
Civics, Law, and Leadership 2420

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

Date Thu 10/9/2025 5:11 PM

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

Cc Soland, Birgitte <soland.1@osu.edu>; Daly, Meg <daly.66@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Steele, Rachel <steele.682@osu.edu>; Neff, Jennifer <neff.363@osu.edu>

Good afternoon,

On Thursday, October 2, the Themes II Subcommittee of the ASC Curriculum Committee reviewed a course proposal for Civics, Law, and Leadership 2420 to be included in the GEN Theme: Citizenship for a Just and Diverse World.

The Subcommittee did not vote on the proposal as they would like the following points addressed:

- a. The Subcommittee asks that the Center provide additional information in the syllabus and the GEN submission form regarding how the Theme is the central focus of the course. Specifically, they would like to see: 1. more evidence that the justice and diversity aspects of the Theme are an intrinsic part of the course's description (curriculum.osu.edu under "General Information" and syllabus, p. 1), readings (syllabus p. 5-8 under "Course Outline"), and topics (syllabus p. 5-8 under "Course Outline") and 2. more evidence that citizenship, justice, and diversity are centered in the course's assignments/assessments (syllabus, p. 4). The Subcommittee offers the friendly advice that the Center may wish to consider how a student, looking at the syllabus, would see the Theme "signposted" throughout. Additionally, they ask that the GEN submission form provide more details about exactly how the course will assess students' performance, with clear examples of prompts and questions that center the theme.
- a. The Subcommittee requests that the Center more clearly articulate in the syllabus how the course will ask students to "Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences" (ELO 4.1) and "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" (ELO 4.2). While they appreciate the several class sessions focused on marginalized populations, it is unclear if/how students will be expected to analyze, critique, and evaluate the concepts presented in the readings and synthesize them with ideas presented in other parts of the course. For example, the Subcommittee notes that the Course Objectives (syllabus, p. 2) state that students will be able to "analyze how individuals' identities-as well as their political, cultural, religious, and national contexts-have influenced conceptions of citizenship". However, this description (and indeed all of course objectives) leaves out any mention of gender, race, or class – issues that are central to ELOs 4.1 and 4.2.
- a. The Subcommittee requests that the Center include in the course some additional modern (i.e. "cutting-edge") scholarship. For example, they note that the readings in the first two weeks of the course were all originally published between 1975 and 1999 (with one that was updated in 2005), and they encourage the Center to contrast these historical readings with some of the excellent scholarship in the field that has been produced in the last 10-15 years.
- a. The Subcommittee asks that the Center provide examples of exam questions and discussion board prompts so that they can better evaluate how students will be assessed on their mastery of the GEN Theme Goals and ELOs. Since 80% of students' final grade for the course comes from these

elements, it is important that the Subcommittee be able to see how the Center will make the Theme the focus of these assessments.

- a. The Subcommittee asks that the Center incorporate into the course schedule opportunities for students to demonstrate their “developing sense of self as a learner” (ELO 2.2) in an assessable manner. While the Subcommittee notes and appreciates the presence of in-class activities and writing assignments that focus on student’s perceptions about citizenship, this ELO is focused on students’ awareness of their own learning and reflection on/analysis of the ways that their thinking has changed over the duration of the course. While the Subcommittee acknowledges that there are many methods for assessing this ELO, they offer the friendly suggestion that asking students to complete a graded reflection on course topics at the beginning, mid-point, and end of the semester can be a simple and effective way to meet this ELO.
- a. The Subcommittee asks that the Center re-phrase the statement which describes the way in which this course fits into the new General Education Curriculum (syllabus pg. 2 under “General Education Category and Expected Learning Outcomes”). Since this is a 3-credit hour course, it does not, in and of itself, “fulfill” the GEN Theme. As the requirement is for students to earn 4-6 credit hours in this category, stating that a single course fulfills the requirement can be confusing or misleading for students. Instead, the reviewing faculty suggest wording such as “Civics, Law, and Leadership 2420 is an approved course in the GEN Theme: Citizenship for a Diverse and Just World category.”

I will return CLL 2420 to the department queue via curriculum.osu.edu in order to address the Subcommittee’s requests.

Should you have any questions about the feedback of the Subcommittee, please feel free to contact Birgitte Sølund (faculty Chair of the Themes II Subcommittee; cc’d on this e-mail), or me.

Best,
Rachel



Rachel Steele, MA

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

Program Manager, Office of Curriculum and Assessment

College of Arts and Sciences

306 Dulles Hall 230 Annie and John Glenn Ave. Columbus, OH 43210

(614) 292-7226

Member, University Conduct Board

Graduate Student, History of Art

-BLACK LIVES MATTER-

STOP AAPI HATE

DACA/undocumented ally



I acknowledge that the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples.

Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.