

---

## Civics, Law, and Leadership 3310

---

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

Date Thu 10/9/2025 5:12 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 3310 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 does not believe that the course, as it is currently presented, is a good fit for the GEN Theme: Citizenship for a Diverse and Just World category. However, they can see how the course's topic could fit within the theme if the Center is open to a substantial restructuring and reimagining of the course. Currently, the course is focused on a study of the history of Christianity in America, rather than being focused on citizenship, diversity, and justice as experienced by a variety of different populations and viewed through the lens of religious history. The Subcommittee also notes that, despite the course title, there does not appear to be a significant engagement with religions outside of the Christian tradition, which substantially hampers the course's connection to diversity and justice.
- b. The Subcommittee finds that the connection between the history of Christianity in America and Citizenship for a Diverse and Just World is not strongly demonstrated via the descriptions in the GEN Submission form, nor explicit in the syllabus, and they ask that this be more developed and explicitly expressed. They note that one of the functions of the Subcommittee is to be a "proxy" for students who will take the course. Thus, they are reviewing the syllabus with an eye toward "signposting" for students how the course is connected to the Theme – the syllabus is, in many ways, the *evidence* of the claims made by the form.
- c. The Subcommittee asks that the Center enhance the rigor of the course so that it is an "advanced, in-depth, and scholarly exploration" of the theme. Currently, the course's readings and assignments are not commensurate with synthesis, critical thinking, or scholarly exploration at an advanced level. The Subcommittee asks that the Center augment the course's materials to include a variety of scholarly readings, so that students have the opportunity to engage with a range of different scholarly perspectives for their interpretation of the primary texts, the topics of citizenship, justice and diversity, and the issues under debate. For example, the Subcommittee observes that the students will read "Letter from a Birmingham City Jail", a text that is required in many foundations-level GEN courses, but it is unclear from the materials provided how students will engage with this differently or in a more in-depth manner than they do in the typical introductory-level GEN Foundations courses. Additionally, the Subcommittee observes that the writing assignments, while substantial in length, are reflections, and thus do not ask students to engage with scholarship on the topics, cite sources, or synthesize what they are learning in class with scholarship that is not a part of the course reading schedule.
- d. 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

- exam questions that focus on skill building in the areas of writing, observation, and interpretation, 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.
- e. The Subcommittee requests that the Center modify the Course Schedule (pp. 5-9) to reflect the 14 instructional weeks/70 instructional days that make up an OSU semester. Specifically, they are concerned about what material may be "cut" from the current 15-week curriculum when the course is taught. They offer the friendly suggestion that basing the course calendar on an actual OSU semester calendar (and notating/taking into account holidays and breaks) may be useful.
  - f. 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 "GEN Goals & 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 3310 is an approved course in the GEN Theme: Citizenship for a Diverse and Just World category."

I will return CLL 3310 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.