

## 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?)**

This course was originally designed as foundational for a sequence of course on the American Civic Tradition, as part of a Civic Thought and Leadership degree path. It has been retooled as a foundational course for a Civics, Law, and Leadership degree path, and also to serve the aims of the General Education Citizenship theme. The aims of the course are similar, but now cover more material on institutional design in the founding material (rather than political economy at the founding), and debates regarding justice and meritocracy at the founding which connect to contemporary debates over college admissions.

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

The original design of the course was sound, but some modification regarding topics emphasized better serves the needs of our new degree program and the General Education theme. So the course is about 80% unchanged, but the modified sections add something substantial. We think students will particularly benefit from the new connections established between constitutional debates regarding equality and merit in the founding period and current debates about standards for college admissions.

### **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)?**

The course no longer satisfies civic literacy requirements (which is done by other courses in our degree program), but it does serve General Education Theme requirements.

### **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

2130

[Previous Value](#)

[2100.03](#)

Course Title

America's Foundational Debates

[Previous Value](#)

[The American Civic Tradition: Foundational Debates](#)

Transcript Abbreviation

American Debates

[Previous Value](#)

[Civic Tradition 3](#)

Course Description

This course surveys debates about the proper design and aims of the government of the United States, focusing on the Federalist Papers and other primary texts from the founding period which set the parameters for subsequent debates about American civic life. Arguments from early texts are examined through their application to contemporary political debates and landmark Supreme Court cases.

[Previous Value](#)

[Introduces students to the development of the American civic tradition, focusing the Federalist Papers and other primary texts from the founding period which set the parameters for subsequent arguments within and about American civic life, especially in the domains of constitutional law, religion and politics, and political economy.](#)

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

## 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

Citizenship for a Diverse and Just World

### [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"><li>Describe and analyze a range of perspectives from the period of the American founding and the Civil War that set the principled and institutional foundations for defining American citizenship.</li></ul>
<a href="#">Previous Value</a>	<ul style="list-style-type: none"><li><i>Describe and analyze a range of perspectives from the period of the American founding and the Civil War that set the principled and institutional foundations for defining American citizenship</i></li></ul>
Content Topic List	<ul style="list-style-type: none"><li>Republicanism; democracy; constitutional law; rights; justice; institutions</li></ul>
<a href="#">Previous Value</a>	<ul style="list-style-type: none"><li><i>Republicanism and democracy; constitutional law; political economy; religion and politics</i></li></ul>
Sought Concurrence	Yes

## Attachments

- CIVICLL, America's Foundational Debates - Syllabus.pdf: Syllabus  
*(Syllabus. Owner: Fortier,Jeremy)*
- CIVICLL, America's Foundational Debates - GE Worksheet.pdf: GE Worksheet  
*(Other Supporting Documentation. Owner: Fortier,Jeremy)*
- Concurrence - Education, Law, Arts & Sciences, Public Affairs.pdf: Concurrence Exchanges  
*(Concurrence. Owner: Fortier,Jeremy)*

## Comments

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Fortier,Jeremy	08/18/2025 08:04 PM	Submitted for Approval
Approved	Fortier,Jeremy	08/18/2025 08:04 PM	Unit Approval
Approved	Reed,Kathryn Marie	08/19/2025 07:52 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/19/2025 07:52 PM	ASCCAO Approval



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***CIVICLL 2130***

***America's Foundational Debates***

**[Semester]**

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**Format of Instruction:**

**Meeting Day /Time:**

**Classroom Location:**

**Contact Hours:**

**Instructor:**

**Email:**

**Office:**

**Office Hours:**

**I. Course Description**

This course introduces students to foundational debates that have shaped the American civic tradition. The course is anchored by primary texts from the Founding period which set the parameters for subsequent arguments within and about American civic life. Arguments from those foundational debates are also examined through their application to contemporary constitutional debates and important Supreme Court cases. Students will learn how contemporary civic dilemmas and solutions continue to center around foundational debates and early decisions that defined the American constitutional order.

**II. Course Objectives**

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

1. describe and analyze a range of perspectives from the period of the American Founding that set the principled and institutional foundations for defining American citizenship.
2. identify philosophic frameworks that informed early constitutional debates and explain how those frameworks were challenged and adapted at hinge points in American history, including key cases of constitutional law.
3. describe and analyze the origins of current political controversies in public debates from the period of the Founding.
4. identify key similarities and differences between the civic philosophy of the Founding period and subsequent stages of American political development.

In addition, students will be able to:

CIVICLL Learning Outcomes	Related Course Content
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1. Appreciate and critically evaluate the primary texts and secondary sources necessary to understand the key ideas, events, individuals, debates, traditions, and developments that have shaped the American constitutional order, civic life, and society.	Throughout the course, students will connect two types of primary texts: (i) statements of political principle from the eras of the Founding and Reconstruction (especially letters, pamphlets, speeches, and essays by influential political figures from each era) (ii) landmark Supreme Court decisions. Students will be expected to demonstrate their grasp of how arguments from Founding-era texts remain relevant to contemporary constitutional controversies.
2. Analyze their experiences, reasoning, and cultural assumptions against the accumulated wisdom of inherited traditions and texts, the successes and failures of historical case studies, and the best lessons from the behavioral, social, and natural sciences.	Students will reflect on how to assess contemporary, hot button political topics not just in terms of personal policy preferences, but as matters of principle concerning the nature of rights and the structure of government that can be traced back to the Founding era.
3. Use a multi-disciplinary perspective to identify and evaluate historical antecedents of contemporary problems, real-world applications of theoretical claims, and the principled bases for practical courses of action within the pluralistic American polity.	Students will learn to analyze contemporary political problems not simply in terms of abstract ideal theory, but as an evolving body of knowledge where real-world practitioners make real-time decisions shaped by the contingencies of context yet informed by foundational principle.

### **III. GEN Goals & Learning Outcomes**

This course fulfills the **GE Theme: Citizenship for a Just and Diverse World.**

#### **GEN Goals**

- **Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.
- **Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in the future.
- **Goal 3:** Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.



- **Goal 4:** Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

### **Expected Learning Outcomes:**

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- 3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.
- 4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.
- 4.2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

### **How this Course Meets the Goals & ELOs of Citizenship for a Just and Diverse World**

A major goal of the Citizenship Theme is to explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship. In “America’s Foundational Debates,” students will pursue this goal by studying competing perspectives on the proper design and interpretation of the United States Constitution during (i) the Founding era of the constitutional conventions, and (ii) the Civil War era, when the meaning of the U.S. Constitution was debated and redefined through landmark Supreme Court cases and amendments. Students will also study competing perspectives on the knowledge, skills, and dispositions necessary for citizenship. They will do this through exploring debates such as: the Federalists versus the Anti-Federalists on the social and civic dispositions characteristic of small versus large republics; the Supreme Court’s jurisprudence on the constitutional values informing college admissions; the skills of textual interpretation that can allow both ordinary citizens and judges to make sense of the country’s Constitution—specifically, the terms of citizenship as a legal status carrying specific rights and responsibilities.

A second major goal of the Citizenship Theme is for students to examine notions of justice amid difference, analyzing how these interact with historically and socially constructed ideas of citizenship



and membership within a national and global society. Students will achieve this goal by studying the natural rights philosophy of the American founding, and examining how that approach to understanding the rights and responsibilities of citizenship has been invoked by—and challenged in—constitutional debates among political actors (e.g., abolitionists versus slaveholders in the era of the Civil War), judges (e.g., Supreme Court decisions), and by the political framers of constitutions (e.g., arguments about long versus short bills of rights, as trends in one direction or the other have shifted over the course of American history, and in light of the adoption by other countries of more extensive rights guarantees).

Students will meet the Citizenship Theme's learning outcomes by engaging in debates where they are required to defend or contest controversial Supreme Court opinions. Doing so will challenge them engage in critical and logical thinking about questions such as the definition of citizenship and the rights that go with it. In the process, students will also learn to identify, describe, and synthesize approaches to defining citizenship by demonstrating their ability to show how contemporary Supreme Court opinions reflect competing philosophic and political positions articulated by earlier political, civic, and philosophic voices American constitutional debates.

Additionally, students will demonstrate a developing sense of self by engaging in consistently more extensive moot court-style debates, culminating in a debate on college admissions (a topic which bears directly on all students' life recent experiences and life aspirations). In the process, students will examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, particularly by considering how these notions developed (and have been debated) in Supreme Court jurisprudence and in relation to (and/or tension with) understandings of rights and justice developed in the constitutional debates of the Framing and Reconstruction eras.

#### **IV. Course Material**

All course materials will be available on CarmenCanvas.

#### **V. Assignments and Grading**

##### **Course grade:**

The final grade will be calculated as follows:

- Participation and Attendance: 10%
- Three In-Class Debates: 30% (10% each)
- Mid-Term Exam: 20%
- Final Exam: 40%.



## 1. Participation and Attendance

- Students are expected to attend every class session. For each unexcused absence from class, students will be docked 5% of their participation grade. Students who miss 25% or more of the class sessions will receive a 0 for this portion of the course. Missing classes for illness or religious holidays does not count, but for an absence to be considered “excused,” you must contact the instructor within one week. Please reach out to the instructor with any questions about this policy.
- Consistent, high-quality participation—including respectful listening, contributing to discussion, and building on peers’ insights—is expected each week. Occasional informal writing or group exercises may be used to facilitate discussion and deepen reflection. Students will be docked 1 point of their participation grade (1/100 pts) for every day they do not bring their assigned text *or* do not speak up in class. If you are struggling to participate in discussion, please come to office hours or reach out to the instructor.
- Be sure to arrive on time for class. Excessive tardiness will lead to a reduction in your participation grade. There will be a three-day grace period (meaning that there will be no grade penalty for the first three days a student is late to class), but after that, you will be docked 1 point of your participation grade (1/100) for each day you come to class late.

## In-Class Debates

- Students will engage in three debates where they are required to defend or contest controversial Supreme Court opinions. You will be graded based on use of evidence, organization, oral presentation, and civil discourse. Rubrics will be handed out beforehand.

## Mid-Term Exam:

- The mid-term exam will consist of a mixture of multiple choice, short answer, and essay questions. Potential essay questions will be circulated two weeks before the exam.

## Final Exam:

- The final exam will be cumulative and will consist of questions circulated on the last day of class

## Grading scale

93% – 100%	A
90% – 92.9%	A-
87% – 89.9%	B+
83% – 86.9%	B
80% – 82.9%	B-
77% – 79.9%	C+
73% – 76.9%	C
70% – 72.9%	C-
67% – 69.9%	D+
60% – 66.9%	D
Below 60%	E





## **VI. Course Schedule**

### FOUNDATIONS

#### Week 1: Introduction

Day 1: Course Introduction

Day 2: Declaration of Independence

United States Constitution

*Goals and Questions:* Introduce the relationship between the moral aspirations and institutional design of the United States by discussing the relationship between the Declaration and the Constitution, considering how (or whether) the latter is suited to the former.

#### Week 2: Natural Rights and the Social Contract

Day 1: John Locke, selections from *Second Treatise on Government* (1689)

John Dickinson, "Letters from a Pennsylvania Farmer" (1767)

Day 2: Thomas Jefferson, "Letter to Major John Cartwright" (1824)

Thomas Jefferson, "Letter to Henry Lee" (1825)

Thomas Jefferson, "Letter to Roger Weightman" (1826)

Alexander Hamilton, "The Farmer Refuted" (1775)

*Goals and Questions:* Introduce natural rights philosophy as a way of thinking about the legitimate purposes of government, particularly considering: what do the authors assigned mean when they refer to a state of nature and natural rights? And how does this framework illuminate the specific problem of taxation without representation?

#### Week 3: Small versus Large Republics

Day 1: Articles of Confederation

Federalist Papers, No. 15, 23

Day 2: Brutus, "No. 1"

Centinel, "No. 1"

Federalist Papers, No. 10, 51

*Goals and Questions:* Introduce the problem of scale as a problem of political philosophy and institutional design, particularly consider: What do the Articles allow the central government to do (and prohibit it from doing)? What were Publius's chief arguments against the Articles of Confederation? And what unfortunate moral qualities did the Anti-Federalists think an "extended republic" would generate?

#### Week 4: Constitutions – Short or Long, Rigid or Flexible?

Day 1: Federalist Papers, No. 84

U.S. Bill of Rights (1789)

Franklin D. Roosevelt, "Economic Bill of Rights" (1944)

Selections from Debates of the Maryland Constitutional Convention (1967-1968)

Richard Henry Lee, Proposed Amendments to the Constitution (1787)

Day 2: U.S. Constitution, Article V, Amendments (in *Federalist Papers*)

Thomas Jefferson, "Letter to James Madison" (1789)

James Madison, "Letter to Thomas Jefferson" (1790)

Thomas Jefferson, "Letter to Samuel Kercheval" (1816)

Federalist Papers, No. 49



*Goals and Questions:* What arguments does Publius make against including a Bill of Rights in the Constitution? What are the arguments for including rights, and what kinds of rights ought to be included? And should the rights secured by a constitutional text be extensive and easy to amend, or limited and difficult to change?

**Week 5: Constitutions – Who Interprets Them, and How?**

Day 1: Federalist Papers, No. 78

Brutus, “The Problem of Judicial Review” (1788)

Thomas Jefferson, “On Judicial Power” (1820-1822)

Andrew Jackson, “Veto of the Bank Bill” (1832)

Abraham Lincoln, selections (1858, 1861)

Day 2: William Brennan, “The Constitution of the US: Contemporary Ratification” (1985)

Antonin Scalia, “Originalism: The Lesser Evil” (1988)

*Goals and Questions:* Should constitutional interpretation be the province solely of the judiciary, or do the executive and legislative branches also have a responsibility to engage in independent constitutional interpretation? To what extent can constitutional questions be definitively decided, or to what extent do they require a process of constant, evolving reinterpretations?

INSTITUTIONS

**Week 6: Federalism and the Legislature**

Day 1: The Federalist Papers, No. 39, 46

Constitutional Convention of 1787, excerpts

Hamilton in the New York Ratifying Convention (1788)

James Madison to N. P. Trist (1830)

Virginia and Kentucky Resolutions (1798)

Day 2: Federalist Papers, No. 52, 53, 55, 62, 63

George Norris, “The Model Legislature” (1934)

*Goals and Questions:* Explore the distinction between a direct democracy and a representative democracy, particularly considering: in what ways was the Senate designed to have a different character than the House of Representatives? What did the Founders hope to achieve by dividing power between national and state government?

**Week 7: The Executive and the Administration**

Day 1: Federalist Papers, No. 70

Neutrality Act of 1793

Helvidius-Pacificus Debates (1793)

Thomas Jefferson, Letter to Colvin (1810)

Abraham Lincoln, “Habeas Corpus Speech,” (1861)

Abraham Lincoln, “Letter to Albert Hodges,” (1864)

Day 2: Federalist Papers, No. 27, 72

Tocqueville, *Democracy in America*, Perennial Classics edition, pp. 87-89

Gary Lawson, “The Rise and Rise of the Administrative State” (1994)

Articles debating the Unitary Executive.



*Goals and Questions:* The big puzzle: Can the executive be fully contained and controlled by the laws? What are the differences between Jefferson's and Lincoln's understandings of executive power? What is the purpose of administration? What is its place in the Constitution?

**Week 8: Debating Foundational Institutions**

Day 1: Marbury v Madison – Lecture

Day 2: Marbury v Madison – Debate

*Goals and Questions:* How does the Court establish its primacy as an authority on the constitution? How well does that argument fit the theories of government outlined in the readings we have seen until this point in the semester? The instructor may wish to substitute a different early case about foundational constitutional questions (e.g., the Slaughter-House cases).

**Week 9: Review and Mid-Term**

Day 1: Review

Day 2: Mid-Term

CONSTITUTIONAL EVIL

**Week 10: Slavery and the Constitution (I)**

Day 1: Slavery provisions in the Constitution (Art. 1, Sec. 2, Clause 3; Art.1, Sec. 9, Clause 1; Art. 4, Sec. 2, Clause 3)

Federalist Papers, No. 54

Patrick Henry, "Letter to Reeves" (1773)

Thomas Jefferson, "Letter to John Holmes" (1820)

Day 2: John C. Calhoun, "Speech on the Oregon Bill" (1848)

Alexander Stephens, "Cornerstone Speech" (1861)

Lincoln-Douglas Debates (1858)

*Goals and Questions:* What status did slavery hold under the Constitution, and what reasons were advanced to account for its status? How did the Founders who claimed to be opposed to slavery reconcile this with their ownership of slaves? What were the "new" views on slavery of the Southerners? How did Calhoun and Stephens (the vice-president of the Confederacy) deal with the claims of the Declaration of Independence?

**Week 11: Slavery and the Constitution (II)**

Day 1 William Lloyd Garrison, "On the Constitution and the Union" (1832)

Frederick Douglass, "The Constitution of the US: Pro-Slavery or Anti-Slavery?"  
(1860)

Day 2: Dred Scott v Sanford

*Goals and Questions:* Why did Garrison think the Constitution was pro-slavery? How did he think slavery could best be abolished? On what grounds did Douglass defend the Constitution as anti-slavery? How did he hope abolition would come about? What theories of constitutional principle and constitutional interpretation are represented in the majority and dissenting opinions of the Dred Scott decision? Which of the sources covered in the course so far should be used to evaluate the majority and dissenting opinions (whether as matters of "fact," or matters of "value"?)



**Week 12: Reconstruction as a Second Founding?**

U.S. Constitution, Amendments XIII, XIV

Civil Rights Acts of 1866 and 1964

Thurgood Marshall, Bicentennial Speech (1987)

Clarence Thomas, Speech to the National Bar Association (1998)

Articles on Current Debate on Birthright Citizenship

*Goals and Questions:* To what extent do the Civil War Amendments, and subsequent Civil Rights Acts, represent continuity or discontinuity with the original constitution? Should the Reconstruction period be treated as a second foundation? How should we treat Birthright Citizenship?

CONSTITUTIONAL JUSTICE

**Week 13: Equality and Meritocracy (I)**

Day 1: John Adams, selections from *Works*, Vol. IV, Vol. VI

John Adams, selections from Discourses on Davila (1791)

Thomas Jefferson, "Letter to James Madison" (1785)

Thomas Jefferson, brief selection from "Draft of a Constitution for Virginia"

Thomas Jefferson, "Letter to John Adams" (1813)

Day 2: Brutus, No. 3

Melancton Smith, selections from "Speeches to the New York Assembly"

Federalist Papers, #10

Federalist Papers, #35

*Goals and Questions:* How does Adams understand the origins of inequality? Are they natural, or the result of a capitalist system? How does Jefferson respond to Adams? Which institutional legal changes, according to Jefferson, will promote genuine economic opportunity? If some forms of inequality are inevitable, what representative arrangement is fairest? How do the answers of the anti-Federalists and Federalists differ?

**Week 14: Equality and Meritocracy (II)**

Day 1: Regents of the University of California v. Bakke – Lecture

Day 2: Students for Fair Admission v. Harvard – Lecture

*Goals and Questions:* How were principled understandings of rights and citizenship applied to the issue of college admissions in Bakke, and then revised by the SFFA decisions? How can we take the principles of constitutional interpretation, the philosophies of individual rights, and the understanding of the legitimate powers of different branches government, presented up until this point, to evaluate the Supreme Court's decisions in these cases? Moreover, how have these cases changed the terrain of how Americans think about the rights of citizenship and the terms of justice (for instance, by introducing the language of diversity)?

**Week 15: Equality and Meritocracy (III)**

Day 1: Bakke, SFFA – Debate

Day 2: Course Review

*Goals and Questions:* What theories of constitutional principle and constitutional interpretation are represented in the majority and dissenting opinions? Which of the sources covered in the course so far should be used to evaluate the legitimacy of each decision?



## VII. University Policy Statements

### Academic Misconduct

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

### Disability Services

- The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.
- If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

### Religious Accommodations

- Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.
- With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to,



rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

- A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.
- If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#)).

## 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 Theme course submission worksheet: Citizenship for a Diverse and Just World

## Overview

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Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

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In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

*(enter text here)*

## **America's Foundational Debates Worksheet**

### **Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)**

This course understands citizenship as 1) a legal status entailing rights and responsibilities, and encompassing diverse individuals and groups, and 2) a contested and evolving historical, philosophical, and legal concept. Specifically, this course introduces students to foundational debates that have shaped the American civic tradition—those surrounding democracy, natural rights, institutional design, and constitutional interpretation, among other topics. Through close reading of primary sources, students will explore competing perspectives on the proper design and interpretation of the United States Constitution during (i) the Founding era of the constitutional conventions, and (ii) the Civil War era, when the meaning of the U.S. Constitution was debated and redefined through landmark Supreme Court cases and amendments. Arguments from these foundational debates are also examined through their application to contemporary constitutional debates and important Supreme Court cases.

#### **1.1 Engage in critical and logical thinking about the topic or idea of the theme.**

Students will engage in critical and logical thinking about citizenship for a just and diverse world through readings, discussions, debates, and exams.

*-Readings:* Students will develop critical and logical thinking skills through close reading of a wide range of texts: selections from the work of Enlightenment thinkers who influenced American Founders (e.g. John Locke's Second Treatise on Government); primary texts from the Founding period, which set the parameters for subsequent arguments within and about American civic life (e.g. Federalist Papers, No. 10, 15, 23, and 51, Centinel, No. 1, and the U.S. Bill of Rights); Supreme Court cases such as *Marbury v. Madison*; legislation from the Reconstruction era (e.g. the Civil Rights Acts of 1866). Through these readings and others, students will learn to identify philosophic frameworks that informed early constitutional debates and explain how those frameworks were challenged and adapted at hinge points in American history, including key cases of constitutional law.

*-Discussion:* Students will engage critically with their readings and the theme of citizenship for a just and diverse world through active participation in discussion (their participation and attendance will constitute 10% of their grade). In Week 10, for example, students will talk about who was excluded from the Founders' conceptions of citizenship. They will discuss the status of slavery under the Constitution, and how Founders who claimed to be opposed to slavery reconciled this with their ownership of slaves. In Week 7, students will also explore the proper extent and limits of centralized power. They will discuss the differences between Thomas Jefferson's and Abraham Lincoln's understandings of executive power, and the place of administration in the Constitution.

*-Debates:* Students will engage in three debates where they are required to defend or contest controversial Supreme Court opinions (e.g. *Marbury v. Madison*). Doing so will challenge them engage



in critical and logical thinking about questions such as the definition of citizenship and the rights that go with it. In the process, students will also learn to identify, describe, and synthesize approaches to defining citizenship by demonstrating their ability to show how contemporary Supreme Court opinions reflect competing philosophic and political positions articulated by earlier political, civic, and philosophic voices American constitutional debates.

## **1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.**

Students will study competing perspectives on the knowledge, skills, and dispositions necessary for citizenship. They will do this through primary source analysis of debates such as: the Federalists versus the Anti-Federalists on the social and civic dispositions characteristic of small versus large republics (reading the Articles of Confederation and Brutus No. 1 in Week 3); the Supreme Court's jurisprudence on the constitutional values informing college admissions (reading *Regents of the University of California v. Bakke* in Week 14). The following course activities will also challenge students to engage in advanced, in-depth, scholarly exploration of citizenship for a just and diverse world:

-*Lectures*: Lectures will provide students with historical, legal, and philosophical background on primary source readings and weekly topics. For example, in Week 12, lectures will surround the constitutional, social, and economic struggles underlying the Civil War, and the way the conflict transformed the meaning (and very words) of the Constitution. In Week 5, the instructor will lecture on different forms of constitutional interpretation (e.g. originalism, textualism, "living constitutionalism") and introduce students to historical debates surrounding appropriate methods of textual interpretation that can allow both ordinary citizens and judges to make sense of the country's Constitution—specifically, the terms of citizenship as a legal status carrying specific rights and responsibilities.

-3 In-Class Debates will require that students develop evidence-based arguments in defense of or against controversial Supreme Court opinions such as *Marbury v. Madison*. They will be graded based on use of evidence, organization, oral presentation, and civil discourse.

-Students' mid-term and final exam will challenge them to apply their advanced knowledge of citizenship for a just and diverse world. It will do this through short answer questions such as: Should constitutional interpretation be the province solely of the judiciary, or do the executive and legislative branches also have a responsibility to engage in independent constitutional interpretation? How does John Adams understand the origins of inequality? Are they natural, or the result of a capitalist system? Which institutional legal changes, according to Jefferson, will promote genuine economic opportunity? If some forms of inequality are inevitable, what representative arrangement is fairest? How do the answers of the anti-Federalists and Federalists differ?

## **2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.**

This course will expose students to a wide range of approaches to citizenship for a just and diverse world. Primary source readings will introduce students to various aspects of citizenship (e.g. Federalism and the Legislature, in Week 6, Constitutional Interpretation in Week 5, slavery provisions in the Constitution in Weeks 10-11, and meritocracy (weeks 14-15). Students will study competing perspectives on the knowledge, skills, and dispositions necessary for citizenship. They will do this through primary source analysis of debates such as: the Federalists versus the Anti-Federalists on the social and civic dispositions characteristic of small versus large republics (reading the Articles of Confederation and Brutus No. 1 in Week 3); the Supreme Court's jurisprudence on the constitutional values informing college admissions (reading *Regents of the University of California v. Bakke* in Week 14). In class discussion and exams, students will have the chance to synthesize their learning, reflecting on proper methods of constitutional interpretation and understandings of individual rights and citizenship. For example, in Week 15, student will be challenged to consider which of the sources covered in the course should be used to evaluate the legitimacy of *Regents of the University of California v. Bakke* and *Students for Fair Admissions v. Harvard*.

## **2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.**

By engaging in consistently more extensive moot court-style debates (e.g. over *Marbury v. Madison*) culminating in a debate on college admissions (a topic which bears directly on all students' life recent experiences and life aspirations), students will demonstrate a developing sense of self as a learner. Students' mid-term and final exams will also challenge them to apply the conceptual and historical knowledge they have developed throughout the class through questions such as: "Should the Reconstruction period be treated as a second founding?" And, "How well does the majority argument in *Marbury v. Madison* align with the theories of government outlined in other course readings?"

## **3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.**

"America's Foundational Debates" challenges students to describe and analyze a range of perspectives on what constitutes citizenship. For example, course readings will introduce students to conceptions of citizenship, civic institutions, and civic virtue among English Enlightenment thinkers (John Locke's natural rights philosophy), in the Founding era, in the early American Republic, in the Reconstruction Era, and today. Students will also grapple with diverse perspectives on the nature of citizenship through exploration of debates such as: the Federalists versus the Anti-Federalists on the social and civic dispositions characteristic of small versus large republics (reading the Articles of Confederation and Brutus No. 1 in Week 3); the Supreme Court's jurisprudence on the constitutional values informing college admissions (reading *Regents of the University of California v. Bakke* in Week 14). Exam questions will ask students to compare how conceptions of citizenship have differed across sociopolitical and historical communities (e.g. how and why does Frederick Douglass's conception of citizenship differ from John Calhoun's? and how have *Regents of the University of California v. Bakke* and *Students for Fair Admission v. Harvard* changed the terrain of how Americans think about the rights of citizenship and the terms of justice (for instance, by introducing the language of diversity)?

### **3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.**

Students will be challenged to think of themselves as global as well as national citizens. They will develop the intercultural competency necessary for global citizenship by: practicing civil discourse with peers in 3 debates surrounding Supreme Court Cases such as *Marbury v. Madison* and through regular class discussion about controversial topics such as executive power, constitutional interpretation, and the relationship between direct democracy and representative democracy. High-quality participation—including respectful listening, contributing to discussion, and building on peers' insights—is expected each week (10% of students' grade depends on that and attendance). Exam questions will also challenge students to reflect on how to assess contemporary, hot button political topics not just in terms of personal policy preferences, but as matters of principle concerning the nature of rights and the structure of government that can be traced back to the Founding era. For example, in their final exam, they will be asked how primary source readings from this course changed their perspective on a particular policy issue they care about. These political reasoning skills will prepare students to participate thoughtfully in their local, national, and global communities.

### **4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.**

Students will examine notions of justice amid difference, analyzing how these interact with historically and socially constructed ideas of citizenship and membership within a national and global society. Students will achieve this goal by studying the natural rights philosophy of the American Founding (Week 2), and examining how that approach to understanding the rights and responsibilities of citizenship has been invoked by—and challenged in—constitutional debates among political actors (e.g., abolitionists versus slaveholders in the era of the Civil War), judges (e.g., Supreme Court decisions), and by the political framers of constitutions (e.g., arguments about long versus short bills of rights, as trends in one direction or the other have shifted over the course of American history, and in light of the adoption by other countries of more extensive rights guarantees).

### **4.2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.**

In the process of engaging in moot court-style debates and in-class discussion, students will examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion. For example, in Week 12, students will read the Civil Rights Acts of 1866 and 1964 alongside the 13<sup>th</sup> and 14<sup>th</sup> Amendment, and discuss the following questions: To what extent do the Civil War Amendments, and subsequent Civil Rights Acts, represent continuity or discontinuity with the original constitution? Should the Reconstruction period be treated as a second foundation? How should we treat Birthright Citizenship?) In their exams, students will also be asked to analyze how notions of justice and citizenship developed (and have been debated) in Supreme Court jurisprudence and in relation to (and/or tension with) understandings of rights and justice developed in the constitutional debates of the Framing and Reconstruction eras.

## Connect this course to the Goals and ELOs shared by *all* Themes

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Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
<b>ELO 1.1</b> Engage in critical and logical thinking.	
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.	
<b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

*Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):*

<b>ELO 1.1</b> Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p><b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i> <i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i> <i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i>
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## Goals and ELOs unique to Citizenship for a Diverse and Just World

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**GOAL 3:** Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

**GOAL 4:** Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

	Course activities and assignments to meet these ELOs
<b>ELO 3.1</b> Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.	
<b>ELO 3.2</b> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	
<b>ELO 4.1</b> Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	
<b>ELO 4.2</b> Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.	

*Example responses for proposals within “Citizenship” (Hist/Relig. Studies 3680, Music 3364; Soc 3200):*

<b>ELO 3.1</b> Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural,	<i>Citizenship could not be more central to a topic such as immigration/migration. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on local, national, and global citizenship.</i>
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<p><i>national, global, and/or historical communities.</i></p>	<p><i>Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</i></p> <p><i>The course content addresses citizenship questions at the global (see weeks #3 and #15 on refugees and open border debates), national (see weeks #5, 7-#14 on the U.S. case), and the local level (see week #6 on Columbus). Specific activities addressing different perspectives on citizenship include Assignment #1, where students produce a demographic profile of a U.S.-based immigrant group, including a profile of their citizenship statuses using U.S.-based regulatory definitions. In addition, Assignment #3, which has students connect their family origins to broader population-level immigration patterns, necessitates a discussion of citizenship. Finally, the critical reading responses have the students engage the literature on different perspectives of citizenship and reflect on what constitutes citizenship and how it varies across communities.</i></p>
<p><b>ELO 3.2</b> <i>Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</i></p>	<p><i>This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of multiple forms of musical-political agency worldwide, from the grass-roots to the state-sponsored. Students identify varied cultural expressions of "musical citizenship" each week, through their reading and listening assignments, and reflect on them via online and in-class discussion. It is common for us to ask probing and programmatic questions about the musical-political subjects and cultures we study. What are the possibilities and constraints of this particular version of musical citizenship? What might we carry forward in our own lives and labors as musical citizens Further, students are encouraged to apply their emergent intercultural competencies as global, musical citizens in their midterm report and final project, in which weekly course topics inform student-led research and creative projects.</i></p>
<p><b>ELO 4.1</b> <i>Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</i></p>	<p><i>Through the historical and contemporary case studies students examine in HIST/RS 3680, they have numerous opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. The cases highlight the challenges of living in religiously diverse societies, examining a range of issues and their implications. They also consider the intersections of religious difference with other categories of difference, including race and gender. For example, during the unit on US religious freedom, students consider how incarcerated Black Americans and Native Americans have experienced questions of freedom and equality in dramatically different ways than white Protestants. In a weekly reflection post, they address this question directly. In the unit on marriage and sexuality, they consider different ways that different social groups have experienced the regulation of marriage in Israel and Malaysia in ways that do not correspond simplistically to gender (e.g. different women's groups with very different perspectives on the issues).</i></p> <p><i>In their weekly reflection posts and other written assignments, students are invited to analyze the implications of different regulatory models for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which model is</i></p>

	<p><i>"right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different societies manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion. They also consider how the different social and demographic conditions of different societies shape their approaches (e.g. a historic Catholic majority in France committed to laicite confronting a growing Muslim minority, or how pluralism *within* Israeli Judaism led to a fragile and contested status quo arrangement). Again, these goals are met most directly through weekly reflection posts and students' final projects, including one prompt that invites students to consider Israel's status quo arrangement from the perspective of different social groups, including liberal feminists, Orthodox and Reform religious leaders, LGBTQ communities, interfaith couples, and others.</i></p>
<p><b>ELO 4.2</b> <i>Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</i></p>	<p><i>As students analyze specific case studies in HIST/RS 3680, they assess law's role in and capacity for enacting justice, managing difference, and constructing citizenship. This goal is met through lectures, course readings, discussion, and written assignments. For example, the unit on indigenous sovereignty and sacred space invites students to consider why liberal systems of law have rarely accommodated indigenous land claims and what this says about indigenous citizenship and justice. They also study examples of indigenous activism and resistance around these issues. At the conclusion of the unit, the neighborhood exploration assignment specifically asks students to take note of whether and how indigenous land claims are marked or acknowledged in the spaces they explore and what they learn from this about citizenship, difference, belonging, and power. In the unit on legal pluralism, marriage, and the law, students study the personal law systems in Israel and Malaysia. They consider the structures of power that privilege certain kinds of communities and identities and also encounter groups advocating for social change. In their final projects, students apply the insights they've gained to particular case studies. As they analyze their selected case studies, they are required to discuss how the cases reveal the different ways justice, difference, and citizenship intersect and how they are shaped by cultural traditions and structures of power in particular social contexts. They present their conclusions in an oral group presentation and in an individually written final paper. Finally, in their end of semester letter to professor, they reflect on how they issues might shape their own advocacy for social change in the future.</i></p>



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**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](mailto:ralph.52@osu.edu)  
Pronouns: she/her/hers

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**From:** Fortier, Jeremy <[fortier.28@osu.edu](mailto:fortier.28@osu.edu)>  
**Date:** Friday, April 4, 2025 at 9:52 AM  
**To:** Ralph, Anne <[ralph.52@osu.edu](mailto: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

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**From:** Ralph, Anne <[ralph.52@osu.edu](mailto:ralph.52@osu.edu)>  
**Date:** Tuesday, March 25, 2025 at 3:19 PM  
**To:** Fortier, Jeremy <[fortier.28@osu.edu](mailto: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**  
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Pronouns: she/her/hers

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

Hi,

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

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

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Jeremy Fortier  
Assistant Director, Salmon P. Chase Center for Civics, Culture, and Society  
The Ohio State University  
*Latest Article:* "[Why to be a Civic Constitutionalist](#)"

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

Hi Jeremy,

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

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

Sincerely,  
Tasha



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

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**From:** Fortier, Jeremy <[fortier.28@osu.edu](mailto:fortier.28@osu.edu)>  
**Sent:** Wednesday, April 9, 2025 9:09 AM  
**To:** Snyder, Anastasia <[snyder.893@osu.edu](mailto: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

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**From:** Fortier, Jeremy <[fortier.28@osu.edu](mailto:fortier.28@osu.edu)>  
**Date:** Friday, April 4, 2025 at 9:56 AM

**To:** Snyder, Anastasia <[snyder.893@osu.edu](mailto:snyder.893@osu.edu)>

**Subject:** Chase Center Concurrence Request

Hi,

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

Thanks! - Jeremy

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**THE OHIO STATE UNIVERSITY**

CHASE CENTER FOR CIVICS, CULTURE,  
AND SOCIETY

Jeremy Fortier

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

The Ohio State University

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

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

Hi Jeremy,

Thank you for adding the learning outcomes to the syllabi.

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

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

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

Sincerely,

Rob Greenbaum



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

---

**From:** Fortier, Jeremy <[fortier.28@osu.edu](mailto:fortier.28@osu.edu)>  
**Sent:** Friday, April 4, 2025 9:48 AM  
**To:** Greenbaum, Rob <[greenbaum.3@osu.edu](mailto:greenbaum.3@osu.edu)>  
**Cc:** Strang, Lee <[strang.69@osu.edu](mailto: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](mailto:greenbaum.3@osu.edu)>  
**Date:** Tuesday, March 25, 2025 at 8:15 PM  
**To:** Fortier, Jeremy <[fortier.28@osu.edu](mailto:fortier.28@osu.edu)>  
**Cc:** Strang, Lee <[strang.69@osu.edu](mailto:strang.69@osu.edu)>  
**Subject:** RE: Chase Center Concurrence Request

Super – thanks!

Rob

---

**From:** Fortier, Jeremy <[fortier.28@osu.edu](mailto:fortier.28@osu.edu)>  
**Sent:** Tuesday, March 25, 2025 8:14 PM  
**To:** Greenbaum, Rob <[greenbaum.3@osu.edu](mailto:greenbaum.3@osu.edu)>  
**Cc:** Strang, Lee <[strang.69@osu.edu](mailto: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](mailto:greenbaum.3@osu.edu)>  
**Sent:** Tuesday, March 25, 2025 8:09:09 PM  
**To:** Fortier, Jeremy <[fortier.28@osu.edu](mailto:fortier.28@osu.edu)>  
**Cc:** Strang, Lee <[strang.69@osu.edu](mailto: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](mailto:fortier.28@osu.edu)>

**Sent:** Tuesday, March 25, 2025 2:58 PM  
**To:** Greenbaum, Rob <[greenbaum.3@osu.edu](mailto:greenbaum.3@osu.edu)>  
**Cc:** Strang, Lee <[strang.69@osu.edu](mailto: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

---

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**Sent:** Tuesday, March 25, 2025 2:23 PM  
**To:** Fortier, Jeremy <[fortier.28@osu.edu](mailto: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  
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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](mailto:fortier.28@osu.edu)>  
**Sent:** Monday, March 24, 2025 1:27 PM  
**To:** Greenbaum, Rob <[greenbaum.3@osu.edu](mailto: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 25<sup>th</sup>? 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



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**From:** Fortier, Jeremy <[fortier.28@osu.edu](mailto:fortier.28@osu.edu)>  
**Sent:** Monday, April 14, 2025 8:56 AM  
**To:** Greenbaum, Rob <[greenbaum.3@osu.edu](mailto: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 25<sup>th</sup> 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](mailto:fortier.28@osu.edu)>  
**Date:** Tuesday, April 8, 2025 at 8:57 PM  
**To:** Greenbaum, Rob <[greenbaum.3@osu.edu](mailto:greenbaum.3@osu.edu)>  
**Cc:** Strang, Lee <[strang.69@osu.edu](mailto: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](mailto:greenbaum.3@osu.edu)>

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

**To:** Fortier, Jeremy <[fortier.28@osu.edu](mailto:fortier.28@osu.edu)>

**Cc:** Strang, Lee <[strang.69@osu.edu](mailto:strang.69@osu.edu)>

**Subject:** RE: Chase Center Concurrence Request

Hi Jeremy,

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

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

All the best,

Rob



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Pronouns: he/him/his

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**From:** Fortier, Jeremy <[fortier.28@osu.edu](mailto:fortier.28@osu.edu)>

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

**To:** Greenbaum, Rob <[greenbaum.3@osu.edu](mailto:greenbaum.3@osu.edu)>

**Cc:** Strang, Lee <[strang.69@osu.edu](mailto: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

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**From:** Greenbaum, Rob <[greenbaum.3@osu.edu](mailto:greenbaum.3@osu.edu)>

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

**To:** Fortier, Jeremy <[fortier.28@osu.edu](mailto:fortier.28@osu.edu)>

**Cc:** Strang, Lee <[strang.69@osu.edu](mailto:strang.69@osu.edu)>

**Subject:** RE: Chase Center Concurrence Request

Super – thanks!

Rob

---

**From:** Fortier, Jeremy <[fortier.28@osu.edu](mailto:fortier.28@osu.edu)>

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

**To:** Greenbaum, Rob <[greenbaum.3@osu.edu](mailto:greenbaum.3@osu.edu)>

**Cc:** Strang, Lee <[strang.69@osu.edu](mailto:strang.69@osu.edu)>

**Subject:** Re: Chase Center Concurrence Request

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

**To:** Fortier, Jeremy <[fortier.28@osu.edu](mailto:fortier.28@osu.edu)>

**Cc:** Strang, Lee <[strang.69@osu.edu](mailto:strang.69@osu.edu)>

**Subject:** RE: Chase Center Concurrence Request

Hi Jeremy,

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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.

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**From:** Fortier, Jeremy <[fortier.28@osu.edu](mailto:fortier.28@osu.edu)>  
**Sent:** Tuesday, March 25, 2025 2:58 PM  
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**Cc:** Strang, Lee <[strang.69@osu.edu](mailto:strang.69@osu.edu)>  
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Thanks for your timely attention on this!

All best - Jeremy

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

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**From:** Fortier, Jeremy <[fortier.28@osu.edu](mailto:fortier.28@osu.edu)>

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

**To:** Greenbaum, Rob <[greenbaum.3@osu.edu](mailto: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](mailto:martin.1026@osu.edu)

---

**From:** Fortier, Jeremy <[fortier.28@osu.edu](mailto:fortier.28@osu.edu)>  
**Sent:** Tuesday, April 22, 2025 3:15 PM  
**To:** Martin, Andrew <[martin.1026@osu.edu](mailto:martin.1026@osu.edu)>; Strang, Lee <[strang.69@osu.edu](mailto:strang.69@osu.edu)>  
**Cc:** Smith, Randy <[smith.70@osu.edu](mailto:smith.70@osu.edu)>; Schoen, Brian <[schoen@ohio.edu](mailto: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](mailto:martin.1026@osu.edu)>  
**Sent:** Tuesday, April 22, 2025 2:28:28 PM  
**To:** Fortier, Jeremy <[fortier.28@osu.edu](mailto:fortier.28@osu.edu)>; Strang, Lee <[strang.69@osu.edu](mailto:strang.69@osu.edu)>  
**Cc:** Smith, Randy <[smith.70@osu.edu](mailto: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



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[martin.1026@osu.edu](mailto:martin.1026@osu.edu)

---

**From:** Fortier, Jeremy <[fortier.28@osu.edu](mailto:fortier.28@osu.edu)>  
**Sent:** Friday, April 18, 2025 1:33 PM



**To:** Martin, Andrew <[martin.1026@osu.edu](mailto:martin.1026@osu.edu)>; Strang, Lee <[strang.69@osu.edu](mailto:strang.69@osu.edu)>  
**Cc:** Smith, Randy <[smith.70@osu.edu](mailto: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

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**From:** Martin, Andrew <[martin.1026@osu.edu](mailto:martin.1026@osu.edu)>  
**Date:** Friday, April 18, 2025 at 1:16 PM  
**To:** Strang, Lee <[strang.69@osu.edu](mailto:strang.69@osu.edu)>, Fortier, Jeremy <[fortier.28@osu.edu](mailto:fortier.28@osu.edu)>  
**Cc:** Smith, Randy <[smith.70@osu.edu](mailto: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



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