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## **Term Information**

Effective Term Autumn 2025

## **General Information**

Course Bulletin Listing/Subject Area Comparative Studies  
Fiscal Unit/Academic Org Comparative Studies - D0518  
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 AFAMAST 2006 and WGSST 2006  
Electronically Enforced Yes

## **Cross-Listings**

Cross-Listings African and African American Studies, and Women's, Gender, and Sexuality 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: Departments for concurrence  
*(Other Supporting Documentation. Owner: Arceno, Mark Anthony)*
- Chase Concurrence re WGSST 2006.pdf: Chase Center  
*(Concurrence. Owner: Arceno, Mark Anthony)*
- Curriculum Map for CS Major - 042425.pdf: Curriculum map  
*(Other Supporting Documentation. Owner: Arceno, Mark Anthony)*
- History concurrence re-WGSST 2006.pdf: History  
*(Concurrence. Owner: Arceno, Mark Anthony)*
- Philosophy concurrence re-WGSST 2006.pdf: Philosophy  
*(Concurrence. Owner: Arceno, Mark Anthony)*
- Political Sciences concurrence re-WGSST 2006.pdf: Political Science  
*(Concurrence. Owner: Arceno, Mark Anthony)*
- WGSST 2006 Cover Letter 05.29.25.docx: Cover Letter with changes  
*(Cover Letter. Owner: Arceno, Mark Anthony)*
- WGSST-AAAS-COMPSTD 2006- American Civics- Freedom, Democracy, and Struggle AA.05.29.25.docx: Revised syllabus  
*(Syllabus. Owner: Arceno, Mark Anthony)*

**COURSE REQUEST**  
2006 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette  
Chantal  
06/11/2025

## Comments

- Please see feedback email sent to department 05-22-2025 RLS *(by Steele,Rachel Lea on 05/22/2025 04:40 PM)*
- The current Subject/CIP Code is 05.0207. Though, I wonder if it would be better to list this under 33.0101 or 33.0102? *(by Arceno,Mark Anthony on 04/24/2025 01:29 PM)*

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Arceno,Mark Anthony	04/24/2025 01:29 PM	Submitted for Approval
Approved	Urban,Hugh Bayard	04/25/2025 10:02 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	05/08/2025 09:48 AM	College Approval
Revision Requested	Steele,Rachel Lea	05/22/2025 04:40 PM	ASCCAO Approval
Submitted	Arceno,Mark Anthony	06/03/2025 11:17 AM	Submitted for Approval
Approved	Urban,Hugh Bayard	06/03/2025 06:18 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	06/11/2025 04:35 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	06/11/2025 04:35 PM	ASCCAO Approval



Hello, thank you for your consideration of the new course WGSST/AAAS/COMPSTD 2006 - American Civics: Freedom, Democracy, and Struggle. In response to the Arts and Humanities Subcommittee of the ASC Curriculum Committee's comments and revision requests, I am providing a cover letter to detail the changes made upon resubmission. Thank you for your consideration.

1. Comment: When the course is taught, the Subcommittee encourages the departments to revisit the information in the syllabus pertaining to the Civics requirement, confirming it is up-to-date and aligned with University policy at that time.
  - a. *Absolutely, all three departments will keep their eyes open for future changes as necessary per the upcoming Civics GE requirement.*
2. Comment: In addition to the comment above, the Subcommittee notes that the Department of Comparative Studies and the Department of Women's, Gender, and Sexuality Studies have included curriculum maps to their proposals, demonstrating that this course may be used as an elective on their majors. Depending on how the conversations surrounding this course evolve, there may be several different advantages and/or disadvantages to allowing this course to count in the major. Should the departments have questions, they are welcome to reach out to Rachel Steele.682 or Bernadette Vankeerbergen.1.
  - a. *I will plan to message Rachel or Bernadette before the first offering of this Civics course to properly strategize whether or not to include WGSST 2006 as a part of the major elective category of our curriculum.*
3. **Contingency:** The Subcommittee asks that the departments indicate the intended number of contact hours in the syllabus. This can be done either by inserting a hypothetical day/time schedule appropriate for a 3 CH in-person course class (e.g. TTh, 11:10-12:30) in the heading, or by using a credit-hour statement that outlines how long students should expect to spend in class and on out-of-class assignments each week.
  - a. *T/R from 11:10-12:30 was added to the course headings on page 1 of the syllabus.*
4. **Recommendation:** The Subcommittee recommends that the departments consider re-arranging the due dates for the writing assignments to more evenly distribute the workload across the semester (Course Schedule, pp. 6-10). For example, they observe that Reflection #2 and Essay #4 are due on the same day (Week Fifteen) but there is nothing due during Week Fourteen.
  - a. *The reflection essay #2 is now due during week 14 while essay #4 will be due week fifteen to more evenly distribute workload as recommended.*
5. **Recommendation:** The Subcommittee recommends that the departments remove the course developers' comments from the syllabus (p. 10).
  - a. *This has been removed, thank you for spotting this!*
6. **Recommendation:** The Subcommittee suggests that the departments amend the required links within the Religious Accommodations Statement (syllabus pp. 2-3). They note that the



## THE OHIO STATE UNIVERSITY

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Office of Institutional Equity is now closed, and students should now be directed to the Civil Rights Compliance Office. The statement (with the links embedded) can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#).

- a. *The Religious Accommodations Statement has been amended on pages 2-3 on the revised syllabus.*

Ali Alkhalifa

Education Program Specialist

Department of Women's, Gender & Sexuality Studies

## **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: T/R from 11:10-12:30 PM**

#### **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](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://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 **Civil Rights Compliance Office**. (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](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

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

## **REFLECTION #2 DUE**

### **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 \*

## **ESSAY #4 DUE**

*Final Exam on December X at X:XX,*





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

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**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)

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**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](#)

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**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)

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 25<sup>th</sup>** (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.\*



## 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 25<sup>th</sup>** (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.\*





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

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**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  
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**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:

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

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

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**Re: Civics course**

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**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)

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

The Ohio State University (Columbus)

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

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**From** Chen, Jian <chen.982@osu.edu>  
**Date** Tue 4/22/2025 12:55 PM  
**To** Kurtz, Marcus <kurtz.61@osu.edu>  
**Cc** Alkhalifa, Ali <alkhalifa.2@osu.edu>

Hi Marcus,  
Thanks for granting concurrence and absolutely!  
Have a good week and best regards, Neo

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

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

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**From:** Kurtz, Marcus <kurtz.61@osu.edu>  
**Date:** Tuesday, April 22, 2025 at 8:09 AM  
**To:** Chen, Jian <chen.982@osu.edu>  
**Subject:** Re: Concurrence request (WGSST/AAAS/COMPSTD 2006)

Dear Jian,

Political Science is happy to concur on this course, with the hopes that WGSS will feel similarly when we submit our political science-oriented civics class.

Thanks!

Marcus.

Marcus J. Kurtz, interim chair

ASC Distinguished Professor of Political Science

Ohio State University

[website](#)

+1.614.292.0952

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**From:** Chen, Jian <chen.982@osu.edu>  
**Sent:** Tuesday, April 22, 2025 08:06  
**To:** Kurtz, Marcus <kurtz.61@osu.edu>

**Cc:** Kogan, Vladimir <kogan.18@osu.edu>; Alkhalifa, Ali <alkhalifa.2@osu.edu>  
**Subject:** FW: Concurrence request (WGSST/AAAS/COMPSTD 2006)

Greetings Marcus,  
I hope this email finds you well.

I'm following up on a concurrence request (below) for **WGSST/AAAS/COMPSTD 2006: American Civics: Freedom, Democracy, and Struggle** forwarded to you I believe by Vlad Kogan.

I'm following up with the Department of Political Science to ask for your concurrence response by **April 28<sup>th</sup>** (please note correction in requested response date). 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)

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

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**From:** Chen, Jian <chen.982@osu.edu>  
**Date:** Wednesday, April 16, 2025 at 7:08 AM  
**To:** Kogan, Vladimir <kogan.18@osu.edu>  
**Subject:** Re: Concurrence request (WGSST/AAAS/COMPSTD 2006)

Thank you, Vlad. Wishing you 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)

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**From:** Kogan, Vladimir <kogan.18@osu.edu>  
**Date:** Monday, April 14, 2025 at 8:51 AM  
**To:** Chen, Jian <chen.982@osu.edu>  
**Subject:** RE: Concurrence request (WGSST/AAAS/COMPSTD 2006)

Hi Jian, I forwarded this to our department chair, Marcus Kurtz.

Vlad Kogan

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**From:** Chen, Jian <chen.982@osu.edu>  
**Sent:** Monday, April 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>  
**Subject:** Concurrence request (WGSST/AAAS/COMPSTD 2006)

Greetings Lisa, Jen, Vladimir, Lee, and Chris,  
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We are asking that you provide a concurrence response by **April 25<sup>th</sup>** (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)

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