

Term Information

Effective Term Spring 2026
Previous Value Summer 2025

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding Foundations: HCS Category

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

New GE

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)?

n/a

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	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2003
Course Title	American Civics through History
Transcript Abbreviation	American Civics
Course Description	This course introduces students to the complex history of American democratic civic traditions through close analysis of some of the most important texts and concepts in U.S. political history from the colonial era to the present.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
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 No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Historical and Cultural Studies

The course is an elective (for this or other units) or is a service course for other units

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

- This course teaches students how to become more engaged and informed citizens with a clear understanding of American civics in historical context.

Content Topic List

- freedom
- democracy
- capitalism
- entrepreneurship
- labor
- citizenship
- nationalism
- patriotism
- party politics
- partisanship
- realignment
- crisis
- reform
- rights and responsibilities
- rule of law

COURSE CHANGE REQUEST
2003 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
09/17/2025

Sought Concurrence

No

Attachments

- 2003 GE form Hartman.pdf: GE Form
(Other Supporting Documentation. Owner: Getson,Jennifer L.)
- Nichols 2003 American Civics Syll Prop Feb 7 2025 5.0 (6).docx: Syllabus
(Syllabus. Owner: Getson,Jennifer L.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson,Jennifer L.	09/16/2025 05:12 PM	Submitted for Approval
Approved	Reed,Christopher Alexander	09/16/2025 07:41 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/17/2025 09:53 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/17/2025 09:53 AM	ASCCAO Approval

HIST 2003 American Civics through History Syllabus

Course Proposal

Draft: September 16, 2025

HIST 2003: American Civics through History

Instructor: Professor Christopher McKnight Nichols

Autumn Semester 2025

Class Times: Tuesday/Thursday 2:20-3:40 PM

Classroom location: Independence Hall 100

Lecture, 3 credit hours

Format of instruction: Lecture and discussion

Office: Dulles Hall, Room 371

Office Hours: Wednesday 2:00-3:00PM

Instructor email: Nichols.872@osu.edu

COURSE DESCRIPTION:

This course introduces students to the complex history of American democratic civic traditions through close analysis of some of the most important texts and concepts in U.S. political history from the colonial era to the present. The course focuses on the context and the specifics of debates and decisions over the meaning and form of U.S. democratic institutions (e.g., changing conceptions of the rights and responsibilities of citizens, the balance of power between the states and the federal government, checks and balances in the three main branches of the U.S. government). The course studies these developments in American democracy with an emphasis on foundational texts, primary sources, and central ideas. American Civics explores the evolution of U.S. political structures as integrally linked to the growth of the American economy and the nation's capitalist economic system. To help organize this broad history, the course takes as its central theme freedom—with an emphasis on pivotal moments of transformation, debates over economic and transactional freedom in the role of the market, struggles over how to embody ideals of freedom in law and society, and limits in both ideas and practices of freedom.

Students read, analyze, and grapple with the experience of Indigenous people struggling for freedom in the Early Republic, revolutionaries rejecting imperial control and “subject” status while seeking to found the world's first democratic nation, laborers fighting for voting rights from Virginia colonial farms to Gilded Age sweatshops, women mobilizing for expanded powers in the Age of Jackson and later for suffrage from the 1840s through 1920, Black freedom fighters petitioning Congress for basic civil liberties in the antebellum years up into what historians term the “long Civil Rights Movement.” Through this history and these stories students come to better understand the shifting contours of American democracy and what it has meant to be an American citizen at different times in the past.

What students learn in this course by reading these diverse testimonies and foundational texts, including the Declaration of Independence, the U.S. Constitution and the Federalist Papers, excerpts from Adam Smith's *Wealth of Nations*, the Emancipation Proclamation and the Gettysburg Address, Martin Luther King Jr.'s Letter from a Birmingham Jail, and much more, is just how hard citizens had to fight for so many rights we all take for granted today and just how

important the struggles to balance state and federal power have been in shaping the contemporary landscape of American democracy and the U.S. economy.

In short, this course teaches students how to become more engaged and informed citizens with a clear understanding of American civics in historical context. The class seeks to provide students with the tools to better understand the United States as a “government of the people, by the people, for the people,” as Lincoln memorably put it in the Gettysburg Address, and to turn to the past to find lessons that may help in the present and in charting a better path forward in the future.

Key Texts:

Declaration of Independence (1776);

Federalist Papers (1787-1788): Assigned Federalist Papers (6): 10, 39, 51, 68, 78, 84

Optional (4): 32, 42, 70, 81

Emancipation Proclamation (1863)

Gettysburg Address (1863)

Letter from Birmingham Jail written by Dr. Martin Luther King Jr. (1963)

Selections from Adam Smith’s *Wealth of Nations*, including main principles (1776 first edition)

Central Theme: Freedom

Major Themes: Democracy, Capitalism, Entrepreneurship, Labor, Citizenship, Nationalism, Patriotism, Party Politics, Partisanship, Realignment, Crisis, Reform, Regulation, Rights and Responsibilities, Rule of Law

Required Book:

Eric Foner, *The Story of American Freedom* (New York: W.W. Norton, 1998)

Readings on Carmen Course Site:

Two PDF Document Readers:

1. **American Civics Document Reader** (contains all primary sources assigned in class)

2. **American Civics Scholarly Reader** (contains all the secondary sources assigned in class except the one required book)

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; 614-292-3307; or 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 [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

For the full text of various required syllabi statements, see:

<https://ugeducation.osu.edu/academics/syllabus-policies-statements>

Historical and Cultural Studies

Please note: Courses proposed in this category should fulfill either the Historical Studies Goals and ELOs OR the Cultural Studies Goals and ELOs.

Goals - Historical Studies:

1. Successful students will critically investigate and analyze historical ideas, events, persons, material culture, and artifacts to understand how they shape society and people.

Expected Learning Outcomes - Historical Studies:

Successful students are able to:

1.1. Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.

1.2. Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.

1.3. Use historical sources and methods to construct an integrated perspective on at least one historical period, event, or idea that influences human perceptions, beliefs, and behaviors.

1.4. Evaluate social and ethical implications in historical studies.

GE Rationale:

History 2003 takes a foundational approach to American civics through the history of American democracy. The class focuses on the basics to introduce students to the complex history of American democratic civic traditions through close analysis of some of the most important texts and concepts in U.S. political history from the colonial era to the present. The course emphasizes on the context and the specifics of debates and decisions over the meaning and form of U.S. democratic institutions. The course challenges students to study these developments in American democracy with an emphasis on foundational texts and primary sources, which range from the Declaration of Independence and the Constitution to the Gettysburg Address to Martin Luther King Jr.'s Letter from the Birmingham jail. With an emphasis on the historical study of key texts and ideas in the evolution of U.S. political structures and as integrally linked to the growth of the American economy and the nation's capitalist economic system.

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From the [State Legislature SB1 Explainer](#):

Beginning with students who graduate in the spring of the 2029-2030 academic year, each state institution is prohibited from granting a bachelor's degree to any student who has not completed a course with at least three credit hours in the subject area of American civic literacy.

The courses fulfill the Three Areas Ohio's American civic literacy requirements, as follows:

1. A **study of the American economic system and capitalism;**

2. A requirement that students **read all of the following**:
 - a. The entire **United States Constitution**;
 - b. The entire **Declaration of Independence**;
 - c. At least **five essays** in their entirety from the **Federalist Papers**, with essays being selected by the department chair;
 - d. The entire **Emancipation Proclamation**;
 - e. The entire **Gettysburg Address**;
 - f. The entire **Letter from Birmingham Jail** written by **Dr. Martin Luther King Jr.**;
 - g. The writings of **Adam Smith**, including a study of the principles written in “**The Wealth of Nations**.”
3. A requirement that **students pass a cumulative final examination** at the end of the course that assesses student proficiency on the required readings.

Testing and Grading:

Attendance and Participation (5%)

Midterm Examination (20%)

In class. Closed book.

Short essays, identifications, and a section of multiple-choice answers.

Final examination (30%)

Exam Week. Closed book.

Cumulative. Emphasis on questions related to the key documents in the course.

Comprehensive essays, identifications, and multiple-choice answers.

Writing Assignments (17.5% each)

1. Ohio American Civics Writing Assignment (17.5%):

“How do we tell the American story of the struggle for freedom?”

American freedom has not always meant the same thing to everyone, nor has it been sought through the same means. Is freedom political? Economic? Social? Did it mean something similar to a Gilded Age business owner as it did to a populist farmer or an enslaved person from Alabama? Using the OSU Libraries databases of Ohio newspapers, pick a specific period or group of Ohioans, and write a 3-5-page paper using evidence to argue for how they defined freedom and how that definition shaped their efforts to improve their place within the nation. Papers should use full formal (Chicago style) footnotes and include a bibliography and a title page. Students must cite, quote, and analyze a minimum of three different Ohio newspapers.

Using the OSU Libraries databases of Ohio newspapers pick a period, a region, and a group to focus on to research and write a 3-5 page paper, with full formal (Chicago **style**) **footnotes** and

bibliography? (Must cite, quote, and analysis a minimum of at least 5 different Ohio newspapers.)

2. Political Cartoon-based Civics & Freedom Writing Assignment (17.5%):

“How does this political cartoon reveal insights into contests over freedom in its historical era and American civic traditions overall?”

The Billy Ireland Cartoon Library and Museum is host to the one of the largest collections of political cartoons in the world. Following a tour of the Ireland Library and a meeting with an archivist, all students will select 1-2 political cartoons from the collection and write a well-researched 3-5-page paper, using full formal (Chicago style) footnotes and a bibliography, that explains how their selected cartoon(s) reflect the central ideas, experiences, and contested meanings of American freedom. Papers must include references to at least two of the key American civics texts from the class, and must situate their analysis within the broader political context of the times.

Document Analysis/Response Posts (10%)

Response posts on Carmen Canvas for ALL SEVEN required primary sources in the class. Minimum of 250 words. Maximum of 1,000 words. Response must cite/mention the specific reading and course lectures and themes. Responses are encouraged to bring in and make connections to other course readings. Response posts due the week of the required reading by 11:59pm the Friday that week. Lowest graded response will be dropped. (6/7)

Day 1: August 26, 2025

First Class:

Introduction to American Civics. Civic Thought and Debate in U.S. History. Essentials of U.S. Government. The Idea of Freedom.

Reading:

Foner, *The Story of American Freedom*, introduction, xii-xxii

Video: “American Civics Explainer”

[OSU History, Origins, Goldberg Center. We will shoot a brief, dynamic video lecture w/animations and images to be viewed and used as resource in the course]

Civics Knowledge, Civics Skills, Rights, Responsibilities,
Historical knowledge, the essentials of “how to”/“how does” the U.S. government operate
Day #1 Overview: Separation of Power, Federalism, Three Branches, Federal, State, Local,
Rule of Law and Role of the Courts, Elections, Activism, Essential Role of the People

Unit 1: Colonial America

Day 2: August 28, 2025

Earlier and Colonial Experiments in Governance

Reading:

Massachusetts Bay Charter (1630); John Winthrop, “Model of Christian Charity” (AKA “City on a Hill”) (1629)

Excerpts from Wiliam Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England* (New York: Hill and Wang, 1983);

Essay on democracy, definitions, dilemmas, early experiments: *Encyclopedia Britannica*, David Froomkin and Ian Shapiro “Democracy”: <https://www.britannica.com/topic/democracy>

Day 3: September 2, 2025

American Slavery, American Freedom

Reading:

Advertisements for Runaway Slaves and Servants (1738); Olaudah Equiano on Slavery (1789)

Excerpts: Edmund S. Morgan, *American Slavery, American Freedom: The Ordeal of Colonial Virginia* (New York: Norton, 1975); Manisha Sinha, *The Slave’s Cause: A History of Abolition* (New Haven: Yale University Press, 2016)

Unit 2: Revolutionary Stirrings

Day 4: September 4, 2025

The Revolutionaries and Their Ideas

Reading:

The Declaration of Independence (1776); Thomas Paine, *Common Sense*, 1776; Thomas Jefferson’s Original Rough Draft 1775/76)

Foner, *The Story of American Freedom*, Ch: 1: Birth of American Freedom, 3-28

Excerpts: Bernard Bailyn, *Faces of Revolution: Personalities and Themes in the Struggle for American Independence*

Day 5: September 9, 2025

Diverse Origins of the American Revolution, The Revolution Within

Reading:

Abigail and John Adams on Women and the American Revolution (1776); Letter of Phillis Wheatley (1774); Petition of Slaves to the Massachusetts Legislature (1777); Liberating Indentured Servants (1784)

Excerpts: David Armitage, *The Declaration of Independence: A Global History* (Cambridge: Harvard University Press, 2008), Ch. 2 The Declaration of Independence in the World

Ray Raphael, *A People’s History of the American Revolution: How Common People Shaped the Fight for Independence* (New York: New Press, 2001);

Chapter 5 (Settler Uprising: The Indigenous Origins of the American Revolution) in Ned Blackhawk, *The Rediscovery of America: Native Peoples and the Unmaking of U.S. History* (New Haven: Yale University Press, 2023)

Unit 3: A New Republic Emerges

Day 6: September 11, 2025

Building the Nation, Commerce and Capitalism

Reading:

Adam Smith, *A Theory of Moral Sentiments* (1759); Adam Smith, *Wealth of Nations* (1776); John Adams, *The Model Treaty* (1776)

Excerpt from Jonathan Levy, *Ages of American Capitalism: A History of the United States* (New York: Random House, 2022)

“The Model Treaty (1776), Office of the Historian, U.S. Department of State:

<https://history.state.gov/milestones/1776-1783/model-treaty#:~:text=The%20Model%20Treaty%20was%20a,British%20in%20the%20American%20R evolution.>

Day 7: September 16, 2025

Ratification Debates and the Federalist Papers

Reading:

Selections from the Federalist Papers – 6 Federalist **10, 39, 51, 68, 78, 84** *Six for class focus.

Select overviews/excerpts (4): 32, 42, 70, 81

Viewing: Pauline Maier, “The People Debate the Constitution, 1787-1788”

Introduction to *The Essential Debate on the Constitution: Federalist and Antifederalist Speeches and Writings*, eds. Robert J. Allison and Bernard Bailyn (New York: Literary Classics of the United States, 2018)

*Whole Day Dedicated to the Ratification Debates

Day 8: September 18, 2025

Formation and Foundation

Reading:

U.S. Constitution (1787)

Anenberg Classroom, “Constitution: What It Says, What it Means”:

<https://www.annenbergclassroom.org/constitution/>

*Whole Day Dedicated to the U.S. Constitution

Unit 4: The Early Years

Day 9: September, 23, 2025

Limits of Freedom in the New Republic

Reading:

Excerpts: Northwest Ordinance (1787); Naturalization Act of 1790; Alien and Sedition Acts (1798); Petition of Inhabitants West of the Ohio River (1785)

Foner, *The Story of American Freedom*, Ch. 2: To Call it Freedom, 29-45

Excerpt from Roxanne Dunbar-Ortiz, *An Indigenous Peoples' History of the United States*, Chapter 5 “The Birth of a Nation” (examining the policies towards Native Americans taken by Washington and Adams)

Day 10: September 25, 2025

Parties! The Bank Battle, The Birth of Electoral Politics, and the Revolution of 1800

Reading:

Hamilton and Jefferson Excerpts (1791); *Battle Over the Establishment of a National Bank*, a film clip from PBS's *American Experience*; James Madison's notes on the crisis in government 1799-1801, national archives: <https://founders.archives.gov/documents/Madison/01-17-02-0265>

Excerpt from Edward J. Larson, *A Magnificent Catastrophe: The Tumultuous Election of 1800, America's First Presidential Campaign* (New York: Free Press, 2007)

Unit 5: The Expansion Years

Day 11: September 30, 2025

The Market Revolution and the Shadow of Slavery

Reading:

Missouri Compromise (1820); Protest Against Colonization, Philadelphia (1817)

Foner, *The Story of American Freedom*, Ch: 3: An Empire of Liberty, 47-68

Maybe: Excerpt from Sharon Ann Murphy, *Banking on Slavery: Financing Southern Expansion in the Antebellum United States* (Chicago: University of Chicago Press, 2023)

Excerpt from Sven Beckert and Seth Rockman, *Slavery's Capitalism: A New History of American Economic Development* (Philadelphia: University of Pennsylvania Press, 2016)

Day 12: October 2, 2025

Manifest Destiny and the Making of the American West

Reading:

John O'Sullivan excerpts (1844); General Winfield Scott's Address to the Cherokee Nation (1838); *Cherokee Nations v. Georgia* (1831); excerpts, missionaries speak out against removal, 1829-1833

Foner, *The Story of American Freedom*, Ch. 4: The Boundaries of Freedom in the Young Republic, 69-94

Excerpt from John Ehle, *Trail of Tears: The Rise and Fall of the Cherokee Nation* (New York: Doubleday, 2008)

Unit 6: A House Divided, Civil War, And Emancipation,

Day 13: October 7, 2025

Sectional Crisis and the Rise of the Republican Party

Reading:

Frederick Douglass, *Lectures on Slavery* (1850) and “What to the Slave Is the Fourth of July” (1852); Lincoln-Douglass Debates excerpts (1858); Chief Justice Roger B. Taney’s opinion in *Dred Scott v. Sanford* (1857)

Excerpt from Martha S. Jones, *Birthright Citizens: A History of Race and Rights in Antebellum America* (New York: Cambridge University Press, 2018)

Excerpt from Eric Foner, *Free Soil, Free Labor, Free Men: The Ideology of the Republican Party Before the Civil War: With a New Introductory Essay* (New York: Oxford University Press, 1995)

Day 14: October 9, 2025

War Arrives

Reading:

South Carolina’s Declaration of the Immediate Causes of Secession (December 1860)

Abraham Lincoln, First Inaugural Address (1861); Letter by a mother of a Black soldier (1863)

Foner, *The Story of American Freedom*, Ch. 5: A New Birth of Freedom, 95-100

Excerpt from James Oakes, *Scorpion’s Sting: Antislavery and the Coming of the Civil War* (New York: W. W. Norton, 2014)

Day 15: October 14, 2025

The Bitter Clash – Loss, Liberty, and Contested Visions of Freedom

Readings:

Abraham Lincoln, Emancipation Proclamation (1863); Jefferson Davis, Confederate Response to the Emancipation Proclamation (1863); Abraham Lincoln, Gettysburg Address (1863)

Excerpts from Allen C. Guelzo, *Lincoln’s Emancipation Proclamation: The End of Slavery in America* (New York: Simon & Schuster, 2004)

*Whole Day Dedicated to the Civil War with a focus the Emancipation Proclamation and Gettysburg Address.

Unit 8: Reconstruction, Capital, Labor, and Rights in the Gilded Age

Day 16: October 16, 2025

Remaking American Freedom and the Limits of Reconstruction

Reading:

Jim Crow and Segregation Primary Sources, Library of Congress:

<https://www.loc.gov/classroom-materials/jim-crow-segregation/>; A Sharecropping Contract (1866); Documents from Impeachment Trial of President Andrew Johnson, 1868; 13th, 14th, 15th Amendments; Ira Steward, “A Second Declaration of Independence” (1879); Ida B. Wells-Barnett, excerpt from *Southern Horrors* (1892)

Foner, *The Story of American Freedom*, Ch. 5: A New Birth of Freedom, 100-113

Maybe Excerpt from Eric Foner, *The Second Founding: How the Civil War and Reconstruction Remade the Constitution* (New York: W. W. Norton & Co., 2019)

Day 17: October 21, 2025

Progress and Poverty, Immigration and Exclusion

Reading:

Henry George, *Progress and Poverty* (1879); Andrew Carnegie, *Gospel of Wealth* (1889); Chinese Exclusion (1882); Populist Platform (1892); Elizabeth Cady Stanton “Home Life” (ca. 1875); Frederick Douglass, “The Composite Nation” (1869); *Plessy v. Ferguson* (1896)

Foner, *The Story of American Freedom*, Ch. 6: Liberty of Contract and Its Discontents, 115-137

Maybe excerpt from Paul Avrich, *The Haymarket Tragedy* (Princeton: Princeton University Press, 1984). Or

Excerpts from Lucy Salyer, *Laws Harsh as Tigers: Chinese Immigrants and the Shaping of Modern Immigration Law* (Chapel Hill: University of North Carolina Press, 1995)

Unit 9: Freedom in the Progressive Era

Day 18: October 23, 2025

“Republic or Empire?” The U.S. at the Dawn of a Global Age

Reading:

Albert Beveridge, “March of The Flag” (1898); William Jennings Bryan, “Imperialism” speech, August 8, 1900; Political Cartoon Analysis

Excerpt from Nichols, *Promise and Peril: America at the Dawn of a Global Age* (Cambridge: Harvard University Press, 2011, 2015);

Excerpt: Paul Kramer, *The Blood of Government: Race, Empire, the United States, and the Philippines* (Chapel Hill: University of North Carolina Press, 2006)

Day 19:

Tuesday, October 28, 2025: Midterm

MIDTERM EXAMINATION. In class. Closed Book.

Short answer essays, identifications, multiple choice answers.

Day 20: October 30, 2025

Reform and Regulation

Reading:

Jacob Riis, *How the Other Half Lives* (1890) and select photographs; John Muir, Petition to U.S. House of Representatives to Save Yosemite National Park (1893); Ida Tarbell, *The History of the Standard Oil Company* (1904); John Ryan, excerpts “A Living Wage” (1912)

Foner, *The Story of American Freedom*, Ch. 7: Progressive Freedom, 139-161

Or excerpts from Michael McGerr, *A Fierce Discontent: The Rise and Fall of the Progressive Movement in America* (New York: Oxford University Press, 2003)

Unit 10: To Make the World Safe for Democracy

Day 21: November 4, 2025

Military Service and the Promises of Citizenship

Reading:

Selective Service Act (1917); Woodrow Wilson Address to Congress (April 2, 1917); W.E.B Du Bois, “Closing Ranks” (1918); Claude McKay, “If We Must Die” (1919); Margaret Sanger on Free Motherhood from *Women and the New Race* (1920)

Viewing, PBS American Experience excerpt: “The Draft | WWI: Wilson & the Selective Service Act”

Excerpt from Chad Williams, *Torchbearers of Democracy: African American Soldiers in the World War I Era* (Chapel Hill: University of North Carolina Press, 2013)

Day 22: November 6, 2025

The Origins of Civil Liberties

Reading:

Eugene Debs, Anti-War Speech, June 16, 1918; Oliver Wendell Holmes opinion, *Schenck v. United States* (1919); Elsie Hill and Florence Kelley debate the Equal Rights Amendment (1922); John Dewey on freedom of speech (*Public and Its Problems*, 1927)

Foner, *The Story of American Freedom*, Ch. 8: The Birth of Civil Liberties, 163-193

Excerpt from Paul L. Murphy, *World War I and the Origin of Civil Liberties in the United States* (New York: Norton, 1979),

Or Christopher Capozzola, *Uncle Sam Wants You: WWI and the Making of the Modern American Citizen*

Unit 11: New Deal Freedoms, A World at War

November 11, 2025 – No Class. Veteran’s Day.

*Work on writing assignment papers.

Day 23: November 13, 2025

Collapse—Economic Insecurity, Federal Intervention, and the New Deal

Reading:

Herbert Hoover, *Rugged Individualism* (1928); FDR first inaugural (March 1933); W.E.B Du Bois, *Negro Nation Within a Nation* (1935); Frances Perkins, Radio Address: “Social Insurance for Us” (transcript/audio, 1935); Steel Workers Organizing Committee, “A New Declaration of Independence” (1936); FDR, fireside chat on “national security” (Dec 29, 1940 one or earlier?)

How Government Built America, Sidney A. Shapiro and Joseph P. Tomain, eds. (Cambridge: Cambridge University Press, 2024), Ch.5: “FDR’s America: Saving Capitalism,” 51-65.

Excerpt from Lizabeth Cohen, *Making a New Deal: Industrial Workers in Chicago, 1919-1939* (New York: Cambridge University Press, 1990)

Excerpt from David Kennedy, *Freedom From Fear: The American People in Depression and War, 1929-1945* (New York: Oxford University Press, 1999)

Day 24: November 18, 2025

Into the War -- Big Government and The Wartime Economy

Reading:

Executive Order (EO) 8802 (1941); FDR, The Four Freedoms (1941); War and post-war economics, Henry Morgenthau Jr., The Morgenthau Plan/Memorandum (1944)

James T. Sparrow, *Warfare State: World War II Americans the Age of Big Government* (New York: Oxford University Press, 2011)

Unit 12: Wartime America and Freedom Struggles

Day 25: November 20, 2025

Who Counts as “American”?

Reading:

Executive Order (EO) 9906 (1942); *Korematsu vs. United States* (1946)

Brian Masaru Hayashi, *Democratizing the Enemy: The Japanese American Internment* (Princeton: Princeton University Press, 2008)

Day 26: November 25, 2025 ***TWO DAYS BEFORE THANKSGIVING (Class will be held)

The Double V Campaign and Beyond

Reading:

James G. Thompson, Letter to the editor, *Pittsburgh Courier* (1942); Charles Wesley, “African Americans and the Four Freedoms” (1944) Excerpts: President’s Commission on Civil Rights, To Secure These Rights (1947); Universal Declaration of Human Rights (1949)

Matthew Delmont, *Half American: The Epic Story of African Americans Fighting World War II At Home and Abroad* (New York: Penguin, 2022)

Unit 13: The Cold War, Civil Rights

Day 27: December 2, 2025

Cold War, Civil Rights Freedom Struggle

Reading:

NAACP Petition to the United Nations (1949); Joseph McCarthy, “Communists in U.S. Government Service,” Wheeling West Virginia Speech (1950); Martin Luther King Jr. on the Montgomery Bus Boycott (1955); Nixon, “What Freedom Means to Us” (1959)

Foner, *The Story of American Freedom*, Ch. 11: Cold War Freedom, 249-273

Excerpt from Mary Dudziak *Cold War, Civil Rights: Race and the Image of American Democracy* (Princeton: Princeton University Press, 2000).

Day 28: December 4, 2025

Culminations?

Reading:

The Southern Manifesto (1956); Focus on: Letter from Birmingham Jail written by Dr. Martin Luther King Jr (1963); Cesar Chavez, Letter from Delano (1969); Stonewall Police Riot Reports (1969)

Foner, *The Story of American Freedom*, Ch. 12: Sixties Freedom, 275-305

Excerpt from Glenda Elizabeth Gilmore, *Defying Dixie: The Radical Roots of Civil Rights, 1919-1950* (New York: Norton, 2009)

Final Week Countervailing Voices, Backlash, and Unfinished Business

Day 29: December 9, 2025 ** FINAL CLASS

Push and Pull: Freedom from the long 1960s to the Present

Reading:

Young Americans for Freedom, Sharon Statement (1960); Students for a Democratic Society, Port Huron Statement (1962); Ronald Reagan, A Time for Choosing (1964); National Organization for Women (1966); Phyllis Schlafly, “The Fraud of the Era” (1972).

Foner, *The Story of American Freedom*, Ch. 13: Conservative Freedom: Rebirth of Conservatism, 301-319; The Reagan Revolution to the late 1990s, 320-332.

Excerpt from Jefferson Cowie, *Freedom’s Dominion* (New York: Basic Books, 2022), 1-14.

December 11, 2025 (No Class, Exam Week)

Final Exam Review – Asynchronous Video (to help students prepare for the final exam, available on/after December 9, 2025)

Concluding Overview: Civic Traditions from the American Century to the Present

Recap: Key Texts, Key Concepts, Freedom in the History of American Democracy and the Capitalist Economic System; Rights and responsibilities of citizens and engaged members of the community. Historical development and “how to’s” of American democracy and economy, including how the U.S. government works and the economy operates today.

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: _____

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy **either** the ELOs for Historical Studies **or** the ELOs for Cultural Studies.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Writing and Information Literacy (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

Course Subject & Number: _____

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data. Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

Course Subject & Number: _____

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)