
Civics, Law, and Leadership 2110

From Steele, Rachel <steele.682@osu.edu>

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Cc Dwyer, Rachel <dwyer.46@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Steele, Rachel <steele.682@osu.edu>; Neff, Jennifer <neff.363@osu.edu>

Good evening,

On Wednesday, Oct. 8th, the Social and Behavioral Sciences Subcommittee of the ASC Curriculum Committee reviewed a course proposal for Civics, Law, and Leadership 2110 to be included in the GEN Foundation: Social and Behavioral Sciences category.

The Subcommittee unanimously approved the request with **three contingencies**:

- a) **Contingency:** The Subcommittee asks that the Center include in the syllabus a complete listing of all goals and ELOS for the GEN Foundation: Social and Behavioral Sciences category, as well as a brief, student-friendly paragraph that explains how this course, in particular, meets those goals and ELOS, per the requirements for all GEN courses. A complete and accurate listing of the Goals and ELOs for all GEN categories is available in an easy-to-copy/paste format on the [ASC Curriculum and Assessment Services website](#).
- b) **Contingency:** The Subcommittee asks that the Center provide additional information in the syllabus about how the goals and ELOs of the Social and Behavioral Sciences will be central to the course's assessments (syllabus, p. 2 under "Course Requirements"), so that students have a clear understanding of how they will be evaluated/graded.
- c) **Contingency:** While the Subcommittee notes and appreciates the addition of several social scientists' work to the syllabus, they still believe that the course is tilted toward a historical and cultural approach to the subject matter rather than viewing the material through the lens of social science, which is required for the GEN Foundation in Social and Behavioral Sciences. If achieving this foundation continues to be a priority for the Center, the Subcommittee offers the following specific comments/requests:
 - i) The Subcommittee notes that Day 15 (syllabus, p. 7) does more to achieve a social sciences approach to the analysis of historical documents than do many of the other weeks. Here, the work of Booth-Chapman and Muirhead/Rosenblum is used to frame questions about Madison's arguments regarding human behavior in *The Federalist Papers*. The Subcommittee suggests that the Center could consider this week as a model when revising the course.
 - ii) The Subcommittee asks that the course content be amended to include a further grounding in/teaching of social science methods, per ELO 1.1.
 - iii) The Subcommittee notes that the majority of the "reading questions" on the syllabus (pp. 3-10 under "Course Schedule") are still focused on historical and cultural issues rather than social science questions. The Subcommittee asks that these questions be amended to reorient the course.
 - iv) The Subcommittee notes that the unit has added some social science readings to the syllabus; however, they have not removed any of the readings that were previously present. Thus, the Subcommittee is concerned that the number of readings (especially on certain days) may lessen students' abilities to engage meaningfully with the social science presented. For example, on Day 4, students

are asked to read four different selections, three of which are by social scientists. However, on the following day (Day 5), students' reading is confined to two sentences from the Declaration of Independence. This seems to indicate that the social science readings will not receive the same depth of coverage as the historical documents; thus, the Subcommittee asks that the Course Schedule be revisited and rearranged to better balance the course and focus it on the social sciences.

- v) There are several instances where the cover letter, the GEN submission form, and the syllabus contradict one another. For example, the response to ELO 1.1 on the GEN submission form mentions Melissa Schwartzberg, but Dr. Schwartzberg's work does not appear on the course schedule. The Subcommittee asks that discrepancies such as these be corrected.
- vi) The Subcommittee is aware of the Center's situation as a new unit within the university; they understand this course may have originally been designed during the summer of 2025 by faculty who may or may not be social scientists. However, given that the Center now has a full faculty, they suggest that any subsequent revisions of the proposal include the contributions of the social scientist(s) who will eventually teach the course.

As a reminder, **contingencies** (in bold above) must be addressed and resubmitted via curriculum.osu.edu before this course can move forward in the approval process to OAA. I will return Civics, Law, and Leadership 2110 to the department queue via curriculum.osu.edu in order to address the Subcommittee's requests.

Should you have any questions about the feedback of the Subcommittee, please feel free to contact Rachel Dwyer, (faculty Chair of the SBS Subcommittee; cc'd on this e-mail), or me.

Best,
Rachel



Rachel Steele, MA

(Pronouns: she/her/hers / Honorific: Ms.)

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