p>
	<p><i>Jazz-Age Montmartre, where a small community of African-Americans– including actress and singer Josephine Baker, who was just inducted into the French Pantheon–settled and worked after World War I.</i>  <i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i>  <i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>

Goals and ELOs unique to Citizenship for a Just & Diverse World

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Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**GOAL 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.

**GOAL 4:** 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.

	Course activities and assignments to meet these ELOs
<p><b>ELO 3.1</b> Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.</p>	<p>3.1 The midterm and final exams offer students a chance to compare perspectives on citizenship held by a diverse array of US citizens and global actors from the sixteenth century to the end of the 1870s. Essays questions in these exams are designed to help students see that definitions of citizenship and democracy are not static but dynamic and ever-changing.</p>

<p><b>ELO 3.2</b> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>	<p>3.2 Assignment #2, the op-ed project, is designed to get students to think about how writing public-facing pieces can be an act of good citizenship. Through this assignment, students think and engage with and connect to people from different backgrounds and cultures through precision writing projects that focus on reaching a broad audience. We talk a lot here about tone and marshalling evidence to back up political claims in order to make arguments that can appeal to a broad spectrum of the populace.</p>
<p><b>ELO 4.1</b> Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</p>	<p>4.1 The exams for this course highlight the experience of Black, Indigenous, and immigrant communities as well as the experience of women before the 19th amendment to the US Constitution became the law of the land. The goal is to examine, critique, and evaluate the lived experience of others and to understand how those lived experiences shaped diverse views and expressions of citizenship throughout time.</p>
<p><b>ELO 4.2</b> 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.</p>	<p>4.2 All the assignments for this course, from the exams to the op-ed assignments and nightly reflections require students to examine how power structures put in place at different times in history have prevented certain people from having full political agency. Through these assignments, we also follow key advocacy campaigns and fights for justice as a means of reclaiming from the past campaigns for freedom that may well model how students in the present day can preserve and protect rights for all people living in the United States.</p>

Example responses for proposals within "Citizenship" (Hist/Relig. Studies 3680, Music 3364; Soc 3200):

<p><b>ELO 3.1</b> Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural,</p>	<p><i>Citizenship could not be more central to a topic such as immigration/migration. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on local, national, and global citizenship.</i></p>
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*national, global, and/or historical communities.*

*Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.*

*The course content addresses citizenship questions at the global (see weeks #3 and #15 on refugees and open border debates), national (see weeks #5, 7-#14 on the U.S. case), and the local level (see week #6 on Columbus). Specific activities addressing different perspectives on citizenship include Assignment #1, where students produce a demographic profile of a U.S.-based immigrant group, including a profile of their citizenship statuses using U.S.-based regulatory definitions. In addition, Assignment #3, which has students connect their family origins to broader population-level immigration patterns, necessitates a discussion of citizenship. Finally, the critical reading responses have the students engage the literature on different perspectives of citizenship and reflect on what constitutes citizenship and how it varies across communities.*

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

*This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of multiple forms of musical-political agency worldwide, from the grass-roots to the state-sponsored. Students identify varied cultural expressions of "musical citizenship" each week, through their reading and listening assignments, and reflect on them via online and in-class discussion. It is common for us to ask probing and programmatic questions about the musical-political subjects and cultures we study. What are the possibilities and constraints of this particular version of musical citizenship? What might we carry forward in our own lives and labors as musical citizens Further, students are encouraged to apply their emergent intercultural competencies as global, musical citizens in their midterm report and final project, in which weekly course topics inform student-led research and creative projects.*

<p><b>ELO 4.1</b> <i>Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</i></p>	<p><i>Through the historical and contemporary case studies students examine in HIST/RS 3680, they have numerous opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. The cases highlight the challenges of living in religiously diverse societies, examining a range of issues and their implications. They also consider the intersections of religious difference with other categories of difference, including race and gender. For example, during the unit on US religious freedom, students consider how incarcerated Black Americans and Native Americans have experienced questions of freedom and equality in dramatically different ways than white Protestants. In a weekly reflection post, they address this question directly. In the unit on marriage and sexuality, they consider different ways that different social groups have experienced the regulation of marriage in Israel and Malaysia in ways that do not correspond simplistically to gender (e.g. different women's groups with very different perspectives on the issues).</i></p> <p><i>In their weekly reflection posts and other written assignments, students are invited to analyze the implications of different regulatory models for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which model is</i></p>
	<p><i>"right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different societies manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion. They also consider how the different social and demographic conditions of different societies shape their approaches (e.g. a historic Catholic majority in France committed to laicite confronting a growing Muslim minority, or how pluralism *within* Israeli Judaism led to a fragile and contested status quo arrangement). Again, these goals are met most directly through weekly reflection posts and students' final projects, including one prompt that invites students to consider Israel's status quo arrangement from the perspective of different social groups, including liberal feminists, Orthodox and Reform religious leaders, LGBTQ communities, interfaith couples, and others.</i></p>

**ELO 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.

As students analyze specific case studies in HIST/RS 3680, they assess law's role in and capacity for enacting justice, managing difference, and constructing citizenship. This goal is met through lectures, course readings, discussion, and written assignments. For example, the unit on indigenous sovereignty and sacred space invites students to consider why liberal systems of law have rarely accommodated indigenous land claims and what this says about indigenous citizenship and justice. They also study examples of indigenous activism and resistance around these issues. At the conclusion of the unit, the neighborhood exploration assignment specifically asks students to take note of whether and how indigenous land claims are marked or acknowledged in the spaces they explore and what they learn from this about citizenship, difference, belonging, and power. In the unit on legal pluralism, marriage, and the law, students study the personal law systems in Israel and Malaysia. They consider the structures of power that privilege certain kinds of communities and identities and also encounter groups advocating for social change. In their final projects, students apply the insights they've gained to particular case studies. As they analyze their selected case studies, they are required to discuss how the cases reveal the different ways justice, difference, and citizenship intersect and how they are shaped by cultural traditions and structures of power in particular social contexts. They present their conclusions in an oral group presentation and in an individually written final paper. Finally, in their end of semester letter to professor, they reflect on how they issues might shape their own advocacy for social change in the future.