

Term Information

Effective Term Summer 2025

Course Change Information

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

Adding 100% DL approval to this course.

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

The department would like to offer this course 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 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	2003
Course Title	American Civics through History
Transcript Abbreviation	American Civics
Course Description	This course introduces students to the complex history of American democratic civic traditions through close analysis of some of the most important texts and concepts in U.S. political history from the colonial era to the present.
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
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

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

- This course teaches students how to become more engaged and informed citizens with a clear understanding of American civics in historical context.

Content Topic List

- freedom
- democracy
- capitalism
- entrepreneurship
- labor
- citizenship
- nationalism
- patriotism
- party politics
- partisanship
- realignment
- crisis
- reform
- rights and responsibilities
- rule of law

Sought Concurrence

No

Previous Value

Yes

COURSE CHANGE REQUEST
2003 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/25/2025

Attachments

- History 2003 - reviewandfeedback.pdf: DL Cover Sheet
(Cover Letter. Owner: Getson, Jennifer L.)
- 2003 Syllabus DL.CMN JG 3.13.2025.docx: DL Syllabus
(Syllabus. Owner: Getson, Jennifer L.)
- Nichols 2003 American Civics Syll Prop Feb 7 2025 5.0.docx: In-Person Syllabus
(Syllabus. Owner: Getson, Jennifer L.)

Comments

- The syllabus reflects the changes suggested by the ODE review of the course. *(by Getson, Jennifer L. on 03/18/2025 09:31 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	03/18/2025 09:31 PM	Submitted for Approval
Approved	Reed, Christopher Alexander	03/19/2025 10:31 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/25/2025 04:53 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/25/2025 04:53 PM	ASCCAO Approval



Syllabus

History/2003

American Civics through History

Semester #

3 Credit Hours

Online, Asynchronous

Course overview

Instructor

- Christopher Nichols
- Nichols.872@osu.edu
- Course Zoom Link
- Office Hours: Wednesday 2:00pm – 3:00pm
- Zoom Link

Note: My preferred method of contact is email.

Course description

This course introduces students to the complex history of American democratic civic traditions through close analysis of some of the most important texts and concepts in U.S. political history from the colonial era to the present. The course focuses on the context and the specifics of debates and decisions over the meaning and form of U.S. democratic institutions (e.g., changing conceptions of the rights and responsibilities of citizens, the balance of power between the states and the federal government, checks and balances in the three main branches of the U.S.



government). The course studies these developments in American democracy with an emphasis on foundational texts, primary sources, and central ideas. American Civics explores the evolution of U.S. political structures as integrally linked to the growth of the American economy and the nation's capitalist economic system. To help organize this broad history, the course takes as its central theme freedom—with an emphasis on pivotal moments of transformation, debates over economic and transactional freedom in the role of the market, struggles over how to embody ideals of freedom in law and society, and limits in both ideas and practices of freedom.

Students read, analyze, and grapple with the experience of Indigenous people struggling for freedom in the Early Republic, revolutionaries rejecting imperial control and “subject” status while seeking to found the world's first democratic nation, laborers fighting for voting rights from Virginia colonial farms to Gilded Age sweatshops, women mobilizing for expanded powers in the Age of Jackson and later for suffrage from the 1840s through 1920, Black freedom fighters petitioning Congress for basic civil liberties in the antebellum years up into what historians term the “long Civil Rights Movement.” Through this history and 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 the past.

What students learn in this course by reading these diverse testimonies and foundational texts, including the Declaration of Independence, the U.S. Constitution and the Federalist Papers, excerpts from Adam Smith's *Wealth of Nations*, the Emancipation Proclamation and the Gettysburg Address, Martin Luther King Jr.'s Letter from a Birmingham Jail, and much more, is just how hard citizens had to fight for so many rights we all take for granted today and just how important the struggles to balance state and federal power have been in shaping the contemporary landscape of American democracy and the U.S. economy.



In short, this course teaches students how to become more engaged and informed citizens with a clear understanding of American civics in historical context. The class seeks to provide students with the tools to better understand the United States as a “government of the people, by the people, for the people,” as Lincoln memorably put it in the Gettysburg Address, and to turn to the past to find lessons that may help in the present and in charting a better path forward in the future.

Key Texts:

Declaration of Independence (1776);

Federalist Papers (1787-1788): Assigned Federalist Papers (6): 10, 39, 51, 68, 78, 84

Optional (4): 32, 42, 70, 81

Emancipation Proclamation (1863)

Gettysburg Address (1863)

Letter from Birmingham Jail written by Dr. Martin Luther King Jr. (1963)

Selections from Adam Smith’s Wealth of Nations, including main principles (1776 first edition)

Central Theme: Freedom

Major Themes: Democracy, Capitalism, Entrepreneurship, Labor, Citizenship, Nationalism, Patriotism, Party Politics, Partisanship, Realignment, Crisis, Reform, Regulation, Rights and Responsibilities, Rule of Law

How this online course works

Mode of delivery



This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time. However, students are encouraged to visit the instructor's online office hours, which will be held weekly.

Pace of online activities

This course is divided into weekly modules that are released on the Monday of each week. They are due the following Monday unless otherwise indicated in the Carmen module. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

A typical week consists of one introduction and two recorded lectures by the instructor, several readings, two discussion posts and one short weekly quiz. Some weeks will also include written assignments or exams.

It is recommended to begin the module with the instructor's introduction to the week: this will provide a helpful overview of that week's content and help to guide your learning. Most weeks have two recorded lectures (bolded and underlined). It is recommended to watch the video first and then do the accompanying readings for that video (listed under the video) before moving on to the second batch of videos and readings for the week. Be sure to log in to Carmen frequently to look for any announcements, and don't hesitate to come to the virtual office hours (or schedule an appointment with the instructor) as needed.

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.

Participation requirements



Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

Participating in online activities

You are expected to log into the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.

Office hours and live sessions (optional)

All live, scheduled events for the course, including my office hours, are optional.

Course communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

Writing style

While there is no need to participate in class discussion boards as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.

Tone and civility

Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across clearly online. So let's stick to our academic conversations and minimize jokes and informality.

Citing your sources



When we have academic discussions, please cite your sources to back up what you say. For the main book or other course materials, list at least the title and page numbers. For online sources, include a link.

Protecting and saving your work

Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Course materials and technologies

Textbooks

Required Book

- Eric Foner, *The Story of American Freedom* (New York: W.W. Norton, 1998)

Required texts available on Carmen Course Site

- American Civics Document Reader (contains all primary sources assigned in class)
- American Civics Scholarly Reader (contains all the secondary sources assigned in class except the one required book)

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](https://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 and/or Percentage
Weekly Quizzes	10%
Document Analysis / Response Posts	10%
Midterm Examination	20%
Final Examination	30%
Writing Assignment (2 for 15% each)	30%
Total	100%



Description of major course assignments

Assignment #1 Weekly Quizzes (10%)

- **Description**

After completing the assigned readings, lecture, and any supporting videos or listening for the week, each student will complete a quiz. Each quiz will consist of 5 multiple-choice questions. Once you open the quiz you will have 20 minutes to complete it.

The purpose of this exercise is to motivate students to complete the materials assigned in that module and to review the key takeaways from that week. The questions will therefore assess students' understanding of the readings and other materials, including the assigned listening or videos for that week. Quiz questions are randomly selected from a pool of questions.

Assessment of this assignment is automatic. The student's score will be visible after the assignment deadline. The correct answers will be visible after the quiz ends. This weekly assignment is available on Carmen on the Monday that module opens. It is due by 11:59pm on Monday unless otherwise indicated on Carmen. The correct answers to complete quizzes will be available at 12:00am on Tuesday.

Ten points are possible for each quiz: 5 points for completing the quiz by the assignment deadline and 1 point for selecting the correct answer on each of the five quiz questions. There are 16 quizzes possible; the lowest quiz will be dropped.

- **Academic integrity and collaboration guidelines**

This is an open-note, open-book assignment. Students may refer back to the assigned course materials or to their own notes while they take the quiz. Students may not collaborate with one another



on this assignment, including taking quizzes together or sharing quiz questions or answers.

Assignment #2 Document Analysis / Response Posts

○ Description

Two response posts on Carmen Canvas for all seven required primary sources in the class (14 total posts). Posts must be a minimum of 250 words and Maximum of 1,000 words. Response must cite/mention the specific reading and course lectures and themes. Responses are encouraged to bring in and make connections to other course readings.

The first response posts are due the week of required reading by 11:59pm the Thursday that week. The second response post is due by Monday by 11:59pm, and must respond to at least one of your fellow students' posts.

A strong discussion post must meet the following conditions:

- 1) it must respond directly to the reading of the week.
- 2) your second post must advance the discussion by responding to at least one other previous post, and without ignoring or simply repeating what any of the other posts have said as well
- 3) it must make a reasonable historical argument
- 4) it must be between 250-1000 words long.

A weaker post might be one that gets too off-topic, or merely repeats what other people have already said, or fails to use the readings, or shows a poor understanding of history, or is simply too short to make a thorough contribution.

○ Academic integrity and collaboration guidelines



Your written assignments, including discussion posts, should be your own original work. Students are encouraged to refer back to assigned course materials, the lecture videos, and their own notes, while posting in the discussion board.

Assignment #3 Exams (Midterm – 20%, Final – 30%)

- **Description**

Both exams will consist of short essays, identifications, and a section of multiple-choice answers.

The final exam will be cumulative, including comprehensive essays, identifications, and multiple-choice answers. The emphasis of the final exam will be on questions related to the key documents of the course.

- **Academic integrity and collaboration guidelines**

Like the quizzes, the exams are open-note/open book, but must be completed alone. The exams will be open book, so you can use your notes and any course materials, but they will be timed. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your submitted exam.

Assignment #4 Writing Assignments (30%)

- **Description**

1. Ohio American Civics Writing Assignment (15%):

“How do we tell the American story of the struggle for freedom?”

American freedom has not always meant the same thing to everyone, nor has it been sought through the same means. Is freedom political? Economic? Social? Did it mean something similar to a Gilded Age business owner as it did to a populist farmer or an enslaved person from Alabama? Using the OSU



Libraries databases of Ohio newspapers, pick a specific period or group of Ohioans, and write a 3-5-page paper using evidence to argue for how they defined freedom and how that definition shaped their efforts to improve their place within the nation. Papers should use full formal (Chicago style) footnotes and include a bibliography and a title page. Students must cite, quote, and analyze a minimum of three different Ohio newspapers.

Using the OSU Libraries databases of Ohio newspapers pick a period, a region, and a group to focus on to research and write a 3-5 page paper, with full formal (Chicago style) footnotes and bibliography? (Must cite, quote, and analysis a minimum of at least 5 different Ohio newspapers.)

2. Political Cartoon-based Civics & Freedom Writing Assignment (15%):

“How does this political cartoon reveal insights into contests over freedom in its historical era and American civic traditions overall?”

The Billy Ireland Cartoon Library and Museum is host to the one of the largest collections of political cartoons in the world. Following a tour of the Ireland Library and a meeting with an archivist, all students will select 1-2 political cartoons from the collection and write a well-researched 3-5-page paper, using full formal (Chicago style) footnotes and a bibliography, that explains how their selected cartoon(s) reflect the central ideas, experiences, and contested meanings of American freedom. Papers must include references to at least two of the key American civics texts from the class, and must situate their analysis within the broader political context of the times.

○ **Academic integrity and collaboration guidelines**

This is an open-note, open-book assignment. Students are encouraged to refer back to the relevant readings and videos from the module that pertain to the assignment. The written response



must be the student's own original work. "TurnItIn," the Carmen tool intended to help you prevent plagiarism, will be used on your submitted exam.

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 am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-4357(HELP) at any time if you have a technical problem.)

Grading and feedback

For large assignments, you can generally expect feedback within 7-10 days.

Preferred contact method

I will reply to emails within 24 hours on days when class is in session at the university. Please expect a longer response time on weekends and holidays.



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 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 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](#))

From the [State Legislature SB1 Explainer](#):

Beginning with students who graduate in the spring of the 2029-2030 academic year, each state institution is prohibited from granting a bachelor's degree to any student who has not completed a course with at least three credit hours in the subject area of American civic literacy.



The courses fulfill the Three Areas Ohio's American civic literacy requirements, as follows:

1. A **study of the American economic system and capitalism;**
2. A requirement that students **read all of the following:**
 - a. The entire **United States Constitution;**
 - b. The entire **Declaration of Independence;**
 - c. At least **five essays** in their entirety from the **Federalist Papers**, with essays being selected by the department chair;
 - d. The entire **Emancipation Proclamation;**
 - e. The entire **Gettysburg Address;**
 - f. The entire **Letter from Birmingham Jail** written by **Dr. Martin Luther King Jr.;**
 - g. The writings of **Adam Smith**, including a study of the principles written in "**The Wealth of Nations.**"
3. A requirement that **students pass a cumulative final examination** at the end of the course that assesses student proficiency on the required readings.

Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates. Modules will open on Monday. A typical week will consist of 2 lecture videos by the professor and readings. Default due dates for common assignments are:



- Discussion Board #1 – Thursdays at 11:59pm
- Discussion Board #2 – Mondays at 11:59pm
- Weekly Quiz – Mondays at 11:59pm

Unit 1: Colonial America

WEEK 1

Lecture: Introduction to American Civics. Civic Thought and Debate in U.S. History. Essentials of U.S. Government. The Idea of Freedom.

Reading:

Foner, *The Story of American Freedom*, introduction, xii-xxii

Overview: Separation of Power, Federalism, Three Branches, Federal, State, Local, Rule of Law and Role of the Courts, Elections, Activism, Essential Role of the People, Civics Knowledge, Civics Skills, Rights, Responsibilities, Historical knowledge, the essentials of “how to”/”how does” the U.S. government operate

Lecture: Earlier and Colonial Experiments in Governance

Reading:

Massachusetts Bay Charter (1630); John Winthrop, “Model of Christian Charity” (AKA “City on a Hill”) (1629)

Excerpts from William Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England* (New York: Hill and Wang, 1983);

Essay on democracy, definitions, dilemmas, early experiments: *Encyclopedia Britannica*, David Fromkin and Ian Shapiro “Democracy”:
<https://www.britannica.com/topic/democracy>

- Quiz #1

WEEK 2



Lecture: American Slavery, American Freedom

Reading:

Advertisements for Runaway Slaves and Servants (1738); Olaudah Equiano on Slavery (1789)

Excerpts: Edmund S. Morgan, *American Slavery, American Freedom: The Ordeal of Colonial Virginia* (New York: Norton, 1975); Manisha Sinha, *The Slave's Cause: A History of Abolition* (New Haven: Yale University Press, 2016)

- Quiz #2

Unit 2: Revolutionary Stirrings

Lecture: The Revolutionaries and Their Ideas

Reading:

The Declaration of Independence (1776): Thomas Paine, *Common Sense*, 1776; Thomas Jefferson's Original Rough Draft 1775/76)

Foner, *The Story of American Freedom*, Ch: 1: Birth of American Freedom, 3-28

Excerpts: Bernard Bailyn, *Faces of Revolution: Personalities and Themes in the Struggle for American Independence*

- Discussion Board: The Declaration of Independence
- Quiz #3

Week 3

Lecture: Diverse Origins of the American Revolution, The Revolution Within

Reading:



Abigail and John Adams on Women and the American Revolution (1776); Letter of Phillis Wheatley (1774); Petition of Slaves to the Massachusetts Legislature (1777); Liberating Indentured Servants (1784)

Excerpts: David Armitage, *The Declaration of Independence: A Global History* (Cambridge: Harvard University Press, 2008), Ch. 2 The Declaration of Independence in the World

Ray Raphael, *A People's History of the American Revolution: How Common People Shaped the Fight for Independence* (New York: New Press, 2001);

Chapter 5 (Settler Uprising: The Indigenous Origins of the American Revolution) in Ned Blackhawk, *The Rediscovery of America; Native Peoples and the Unmaking of U.S. History* (New Haven: Yale University Press, 2023)

Unit 3: A New Republic Emerges

Lecture: Building the Nation, Commerce and Capitalism

Reading:

Adam Smith, *A Theory of Moral Sentiments* (1759); Adam Smith, *Wealth of Nations* (1776); John Adams, The Model Treaty (1776)

Excerpt from Jonathan Levy, *Ages of American Capitalism: A History of the United States* (New York: Random House, 2022)

“The Model Treaty (1776), Office of the Historian, U.S. Department of State: <https://history.state.gov/milestones/1776-1783/model-treaty#:~:text=The%20Model%20Treaty%20was%20a,British%20in%20the%20A%20merican%20Revolution.>

- Discussion Board: Adam Smith, *Wealth of Nations*
- Quiz #3

Week 4



Lecture: Ratification Debates and the Federalist Papers

Reading:

Selections from the **Federalist Papers** – 6 Federalist **10, 39, 51, 68, 78, 84** *Six for class focus. Select overviews/excerpts (4): 32, 42, 70, 81

Viewing: Pauline Maier, “The People Debate the Constitution, 1787-1788”

Introduction to *The Essential Debate on the Constitution: Federalist and Antifederalist Speeches and Writings*, eds. Robert J. Allison and Bernard Bailyn (New York: Literary Classics of the United States, 2018)

*Whole Day Dedicated to the Ratification Debates

Lecture: Formation and Foundation

Reading:

U.S. Constitution (1787)

Anenberg Classroom, “Constitution: What It Says, What it Means”:
<https://www.annenbergclassroom.org/constitution/>

*Whole Day Dedicated to the U.S. Constitution

- Discussion Board: Adam Smith, Federalist Papers
- Quiz #4

Week 5

Unit 4: The Early Years

Lecture: Limits of Freedom in the New Republic



Reading:

Excerpts: Northwest Ordinance (1787); Naturalization Act of 1790; Alien and Sedition Acts (1798); Petition of Inhabitants West of the Ohio River (1785)

Foner, *The Story of American Freedom*, Ch. 2: To Call it Freedom, 29-45

Excerpt from 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)

Lecture: Parties! The Bank Battle, The Birth of Electoral Politics, and the Revolution of 1800

Reading:

Hamilton and Jefferson Excerpts (1791); *Battle Over the Establishment of a National Bank*, a film clip from PBS's *American Experience*; James Madison's notes on the crisis in government 1799-1801, national archives:

<https://founders.archives.gov/documents/Madison/01-17-02-0265>

Excerpt from Edward J. Larson, *A Magnificent Catastrophe: The Tumultuous Election of 1800, America's First Presidential Campaign* (New York: Free Press, 2007)

- Quiz #5

Week 6

Unit 5: The Expansion Years

Lecture: The Market Revolution and the Shadow of Slavery

Reading:

Missouri Compromise (1820); Protest Against Colonization, Philadelphia (1817)



Foner, *The Story of American Freedom*, Ch: 3: An Empire of Liberty, 47-68

Maybe: Excerpt from Sharon Ann Murphy, *Banking on Slavery: Financing Southern Expansion in the Antebellum United States* (Chicago: University of Chicago Press, 2023)

Excerpt from Sven Beckert and Seth Rockman, *Slavery's Capitalism: A New History of American Economic Development* (Philadelphia: University of Pennsylvania Press, 2016)

Lecture: Manifest Destiny and the Making of the American West

Reading:

John O'Sullivan excerpts (1844); General Winfield Scott's Address to the Cherokee Nation (1838); *Cherokee Nations v. Georgia* (1831); excerpts, missionaries speak out against removal, 1829-1833

Foner, *The Story of American Freedom*, Ch. 4: The Boundaries of Freedom in the Young Republic, 69-94

Excerpt from John Ehle, *Trail of Tears: The Rise and Fall of the Cherokee Nation* (New York: Doubleday, 2008)

- Quiz #6

Unit 6: A House Divided, Civil War, And Emancipation,

Week 7

Lecture: Sectional Crisis and the Rise of the Republican Party

Reading:



Frederick Douglass, Lectures on Slavery (1850) and “What to the Slave Is the Fourth of July” (1852); Lincoln-Douglass Debates excerpts (1858); Chief Justice Roger B. Taney’s opinion in *Dred Scott v. Sanford* (1857)

Excerpt from Martha S. Jones, *Birthright Citizens: A History of Race and Rights in Antebellum America* (New York: Cambridge University Press, 2018)

Excerpt from Eric Foner, *Free Soil, Free Labor, Free Men: The Ideology of the Republican Party Before the Civil War: With a New Introductory Essay* (New York: Oxford University Press, 1995)

Lecture: War Arrives

Reading:

South Carolina’s Declaration of the Immediate Causes of Secession (December 1860)

Abraham Lincoln, First Inaugural Address (1861); Letter by a mother of a Black soldier (1863)

Abraham Lincoln, Gettysburg Address (1863)

Foner, *The Story of American Freedom*, Ch. 5: A New Birth of Freedom, 95-100

Excerpt from James Oakes, *Scorpion’s Sting: Antislavery and the Coming of the Civil War* (New York: W. W. Norton, 2014)

- Discussion Post – Gettysburg Address
- Quiz #7

Week 8

Lecture: The Bitter Clash – Loss, Liberty, and Contested Visions of Freedom

Readings:



Abraham Lincoln, Emancipation Proclamation (1863); Jefferson Davis, Confederate Response to the Emancipation Proclamation (1863)

Excerpts from Allen C. Guelzo, *Lincoln's Emancipation Proclamation: The End of Slavery in America* (New York: Simon & Schuster, 2004)

Unit 8: Reconstruction, Capital, Labor, and Rights in the Gilded Age

Lecture: Remaking American Freedom and the Limits of Reconstruction

Reading:

Jim Crow and Segregation Primary Sources, Library of Congress: <https://www.loc.gov/classroom-materials/jim-crow-segregation/>; A Sharecropping Contract (1866); Documents from Impeachment Trial of President Andrew Johnson, 1868; 13th, 14th, 15th Amendments; Ira Steward, “A Second Declaration of Independence” (1879); Ida B. Wells-Barnett, excerpt from *Southern Horrors* (1892)

Foner, *The Story of American Freedom*, Ch. 5: A New Birth of Freedom, 100-113

Maybe Excerpt from Eric Foner, *The Second Founding: How the Civil War and Reconstruction Remade the Constitution* (New York: W. W. Norton & Co., 2019)

- Discussion Post – Emancipation Proclamation
- Quiz #8

Week 9

Lecture: Progress and Poverty, Immigration and Exclusion

Reading:

Henry George, *Progress and Poverty* (1879); Andrew Carnegie, *Gospel of Wealth* (1889); Chinese Exclusion (1882); Populist Platform (1892); Elizabeth Cady



Stanton “Home Life” (ca. 1875); Frederick Douglass, “The Composite Nation” (1869); *Plessy v. Ferguson* (1896)

Foner, *The Story of American Freedom*, Ch. 6: Liberty of Contract and Its Discontents, 115-137

Maybe excerpt from Paul Avrich, *The Haymarket Tragedy* (Princeton: Princeton University Press, 1984). Or

Excerpts from Lucy Salyer, *Laws Harsh as Tigers: Chinese Immigrants and the Shaping of Modern Immigration Law* (Chapel Hill: University of North Carolina Press, 1995)

Unit 9: Freedom in the Progressive Era

Lecture: “Republic or Empire?” The U.S. at the Dawn of a Global Age

Reading:

Albert Beveridge, “March of The Flag” (1898); William Jennings Bryan, “Imperialism” speech, August 8, 1900; Political Cartoon Analysis

Excerpt from Nichols, *Promise and Peril: America at the Dawn of a Global Age* (Cambridge: Harvard University Press, 2011, 2015);

Excerpt: Paul Kramer, *The Blood of Government: Race, Empire, the United States, and the Philippines* (Chapel Hill: University of North Carolina Press, 2006)

- Quiz #9

Week 10

Short answer essays, identifications, multiple choice answers.

Lecture: Reform and Regulation



Reading:

Jacob Riis, *How the Other Half Lives* (1890) and select photographs; John Muir, Petition to U.S. House of Representatives to Save Yosemite National Park (1893); Ida Tarbell, *The History of the Standard Oil Company* (1904); John Ryan, excerpts “A Living Wage” (1912)

Foner, *The Story of American Freedom*, Ch. 7: Progressive Freedom, 139-161

Or excerpts from Michael McGerr, *A Fierce Discontent: The Rise and Fall of the Progressive Movement in America* (New York: Oxford University Press, 2003)

- Quiz #10

MIDTERM EXAMINATION DUE MONDAY, OCTOBER 27 AT 11:59PM

Unit 10: To Make the World Safe for Democracy

Week 11

Lecture: Military Service and the Promises of Citizenship

Reading:

Selective Service Act (1917); Woodrow Wilson Address to Congress (April 2, 1917); W.E.B Du Bois, “Closing Ranks” (1918); Claude McKay, “If We Must Die” (1919); Margaret Sanger on Free Motherhood from *Women and the New Race* (1920)

Viewing, PBS American Experience excerpt: “The Draft | WWI: Wilson & the Selective Service Act”

Excerpt from Chad Williams, *Torchbearers of Democracy: African American Soldiers in the World War I Era* (Chapel Hill: University of North Carolina Press, 2013)



Lecture: The Origins of Civil Liberties

Reading:

Eugene Debs, Anti-War Speech, June 16, 1918; Oliver Wendell Holmes opinion, *Schenck v. United States* (1919); Elsie Hill and Florence Kelley debate the Equal Rights Amendment (1922); John Dewey on freedom of speech (*Public and Its Problems*, 1927)

Foner, *The Story of American Freedom*, Ch. 8: The Birth of Civil Liberties, 163-193

Excerpt from Paul L. Murphy, *World War I and the Origin of Civil Liberties in the United States* (New York: Norton, 1979),

Or Christopher Capozzola, *Uncle Sam Wants You: WWI and the Making of the Modern American Citizen*

- Quiz #11

Unit 11: New Deal Freedoms, A World at War

Week 12

Veteran's Day – Only one lecture video this week

*Work on writing assignment papers.

Lecture: Collapse—Economic Insecurity, Federal Intervention, and the New Deal

Reading:

Herbert Hoover, *Rugged Individualism* (1928); FDR first inaugural (March 1933); W.E.B Du Bois, *Negro Nation Within a Nation* (1935); Frances Perkins, Radio Address: “Social Insurance for Us” (transcript/audio, 1935); Steel Workers



Organizing Committee, “A New Declaration of Independence” (1936); FDR, fireside chat on “national security” (Dec 29, 1940 one or earlier?)

How Government Built America, Sidney A. Shapiro and Joseph P. Tomain, eds. (Cambridge: Cambridge University Press, 2024), Ch.5: “FDR’s America: Saving Capitalism,” 51-65.

Excerpt from Lizabeth Cohen, *Making a New Deal: Industrial Workers in Chicago, 1919-1939* (New York: Cambridge University Press, 1990)

Excerpt from David Kennedy, *Freedom From Fear: The American People in Depression and War, 1929-1945* (New York: Oxford University Press, 1999)

- Quiz #12

Week 13

Lecture: Into the War -- Big Government and The Wartime Economy

Reading:

Executive Order (EO) 8802 (1941); FDR, The Four Freedoms (1941); War and post-war economics, Henry Morgenthau Jr., The Morgenthau Plan/Memorandum (1944)

James T. Sparrow, *Warfare State: World War II Americans the Age of Big Government* (New York: Oxford University Press, 2011)

Unit 12: Wartime America and Freedom Struggles

Lecture: Who Counts as “American”?

Reading:

Executive Order (EO) 9906 (1942); *Korematsu vs. United States* (1946)

Brian Masaru Hayashi, *Democratizing the Enemy: The Japanese American Internment* (Princeton: Princeton University Press, 2008)



- Quiz #13

Week 14

Happy Thanksgiving! Only one lecture video this week

Lecture: The Double V Campaign and Beyond

Reading:

James G. Thompson, Letter to the editor, *Pittsburgh Courier* (1942); Charles Wesley, “African Americans and the Four Freedoms “(1944) Excerpts: President’s Commission on Civil Rights, To Secure These Rights (1947); Universal Declaration of Human Rights (1949)

Matthew Delmont, *Half American: The Epic Story of African Americans Fighting World War II At Home and Abroad* (New York: Penguin, 2022)

- Quiz #14

Week 15

Unit 13: The Cold War, Civil Rights

Lecture: Cold War, Civil Rights Freedom Struggle

Reading:

NAACP Petition to the United Nations (1949); Joseph McCarthy, “Communists in U.S. Government Service,” Wheeling West Virginia Speech (1950); Martin Luther King Jr. on the Montgomery Bus Boycott (1955); Nixon, “What Freedom Means to Us” (1959)

Foner, *The Story of American Freedom*, Ch. 11: Cold War Freedom, 249-273



Excerpt from Mary Dudziak *Cold War, Civil Rights: Race and the Image of American Democracy* (Princeton: Princeton University Press, 2000).

Lecture: Culminations?

Reading:

The Southern Manifesto (1956); Focus on: Letter from Birmingham Jail written by Dr. Martin Luther King Jr (1963); Cesar Chavez, Letter from Delano (1969); Stonewall Police Riot Reports (1969)

Foner, *The Story of American Freedom*, Ch. 12: Sixties Freedom, 275-305

Excerpt from Glenda Elizabeth Gilmore, *Defying Dixie: The Radical Roots of Civil Rights, 1919-1950* (New York: Norton, 2009)

- Quiz #15
- Discussion Board: Letter from Birmingham Jail

Week 16

Final Week Countervailing Voices, Backlash, and Unfinished Business

Lecture: Push and Pull: Freedom from the long 1960s to the Present

Reading:

Young Americans for Freedom, Sharon Statement (1960); Students for a Democratic Society, Port Huron Statement (1962); Ronald Reagan, A Time for Choosing (1964); National Organization for Women (1966); Phyllis Schlafly, “The Fraud of the Era” (1972).

Foner, *The Story of American Freedom*, Ch. 13: Conservative Freedom: Rebirth of Conservatism, 301-319; The Reagan Revolution to the late 1990s, 320-332.

Excerpt from Jefferson Cowie, *Freedom’s Dominion* (New York: Basic Books, 2022), 1-14.



Lecture: Overview: Civic Traditions from the American Century to the Present

Recap: Key Texts, Key Concepts, Freedom in the History of American Democracy and the Capitalist Economic System; Rights and responsibilities of citizens and engaged members of the community. Historical development and “how to’s” of American democracy and economy, including how the U.S. government works and the economy operates today.

- Quiz #16

Final Exam Review Video (to help students prepare for the final exam, available on/after December 9, 2025)

FINAL EXAM DUE: MONDAY, DECEMBER 15 BY 11:59PM

HIST 2003 American Civics through History Syllabus

Course Proposal

Draft: February 7, 2025 | 5.0

HIST 2003: American Civics through History

Instructor: Professor Christopher McKnight Nichols

Autumn Semester 2025

Class Times: Tuesday/Thursday 2:20-3:40 PM

Classroom location: Independence Hall 100

Lecture, 3 credit hours

Format of instruction: Lecture and discussion

Office: Dulles Hall, Room 371

Office Hours: Wednesday 2:00-3:00PM

Instructor email: Nichols.872@osu.edu

COURSE DESCRIPTION:

This course introduces students to the complex history of American democratic civic traditions through close analysis of some of the most important texts and concepts in U.S. political history from the colonial era to the present. The course focuses on the context and the specifics of debates and decisions over the meaning and form of U.S. democratic institutions (e.g., changing conceptions of the rights and responsibilities of citizens, the balance of power between the states and the federal government, checks and balances in the three main branches of the U.S. government). The course studies these developments in American democracy with an emphasis on foundational texts, primary sources, and central ideas. American Civics explores the evolution of U.S. political structures as integrally linked to the growth of the American economy and the nation's capitalist economic system. To help organize this broad history, the course takes as its central theme freedom—with an emphasis on pivotal moments of transformation, debates over economic and transactional freedom in the role of the market, struggles over how to embody ideals of freedom in law and society, and limits in both ideas and practices of freedom.

Students read, analyze, and grapple with the experience of Indigenous people struggling for freedom in the Early Republic, revolutionaries rejecting imperial control and “subject” status while seeking to found the world's first democratic nation, laborers fighting for voting rights from Virginia colonial farms to Gilded Age sweatshops, women mobilizing for expanded powers in the Age of Jackson and later for suffrage from the 1840s through 1920, Black freedom fighters petitioning Congress for basic civil liberties in the antebellum years up into what historians term the “long Civil Rights Movement.” Through this history and 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 the past.

What students learn in this course by reading these diverse testimonies and foundational texts, including the Declaration of Independence, the U.S. Constitution and the Federalist Papers, excerpts from Adam Smith's *Wealth of Nations*, the Emancipation Proclamation and the Gettysburg Address, Martin Luther King Jr.'s Letter from a Birmingham Jail, and much more, is just how hard citizens had to fight for so many rights we all take for granted today and just how

important the struggles to balance state and federal power have been in shaping the contemporary landscape of American democracy and the U.S. economy.

In short, this course teaches students how to become more engaged and informed citizens with a clear understanding of American civics in historical context. The class seeks to provide students with the tools to better understand the United States as a “government of the people, by the people, for the people,” as Lincoln memorably put it in the Gettysburg Address, and to turn to the past to find lessons that may help in the present and in charting a better path forward in the future.

Key Texts:

Declaration of Independence (1776);

Federalist Papers (1787-1788): Assigned Federalist Papers (6): 10, 39, 51, 68, 78, 84

Optional (4): 32, 42, 70, 81

Emancipation Proclamation (1863)

Gettysburg Address (1863)

Letter from Birmingham Jail written by Dr. Martin Luther King Jr. (1963)

Selections from Adam Smith’s *Wealth of Nations*, including main principles (1776 first edition)

Central Theme: Freedom

Major Themes: Democracy, Capitalism, Entrepreneurship, Labor, Citizenship, Nationalism, Patriotism, Party Politics, Partisanship, Realignment, Crisis, Reform, Regulation, Rights and Responsibilities, Rule of Law

Required Book:

Eric Foner, *The Story of American Freedom* (New York: W.W. Norton, 1998)

Readings on Carmen Course Site:

Two PDF Document Readers:

1. **American Civics Document Reader** (contains all primary sources assigned in class)

2. **American Civics Scholarly Reader** (contains all the secondary sources assigned in class except the one required book)

Academic Misconduct

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 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Disability Services

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 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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From the [State Legislature SB1 Explainer](#):

Beginning with students who graduate in the spring of the 2029-2030 academic year, each state institution is prohibited from granting a bachelor's degree to any student who has not completed a course with at least three credit hours in the subject area of American civic literacy.

The courses fulfill the Three Areas Ohio's American civic literacy requirements, as follows:

1. **A study of the American economic system and capitalism;**
2. A requirement that students **read all of the following:**
 - a. The entire **United States Constitution;**
 - b. The entire **Declaration of Independence;**
 - c. At least **five essays** in their entirety from the **Federalist Papers**, with essays being selected by the department chair;
 - d. The entire **Emancipation Proclamation;**
 - e. The entire **Gettysburg Address;**
 - f. The entire **Letter from Birmingham Jail** written by **Dr. Martin Luther King Jr.;**
 - g. The writings of **Adam Smith**, including a study of the principles written in "**The Wealth of Nations.**"
3. A requirement that **students pass a cumulative final examination** at the end of the course that assesses student proficiency on the required readings.

Testing and Grading:

Attendance and Participation (5%)

Midterm Examination (20%)

In class. Closed book.

Short essays, identifications, and a section of multiple-choice answers.

Final examination (30%)

Exam Week. Closed book.

Cumulative. Emphasis on questions related to the key documents in the course.

Comprehensive essays, identifications, and multiple-choice answers.

Writing Assignments (17.5% each)

1. Ohio American Civics Writing Assignment (17.5%):

"How do we tell the American story of the struggle for freedom?"

American freedom has not always meant the same thing to everyone, nor has it been sought through the same means. Is freedom political? Economic? Social? Did it mean something similar to a Gilded Age business owner as it did to a populist farmer or an enslaved person from Alabama? Using the OSU Libraries databases of Ohio newspapers, pick a specific period or group of Ohioans, and write a 3-5-page paper using evidence to argue for how they defined

freedom and how that definition shaped their efforts to improve their place within the nation. Papers should use full formal (Chicago style) footnotes and include a bibliography and a title page. Students must cite, quote, and analyze a minimum of three different Ohio newspapers.

Using the OSU Libraries databases of Ohio newspapers pick a period, a region, and a group to focus on to research and write a 3-5 page paper, with full formal (Chicago **style**) **footnotes** and bibliography? (Must cite, quote, and analysis a minimum of at least 5 different Ohio newspapers.)

2. Political Cartoon-based Civics & Freedom Writing Assignment (17.5%):

“How does this political cartoon reveal insights into contests over freedom in its historical era and American civic traditions overall?”

The Billy Ireland Cartoon Library and Museum is host to the one of the largest collections of political cartoons in the world. Following a tour of the Ireland Library and a meeting with an archivist, all students will select 1-2 political cartoons from the collection and write a well-researched 3-5-page paper, using full formal (Chicago style) footnotes and a bibliography, that explains how their selected cartoon(s) reflect the central ideas, experiences, and contested meanings of American freedom. Papers must include references to at least two of the key American civics texts from the class, and must situate their analysis within the broader political context of the times.

Document Analysis/Response Posts (10%)

Response posts on Carmen Canvas for ALL SEVEN required primary sources in the class. Minimum of 250 words. Maximum of 1,000 words. Response must cite/mention the specific reading and course lectures and themes. Responses are encouraged to bring in and make connections to other course readings. Response posts due the week of the required reading by 11:59pm the Friday that week. Lowest graded response will be dropped. (6/7)

Day 1: August 26, 2025

First Class:

Introduction to American Civics. Civic Thought and Debate in U.S. History. Essentials of U.S. Government. The Idea of Freedom.

Reading:

Foner, *The Story of American Freedom*, introduction, xii-xxii

Video: “American Civics Explainer”

[OSU History, Origins, Goldberg Center. We will shoot a brief, dynamic video lecture w/animations and images to be viewed and used as resource in the course]

Civics Knowledge, Civics Skills, Rights, Responsibilities,
Historical knowledge, the essentials of “how to”/”how does” the U.S. government operate
Day #1 Overview: Separation of Power, Federalism, Three Branches, Federal, State, Local,
Rule of Law and Role of the Courts, Elections, Activism, Essential Role of the People

Unit 1: Colonial America

Day 2: August 28, 2025

Earlier and Colonial Experiments in Governance

Reading:

Massachusetts Bay Charter (1630); John Winthrop, “Model of Christian Charity” (AKA “City on a Hill”) (1629)

Excerpts from Wiliam Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England* (New York: Hill and Wang, 1983);

Essay on democracy, definitions, dilemmas, early experiments: *Encyclopedia Britannica*, David Froomkin and Ian Shapiro “Democracy”: <https://www.britannica.com/topic/democracy>

Day 3: September 2, 2025

American Slavery, American Freedom

Reading:

Advertisements for Runaway Slaves and Servants (1738); Olaudah Equiano on Slavery (1789)

Excerpts: Edmund S. Morgan, *American Slavery, American Freedom: The Ordeal of Colonial Virginia* (New York: Norton, 1975); Manisha Sinha, *The Slave’s Cause: A History of Abolition* (New Haven: Yale University Press, 2016)

Unit 2: Revolutionary Stirrings

Day 4: September 4, 2025

The Revolutionaries and Their Ideas

Reading:

The Declaration of Independence (1776); Thomas Paine, *Common Sense*, 1776; Thomas Jefferson's Original Rough Draft 1775/76)

Foner, *The Story of American Freedom*, Ch: 1: Birth of American Freedom, 3-28

Excerpts: Bernard Bailyn, *Faces of Revolution: Personalities and Themes in the Struggle for American Independence*

Day 5: September 9, 2025

Diverse Origins of the American Revolution, The Revolution Within

Reading:

Abigail and John Adams on Women and the American Revolution (1776); Letter of Phillis Wheatley (1774); Petition of Slaves to the Massachusetts Legislature (1777); Liberating Indentured Servants (1784)

Excerpts: David Armitage, *The Declaration of Independence: A Global History* (Cambridge: Harvard University Press, 2008), Ch. 2 The Declaration of Independence in the World

Ray Raphael, *A People's History of the American Revolution: How Common People Shaped the Fight for Independence* (New York: New Press, 2001);

Chapter 5 (Settler Uprising: The Indigenous Origins of the American Revolution) in Ned Blackhawk, *The Rediscovery of America; Native Peoples and the Unmaking of U.S. History* (New Haven: Yale University Press, 2023)

Unit 3: A New Republic Emerges

Day 6: September 11, 2025

Building the Nation, Commerce and Capitalism

Reading:

Adam Smith, *A Theory of Moral Sentiments* (1759); Adam Smith, *Wealth of Nations* (1776); John Adams, The Model Treaty (1776)

Excerpt from Jonathan Levy, *Ages of American Capitalism: A History of the United States* (New York: Random House, 2022)

“The Model Treaty (1776), Office of the Historian, U.S. Department of State:

<https://history.state.gov/milestones/1776-1783/model-treaty#:~:text=The%20Model%20Treaty%20was%20a,British%20in%20the%20American%20R evolution.>

Day 7: September 16, 2025

Ratification Debates and the Federalist Papers

Reading:

Selections from the Federalist Papers – 6 Federalist **10, 39, 51, 68, 78, 84** *Six for class focus.
Select overviews/excerpts (4): 32, 42, 70, 81

Viewing: Pauline Maier, “The People Debate the Constitution, 1787-1788”

Introduction to *The Essential Debate on the Constitution: Federalist and Antifederalist Speeches and Writings*, eds. Robert J. Allison and Bernard Bailyn (New York: Literary Classics of the United States, 2018)

*Whole Day Dedicated to the Ratification Debates

Day 8: September 18, 2025

Formation and Foundation

Reading:

U.S. Constitution (1787)

Anenberg Classroom, “Constitution: What It Says, What it Means”:

<https://www.annenbergclassroom.org/constitution/>

*Whole Day Dedicated to the U.S. Constitution

Unit 4: The Early Years

Day 9: September 23, 2025

Limits of Freedom in the New Republic

Reading:

Excerpts: Northwest Ordinance (1787); Naturalization Act of 1790; Alien and Sedition Acts (1798); Petition of Inhabitants West of the Ohio River (1785)

Foner, *The Story of American Freedom*, Ch. 2: To Call it Freedom, 29-45

Excerpt from 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)

Day 10: September 25, 2025

Parties! The Bank Battle, The Birth of Electoral Politics, and the Revolution of 1800

Reading:

Hamilton and Jefferson Excerpts (1791); [*Battle Over the Establishment of a National Bank*](#), a film clip from PBS’s *American Experience*; James Madison’s notes on the crisis in government 1799-1801, national archives: <https://founders.archives.gov/documents/Madison/01-17-02-0265>

Excerpt from Edward J. Larson, *A Magnificent Catastrophe: The Tumultuous Election of 1800, America’s First Presidential Campaign* (New York: Free Press, 2007)

Unit 5: The Expansion Years

Day 11: September 30, 2025

The Market Revolution and the Shadow of Slavery

Reading:

Missouri Compromise (1820); Protest Against Colonization, Philadelphia (1817)

Foner, *The Story of American Freedom*, Ch. 3: An Empire of Liberty, 47-68

Maybe: Excerpt from Sharon Ann Murphy, *Banking on Slavery: Financing Southern Expansion in the Antebellum United States* (Chicago: University of Chicago Press, 2023)
Excerpt from Sven Beckert and Seth Rockman, *Slavery's Capitalism: A New History of American Economic Development* (Philadelphia: University of Pennsylvania Press, 2016)

Day 12: October 2, 2025

Manifest Destiny and the Making of the American West

Reading:

John O'Sullivan excerpts (1844); General Winfield Scott's Address to the Cherokee Nation (1838); *Cherokee Nations v. Georgia* (1831); excerpts, missionaries speak out against removal, 1829-1833

Foner, *The Story of American Freedom*, Ch. 4: The Boundaries of Freedom in the Young Republic, 69-94

Excerpt from John Ehle, *Trail of Tears: The Rise and Fall of the Cherokee Nation* (New York: Doubleday, 2008)

Unit 6: A House Divided, Civil War, And Emancipation,

Day 13: October 7, 2025

Sectional Crisis and the Rise of the Republican Party

Reading:

Frederick Douglass, Lectures on Slavery (1850) and "What to the Slave Is the Fourth of July" (1852); Lincoln-Douglass Debates excerpts (1858); Chief Justice Roger B. Taney's opinion in *Dred Scott v. Sanford* (1857)

Excerpt from Martha S. Jones, *Birthright Citizens: A History of Race and Rights in Antebellum America* (New York: Cambridge University Press, 2018)

Excerpt from Eric Foner, *Free Soil, Free Labor, Free Men: The Ideology of the Republican Party Before the Civil War: With a New Introductory Essay* (New York: Oxford University Press, 1995)

Day 14: October 9, 2025

War Arrives

Reading:

South Carolina's Declaration of the Immediate Causes of Secession (December 1860)

Abraham Lincoln, First Inaugural Address (1861); Letter by a mother of a Black soldier (1863)

Foner, *The Story of American Freedom*, Ch. 5: A New Birth of Freedom, 95-100

Excerpt from James Oakes, *Scorpion's Sting: Antislavery and the Coming of the Civil War* (New York: W. W. Norton, 2014)

Day 15: October 14, 2025

The Bitter Clash – Loss, Liberty, and Contested Visions of Freedom

Readings:

Abraham Lincoln, Emancipation Proclamation (1863); Jefferson Davis, Confederate Response to the Emancipation Proclamation (1863); Abraham Lincoln, Gettysburg Address (1863)
Excerpts from Allen C. Guelzo, *Lincoln's Emancipation Proclamation: The End of Slavery in America* (New York: Simon & Schuster, 2004)

*Whole Day Dedicated to the Civil War with a focus the Emancipation Proclamation and Gettysburg Address.

Unit 8: Reconstruction, Capital, Labor, and Rights in the Gilded Age

Day 16: October 16, 2025

Remaking American Freedom and the Limits of Reconstruction

Reading:

Jim Crow and Segregation Primary Sources, Library of Congress:

<https://www.loc.gov/classroom-materials/jim-crow-segregation/>; A Sharecropping Contract (1866); Documents from Impeachment Trial of President Andrew Johnson, 1868; 13th, 14th, 15th Amendments; Ira Steward, "A Second Declaration of Independence" (1879); Ida B. Wells-Barnett, excerpt from *Southern Horrors* (1892)

Foner, *The Story of American Freedom*, Ch. 5: A New Birth of Freedom, 100-113

Maybe Excerpt from Eric Foner, *The Second Founding: How the Civil War and Reconstruction Remade the Constitution* (New York: W. W. Norton & Co., 2019)

Day 17: October 21, 2025

Progress and Poverty, Immigration and Exclusion

Reading:

Henry George, *Progress and Poverty* (1879); Andrew Carnegie, *Gospel of Wealth* (1889); Chinese Exclusion (1882); Populist Platform (1892); Elizabeth Cady Stanton "Home Life" (ca. 1875); Frederick Douglass, "The Composite Nation" (1869); *Plessy v. Ferguson* (1896)

Foner, *The Story of American Freedom*, Ch. 6: Liberty of Contract and Its Discontents, 115-137

Maybe excerpt from Paul Avrich, *The Haymarket Tragedy* (Princeton: Princeton University Press, 1984). Or

Excerpts from Lucy Salyer, *Laws Harsh as Tigers: Chinese Immigrants and the Shaping of Modern Immigration Law* (Chapel Hill: University of North Carolina Press, 1995)

Unit 9: Freedom in the Progressive Era

Day 18: October 23, 2025

"Republic or Empire?" The U.S. at the Dawn of a Global Age

Reading:

Albert Beveridge, "March of The Flag" (1898); William Jennings Bryan, "Imperialism" speech, August 8, 1900; Political Cartoon Analysis

Excerpt from Nichols, *Promise and Peril: America at the Dawn of a Global Age* (Cambridge: Harvard University Press, 2011, 2015);

Excerpt: Paul Kramer, *The Blood of Government: Race, Empire, the United States, and the Philippines* (Chapel Hill: University of North Carolina Press, 2006)

Day 19:

Tuesday, October 28, 2025: Midterm

MIDTERM EXAMINATION. In class. Closed Book.

Short answer essays, identifications, multiple choice answers.

Day 20: October 30, 2025

Reform and Regulation

Reading:

Jacob Riis, *How the Other Half Lives* (1890) and select photographs; John Muir, Petition to U.S. House of Representatives to Save Yosemite National Park (1893); Ida Tarbell, *The History of the Standard Oil Company* (1904); John Ryan, excerpts “A Living Wage” (1912)

Foner, *The Story of American Freedom*, Ch. 7: Progressive Freedom, 139-161

Or excerpts from Michael McGerr, *A Fierce Discontent: The Rise and Fall of the Progressive Movement in America* (New York: Oxford University Press, 2003)

Unit 10: To Make the World Safe for Democracy

Day 21: November 4, 2025

Military Service and the Promises of Citizenship

Reading:

Selective Service Act (1917); Woodrow Wilson Address to Congress (April 2, 1917); W.E.B Du Bois, “Closing Ranks” (1918); Claude McKay, “If We Must Die” (1919); Margaret Sanger on Free Motherhood from *Women and the New Race* (1920)

Viewing, PBS American Experience excerpt: “The Draft | WWI: Wilson & the Selective Service Act”

Excerpt from Chad Williams, *Torchbearers of Democracy: African American Soldiers in the World War I Era* (Chapel Hill: University of North Carolina Press, 2013)

Day 22: November 6, 2025

The Origins of Civil Liberties

Reading:

Eugene Debs, Anti-War Speech, June 16, 1918; Oliver Wendell Holmes opinion, *Schenck v. United States* (1919); Elsie Hill and Florence Kelley debate the Equal Rights Amendment (1922); John Dewey on freedom of speech (*Public and Its Problems*, 1927)

Foner, *The Story of American Freedom*, Ch. 8: The Birth of Civil Liberties, 163-193

Excerpt from Paul L. Murphy, *World War I and the Origin of Civil Liberties in the United States* (New York: Norton, 1979),
Or Christopher Capozzola, *Uncle Sam Wants You: WWI and the Making of the Modern American Citizen*

Unit 11: New Deal Freedoms, A World at War

November 11, 2025 – No Class. Veteran’s Day.

*Work on writing assignment papers.

Day 23: November 13, 2025

Collapse—Economic Insecurity, Federal Intervention, and the New Deal

Reading:

Herbert Hoover, *Rugged Individualism* (1928); FDR first inaugural (March 1933); W.E.B Du Bois, *Negro Nation Within a Nation* (1935); Frances Perkins, Radio Address: “Social Insurance for Us” (transcript/audio, 1935); Steel Workers Organizing Committee, “A New Declaration of Independence” (1936); FDR, fireside chat on “national security” (Dec 29, 1940 one or earlier?)

How Government Built America, Sidney A. Shapiro and Joseph P. Tomain, eds. (Cambridge: Cambridge University Press, 2024), Ch.5: “FDR's America: Saving Capitalism,” 51-65.

Excerpt from Lizabeth Cohen, *Making a New Deal: Industrial Workers in Chicago, 1919-1939* (New York: Cambridge University Press, 1990)

Excerpt from David Kennedy, *Freedom From Fear: The American People in Depression and War, 1929-1945* (New York: Oxford University Press, 1999)

Day 24: November 18, 2025

Into the War -- Big Government and The Wartime Economy

Reading:

Executive Order (EO) 8802 (1941); FDR, The Four Freedoms (1941); War and post-war economics, Henry Morgenthau Jr., The Morgenthau Plan/Memorandum (1944)

James T. Sparrow, *Warfare State: World War II Americans the Age of Big Government* (New York: Oxford University Press, 2011)

Unit 12: Wartime America and Freedom Struggles

Day 25: November 20, 2025

Who Counts as “American”?

Reading:

Executive Order (EO) 9906 (1942); *Korematsu vs. United States* (1946)

Brian Masaru Hayashi, *Democratizing the Enemy: The Japanese American Internment* (Princeton: Princeton University Press, 2008)

Day 26: November 25, 2025 ***TWO DAYS BEFORE THANKSGIVING (Class will be held)

The Double V Campaign and Beyond

Reading:

James G. Thompson, Letter to the editor, *Pittsburgh Courier* (1942); Charles Wesley, “African Americans and the Four Freedoms” (1944) Excerpts: President’s Commission on Civil Rights, To Secure These Rights (1947); Universal Declaration of Human Rights (1949)

Matthew Delmont, *Half American: The Epic Story of African Americans Fighting World War II At Home and Abroad* (New York: Penguin, 2022)

Unit 13: The Cold War, Civil Rights

Day 27: December 2, 2025

Cold War, Civil Rights Freedom Struggle

Reading:

NAACP Petition to the United Nations (1949); Joseph McCarthy, “Communists in U.S. Government Service,” Wheeling West Virginia Speech (1950); Martin Luther King Jr. on the Montgomery Bus Boycott (1955); Nixon, “What Freedom Means to Us” (1959)

Foner, *The Story of American Freedom*, Ch. 11: Cold War Freedom, 249-273

Excerpt from Mary Dudziak *Cold War, Civil Rights: Race and the Image of American Democracy* (Princeton: Princeton University Press, 2000).

Day 28: December 4, 2025

Culminations?

Reading:

The Southern Manifesto (1956); Focus on: Letter from Birmingham Jail written by Dr. Martin Luther King Jr (1963); Cesar Chavez, Letter from Delano (1969); Stonewall Police Riot Reports (1969)

Foner, *The Story of American Freedom*, Ch. 12: Sixties Freedom, 275-305

Excerpt from Glenda Elizabeth Gilmore, *Defying Dixie: The Radical Roots of Civil Rights, 1919-1950* (New York: Norton, 2009)

Final Week Countervailing Voices, Backlash, and Unfinished Business

Day 29: December 9, 2025 ** FINAL CLASS

Push and Pull: Freedom from the long 1960s to the Present

Reading:

Young Americans for Freedom, Sharon Statement (1960); Students for a Democratic Society, Port Huron Statement (1962); Ronald Reagan, A Time for Choosing (1964); National Organization for Women (1966); Phyllis Schlafly, “The Fraud of the Era” (1972).

Foner, *The Story of American Freedom*, Ch. 13: Conservative Freedom: Rebirth of Conservatism, 301-319; The Reagan Revolution to the late 1990s, 320-332.

Excerpt from Jefferson Cowie, *Freedom's Dominion* (New York: Basic Books, 2022), 1-14.

December 11, 2025 (No Class, Exam Week)

Final Exam Review – Asynchronous Video (to help students prepare for the final exam, available on/after December 9, 2025)

Concluding Overview: **Civic Traditions from the American Century to the Present**

Recap: Key Texts, Key Concepts, Freedom in the History of American Democracy and the Capitalist Economic System; Rights and responsibilities of citizens and engaged members of the community. Historical development and “how to’s” of American democracy and economy, including how the U.S. government works and the economy operates today.

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. See [Carmen: Common Sense Best Practices](#) and [Carmen Fast Facts for Instructors](#) for more on using CarmenCanvas

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).

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).

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 (**required**)? (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:

Workload Estimation

For more information about estimating student workload, see [Workload 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

See [Creating an Accessible Course](#) for more information. 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.

Additional comments (optional):

Academic Integrity

For more information: [*Promoting 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.

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

Community Building

For more information: [Student Interaction Online](#) and [Creating Community on Your Online Course](#)

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 (or select methods above)

Transparency and Metacognitive Explanations

For more information: [Increasing Transparency and Metacognition](#)

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.

- 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):

Syllabus and cover sheet reviewed by *Bob Mick* on *3/18/25*

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

History 2003 American Civics Through History

I am returning the signed Distance Approval Cover Sheet after completing the initial review of the distance learning syllabus. Below are my comments and recommended changes to be made to the syllabus before submitting to the ASC Curriculum Committee.

1. Instructor Presence and Regular Substantiative Interaction (RSI):

Regular and substantiative interaction does exist between the instructor and students that includes direct instruction (recorded lectures), assessing and providing feedback on student's course work and assignment (discussion posts, exams, writing assignments), providing opportunities to ask questions on content of course (email, live office hours), and facilitating group discussion. (Carmen posts and posting responses to other students). But some information available in the cover sheet is not present in the syllabus.

1) Direct instruction/Recorded lectures

The cover sheet includes information that students will be provided two recorded lecture videos per week. This information should be included in the syllabus and in "How this online course works."

2) Weekly virtual office hours and weekly announcements

The cover sheet includes information that the instructor will hold weekly virtual office hours to provide open communication and interaction. It also states weekly announcements/check-ins will be provided for guidance on the class content. These activities should be included in the syllabus and in "How this online course works."

2. How This Online Course Works / Pace of Online Activities

Under Pace of Online Activities, it will be helpful for students to understand what they will be expected to complete in a typical week, what order to complete the activities, and how they will interact with the instructor in this asynchronous offering. For example, include information that two recorded lecture videos will be provided each week and should be watched first, then look for and review weekly announcements, attend virtual office hours if needed, review assigned readings and understand how they will be used in course discussions and assignments, post to the discussion boards, and any other interactive course activities.

3. Credit hours and work expectations

The information in the cover sheet states the average amount of time to be spent on this course is ~ 7.25-9.5 hours per week meeting the required 9 hours.