

Term Information

Effective Term Autumn 2025

General Information

Course Bulletin Listing/Subject Area African American & African Std
Fiscal Unit/Academic Org African-Amer & African Studies - D0502
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2006
Course Title American Civics: Freedom, Democracy, and Struggle
Transcript Abbreviation Civics & Freedom
Course Description This course examines American civic traditions from an interdisciplinary perspective. We will investigate the conceptual and historical roots of key texts, alongside their impacts and ongoing legacies in the United States and beyond. Key themes include: the contested relationships among church, state, and economy; debates over the meaning of democracy and citizenship; competing notions of progress
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 WGSST 2006 and COMPST 2006
Electronically Enforced Yes

Cross-Listings

Cross-Listings Women's, Gender and Sexuality Studies & Comparative Studies

Subject/CIP Code

Subject/CIP Code 05.0207
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

- Investigate the conceptual and historical roots of key texts in civics education, alongside their impacts and ongoing legacies in the United States
- Interrogate the contested relationships among church, state, and economy
- Interpret debates over the meaning of democracy and citizenship
- Recognize competing notions of progress and freedom in the United States
- Articulate the complex interplay of resistance, power, and struggle in United States civic history and government

Content Topic List

- The Birth of the Market: Capitalism and Private Property
- The Birth of Liberal Democracy
- Interdisciplinarity
- The State Abolition of Slavery
- United States Constitution
- Twentieth Century Political Progress

Sought Concurrence

Yes

Attachments

- All Departments contacted for Concurrence of WGSST_AAAS_COMPSTD 2006.pdf: Dept Cont 4 Concurrence
(Concurrence. Owner: Beckham, Jerrell)
- Chase Concurrence re WGSST 2006.pdf: Concurrence Letter
(Concurrence. Owner: Beckham, Jerrell)
- History concurrence re-WGSST 2006.pdf: Concurrence
(Concurrence. Owner: Beckham, Jerrell)
- History concurrence re-WGSST 2006.pdf: Concurrence
(Concurrence. Owner: Beckham, Jerrell)
- Philosophy concurrence re-WGSST 2006.pdf: Concurrence
(Concurrence. Owner: Beckham, Jerrell)
- WGSST_AAAS_COMPSTD 2006- American Civics- Freedom, Democracy, and Struggle.docx: Syllabus
(Syllabus. Owner: Beckham, Jerrell)

Comments

COURSE REQUEST
2006 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
05/08/2025

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Beckham,Jerrell	04/24/2025 04:04 PM	Submitted for Approval
Approved	Rucker-Chang,Sunnie Trine'e	04/24/2025 04:08 PM	Unit Approval
Approved	Vankeerbergen,Bernadet te Chantal	05/08/2025 09:48 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadet te Chantal Steele,Rachel Lea	05/08/2025 09:48 AM	ASCCAO Approval

WGSST/AFAMAST/COMPST 2006:

American Civics: Freedom, Democracy, and Struggle

Course Proposal

Draft: April 6, 2025

Instructor: TBD

Autumn Semester 2025

3 credit hours, lecture

In-Person, Day/Time XX

Course Description:

This course examines American civic traditions from an interdisciplinary perspective. We will investigate the conceptual and historical roots of key texts, alongside their impacts and ongoing legacies in the United States and beyond. Key themes include: the contested relationships among church, state, and economy; debates over the meaning of democracy and citizenship; competing notions of progress and freedom; the complex interplay of resistance, power, and struggle.

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.

Course Learning Outcomes

The courses fulfills 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.

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)

All other readings available on course Canvas site.

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](#))

Grade Distribution

Attendance and Participation (5%)
 Reflections (15%)
 Essays in Conversation (40%)
 Civic Action Project (30%)
 Final Examination (10%)

Grading Scale:

94-100 A	87-89 B+	77-79 C+	67-69 D+
90-93 A-	84-86 B	74-76 C	64-66 D
	80-83 B-	70-73 C-	0-63 E

Assignment Descriptions:

Reflections (15%: first for 5%, second for 10%)

Between 500-1,000 words excluding citations. Citations follow APA 7th.

Pre-semester reflection: Without doing any research or readings, based on your existing knowledge and assumptions, write a reflective essay that responds to the following questions. What do you understand “civics” to be? What does civic engagement mean to you? What is the purpose of government? What are the government’s obligations to its citizens and residents? What does it mean to be a good citizen?

End of semester reflection: Write a reflective essay that responds to the following questions. Drawing from course texts, lecture materials, and prior assignments, explain how your understanding of civics has evolved. What does civic engagement now mean to you? Referring to your first reflection, how have your assumptions about the purpose of government and its obligations developed? What assumptions were challenged, tested, or reinforced? What has changed, if anything, in your definition of a good citizen?

Essays in Conversation (40%, 4 each at 10% each)

The course is divided into four sections: Birth of the Market; Birth of Liberal Democracy; State Abolition of Slavery; Twentieth Century: Progress? At the end of each section, you are to write a 2-3 page essay that places the section’s readings in conversation with each other.

What overarching issues do the texts address? In what ways do they complement and contradict each other? What do those texts tell us about the project of American democracy, citizenship, and progress? Your responses should highlight key themes as they emerge: the contested relationships among church, state, and economy; debates over the meaning of democracy and citizenship; competing notions of progress and freedom; the complex interplay of resistance, power, and struggle.

Civic Action Project (30%)

This is a three-part project that involves a brief research paper, an action plan or artifact, and an oral presentation. Each component is worth 10%.

Research paper (10%): Select a civic issue that matters to you. Write a 3-5 page paper, drawing from at least five primary and secondary sources beyond texts required for the course, that explains the issue and how it affects society as a whole. Your paper should make explicit connections to course themes and texts. Include a bibliography. All references should follow APA 7th.

Action Plan or Artifact (10%): You have the option of either writing a theory of action paper or creating an artifact for action. In the paper, you propose an action plan that addresses the issue (e.g. a long-term boycott, creating infographics for media dissemination, a social media

campaign e.g. #CripTheVote or #MeToo, doing a workshop, or writing a petition). This paper should be 1-2 pages that outlines the action, explains what the action is expected to accomplish, and why this action is effective in addressing the issue, drawing from previous examples of civic action. Alternatively, you can create an artifact for action such as writing an actual petition, creating an educational website, making protest art or posters. Consult with the professor before proceeding.

Oral presentation (10%): Drawing from your research paper, prepare a 7–10-minute presentation for your peers that effectively encapsulates the issue and connects to the course’s overarching themes. Include a description of your action plan/artifact. Do not read from your paper but rather, highlight major ideas and analyses.

Final Examination (10%)

Cumulative. Open book. Identification, short responses, and multiple choice.

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 ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

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

Technology skills needed for this course

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

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- 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](https://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 - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- 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 (go.osu.edu/install-duo) 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.

Course Schedule

There are readings associated with most class times. Please read the assigned reading BEFORE class and be prepared to discuss the reading in class.

Assignments are due on Carmen by X day at X:XX time, unless noted otherwise.

Section One: The Birth of the Market: Capitalism and Private Property

Week One

Class 1.1

Introduction, No Readings

Class 1.2

Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations* (1776): Book One, Chapters I-VIII; Book Four, Chapters I and IX

Reflection #1 Due

Week Two

Class 2.1

John Locke, *Second Treatise on Government* (1689): Parts I-VII (“Of Political Power;” “Of the State of Nature;” “Of the State of War;” “Of Slavery;” “Of Property;” “Of Paternal Power;” and “Of Political or Civil Society”)

Class 2.2

Jean-Jacques Rousseau, *The Social Contract* (1762): Foreword and Book I

Week Three

Class 3.1

Carole Pateman, *The Sexual Contract* (Stanford: Stanford University Press, 1988), “Contracting In,” 1-18

Class 3.2

Charles Mills, *The Racial Contract* (Ithaca: Cornell University Press, 1997), “Overview,” 9-40

ESSAY #1 DUE

Section Two: The Birth of Liberal Democracy: The United States

Week Four

Class 4.1

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

Class 4.2

Thomas Jefferson, *Declaration of Independence* (1776)

Thomas Jefferson, “Notes on the State of Virginia” (1785) -- excerpts

Week Five

Class 5.1

Phillis Wheatley, “Letter to Reverend Samson Occum” (1774)

Petition of Slaves to the Massachusetts Legislature (1774)

Class 5.2

Universal Declaration of Human Rights (1948)

Danielle Allen, “How the Declaration of Independence Offers a Roadmap to a Better Union” (2020)

Week Six

Class 6.1

At least five essays from the Federalist Papers, selected from a list including Federalist 10, 15, 30, 32, 35, 49, 51, 68, 78, 84

Class 6.2

Continued discussion of Federalist Papers

Week Seven

Class 7.1

The United States Constitution, 1787

Class 7.2

[Haudenosaunee \(Iroquois\) Confederacy](#)

Ned Blackhawk, “Settler Uprising: The Indigenous Origins of the American Revolution,” *The Rediscovery of America: Native Peoples and the Unmaking of U.S. History* (New Haven: Yale University Press, 2023), 139-175.

Week Eight

Class 8.1

“Reply of the Indians to the Commissioners of the United States,” Sixteen Nations, August 13, 1793 (*Michigan Historical Collections*, v.24 (1894), 587-592.

Laura Cornelius Kellogg, “Our Democracy and the American Indian: A Presentation of the Indian Situation as It Is Today,” *Our Democracy and the American Indian and Other Works*, eds. Kristina Ackley and Cristina Stanciu (Syracuse: Syracuse University Press, 2015), 69-108.

Class 8.2

The Treaty of Greenville, 1795

Johnson v. McIntosh (1823)

Week Nine

Class 9.1

Elihu, [American Mercury](#), 18 February 1788

Thomas Jefferson, “Letter to the Danbury Baptists”; “Bill for Establishing Religious Freedom”

Moses Seixas, “Letter to George Washington”; George Washington, “Letter to the Hebrew Congregation in Newport, Rhode Island”

Class 9.2

National Reform Movement, “Christian Amendment” (1864)

Ezra Taft Benson, “[Our Divine Constitution](#)” (1987)

Tisa Wenger, “The God-in-the-Constitution Controversy: American Secularisms in Historical Perspective” (2010)

Essay #2 Due**Section Three: The State Abolition of Slavery****Week Ten****Class 10.1**

Sarah Grimké, “Letters on the Equality of the Sexes, and the Condition of Woman” (1837)

Class 10.2

Angelina Grimké, “An Appeal to the Christian Women of the South” (1836)

Angelina Grimké, “An Appeal to the Women of the Nominally Free States” (1837)

RESEARCH PAPER DUE**Week Eleven****Class 11.1**

Frederick Douglass, “Liberty” (1847); “What to the Slave is the Fourth of July?” (1852)

Class 11.2

Morrill Acts of 1862 and 1890

Week Twelve**Class 12.1**

Emancipation Proclamation, Abraham Lincoln, January 1, 1863

Class 12.2

The Gettysburg Address, Abraham Lincoln, November 19, 1863

ESSAY #3 DUE

Section Four: The Twentieth Century: “Progress?”

Week Thirteen

Class 13.1

Ida B. Wells, *Southern Horrors: Lynch Law in All Its Phases* (1892)

Martin Luther King, Jr.: “Letter from a Birmingham Jail” (1963)

Class 13.2

Spike Lee, *4 Little Girls* (1997)

Action Plan Due

Week Fourteen

Class 14.1

Martin Luther King Jr., “Beyond Vietnam—A Time to Break Silence” (1967)

Martin Luther King, Jr. “The Other America” (1968)

Class 14.2

Combahee River Collective, “The Combahee River Collective Statement” (1977)

Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (2010), Chapter 6, “The Fire This Time,” pp. 221-261

Week Fifteen

Class 15.1

Oral Presentations Day #1

Class 15.2

Oral Presentations Day #2

* Please turn in a copy of your presentation to Carmen *

REFLECTION #2 DUE

ESSAY #4 DUE

Commented [SM1]: Not sure which text on poverty? One suggestion is an excerpt from *Where We Are Going* (1967), which calls for a guaranteed income, available here: <https://projects.seattletimes.com/mlk/words-going.html>

Commented [WS2R1]: That one looks great to me. I also like “The Other America” (1968)

Final Exam on December X at X:XX,



Concurrence request (WGSST/AAAS/COMPSTD 2006)

From Chen, Jian <chen.982@osu.edu>

Date Mon 4/14/2025 7:09 AM

To Reed, Christopher <reed.434@osu.edu>; Getson, Jen <getson.3@osu.edu>; Kogan, Vladimir <kogan.18@osu.edu>; Shabel, Lisa <shabel.1@osu.edu>; Strang, Lee <strang.69@osu.edu>

Cc Alkhalifa, Ali <alkhalifa.2@osu.edu>

1 attachment (52 KB)

WGSST-AAAS-COMPSTD 2006- American Civics- Freedom, Democracy, and Struggle.docx;

Greetings Lisa, Jen, Vladimir, Lee, and Chris,
I wish you all well.

Because of the interdisciplinary nature of civic education and the recent proposals for civics courses initiated by the units contacted here, the Departments of Women's, Gender and Sexuality Studies, African American and African Studies, and Comparative Studies are requesting concurrence from the Chase Center and the Departments of History, Political Science, and Philosophy for our newly proposed course **WGSST/AAAS/COMPSTD 2006: American Civics: Freedom, Democracy, and Struggle**. Please find the course syllabus attached.

We are asking that you provide a concurrence response by **April 25th** (though an earlier response would be much appreciated). If I do not receive word from your unit by then, I will assume concurrence has been granted.

Thank you for your attention and consideration.
Best regards, Jian Neo Chen
(in my capacity as Director of Undergraduate Studies in WGSS)

[Jian Neo Chen](#), PhD (he/they)

Associate Professor of Queer Studies & Director of Undergraduate Studies in Women's, Gender and Sexuality Studies

Affiliate Faculty in English; Asian American Studies; and Theatre, Film, and Media Arts
The Ohio State University (Columbus)

Author, [Trans Exploits: Trans of Color Cultures and Technologies in Movement](#) (Duke University Press ANIMA, 2019; Association of Asian American Studies Book Award Winner 2021; Lambda Literary Award Finalist in LGBTQ Studies 2020)

Co-editor, [ASTERISK](#) Duke University Press book series

I would like to acknowledge that the land 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 seized through the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I want to honor the resiliency of these tribal nations and recognize the historical contexts that have and continue to affect the Indigenous peoples of this land.



FW: Concurrence request (WGSST/AAAS/COMPSTD 2006)

From Chen, Jian <chen.982@osu.edu>

Date Mon 4/14/2025 5:37 PM

To Sreenivas, Mytheli <sreenivas.2@osu.edu>; Alkhalifa, Ali <alkhalifa.2@osu.edu>

Hi Mytheli and Ali,
FYI...Should I send the request for concurrence to Glenn School too?

Thanks to you both for all your work on this.
All best, Neo

[Jian Neo Chen](#), PhD (he/they)

Associate Professor of Queer Studies & Director of Undergraduate Studies in Women's, Gender and Sexuality Studies

Affiliate Faculty in English; Asian American Studies; and Theatre, Film, and Media Arts

The Ohio State University (Columbus)

From: Strang, Lee <strang.69@osu.edu>

Date: Monday, April 14, 2025 at 1:35 PM

To: Chen, Jian <chen.982@osu.edu>

Cc: Fortier, Jeremy <fortier.28@osu.edu>

Subject: Re: Concurrence request (WGSST/AAAS/COMPSTD 2006)

Thank you for sharing the syllabus for this interesting course, Jian. The Chase Center is happy to concur.

FWIW, you may also wish to reach out to the Glenn School because they have circulate a civics course too.

Regards,
Lee



THE OHIO STATE UNIVERSITY

CHASE CENTER FOR CIVICS, CULTURE,
AND SOCIETY

Lee J. Strang

Executive Director, [Salmon P. Chase Center for Civics, Culture, and Society](#)

Professor of Law, Moritz College of Law

The Ohio State University

(c) 734-277-0719

[Originalism's Promise](#): A Natural Law Account of the American Constitution (2019)

You can access my papers on [SSRN](#)

For more information on my case book visit [Carolina Academic Press](#)

From: Chen, Jian <chen.982@osu.edu>

Date: Monday, April 14, 2025 at 7:09 AM

To: Reed, Christopher <reed.434@osu.edu>, Getson, Jen <getson.3@osu.edu>, Kogan,

Vladimir <kogan.18@osu.edu>, Shabel, Lisa <shabel.1@osu.edu>, Strang, Lee <strang.69@osu.edu>

Cc: Alkhalifa, Ali <alkhalifa.2@osu.edu>

Subject: Concurrence request (WGSST/AAAS/COMPSTD 2006)

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Re: Concurrence request (WGSST/AAAS/COMPSTD 2006)

From Chen, Jian <chen.982@osu.edu>
Date Tue 4/22/2025 7:12 AM
To Reed, Christopher <reed.434@osu.edu>
Cc Nichols, Christopher <nichols.872@osu.edu>; Alkhalifa, Ali <alkhalifa.2@osu.edu>

Hi Chris,
Thanks for your reconsideration and for approving concurrence.
Have a good week and best regards, Neo

[Jian Neo Chen](#), PhD (he/they)
Associate Professor of Queer Studies & Director of Undergraduate Studies in Women's, Gender and Sexuality Studies
Affiliate Faculty in English; Asian American Studies; and Theatre, Film, and Media Arts
The Ohio State University (Columbus)

From: Reed, Christopher <reed.434@osu.edu>
Date: Sunday, April 20, 2025 at 7:30 PM
To: Chen, Jian <chen.982@osu.edu>
Cc: Nichols, Christopher <nichols.872@osu.edu>, Reed, Christopher <reed.434@osu.edu>, Kogan, Vladimir <kogan.18@osu.edu>, Shabel, Lisa <shabel.1@osu.edu>, Strang, Lee <strang.69@osu.edu>
Subject: FW: Concurrence request (WGSST/AAAS/COMPSTD 2006)

Hi again,

After further discussion, including some with the chair of WGSS, History retracts the following request sent on Friday.

We also grant concurrence for WGSST/AAAS/COMPSTD 2006.

Thanks very much.

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 4/18/25, 1:44 PM, "Reed, Christopher" <reed.434@osu.edu> wrote:

Hi Jian,

History's Undergrad Teaching Committee has discussed your request.

Before we can consider concurrence, we request that you please respond to this request from our committee:

Please indicate what the disciplinary lens is on American civics in the course title, as WGSS AAAS COMPSTD, as you see fit. For example, in History, the approved course is HIST 2003: American Civics Through History; in Classics it is CLAS2207: Classical Origins of American Civics. What is being proposed, as we understand it, in Political Science is/will be American Civics through/in Politics.

Thank you for your reply.

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 4/14/25, 7:09 AM, "Chen, Jian" <chen.982@osu.edu> wrote:

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Because of the interdisciplinary nature of civic education and the recent proposals for civics courses initiated by the units contacted here, the Departments of Women's, Gender and Sexuality Studies, African American and African Studies, and Comparative Studies are requesting concurrence from the Chase Center and the Departments of History, Political Science, and Philosophy for our newly proposed course **WGSST/AAAS/COMPSTD 2006: American Civics: Freedom, Democracy, and Struggle**. Please find the course syllabus attached.

We are asking that you provide a concurrence response by **April 25th** (though an earlier response would be much appreciated). If I do not receive word from your unit by then, I will assume concurrence has been granted.

Thank you for your attention and consideration.
Best regards, Jian Neo Chen
(in my capacity as Director of Undergraduate Studies in WGSS)

[Jian Neo Chen](#), PhD (he/they)

Associate Professor of Queer Studies & Director of Undergraduate Studies in Women's, Gender and Sexuality Studies

Affiliate Faculty in English; Asian American Studies; and Theatre, Film, and Media Arts

The Ohio State University (Columbus)

Author, [*Trans Exploits: Trans of Color Cultures and Technologies in Movement*](#) (Duke University Press ANIMA, 2019; Association of Asian American Studies Book Award Winner 2021; Lambda Literary Award Finalist in LGBTQ Studies 2020)

Co-editor, [ASTERISK](#) Duke University Press book series

I would like to acknowledge that the land 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 seized through the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I want to honor the resiliency of these tribal nations and recognize the historical contexts that have and continue to affect the Indigenous peoples of this land.



Re: Civics course

From Chen, Jian <chen.982@osu.edu>

Date Tue 4/22/2025 7:12 AM

To D'Arms, Justin <darms.1@osu.edu>

Cc Shabel, Lisa <shabel.1@osu.edu>; Shuster, Amy <shuster.67@osu.edu>; Lin, Eden <lin.2659@osu.edu>; Alkhalifa, Ali <alkhalifa.2@osu.edu>

Dear Justin,
Belated thanks for granting concurrence.
Have a good week and best regards, Neo

[Jian Neo Chen](#), PhD (he/they)

Associate Professor of Queer Studies & Director of Undergraduate Studies in Women's, Gender and Sexuality Studies

Affiliate Faculty in English; Asian American Studies; and Theatre, Film, and Media Arts

The Ohio State University (Columbus)

From: D'Arms, Justin <darms.1@osu.edu>

Date: Tuesday, April 15, 2025 at 12:20 PM

To: Chen, Jian <chen.982@osu.edu>

Cc: Shabel, Lisa <shabel.1@osu.edu>, Shuster, Amy <shuster.67@osu.edu>, Lin, Eden <lin.2659@osu.edu>

Subject: Civics course

Dear Jian,

Philosophy concurs with the Civics course you are proposing with Comp Studies and AAAS. It looks great.

Best,

Justin

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