

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 2100.01. "The American Civic Tradition: Creeds, Conflicts, and Cooperation."

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

CIVICLL 2110. "American Creeds and Conflicts."

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: Social and Behavioral Sciences.

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

2110

[Previous Value](#)

[2100.01](#)

Course Title

American Creeds and Conflicts

[Previous Value](#)

[The American Civic Tradition: Creeds, Conflicts, Cooperation](#)

Transcript Abbreviation

American Creeds

[Previous Value](#)

[Civic Tradition 1](#)

Course Description

Surveys how Americans have debated Abraham Lincoln's claim that the Declaration of Independence serves as an "electric cord" uniting citizens of different generations, descents, and circumstances. To what extent does the Declaration provide a strong foundation for American political community? Students compare answers from political leaders, constitutional theorists, and social scientists.

[Previous Value](#)

[Introduces students to the development of the American civic tradition, focusing on how Americans have debated Abraham Lincoln's claim that the Declaration of Independence serves as an "electric cord" uniting citizens of different generations, descents, and circumstances. To what extent does the Declaration provide a strong foundation for American political community?](#)

Semester Credit Hours/Units	Fixed: 3
Previous Value	Variable: Min 3 Max 4

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
Social and Behavioral Sciences

[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	<ul style="list-style-type: none">Describe and analyze a range of perspectives from the social sciences on the role the Declaration of Independence has played in defining the meaning of American citizenship, including the relationship between the Declaration and the Constitution
--	---

COURSE CHANGE REQUEST
2110 - Status: PENDING

Last Updated: Reed,Kathryn Marie
09/19/2025

Previous Value

- Describe and analyze a range of perspectives on the role the Declaration of Independence has played in defining the distinctive moral and legal meaning of American citizenship, including the relationship between the Declaration and the Constitution

Content Topic List

- Interpreting the Declaration of Independence; the relationship between the Declaration and the Constitution; the Declaration as a civic creed; conflicts about the principles of the Declaration; principles of cooperation related to the Declaration

Sought Concurrence

Yes

Attachments

- Concurrence - Education, Law, Arts & Sciences, Public Affairs.pdf: Concurrence Forms
(Concurrence. Owner: Fortier,Jeremy)
- CIVICLL 2110, Syllabus - v2 (9-16 revision).pdf: Revised Syllabus (9/16)
(Syllabus. Owner: Fortier,Jeremy)
- CIVICLL 2110 - GE Foundations Worksheet v2 (9-16) revision).pdf: Revised GE Worksheet
(Other Supporting Documentation. Owner: Fortier,Jeremy)
- Memo Regarding Resubmission of CIVICLL 2110.pdf: Cover Letter Regarding Revisions
(Cover Letter. Owner: Fortier,Jeremy)

Comments

- After consulting with the committee chair, we have opted to revise the course plan. Please find attached a revised syllabus, revised GE worksheet, and a cover letter explaining the revisions. (by Fortier,Jeremy on 09/16/2025 10:11 PM)
- Please see Subcommittee feedback email sent 9/2/25. (by Neff,Jennifer on 09/02/2025 02:54 PM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Fortier,Jeremy	07/03/2025 09:07 AM	Submitted for Approval
Approved	Schoen,Brian Dale	07/03/2025 09:14 AM	Unit Approval
Approved	Reed,Kathryn Marie	07/10/2025 01:41 PM	College Approval
Revision Requested	Neff,Jennifer	09/02/2025 02:54 PM	ASCCAO Approval
Submitted	Fortier,Jeremy	09/16/2025 10:11 PM	Submitted for Approval
Approved	Fortier,Jeremy	09/16/2025 10:12 PM	Unit Approval
Approved	Reed,Kathryn Marie	09/19/2025 12:24 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/19/2025 12:24 PM	ASCCAO Approval

Memo Regarding Resubmission of “American Creeds and Conflicts”

Dear Committee Members,

Thank you for your counsel. Your over-arching claim is well taken: the initial submission merits “stronger integration of the Social and Behavioral Sciences discipline throughout the course.” This memo details the changes that have been made to that end, but first it may be worth explaining:

One of our objectives has been to design a course that meets the requirements for both the Social and Behavioral Sciences Foundation *and* the new Ohio civic literacy requirements (our understanding is that civic literacy courses will need to be in the GE Foundations, so it seems worth making the extra effort). There is an obvious puzzle at play here, because the civic literacy requirements involve historical, primary documents. So we have kept those texts on the syllabus (along with a few complementary primary texts). But we have integrated much more social science research throughout. In the syllabus as it now stands, nearly every day of the course schedule includes contemporary (or near-contemporary) research from scholars whose primary professional affiliation is with a discipline in the Social Sciences (with the quasi-exception of a few scholars who are appointed to Law faculties). To be sure, several of the scholars included are heavily cited in both the Humanities and the Social Sciences (e.g., Danielle Allen, Paul Bloom, Robert Dahl, Philip Gorski, Friedrich Hayek, Albert Hirschmann, Peter Levine, Elinor Ostrom, Barry Weingast). This reflects the fact that these scholars are truly “foundational” thinkers for the social sciences, following the example of proto-social scientists included on the syllabus from the “civic literacy” space (e.g., James Madison, Adam Smith). In short: the course introduces students to social science as an architectonic field of scholarship, because it makes the most measurable progress in answering questions raised by other disciplines.

Accordingly, the redesigned course is conversational and comparative: students read a landmark author or a text that sets-up a public policy dilemma (e.g., the relationship between moral principle and institutional design in the Declaration of Independence and the Constitution of the United States; the dynamics of market coordination in Adam Smith; the psychology of partisanship and social conflict in James Madison and David Hume; the bonds of social life in the rhetoric of Abraham Lincoln and Martin Luther King) and then read a work of contemporary (or near-contemporary) social science that evaluates specific solutions to those problems.

With that said, here is an overview of major changes made in response to the committee’s feedback:

- The committee notes that “The balance [of the syllabus as previously constructed]... favors textual interpretation rather than social science applications.” We have leaned away from textual interpretation, now including more analytical frameworks derived directly from the social sciences (e.g., Buchanan and Ostrom showing how tools from Economics can be used to solve social problems), case studies (e.g., Maggie Blackhawk, et al on strategies for lobbying Congress), institutional design (e.g., Michael Neblo, et al on social environments conducive to constructive discussion).
- The committee notes that “The course appears to address temporal or historical differences over time, rather than differences between groups, systems, or behaviors operating within the same timeframe... More emphasis should be placed on social science applications.” We have responded by emphasizing research on the psychology of political partisanship (including the classic “Converse thesis,” but also applications to specific controversies discussed by Paul Bloom, Emilee Booth-Chapman, Verlan Lewis, Vincent Lloyd), concrete proposals for retaining or revising the American constitution in the present-day (Robert Dahl, Steven Calabresi), and the strategic deployment of cultural imagery and historical memory in time-bound, local social conflicts (Jonathan Gineapp, Samuel Goldman, Philip Gorski).
- The committee finds that “The course addresses social and ethical implications, but these are primarily framed in political or historical contexts.” We hope that “social and ethical implications” are more fully captured by the inclusion of additional readings from scholars such as Elizabeth Beaumont, Paul Bloom, Philip Gorski, Mark David Hall, and Elinor Ostrom – all of whom are primarily concerned with cultural or supra-political dynamics of individual psychology and cooperation among groups.¹
- The committee finds that “It is unclear *how* students will be expected to use and analyze information from the social sciences.” We have clarified that essay assignments will require students to critically evaluate competing social science hypotheses, reflect on the strengths and weaknesses of different institutional designs, and discuss the moral or partisan arguments advanced by a variety of social and political actors.

A final note: based on existing models, there are many directions a “civics course” can take. This course is especially inspired by examples from the Stanford Civics Initiative and Civics Studies at Tufts (as well as syllabi from Danielle Allen and Samuel Goldman),

¹ Although this is a course in the American civic and constitutional tradition, it is animated by the conviction (defended most precisely on the syllabus by Beaumont, and in a more general way by Ostrom) that the major developments of American civic and constitutional life have been driven from outside the bounds of law and politics narrowly construed. The notion that solutions to civic and constitutional problems must be downstream from action by Congress and the Courts is a rather contemporary conceit; scholars like Beaumont and Ostrom, who show where the “real action” lies.

all of which are aligned with the Social Sciences within the “civics movement.” So we’d like to make this work as an SBS course though we recognize that it’s a tricky needle to thread. We appreciate the committee’s consideration with these efforts.

CIVICLL 2110: American Creeds and Conflicts

GEN Foundation: Social and Behavioral Sciences

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 the development of American civic thought: the intellectual tradition of reflecting on the nature, rights, and responsibilities of American citizenship. Throughout the semester, we will consider how the Declaration of Independence served as a lynchpin of American civic thought and action. How should we today evaluate Abraham Lincoln's claim that the Declaration can serve as an "electric cord" uniting citizens of different generations, descents, and circumstances? To what extent has the Declaration provided a strong foundation for American political community, and to what extent can it continue to do so? What are alternative grounds for this nation's civic life? Answering these questions will lead us to examine the relationship between principled and pragmatic justifications for civic life in the United States. Have Americans found – or when do they need – shared moral commitments to support their social and political arrangements? Or have they found – and do they need anything more than – compelling incentives for working together even when they deeply disagree? By the end of the semester, students will be able their answer to these questions with the answers offered by scholars working in disciplines from across the social and behavioral sciences.

This course is broken up into four units. Each approaches these questions through the prism of the Declaration of Independence:

- First, students will explore the Declaration's understanding of citizenship and its role in establishing the United States as a nation where citizenship is frequently defined with reference to a "civic creed." This unit will also expose students to alternatives to the "creedal" conception of American citizenship.
- Second, students will examine the relationship between the Declaration and the U.S. Constitution to illuminate the dilemmas involved in squaring commitment to general principles with their practical implementation.
- Third, students will investigate how American citizens have debated and revised their understanding of the principles of the Declaration—and the legal frameworks, institutional arrangements, and social relationships appropriate to realizing those principles.
- Fourth, students will consider political traditions that developed in critical conversation with the American civic tradition.

COURSE MATERIALS

Required Texts: Available at Barnes and Noble and on reserve at Thompson Library.

- Danielle Allen, *Our Declaration: A Reading of the Declaration of Independence in Defense of Equality* (New York, NY: Liveright, 2014). ISBN: 978-1631490446.

All other readings will be made available on CarmenCanvas.

Course materials are selected to emphasize:

- Foundational primary texts designed to be accessible to citizens without any specialized technical expertise (e.g., the Declaration, the Constitution, the Federalist Papers). This reflects an awareness that the American civic tradition has been shaped by citizens who were self-educated (e.g., Anne Hutchinson, Frederick Douglass) no less powerfully than by those with more formal credentials and technical expertise (e.g., Supreme Court justices).
- Statements by political actors who offer public and deliberative contributions to American civic life: that is to say, justifications for common action designed to be persuasive to an audience that is likely to include partisans of powerful alternatives.
- Research by scholars working from different points of view (philosophically, methodologically, politically) who are engaged with civics programs in higher education and who are endeavoring to define a distinctively civic perspective on problems of public life.

COURSE REQUIREMENTS

1. *Two In-Class Exams*, each worth 25% 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 students can keep them in mind while preparing for readings and class discussions.
2. *Final Exam*, worth 30% 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

UNIT 1: CREEDS AND CITIZENSHIP

Day 1 (Tuesday, August 26) – COURSE INTRODUCTION

Day 2 (Thursday, August 28) – WHAT CITIZENS DO

Required Reading

- Peter Levine, “The Citizen’s Fundamental Question”
- Elinor Ostrom, “Crowding Out Citizenship”

Reading Questions

- How does a civic question differ from other kinds of questions? In particular: if you want to solve a social problem as a *citizen*, why do you need different information, and a different outlook, than you need as a philosophy major, or as an economics major, or simply as a student at Ohio State, or as a member of your family or a voluntary association?
- Reflect on Levine’s deceptively simple question: *what should we do?* Why does each word in this question matter, and how should we “weight” each of the words relative to the others (in other words, if you were constructing the syllabus for this course, would you focus on determining what we *should* do, or who *we* are, or *what* we can realistically *do*...).
- According to Ostrom, scholarship in the social sciences tend to “crowd out” citizenship by suggesting that constructive, cooperative social action is impossible. In her assessment, what has led so many scholars to this pessimistic conclusion, and how does she think that social science research should be conducted to facilitate the contributions ordinary citizens are in fact capable of making to the social and political environments they share with one another?

Day 3 (Tuesday, September 2) – WHAT DECLARATIONS DO (part one)

Required Reading

- Danielle Allen, *Our Declaration*, Part II (“Who Wrote the Declaration of Independence”) and Part III (“The Art of Democratic Writing”)

Reading Questions

- The Declaration of Independence can be read as a statement of principle (a set of claims about what’s right and wrong, irrespective of context), and as a pragmatic action (a strategy for influencing the context the signatories operate within). How does Allen evaluate the text along each of these dimensions? And how do you think we should evaluate the text: as principled, or as pragmatic?
- According to Allen, who wrote the Declaration of Independence, and why does it matter who the “real” author is? What does the process that produced the Declaration teach us about the specific practices of writing and reading that are conducive to citizenship? In particular, how did the authors of the Declaration struggle with and try to solve puzzles of civic life such as disagreement among individuals or groups who need to act in pursuit of a common goal?

Day 4 (Thursday, September 4) – WHAT DECLARATIONS DO (part two)

Required Reading

- Michael Neblo, et al, “The Need for a Translational Science of Democracy”
- Hugo Mercier, et al, “Analytical Democratic Theory: A Microfoundational Approach”
- Daniel Carpenter, “Recruitment by Petition: American Antislavery, French Protestantism, English Suppression”
- Maggie Blackhawk, et al, “Congressional Representation by Petition: Assessing the Voices of the Voteless in a Comprehensive New Database, 1789-1949”

Reading Questions

- How does the process of collective deliberation and popular lobbying represented by the Declaration of Independence compare with more contemporary strategies analyzed by social scientists?
- According to Neblo et al, and Mercier et al, why and *when* can group discussions cut through partisanship and pre-existing biases rather than reinforcing them? And how should research in the social sciences go about identifying the contexts where people are able to answer “the citizen’s fundamental question”: *what should we do*?
- What do the case studies analyzed by Carpenter et al and Blackhawk et al suggest about how collective action by people outside of power (and even outside the legal boundaries of citizenship) can exert a powerful influence on politics?

Day 5 (Tuesday, September 9) – WHAT THE DECLARATION OF INDEPENDENCE DID (part one)

Required Reading

- Declaration of Independence, first two sentences (“When in the course of human events...” through “...their safety and happiness”)

Reading Questions

- How does the Declaration of Independence understand citizenship? What sources of authority does the Declaration refer to as a justification for its understanding of the rights and duties citizens are endowed with?

Day 6 (Thursday, September 11) – WHAT THE DECLARATION OF INDEPENDENCE DID (part two)

Required Reading

- Declaration of Independence, remainder of the text (“Prudence, indeed...” through the end) and Danielle Allen, *Our Declaration*, Epilogue

Reading Questions

- Overall, does the Declaration’s case for political action suggest a view of human nature and collective action that is relatively pessimistic (akin to the view Elinor Ostrom associates with much contemporary social science), or more optimistic (akin to Ostrom’s view that ordinary people can meaningfully shape their shared civic life)?
- Why does Danielle Allen think that the punctuation of the Declaration matters so much? How does the punctuation of the text affect how we interpret its meaning?

Day 7 (Tuesday, September 16) – CIVIC USES OF THE DECLARATION

Required Reading

- Selections from Samuel Goldman, *After Nationalism: Being American in an Age of Division*; Philip Gorski, *American Covenant: A History of Civil Religion from the Puritans to the Present*; Jonathan Gineapp, *The Second Creation: Fixing the American Constitution in the Founding Era*

Reading Questions

- Goldman argues that at different times Americans have understood their Declaration of Independence as a “covenant,” “crucible,” or “creed.” What are the differences between these understandings of the Declaration, and what conception of citizenship does each entail?
- What do Goldman, Gorski, and Gineapp see as the virtues and vices of an American “civil religion” rooted in particular interpretations of the Declaration of Independence?

UNIT 2: COOPERATION AND CONSTITUTIONS

Day 8 (Thursday, September 18) – WHAT CONSTITUTIONS DO (part one)

Required Reading

- Brook Manville & Josiah Ober, *The Civic Bargain: How Democracy Survives*, chapter 6 (“Patterns in Democratic Bargaining and Survival”)

Reading Questions

- According to Manville and Ober’s historical survey, how do constitutions compromise on principles (e.g., the “creed” of the Declaration of Independence) while making the realization of those principles more feasible in practice?
- What do Manville and Ober mean by a “civic friend,” and how does it differ from a regular friend? Is “civic friendship” a distinctive ideal that has a realistic chance of alleviating social division and blind partisanship?

Day 9 (Tuesday, September 23) – WHAT CONSTITUTIONS DO (part two)

Required Reading

- Yuval Levin, *American Covenant: How the Constitution Unified Our Nation – And Could Again*, chapter 1 (“What is the Constitution?”)

Reading Questions

- How does Levin’s account of constitutionalism differ from Manville & Ober? In particular, why does the Declaration of Independence play a greater role in Levin’s account of the American Constitution?
- Is a country more likely to unify around a shared set of “thick” moral principles, or a common recognition of pragmatic incentives for cooperation? Which picture of the purpose of constitutionalism do you find more compelling?

Day 10 (Thursday, September 25) – PRINCIPLES OF COOPERATION (take one)

Required Reading

- David Hume, “Of the Original Contract”; “Idea of a Perfect Commonwealth”

Reading Questions

- Does Hume’s theory of the incentives for social cooperation and the principles of legitimate government authority have more in common with Yuval Levin, or with Josiah Ober & Brook Manville?
- How might Hume propose reconciling the pragmatic realism of the first essay with the principled utopianism of the second?

Day 11 (Tuesday, September 30) – PRINCIPLES OF COOPERATION (take two)

Required Reading

- Russell Hardin, “Why a Constitution?”
- James Buchanan, “Politics Without Romance”

Reading Questions

- According to Hardin, what is the difference between treating a constitution as a morally-binding “contract” versus a contextually appropriate “coordination” mechanism, and why is Hume’s position closer to the latter? Does Hardin’s characterization of Hume’s position seem accurate?
- According to Buchanan, how do the tools of economics help to make sense of political decision making and institution building, and how did the American constitutional tradition anticipate those insights? Based on what we’ve seen in the course so far, can Buchanan’s characterization of American politics make sense of the Declaration of Independence, and its place in the American constitutional tradition? Or does it suggest that the Declaration isn’t really very important to that tradition?

Day 12 (Thursday, October 2) – PRINCIPLES OF COOPERATION (take three)

Required Reading

- Adam Smith, *The Wealth of Nations*, Part I, chapters 1-3

Reading Questions

- What are the key features of human nature that make productive social cooperation possible, according to Smith? And what features of human nature threaten a sound social order?
- Is Smith’s understanding of the incentives for social cooperation more “optimistic” than Hume’s, or less so?

Day 13 (Tuesday, October 7) – PRINCIPLES OF COOPERATION (take four)

Required Reading

- F.A. Hayek, “The Uses of Knowledge in Society”
- Elinor Ostrom, “Collective Action and the Evolution of Social Norms”



Reading Questions

- Why does Hayek think that effective social cooperation requires decentralized authority?
- Why does Hayek think that the dynamics of human freedom are best advanced by free market economics? To what extent are his reasons consistent with Adam Smith's, and to what extent does Hayek add something new to Smith's defense of markets?
- What does Ostrom suggest about the baseline features of human nature and social cooperation that social scientists need to assume in order to design effective institutions?

Day 14 (Thursday, October 9) – A PROPOSAL FOR COOPERATION (part one)

Required Reading

- Federalist Papers, 1-9
- Barry Weingast & Sonia Mittal, "Self-Enforcing Constitutions: With an Application to Democratic Stability in America's First Century"

Reading Questions

- What criteria does the Federalist suggest for judging a government legitimate or illegitimate? How does its understanding of the principles of social cooperation dovetail with or differ from the four authors we have just covered?
- According to Weingast & Mittal, what was the American constitution originally designed to accomplish, and how closely does their account align with the account offered by the Federalist? In their account, what role do normative commitments play in the success of a constitutional order?

Day 15 (Tuesday, October 14) – A PROPOSAL FOR COOPERATION (part two)

Required Reading

- Federalist Papers 10, 51
- Emilee Booth-Chapman, "An Ideal of Nonfactionalism for Party Politics"
- Russell Muirhead & Nancy Rosenblum, "The Political Theory of Parties and Partisanship"

Reading Questions

- To what extent does James Madison's argument in Federalist 10 and 51 suggest that politics can "solve" social problems? What sort of social conflict is Madison optimistic about deeply mitigating, and what sort of conflict is he resigned to merely managing?
- Why do Muirhead & Rosenblum see factionalism and partisanship as an inevitable and sometimes desirable feature of politics to be managed, while Booth-Chapman sees it as a contingent and undesirable pathology to be transcended? What might James Madison find to approve of or disagree with in either argument?

Day 16 (Tuesday, October 21) – A TEMPLATE FOR COOPERATION

Required Reading

- Constitution of the United States

Reading Questions

- To what extent should we read the mission of the Constitution as an extension of the mission of the Declaration of Independence? Should the Declaration guide our interpretation of the



Constitution? Does the Constitution read as an implementation of the principles of the Declaration? Or do these documents serve very different purposes?

Day 17 (Thursday, October 23) – **FIRST EXAM**

UNIT 3: CONFLICT AND PARTISANSHIP

Day 18 (Tuesday, October 28) - “ALL MEN ARE CREATED **EQUAL**”

Required Reading

- Cato’s Letters #45
- James Wilson, Of Man as Member of Society, chapter 15
- Abraham Lincoln, Gettysburg Address, Emancipation Proclamation, Electric Cord speech
- Paul Bloom, “People Don’t Actually Want Equality”

Reading Questions

- What are the different understandings of human equality at play in the first three readings listed? How Cato, Wilson, and Lincoln each attempt to persuade their audience that the reality of inequality in specific contexts does not diminish the reality and indispensability of equality in a more basic, civic sense?
- Consider the psychologist Paul Bloom’s argument that people don’t really want equality. Does Bloom’s position contradict the claims of Cato, Wilson, and Lincoln? Or has the politically relevant sense of equality shifted in the popular imagination from 18th to the 21st century?

Day 19 (Thursday, October 30) – “ALL MEN ARE **CREATED** EQUAL”

Required Reading

- Samuel Langdon, “Government Corrupted by Vice, and Rescued by Righteousness”
- John Witherspoon, “The Dominion of Providence Over the Passions of Men”
- Mark David Hall, “Did America Have a Christian Founding?”

Reading Questions

- What is Langdon’s model of good government, and how does he judge the government of England? What might he say about the Declaration’s right of revolution?
- What lessons does Witherspoon draw from Psalm 76:10 for making sense of America’s relationship to England? What rhetorical strategies does Witherspoon adopt to make this parallel compelling to his audience?
- Read Hall’s article, and consider: to what extent does understanding the design of the United States’s foundational political institutions require understanding (or even sharing) the religious beliefs of early Americans like Langdon and Witherspoon?

Day 20 (Tuesday, November 4) – “ALL **MEN** ARE CREATED EQUAL”

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”
- Elizabeth Beaumont, *The Civic Constitution*, chapter 6

Reading Questions

- To what extent do Adams, Stanton, and Anthony present themselves as extending the United States’s founding principles, and to what extent do they present themselves as critics?

Day 21 (Thursday, November 6) – “**ALL MEN ARE CREATED EQUAL**”

Required Reading

- Frederick Douglass, speeches on the Dred Scott decision and the 4th of July
- Vincent Lloyd, *Black Natural Law*, chapter 1

Reading Questions

- According to Douglass, how should the *meaning* of the Constitution be determined, and what determines the *value* of the Constitution?
- According to Lloyd, what interpretive principles does Frederick Douglass employ to make sense of the Declaration and the Constitution? What does Douglass teach us about effective moral and political rhetoric?

Day 22 (Thursday, November 13) – “SEPARATE AND EQUAL STATION”

Required Reading

- Martin Luther King Jr., “The Future of Integration”; “Letter from a Birmingham Jail”; “The Ethical Demands of Integration”; “The Drum Major Instinct”
- Albert O. Hirschmann, *Shifting Involvements: Private Interest and Public Action*, chapter 5

Reading Questions

- What are the political rights and social arrangements necessary to make civic equality meaningful? Do King’s answers change in important ways? To what extent does King see his answers as consistent with the American political tradition, or as a correction of it?
- For King, what drives people to combat injustice, and what discourages them from doing so? How do King’s answers compare to Hirschman’s? What (if any) sound counsel does either author offer to the would-be political activist?

Day 23 (Tuesday, November 18) – “THE COURSE OF HUMAN EVENTS”

Required Reading

- Woodrow Wilson, “What is Progress?”
- Calvin Coolidge, speech for July 4, 1926
- Franklin D. Roosevelt, “The Commonwealth Club Address” and State of the Union 1944

Reading Questions

- Does the progress of American history render America’s founding principles obsolete? Or should the founding principles be adapted to account for historical change? How do Wilson, Coolidge, and FDR answer this question, and what makes their answers count as “conservative” or “progressive”?

Day 24 (Thursday, November 20) – IDEAS AND IDEOLOGY

Required Reading

- James Ceasar, *Nature and History in American Political Development*, chapter 1
- Verlan Lewis, *Ideas of Power: The Politics of American Party Ideology Development*, chapter 1
- Philip Converse, “The Nature of Belief Systems in Mass Publics”

Reading Questions

- Is Ceasar right that political partisanship is grounded in deeply principled disagreements about the meaning of American political ideals and institutions? Or is Lewis persuasive that ostensibly principled partisan positions (“left” versus “right”, “liberal” versus “conservative”) are rationalizations of a more basic and ideologically flexible competition for power?
- Is Converse right that people generally don’t have coherent political beliefs? If so, what would be the consequences for trying to make sense of political arguments such as the debates we’ve covered for the last six class sessions?

Day 25 (Tuesday, November 25, 2025) – **SECOND EXAM**

UNIT 4: ALTERNATIVES

Day 26 (Tuesday, December 2, 2025) – A COMPETING CIVIC VISION

Required Reading

- Aaron Kushner, “Cherokee Political Thought and the Development of Tribal Citizenship”

Reading Questions

- On Kushner’s account, what are the main differences between American and Cherokee visions of citizenship, and how have they influenced one another in spite of those differences?

Day 27 (Thursday, December 4, 2025) – A COMPETING CONSTITUTIONAL VISION

Required Reading

- Jordan Cash, “‘A Purer Form of Government’: African American Constitutionalism in the Founding of Liberia”

Reading Questions

- Cash identifies ways in which the Liberian constitutional project adapted and *criticized* American ideals. To what extent are the adaptations sensible, and to what extent is the criticism justified?

Day 28 (Tuesday, December 9, 2025) – CITIZENSHIP AND CONSTITUTIONAL CHANGE

Required Reading

- Federalist Papers 49

- Correspondence between James Madison & Thomas Jefferson
- Robert Dahl, *How Democratic is the American Constitution?*, chapter 3
- Steven Calabresi, “On Originalism in Constitutional Interpretation”

Reading Questions

- Should it be easier or more difficult for Americans to change their constitution? What are the strengths and weaknesses of a rigid (i.e. difficult to amend) or flexible (i.e. easily amendable) constitution?
- Is the original American constitution a good constitution? Or does it need radical change? Should good American citizens feel free to ask the question?

University Policy Statements

Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

Disability Statement (with Accommodations for Illness)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do

not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

Grievances and Solving Problems

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):

- Online reporting form: <http://civilrights.osu.edu/>
- Call 614-247-5838 or TTY 614-688-8605
- civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware

of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

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](#)

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field

work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

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.

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

--



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

--



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

--



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



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

--



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

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