

Term Information

Effective Term Autumn 2025

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 3595
Course Title Strategic Thought in History
Transcript Abbreviation Strategic Thought
Course Description This course is an applied or mobilized history course intended for students interested in political history, public service, as well as in the conceptual tools and responsibilities of citizenship. It will equip students to think rigorously and historically about the principles and pitfalls of setting strategies as well as the role of citizens in strategic decision-making.
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
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 Sophomore, Junior, Senior

Requirement/Elective Designation

Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will consider how the the deployment of strategic thought has ongoing legacies that continue to shape contemporary debates on citizenship and its creation during antiquity and reconstitution during the 18th century revolutions.
- Students will describe and analyze a wide range of perspectives on what constitutes citizenship and its relationship to the themes and events of warfare, nationalism, and imperialism that are explored in the course.
- Students will examine expressions of diversity, equity, and inclusion (as well as exclusion) in regions that were empires and regions that were colonies.

Content Topic List

- strategic thought
- grand strategy
- war
- citizenship
- imperialism
- foreign policy

Sought Concurrence

Yes

Attachments

- 3595 PolySci Concurrence.pdf: Concurrence
(Concurrence. Owner: Getson, Jennifer L.)
- 3595 GE Form Citizenship (Walker).pdf: GE Form
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- Curriculum Map Master 4.2.2025.doc: Curriculum Map
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- Hist 3595 Citizenship Syll v.2 JG 6.2.2025.docx: Syllabus (revised 6.2.2025)
(Syllabus. Owner: Getson, Jennifer L.)

Comments

- Uploaded revised syllabus. In the syllabus, added language that connects the course assignments and assessments directly connect to themes of citizenship, etc. and pedogeological methods that stimulate student self-reflection *(by Getson, Jennifer L. on 06/02/2025 11:52 AM)*
- Please see Subcommittee feedback email sent 05/20/2025. *(by Hilty, Michael on 05/20/2025 04:01 PM)*

COURSE REQUEST
3595 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
06/12/2025

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	04/02/2025 01:06 PM	Submitted for Approval
Approved	Reed, Christopher Alexander	04/02/2025 02:40 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/03/2025 04:15 PM	College Approval
Revision Requested	Hilty, Michael	05/20/2025 04:01 PM	ASCCAO Approval
Submitted	Getson, Jennifer L.	06/02/2025 11:52 AM	Submitted for Approval
Approved	Reed, Christopher Alexander	06/02/2025 03:37 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	06/12/2025 05:22 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	06/12/2025 05:22 PM	ASCCAO Approval

Ohio State History Department
HISTORY 3595 Strategic Thought in History

Prof Lydia Walker
walker.1380@osu.edu

Semester/Year
Date/Time, Room/Building

Office Hours: TK
Dulles 257

Course Description

HIST 3595 is an applied or mobilized history course intended for students interested in political history, public service, as well as in the conceptual tools and responsibilities of citizenship. It explores the thinking of particular strategic thinkers (such as Thucydides, Clausewitz, Sarah Wambaugh, and Mao Zedung) and mobilizes strategic thought to understand particular case studies of historical decision-making such as the Japanese decision to bomb Pearl Harbor (1941) or the US decision to support and escalate the Vietnam Wars (1945-1975). This course will equip students to think rigorously and historically about the principles and pitfalls of setting strategies as well as the role of citizens in strategic decision-making. Students will apply these modes of thinking to historical case studies as well as their potential application—and limitations—in the contemporary world. The course emphasizes the study of history and humanistic inquiry while promoting the acquisition of modes of knowledge sharing between scholars and policy practitioners.

GE Theme: Citizenship for a Diverse and Just World

This course fulfills the general requirements and expected learning outcomes for the GE Theme: Citizenship for a Diverse and Just 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.
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 advance, 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.

How We Will Meet These Goals in This Course

Goal 1: You will engage in advanced study through the reading of, and responses to, primary and secondary sources that articulate notions of citizenship from antiquity through to current day. You will practice critical and logical thinking through your responses and short essays, especially regarding the concept of colonial subject versus independent citizen which is introduced in the first unit on the Melian dialogue and is an core component of the origins of the concept of citizenship, justice, as well as ethnic and geopolitical diversity (ELO 1.1). The primary exercise of advanced, in-depth, scholarly exploration of the theme of citizenship within understandings of strategic thought is the in-class essays of the midterm and final exams (three short short essays), where you respond directly to questions that connect across the arc of the course that contribute to informed citizenship, such as the relationship between ideology and decision-making. Exam review sessions include essay writing workshops which facilitate student writing skills as an embedded literacy for this class. Essay questions are developed in these sessions, so students have opportunities to reflect on the course material individually and as a group (ELO 1.2).

Goal 2: This course will invite you to consider how the the deployment of strategic thought has ongoing legacies that continue to shape contemporary debates on citizenship and its creation during antiquity and reconstitution during the 18th century revolutions. In every unit, we spend time on the political and cultural legacies of strategic thought. For example, when discussing

Sarah Wambaugh's scholarship on plebiscites and policy work following the First World War, you will explore ongoing questions of partition, borders, and the legacies of partition and ethnic cleansing in Europe, the Middle East, and South Asia. (ELO 2.1). In your weekly responses, your in-class essays, your development of essay questions in review sessions, as well as in the interactive lectures, and when meeting with the coursehead, you will be invited to engage in reflection and self-assessment of your own understanding of strategic thought and its contemporary implications (ELO 2.2).

Goal 3: You will describe and analyze a wide range of perspectives on what constitutes citizenship and its relationship to the themes and events of warfare, nationalism, and imperialism that are explored in the course (ELO 3.1). The perspectives that you will encounter teach intercultural competence by placing events ranging from the Peloponnesian Wars to the wars of 20th century national liberation in conversation as you consider the global effects war, empire, nationalism, and state-building. (ELO 3.2)

Goal 4: You will examine expressions of diversity, equity, and inclusion (as well as exclusion) in regions that were empires and regions that were colonies. Among many other topics, we explore imperialisms as 'civilizational' hierarchies in institutions of international order (ELO 4.1). The world has become increasingly diverse and interconnected, but not necessarily one that is equal for all. You will work to make sense of this conundrum throughout the course by responding weekly to readings and participating actively in interactive lectures that pull through this embedded contradiction (ELO 4.2).

Text:

Borgwardt, Nichols, and Preston, *Rethinking American Grand Strategy* (Oxford, 2021).

All other texts are available through Carmen

Assignments (1000 points in total)

- Engagement
 - **Attendance and participation** in interactive lectures (**100 points**). If you know that you will need to miss class, please notify the course staff.
 - Students upload to carmen brief (c. 100 word) **reading responses**, due at midnight the night before the relevant lecture *and bring their response to lecture*. Students are divided into two groups, each responsible for responses pertaining to one of each week's two lectures. Responses identify the '5W's' of the readings (who, what, when, where, and why do you think you were asked to read/watch/analyze this source). The 'why' of the response is a direct opportunity for students' self-reflection (**200 points**).

- Students must **attend two Ohio State-based public talks**. Students can choose their own talks or attend those the coursehead recommends. Within 48 hours of attending the talk, they must submit via Carmen a paragraph description (c. 150 words) of the event and its connection to the course's themes of evolving conceptions of citizenship within strategic thinking. The description includes a question they would have asked the speaker—and if they did so, the speaker's response. This provides an opportunity for student self-reflection and creative thinking on course material as well as engagement with wider research and public service communities at Ohio State. One event (and its submitted response following) must occur before the midterm, the second must occur before the final exam (**200 points**).

- In class Midterm (**200 points**)
 - Map Quiz
 - Multiple choice identifications
 - One in-class essay addressing the strategic thinkers discussed in the first half of the class and their relationship to evolving notions of citizenship within strategic thought. Before the exam, there is an in-class essay writing, revision, and course reflection workshop. Students bring with them a potential essay question to the workshop. These potential essay questions are then revised and outlined together as a class during the workshop, providing students with an opportunity for self-reflection on course material before they write their essay. This workshop allows students to take ownership of the course material, before they are evaluated on their actual essays, reflecting upon course content, and thinking together out loud, individually and as a group, about the 'how' and 'why' of these potential essay questions focused on changing notions of citizenship and belonging/exclusion from 'the polity' in the history of strategic thought. At the midterm, students bring with them 1 page of handwritten notes which they hand in with their exam.

- In person Final Exam (**300 points**)
 - Two in-class essays
 - Essay 1 addresses a historical case study of strategic thinking and its relationship to evolving conceptualizations of citizenship discussed in class.
 - Essay 2 addresses a historical or contemporary case of student's own choosing. Students will need to explain and justify this choice, providing a direct opportunity for creative thinking and self-reflection.
 - Students should bring with them 2 pages of handwritten notes which they hand in with their exam. Potential essay questions will be outlined and workshopped during a review session in the same manner as the midterm.

Grading Scale

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

Statement on 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.

Statement about disability services:

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 [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Course Schedule

Part I: Strategic Thinkers

Week 1: What is Strategic Thought?

Introduction

Paul Kennedy, *Grand Strategies in War and Peace* (Yale University Press, 1992) pp. 1-10.

On the Battlefield and Beyond

Beverly Gage, "The Blob and the Mob: On Grand Strategy and Social Change," *RAGS*, pp. 49-62.

This unit introduces the concept of strategic thinking and 'grand' strategy. Students engage in self-reflection to produce working definitions of these concepts and explore their potential utility and limitations for informed citizens today.

Week 2: The Peloponnesian War

Thucydides

Anthony Grafton, "Did Thucydides Really Tell the Truth? The hidden agenda of the pioneering historian," *Slate Magazine*, 2009.

The Melian Dialogue

Thucydides, *History of the Peloponnesian War*, Book Five: The Melian Dialogue, excerpts.

This unit teaches intercultural competence as a global citizen by rooting understandings of imperial conquest and resistance to the ancient mediterranean world and by interrogating the narrative-making of the historian and strategic thinker, Thucydides.

Week 3: The Napoleonic Wars

Carl Von Clausewitz

Peter Paret, *Clausewitz and the State* (Princeton, 2007) pp. 13-35.

On War

Clausewitz, *On War* (Michael Howard ed.), Book 1 excerpts.

This unit explores the life, times, and strategy of Carl Von Clausewitz in the context of the French Revolution's conceptualization of citizenship and the origins of German unification.

Week 4: Nationhood and World Order Making

The Interwar World

Susan Pedersen, "Back to the League of Nations." *The American Historical Review*, Vol. 112, No. 4 (2007) pp. 1091–1117.

Sarah Wambaugh

Wambaugh, *A Monograph on Plebiscites* (1920) in Owens, Rietzler, Hutchings, Dunstan eds., *Women's International Thought: Towards a New Canon* (Cambridge 2022) pp. 261-267.

This unit centers the construction of a world order after the First World War (1914-1918) through the strategic thought of Sarah Wambaugh, a native Ohioan, scholar, and policy-maker who was a political advisor to the League of Nations and eventually the United Nations regarding how to carry out plebiscites—the process of exercising national self-determination for citizens of newly created states.

Week 5: Wars of Liberation and their aftermaths

Mao Zedong

Sulmaan Wasif Khan, *Haunted by Chaos: China's Grand Strategy from Mao Zedong to Xi Jinping* (Harvard, 2022) Excerpts.

On Guerrilla Warfare

Mao, *On Guerrilla Warfare*, Excerpts.

This unit shifts the course's focus from Europe to Asia and considers the strategic thought of Mao Zedong in dialogue with that of Thucydides, Clausewitz, and Wambaugh—how do these ideas change as the world's global strategic environment becomes increasingly diverse?

* By the end of Week 5, students have attended one talk and submitted their brief post-talk report.*

Week 6:

Essay Writing Clinic 1, Review + Reflection on course material

In-Class Midterm

Part II: Strategic Cases

Week 7: Causes of World War One

Historical Context

Sheila Fitzpatrick, *The Russian Revolution*, Chapter 2

Primary Source

Rosa Luxemburg, "Another View of Things" (1913)

This unit analyzes the connections between imperial competition, working class politics, and the prospect of revolutionary regime change rooted in changing notions of citizenship that formed the context of the outbreak of World War One in Europe. Students will grapple with the questions of, what caused the First World War? as well as, why did it break out in Europe in 1914 and not, say in Morocco in 1911?

Week 8: Pearl Harbor

Historical Context

US National World War Two Museum Website --

<https://www.nationalww2museum.org/war/topics/pearl-harbor-december-7-1941>

Primary Sources

Ralph Schaffer (ed.), *Toward Pearl Harbor: The Diplomatic Exchange Between Japan and the United States*, pp. 125-130.

This unit examines the Japanese empire's strategic decision to bomb Pearl Harbor in December 1941 as an inflexion point in the history of US and Japanese imperial expansion and competition in the Pacific Oceanic world, as well as how that history is understood today in contemporary remembrances of the event, which assumes a role in American concepts of citizenship.

Week 8: The Algerian War

Primary Sources

Todd Shepard, *Voices of Decolonization*, excerpts.

Historical Context

Daniel Immerwahr, "What Frantz Fanon and Ian Fleming Agreed Upon," *The New Yorker*, 2024.

This unit discusses issues of colonialism, race, and the strategic deployment of violence from both revolutionary and counterrevolutionary perspectives. As the process of decolonization made international order increasingly state-centric, national citizenship became of crucial importance for securing rights for colonized peoples.

Week 9: The Vietnam Wars

Historical Context

Fredrik Logevall, *Embers of War*, Chapter 17.

Primary Sources

Vo Nguyen Giap, *The Military Art of People's War* (NYU Press, 1970) pp. 319-332.

This unit connects the French and American Wars in Vietnam (1945-1975) to analyze US choices to support French empire in Vietnam and then carry out a war of intervention in the region—choices that shaped American conceptions of citizenship and military service for decades to come. Students return to the strategic thinking of Mao on guerilla warfare, Wambaugh on partitions, and Fanon on violence and revolution.

Week 10: Religion and Ideology

Islam

Anver Emon, *Religious Pluralism and Islamic Law*, pp. 1-24

Christianity

Reinhold Niebuhr, *The Irony of American History*, excerpts.

This unit highlights the relationship between religion and ideology in political power projection carried out by Ottomans in the Middle East and Americans during the early Cold War era. Students interrogate the connections between religion, empire, conceptions of citizenship, and foreign interventions.

Week 11: Wars of Intervention

Nation-building

The Rand Corporation, *Beginner's Guide to Nation-Building*, 2007, foreword and the summary.

Imperial Overstretch?

Rory Stewart, "The Last Days of Intervention," *Foreign Affairs*, 2021.

This unit considers the twenty years of US interventions in Iraq (2003-2011) and Afghanistan (2001-2021) from the perspectives of historical decision-making and contemporary post-mortems. What do we know now that we did not know in 2001, in 2003, in 2021? Alongside battlefields and nation-building concepts, these wars have been crucial construction sites for evolving notions of American citizenship and its relationship to an increasingly diverse world.

Week 11 + 12: Contemporary Thinking

Ukraine

Putin's Munich Security Conference Speech (2008)

<http://en.kremlin.ru/events/president/transcripts/24034>

Sudan

Comfort Ero and Richard Atwood, "Sudan and the New Age of Conflict," *Foreign Affairs* (2023).

Syria

Mark Lynch, "Five Thoughts on Syria's Unfrozen Conflict" (2023).

This unit focuses on ongoing conflicts through the lens of strategic thought. It demonstrates how the history of strategic thought is of continuing, evolving, contemporary relevance to citizens of today.

Week 13 + 14: Applications of Strategic Thought

Making Sense of History

Mary Dudziak, "Casualties and the Concept of Grandness: A View from the Korean War," *RAGS*, pp. 427-446.

Logevall, "American Grand Strategy: How Grand Has It Been? How Much Does It Matter?,"
RAGS, pp. 447-458.

Mobilizing Concepts

Moshik Temkin, *Warriors, Rebels and Saints*, Chapter 5.

Essay Writing Clinic 2, Review of + Reflection on course material

This unit traces direct connections between the strategic thinking of great power projection in the past to that of the present. This is important for a US citizen's role in foreign policy decision-making, as well as understanding perceptions of American exceptionalism.

Final Exam is two in-class essays with 2pages of handwritten notes

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

Overview

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)

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)

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

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
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

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

ELO 1.1 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>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> 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.</p> <p><u>Reading</u> 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.</p> <p><u>Discussions</u> 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.</p> <p>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.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>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.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</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>
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Goals and ELOs unique to Citizenship for a Diverse and Just World

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
ELO 3.1 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.	
ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	
ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	
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.	

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

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural,	<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>
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<p><i>national, global, and/or historical communities.</i></p>	<p><i>Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</i></p> <p><i>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.</i></p>
<p><i>ELO 3.2</i> <i>Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</i></p>	<p><i>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.</i></p>
<p><i>ELO 4.1</i> <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>"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.</p>
<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.</p>	<p>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.</p>



Re: 2nd Concurrence request for History 3595

From Getson, Jen <getson.3@osu.edu>

Date Mon 3/31/2025 3:35 PM

To Reed, Christopher <reed.434@osu.edu>; Kurtz, Marcus <kurtz.61@osu.edu>

Hi Marcus,

Thank you for this! That is certainly no problem at all - we are happy to change it to something that more clearly distinguishes it as a history course. Thank you for the feedback!

- Jen

From: Reed, Christopher <reed.434@osu.edu>

Sent: Sunday, March 30, 2025 11:19 AM

To: Kurtz, Marcus <kurtz.61@osu.edu>; Getson, Jen <getson.3@osu.edu>; Reed, Christopher <reed.434@osu.edu>

Subject: Re: 2nd Concurrence request for History 3595

Hi Marcus,

Thanks for your reply. Seems reasonable to me, but I'll defer to our departmental administrator Jen Getson on this one.

She's on vacation this week and will return next week. I expect she'll contact you then.

Much obliged.

Chris

Christopher A. Reed
Chair, Undergraduate Teaching Committee, 2024-26
Assoc Prof of Modern Chinese & East Asian History
The Ohio State University
Columbus, Ohio 43210
reed.434@osu.edu

On 3/30/25, 10:45 AM, "Kurtz, Marcus" <kurtz.61@osu.edu> wrote:

Dear Chris,

We are happy to concur with this class, but have one request: could the title be something like History of Strategic Thought? It overlaps substantively with some of our International Security classes, and I'd like to keep the product differentiation clear. Does that work?

Best,
Marcus.

Marcus J. Kurtz, interim chair
ASC Distinguished Professor of Political Science
Ohio State University
[website](#)
+1.614.292.0952

From: Reed, Christopher <reed.434@osu.edu>
Sent: Friday, March 28, 2025 3:41 PM
To: Kurtz, Marcus <kurtz.61@osu.edu>; Reed, Christopher <reed.434@osu.edu>; Getson, Jen <getson.3@osu.edu>
Subject: 2nd Concurrence request for History 3595

Greetings,

I am writing as the (still fairly) new chair of History's Undergrad Teaching Committee.

The Dept of History intends to propose a new Citizenship course (please see attached syllabus), and ASCC would like us to get a letter of support/concurrence before we can move on in the process.

Thus, I am writing to you as Political Science's chair, to ask, please, for a letter of support/concurrence for this course. We don't need much— even just an email saying that your office is aware of and is ok with the course is good enough.

I look forward to your reply (please include Jen Getson on your reply; for more on her, please see below).

Please let me know if you have any questions.

Thank you,

Chris Reed

Christopher A. Reed
Chair, Undergraduate Teaching Committee, 2024-26

Assoc Prof of Modern Chinese & East Asian History
The Ohio State University
Columbus, Ohio 43210
reed.434@osu.edu

On 3/19/25, 11:32 AM, "Getson, Jen" <getson.3@osu.edu> wrote:

Jen Getson, Ph.D.

Senior Academic Program Services Specialist

Department of History

Department of Women's, Gender & Sexuality Studies

Pronouns: she/her/hers

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