

Term Information

Effective Term Spring 2026

General Information

Course Bulletin Listing/Subject Area Civics, Law, and Leadership
Fiscal Unit/Academic Org Chase Center for Civics - D4260
College/Academic Group Office of Academic Affairs
Level/Career Undergraduate
Course Number/Catalog 3560
Course Title Profiles in American Leadership
Transcript Abbreviation American Leaders
Course Description This course covers case studies in leadership from politics (local, state, and federal), business, education, and other key areas of civic life. Students use scholarship from diverse disciplines to explore: what makes for healthy or unhealthy civic leadership? How have American leaders successfully channeled ideals of equality, individualism, and freedom into constructive, civic-minded projects?
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

Citizenship for a Diverse and Just World

Course Details

Course goals or learning objectives/outcomes

- Students learn to understand citizenship as an active relationship between individuals and their states, and one that demands leadership on the part of everyday citizens and political representatives.

Content Topic List

- Leadership Cultures; Leadership Psychology; Institutional Context; Leadership in the Public Sector; Entrepreneurship; Tradition and Innovation; Ethics and Fair Treatment

Sought Concurrence

Yes

Attachments

- CIVICLL, Profiles in American Leadership - Syllabus.pdf: Syllabus
(Syllabus. Owner: Fortier,Jeremy)
- CIVICLL, Profiles in American Leadership - GE Worksheet.pdf: GE Worksheet
(Other Supporting Documentation. Owner: Fortier,Jeremy)
- Concurrence - ASC, Glenn, Education, Law.pdf: Concurrence Exchange
(Concurrence. Owner: Fortier,Jeremy)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Fortier,Jeremy	08/21/2025 05:00 PM	Submitted for Approval
Approved	Fortier,Jeremy	08/21/2025 05:00 PM	Unit Approval
Approved	Reed,Kathryn Marie	08/25/2025 03:34 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/25/2025 03:34 PM	ASCCAO Approval



CIVICLL 3560: Profiles in American Leadership

GEN Theme: Citizenship for a Diverse and Just World

Semester and Year: Spring 2026

Meetings Times:

Location:

Format of Instruction: Lecture

Contact Hours Per Week: 3

Instructor:

Office:

Email:

Phone:

Office Hours:

I. COURSE DESCRIPTION

This interdisciplinary seminar introduces students to the traditions, leadership models, and experiences that shape American civic and professional life. Each week, students will learn about a leading contemporary figure in business, education, medicine, law, politics, philanthropy, or religion whose career offers practical lessons in how to strategically navigate institutions, challenge cultural norms, and foster social change. Drawing on these real-world insights, students will explore the dynamic interplay between personal agency, inherited traditions, and institutional transformation.

Honors students will also complete a proposal for a CRIG Project (Creativity, Resilience, Independence, and Grit), a self-directed challenge that requires them to apply leadership principles in a meaningful area of life. Through this process, students will reflect critically on how individual actions engage with broader cultural, institutional, and technological systems.

II. COURSE LEARNING OUTCOMES

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

- analyze how leadership practices reflect, reinforce, or challenge cultural and institutional traditions and contribute to civic health.
- examine how individual agency interacts with inherited norms, social structures, and collective memory.
- explore cultural continuity and change through weekly discussions about particular contemporary civic leaders across professions.
- reflect on their developing leadership identity through structured writing, mentorship, and peer feedback.
- build practical skills in influence, strategic thinking, and civic responsibility within real-world contexts.
- compare and contrast their experiences, reasoning, and cultural assumptions with the accumulated wisdom of inherited traditions, the successes and failures of historical case studies, and the best lessons from the behavioral, social, and natural sciences.



- apply a multi-disciplinary perspective to identify and draw insights from historical antecedents to contemporary problems, real-world applications of theoretical claims, and the principled bases for practical courses of action within a pluralistic American polity.
- draw on multiple scholarly disciplines to effectively research and present arguments about civic traditions and civic life using a variety of modes (e.g., verbal, textual, and visual), while faithfully characterizing arguments that counter their positions.
- collaborate in a mutually beneficial way with people and groups inside and beyond the academy to co-produce, share, and apply knowledge related to power, law, or politics, contributing to self-governance, common understanding, civil debate, and civic leadership.
- (for honors students) design an ambitious, real-world project that integrates personal development with broader social or cultural transformation.

III. GEN Goals & Learning Outcomes

This course fulfills the following **GEN 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 connects to the Theme: Citizenship for a Diverse and Just World:

This course understands citizenship as an active relationship between individuals and their states, and one that demands leadership on the part of everyday citizens and political representatives. Likewise, this course understands the concept of “a diverse and just world” as encompassing the reality of cultural pluralism and the ideal of justice, or the equitable and fair treatment of *all* persons. “Profiles in American Leadership” helps students meet the Goals and Expected Learning Outcomes for the Citizenship for a Diverse and Just World Theme through a range of readings, class discussion, presentations, and writing assignments. Bi-weekly presentations will challenge students to consider the relationship between particular civic leaders and broader cultural and institutional contexts. And engagement in small-group discussions about civic leaders will help students develop cross-disciplinary insights about American citizenship and civic leadership. These course activities will equip students with the skills to examine how civic traditions are transmitted and contested, how civic subcultures and institutions evolve, and how individual leaders drive transformation within cultural contexts. This course’s grading structure also reflects its emphasis on leadership-in-practice, personal initiative, and thoughtful engagement with cultural transformation.

IV. COURSE MATERIALS

Required Texts: The following core texts will be read in whole or in part and will be available via Carmen Canvas or university library access:

Jeffrey Pfeffer, *Power: Why Some People Have It—and Others Don’t* (New York, NY: Harper Business, 2010), ISBN-10: 0061789089.

- Provides practical insight into how individuals gain and wield influence within institutions and across cultures.

Robert Cialdini, *Influence: The Psychology of Persuasion* (New York, NY: Harper Business, 2006), ISBN-10: 006124189X.

- Offers foundational principles for understanding how persuasion operates at cultural and interpersonal levels.

Arlene Francis, *That Certain Something: The Magic of Charm* (New York, NY: Julian Messner, Inc., 1960), ISBN-10: 0191151963



- Explores personal presence, character, and informal leadership across different cultural settings.

Supplemental Readings:

Additional short readings will be provided on CarmenCanvas throughout the course. These may include:

- Essays by course speakers
- Case studies on cultural transformation
- Profiles of Ohio-based civic innovators
- Selections from leadership and organizational theory
- Articles on race, gender, and institutional change

Course materials are selected to emphasize the following themes:

- Leadership in context – How strategic action interacts with existing traditions, institutions, and cultural expectations.
- Transformation through influence – Exploring how leaders shape or resist dominant norms and help create new social patterns.
- Accessibility and depth – All readings are chosen to be both intellectually rigorous and personally applicable to students' own leadership journeys.

V. COURSE ASSIGNMENTS AND GRADING

The final grade will be calculated as follows:

- Participation, Engagement, and Attendance: 30%
 - Daily Questions: 10%
 - Oral Presentations: 30%
 - End-of-Semester Reflection Paper (Non-Honors) OR Presentation *or* CRIG Project (Honors): 30%
1. Participation, Engagement, and Attendance – 30% This is a high-engagement seminar that depends on consistent participation, preparation, and reflective practice. This portion of the grade includes attendance, preparation for weekly sessions, and meaningful participation in both large-group discussions and small-group activities. To receive full points, please note these policies:
 - 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 zero for this portion of the class. Missing classes for illness, university-sponsored events, or religious



holidays does not count, but for an absence to be considered excused, you must contact the instructor within one week of the absence. 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.

2. Daily Questions – 10%

- Students are expected to come to each class having read the assigned materials and prepared **two thoughtful questions** related to the leader on which the week will focus. These questions should be submitted on CarmenCanvas by 10am EST on the day of class and should reflect serious engagement with the course texts and themes. Faculty reserve the right to request students' preparatory questions if a student appears unprepared or disengaged in discussion. These questions will be graded on completion. Failure to submit two questions on CarmenCanvas before class will result in losing 1/14 of this portion of the grade. (there are 14 class sessions and thus 14 daily question assignments).

3. Oral Presentations – 30%

- Every other week, students will be asked to give a 2-3 minute presentation linking insights about a particular leader to broader cultural and institutional themes. Students will be divided into two groups (A and B) at the beginning of the semester, and Group A students will present on weeks 1, 3, 5, 7, 9, 11, 13, and Group B students will present on weeks 2, 4, 6, 8, 10, 12, 14. Each presentation will be graded out of 20 points (for a total of 140), and students will be assessed based on clarity, organization, and delivery. Instructors will provide students with a presentation rubric at the beginning of the semester.

4. End-of-Semester Reflection Paper and Oral Presentation – 30%

- Non-honors students will write and present on a 3-5 page paper applying insights about leadership from one of our assigned texts to an issue in contemporary life. Papers should be double-spaced, use 12-point Times New Roman font, and be carefully edited. These will be due by 11:59pm on Tuesday, November 25.

5. Honors Assignment: CRIG Project (Completion Grade) – 30% Honors students must plan and execute a self-directed CRIG (Creativity, Resilience, Independence, and Grit) Project.



The planning of a CRIG Project is a self-designed leadership challenge that requires students to stretch themselves in a meaningful way over the course of the semester. Projects should reflect one or more dimensions of the CRIG framework:

- **Creativity** – engaging new ideas, taking imaginative approaches
- **Resilience** – overcoming setbacks or challenges
- **Independence** – acting with initiative, not by assignment
- **Grit** – demonstrating sustained effort over time

This is a **completion-based grade**: to receive full credit, students must propose and carry out a meaningful and realistic CRIG Project and meet at least twice with the instructor to discuss its progress. Projects may take many forms—launching a venture, organizing a campus initiative, completing a personal challenge—but all must include **a one-page written reflection/self-evaluation** connecting the project to the course's themes of leadership, culture, and transformation. Papers will be due by 11:59pm on Tuesday, November 25.

Grading Scale

All assignments will be graded out of a 100-point scale and then converted into the final grade (also on a 100-point scale) using percentages outlined below. Your letter grade will be determined using the following ranges.

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

VII. COURSE SYLLABUS

UNIT 1: CREEDS AND CITIZENSHIP

Week 1 (Tuesday, January 13) – COURSE INTRODUCTION

Thursday, January 15: Discussion Focus: What does it mean to lead graciously within and against tradition?

Leadership Exemplar: _____

Assigned Reading:

Arlene Francis, *That Certain Something*

Week 2 (Tuesday, January 20) – CULTURAL LEGACIES AND THE FORMATION OF LEADERS

Thursday, January 22 Discussion Focus: How do cultural values and subcultures shape leadership identity?

Leadership Exemplar: _____

Assigned Reading:

Jeffrey Pfeffer, Power, Introduction and Chapter 1

Week 3 (Tuesday, January 27) – THE PSYCHOLOGY OF INFLUENCE AND SOCIAL CHANGE

Thursday, January 29: Discussion Focus: What are the psychological tools of persuasion, and how do they operate in cultural contexts?

Leadership Exemplar: _____

Assigned Reading:

Robert Cialdini, Influence, Chapters 1–3

Week 4 (Tuesday, February 3) – LEADERSHIP, IDENTITY, AND INSTITUTIONAL NAVIGATION

Thursday, February 5: Discussion Focus: How do leaders navigate institutions across lines of identity and difference?

Leadership Exemplar: _____

Assigned Reading:

Banaji et al., [Systemic Racism: Individuals and Interactions, Institutions and Society](#)

Week 5 (Tuesday, February 10) – TRADITION AND TRANSFORMATION IN THE PUBLIC SECTOR

Thursday, February 12: Discussion Focus: How do leaders work within or challenge traditions in law, policy, and governance?

Leadership Exemplar: _____

Assigned Reading:

Martin, [Culture and Continuity through Institutional Change](#)

Week 6 (Tuesday, February 17) – RESILIENCE, SETBACKS, AND CULTURAL EXPECTATIONS

Thursday, February 19: Discussion Focus: What are the cultural narratives of failure and recovery?

Leadership Exemplar: _____

Assigned Reading:

Pfeffer, Power, Chapters 4–5

Week 7 (Tuesday, February 24) – ENTREPRENEURSHIP AND CULTURAL INNOVATION

Thursday, February 26, Discussion Focus: How does innovation preserve or disrupt cultural norms?

Leadership Exemplar: _____

For honors students, CRIG midterm check-ins begin

Assigned Reading:

Ganathula, [AI-Enabled Individual Entrepreneurship Theory: Redefining Scale, Capability, and Sustainability in the Digital Age](#)

Week 8 (Tuesday, March 3) – INSTITUTIONS AND PERSONAL AGENCY

Thursday, March 5: Discussion Focus: How can individuals lead from within systems?

Leadership Exemplar: _____

Assigned Reading:

Pir, [Structural Change Is An Easy Way Out: Why We Need To Own Our Corporate Cultures](#)

Week 9 (Tuesday, March 10) – ETHICS, CULTURE, AND LEADERSHIP INTEGRITY

Thursday, March 12: Discussion Focus: How do cultural and institutional ethics shape leadership behavior?

Leadership Exemplar: _____

Assigned Reading:
Cialdini, Influence, Chapters 6–7

SPRING BREAK, March 16–March 20

Week 10 (Tuesday, March 24) – THE FUTURE OF WORK, TECHNOLOGY, AND CULTURAL TRANSFORMATION

Thursday, March 26: Discussion Focus:
How do technological shifts transform leadership and identity?

Assigned Reading:
Beer & Mulder, [The Effects of Technological Developments on Work and Their Implications for Continuous Vocational Education and Training: A Systematic Review](#)

Leadership Exemplar: _____

Week 11 (Tuesday, March 31) – BUILDING NETWORKS AND SUSTAINING INFLUENCE

Thursday, March April 2: Discussion Focus: How do leaders cultivate long-term influence and cultural stewardship?

For honors students, CRIG peer feedback session.

Assigned Reading:
Pfeffer, Power, Chapters 6–8

Leadership Exemplar: _____

Week 12 (Tuesday, April 7) – OHIO AS A CIVIC LABORATORY

Thursday, April 9: Discussion Focus: What can Ohio teach us about cultural continuity and civic transformation?

Leadership Exemplar: _____

Assigned Reading:
Jackson, [The Relationship of Leadership Style to Education Attainment and Leadership Training of Retail Managers in Southwest Ohio](#)

Week 13 (Tuesday, April 14) – STRATEGIC LEGACY: LEADING BEYOND THE SELF

Thursday, April 16: Discussion Focus: What do I want to preserve, disrupt, or pass on?

Leadership Exemplar: _____

Assigned Reading:

Patil, [Crafting a Vision That Endures](#)

Week 14 (Tuesday, April 21) – CONCLUSION and Presentations

Thursday, April 23: Presentations.

Assignments: Essay and oral presentation on nature of leadership

For honors students, submit final written plan for CRIG Project and leadership growth.

VIII. University Policy Statements

Academic Misconduct

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

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

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

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

Disability Services (with Accommodations for Illness)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

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

Grievances and Solving Problems

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

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

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

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

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

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have

reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

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

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

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

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help

shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

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

Intellectual Diversity

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

GE Theme course submission worksheet:

Citizenship for a Diverse and Just World

Overview

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)

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)

Please see responses in the Appendix below.

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

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
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
ELO 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.	

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

ELO 1.1 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><i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</i></p> <p><i>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i></p>
<p>ELO 2.1 <i>Identify, describe, and synthesize approaches or experiences.</i></p>	<p><i>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</i></p> <p><u>Lecture</u> <i>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.</i></p> <p><u>Reading</u> <i>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.</i></p> <p><u>Discussions</u> <i>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.</i></p> <p><i>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.</i></p>
<p>ELO 2.2 <i>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.</i></p>	<p><i>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.</i></p> <p><i>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</i></p>

	<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></p> <p><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></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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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
ELO 3.1 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.	
ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	
ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	
ELO 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.	

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

ELO 3.1 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>ELO 3.2 <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>ELO 4.1 <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>ELO 4.2 <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>

Appendix.

In a sentence or two, explain how this class “fits” within the focal Theme.

This course understands citizenship as an active relationship between individuals and their states, and one that demands leadership on the part of everyday citizens and political representatives. Likewise, this course understands the concept of “a diverse and just world” as encompassing the reality of cultural pluralism and the ideal of justice, or the equitable and fair treatment of *all* persons under the law. The interdisciplinary seminar, “Profiles in American Leadership,” centers around the traditions, leadership models, and experiences that shape American civic and professional life. It exemplifies the theme of Citizenship for a Just and Diverse World by challenging students to explore the dynamic interplay between citizen agency, inherited civic traditions, and institutional transformation.

ELO 1.1:

Students will engage in critical and logical thinking about American leadership for a diverse and just world through:

- weekly readings on topics such as cultural legacies and the formation of leaders (Week 2), tradition and transformation in the public sector (Week 5), Ohio as a civic laboratory (Week 12), and strategic legacy: leading beyond the self (Week 13). Students’ reading will expose them to cutting-edge perspectives on and interpretations of these topics (e.g. reading the introduction and chapter 1 of Jeffrey Pfeffer’s *Power* in week 2 will challenge students to consider how cultural values and subcultures shape leadership identity).

- daily discussion on questions such as: What are the psychological tools of persuasion, and how do they operate in cultural contexts? (Week 3), “How do leaders work within or challenge traditions in law, policy, and governance?” (Week 5), and “What can Ohio teach us about cultural continuity and civic transformation?” (Week 12). Students will also come to class having submitted two questions related to the contemporary civic leader on which the week will focus. This daily assignment will require students to seriously engage with the course texts and themes, enlivening our discussion.

- bi-weekly presentations linking insights about a particular leader to broader cultural and institutional themes their readings introduce (e.g. the psychology of persuasion, in Robert Cialdini’s *Influence*). Each week, students will explore a leading contemporary figure in business, education, medicine, law, politics, philanthropy, or religion whose career offers practical lessons in how to strategically navigate institutions, challenge cultural norms, and foster social change.

ELO 1.2:

Students will engage in advanced, in-depth scholarly exploration of topics of American civic leadership for a diverse and just through a range of readings, daily questions, class discussion, presentations, and writing assignments. For example, in Week 4, students will read and discuss Mahzarin Banaji et. al.’s “Systemic Racism,” considering the historical roots and pervasiveness of racial bias and the way that leaders have navigated and sought to transform discriminatory institutions. In students’ daily question assignment, they will also be encouraged to critically engage with themes of political belonging, civic friendship, and leadership. Moreover, their bi-weekly presentations will challenge students to apply the lessons from their reading, articulating how particular leaders are shaped by and shape their broader cultural and institutional contexts. Additionally, end-of-semester reflection papers and oral presentations (and the CRIG project, for honors students) will require that students apply insights about leadership from one of their assigned texts to an issue in contemporary life.

ELO. 2.1:

A variety of course activities will help students identify, describe, and synthesize approaches to and

experiences in civic leadership. For example, their weekly readings will challenge students to analyze the similarities and differences between specific contemporary leaders in business, education, medicine, law, and religion, and evaluate the strengths and weaknesses of their approaches to decision-making (e.g. Condoleezza Rice, Sam Altman, Chief Justice John Roberts, Pope Leo XIV). Students will also develop cross-disciplinary insights about American citizenship and civic leadership by reading texts on topics ranging from AI (Week 10), business leadership (Week 7), and systemic racism (Week 4). Daily questions, small-group discussions, and oral presentations will challenge students to make sense of the relationship between academic and practical worlds. For honors students, the CRIG Project will challenge them to integrate leadership theory with personal experience. All of these course activities will equip students with the skills to examine how civic traditions are transmitted and contested, how civic subcultures and institutions evolve, and how individual leaders drive transformation within cultural contexts.

ELO 2.2:

Bi-weekly presentations, final reflection papers, and daily questions will challenge students to build on their prior experiences to reflect on the attributes of a good civic leader for a just and diverse world—and potential barriers to good civic leadership. In discussions, faculty will ask students to weigh the strengths and weaknesses of contemporary leaders, and to share their perspectives on the influence of technological innovation and other factors on civic leadership, individual agency, and institutional flourishing for a just and diverse world. For example, what does ethical and responsible AI use look like? How (if at all) can civic and professional leaders harness AI to pursue justice in a diverse world? What are the potential repercussions of social media, AI, and other technological advancements on human agency and flourishing, civic life, mental health, and community formation? Students will be asked to root their opinions in concrete examples from our readings (e.g. Pfeffer's *Power*, Cialdini's *Influence*, and Banaji et. al.'s "Systemic Racism"). This course's grading structure also reflects its emphasis on leadership-in-practice, personal initiative, and thoughtful engagement with cultural transformation. Student presentations, participation, and attendance constitute the majority of the grade. In "Profiles in American Leadership," students will cultivate a sense of self not only as learners but also as civic leaders. In course discussions and written papers, they will consider the civic traditions they wish to preserve, disrupt, and pass on, as well as specific ways that they can be better civic leaders.

ELO 3.1:

Students will learn to describe and analyze a range of perspectives on civic leadership throughout this course. They will do this through: bi-weekly presentations on contemporary civic leaders from a variety of disciplines, perspectives, and career paths (e.g. Condoleezza Rice, Sam Altman, Chief Justice John Roberts, Pope Leo XIV).; reading assignments that feature different cultural conceptions of citizenship (for example, in Week 2, students will read Jeffrey Pfeffer's *Power: Why Some People Have It—and Others Don't*, which presents recommended behaviors and dispositions for gaining and wielding influence in civic institutions, whereas in Week 7, they will read, Venkat Ganuthula's "AI-Enabled Individual Entrepreneurship," on the role that technological innovation plays in shaping leadership. Weekly reflection papers and oral presentations will also challenge students to analyze the different ways that civic leaders exemplify civic leadership and friendship. In these presentations, students will also be asked to reflect on failures in civic and professional leadership (e.g. in what ways has this leader abused their position of power, pursuing selfish financial and reputational goals rather than just and equitable outcomes for their wider community?

ELO 3.2:

Through readings such as Robert Cialdini's *Influence*, students will learn to identify the dispositions, skills, background conditions necessary for global citizenship—and, relatedly, the development of leadership that promotes civic health in their local, national, and global communities. Each week,

students will explore a leading contemporary figure in business, education, medicine, law, politics, philanthropy, or religion (e.g. Condoleezza Rice, Sam Altman, Chief Justice John Roberts, Pope Leo XIV) whose career offers practical lessons in how to strategically navigate institutions, challenge cultural norms, and foster social change. Students' bi-weekly presentations will challenge them to link insights about these particular leaders to broader cultural and institutional themes their readings introduce (e.g. the psychology of persuasion, in Robert Cialdini's *Influence*). Through in-class discussions, oral presentations, and structured end-of-semester reflection papers (for honors students, the CRIG Project), students will develop their own opinions on what it means to be a civic leader in an increasingly globalized world, citing examples of models of American leadership. Moreover, over the course of the semester, students will interact with peers from diverse backgrounds and with diverse conceptions of leaderships, practicing the sort of intercultural dialogue and civil discourse necessary for responsible global citizenship. Faculty mentorship and peer feedback on their bi-weekly presentations will also help students cultivate skills as global civic leaders.

ELO 4.1:

In this course, students will examine a variety of lived experiences of contemporary civic leaders (e.g. Condoleezza Rice, Sam Altman, Chief Justice John Roberts, Pope Leo XIV), evaluating how and to what extent they have contributed to just, flourishing societies. Daily readings, in-class discussions, and end-of-semester reflection papers will challenge them to critique the implications of various approaches to civic leadership on peoples of diverse backgrounds. For example, in Week 4, students will read an article on the influence of systemic racism on civic institutions and societies, considering how leaders have resisted and perpetuated political and social exclusion. Through in-class discussions and an end-of-semester reflection paper, students will also compare and contrast their experiences, reasoning, and cultural assumptions with the successes and failures of case studies in civic leadership. These activities will help them develop skills to collaborate in a mutually beneficial way with people and groups inside and beyond the academy to co-produce, share, and apply knowledge related to diversity, equity, and inclusion, contributing to self-governance, common understanding, civil debate, and civic leadership.

ELO 4.2:

Students will analyze and critique the intersection of concepts of justice, difference, and citizenship by examining the influence of diverse contemporary leaders on their societies and on the larger world. They will do this through readings such as Banaji et. al's "Systemic Racism," Robert Cialdini's *Influence* (which considers how civic leaders have used psychological tools of persuasion across cultural contexts), and Martin's "Culture and Continuity through Institutional Change," which considers how diverse leaderships have worked within or challenged traditions in law, policy, and governance. In their end-of-semester reflection papers, students will analyze how specific leadership practices reflect, reinforce, or challenge cultural and institutional traditions and contribute to civic health in a pluralistic nation.

Subject: RE: concurrence for most recent courses
Date: Thursday, August 21, 2025 at 2:21:05 PM Eastern Daylight Time
From: Martin, Andrew
To: Fortier, Jeremy
CC: Vankeerbergen, Bernadette
Attachments: image001.png

Yes, this aligns with what I have as well.



Andrew W. Martin

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

From: Fortier, Jeremy <fortier.28@osu.edu>
Sent: Thursday, August 21, 2025 2:19 PM
To: Martin, Andrew <martin.1026@osu.edu>
Cc: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Subject: Re: concurrence for most recent courses

Thanks again, Andrew. For book-keeping purposes, let me note in one place...

Full concurrence is provided by five relevant units in ASC, for four courses:

- Can We Rule Ourselves?
- Profiles in American Leadership
- The Art of Statesmanship
- Toleration and Its Discontents

For one course, "The Great American Novel," ENGLISH provides neither concurrence nor non-concurrence (as expected, on the basis of extensive consultations between ENGLISH and Chase).

"Christianity, Law, and Government" remains to be addressed with COMPSTD. This is the only outstanding concurrence issue among the six courses under discussion.

Apologies for crowding your inbox today, just trying to keep everyone's records as straightforward as possible...

Best - Jeremy

From: Martin, Andrew <martin.1026@osu.edu>

Date: Thursday, August 21, 2025 at 10:47 AM

To: Schoen, Brian <schoen.110@osu.edu>, Fortier, Jeremy <fortier.28@osu.edu>

Cc: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>

Subject: concurrence for most recent courses

Hi Brian and Jeremy

I have now heard back from all the departments queried in the most recent concurrence request (the six courses you set over last week). CEHV, Leadership, History, Political Science, and Philosophy all grant concurrence (as you are aware, English neither granted nor denied concurrence on the Great American Novel course). As you know, there is a faculty member in Comp Studies, Isaac Weiner, who teaches a course that might be similar to the Christianity, Government and Law course. I've asked him to provide feedback by next week, but I might request a few extra days on that course. But that's the only real outstanding issue; I would consider the concurrence request completed for the other five. I know that the Can we Rule Ourselves course was a high priority, so definitely move forward with that.

Best

Andrew



THE OHIO STATE UNIVERSITY

Andrew W. Martin

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Subject: RE: Chase Courses for Concurrence
Date: Thursday, August 21, 2025 at 12:42:53 PM Eastern Daylight Time
From: Greenbaum, Rob
To: Fortier, Jeremy
CC: Schoen, Brian, Clark, Jill
Attachments: image001.png, image002.png

Hi Jeremy,

Thanks for reaching back out. As of late this morning, we've now heard back from our relevant faculty.

We are pleased to provide concurrence with the most recent six classes you sent us:

- Can We Rule Ourselves?
- The Art of Statesmanship
- Christianity, Government, and Law
- The Great American Novel
- Toleration and Its Discontents
- Profiles in American Leadership

The Profiles in American Leadership class does contain some overlap with our [2130 – Leadership in the Public and Nonprofit Sectors](#) class, but the two classes approach leadership in different ways. The Profiles class is a bit more political leadership and theory focused, while ours is aimed more towards the practice of managerial or administrative leadership.

Likewise, there is some overlap between the Can We Rule Ourselves class and our PUBAFRS 2500 Guardians of Democracy: Public Servants over Time course, but, again, the approach is very different.

Good luck with the approval process.

Rob



Robert T. Greenbaum

Professor, Associate Dean for Curriculum

John Glenn College of Public Affairs

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

Pronouns: he/him/his

From: Fortier, Jeremy <fortier.28@osu.edu>
Sent: Thursday, August 21, 2025 7:51 AM
To: Greenbaum, Rob <greenbaum.3@osu.edu>
Cc: Schoen, Brian <schoen.110@osu.edu>
Subject: Re: Chase Courses for Concurrence

Hi Rob,

I wanted to circle back regarding the six courses we circulated on 8/11. All six are important but one of them ("Can We Rule Ourselves") is paramount. As a result, we're wedded to the two-week concurrence window but hope we can address any questions or concerns in the interim.

All best,

Jeremy

From: Greenbaum, Rob <greenbaum.3@osu.edu>
Date: Thursday, August 14, 2025 at 9:42 AM
To: Fortier, Jeremy <fortier.28@osu.edu>
Cc: Schoen, Brian <schoen.110@osu.edu>
Subject: RE: Chase Courses for Concurrence

Hi Jeremy,

Thanks for sharing these additional classes.

Rob



Robert T. Greenbaum

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Pronouns: he/him/his

From: Fortier, Jeremy <fortier.28@osu.edu>
Sent: Monday, August 11, 2025 8:47 PM
To: Greenbaum, Rob <greenbaum.3@osu.edu>
Cc: Schoen, Brian <schoen.110@osu.edu>
Subject: Chase Courses for Concurrence

Hi Rob,

I'm obligated to ramp up the new semester early by sending you a bundle of courses the Chase Center is circulating for concurrence. Attached to this email are syllabi for:

- Can We Rule Ourselves?
- The Art of Statesmanship
- Christianity, Government, and Law
- The Great American Novel
- Toleration and Its Discontents
- Profiles in American Leadership

We'll be adding a few more courses yet), but is enough for now!

Thanks for your time and effort with this,

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 Courses for Concurrence
Date: Thursday, August 21, 2025 at 11:45:21 AM Eastern Daylight Time
From: Snyder, Anastasia
To: Fortier, Jeremy
Attachments: image001.png, image.png

Hi Jeremy,

Thanks for following up on your 8/11 email. I apologize for my late reply. EHE has no concurrence issues with any of these courses. Please let me know if you have any questions.

Sincerely,
Tasha



Anastasia R. Snyder
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Office: 614-688-4169 / Cell: 614-256-8959

From: Fortier, Jeremy <fortier.28@osu.edu>
Sent: Thursday, August 21, 2025 7:44 AM
To: Snyder, Anastasia <snyder.893@osu.edu>
Subject: Re: Chase Courses for Concurrence

Hi Tasha,

I'm obliged to circle back regarding the courses circulated for concurrence on 8/11, partly because we need to add a sixth ("Profiles in American Leadership" – attached to this email), and because while all of the original five are important, one of them ("Can We Rule Ourselves") is of highest priority, so we aim to upload it to curriculum.osu.edu as soon as the two-week window allows. That said, please don't hesitate to let me know if we can be helpful in the meantime!

Thanks so much for your time at the start of the new semester...

All best - Jeremy

From: Fortier, Jeremy <fortier.28@osu.edu>
Date: Wednesday, August 13, 2025 at 8:17 AM
To: Strang, Lee <strang.69@osu.edu>
Subject: Fw: Chase Courses for Concurrence

From: Fortier, Jeremy
Sent: Monday, August 11, 2025 5:53:43 PM
To: Snyder, Anastasia <snyder.893@osu.edu>
Cc: Schoen, Brian <schoen.110@osu.edu>
Subject: Chase Courses for Concurrence

Hi Tasha,

I'm obligated to ramp up the new semester early by sending you a bundle of courses the Chase Center is circulating for concurrence. Attached to this email are syllabi for:

- Can We Rule Ourselves?
- The Art of Statesmanship
- Christianity, Government, and Law
- The Great American Novel
- Toleration and Its Discontents

We'll be adding a couple more courses later this week (or early next), but five is enough for now!

Thanks for your time and effort with this,

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 Courses for Concurrence
Date: Thursday, August 14, 2025 at 11:28:51 AM Eastern Daylight Time
From: Ralph, Anne
To: Fortier, Jeremy
CC: Schoen, Brian
Attachments: image001.png, image002.png

Jeremy and Brian,

Thanks for meeting this week and for the coffee! It was great to hear more about your plans.

On the five courses you sent for concurrence (listed in your email), the College of Law is pleased to grant concurrence. The courses all look like great additions.

On the minor, Dean Barnett and the associate deans at Moritz all reviewed the proposal. We are supportive, but also have a question about naming that I would like to discuss with you—namely, whether Chase would consider a different name for the minor that does not include “Law.” We are concerned about creating confusion with the new [Minor in Law and Public Policy](#) offered by Moritz and Glenn. We also noted that a student could complete the minor without completing any of the courses in the American Constitutionalism track. We hope this might be a “friendly amendment.” Please let me know if we may discuss.

I also wanted to be sure to let you know that, as you add new Chase courses that might fit well within the Law and Public Policy minor, we would be glad to consider adding those to the list of approved electives that students can count towards the minor. The list of electives currently eligible for the minor are listed in a drop-down [on this page](#).

Will look forward to speaking more!

Thanks,
Anne



Anne E. Ralph
Morgan E. Shipman Professor in Law
Associate Dean for Academic Affairs & Strategic Initiatives
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Pronouns: she/her/hers

From: Fortier, Jeremy <fortier.28@osu.edu>
Date: Monday, August 11, 2025 at 6:55 PM
To: Ralph, Anne <ralph.52@osu.edu>
Cc: Schoen, Brian <schoen.110@osu.edu>
Subject: Chase Center Courses for Concurrence

Hi Anne,

Thanks for your time to chat with Brian and I this morning! As discussed, I'm attaching new a bundle of courses the Chase Center is circulating for concurrence. Attached to this email are syllabi for:

- Can We Rule Ourselves?
- The Art of Statesmanship
- Christianity, Government, and Law
- The Great American Novel
- Toleration and Its Discontents

We'll be adding a couple more courses later this week (or early next), but five is enough for now!

Thanks for your time and effort with this,

Jeremy

--



THE OHIO STATE UNIVERSITY

CHASE CENTER FOR CIVICS, CULTURE,
AND SOCIETY

Jeremy Fortier

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