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	3220
Course Title	The Great American Novel
Transcript Abbreviation	Great Amer. Novel
Course Description	Landmark American novels are interpreted by investigating the terms of the course title. Topics of civic thought are applied to literature by asking: what makes a novel great? How do judgments about greatness change over time? What makes a novel American? What is the relation between literary and political representation? How do novels differ from works of philosophy or political theory?
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 will be able to describe the role literary judgment plays in democratic citizenship, analyze the nature of a canon in the creation of common cultural ground, and explain the relationship between literary and political representation.

Content Topic List

- What makes a novel great? How do understandings of greatness change over time? What makes a novel American? What is the relationship between literary and political representation? What makes novels distinct from philosophy or political theory?

Sought Concurrence

Yes

Attachments

- CIVICLL, The Great American Novel - Syllabus.pdf: Syllabus

  (Syllabus. Owner: Fortier,Jeremy)

- CIVICLL, Great American Novel - GE Worksheet.pdf: GE Worksheet

  (Other Supporting Documentation. Owner: Fortier,Jeremy)

- Concurrence - ASC, Glenn, Education, Law.pdf: Concurrence Exchanges

  (Concurrence. Owner: Fortier,Jeremy)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Fortier,Jeremy	08/26/2025 08:57 AM	Submitted for Approval
Approved	Fortier,Jeremy	08/26/2025 08:57 AM	Unit Approval
Approved	Reed,Kathryn Marie	08/26/2025 09:24 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/26/2025 09:24 AM	ASCCAO Approval

THE OHIO STATE UNIVERSITY
CHASE CENTER FOR CIVICS, CULTURE, AND SOCIETY

CIVICLL 3220: The Great American Novel

GEN Theme: *Citizenship in a Just and Diverse World*

Semester and Year:
Meetings Times:
Location:
Format of Instruction: Seminar
Contact Hours Per Week: 3

Instructor: Michael Clune
Office:
Email:
Phone:
Office Hours:

I. Course Description

This course explores five American novels published between the middle of the nineteenth century and the middle of the twentieth century. As students closely read each work, they will interrogate the three terms of the course title.

1) **Great**. What makes a work of literature 'great?' How can we learn to appreciate great literary works? What kinds of value, and what criteria, underlie judgements of greatness? How has the perceived value of a given novel changed over the years? What would a just evaluation of literary works look like? How can students cultivate their own skill in literary judgement and appreciation?
2) **American**. What makes a novel American? How have different novelists answered this question? Are their answers compelling? How does literary representation work? What is the relation between literary and political representation? How have American authors drawn upon—or transformed—other national literary traditions?
3) **Novel**. What is a novel? How does it differ from—or incorporate—elements of other genres, such as epic, lyric, or drama? How do individual authors deploy novelistic features such as heteroglossia, free indirect discourse, and plot? What is the relation of the novel to modernity? To mass media—such as newspapers, magazines, and later radio? How do we—or can we—distinguish between the author's point of view and that of his or her characters and/or narrators? What is the difference between a novel and a work of philosophy or of political theory? How do these different forms approach shared problems?

Investigating these topics—including the nature of representation, the status of the 'American,' the nature of a canon as a cultural common ground, and the cultivation of individual judgement— will challenge students to apply some of the key problems of civic thought to literary topics.

II. Course Objectives

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

- describe the role literary judgement plays in democratic citizenship.
- critically evaluate the works of writers from Melville to James to Ellison and demonstrate how those texts illuminate enduring questions of American civic thought.
- practice the skill of appreciative close reading and analyze their own experiences, reasoning, and cultural assumptions against the accumulated wisdom conveyed in the authors explored.
- describe and analyze the form of the novel in some of its most powerful and enduring instances.
- track different forms of literary greatness across writers diverse in terms of race, gender, sexuality, and era.
- develop their writing and critical skills through the process of revision.
- appreciate and critically evaluate the primary and secondary sources necessary for understanding the key ideas, texts, events, individuals, debates, traditions, and developments that have defined American constitutionalism and civic life.
- analyze their experiences, reasoning, and cultural assumptions against 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.
- draw on multi-disciplinary perspectives to effectively research and present arguments about civic traditions and civic life, using verbal, textual, and visual means, doing so in ways that fairly characterize arguments that counter their positions.

III. GEN Goals and 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 meets the Goals/ELOs of Citizenship for a Diverse and Just World

This course understands citizenship as a legal status and cultural concept that has been shaped and represented by literary works. Relatedly, it understands “a diverse and just world” as a political reality and ideal that has been imagined, critiqued, and realized through cultural artifacts. In “The Great American Novel,” students will analyze the relationship between the organization of literary works and the organization of American political communities, articulating how different works conceptualize citizenship, justice, and diversity in the United States. This course meets the Goals and Expected Learning Outcomes for the Citizenship for a Diverse and Just World Theme through a range of readings, class discussion, and writing assignments. These activities will cultivate students' appreciation for great literature, and for the role a common canon of classic literary works plays in the development of individuals as citizens. By using the tools of close reading, students will explore the features of important novels that underlie their canonicity, analyze the close relation between interpretation and

evaluation, and examine the novels' specifically American qualities. Lectures will model an appreciative approach to these works, challenging students to suspend their existing preferences and engage with the different and challenging values, perspectives, and perceptions embodied in great works. In class discussion and written work, students will explore how American ideals of justice, freedom, and community inform literary judgement and the goal of common evaluative standards.

IV. Course Texts

Students should purchase the following texts, which are available at Barnes & Noble and on Amazon:

Herman Melville, *Moby Dick* (Norton Critical, 2017) ISBN: 0393285006

Henry James, *The Bostonians* (Penguin, 2001), ISBN: 0140437665

Frank Norris, *McTeague: A Story of San Francisco* (Penguin, 1994), ISBN: 0140187693

Willa Cather, *The Professor's House* (Vintage, 1990), ISBN: 9780679731801

Ralph Ellison, *Invisible Man* (Vintage, 1995), ISBN: 9780679732761

V. Assignments and Grading

Instructions for All Essay Assignments

- Papers should be double-spaced, use 12-point Times New Roman font, and be carefully edited.
- Essays will be due at 11:59pm on the due date listed in the syllabus.

1. Four short response papers. There are four 1-2 page response papers due over the course of the semester (and assigned in such a way that each week half the class will write a paper). These papers are designed to focus student thinking on the texts we read, to record references to particular passages of interest, and to articulate questions that will serve as a basis for class discussion. These papers will be graded pass/fail. Response papers will account for 20% of the final grade (5% each).

2. Two longer papers. The first (4-5 page) paper will analyze a moment of persuasion in *Moby Dick*. In consultation with the instructor, students will revise this paper, with the recorded grade being the higher of the revision or original. For the second (8-10 page) paper, students will analyze the image of America in a work of their choosing, using a limited number of secondary sources. To ensure students are on the right track, they will hand in a 1-2 page description of the final paper topic for approval.

3. Participation and Attendance. The class relies on the active participation of students in discussion. Accordingly, students should come to class well-prepared, having brought the assigned text, done all the reading, noted passages of interest, and formulated some questions to bring to discussion. To receive full points, please note these participation and attendance policies:

    a. 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% of more of the class sessions will receive a zero for this component of the course. 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.

    b. 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.

    c. 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.

Course grade:

The final grade will be calculated as follows:

- Participation and Attendance: 20%
- Response Papers: 20%
- Paper 1 (revision grade, if higher, will replace initial grade): 20%
- Paper 2: 40%.

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

Deadlines: All assignments will be due at 11:59pm on the due date listed in the syllabus. Late assignments will automatically drop 20 points (two letter grades) if submitted within 24 hours after the deadline, and 50 points thereafter. If there are extenuating circumstances that interfere with timely assignment completion, please discuss this with me *before* the assignment is due.

VI. Course Schedule

(listed readings to be completed by the first class day of each week)

Week 1 *Moby Dick* chapters 1-10 (focus theme: How *Moby Dick* teaches us to read it)
Day 1: Introductory Lecture. Day 2: Discussion

Week 2 *Moby Dick* chapters 11-52 **A** (focus theme: "The Whiteness of the Whale" as descriptive masterpiece)
Day 1: Lecture. Day 2: Discussion of Response Papers

Week 3 *Moby Dick* chapters 53-93 **B** (First Paper Assigned) (focus theme: Modes of American allegory)
Day 1: Lecture Day 2: Discussion of Response Papers

Week 4 *Moby Dick*, chapters 94-end **A** (focus theme: Ahab as American Quixote)
Day 1: Writing workshop: analysis and appreciation. Day 2: Discussion of Response Papers

Week 5 *The Bostonians*, first third **B** (focus theme: American realism)
Day 1: Lecture. Day 2: Discussion of Response Papers

Week 6 *The Bostonians*, second third (Paper 1 Due) (focus theme: Character and Cultivation)
Day 1: Lecture. Day 2: Discussion of Response Papers

Week 7 *The Bostonians*, final third (focus theme: Form and Reform)

Day 1: Writing workshop: Revision. Day 2:

Week 8 *McTeague*, first half (focus theme: The aesthetics of flatness)
Day 1: Lecture. Day 2: Discussion

Week 9 *McTeague*, second half **A** (focus theme: Norris's descriptive achievement)
Day 1: Lecture. Day 2: Discussion of Response Papers.

Week 10 *The Professor's House*, first half **B** (focus theme: Art versus Life in Cather)
Day 1: Lecture. Day 2: Discussion of Response Papers

Week 11 *The Professor's House*, second half (final paper topics due) (focus theme: Image Patterns in Cather: The Open Door.)
Day 1: Lecture. Day 2: Discussion

Week 12 *Invisible Man,* 1-100 **A** (focus theme: Ellison's comedy)
Day 1: Lecture. Day 2: Discussion of Response Papers

Week 13 *Invisible Man*, 100-200 (focus theme: Ellison and rhetoric)
Day 1: Lecture: Day 2: Discussion

Week 14 *Invisible Man*, 200-300 **B** (focus theme: Race and Metaphor)
Day 1: Lecture. Day 2: Discussion of Response Papers.

Week 15 *Invisible Man*, 300-end. (focus theme: The Constitution and Character)
Day 1: Lecture. Day 2: Discussion

Final papers due after reading period.

VII. 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.

This course understands citizenship as a legal status and cultural concept that has been shaped and represented by literary works. Relatedly, it understands "a diverse and just world" as a political reality and ideal that has been imagined, critiqued, and realized through cultural artifacts. In "The Great American Novel," students will analyze the relationship between the organization of literary works and the organization of American political communities, articulating how different works conceptualize citizenship, justice, and diversity in the United States. The cultivation of appreciation for the great works of the American literary tradition constitutes a key dimension of the education of individuals as citizens. A common set of works of enduring value provide a basis for cultural community; the skill of appreciative close reading enables us to transcend our narrow preferences and values and discover forms of connection to Americans of different eras, identity groups, and geographies; and reflection on the dynamics of judgment engages students in the civic practice of justice and freedom.

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.	Through lectures, class discussion, and regular response papers focused on the weekly close reading of key texts, and through revision and writing workshops, students will learn to appreciate great works of American literature, identify the visions of America expressed by important authors, and subject them to critique. Here are some more specific examples of activities that will challenge students to engage in critical and logical thinking: Completion of 4 response papers which analyze the week's reading in terms of the week's focus theme (e.g. analyzing *Moby Dick* in terms of Modes of American allegory in Week 3, and analyzing *The Bostonians* in terms of American realism, in Week 5). These papers are designed to focus student thinking on the texts we read, to record references to particular passages of interest, and to articulate questions that will serve as a basis for class discussion (e.g. Who is Melville's audience in *Moby Dick*, and how does he communicate his views about American democracy and social equality through the "ruthless democracy" of whales?). Completion of two longer papers. The first longer paper involves a prompt which leads students through an analysis of persuasion in Moby Dick. The second long paper tasks the students with evolving their own topic, supported through workshops and short initial topic. Both papers emphasize appreciative close reading, careful argumentation, and strong thesis statements in literary analysis.
ELO 1.2 Engage in an advanced,	Students engage in advanced exploration of great American

in-depth, scholarly exploration of the topic or ideas within this theme.	novels--involving the application of the civic ideal of justice through the cultivation and practice of literary judgement--through a combination of lectures, readings, and discussion. Lectures: The disciplinary practice of appreciative close reading furnishes our basic method. This tool---introduced in lecture and then practiced in discussion and papers--provides a flexible framework in which great novels created by diverse authors in different genres and eras can be compared, critiqued, and synthesized. Students are engaged to reflect on the ways literary judgement underlies this practice--the attribution of value is an optic that makes certain features available to be tested against each student's individual judgment. Each week typically begins with a lecture in which the conceptual tools are introduced, and the focus theme (see schedule) for the week's reading is analyzed. Reading: The texts for the course consist of key novels of the American literary tradition, ranging from the mid-19th century to the mid-20st century, a time of extraordinary achievement and dynamism in both the novel form and American writing. Students learn the skill of appreciative close reading through modeling in lecture and class discussion, careful note-taking, and the regular writing of response papers responding to specific passages. Discussion: Students participate in weekly discussion which is often organized by their own response papers. Students go around and share the substance of their response to the reading; passages to which the students' draw attention in their papers provide the focus for a discussion which models the skill of close reading against the horizon of such key questions of civic thought as the relation between individual and collective value judgements, the prospect of a common literary culture, and the role of literary education in citizenship. Activity example: Students are asked to write response papers on the relation between aesthetic and civic values in Cather's "The Professor's House." Students can choose a variety of passages from the work, and evaluate Cather's representation of this dynamic from a variety of angles, each embedded in different conceptions of rights and values. Discussion draws out these explicit and implicit values, highlights the resonances and differences with other authors discussed earlier in the class, and attends to the adequacy of student responses to Cather's rich and complex language. Finally, the instructor asks students to reflect on the literary judgements revealed by the interpretations proposed during discussion.

ELO 2.1 Identify, describe, and synthesize approaches or experiences.	In class discussion and through four short response papers, students will learn to identify, describe, and synthesize literary approaches to the theme of citizenship for a just and diverse world. For example, students will be asked to describe Herman Melville's use of American allegory in *Moby Dick* and compare it with Ralph Ellison's in *Invisible Man*. How do the two men envision the role of the author in translating social and political realities to the public, and how did their social, political, and racial backgrounds shape their literary approach? The longer papers for the course are structured as a sequence through which the students learn to combine argumentation with textual evidence to examine and appreciate key features of some of American literature's greatest novels, and the role that a literary canon plays in cultivating citizenship. The first (4-5 page) paper will analyze a moment of persuasion in *Moby Dick*. In consultation with the instructor, students will revise this paper, with the recorded grade being the higher of the revision or original. For the second (8-10 page) paper, students will analyze the image of America in a work of their choosing, using a limited number of secondary sources.
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.	Students' final papers will help them develop a sense of self as learners by challenging them to build on the work of their first paper, as well as their work in revising that paper through a workshop, instructor feedback, and individual meetings. This assignment will also empower students to take control over their own learning. They will select either to compare different works on a given topic, or to perform an appreciative analysis of a single work with a limited number of secondary sources. One example of a possible student paper topic would be analyzing Frank Norris's descriptive practice in "McTeague," with special attention to the aesthetic rationale for the violation of realistic norms in the descriptions of Trina.

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

***ELO 1.1** Engage in critical and logical thinking.*	*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)*

	Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3) *Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.*

ELO 2.1 *Identify, describe, and synthesize approaches or experiences.*	*Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.* *<u>Lecture</u>* *Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.* *<u>Reading</u>* *The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.* *<u>Discussions</u>* *Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide* *information from sources they've found outside the lecture materials. In this way, they are able to* *explore areas of particular interest to them and practice the skills they will need to gather information* *about current events, analyze this information, and communicate it with others.* *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.*
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.*	*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.* *Some examples of events and sites:* *The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces* *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.* *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* *The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.*

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 and how it differs across political, cultural, national, global, and/or historical communities.	At the thematic level, students will explore and analyze diverse representations of citizenship in great American novels, ranging from Herman Melville's complex metaphor of the nation as ship, to James' meditation on the role of reform, to Ralph Ellison's image of the tensions between the constitutional order and a racialized social order. In each text we explore, the rights, responsibilities, values, and vulnerabilities of the individual in relation to a variously conceived political and social orders are at the heart of the literary work (e.g. the relationship between man and nature, and the consequences of Captain Ahab's radical individualism in *Moby Dick*). Our work takes account of differences across three centuries, numerous regions, and authors that are diverse with respect to race, gender, and class (Willa Cather, Ralph Ellison, and Henry James). Discussions will challenge students to practice and reflect upon literary judgement, its relation to the project of a common American literary culture, and the challenges such a project confronts. Students will also be asked to explore to the differences in historical literary judgements of works like Melville's or Ellison's, and test them against students' individual sensibilities and perspectives.
ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	This course supports the cultivation of "intercultural competence as a global citizen" through the examination of the different values and cultural assumptions embedded in literary works that vary widely in terms of the era, identity, and politics of the author (e.g. 19th-century Euro-American novelist Herman Mellville and Oklahoma City-born African American Ralph Ellison). Some relevant questions we pose in lecture and discussion: How do American writers from Melville to Cather understand the

	difference between American and European literary traditions? How does this affect their practice of the novel form? In addition, by instructing students in the practice of judgement as a suspension of our pre-existing values and perspectives in order to occupy and evaluate the perspective opened by the great work, the course cultivates such skills as empathy and cultural openness, which are essential to citizenship.
ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	In its focus on the different forms of greatness embodied in novels by authors diverse in terms of gender, race, sexuality, and era (e.g. Herman Melville, Willa Cather, Frank Norris, and Ralph Ellison), the course enables students to appreciate the diversity of artistic materials. In discussion and through essay responses, students will consider this "material" in terms of authors' lived experiences and the diversity of the artistic methods (including style, plot, and character) embodied in great American novels. In class discussion and written work, students will explore how American ideals of justice, freedom, and community inform literary judgement and the goal of common evaluative standards. Lectures will model an appreciative approach to these works, challenging students to suspend their existing preferences and engage with the different and challenging values, perspectives, and perceptions embodied in great works. The practice of appreciative close reading will enable students to access forms of value and modes of experience that may differ from their own (for example, the perspective of a mid-nineteenth century seaman and writer.
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.	The course includes the careful exploration of works that have had a significant historical impact on American conceptions of justice, difference, citizenship. Frank Norris's representation of class in *McTeague*, Ralph Ellison's depiction of racial invisibility in *Invisible Man*, and Henry James' representation of social reform in *The Bostonians* are all instances of the novelistic depiction of the interaction of American ideals with structures of power. In addition, the practice of appreciative close reading constantly engages students in a reflection on how questions of justice arise when interpreting and evaluating works of literature.

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,*	*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.*

national, global, and/or historical communities.	*Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.* *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.*
ELO 3.2 *Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.*	*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.*
ELO 4.1 *Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.*	*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).* *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*

	*"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.*
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.*	*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.*

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
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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

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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

THE OHIO STATE UNIVERSITY

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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

THE OHIO STATE UNIVERSITY

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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

--

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

THE OHIO STATE UNIVERSITY

Anastasia R. Snyder
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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"

Thursday, August 21, 2025 at 2:08:25 PM Eastern Daylight Time

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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

THE OHIO STATE UNIVERSITY

Anne E. Ralph
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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

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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"