
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	3500
Course Title	The Art of Statesmanship
Transcript Abbreviation	Statesmanship
Course Description	This course examines the art of statesmanship, the meaning of political greatness, and the education of political leaders. Qualities of character required for effective statesmanship are analyzed using books written by past leaders for future leaders. Compares the virtues and vices of great leaders across different historical periods, local contexts, and ethical frameworks.
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 analyze primary texts central to the philosophical and strategic tradition of statesmanship, identifying differences between classical and modern statesmanship, in addition to the demands different regimes place on great leaders.

Content Topic List

- Moral Character; Political Prudence; Great Ambition; Grand Strategy; Statecraft and Soulcraft; Ancients and Moderns; Philosophy and Politics; Great Lives

Sought Concurrence

Yes

Attachments

- CIVICLL, Art of Statesmanship - Syllabus.pdf: Syllabus
(Syllabus. Owner: Fortier,Jeremy)
- CIVICLL, Art of Statesmanship - 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	08/25/2025 09:28 PM	Submitted for Approval
Approved	Fortier,Jeremy	08/25/2025 09:28 PM	Unit Approval
Approved	Reed,Kathryn Marie	08/26/2025 09:19 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/26/2025 09:19 AM	ASCCAO Approval



CIVICLL 3500: Art of Statesmanship

[Spring 2026]

Format of Instruction:

Instructor: Luke M. Perez, Ph.D.

Meeting Day /Time:

Email:

Classroom Location:

Office:

Contact Hours:

Office Hours:

I. Course Description

This course examines the art of statesmanship, the meaning of political greatness, and the proper means of educating aspiring young statesmen and stateswomen. Students will consider the ambition, moral character, cunning, prudence, and grit required for effective statesmanship by analyzing books written by past statesmen for future statesmen. Students will also explore whether the life of grand politics is a desirable way of life. Lastly, students will learn to identify the differences between classical and modern statesmanship, in addition to the unique political demands that different regimes and natural circumstances place on founders and leaders of nations.

II. Course Objectives and Learning Outcomes

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

- Interpret and analyze primary texts central to the philosophical and strategic tradition of statesmanship.
- Evaluate the moral and practical challenges of political leadership across different regime types and time periods.
- Articulate the relationship between personal virtue and public responsibility in political life.
- Engage in sustained, civil debate on fundamental political questions using evidence drawn from serious texts.
- Write clearly and persuasively about leadership, character, and strategic judgment.
- Appreciate and critically evaluate the primary texts and secondary sources necessary to understand the key ideas, events, individuals, debates, traditions, and developments that have shaped the American constitutional order, civic life, and society.
- Analyze their experiences, reasoning, and cultural assumptions against the accumulated wisdom of inherited traditions and texts, the successes and failures of historical case studies, and the best lessons from the behavioral, social, and natural sciences.
- Use a multi-disciplinary perspective to identify and evaluate historical antecedents of contemporary problems, real-world applications of theoretical claims, and the principled bases for practical courses of action within a pluralistic society.

III. GEN Goals & Learning Outcomes

This course fulfills the **GE 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.

GEN Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- 3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.
- 4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.
- 4.2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

How this course connects to the Theme: Citizenship for a Diverse and Just World

This course understands citizenship as an active relationship that requires leadership on the part of everyday citizens and political leaders (in this class, referred to as statesmen and stateswomen). Likewise, this course understands the concept of “a diverse and just world” as involving both the reality of cultural pluralism and the ideal of justice, or the equitable and fair treatment of all persons under the law. Students will develop an understanding of statesmanship as

an art form through close readings of classical and modern texts that lay bare the challenges of political leadership. Students will learn to investigate and analyze the enduring questions that lie beneath the challenges political leaders encountered in the act of statecraft: chiefly, whether and to what extent political leadership is strictly about raw calculation and ambition or whether and to what extent moral factors such as prudence and character influence what distinguishes a mere leader from a genuine practitioner of statecraft. At the end of this course, students will have the skills to evaluate how the strategical and ethical demands of public life shape and constrain the circumstances of political leaders. Additionally, students will develop their skills in careful reading, analytical writing, and deliberative discussion. They will also strengthen their abilities to interpret complex political texts, assessing arguments about justice, power, and responsibility. Finally, students will learn to articulate their own considered judgments about the meaning of political greatness.

IV. Course Texts

Required

NOTE BENE: THE TEXTS ARE REQUIRED IN A PHYSICAL EDITION (I.E., NO E-BOOKS). THEY ARE AVAILABLE AT BARNES & NOBLE OR ON AMAZON.

Thomas Aquinas, *On Kingship: On Kingship to the King of Cyprus* (Toronto, ON: Pontifical Institute of Mediaeval Studies, 1949), ISBN-10: 0888442513 [[Amazon Link](#)]

Cicero, *On Duties* (Agora Editions) (Ithaca, NY: Cornell University Press, 2016), ISBN-10: 1501704524 [[Amazon Link](#)]

Robert Alter, *The David Story: A Translation with Commentary of 1 and 2 Samuel* (New York, NY: W.W. Norton & Company, 2000), ISBN-10: 0393320774 [[Amazon Link](#)](note bene. Students may also use any edition of the Old Testament that has the full texts of First and Second Samuel.)

Robert Kaufman, *Henry M. Jackson: A Life in Politics* (Seattle, WA: University of Washington Press, 2015), ISBN-10: 0295995394 [[Amazon Link](#)]

Niccolo Machiavelli, *The Prince* (Indianapolis, IN: Hackett Publishing Company, Inc, 1995), ISBN-10: 0872203166 [[Amazon Link](#)]

You are expected to complete all readings **before** attending class. Class time will be divided between lecture and robust discussion, including regular questioning of students by the professor. Lectures will only situate the readings in the larger context of the course, introduce ideas and themes which might not be immediately obvious to first time students, and address questions left from previous class sessions. The primary vehicle for students to master the material will be in-class discussions, with regular use of the Socratic method. The purpose of this format is to help students acquire the skills to develop their own ideas, articulate and defend them, and engage with other students intellectual development.

V. Course Assignments and Grading

The final grade will be calculated as follows:



- Short Writing Assignments (40%)
- Leadership Case Study (40%)
- Class Participation and Attendance (20%)

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

Short Writing Assignments (40 percent)

Students will complete eight short response papers of approximately 2 pages throughout the semester that engage some aspect of the assigned readings. Prompts will not be given. Rather, students are expected to identify a passage within the reading that raises questions or potential lessons of statesmanship, and the challenges of doing it well.

These are not editorial essays. Students must use the assigned readings to both raise and answer the questions. It is an exercise in textual analysis.

Papers will be formatted in Chicago Manual of Style. We will discuss “CMOS” in class. Students who wish to strengthen their writing are encouraged to visit their professor during office hours, or at least review the [Recommended for Writing](#) section of the syllabus.

Four of these response papers will have assigned due dates (see course schedule below). The other four will have no due date but must be completed before the second to the last week of class. Free floating papers allow students to schedule their writing around whatever academic and extracurricular commitments they have. These free floating papers must be on a reading within the previous two weeks of when it was submitted. Since the free floating writing assignments have no hard due date except by the second to last week of the term, students are *strongly* encouraged to get them in on a regular schedule through the term.



Leadership Case Study (40 percent)

Students will write a critical book review of 10-12 pages examining a particular leader from the United States within the context of this course. **This assignment will be due on the last day of class: April 24.**

A list of potential biographies will be provided, but students are encouraged to select any American statesman from the period between the Founding through the turn of the 21st century (~1776–2000). The purpose of this review is to “get away” from contemporary political debates (~2000 to present) while placing the United States squarely within the focus of statecraft as an art.

Papers must be submitted in Chicago Manual of Style (CMOS) format.

Class Participation and Attendance (20 percent)

Students are expected to attend all class sessions. Students are also expected to bring the assigned text to class and be prepared to answer questions, ask questions, and offer interpretations of the text. Occasionally, the professor will call on students at random to discuss either their short paper for the week or the progress of their case study. Be ready to update the professor and class on what you are discovering or answer a few follow-up questions about what you wrote. Please note the following course policies:

- Each unexcused absence from class will mean that students are docked 5% of their participation grade. Students who miss 25% or more of the class sessions will receive a 0 for this portion 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. Please reach out to the instructor with any questions about this policy.
- Consistent, high-quality participation—including respectful listening, contributing to discussion, and building on peers’ insights—is expected each week. Occasional informal writing or group exercises may be used to facilitate discussion and deepen reflection. Students will be docked 1 point of their participation grade (1/100 pts) for every week they do not speak up in class. If you are struggling to participate in discussion, please come to office hours or reach out.
- Under no circumstances should you allow your cell phone to ring during class. Any disruptive behavior, which includes ringing cell phones, listening to your music player, text messaging, constant talking, eating food noisily, or reading a newspaper will lead to a 5% deduction in your participation grade.

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.



Deadlines: No late papers will be permitted. You will know when the assignments are due and are encouraged to think about what you will write on well in advance. If you have an emergency that suddenly arises before you can submit the assignment, you must submit whatever draft you have, and then contact me immediately. All assignments will be due at 11:59pm on the due date listed in the syllabus. If there are extenuating circumstances that interfere with timely assignment completion, please discuss this with me as soon as possible to get an extension.

Technology Policy: Please note that I have a strict no-technology policy in this class. Details on the rationale can be found in the [Technology Policy](#), found in the appendix to this syllabus. But functionally, this means, no laptops, no e-book editions of the course readings, and cell phones should be placed out of sight and on silent during class. Students who require an accommodation to this policy should consult the relevant section in the [Appendix](#).

Office Hours: There are two ways to see me in office hours: 1) My standing hours above, which are “drop-in” and require no notice; 2) Students may also use a web-app to schedule a 20 minute window with me, [linked here](#).

Calendar of Readings

A full reading calendar will be posted closer to the beginning of the semester. In broad strokes, students will work through all or part of the following works in roughly the following order through the semester:

Jan 12

- **Text:** Stephen Douglas
- **Assigned Reading:** “The Self-Made Man”

Jan 14

- **Text:** Machiavelli, *The Prince*
- **Assigned Reading:** Chapters 1–9

Jan 21

- **Text:** Machiavelli, *The Prince*
- **Assigned Reading:** Chapters 10–18

Jan 26

- **Text:** Machiavelli, *The Prince*
- **Assigned Reading:** Chapters 19–26
- *Short Reading Assignment 1 Due*

Jan 28

- **Text:** Aquinas, *On Kingship*
- **Assigned Reading:** Book I

Feb 2

- **Text:** Aquinas, *On Kingship*
- **Assigned Reading:** Book II (Ptolemy of Lucca)



Feb 4

- **Text:** First Samuel
- **Assigned Reading:** Chapters 1–8

Feb 9

- **Text:** First Samuel
- **Assigned Reading:** Chapters 9–17
- *Short Reading Assignment 2 Due*

Feb 11

- **Text:** First Samuel
- **Assigned Reading:** Chapters 18–31

Feb 16

- **Text:** Second Samuel
- **Assigned Reading:** Chapters 1–8

Feb 18

- **Text:** Second Samuel
- **Assigned Reading:** Chapters 9–16

Feb 23

- **Text:** Second Samuel
- **Assigned Reading:** Chapters 17–24

Feb 25

- **Text:** Kaufman, *Henry M. Jackson*
- **Assigned Reading:** Chapters 1–4

Mar 2

- **Text:** Kaufman, *Henry M. Jackson*
- **Assigned Reading:** Chapters 5–8

Mar 4

- **Text:** Kaufman, *Henry M. Jackson*
- **Assigned Reading:** Chapters 9–12

Mar 9

- **Text:** Kaufman, *Henry M. Jackson*
- **Assigned Reading:** Chapters 13–15

Mar 11

- **Text:** Kaufman, *Henry M. Jackson*
- **Assigned Reading:** Chapters 16–18
- *Short Reading Assignment 3 Due*

Mar 16

- **No Class (Spring Break)**

Mar 18

- **No Class (Spring Break)**



Mar 23

- **Text:** Kaufman, *Henry M. Jackson*
- **Assigned Reading:** Chapters 19–22

Mar 25

- **Text:** Cicero, *On Duties*
- **Assigned Reading:** Book I (Part 1)

Mar 30

- **Text:** Cicero, *On Duties*
- **Assigned Reading:** Book I (Part 2)

Apr 1

- **Text:** Cicero, *On Duties*
- **Assigned Reading:** Book II (Part 1)

Apr 6

- **Text:** Cicero, *On Duties*
- **Assigned Reading:** Book II (Part 2)
- *Short Reading Assignment 4 Due*

Apr 8

- **Text:** Cicero, *On Duties*
- **Assigned Reading:** Book II (Part 3)

Apr 13

- **Text:** Cicero, *On Duties*
- **Assigned Reading:** Book III (Part 1)

Apr 15

- **Text:** Cicero, *On Duties*
- **Assigned Reading:** Book III (Part 2)

Apr 20

- **Text:** Henry Kissinger, *Leadership*
- **Assigned Reading:** Chapter 6: “The Strategy of Conviction: Margaret Thatcher”

Apr 22

- **Text:** Abraham Lincoln, “Lyceum” Address
- **Assigned Reading:** Full text

Apr 24

- **Text:** Reinhold Niebuhr, *The Irony of American History*
- **Assigned Reading:** Chapter 1
- *Leadership Case Study Due*

VI. 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.

Appendix B: (Professor's Additional Policies)

Technology Self-Responsibility

Although most of our readings are in books and students are required to bring a copy of the text to each class, you will still use technology regularly during the semester. Students will need a reliable computer and Internet connection, an application to read PDF documents, and some form of a text or word processor.

Back up your files regularly. This article from 2015 ([here](#)) from CNET covers some of the basics. Just know that using Google Docs, Dropbox, or similar service is not technically a backup.

Attendance Policy

You are expected to attend class, to arrive on time, to have prepared assigned reading and writing, and to participate in all in-class sessions. If you find that an unavoidable problem prevents you from attending class, you should contact me as soon as possible, preferably ahead of time. You are responsible for any materials covered in class. Do not email me asking to cover whatever was important if you miss class (see the [email policy](#)). When you must miss a class, you are responsible for getting notes and assignments from a classmate.

In accordance with Federal law, The Ohio State University does not penalize students for missing class on religious holy days, for university-sponsored events, jury duty, and military service. It is the student's responsibility, however, to notify your professor—in advance and in writing—at the beginning of the semester of your religious practices and holy days. In compliance with applicable law, students must notify their instructor within 14 days of the first day of instruction of their religious holiday commitments. Details on the religious holiday policies for OSU can be found in [OSU Office of Academic Affairs page regarding this policy](#).

Service-members who need to miss class for Drill Duty, TDY, or other obligations must notify me in advance and provide a copy of your orders or drill weekend schedules. Military students may visit the office of [Military and Veteran Services](#) for more details.

Laptops, tablets, smartphones, or any other electronic device are not permitted in class. This includes e-Book editions of the course materials.

Ample scientific research has demonstrated that these technologies actually make it harder to learn. Some of the research suggests students have lower rates of retention. And almost of it shows that when students use laptops or tablets in the classroom, they often have lower overall course grades.

Additionally, because this course depends on free and open discussion about politics, the prohibition on electronic devices ensures students can feel comfortable sharing their ideas without the concern that someone else might be recording. This course strives for civil discussion, and civil debate. The technology policy serves that aim.

Email Policy

Do not expect me to respond to emails sent, received, or read between the hours of 4:00pm–8:00am, Monday through Friday nor over the weekends. Although at times I will occasionally work early or late and reply to emails during these times, it is important to know that as a rule, I do not check email when at home. Additionally, I check email usually twice per day, sometimes less. So even during the day, you may not get an immediate reply from me. But rest assured, I will respond.

NB Please keep in mind that the following categories of emails will not receive a reply.

1. The student could answer his/her own inquiry by reading the syllabus.
2. The student missed class for which there was no exam and would like to know if anything that was missed was important. *An e-mail is unnecessary unless the impromptu absence involved missing a midterm or final.*
3. The student is protesting a grade without reference to specific points of objection. Students interested in improving their knowledge of material should see me during office hours: it is why professors have them! Also, Federal Law prohibits faculty from discussion grades over email.
4. The students wants to know how many classes s/he missed at some point during the semester.
5. The student is requesting an extension on a major assignment for which the syllabus already established the deadline. The answer is always no. (Major emergencies require documentation.)
6. The student is “[grade grubbing](#)” (See also, the Scholastic Honesty Policy below).
7. The student is asking for extra credit. The answer is always no. If I decide to offer extra credit, I will offer to the entire class and announce it in advance.

Political Literacy

Although this course is devoted to reading about great debates in the history of politics and ethics, we will regularly discuss how these themes apply to contemporary life. A central component to that discussion is keeping up with current events. Students are therefore encouraged to read the news regularly.



Ohio State has partnered with The New York Times and the Wall Street Journal to provide free access to students and faculty. You are *strongly* encouraged to make reading these an integral part of your Marshall brief, since doing so requires nothing other than reading the international politics sections of these papers. But you are also encouraged to read broadly in other sections as well, especially national political and economics news.

You can find details for access at:

- [New York Times via OSU](#)
- [Wall Street Journal via OSU](#)

Below are some other resources for news.

- www.economist.com. Britain's top weekly newspaper on global affairs
- www.realclearpolitics.com. Curated links from around the world. See also the sister websites:
 - www.realcleardefense.com
 - www.realclearpolicy.com

Many other sources can be found, including podcasts, blogs, and social media. The aforementioned sites are only a beginning. In time each of you will begin to develop your own tastes covering a range of news, commentary, and ideological perspectives. The only bit of advice here is to read broadly and force yourself to read at least as much from perspectives opposite from those which share your ideological commitments.

Recommended for writing

This is not a writing flag course. But since the vast majority of evaluations are conducted through written assignments, students are strongly encouraged to strengthen their writing skills, regardless of how poorly or strongly they believe their current skills stand. In class we will occasionally discuss tips and pointers for writing well, but the reading list below is a very good place to start for anyone wishing to strengthen their academic writing.

Booth, Wayne C., Gregory B. Colomb, Joseph M. Williams, Joseph Bizup, and William T. Fitzgerald. 2016. *The Craft of Research*. 4th edition. University of Chicago Press

Garfinkle, Adam. *Political Writing*

Smith, Catherine F. *Writing Public Policy*. 5th edition. Oxford University Press

Strunk, William and E.B. White. *The Elements of Style*. 4th edition. Longman Publishers

Turabian, Kate L. 2018. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers* 9th edition. University of Chicago Press

GE Theme course submission worksheet:

Citizenship for a Diverse and Just World

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Please see responses in the Appendix below.

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

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

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

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</i> <i>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i>
ELO 2.1 <i>Identify, describe, and synthesize approaches or experiences.</i>	<i>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</i> <u>Lecture</u> <i>Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</i> <u>Reading</u> <i>The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</i> <u>Discussions</u> <i>Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</i> <i>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</i>
ELO 2.2 <i>Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</i>	<i>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</i> <i>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</i>

	<i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i> <i>The Vélodrome d'hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i> <i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i>
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Goals and ELOs unique to Citizenship for a Diverse and Just World

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

GOAL 4: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.	
ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	
ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	
ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.	

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

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural,	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 <i>Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</i>	<i>Through the historical and contemporary case studies students examine in HIST/RS 3680, they have numerous opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. The cases highlight the challenges of living in religiously diverse societies, examining a range of issues and their implications. They also consider the intersections of religious difference with other categories of difference, including race and gender. For example, during the unit on US religious freedom, students consider how incarcerated Black Americans and Native Americans have experienced questions of freedom and equality in dramatically different ways than white Protestants. In a weekly reflection post, they address this question directly. In the unit on marriage and sexuality, they consider different ways that different social groups have experienced the regulation of marriage in Israel and Malaysia in ways that do not correspond simplistically to gender (e.g. different women's groups with very different perspectives on the issues).</i> <i>In their weekly reflection posts and other written assignments, students are invited to analyze the implications of different regulatory models for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which model is</i>
	<i>"right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different societies manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion. They also consider how the different social and demographic conditions of different societies shape their approaches (e.g. a historic Catholic majority in France committed to laicite confronting a growing Muslim minority, or how pluralism *within* Israeli Judaism led to a fragile and contested status quo arrangement). Again, these goals are met most directly through weekly reflection posts and students' final projects, including one prompt that invites students to consider Israel's status quo arrangement from the perspective of different social groups, including liberal feminists, Orthodox and Reform religious leaders, LGBTQ communities, interfaith couples, and others.</i>

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.

Appendix.

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

This course understands citizenship as an active relationship that requires leadership on the part of everyday citizens and political leaders (in this class, referred to as statesmen and stateswomen). Likewise, this course understands the concept of “a diverse and just world” as involving both the reality of cultural pluralism and the ideal of justice, or the equitable and fair treatment of all persons under the law. Students will develop an understanding of statesmanship as an art form through close readings of classical and modern texts that lay bare the challenges of political leadership. Students will learn to investigate and analyze the enduring questions that lie beneath the challenges political leaders encountered in the act of statecraft: chiefly, whether and to what extent political leadership is strictly about raw calculation and ambition or whether and to what extent moral factors such as prudence and character influence what distinguishes a mere leader from a genuine practitioner of statecraft. At the end of this course, students will have the skills to evaluate how the strategical and ethical demands of public life shape and constrain the circumstances of political leaders. Additionally, students will develop their skills in careful reading, analytical writing, and deliberative discussion. They will also strengthen their abilities to interpret complex political texts, assessing arguments about justice, power, and responsibility. Finally, students will learn to articulate their own considered judgments about the meaning of political greatness.

ELO 1.1:

Throughout the semester, students will develop critical and logical thinking skills as they survey various models of political leadership—from King David to Cicero to Abraham Lincoln to Niccolo Machiavelli, to Henry Jackson, to Margaret Thatcher. They will do this specifically through:

- interpreting and analyzing primary texts central to the philosophical (e.g. Thomas Aquinas’s *On Kingship*, in Week 3) strategic (e.g. Margaret Thatcher in Week 2) tradition of statesmanship.

- Evaluating the moral and practical challenges of political leadership across different regime types and time periods (e.g. the political crises that led to the rise of the Roman Empire, through reading Cicero’s *On Duties* at the end of March and beginning of April, and the Cold War and threat of totalitarianism, through reading about American lawyer and former senator Henry Jackson (1912-1953) at the beginning of March).

- Eight short response papers that challenge students to identify a passage within the assigned reading that raises questions or potential lessons of statesmanship, and the challenges of doing it well.

ELO 1.2:

Students will engage in advanced, in-depth, scholarly exploration of citizenship for a just and diverse world through a variety of course activities:

- weekly lectures and class discussion on topics ranging from statecraft during and political responses to the collapse of the Roman Republic (end of March-beginning of April) to Stephen A. Douglas’ rise to national prominence and 1857 debates against Abraham Lincoln (Week 1). In discussion, students will weigh the strengths and weaknesses of different leaders’ approach to statecraft (e.g. Cicero vs. Douglas, and Machiavelli vs. Jackson), and the effects of their decision making and philosophies on citizenship for a just and diverse world.

- Course materials introduce students to diverse philosophical and strategic approaches to statecraft, empowering them to understand topics of citizenship, justice, and political leadership at an advanced

level. For example, students will analyze King David's approach to statecraft in their reading of Robert Alter, *The David Story*, considering how he consolidated his rule over the united kingdom of Israel. They will also investigate Henry Jackson's coalition-building leadership style in Congress in their reading of Robert Kaufman, *Henry M. Jackson: A Life in Politics*.

-students' eight short response papers will help them critically analyze these works, developing analytical skills and a robust understanding of successes and failures in statecraft. Students will be asked to identify a passage within the assigned reading that raises questions or potential lessons of statesmanship, and the challenges of statecraft for a just and diverse world.

ELO. 2.1:

This course will expose students to a wide range of approaches to and experiences of statecraft, challenging them to analyze how approaches to political leadership have and have not been conducive to citizenship for a just and diverse world. For example, on April 22nd, students will read one of Abraham Lincoln's earliest published speeches, the "Lyceum" Address, and discuss the merits of Lincoln's message—namely, his siren call that mobs and other forms of public disrespect of the U.S. courts could destroy the U.S. government. One week earlier on April 20, students will read Chapter 6 of Henry Kissinger's *Leadership*, analyzing Margaret Thatcher's approach to statecraft (e.g. neoliberal policies, strong military alliances, and strong military). In discussion, students will also be asked to reflect on how Thatcher's experience as a woman affected her career (and reception) as Prime Minister. More so, in their response papers, students will be challenged to place individual political leaders within their historical contexts, articulating how political, economic, and social realities shaped individuals' statecraft. Students' leadership case study will be worth 40 percent of their grade, reflecting its importance to the course's learning outcomes. This assignment will challenge students to write a critical book review of 10-12 pages examining a particular leader from the United States and how they advanced or challenged citizenship for a just and diverse world. A list of potential biographies will be provided, but students are encouraged to select any American statesman from the period between the Founding through the turn of the 21st century (~1776–2000). The purpose of this review is to "get away" from contemporary political debates (~2000 to present) while placing the United States squarely within the focus of statecraft as an art.

ELO 2.2:

Throughout this course, students will develop a sense of self as learners through reflective exercises and creative work. They will do this especially through their eight short response papers and final leadership case study assignment. The short response papers will empower students to take control over their own learning, choosing passages within their assigned reading that interest them most. In their 2-page response, students will then draw on their own perspectives and experiences to share how this passage raises questions or potential lessons of statesmanship and displays the challenges of statecraft for a just and diverse world. Student's leadership case study assignment will challenge them to synthesize their learning by writing a critical book review of 10-12 pages, examining a particular leader from the United States and how they advanced or challenged citizenship for a just and diverse world. A list of potential biographies will be provided, but students are encouraged to select any American statesman from the period between the Founding through the turn of the 21st century (~1776–2000). This exercise will empower students to choose a leader they find fascinating and draw on their learning throughout the course to place him or her squarely within the focus of statecraft as an art. Students' leadership case study will be worth 40 percent of their grade, reflecting its importance to the course's learning outcomes.

ELO 3.1:

Students will describe and analyze a range of historical perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. When students

read Niccolo Machiavelli's *The Prince*, for example, they will consider how Machiavelli's 16th-century political treatise presents the goal of the statesman as practical outcomes and power over morality (e.g. it is better to be feared than loved as a ruler). In discussion, students will consider the effect of 16th-century Italy's tumultuous political climate on Machiavelli's philosophy, placing *The Prince* within the context of the Medici family's rise to power in Florence. Students will also be challenged to weigh the consequences of such an approach on citizenship for a just and diverse world. Students will compare Machiavelli's power-driven approach to citizenship and political leadership with Reinhold Niebuhr's virtue-based approach in *The Irony of American History*. In discussion and their response papers, students will discuss how Niebuhr interprets matters of citizenship and American foreign policy through a Christian lens, calling out the paradox between America's high ideals of freedom, democracy, and equality and reality as a geopolitical powerhouse that has supported corrupt regimes and spurred humanitarian crises.

ELO 3.2:

This course will challenge students to identify, reflect on, and apply the knowledge, skills, and dispositions required for global citizenship. The content and structure of the class is aimed at developing students' intercultural competency. Readings, lectures, and discussion will surround topics ranging from political responses to the collapse of the Roman Republic (end of March-beginning of April) to Stephen A. Douglas' rise to national prominence and 1857 debates against Abraham Lincoln (Week 1). In discussion, students will weigh the strengths and weaknesses of different leaders' approach to statecraft (e.g. Cicero vs. Douglas, and Machiavelli vs. Jackson), and the effects of their decision making and philosophies on citizenship for a just and diverse world. Exposure to these diverse approaches to civic leadership will help students gain intercultural competency. The structure of the class is also conducive to building intercultural skills. Class time will be divided between lecture and robust discussion, including regular questioning of students by the professor. Lectures will only situate the readings in the larger context of the course, introduce ideas and themes which might not be immediate obvious to first time students, and address questions left from previous class sessions. The primary vehicle for students to master the material will be in-class discussions, with regular use of the Socratic method. The purpose of this format is to help students acquire the skills to develop their own ideas, articulate and defend them, and engage with other students throughout their intellectual development. As they discuss a range of perspectives on citizenship (e.g. Machiavelli's versus Niebuhr's, Lincoln's versus Thatcher's), students will practice the civil discourse skills necessary for global citizenship. Students' leadership case study assignment will also challenge them to analyze a specific approach to civic leadership. In the process of writing their 10-12 page book review, students will reflect on how they can better serve as citizen-leaders for a just and diverse world.

ELO 4.1:

Through a series of diverse case studies, students will examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. For example, course readings will introduce students to a wide range of approaches to statecraft, challenging them to analyze how they have or have not been conducive to citizenship for a just and diverse world. For example, students will read Chapter 6 of Henry Kissinger's *Leadership*, analyzing Margaret Thatcher's approach to statecraft (e.g. neoliberal policies, strong military alliances, and strong military). In discussion, students will also be asked to reflect on how Thatcher's experience as a woman affected her career (and reception) as Prime Minister. Students will also read Abraham Lincoln's "Lyceum" Address and consider how Lincoln's statecraft affected the experiences of free African Americans, slaves, women, and others. Additionally, in their response papers, students will be challenged to place individual political leaders within their historical contexts, articulating how political, economic, and social realities shaped individuals' statecraft (e.g. the secession crisis and westward expansion on Lincoln's political decision-making).

ELO 4.2:

In class discussions and students' final project will require them to analyze and critique the intersection of concepts of justice, difference, citizenship, and how they interact with cultural traditions and structures of power. For example, in the weeks covering First and Second Samuel, discussion will center around how King David abused his power as Israel's king to commit a series of wrongdoings against citizens. Students' leadership case study assignment will also challenge them to consider how particular leaders—specifically, one from the U.S. between 1776-2000—have reinforced and challenged cultural traditions (e.g. the traditions of the Catholic Church, in Aquinas) and structures of power (e.g. slavery, in Samuel 1 and 2).

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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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



Robert T. Greenbaum

Professor, Associate Dean for Curriculum

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

Pronouns: he/him/his

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

Hi Rob,

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

All best,

Jeremy

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

Hi Jeremy,

Thanks for sharing these additional classes.

Rob



Robert T. Greenbaum

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

Pronouns: he/him/his

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

Hi Rob,

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

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

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

Thanks for your time and effort with this,

Jeremy

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THE OHIO STATE UNIVERSITY

CHASE CENTER FOR CIVICS, CULTURE,
AND SOCIETY

Jeremy Fortier

Assistant Director, Salmon P. Chase Center for Civics, Culture, and Society

The Ohio State University

Latest Article: "[Why to be a Civic Constitutionalist](#)"

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

Hi Jeremy,

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

Sincerely,
Tasha



Anastasia R. Snyder
Associate Dean for Faculty Affairs
College of Education and Human Ecology
The Ohio State University
snyder.893@osu.edu
Office: 614-688-4169 / Cell: 614-256-8959

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

Hi Tasha,

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

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

All best - Jeremy

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

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

Hi Tasha,

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

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

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

Thanks for your time and effort with this,

Jeremy

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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



Anne E. Ralph
Morgan E. Shipman Professor in Law
Associate Dean for Academic Affairs & Strategic Initiatives
Michael E. Moritz College of Law
55 West 12th Avenue | Columbus, OH 43210
614-247-4797 Office | ralph.52@osu.edu
Pronouns: she/her/hers

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

Hi Anne,

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

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

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

Thanks for your time and effort with this,

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