

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?)

Include WGSST/AAAS/COMPSTD 2006 for the Historical & Cultural Studies GE Foundation

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

Per the recent update from OAA, the new Civics courses a part of SB1 implementation needs to be a GE Foundation course. All three departments believe that this course is best suited for the HCS Foundation.

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)?

This course is not required for majors/minors to fulfill, so there will be no programmatic implications here besides the addition of a new GE elective hosted by the department.

Is approval of the request contingent upon the approval of other course or curricular program request? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

Once this course is approved for HCS, we will need to submit the course materials for Ohio 36 Transfer approval. Additionally, this GE submission needs to be mirrored by AAAS & COMPSTD as the class will be cross-listed.

Is this a request to withdraw the course? No

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 CHANGE REQUEST
2006 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/15/2025

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	Not open to students with with credit for AfAmASt 2006 or WGSSt 2006.
Previous Value	Prereq: Not open to students with with credit for AfAmASt 2006 or WGSSt 2006.
Electronically Enforced	Yes

Cross-Listings

Cross-Listings	Cross-listed in AfAmASt and WGSSt.
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Subject/CIP Code

Subject/CIP Code	05.0207
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

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	• 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

COURSE CHANGE REQUEST
2006 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
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Sought Concurrence
Previous Value

No
Yes

Attachments

- WGSST_AAAS_COMPSTD 2006 GE Submission Form.pdf: GE Form
(Other Supporting Documentation. Owner: Arceno,Mark Anthony)
- WGSST-AAAS-COMPSTD 2006- American Civics- Freedom, Democracy, and Struggle AA.09.08.25.docx: Revised syllabus
(Syllabus. Owner: Arceno,Mark Anthony)

Comments

- Please see Subcommittee feedback email sent 9/2/25. *(by Neff,Jennifer on 09/02/2025 04:55 PM)*
- Thank you for your consideration! *(by Arceno,Mark Anthony on 07/21/2025 03:45 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Arceno,Mark Anthony	07/21/2025 03:46 PM	Submitted for Approval
Approved	Urban,Hugh Bayard	08/04/2025 03:54 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/12/2025 12:14 PM	College Approval
Revision Requested	Neff,Jennifer	09/02/2025 04:55 PM	ASCCAO Approval
Submitted	Arceno,Mark Anthony	09/11/2025 12:35 PM	Submitted for Approval
Approved	Urban,Hugh Bayard	09/11/2025 05:56 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/15/2025 09:21 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/15/2025 09:21 AM	ASCCAO Approval

WGSST/AFAMAST/COMPST 2006:

American Civics: Freedom, Democracy, and Struggle

Course Proposal

Draft: April 6, 2025

Instructor: TBD

Autumn Semester 2025

3 credit hours, lecture

In-Person,

Day/Time: T/R from 11:10-12:30 PM

Course Description:

This course examines American civic traditions from an interdisciplinary perspective. This course develops a historical perspective on the idea of American civics. The course organization and readings take up key aspects of what civics is and has been, how civic ideas have changed and continued over time, and the contestations and debates that shape differing civic ideals. 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 fulfill the Three Areas Ohio's American civic literacy requirements, as follows:

1. A **study of the American economic system and capitalism;**
2. A requirement that students **read all of the following:**
 - a. The entire **United States Constitution;**
 - b. The entire **Declaration of Independence;**
 - c. At least **five essays** in their entirety from the **Federalist Papers**, with essays being selected by the department chair;
 - d. The entire **Emancipation Proclamation;**
 - e. The entire **Gettysburg Address;**
 - f. The entire **Letter from Birmingham Jail** written by **Dr. Martin Luther King Jr.:**

g. The writings of **Adam Smith**, including a study of the principles written in “**The Wealth of Nations**.”

3. A requirement that **students pass a cumulative final examination** at the end of the course that assesses student proficiency on the required readings.

GE Learning Outcomes

Goals - Historical and Cultural Studies:

1. 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 Outcomes - Historical and Cultural Studies:

Successful students are able to:

1.1. Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.

1.2. Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.

1.3. 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.

1.4. Evaluate social and ethical implications in historical studies.

GE Rationale: This course introduces students to American civic traditions from an interdisciplinary perspective by examining the conceptual and historical roots of key texts. Students will develop a historical perspective by analyzing primary and secondary sources, considering how historical events and trends impact the present. The course organization and readings take up key aspects of what civics is and has been, how civic ideas have changed and continued over time, and the contestations and debates that shape differing civic ideals.

Key Texts:

Declaration of Independence (1776);

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

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

Emancipation Proclamation (1863)

Gettysburg Address (1863)

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

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

All other readings available on course Canvas site.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-48.7 (B)**). For additional information, see the **Code of Student Conduct**.**

Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and

practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the **Civil Rights Compliance Office. (Policy: **Religious Holidays, Holy Days and Observances**)**

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

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-	60-63 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 (450-750 words) 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 (600-1,000 words), 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 (250-400 words) that outlines the action, explains what the action is expected to accomplish, and why this action is effective in addressing the issue, drawing from previous examples of civic action. Alternatively, you can create an artifact for action such as writing an actual petition, creating an educational website, making protest art or posters. Consult with the professor before proceeding.

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

Final Examination (10%)

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

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

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

Technology skills needed for this course

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

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Course Schedule

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

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

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

Week One

Class 1.1

Introduction, No Readings

Class 1.2

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

Reflection #1 Due

Week Two

Class 2.1

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

Class 2.2

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

Week Three

Class 3.1

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

Class 3.2

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

ESSAY #1 DUE

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

Week Four

Class 4.1

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

Class 4.2

Thomas Jefferson, *Declaration of Independence* (1776)

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

Week Five

Class 5.1

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

Petition of Slaves to the Massachusetts Legislature (1774)

Class 5.2

Universal Declaration of Human Rights (1948)

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

Week Six

Class 6.1

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

Class 6.2

Continued discussion of Federalist Papers

Week Seven

Class 7.1

The United States Constitution, 1787

Class 7.2

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

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

Week Eight

Class 8.1

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

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

Class 8.2

The Treaty of Greenville, 1795

Johnson v. McIntosh (1823)

Week Nine

Class 9.1

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

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

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

Class 9.2

National Reform Movement, “Christian Amendment” (1864)

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

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

Essay #2 Due

Section Three: The State Abolition of Slavery

Week Ten

Class 10.1

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

Class 10.2

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

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

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

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

Class 11.2

Morrill Acts of 1862 and 1890

Week Twelve**Class 12.1**

Emancipation Proclamation, Abraham Lincoln, January 1, 1863

Class 12.2

The Gettysburg Address, Abraham Lincoln, November 19, 1863

ESSAY #3 DUE**Section Four: The Twentieth Century: “Progress?”****Week Thirteen****Class 13.1**

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

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

Class 13.2

Spike Lee, *4 Little Girls* (1997)

Action Plan Due

Week Fourteen

Class 14.1

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

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

Class 14.2

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

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

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,

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: _____

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.

This course introduces students to American civic traditions from an interdisciplinary perspective by examining the conceptual and historical roots of key texts. Students will develop a historical perspective by analyzing primary and secondary sources. Key themes of the course are: 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.

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)

This course has many primary source and several secondary source readings; secondary sources are in dialogue with the primary texts. A specific example is the study of the historical idea of contract theory. In Week 2, students read two primary sources on contract theory: Locke's Second Treatise of Government and Rousseau's The Social Contract. In week 3, students read two secondary sources which are scholarly responses to Locke's and Rousseau's ideas and to social contract theory. One (Pateman, The Sexual Contract) focuses on sex and contract theory; the other (Mills, The Racial Contract) addresses race and contract theory. Essay #1 will require students to analyze contract theory based on these primary and secondary sources.

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)

Readings offer historical perspectives on contemporary issues, and the organization of units encourages students to consider how historical events and trends impact the present.

A specific example is the course's approach to understanding historical slavery and contemporary racism. For example, the readings by Angelina Grimké (week 10), Frederick Douglass (week 11), and Abraham Lincoln (week 12) address the issue of slavery. Readings by Ida B. Wells and Martin Luther King Jr. (week 13), and the film by Spike Lee (week 13) examine ongoing racism after the state abolition of slavery. Reading by Michelle Alexander (week 14) prompts students to consider how contemporary mass incarceration continues, and differs from, earlier systems of slavery and racial segregation.

The Civic Action Plan assignment will require students to identify a civic issue to address.

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)

This course develops a historical perspective on the idea of American civics. The course organization and readings take up key aspects of what civics is and has been, how civic ideas have changed and continued over time, and the contestations and debates that shape differing civic ideals. Every reading assigned for the course addresses some aspect of the historical or contemporary meanings of civics.

The two reflections assignments ask students to reflect on the meaning of civics. The pre-semester reflection requires students to write about what “civics” means to them based on knowledge they had prior to taking the class. The end of semester reflection asks students how their understanding of civics has changed or been reinforced based on course readings, lectures, discussions, and assignments. A successful end of semester reflection would develop an integrated perspective on the idea of American civics.

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)

The course considers the social and ethical implications of various civic ideas. For example, readings by Martin Luther King and the Combahee River Collective (week 14) raise questions about who has been left out of American civic ideals, and consider the domestic and international implications of this selective inclusion/exclusion. Essay #4 asks students to analyze the social and ethical debates raised in these texts.

The Civic Action Plan assignment asks students to consider the social and ethical implications of their own interventions in American civic life.