

Term Information

Effective Term

Spring 2026

[Previous Value](#)

[Autumn 2025](#)

Course Change Information

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

The Chase Center had previously received approval for:

CIVICTL 2100.02. "The American Civic Tradition: Then and Now."

As our degree structure evolves, we are modifying that course to:

CIVICLL 2120. "American Civic Traditions."

This revised course will also be proposed for the General Education Foundations: Social and Behavioral Sciences.

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

Our understanding of our long-term degree structure has shifted, along with our understanding of requirements regarding civic literacy and its relationship to the General Education curriculum. A course we had approved in a somewhat different form can serve all these needs with some modification.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

We are proposing the course for the General Education Foundations: H&C Studies

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area

Civics, Law, and Leadership

[Previous Value](#)

[Civic Thought and Leadership](#)

Fiscal Unit/Academic Org

Chase Center for Civics - D4260

College/Academic Group

Office of Academic Affairs

Level/Career

Undergraduate

Course Number/Catalog

2120

[Previous Value](#)

[2100.02](#)

Course Title

American Civic Traditions

[Previous Value](#)

[The American Civic Tradition: Then and Now](#)

Transcript Abbreviation

American Civics

[Previous Value](#)

[Civic Tradition 2](#)

Course Description

Surveys the development of the American civic tradition, focusing on Alexis de Tocqueville's classic study "Democracy in America," in conversation with humanists, social scientists, and public policy practitioners who engaged key concepts from Tocqueville's work at different stages of American history. Students will consider competing cultural sources for the strengths of American democracy.

Previous Value

Introduces students to the development of the American civic tradition, focusing on Alexis de Tocqueville's classic study "Democracy in America," in conversation with humanists, social scientists, and public policy practitioners who have engaged key concepts from Tocqueville's work at different stages of American history.

Semester Credit Hours/Units

Fixed: 3

Offering Information

Length Of Course	14 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	Sometimes
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	30.0000
Subsidy Level	General Studies Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Historical and Cultural Studies

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

Previous Value

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

- Identify key points of convergence or divergence between Tocqueville's assessment of the American political order and the assessments of other influential literary and social scientific authors from within the American tradition

COURSE CHANGE REQUEST
2120 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
08/11/2025

Content Topic List
Sought Concurrence

- Equality; individualism; partisanship; race, class, and the civil war; individualism
- Yes

Attachments

- CIVICLL 2120 - American Civic Traditions.docx: Syllabus
(Syllabus. Owner: Fortier,Jeremy)
- CIVICLL 2120 - GE Foundation worksheet.pdf: GE Foundations worksheet
(Other Supporting Documentation. Owner: Fortier,Jeremy)
- Concurrence - Education, Law, Arts & Sciences, Public Affairs.pdf: Concurrence
(Concurrence. Owner: Fortier,Jeremy)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Fortier,Jeremy	07/03/2025 01:54 PM	Submitted for Approval
Approved	Fortier,Jeremy	07/06/2025 10:20 AM	Unit Approval
Approved	Reed,Kathryn Marie	07/10/2025 01:49 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	07/10/2025 01:49 PM	ASCCAO Approval

CIVICLL 2120: American Civic Traditions
GEN Foundation: Historical and Cultural Studies

Semester and Year:
Meetings Times:
Location:
Format of Instruction: Lecture
Contact Hours Per Week: 3

Instructor:
Office:
Email
Phone:
Office Hours:

COURSE DESCRIPTION

This course introduces students to key episodes and cultural developments in American civic life—from the Colonial Era to the Founding, through the Civil War, and up to the present day. Our guide for understanding American citizens' evolving engagement with their political society is one of the most influential books ever written about the United States: Alexis de Tocqueville's *Democracy in America*. Tocqueville offers us a privileged lens into the evolution of American civic culture for several reasons. He visited the still-nascent Republic in 1831 with the specific intent of identifying the strengths and weaknesses of its new political order, liberal democracy. Tocqueville also strained to identify the civic foundations of America's growing geopolitical power at a time when American civic norms were rapidly changing and hotly contested: Tocqueville witnessed and commented on the rise of Jacksonian democracy, the dispossession of American Indians, and the powerful role of religion in U.S. political culture.

Students will not only spend the semester investigating Tocqueville's writing but also learning about Tocqueville's character. Indeed, part of the reason he provides such valuable insight into America's colorful civic life is because he bridged many political, geographic, and intellectual worlds himself: he was born into the French aristocracy and served in government after his country's revolution, but he was never fully trusted by parties of either the revolutionary left or the counter-revolutionary right; his education in philosophy and theology deeply shaped his outlook, but his writings ended up setting a foundation for the social sciences and American understandings of political cultures; and though a proud Frenchman, his writing has been crucial to Americans' self-understanding of their democratic tradition, quoted by nearly every U.S. President since World War Two. With Tocqueville's *Democracy in America* as this course's anchor, students will not only expand their understanding of American civic life as a cultural phenomenon but also reflect on how they can more ethically participate in it today.

This course is structured thematically. Each week throughout the semester, students will spend their first class exploring how Tocqueville analyzes a central theme—for instance, the role of political parties in American democracy, the sources of its wealth and prosperity, the causes of the Civil War, and threats to democratic self-government. Then, during the second half of the week, students will explore how the same theme is addressed by a wide range of classical and contemporary authors from the American civic tradition. This approach will expose students to competing political, philosophic, and methodological perspectives that they could explore more intensely in an upper-level course. This

course structure will also allow students to combine *depth* (slowly working through one primary text, giving a particular author's point of view the careful, nuanced attention that any critical assessment requires) with *breadth* (surveying a range of powerful alternatives, both old and new). Moreover, such a structure will enable us to cover substantial ground—putting different periods of American history into conversation with one another and discovering crucial points of continuity and change between them.

COURSE LEARNING OUTCOMES

By the end of this course, students will be able to:

- describe and analyze competing perspectives on the moral and legal meaning of American citizenship as a historically and sociologically distinctive phenomenon.
- explain and evaluate the development of American citizenship as an ideal from its genesis in the Founding Era through the transformations of the nineteenth century and the debates of the twentieth century.
- identify key points of convergence or divergence between Tocqueville's assessment of the American political order and the assessments of other influential literary and social scientific authors from within the American tradition.
- evaluate the strengths and weaknesses of defining American citizenship primarily with reference to humanistic ideals, sociological facts, or everyday practices.
- examine the interaction between competing strands of the American civic tradition, including political minorities' influence in driving social and political change.
- explore and evaluate the degree to which the American civic narrative is a story of continuity or change.
- identify and assess potential threats to American civic life and compare how those threats have been conceptualized historically and today.

GENERAL EDUCATION FOUNDATION: CULTURAL STUDIES

Goals	Expected Learning Outcomes	Related Course Content	Related Course Assignments
1. Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation and evaluation.	<p>1.1 Students will be able to analyze and interpret selected major forms of human thought, culture, ideas or expression.</p> <p>1.2 Students will be able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.</p> <p>1.3 Students will be able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs and behaviors.</p> <p>1.4 Students will be able to evaluate social and ethical implications in cultural studies.</p>	<p>1.1.1 This course exposes students to a range of major cultural artifacts relating to American civic life. Students will learn how to identify points of congruence and divergence between influential primary texts by American authors who discussed similar themes in different cultural contexts and in service of different normative commitments (for instance, Benjamin Franklin versus Frederick Douglass versus Ralph Waldo Emerson on the ideal of the “self-made man,” or Walt Whitman versus Flannery O’Connor on the place of arts and education in a democracy).</p> <p>1.2.1 Reading primary sources alongside secondary scholarship, students will compare how Americans have sought to persuade each other through public, rhetorical texts composed with different means in different contexts (e.g., collective statements of purpose such as the Mayflower Compact and the Declaration of Independence; essays and editorials aimed at political persuasion, such</p>	<p>Through weekly reading and discussion, students will analyze and interpret Tocqueville’s <i>Democracy in America</i> as well as several other major cultural works. Through at-home and in-class analysis of primary and secondary source material, students will also develop the ability to describe and critically analyze American civic life as an evolving cultural phenomenon. They will practice applying methodologies from cultural studies, history, political theory as they investigate these sources, making sense of how authors’ identities, audiences, and sociopolitical contexts have influenced their perceptions, beliefs, and behaviors. Through discussion and essay responses, students will have the opportunity to evaluate the social and ethical implications of the cultural works they read—and the</p>



		<p>as the Federalist and Anti-Federalist Papers; public speeches given in the context of social change by Martin Luther King Jr. and Malcolm X; statements by political leaders such as George Washington and Abraham Lincoln at times of crisis).</p> <p>1.3.1 Students will compare how different social theorists have interpreted major social-cultural phenomena and how distinct historical contexts have influenced theorists' analysis (e.g., how Alexis de Tocqueville and Adam Smith assess the relationship between politics and economics; how early modern essayists and contemporary journalists evaluate political partisanship).</p> <p>1.4.1 Students will identify the social and ethical implications of Tocqueville's writings, considering how his analysis of slavery and racial conflict were evaluated by African American authors after the Civil War.</p>	<p>discipline of cultural studies writ large. Lastly, the three in-class exams and final exam will challenge students to apply and test their knowledge in short answer and longer essay responses as well as through multiple choice.</p>
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COURSE MATERIALS

Required Texts

Available at Barnes and Noble and on reserve at Thompson Library.

- Alexis de Tocqueville. *Democracy in America* (translated by Arthur Goldhammer). Library of America. ISBN: 978-1931082549.

All other readings will be made available on CarmenCanvas.

COURSE REQUIREMENTS

1. *Three In-Class Exams*, each worth 15% of the final course grade. In-class exams will consist of a mixture of multiple choice, short answer, and essay questions. Potential essay questions will be circulated at the start of each unit of the course so that you can prepare for readings and class discussions with questions in mind.
2. *Final Exam*, worth 35% of the final course grade. The final exam will be cumulative and will consist of questions circulated on the last day of class.
3. *Class attendance and participation*, worth 20% of the final course grade. Students are expected to complete readings before class and should come to each session prepared to discuss them. They should review the reading questions provided in the syllabus as part of this preparation. Students are expected to attend every class session and contribute to class discussion at least once a week. If students are struggling to speak up in class, they are encouraged to visit office hours to discuss weekly readings and brainstorm strategies for increased participation. Attending office hours is not a replacement for contributing to class discussion, and students should be ready to be called on to discuss the assigned material when there is a lull in discussion. One or two absences throughout the semester are understandable and not a cause for explanation; absences beyond that will affect students' participation grade. If students are facing exceptional circumstances—medical or otherwise—they need to consult with the instructor so that appropriate accommodations can be made.

COURSE SCHEDULE

Day 1 (Tuesday, August 26) – COURSE INTRODUCTION

The first day of classes will consist of a lecture explaining course format and pedagogical goals.

Day 2 (Thursday, August 28) – INTRODUCTION TO TOCQUEVILLE

The second day of classes will consist of a lecture explaining the history of the American and French Revolutions, how Tocqueville's biography and political career interacted with the world created by those revolutions, the predicament of American democracy during his visit in the 1830s, and his posthumous influence.

Day 3 (Tuesday, September 2) – EQUALITY, PART ONE

Required Reading

- Tocqueville, *Democracy in America*, Author's Introduction; Volume I, Part One, Chapter 3

Reading Questions

- What makes America a new, exceptional sort of nation, according to Tocqueville? Why does he think other nations have something essential to learn from the United States?
- When Tocqueville says that he finds “equality” in the United States, what does that involve exactly? Why does Tocqueville think it is meaningful to say that Americans have a keen sense of being equal to one another in some primary respect, despite being obviously unequal in a variety of secondary respects (for instance, material wealth)?

Day 4 (Thursday, September 4) – EQUALITY, PART TWO

Required Reading

- Mayflower Compact
- Declaration of Independence

Reading Questions

- How does a claim to human equality justify the plan for establishing a new government in the Mayflower Compact and Declaration of Independence?
- To what extent are the visions of political equality sketched in these documents consistent with the kind of equality Tocqueville claims to have observed in the United States?
- Tocqueville never mentions the Declaration of Independence. Is that a problem? What kind of sources should we be looking to if we want to understand America?

Day 5 (Tuesday, September 9) – COMMUNITY, PART ONE

Required Reading

- Tocqueville, *Democracy in America*, Volume I, Part One, chapters 2, 4, 5

Reading Questions

- How did the organization of the American colonies – in particular, the beliefs and the customs of the Puritans – lay the groundwork for democracy in America?
- What are the advantages and disadvantages of decentralized, local forms of government?

Day 6 (Thursday, September 11) – COMMUNITY, PART TWO

Required Reading

- Anti-Federalists, Brutus 1 and Centinel 1
- Federalist Papers, 10 and 51

Reading Questions

- What is the case for and against decentralized, local government by the Anti-Federalists Brutus and Centinel and by James Madison in Federalist 10 and 51?
- How do the Anti-Federalists and Federalists conceive of citizenship, and how do their visions differ—specifically, with regards to the way citizens understand their relationship to one another?
- From what we've seen so far, if Tocqueville had been around at the time of the ratification debates, would he have been a Federalist or Anti-Federalist? What arguments might he have offered in support of either side?

Day 7 (Tuesday, September 16) – CONSTITUTION, PART ONE

Required Reading

- Tocqueville, *Democracy in America*, Volume 1, part one, chapter 8

Reading Questions

- According to Tocqueville, what were the chief insights of the U.S. Constitution's framers? What problems did they seek to resolve, and what challenges did they run up against?
- What is it that makes the American understanding of rights distinctive in Tocqueville's eyes, and why did protecting them require the establishment of such a unique form of government (particularly, with respect to the role it created for courts as an institution and lawyers as a social class)?

Day 8 (Thursday, September 18) – CONSTITUTION, PART TWO

Required Reading

- United States Constitution
- Federalist Papers, 1-8

Reading Questions

- Does the U.S. Constitution read like it's trying to solve the kinds of dilemmas that Tocqueville identified as paramount for the early American republic? Does the Constitution seem like the kind of document that could address Tocqueville's concerns effectively? Or does it recognize crucial problems that Tocqueville missed?
- To what extent is the U.S. Constitution a self-contained, self-explanatory document? Would it be reasonable to explain the design of the Constitution solely with reference to the text, or would one have to look beyond the text to make sense of it (say, to the arguments of the Federalist or to the kind of sociological facts Tocqueville considers)?

Day 9 (Tuesday, September 23) – PARTIES, PART ONE

Required Reading

- Tocqueville, *Democracy in America*, Volume 1, part two, chapter 2

Reading Questions

- Political parties as we now know them first emerged in the United States not long before Tocqueville's visit. What did he judge to be their virtues and vices? Would democracy be best with better political parties, or without any at all?

Day 10 (Thursday, September 25) – PARTIES, PART TWO

Required Reading

- David Hume, "Of Parties in General"
- George Washington, "Farewell Address to Congress"
- Ezra Klein, *Why We're Polarized*, Introduction

Reading Questions

- To what extent does Hume's analysis of the causes of political partisanship match Tocqueville's, or the analysis of Federalist 10?
- What does Washington blame for the rise of political partisanship?
- Like many contemporary social scientists, Achen & Bartels see political partisanship as basically pathological, distorting people's beliefs and degrading political debate. Are they right or is Tocqueville right to find something admirable in the system of political partisanship that developed in the United States?

Day 11 (Tuesday, September 30) – DEMOCRACY'S STRENGTHS AND WEAKNESSES, PART ONE

Required Reading

- Tocqueville, *Democracy in America*, Volume 1, part two, Chapters 2, 6, 7, 8, 9

Reading Questions

- According to Tocqueville, what are democracy's primary vulnerabilities, and how can they be mended? How might Tocqueville recommend addressing the political challenges the United States faces today?
- How does economic change shape political change in the United States? To what extent is the generation of wealth a source of strength for American democracy, and to what extent is it a weakness?

Day 12 (Thursday, October 2) – DEMOCRACY'S STRENGTHS AND WEAKNESSES, PART TWO

Required Reading

- Patrick Deneen, *Why Liberalism Failed*, selections
- Francis Fukuyama, *Political Order and Political Decay*, selections

Reading Questions

- Why does Deneen think that "big government" makes people less free, and why does Fukuyama disagree? Would Tocqueville be fully on board with Deneen's analysis, or why might he share Fukuyama's reservations?
- Compare Deneen, Fukuyama, and Tocqueville's approaches to political theory. What does each author see as the standard for making moral and political judgments? How do they each think you should go about determining whether government is working well or not?

Day 13 (Tuesday, October 7) – **FIRST IN-CLASS EXAM**

Day 14 (Thursday, October 9) – RACE, CLASS, AND CIVIL WAR, PART ONE

Required Reading

- Tocqueville, *Democracy in America*, Volume 1, part two, chapter 10 and Volume 2, part two, chapters 13-15, and volume three, Chapter 5



Reading Questions

- According to Tocqueville, how does the political economy of the free states differ from that of the slave states? How does this affect the way of life in each region?
- How does the life of a servant in an aristocratic system differ from that of a domestic wage laborer in a capitalist system?
- To what extent does Tocqueville's analysis suggest that racial conflict in America would be likely to persist even if slavery ceased to exist?

Day 15 (Tuesday, October 14) – RACE, CLASS, AND CIVIL WAR, PART TWO

Required Reading

- Adam Smith, *The Wealth of Nations*, selections

Reading Questions

- Does Smith's analysis of the moral character of life in commercial society match up with the moral character of life in the early industrial United States, as described by Tocqueville?
- Tocqueville and Smith would have agreed that capitalism will work to undermine the institution of slavery, but to what extent do they agree that it will diminish the significance of class conflict in general, and racial prejudice in particular?

Day 16 (Tuesday, October 21) – RACE, CLASS, AND CIVIL WAR, PART TWO

Required Reading

- Abraham Lincoln, "Speech on the Dred Scott Decision"
- Abraham Lincoln, "First Inaugural Address"
- Abraham Lincoln, "Emancipation Proclamation"
- Abraham Lincoln, "Gettysburg Address"
- Federalist: 78-84

Reading Questions

- How does Lincoln's analysis of America's internal divisions compare with Tocqueville's?
- Where does Lincoln find sources of constitutional meaning? In particular, who does he think determines the meaning of the U.S. Constitution and to what extent does he think politicians are bound by it? How do Lincoln and the Federalist understand the role of the courts in American democracy? And to what extent do they think that American citizens should feel empowered to interpret or alter their Constitution?

Day 17 (Thursday, October 23) - RACE, CLASS, AND CIVIL WAR, PART THREE

Required Reading

- W.E.B. Du Bois, *Black Reconstruction in America*, selections
- Alvin Tillery, "Reading Tocqueville behind the Veil: African American Receptions of *Democracy in America*, 1835–1900"

Reading Questions

- How do Du Bois and Tocqueville weigh the relative significance of race and class to American political conflict?



- What does Tillery's article suggest that early African American authors found valuable or wanting in Tocqueville's analysis? To what extent does their assessment (as reported by Tillery) match how you think contemporary authors would evaluate Tocqueville?

Day 18 (Tuesday, October 28) – **SECOND IN-CLASS EXAM**

Day 19 (Thursday, October 30) – EDUCATION AND THE ARTS, PART ONE

Required Reading

- Tocqueville, *Democracy in America*, Volume 2, part one, chapters 1, 2, 8, 10, 11

Reading Questions

- How does American democracy shape the character of American education—and cultural life more broadly?
- What are America's greatest cultural achievements? Does a great country need great art and great literature?
- What does Tocqueville see as the purpose of art? Why does he see a tension between the spirit of great art and the ethos of democracy?

Day 20 (Tuesday, November 4) – EDUCATION AND THE ARTS, PART TWO

Required Reading

- Walt Whitman, *Democratic Vistas*, selections
- Flannery O'Connor, "The Teaching of Literature"
- Peter Levine, "The Democratic Mission of Higher Education: A Review Essay"

Reading Questions

- What sort of curriculum is most likely to produce great achievements in American cultural life: one that is more "elitist," one that is more "democratic," or some combination of the two? Is O'Connor or Whitman a better guide to the question, and how would Tocqueville arbitrate between them?
- Should higher education (in particular, college education) be mass education? Or is there something inevitably elitist about higher education? To the extent that the United States has one of the world's greatest systems of higher education, does its greatness come from it being democratic (serving all) or elitist (serving a few)? Where does education at OSU fit into this picture?

Day 21 (Thursday, November 6) – INDIVIDUALISM, PART ONE

Required Reading

- Tocqueville, *Democracy in America*, Volume 2, part two, chapters 1-17

Reading Questions

- What is American "individualism"? What is American "materialism"? To what extent do these tendencies reflect what's best in the human soul, and to what extent do they distort and degrade us?



- To what extent does Tocqueville think that the American way of life proves that people can find fulfillment within their immanent world, and to what extent are they compelled to look beyond it?
- Does Tocqueville's analysis of American democracy in this part of the book seem much more negative than it did in the first volume? Would it be more plausible to say that his point of view must have changed when he wrote the second volume, or that he simply chose to emphasize problems that were present but less emphasized in the earlier volume?

Day 22 (Thursday, November 13) – INDIVIDUALISM, PART TWO

Required Reading

- Benjamin Franklin, *Autobiography*, selections
- Frederick Douglass, "Self-Made Men"
- Ralph Waldo Emerson, "Self-Reliance"

Reading Questions

- What are the similarities and differences between the pictures of individual achievement offered by Franklin, Douglass and Emerson? To what extent do their respective estimates of the American ideal of the "self-made man" fit with Tocqueville's analysis of the United States's distinctive virtues?
- How do you know that your judgments are truly *yours* rather than reflecting social prejudices and received wisdom? How do Tocqueville, Franklin, Douglass, and Emerson suggest that people answer this question for themselves?

Day 23 (Tuesday, November 18) – PUBLIC AND PRIVATE, PART ONE

Required Reading

- Tocqueville, *Democracy in America*, Volume 2, part three, chapters 9-12

Reading Questions

- Tocqueville draws a sharp line between public (political) life and private (family) life, and argues that women have the most influence over the former as part of the latter to the exclusion of the former. This view was once common. Does Tocqueville have any thoughtful (even if flawed) justification for that viewpoint, or is it simply a prejudice of his time? And does Tocqueville offer any clues about why times change?
- As general matter, what is the relationship between public and private life? Is it possible for anyone (male or female) to be free and flourishing in private without having an active role in public, political life?

Day 24 (Thursday, November 20) – PUBLIC AND PRIVATE, PART TWO

Required Reading

- Abigail Adams, letter to John Adams March 31, 1776
- Elizabeth Cady Stanton, Speech at Seneca Falls and "Declaration of Sentiments"
- Susan B. Anthony, "Constitutional Argument"

Reading Questions

- Are Adams, Stanton, and Anthony appealing to political principles the Federalist would have recognized as legitimate? Or are they bringing in something new? How do they present their position: as an extension of the founding principles or as a criticism of them? Is their self-presentation accurate?

Day 25 (Tuesday, November 25, 2025) – **THIRD IN-CLASS EXAM**

Day 26 (Tuesday, December 2, 2025) – CITIZENSHIP, LEADERSHIP, AND PROTEST, PART ONE

Required Reading

- Tocqueville, *Democracy in America*, Volume 2, part three, chapters 19-21 and part four, chapters 1-3

Reading Questions

- In democratic politics, should exceptionally ambitious people be regarded as admirable or as suspicious?
- When should public opinion be respected, and when should it be challenged?

Day 27 (Thursday, December 4, 2025) – CITIZENSHIP, LEADERSHIP, AND PROTEST, PART TWO

Required Reading

- Martin Luther King Jr, “Letter from a Birmingham Jail”
- Malcolm X, “The Ballot or the Bullet”

Reading Questions

- Who offers the better model of leadership: Malcolm or MLK?
- How do Malcolm and MLK understand their relationship to ordinary American citizens (both white and black)? To what extent do they see themselves as leaders (showing others the way, offering authority and guidance), or as citizens (bound by larger communities and guided by higher authorities than themselves)?
- Would Tocqueville see the models of leadership offered by MLK or Malcolm as essentially democratic, or as drawing on aspects of human nature and political life that could just as easily be found in other regimes?
- What makes a mass campaign of protest and social change legitimate, according to Tocqueville? To what extent would he see MLK and Malcolm's campaigns as legitimate, surprising, or troubling?

Day 28 (Tuesday, December 9, 2025) – THE DEATH OF DEMOCRACY?

Required Reading

- Tocqueville, *Democracy in America*, Volume 2, part four, chapters 6-8

Reading Questions

- Why do democracies decay, according to Tocqueville, and why do democratic citizens often fail to notice?

University Policy Statements

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

- 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](#).

Religious Accommodation

- 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



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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](#))

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: _____

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy either the ELOs for Historical Studies or the ELOs for Cultural Studies.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Writing and Information Literacy (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

Course Subject & Number: _____

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data. Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

Course Subject & Number: _____

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Subject: Re: Chase Center Concurrence Request
Date: Sunday, April 6, 2025 at 1:03:36 PM Eastern Daylight Time
From: Ralph, Anne
To: Fortier, Jeremy
Attachments: image001.png, image002.png

Jeremy, thanks for your email and the new syllabi. The College of Law is pleased to grant concurrence in these courses. Please let me know if there is anything else we can do to assist.
Sincerely,
Anne

The Ohio State University

Anne E. Ralph
Associate Dean for Academic Affairs & Strategic Initiatives
Morgan E. Shipman Professor in Law
Michael E. Moritz College of Law
55 West 12th Avenue | Columbus, OH 43210
614-247-4797 Office | ralph.52@osu.edu
Pronouns: she/her/hers

From: Fortier, Jeremy <fortier.28@osu.edu>
Date: Friday, April 4, 2025 at 9:52 AM
To: Ralph, Anne <ralph.52@osu.edu>
Subject: Re: Chase Center Concurrence Request

As a quick follow-up to our earlier concurrence request: I'm attaching three syllabi, the first one wholly new, and the next two you've already seen but now include learning outcomes (plus a few additional small changes). Only the first requires attention (the other two are for your reference).

This is the last we'll be sending you for a while – thanks for bearing with us as we work through building a curriculum!

All best - Jeremy

From: Ralph, Anne <ralph.52@osu.edu>
Date: Tuesday, March 25, 2025 at 3:19 PM
To: Fortier, Jeremy <fortier.28@osu.edu>
Subject: Re: Chase Center Concurrence Request

Hi, Jeremy,
Thanks for your email. The College of Law is pleased to grant concurrence in these two courses.

They look great. Please let me know if there is anything else the College of Law can do to support the courses.

Best,
Anne



Anne E. Ralph

Morgan E. Shipman Professor in Law
Associate Dean for Academic Affairs & Strategic Initiatives

Michael E. Moritz College of Law

55 West 12th Avenue | Columbus, OH 43210

614-247-4797 Office | ralph.52@osu.edu

Pronouns: she/her/hers

From: Fortier, Jeremy <fortier.28@osu.edu>
Date: Monday, March 24, 2025 at 1:26 PM
To: Ralph, Anne <ralph.52@osu.edu>
Subject: Chase Center Concurrence Request

Hi,

I'm attaching syllabi for two courses the Chase Center would like to offer in the fall (a third should be forthcoming). Given the timetable, we're hoping to hear back from folks on Friday. Let me know if there's anything we do to be helpful on that front (including reaching out to individual units as appropriate).

Happy to answer any questions. Thanks for your time! - Jeremy

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Jeremy Fortier

Assistant Director, Salmon P. Chase Center for Civics, Culture, and Society

The Ohio State University

Latest Article: "[Why to be a Civic Constitutionalist](#)"

Subject: RE: Chase Center Concurrence Request
Date: Wednesday, April 9, 2025 at 10:37:41 AM Eastern Daylight Time
From: Snyder, Anastasia
To: Fortier, Jeremy
Attachments: image002.png, image003.png

Hi Jeremy,

Thank you for the reminder email and I apologize for my late reply. I meant to email you on Monday, but the day got away from me.

I reviewed the syllabi you sent and do not see any problems with concurrence with existing EHE courses. Thank you for checking with me,

Sincerely,
Tasha



Anastasia R. Snyder
Associate Dean for Faculty Affairs
College of Education and Human Ecology
The Ohio State University
Snyder.893@osu.edu
614-688-4169

From: Fortier, Jeremy <fortier.28@osu.edu>
Sent: Wednesday, April 9, 2025 9:09 AM
To: Snyder, Anastasia <snyder.893@osu.edu>
Subject: Re: Chase Center Concurrence Request

With apologies for the nuisance, I wanted to reach out to ensure that the concurrence request below is moving forward, as we're working with a fairly compressed timetable...

Let me know if I can be helpful in any respect. Thanks - Jeremy

From: Fortier, Jeremy <fortier.28@osu.edu>
Date: Friday, April 4, 2025 at 9:56 AM

To: Snyder, Anastasia <snyder.893@osu.edu>

Subject: Chase Center Concurrence Request

Hi,

I'm attaching syllabi for three courses the Chase Center would like to offer in the fall. This is projected as a decimalized introductory course – each syllabus shares similar goals, but we want to try out different approaches to getting there. Given the timetable, we hope to hear from folks about concurrence as soon as feasible. That said, don't hesitate to let me know if I can provide any information that might be helpful in the meantime.

Thanks! - Jeremy

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THE OHIO STATE UNIVERSITY

CHASE CENTER FOR CIVICS, CULTURE,
AND SOCIETY

Jeremy Fortier

Assistant Director, Salmon P. Chase Center for Civics, Culture, and Society

The Ohio State University

Latest Article: "[Why to be a Civic Constitutionalist](#)"

Subject: RE: Chase Center Concurrence Request
Date: Tuesday, April 8, 2025 at 10:53:39 PM Eastern Daylight Time
From: Greenbaum, Rob
To: Fortier, Jeremy
CC: Strang, Lee
Attachments: image001.png, image002.png

Hi Jeremy,

Thank you for adding the learning outcomes to the syllabi.

The John Glenn College of Public Affairs is pleased to provide concurrence for the two syllabi you shared earlier.

American Civic Tradition – Then and Now
American Civic Tradition – Foundational Debates

We look forward to seeing additional syllabi as you continue to develop them.

Sincerely,

Rob Greenbaum



Robert T. Greenbaum
Associate Vice Provost for Academic Programs
Office of Academic Affairs
Professor, Associate Dean for Curriculum
John Glenn College of Public Affairs
350E Page Hall, 1810 College Road, Columbus, OH 43210
614-292-9578 Office / 614-292-2548 Fax
<https://glenn.osu.edu/rob-greenbaum>
Pronouns: he/him/his

From: Fortier, Jeremy <fortier.28@osu.edu>
Sent: Friday, April 4, 2025 9:48 AM
To: Greenbaum, Rob <greenbaum.3@osu.edu>
Cc: Strang, Lee <strang.69@osu.edu>
Subject: Re: Chase Center Concurrence Request

I'm attaching three syllabi, the first wholly new, and the next two you've already seen but now include learning outcomes (plus a few additional small changes).

I've built on language OSU already has about learning outcomes but tweaked that to

clarify the mission of both the individual courses and the relationship between the three (we have related goals for the courses, but want to try out different approaches to getting there). I'm delighted to engage on the substance of the syllabi as much as you find helpful (I enjoy discussing curriculum, and I'm still learning about OSU, so that's all to the good), but we also aim to separate substantive curricular questions from the essential questions of concurrence in the interests of acting expeditiously. Let me know if anything else would be helpful for the time being.

Thanks! - Jeremy

From: Greenbaum, Rob <greenbaum.3@osu.edu>
Date: Tuesday, March 25, 2025 at 8:15 PM
To: Fortier, Jeremy <fortier.28@osu.edu>
Cc: Strang, Lee <strang.69@osu.edu>
Subject: RE: Chase Center Concurrence Request

Super – thanks!

Rob

From: Fortier, Jeremy <fortier.28@osu.edu>
Sent: Tuesday, March 25, 2025 8:14 PM
To: Greenbaum, Rob <greenbaum.3@osu.edu>
Cc: Strang, Lee <strang.69@osu.edu>
Subject: Re: Chase Center Concurrence Request

Good, I'll send you revisions with learning objectives on Monday. Thanks.

From: Greenbaum, Rob <greenbaum.3@osu.edu>
Sent: Tuesday, March 25, 2025 8:09:09 PM
To: Fortier, Jeremy <fortier.28@osu.edu>
Cc: Strang, Lee <strang.69@osu.edu>
Subject: RE: Chase Center Concurrence Request

Hi Jeremy,

Correct – that is not an obstacle to concurrence. We would, however, still like to see the course learning objectives added to the syllabi. That's a key signal to the students about what they should expect to get out of the class.

Lee – great event this afternoon! I'm sorry I had to leave early, but we had a yield event for admitted students I had to run to.

Rob

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

Sent: Tuesday, March 25, 2025 2:58 PM
To: Greenbaum, Rob <greenbaum.3@osu.edu>
Cc: Strang, Lee <strang.69@osu.edu>
Subject: Re: Chase Center Concurrence Request

Thanks, Rob.

These are intended as intro-level courses. Your suggestions are well-taken (and your colleague's proposed revision is astute - thanks!), but I assume not an obstacle to concurrence. That said, delighted to engage on the substance as appropriate moving forward.

Thanks for your timely attention on this!

All best - Jeremy

From: Greenbaum, Rob <greenbaum.3@osu.edu>
Sent: Tuesday, March 25, 2025 2:23 PM
To: Fortier, Jeremy <fortier.28@osu.edu>
Subject: RE: Chase Center Concurrence Request

Hi Jeremy,

Thank you for sharing these syllabi. They look like they will be good classes.

To help us evaluate these two classes, though, it would be useful to know more about the level they are being offered at and to see clear learning objectives.

Whoever offers the classes will want to add more detail about things like the grading scale.

Also, one of my colleagues suggested that on the second syllabus, for Days 11 and 12, it would be useful to add "How can the Constitution be interpreted?" to the question "How should the Constitution be interpreted?" But that is also obviously left to the discretion of whoever teaches the class.

All the best,

Rob



Robert T. Greenbaum
Associate Vice Provost for Academic Programs
Office of Academic Affairs
Professor, Associate Dean for Curriculum
John Glenn College of Public Affairs

350E Page Hall, 1810 College Road, Columbus, OH 43210
614-292-9578 Office / 614-292-2548 Fax
<https://glenn.osu.edu/rob-greenbaum>
Pronouns: he/him/his

From: Fortier, Jeremy <fortier.28@osu.edu>
Sent: Monday, March 24, 2025 1:27 PM
To: Greenbaum, Rob <greenbaum.3@osu.edu>
Subject: Chase Center Concurrence Request

Hi,

I'm attaching syllabi for two courses the Chase Center would like to offer in the fall (a third should be forthcoming). Given the timetable, we're hoping to hear back from folks on Friday. Let me know if there's anything we do to be helpful on that front (including reaching out to other folks within the Glenn College as appropriate).

Happy to answer any questions. Thanks for your time! - Jeremy

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THE OHIO STATE UNIVERSITY

CHASE CENTER FOR CIVICS, CULTURE,
AND SOCIETY

Jeremy Fortier

Assistant Director, Salmon P. Chase Center for Civics, Culture, and Society

The Ohio State University

Latest Article: "[Why to be a Civic Constitutionalist](#)"

Subject: RE: Chase Center Concurrence Request
Date: Tuesday, April 15, 2025 at 10:12:52 AM Eastern Daylight Time
From: Greenbaum, Rob
To: Fortier, Jeremy
Attachments: image001.png, image002.png

Hi Jeremy,

I appreciate the desire to get this course approved, but without clear criteria to evaluate the course nor a process yet, we cannot offer appropriate feedback.

I understand that there will be a forthcoming meeting to discuss OSU's approach to offering the course, including how we approach the exam requirement.

What time is the event on the 25th? I'm a Bard alum. It's a tiny college, so it's always exciting when there is a visit from a Bard scholar.

Rob



Robert T. Greenbaum

Associate Vice Provost for Academic Programs

Office of Academic Affairs

Professor, Associate Dean for Curriculum

John Glenn College of Public Affairs

350E Page Hall, 1810 College Road, Columbus, OH 43210

614-292-9578 Office / 614-292-2548 Fax

<https://glenn.osu.edu/rob-greenbaum>

Pronouns: he/him/his

From: Fortier, Jeremy <fortier.28@osu.edu>
Sent: Monday, April 14, 2025 8:56 AM
To: Greenbaum, Rob <greenbaum.3@osu.edu>
Subject: Re: Chase Center Concurrence Request

Hi Rob –

After consultation with Lee, I need to circle back on the “Creeds, Conflicts, and Cooperation” course.

Of our three proposed courses, this one is probably the most essential to our mission, and it experiments with curricular pathways Chase will need to pursue in the future, for reasons

detailed in the 4/8 email below (by the way, if anyone from Glenn College would like to attend the symposium on the 25th where we'll have scholars discussing curricular initiatives related to the course design, I'm happy to invite them).

The concern about approaches to state civics requirements is understandable, but a somewhat distinct issue (as I understand it, many units are preparing courses to meet those requirements – in fact, I've sent concurrence for several – but those requirements are not really a determining factor in the course design).

That said, since it would be useful for everyone to know how those requirements would be addressed moving forward, I would be happy to meet with Glenn, Randy Smith, and any others to determine how we can offer this course without stepping on any toes, so to speak (I could certainly tweak the syllabus).

Let me know what would make most sense from your point of view.

Thanks for your time and consideration,

Jeremy

From: Fortier, Jeremy <fortier.28@osu.edu>
Date: Tuesday, April 8, 2025 at 8:57 PM
To: Greenbaum, Rob <greenbaum.3@osu.edu>
Cc: Strang, Lee <strang.69@osu.edu>
Subject: Re: Chase Center Concurrence Request

Thanks, Rob.

On the most recent syllabus I'd like to clarify that the course is designed to meet goals that are both specific to the Chase Center and part of a larger national conversation, in the following ways:

- It is structured around recent literature by scholars from civics programs at Tufts, Stanford, UT Austin, and Arizona State.
-
- It is informed by a [proposal](#) for a new curriculum in "Civic Thought" from AEI (on the 25th the Chase Center is holding a symposium with an author-meets-critics panel to discuss that proposal, with scholars from Dartmouth, Bard College, the University of Richmond, and UT Austin, mostly affiliated with political economy programs).
-

- The course design is based on a template I developed at Colgate a couple years ago, and refined after an exchange with a colleague from George Washington University (who had independently hit upon a similar course design).

In sum: while you're right that the course aims to satisfy state requirements, it serves purposes that precede and go well beyond those requirements.

All best - Jeremy

From: Greenbaum, Rob <greenbaum.3@osu.edu>

Sent: Tuesday, April 8, 2025 8:34 PM

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

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

Subject: RE: Chase Center Concurrence Request

Hi Jeremy,

I'll send you another email in a minute providing concurrence to the two classes we saw earlier so you can keep that process going.

It looks like this new class is designed to satisfy the new civics course requirements that will be mandated by the state. Before we review that syllabus for concurrence, I would like more clarity regarding what the university's approach to offering the class (including course approval) will be. I have no doubt that the Chase Center will be a central part of that plan, and we also hope to collaborate with the Chase Center on those plans.

All the best,

Rob



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

Sent: Friday, April 4, 2025 9:48 AM

To: Greenbaum, Rob <greenbaum.3@osu.edu>

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

Subject: Re: Chase Center Concurrence Request

I'm attaching three syllabi, the first wholly new, and the next two you've already seen but now include learning outcomes (plus a few additional small changes).

I've built on language OSU already has about learning outcomes but tweaked that to clarify the mission of both the individual courses and the relationship between the three (we have related goals for the courses, but want to try out different approaches to getting there). I'm delighted to engage on the substance of the syllabi as much as you find helpful (I enjoy discussing curriculum, and I'm still learning about OSU, so that's all to the good), but we also aim to separate substantive curricular questions from the essential questions of concurrence in the interests of acting expeditiously. Let me know if anything else would be helpful for the time being.

Thanks! - Jeremy

From: Greenbaum, Rob <greenbaum.3@osu.edu>

Date: Tuesday, March 25, 2025 at 8:15 PM

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

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

Subject: RE: Chase Center Concurrence Request

Super – thanks!

Rob

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

Sent: Tuesday, March 25, 2025 8:14 PM

To: Greenbaum, Rob <greenbaum.3@osu.edu>

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

Subject: Re: Chase Center Concurrence Request

Good, I'll send you revisions with learning objectives on Monday. Thanks.

From: Greenbaum, Rob <greenbaum.3@osu.edu>

Sent: Tuesday, March 25, 2025 8:09:09 PM

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

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

Subject: RE: Chase Center Concurrence Request

Hi Jeremy,

Correct – that is not an obstacle to concurrence. We would, however, still like to see the course learning objectives added to the syllabi. That's a key signal to the students about what they should expect to get out of the class.

Lee – great event this afternoon! I’m sorry I had to leave early, but we had a yield event for admitted students I had to run to.

Rob

From: Fortier, Jeremy <fortier.28@osu.edu>
Sent: Tuesday, March 25, 2025 2:58 PM
To: Greenbaum, Rob <greenbaum.3@osu.edu>
Cc: Strang, Lee <strang.69@osu.edu>
Subject: Re: Chase Center Concurrence Request

Thanks, Rob.

These are intended as intro-level courses. Your suggestions are well-taken (and your colleague's proposed revision is astute - thanks!), but I assume not an obstacle to concurrence. That said, delighted to engage on the substance as appropriate moving forward.

Thanks for your timely attention on this!

All best - Jeremy

From: Greenbaum, Rob <greenbaum.3@osu.edu>
Sent: Tuesday, March 25, 2025 2:23 PM
To: Fortier, Jeremy <fortier.28@osu.edu>
Subject: RE: Chase Center Concurrence Request

Hi Jeremy,

Thank you for sharing these syllabi. They look like they will be good classes.

To help us evaluate these two classes, though, it would be useful to know more about the level they are being offered at and to see clear learning objectives.

Whoever offers the classes will want to add more detail about things like the grading scale.

Also, one of my colleagues suggested that on the second syllabus, for Days 11 and 12, it would be useful to add “How can the Constitution be interpreted?” to the question “How should the Constitution be interpreted?” But that is also obviously left to the discretion of whoever teaches the class.

All the best,

Rob



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

Sent: Monday, March 24, 2025 1:27 PM

To: Greenbaum, Rob <greenbaum.3@osu.edu>

Subject: Chase Center Concurrence Request

Hi,

I'm attaching syllabi for two courses the Chase Center would like to offer in the fall (a third should be forthcoming). Given the timetable, we're hoping to hear back from folks on Friday. Let me know if there's anything we do to be helpful on that front (including reaching out to other folks within the Glenn College as appropriate).

Happy to answer any questions. Thanks for your time! - Jeremy

--



Jeremy Fortier

Assistant Director, Salmon P. Chase Center for Civics, Culture, and Society

The Ohio State University

Latest Article: "[Why to be a Civic Constitutionalist](#)"

Subject: RE: Concurrence for proposed Chase Center courses
Date: Tuesday, April 22, 2025 at 3:18:40 PM Eastern Daylight Time
From: Martin, Andrew
To: Fortier, Jeremy, Strang, Lee
CC: Smith, Randy, Schoen, Brian
Attachments: image001.png

Hi Jeremy

That's great and your continued engagement with History as the courses move forward for Autumn 2025 is much appreciated.

I will send you some other minor comments for the courses soon (unrelated to concurrence).

Best

Andrew



Andrew W. Martin

Associate Dean for Undergraduate Education
Professor of Sociology
114 University Hall, 230 North Oval Mall
Columbus, OH 43210
614-247-6641 Office
martin.1026@osu.edu

From: Fortier, Jeremy <fortier.28@osu.edu>
Sent: Tuesday, April 22, 2025 3:15 PM
To: Martin, Andrew <martin.1026@osu.edu>; Strang, Lee <strang.69@osu.edu>
Cc: Smith, Randy <smith.70@osu.edu>; Schoen, Brian <schoen@ohio.edu>
Subject: Re: Concurrence for proposed Chase Center courses

Hi Andrew,

As I discussed with Scott last week, I'm eager to engage with colleagues in History and other units about course designs when folks have bandwidth. There's a lot we can learn from each other so I appreciate the affirmation of ongoing good faith dialogue.

That said, I'm also excited to move forward with our courses as discussed with Randy and Brian last Friday, and so far as I can see there's every reason to proceed adding them to the catalog for us to get offer in the fall. (that should provide lots of fodder for future dialogue).

Thanks again for your time and consideration.

All best,

Jeremy

From: Martin, Andrew <martin.1026@osu.edu>
Sent: Tuesday, April 22, 2025 2:28:28 PM
To: Fortier, Jeremy <fortier.28@osu.edu>; Strang, Lee <strang.69@osu.edu>
Cc: Smith, Randy <smith.70@osu.edu>
Subject: RE: Concurrence for proposed Chase Center courses

Hi Jeremy

Below is a message from Scott Levi, chair of the History Department. I spoke with Scott yesterday and he looks forward to chatting with you about possible ways to prevent duplication as the courses get fleshed out.

Best
Andrew

Hi Andrew,

After more discussion, my colleagues continue to have a difficult time reaching a conclusion regarding the concurrence request from the Chase Center. A critical problem is that the syllabi clearly engage in subjects that are historical in nature and that we invariably discuss in several of our courses. At the same time, the Chase Center's mission will require it to engage in some of those same subjects yet my colleagues do not feel that the syllabi are sufficiently fleshed out to identify exactly where the specific overlap may be.

In the end, I think the best thing to do is to land on providing neither concurrence nor non-concurrence, and to repeat our good-faith offer to discuss overlaps/potential replications as we move forward.

Please let me know if you, Randy, or the Chase Center would like to schedule additional conversations at this time.

Best,
Scott



Andrew W. Martin
Associate Dean for Undergraduate Education
Professor of Sociology
114 University Hall, 230 North Oval Mall
Columbus, OH 43210
614-247-6641 Office
martin.1026@osu.edu

From: Fortier, Jeremy <fortier.28@osu.edu>
Sent: Friday, April 18, 2025 1:33 PM

To: Martin, Andrew <martin.1026@osu.edu>; Strang, Lee <strang.69@osu.edu>
Cc: Smith, Randy <smith.70@osu.edu>
Subject: Re: Concurrence for proposed Chase Center courses

Thanks, Andrew. Two notes:

My understanding of the conversation between Political Science and us is that they are open to cross-listing courses, but Chase will also be running courses independently (in other words, a “both-and” approach); this has not occasioned any objection that I’m aware of (my assumption has been that once the courses are approved in general, we’ll work through specific opportunities for cross-listing). We’re certainly excited to work with Political Science as a general matter, but in all correspondence that I’ve seen that does not preclude independent course offerings.

Regarding History: I spoke with Scott Levi this morning, and raised the matter with Randy subsequently. It does not seem like there is any grounds for holding up the process on that front, because History is not able to specify precise points of overlap (or, in fact, to identify which courses conflict with which). There are apparently requests for more time to do so, but there has been three weeks already (at least for two of the courses), so while we’ve earnestly attempted to engage with specific concerns about duplication, none have been offered to engage.

Thanks for your work on this, Andrew. I appreciated everyone’s efforts.

All best - Jeremy

From: Martin, Andrew <martin.1026@osu.edu>
Date: Friday, April 18, 2025 at 1:16 PM
To: Strang, Lee <strang.69@osu.edu>, Fortier, Jeremy <fortier.28@osu.edu>
Cc: Smith, Randy <smith.70@osu.edu>
Subject: Concurrence for proposed Chase Center courses

Hi Lee and Jeremy (cc’ing Randy so he is aware)

I’m following up with you both regarding Arts and Science’s response to the request for concurrence for the three courses being developed by the Chase Center.

The following units have offered concurrence (they see no substantial overlap with their existing course offerings):

Design
East Asian Languages and Literature
Spanish and Portuguese
International Studies
Philosophy
Sociology
Near Eastern and South Asian Languages and Culture
English

Psychology
Design
Art
Music
History of Art
Advanced Computing Center for Arts and Design
Comparative Studies
Women, Gender, and Sexuality
Classics
Germanic Languages and Literature

As you know, Political Science has indicated that they do see overlap with their courses, but Marcus and Lee are in discussions regarding the cross listing of those courses. As Jeremy is aware, the Department of History does not yet grant concurrence as they see potential overlap with their course offerings. I believe Scott Levi will be reaching out to discuss this matter further, and I'm happy to help as well. I understand the desire to move these courses forward, but given the nature of the proposed courses and the expansive catalog of existing courses in Arts and Sciences, overlap was likely. Again, I will continue to facilitate conversations in the college around concurrence.

Because of the issues raised by the Department of History regarding potential overlap, the College of Arts and Sciences does not yet offer concurrence for these courses. I'm not aware of any other concurrence concerns in the college, and I have asked units to provide feedback by today (if I do hear anything else by the end of the day, I will pass that information on, but again, I don't anticipate that will happen).

As Jeremy is aware, units provided other feedback for the courses, which I have shared (and thanks Jeremy for responding, I have passed that information on to the units).

Best

Andrew Martin



Andrew W. Martin

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Professor of Sociology
114 University Hall, 230 North Oval Mall
Columbus, OH 43210
614-247-6641 Office
martin.1026@osu.edu