

From: [Smith, Randy](#)
To: [Schoen, Brian](#); [Fortier, Jeremy](#)
Cc: [Sutherland, Sue](#); [Nelson, Thomas](#); [Smith, Randy](#); [Griffiths, Rob](#); [Reed, Katie](#); [Duffy, Lisa](#); [Hunt, Ryan](#); [Strang, Lee](#); [Brown, Trevor](#); [Bellamkonda, Ravi](#); [Kanzeg, Benjamin](#); [Lester, Brandon](#)
Subject: Proposal to establish an UG Minor in Civics, Law, and Leadership
Date: Thursday, November 6, 2025 12:33:42 PM
Attachments: [image001.png](#)

Brian and Jeremy:

The proposal from the Salmon P. Chase Center for Civics, Culture, and Society to establish an undergraduate minor in Civics, Law, and Leadership was approved by the Council on Academic Affairs at its meeting on November 5, 2025. Thank you for attending the meeting to respond to questions/comments.

No additional level of internal review/approval is necessary. This action will be included in the Council's next [Annual Activities Report](#) to the University Senate (July 2026).

The Office of the University Registrar will work you with any implementation issues.

Please keep a copy of this message for your file on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions please contact the Chair of the Council, Professor Sue Sutherland (.43), or me.

I wish you success with this important program development and I look forward to working with you more directly now as you move toward additional programmatic developments.

Randy



W. Randy Smith, Ph.D.

Vice Provost for Academic Programs

Office of Academic Affairs

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THE OHIO STATE UNIVERSITY

CHASE CENTER FOR CIVICS, CULTURE,
AND SOCIETY

Brian Schoen, Associate Director
Salmon P. Chase Center for Civics, Culture, and Society

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To: Vice Provost W. Randy Smith
Council on Academic Affairs
Office of Academic Affairs
University Square South
15 E. 15th Ave.
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CC: Lee Strang, Executive Director, Chase Center

September 22, 2025

Dear Vice Provost Smith,

The Salmon P. Chase Center for Civics, Culture and Society is requesting that the Council of Academic Affairs approve a proposal for a new Undergraduate Minor entitled *Civics, Law, and Leadership* as outlined in the attached documents and to begin immediately or by Spring 2026 as deemed appropriate by CAA. This minor is designed to prepare Ohio State students for flourishing civic life by teaching them key components of the American civic tradition and the workings of the American constitutional and legal order, and by helping them develop the civic virtues necessary to live well and lead within a pluralistic republic. It will be administered by the Chase Center and its faculty.

This proposal was developed by members of Chase's curriculum committee, reviewed by all faculty, and approved by its Director. The proposal was shared with OAA leadership and the appropriate associate directors in the College of Arts and Sciences, the Moritz College of Law, the College of Education and Human Ecology, and the John Glenn College of Public Affairs. Conversations with individuals within those units led to adjustments to the proposal, including the addition of several elective courses that clearly fit within the *CIVICLL* program outcomes.

Please do not hesitate to reach out if you have any additional questions or would like additional information concerning this program.

Sincerely,

Brian Schoen, Associate Director
Salmon P. Chase Center for Civics, Culture, and Society
The Ohio State University

Attachments: CIVICLL Minor Proposal
E-mails, with cover, from other units regarding concurrence

Proposal: Minor in Civics, Law, and Leadership

Operation Date: Fall 2025/Spring 2026

Governed by: Salmon P. Chase Center for Civics, Culture, and Society
(September 22, 2025)

I. Summary

The following is a proposal for an undergraduate minor in “Civics, Law, and Leadership” (“CIVICLL”) to be housed in the Salmon P. Chase Center for Civics, Culture, and Society, whose faculty and staff will administer and teach the minor. The mission of the interdisciplinary Salmon P. Chase Center for Civics, Culture, and Society is to “conduct teaching and research in the historical ideas, traditions, and texts that have shaped the American constitutional order and society” and “the foundations of responsible leadership and informed citizenship.” The CIVICLL minor represents the first programmatic step in fulfilling the Chase Center’s legislative mandate, which also furthers The Ohio State University’s land-grant mission of *Disciplina in Civitatem*, “*Education for Citizenship*.”

II. Background and Rationale

In 2023, Ohio created the Salmon P. Chase Center for Civics, Culture, and Society at The Ohio State University, charging its director and faculty with the responsibility of “conduct[ing] teaching and research in the historical ideas, traditions, and texts that have shaped the American constitutional order and society.” Among other things, the Center was directed to provide public programming, encourage “free, open, and rigorous intellectual inquiry to seek the truth,” cultivate viewpoint diversity, and equip “students with the skills, habits, and dispositions of mind they need to reach their own informed conclusions on matters of social and political importance.” The enabling law also tasked the Center with offering instruction in all the following areas: (a) The books and major civic debates which form the intellectual foundation of free societies, especially that of the United States; (b) The principles, ideals, and institutions of the American constitutional and legal order; (c) The foundations of responsible leadership and informed citizenship. It is from these aims and after consulting with other centers, that we derived the name for our minor.

The Center’s minor and courses will provide students with knowledge of America’s common civic tradition, hone their civic skills, and shape their disposition to flourish as citizens in our pluralistic republic. The CIVICLL minor will introduce students to the knowledge necessary to bear the responsibilities of free American citizenship within a constitutional republic governed by the rule of law. It will accomplish this by introducing them to: the great texts and major debates which form the intellectual foundation of free societies, especially that of the United States; the principles, ideals, and institutions of the American constitutional order, including important legal questions and

debates; and the foundations of responsible leadership and informed citizenship. Chase students will also situate debates within the American civic tradition within broader historical and philosophical contexts, engaging different viewpoints through civil and civic-minded dialogue.

III. Program Goals and Objectives

Students in our CIVICLL minor will be expected to meet the following learning outcomes over the course of their program:

1. 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.
2. compare and contrast their experiences, reasoning, and cultural assumptions with 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.
3. apply a multi-disciplinary perspective to identify and draw insights from historical antecedents of contemporary problems, real-world applications of theoretical claims, and the principled bases for practical courses of action and civic leadership within a pluralistic American polity.

IV. Similar Programs at Other Universities

The contemporary movement for university-level citizenship education has been around for about a quarter century. Until recently, programs were exclusive to small private and liberal arts schools such as Princeton's James Madison Program (2000), Harvard's Ash Center for Democratic Governance and Innovation (2003), Tuft University's Tisch College of Civic Life (2006), University of Notre Dame's Center for Citizenship & Constitutional Government (2012), and Yale's Civic Thought Initiative (2019). In 2017, the School of Civic and Economic Thought and Leadership (SCETL) opened at Arizona State University, the first legislatively created program. More recently, programs have been created at several large state institutions, including University of Texas at Austin's School of Civic Leadership, Utah Valley University's Center for Constitutional Studies, University of Tennessee, Knoxville's Institute of American Civics, the University of Florida's Hamilton School for Classical and Civic Education, and the University of North Carolina, Chapel Hill's School of Civic Life and Leadership. In 2023, the Ohio State Legislature created the Salmon P. Chase Center for Civics, Culture, and Society, and four other similar centers around the state.

In fall 2024, a director was hired, and in spring 2025, public programming began, including a conference that brought leaders in civic education from around the state and nation to Ohio State. A founding faculty and staff were hired to begin in academic year 2025 - 2026. The faculty and resources of the Salmon P. Chase Center position it well to provide a superb civic education for Ohio State students. Recognizing that the ecosystem of each civic center and university is different

makes data comparisons difficult, as does the newness of some of the similar programs. Still, we do know that these programs have been successful elsewhere.

Arizona State University, SCETL, 50 majors and 50 minors

Tufts University, Tisch College of Civic Life, 45 Co-majors and 10 minors

University of Florida, Hamilton School for Classical and Civic Education, 94 majors, 33 minors

University of Notre Dame, Center for Citizenship & Constitutional Government, 171 Minors

University of Texas at Austin, School of Civic Leadership, First Class will be in 2025-2026 (100 majors)

University of Tennessee, Knoxville, Institute of American Civics, First Class in 2024-2025 (20 students)

V. Evidence of Ohio State University Student Interest and Programmatic Impact

The CIVICLL minor will appeal to students seeking to know more about the American civic tradition and constitutional order. It will also attract those desiring to engage one another and faculty in civil and civic dialogue as they seek common ground in the pursuit of truth. We have already received considerable interest in our student programming. We had 382 students sign up to receive information at our New Student Orientation resource fair. Over 150 students have enrolled to become Chase Society Members, and sixty more have been accepted into our Chase Scholars program, which includes a commitment to enroll in at least one of our courses.

Equally encouraging is the diversity of those students as well as that of students enrolled in our two inaugural classes this fall. They include students from the following majors: Business, Criminology, pre-Dentistry, Education, Engineering (Electrical, Computer, Pre-Biomedical, Industrial Systems), Finance, History, Philosophy, Political Science, Psychology, Law, Medicine, Pharmacy. We expect that many Humanities, Social Science, and Public Affairs students will supplement their major in those fields with a Chase minor. But this early evidence also suggests that many students in STEM and Health related fields are attracted to our interdisciplinary program. Our flexible minor will allow them to participate in it.

There have also been encouraging statements from Ohio State parents, alumni, student and student support organizations, and other stakeholders who have asked us to move rapidly to develop what they anticipate being an impactful program. For example, the Center hosted the inaugural Ohio Classical Schools Conference on August 1, and the dozens of participating school leaders—representing thousands of families—were enthusiastic about the Center’s planned curriculum for their students. We believe this minor and subsequent work will be additive to many students’ undergraduate experience and intellectually enriching for The Ohio State University campus community writ large, helping to recruit students who might not otherwise consider attending Ohio State.

VI. Curricular Plan

This proposal is for a 15 credit hour minor. This is in line with other minor programs at Ohio State, which range from 12 to 18 hours. Students must pass all courses with a grade of C-, or higher.

Six of the credit hours will be satisfied by two core courses, designed to teach students about the intellectual and historical foundations of self-government and critical debates in American civics.

Students will satisfy the final nine credit hours by selecting three elective courses (9 hours) from a list of topically divided courses, including at least three credit hours in American Constitutionalism, three credit hours in American Leadership, and three credit hours in The Good Life OR The Civic Life. We anticipate expanding our course offerings as we continue to onboard and expand our faculty.

Only three hours may be taken in x193 courses.

At least six hours must be in 3xxx or higher level courses.

A. Core Courses (6 hours, 2 classes)

Successful completion of the following course is required for the minor:

1. CIVICLL 2000: Can We Rule Ourselves? 3 hours.

Students must successfully complete ONE of the following American Self-Rule classes

2. CIVICLL 2110: American Creeds and Conflicts, 3 hours.
3. CIVICLL 2120: American Civic Traditions, 3 hours.
4. CIVICLL 2130: America's Foundational Debates, 3 hours.

B. Electives: * - out for consultation/concurrence, + - a course in development

Students must complete at least nine (9) hours in additional CIVICLL courses, including:

- One (1) course in American Constitutionalism.
- One (1) course in American Leadership.
- One (1) course in The Good Life OR The Civic Life.
- Six (6) hours at the 3xxx or higher level.

American Constitutionalism

CIVICLL 2420. The Evolution of Citizenship (3).

CIVICLL 3400. Landmark Court Cases (3) +.

CIVICLL 3430. Law and Economics (3) *.
 CIVICLL 3440. Revolution and Constitution (3) +.
 CIVICLL 3450. State Constitutional Law (3) +.
 CIVICLL 3460. The Rights that Make Us America (3) +.
 CIVICLL 4450. Debates in American Constitutionalism (3) +.
 LAW 4030 Introduction to the American Legal System (3).
 LAW 4035 Understanding Jurisprudence: An Introduction to Legal Theory (3).
 POLITSC 4135: American Constitutional Law (3).

American Leadership

CIVICLL 3500. The Art of Statesmanship.
 CIVICLL 3540. Leadership and Managerial Dilemmas +.
 CIVICLL 3550. Presidential Crises in War and Peace.
 CIVICLL 3560. Profiles in American Leadership.
 CIVICLL 3520. Kings, Tyrants, and Citizens in the Early Modern Imagination +.
 CIVICLL 3570. Thinking Well, Leading Well *.
 CIVICLL 4510. Representing Leadership: Key Texts from the American Civic Tradition+.

The Good Life

CIVICLL 2200. The Pursuit of Happiness.
 CIVICLL 2210. Freedom and Equality in American Literature.
 CIVICLL 2230. Capitalism and its Critics: An Intellectual History.
 CIVICLL 3220. The Great American Novel.
 CIVICLL 3212. Christianity, Government, and the Law.
 CIVICLL 3210. The Politics of Origins: God and Science as Guides to the Good Life+.
 CIVICLL 3250. Love and Friendship.
 CIVICLL 4230. Big Thinkers on the Good Life: Comparative Approaches+.

The Civic Life

ARTSSCI 2400. Conversations on Morality, Politics, and Society.
 CIVICLL 2300. Civic Friendship and Dialogue in American Democracy.
 CIVICLL 3300. How Politics Breaks Your Brain.
 CIVICLL 3305. Truth versus Post-Truth in the Civic Arena+.
 CIVICLL 3310. American Religion(s): Fractures and Foundations.
 CIVICLL 3320. Toleration and Its Discontents.
 CIVICLL 3330. American Witch-Hunts, Then and Now*.
 CIVICLL 3340. Science Fiction and Civic Life*.
 CIVICLL 3350. Historical Political Economy.
 CIVICLL 3360. War as a Moral Problem+.
 CIVICLL 3370. The Promise and Perils of Technology+.
 CIVICLL 4330. Civic Practices for a Contemporary World+.

Sample Programs

Expedited Minor		
Semester 1	Semester 2	Semester 3
CIVICLL 2110	CIVICLL 2000	CIVICLL 3560-Leadership
	CIVICLL 2420—AmCon.	CIVICLL 3350—Civic Life

Expanded Minor		
Semester 1	Semester 2	Semester 3
CIVICLL 2130	CIVICLL 2000	CIVICLL 3430-AmCon.
Semester 4	Semester 5	
CIVICLL 3500—leadership	CIVICLL 4330--Civic Life	

Admissions:

The minor is open to any student across the university who is enrolled in an academic program.

Recruitment:

The minor will be advertised to current undergraduate students across the university.

Acceptance:

Students will be accepted into the minor at any time.

VII. Assessment Processes

Annually, an Associate or Assistant Director of the Chase Center will meet with the Chase Undergraduate Studies committee, or a subsection thereof to include faculty who teach both core and elective classes, to complete programmatic assessment. They will discuss direct and indirect learning measures to ensure that programmatic goals are being met and, when necessary, propose changes to assignments, curriculum, and course content to better meet program learning goals. They will review existing and new course syllabi to ensure that course materials meet programmatic outcomes and add, remove, or adjust courses as required to ensure optimal outcomes.

Indirect Measures

Number of Applicants to the Minors: Chase Center leadership will track the number of students who choose to enroll in the minor and to take our classes.

Student Course Evaluations: One or more of the academic directors will read through the student evaluations to make sure that teachers are teaching and students are learning the programmatic objectives. We will make course corrections as necessary.

Student Surveys: Upon completion of the minor, students will be provided a link to assess the cohesion of the curriculum and share their subjective experience within the minor.

Direct Measures

Annually, the Chase Center curriculum and assessment committee, or a portion thereof, will assess CIVICLL minors' reflective assignments submitted in their upper-division courses, looking for the following information.

Program Goals and Learning Outcomes	Data Sources and Format of Data	Methods (at least one direct of each goal)	Reporting Schedule
<i>1) Students can 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.</i>	As they complete their final course for the minor, students will submit a portfolio providing essays they have completed for their CIVICLL coursework.	Direct: Members of the Curriculum Committee, including instructors for the core classes, will evaluate student responses, scoring them as "Excellent," "Good," "Acceptable," or "Poor."	Year 1, 2, 3
<i>2) Students can 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 and civic leadership within a pluralistic American polity.</i>	As they complete their final course for the minor, students will submit a portfolio providing essays they have completed for their CIVICLL coursework.	Direct: Members of the Curriculum Committee, including instructors for the core classes, will evaluate student responses, scoring them as "Excellent," "Good," "Acceptable," or "Poor."	Year 1,2,3
<i>3) Students can 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</i>	As they complete their final course for the minor, students will submit a portfolio providing essays they have completed for their CIVICLL coursework.	Direct: Members of the Curriculum Committee, including instructors for the core classes, will evaluate student responses, scoring them as "Excellent," "Good," "Acceptable," or "Poor."	Year 1,2,3

<i>behavioral, social, and natural sciences.</i>			
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VIII. Adequate Resources for Implementation and Oversight

The Chase Center has adequate and available staff to launch and sustain our programming due to current and future hires, ample reserve funds, a 75% increase in the recently passed biennial budget, and additional grants.

Human Resources and Oversight:

Members of the Chase Center staff will help students enroll in the minor. The Associate and Assistant Directors at the Chase Center will provide oversight of the minor. At minimum, the group will meet annually to review minor enrollment, identify any curricular changes that necessitate updating the minor, review program goals, and assess outcomes. In the interim, we will assign a faculty member to serve as the minor advisor for the program. As the CIVICLL and other Chase programs expand, we will likely task a current staff member or hire a new staff person to serve as an academic advisor.

The staff members currently ready to support this program include:

Brian Schoen, Associate Director and Associate Professor, Chase Center
Christopher Green, Associate Director and Professor
Jeremy Fortier, Assistant Director, Chase Center
Jon Spiegler, Assistant Director, Chase Center
Heather Morris, Project Manager, Chase Center
Molly Holland, Project Manager, Chase Center
Margaret Berry, Program Coordinator, Chase Center

Faculty teaching classes to support the Chase Center:

Currently, the primary faculty teaching this minor are the 14-tenure track faculty, one Associate Professor of Teaching and two lecturers who Chase will be onboarding this academic year. They are uniquely suited for this program not only because of their disciplinary training (fields represented include political science, sociology, history, philosophy, law, and religious studies), but also because of their interdisciplinary approach to the program objectives central to the minor. A \$3 million dollar grant from the Stanton Foundation to support free speech will also allow for a visiting faculty member for the next five years. See Appendix A for a full list of Chase Faculty. We also expect to

utilize additional state as well as grant funds to hire faculty that will support this curriculum, particularly in the areas of American constitutionalism, law, and civic leadership.

Other Resources Necessary:

During AY 2025-26 and at least part of AY 2026-2027, the Center will use office and classroom space currently in Smith Lab and USS. After that, the Center is expected to move to Ramseyer Hall. There are no additional budgetary adjustments that are needed, other than those discussed independent of this program, for building renovation.

IX. Impact and Engagement with Other Units

Implementing the CIVICLL minor will be an important first step in helping the Chase Center and The Ohio State University fulfil its legislative mandate to provide classes and programs for students. In developing courses and the minor, the Chase Center has been informed by conversations with a variety of units, particularly in the College of Arts and Sciences, the John Glenn College of Public Affairs, the Moritz College of Law, the College of Education and Human Ecology, the College of Public Health, and others. These have included in-person or virtual meetings with individuals representing the following departments:

Law
Classics
English
History
John Glenn College of Public Affairs
Sociology
Political Science
A&S Leadership Major
Education Studies
Philosophy
CEHV

Our discussions with these units suggest that there may be grounds for collaboration and even cross-listed courses between our programs, including the A&S Leadership program, the John Glenn College's Public Management, Leadership & Policy program, Legal Foundations of Society Minor, the CFAES, Community Leadership Specialization as well as the Law and Public Policy Minor. At the same time, the programmatic aims of CIVICLL are set apart in crucial respects, stemming from our *civic* perspective on law and leadership.

In particular, the civic lens stresses that "American Constitutionalism" is not simply "law for lawyers" (or even legislators) but law as a subject that has been shaped by civil society. On this understanding, the technical, specialized expertise of legal training is important to the American

constitutional tradition, but not more authoritative than the contributions of natural law theorists, pivotal historical exigencies, or citizens like Frederick Douglass, who powerfully interpreted and influenced the American constitutional tradition without the benefit of a formal legal education or access to the legal system and associated institutions. The civic perspective on constitutionalism acknowledges that legal institutions and judicial authorities shape society but stresses the utility of viewing legal regimes, and the laws they produce, as partners in dialogue with the context provided by inherited traditions and the dynamism of civil society.

The civic lens also informs our approach to leadership: we focus on leadership as bounded by the historical and institutional context of the United States, and we ask not only how leaders lead but how citizens are responsible for supporting or holding accountable their leaders. Accordingly, our learning goals prepare students not only to exercise leadership, but to evaluate leaders as representatives and custodians of the historical ideas, traditions, and texts that have shaped the American constitutional order and society.

Appendix A. Faculty Supporting this Program

Michael Clune (Professor) was Samuel B. and Virginia C. Knight Professor of Humanities at Case Western Reserve University. He received his Ph.D. from Johns Hopkins University and is a widely published author and essayist who has received fellowships from the Guggenheim and Mellon Foundations.

Brianna Frakes (Assistant Professor) received her Ph.D. from the University of Virginia in 2023. She has a contracted book manuscript with Fordham University Press.

Matthew Frakes (Assistant Professor) received his Ph.D. from the University of Virginia in 2023. He has two book manuscripts under contract with Cornell University Press and Osprey Publishing on American foreign policy.

Christopher Green (Professor and Associate Director) was a professor of law and Jamie L. Whitten Chair in Law and Government at the University of Mississippi. He received a Ph.D. from the University of Notre Dame and a J.D. from Yale Law School. He has been a visiting faculty at Princeton and the University of San Diego, and his scholarship on the Fourteenth Amendment has been cited by justices of the Supreme Court in four cases.

Daniel N. Gullotta (Assistant Professor) received his Ph.D. from Stanford University in 2023. He was a visiting scholar at the University of Oxford. His book manuscript on the politics of religion in the age of Andrew Jackson is under contract at Yale University Press.

Jacob Hall (Assistant Professor) received his Ph.D. from George Mason University in 2023, and he was a postdoctoral fellow in the Department of Economics at the University of Pennsylvania. He has published several peer-reviewed articles on topics in economic history and law and economics.

James Hooks (Assistant Professor) received his Ph.D. from the University of Oxford in 2023. He was Assistant Director for the Hamilton School of Classical and Civic Education at the University of Florida. He has published peer-reviewed articles on the principles of religious toleration in the thought of Pierre Bayle.

David Little (Lecturer) was a lecturer in the Department of Political Science at Christopher Newport University. He received his Ph.D. from Baylor University. His research on Aristotle has been published in *Polis*.

Sabrina Little (Assistant Professor) was an assistant professor in the Department of Leadership and American Studies at Christopher Newport University. She received her Ph.D. from Baylor University. Oxford University Press recently published her first book, *The Examined Run: Why Good People Make Better Runners*.

Luke Perez (Assistant Professor) was an assistant professor of civic education in the School of Civic and Economic Thought and Leadership at Arizona State University. He received his Ph.D. from the University of Texas at Austin. He has published articles on topics in international relations, including just war theory and religious freedom.

Brian Schoen (Associate Professor/Associate Director) was the Hamilton/Baker and Hostetler Professor of Humanities and Chair of the History Department at Ohio University. He received his Ph.D. from the University of Virginia. He has authored or edited several award-winning books on early American history.

William Simpson (Associate Professor) was an assistant professor (research) in the Department of Philosophy at the University of Durham. He is also a Research Fellow of Blackfriars Hall, Oxford, and a Research Associate of St. Edmund's College, Cambridge. He holds a doctorate in philosophy from Cambridge University, a doctorate in physics from St. Andrews University, and he has published articles on philosophy and physics.

Laura Siscoe (Assistant Professor) received her Ph.D. at the University of Southern California in 2025. Her research on cultural pluralism has been published in *Politics, Philosophy & Economics*.

Wes Siscoe (Assistant Professor) was an assistant professor of philosophy at Bowling Green State University. He received his Ph.D. from the University of Arizona. He is the author of more than twenty peer-reviewed articles, and has had research affiliations at Brown University, Rutgers University, the University of Notre Dame, and the University of Cologne.

Jesse Smith (Assistant Professor) was an assistant professor of sociology at Benedictine College. He received his Ph.D. from Penn State University. He has published peer-reviewed articles on topics including family and religion, competing conceptions of religious nationalism, and the inter-generational transmission of faith.

John Thrasher (Visiting Professor) is the Wang-Fradkin Associate Professor in Philosophy and the Smith Institute for Political Economy and Philosophy at Chapman University. He is the coauthor of *Philosophy, Politics, and Economics: An Introduction* (Princeton University Press) and *The Ethics of Capitalism* (Oxford University Press).

Heather Wilford (Lecturer) was a lecturer in the Department of Political Science at Yale University. She received her Ph.D. from Boston College. She has published articles on the political theory of nationalism and Alexis de Tocqueville.

Paul Wilford (Associate Professor of Teaching) was a Visiting Fellow in the Department of Political Science at Yale University and the Elm Institute and was previously an assistant professor in the Department of Political Science at Boston College. He received his Ph.D. from Tulane University. He is the author of several articles in late modern German political thought and the co-editor of *Kant and the Possibility of Progress: From Late Modern Hope to Postmodern Anxieties* (University of Pennsylvania Press).

Appendix B: Planned Course Descriptions & Status

We will add and adjust as our courses move through the concurrence process

Core Courses

Students must take CIVICLL 2000, and one additional core course

CIVICLL 2000: Can We Rule Ourselves?

Effective self-government has been the historical exception rather than the rule. This course surveys the origins, institutions, achievements and failures of past efforts at self-government. Students will use both primary and secondary sources to gain a better understanding of how notions of citizenship and justice have varied across time, culture, and historical context.

In queue for GE: Themes – Citizenship

CIVICLL 2110: American Creeds and Conflicts.

This course surveys how Americans have debated Abraham Lincoln's claim that the Declaration of Independence serves as an “electric cord” uniting citizens of different generations, descents, and circumstances. To what extent does the Declaration provide a strong foundation for American political community? Students will compare answers from political leaders, constitutional theorists, and social scientists.

GE: Foundations – Social and Behavioral Sciences

Revise and resubmit for G.E. committee

CIVICTL 2120: American Civic Traditions.

This course surveys the development of the American civic tradition, focusing on Alexis de Tocqueville's classic study, *Democracy in America*. It places this text in conversation with humanists, social scientists, and public policy practitioners who engaged key concepts from Tocqueville's work at different stages of American history. Students will consider competing cultural sources for the strengths of American democracy.

GE: Foundations – Historical and Cultural Studies

Through concurrence; approved by G.E. committee

CIVICLL 2130: America's Foundational Debates.

This course surveys debates about the proper design and aims of the government of the United States, focusing on the Federalist Papers and other primary texts from the Founding period which set the parameters for subsequent arguments about American civic life, including in the domains of constitutional law, religion and politics, and political economy.

GE: Themes - Citizenship

Revise and resubmit for G.E. committee

Elective Courses and Concentrations

Students must take: 1 course in American Constitutionalism; 1 course in American Leadership; 1 course in The Good Life OR The Civic Life

American Constitutionalism (x4xx): Students take one class

CIVICLL 2410. The Terms of Citizenship: The Constitution in Court.

How have the legal-constitutional terms of American citizenship changed over time, and how have those changes been driven by competing principles of constitutional meaning and legal interpretation? This course considers the Supreme Court's contributions to defining the terms of American citizenship in a complex and ever-changing multi-ethnic, multi-racial, and multi-religious society.

In Development (David Little)

CIVICLL 2420. The Evolution of Citizenship.

This course explores the evolution of citizenship in the United States from the Revolutionary War through the ratification of the 19th Amendment. Students consider how individuals and groups outside positions of formal political power pushed to expand or restrict who could claim the mantle of citizen in the United States during this crucial and foundational first 150 years of the nation, immersing themselves in the context of the times through both primary and secondary sources.

CIVICLL 3400. Landmark Court Cases.

This course considers the great debates, powerful arguments, specious claims, memorable characters, and points of order in the U.S. Supreme Court. It puts special emphasis on oral arguments and associated skills of public speaking, political rhetoric, and civic discourse.

In development

CIVICLL 3430. Law and Economics.

This course introduces students to two approaches to the study of law and economics: the first uses economics to understand how changes in legal rules affect human behavior; the second uses economics to explain the structure and variation of legal rules. Topics include property, contract, tort, crime and punishment, as well as broader issues related to legal structures and the legal process.

Law approves. No response from Economics Concurrence (Jacob Hall)

CIVICLL 3440. Revolution and Constitution.

This course surveys the political philosophies that influenced major revolutions, and the constitutional texts that emerged from them (including U.S. state constitutions).

In Development (Jeremy Fortier)

CIVICLL 3450. State Constitutional Law.

This course examines the often overlooked but foundational role of state constitutions and state courts in shaping American constitutional law. Students will explore how state courts have interpreted their constitutions independently of federal precedent, how state constitutional structures differ from the federal model, and how state governments serve as laboratories of constitutional experimentation. Topics include judicial review and restraint, judicial selection and tenure, the non-delegation doctrine, administrative law, local government autonomy, and the amendment process. The course emphasizes the dynamic interplay between state and federal courts, the importance of local context in constitutional interpretation, and the potential of state constitutional law to inform and reform national jurisprudence.

In Development (Chris Green)

CIVICLL 3460. The Rights that Make Us America.

This course explores the deep historical roots of the Fourteenth Amendment across eight centuries of Anglo-American legal development. Students will examine how the principles of the Fourteenth Amendment evolved from Magna Charta through the English Civil Wars, the American Founding,

and Reconstruction, and how they continue to shape constitutional interpretation. They will also consider what it means to be an American, and what makes us America, today.

In Development (Chris Green)

CIVICLL 4450: Debates in American Constitutionalism.

This variable topic course will expose students to some of the great legal debates within the American civic tradition—past, present, as well as anticipated future legal controversies. Students will learn how central components and concepts in that tradition—from the Bill of Rights to concepts like equality and individual choice—have been/are being interpreted and debated within the American legal system. The course will have a strong experiential component, with students being exposed to both the substance behind these debates and the processes by which they are being mitigated within

In Development (Lee Strang and Chris Green)

American Leadership: Students take one class

CIVICLL: 3500. The Art of Statesmanship.

This course examines the art of statesmanship, the meaning of political greatness, and the proper means of educating leaders. Qualities of character required for effective statesmanship are analyzed using books written by past leaders for future leaders. Students will consider how demands on leaders have shifted across different historical periods, local contexts, institutional arrangements, and ethical frameworks.

CIVICLL 3540. Leadership and Managerial Dilemmas.

This course explores the nature of hierarchical organizations: why they exist, the tradeoffs and dilemmas that managers must confront, and the role of leaders in establishing or maintaining organizational hierarchies. Students will use theoretical toolkits of economics and organizational theory to explore examples from the history of economic, political, and religious organizations.

Under Construction (Jacob Hall)

CIVICLL 3550. Presidential Crises in War and Peace.

This course explores a series of crises that have defined American presidential leadership and shaped American history. It introduces the dual perspectives of the policymaker and the historian, using both as tools to understand how and why U.S. presidents have made their most challenging decisions. Students will consider the criteria for fairly evaluating the decisions of leaders, both historically and in the present.

CIVICLL 3560: Profiles in American Leadership.

Variable, Special Topics course. This transdisciplinary course draws on historical and contemporary case studies in leadership from various civic arenas: politics (local, state, and federal), religious, education, business, and non-profit. Students will explore: what ideas and philosophical premises underly healthy, or unhealthy, civic leadership? How do leaders navigate the tension between tradition and change? How have American leaders successfully channeled American ideals of equality, individualism, and freedom, into constructive, community-minded civic ends?

CIVICLL 3570. Thinking Well and Leading Well.

This course examines intellectual leadership and followership, with special attention paid to civic dimensions of thinking in public. Students will explore who counts as an “intellectual leader” and how this status squares with (and departs from) legitimacy and expertise. They will also examine where authority lies in online forums, i.e. in mass agreement and dissent (‘likes’ or ‘shares’ online) and ‘influencers’. Students will investigate a follower’s responsibility in thinking for themselves, and when it is challenging to do so. Phenomena such as groupthink, echo chambers, and epistemic bubbles are also explored. Throughout the term, students practice habits of mind (e.g., fair-mindedness, intellectual charity, intellectual carefulness, curiosity) that make them excellent thinkers in a world where just and careful thinking are rare.

A&S Leadership has concurred; Ready for concurrence (Sabrina Little)

CIVICLL 4510, Representing Leadership: Key Texts from the American Civic Tradition.

A people’s expectations of its leaders are reflected and shaped by texts that dramatize the conduct of individual leaders as worthy of praise or blame, emulation or warning. This course surveys a selection of such texts that either emerged within the American civic tradition or powerfully influenced it, potentially including Plutarch, the Old Testament, Shakespeare, *The Godfather*, *Profiles in Courage*, and *The Art of the Deal*. These texts will be placed into dialogue with one another and/or scholarship that explores the theory and practice of civic life and leadership more generally.

In development

The Good Life (x2xx)

CIVICLL 2200. The Pursuit of Happiness.

The Declaration of Independence names “the pursuit of happiness” as an unalienable right. This course introduces the tradition of inquiry on happiness and the good life that informed the American Founders, as well as accounts of happiness from contemporary social science. It addresses obstacles to measuring happiness and explores why our intuitions about what will make us happy are often wrong.

CIVICLL 2210. Freedom and Equality in American Literature.

This course surveys how American literature has imagined the conditions of political belonging through the key tension between equality and freedom. Proceeds through close reading of key works of fiction, nonfiction, and poetry to examine how writers have sought to define freedom and equality, shaping and transforming the American understanding of these ideals and the relationship between them.

CIVICLL 2230. Capitalism and its Critics: An Intellectual History.

This course surveys the ideas and practices that created the capitalist system in early modern Europe and saw its eventual rise to dominance by the late nineteenth century. It considers capitalism not as a hegemonic force belonging to a specific disciplinary domain, but as a multi-faceted concept that has informed the beliefs and actions of kings, philosophers, economists, producers, consumers, and citizens.

General Education Theme: Traditions, Cultures, Transformations

Developed but not submitted

CIVICLL 3220. The Great American Novel.

This course interprets landmark American novels by interrogating the terms of the course title. It applies key topics of civic thought to literary topics by asking: what makes a novel great? How do judgments about greatness change over the years? 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?

CIVICLL 3212. Christianity, Government, and the Law.

This course explores Christianity's interaction with Western and American law and government from Roman Law, Imperial Christianity, Monasticism, monarchy and Papal authority, and the varying conceptions of law and national government in early modern Europe. Students will examine modern Christianity's connection to international law, civil rights, nationalism, liberal democracy, and American constitutional law and government.

CIVICLL 3210. The Politics of Origins: God and Science as Guides to the Good Life.

This course explores the origin and evolution of religion and science, learning how they have intermingled over millennia. This course will help students explain how different veins of scientific inquiry and religious traditions, past and present, have conceived of, modelled and disputed the origins and evolution of the earth and humanities presence on it.

General Education Foundation: Origins and Evolution.

In Development (James Hooks and William Simpson)

CIVICLL 3250. Love and Friendship.

This course introduces students to the philosophic, literary, and theological traditions of reflection on two central pillars of the good life. Students will consider competing perspectives on love and friendship as they bear on our public, civic, and political lives and to those dimensions of our private lives that lie beyond the public sphere—including individual excellence, family formation, and religious worship.

CIVICLL 4230. Big Thinkers on the Good Life: Comparative Approaches.

Variable, Special Topics course. This comparative course takes one concept central to understanding the American Civic Tradition and uses primary and secondary texts to explore how at least two major thinkers have engaged that topic. Possible topics include: "On Individualism and the Community: JS Mill and de Tocqueville" (H. Wilford); "On the Nature of Revolutions: Edmund Burke, de Tocqueville, and Karl Marx;" "On Justice: Plato, Friedrich Hayek, and Rawls;" "On Slavery: Adam Smith and Frederick Douglass" "On Economic Freedom: Milton Freedman and John Paul II."

In Development (Jeremy and Brian)

The Civic Life (x3xx)**CIVICLL 2300. Civic Friendship and Dialogue in American Democracy.**

This course centers around the following questions: How has American democracy generated friendship and dialogue among citizens? Why are civic friendship and dialogue valuable even when

strong differences of principle divide us? And do universities have a special role to play in helping people work together to establish a just society?

CIVICLL 3300. How Politics Breaks Your Brain.

Does politics make people smarter or dumber? Students will leave this class with an increased ability to navigate cognitive and moral errors that corrupt political reasoning among citizens in diverse societies. Topics covered include the intersection of citizen identity and politics, the ethics of partisan loyalty, and the role of social groups in the formation of our individual political beliefs.

General Education Theme: Citizenship

CIVICLL 3305. Truth versus Post-Truth in the Civic Arena.

This course explores how politically relevant knowledge is produced, consumed, and acted upon. Students will confront the challenges of obtaining adequate, balanced, and reliable knowledge about public affairs. They will also examine how laypeople, experts, and institutions can operate responsibly to achieve a healthy state of public knowledge and discourse surrounding it.

Ready to submit (Jesse Smith)

CIVICLL 3310. American Religion(s): Fractures and Foundations.

This course introduces sociological perspectives on what religion is and how it works, especially in the United States. It explores what made the role of religion in the early American Republic distinct from other times and places. It also examines the influence of religion in modern American society, with a focus on trends such as politicization and secularization.

CIVICLL 3320. Toleration and Its Discontents.

This course explores the concept of toleration through historical, philosophical, and practical lenses. Students will examine sources from economics, history, and art to consider how philosophic principles of toleration have shaped political and social institutions in liberal democracies, and to gain insight into how societies can manage deep differences constructively today.

CIVICLL 3330. American Witch-Hunts, Then and Now.

This course examines the legal, religious, and cultural dynamics of witch-hunting in early America and traces how similar patterns re-emerged in later stages of American life. While engaging broadly with the concept of the witch, the course focuses on the American experience, and how perceived threats to social order have challenged constitutional ideals such as due process, free speech, religious liberty, and the rule of law.

Under negotiation in concurrence (Daniel Gullotta)

CIVICLL 3340. Science Fiction and Civic Life.

This course explores science fiction's significance for civic thought by asking: How do science fiction narratives envision the risks and possibilities technology presents for human freedom? How do they represent the contact of laws and institutions with the unknown? What governmental structures have science fiction authors imagined when projecting historical trends into the future?

Ready for concurrence (Michael Clune), Slavic Studies refusing to consent

CIVICLL 3350. Historical Political Economy.

This course examines how economic and political institutions emerged, transformed, and endured across societies, drawing on case studies from imperial China and the early Islamic world to early

modern Europe and industrial America. Students investigate how market economies took shape in specific historical contexts, and how state, religious, and commercial institutions fostered change and continuity.

CIVICLL 3360. War as a Moral Problem.

In this course, students will engage in a detailed study of Thucydides, as well as major statements on justice in international relations from the history of political philosophy (e.g., Vittoria, Montesquieu, Kant). Can war ever be morally justified, or is it always a tragic byproduct of human societies that violates moral—and international—law? Why, despite the preponderance of war throughout history, do warring parties often restrain their conduct to established moral norms and legal constraints? Focusing on the concept known as “just war,” this course examines these and related questions about war.

Ready to submit for concurrence

CIVICLL 3370. The Promise and Perils of Technology.

The course investigates how technology has transformed our political, socio-economic, and religious lives, engaging with a range of sources from philosophic texts to literary classics, political tracts, and dystopian novels. The course will consider (1) the philosophic innovations at the beginning of modernity, especially the arguments by Francis Bacon and René Descartes that we ought to become “the masters and possessors of nature” for “the relief of man’s estate,” (2) the early critics of the transformation, especially Jean-Jacques Rousseau’s skepticism about technological progress and the profound questions about human nature raised by Mary Shelley’s novel *Frankenstein*, (3) the contemporary political and spiritual challenges posed by modernization, industrialization and globalization, poignantly expressed by Mahatma Gandhi and Chinua Achebe, and (4) the grave threats of bioengineering and the ecological crisis, focusing on Hans Jonas’s classic work, *The Imperative of Responsibility*.

Ready to submit (Paul Wilford)

CIVICLL 4xxx. Civic Practices for a Contemporary World.

Variable, Special Topics course. This transdisciplinary course introduces students to the ways that key concepts in the American civic tradition have been challenged by recent social and political developments, as well as how the American civic tradition is (or could) be constructively mobilized to address contemporary challenges. Topics could include: religious freedom and pluralism in the 21st century; environmental sustainability and economic freedom; structural inequality and equality before the law; free trade and the Midwest’s Rust Belt.

In development.

To: Vice Provost W. Randy Smith
Council on Academic Affairs
Office of Academic Affairs
University Square South
15 E. 15th Ave.
Columbus, OH 43201

CC: Lee Strang, Executive Director, Chase Center

September 22, 2025

Dear Vice Provost Smith,

Attached you will find the concurrence exchanges with four colleges: College of Arts and Sciences, the Moritz College of Law, the College of Education and Human Ecology, and the John Glenn College of Public Affairs for the Chase Centers's *Civics, Law, and Leadership* minor. In constructing this curriculum over the summer, Chase directors held many conversations about our course and curriculum development in this area, including chairs and/or faculty from the following units:

Law	John Glenn College of	A&S Leadership Major
Classics	Public Affairs	Education Studies
English	Sociology	Philosophy
History	Political Science	CEHV

These conversations were productive in helping Chase to refine, not only our courses, but also the curriculum, including identifying distinct learning objectives around which we built this minor. We also made substantive changes to the required tracks because of the suggestions offered. The process also helped us to identify a few non-Chase courses that we have added to the minor proposal. We remain open to additional conversations and are currently developing a process by which we can review other courses for inclusion in this and future programming.

Associate Dean Andrew Martin provided us explicit concurrence from A&S leadership, political science, and the legal foundations minor, with other units having presumed concurrence as the two-week window ended on 9/16. We also received concurrence on behalf of Education Studies from Dusty Miller. Both Glenn and Moritz also were supportive and recognized the distinct aims of our curriculum and minor. They also both expressed concern over the title of the program, and especially our use of the term "law."

We understand their concern to be derived primarily as a marketing concern, namely that students would not be able to distinguish between their "Law and Public Policy" minor and our "Civics, Law, and Leadership." As we indicate in the e-mail exchange, we are less concerned



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with this being an issue, because the other terms in the title highlight distinct areas of inquiry. In addition, it has been practice and policy at Ohio State that no unit can claim ownership of a topic like Law (or Leadership). There is precedent both on this campus and many others to have multiple programs that utilize the same terms, including law and its cognates. We have also been careful in our proposal and in the advising sheet to distinguish what makes our program different from the “Law and Public Policy Program” and Arts and Sciences “Legal Foundations of Society” minor. We remain happy to engage those units (and others) to ensure that our curriculum is distinct and, when appropriate, to collaborate in ways that benefit the students in these and other adjacent programs.

Please do not hesitate to reach out if you have any additional questions or would like additional information concerning this program.

Sincerely,

Brian Schoen, Associate Director
Salmon P. Chase Center for Civics, Culture, and Society
The Ohio State University

Attachments:

- E-mail exchange with Dusty Miller, ending 9/11/2025
- E-mail exchange with Andrew Martin, ending 9/17/2025
- E-mail exchange with Rob Greenbaum, ending 9/17/2025
- E-mail exchange with Anne Ralph, ending 9/19/2025



Outlook

RE: CIVICLL Minor

From Martin, Andrew <martin.1026@osu.edu>

Date Wed 9/17/2025 4:53 PM

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

Thanks much!



THE OHIO STATE UNIVERSITY

Andrew W. Martin

Associate Dean for Undergraduate Education

Professor of Sociology

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: Wednesday, September 17, 2025 4:46 PM

To: Martin, Andrew <martin.1026@osu.edu>; Schoen, Brian <schoen.110@osu.edu>

Subject: Re: CIVICLL Minor

Thanks, Andrew.

The latest version of the CIVICLL minor proposal (I sometimes find them tricky to keep track of...) aims to establish some precise points of contrast with the learning objectives for the Moritz/Glenn minor; we'll make sure to do something similar with regards to ASC Legal Foundations (in a manner that's respectful and complementary, of course).

All best – Jeremy

From: Martin, Andrew <martin.1026@osu.edu>

Date: Wednesday, September 17, 2025 at 4:37 PM

To: Schoen, Brian <schoen.110@osu.edu>

Cc: Fortier, Jeremy <fortier.28@osu.edu>

Subject: RE: CIVICLL Minor

Sounds good-one other quick follow up note. I mentioned the existing legal foundations minor in ASC (more here: <https://artsandsciences.osu.edu/academics/programs/minors/legal-foundations-society>)

You'll see that at a high level there is potential for overlap; the bigger concern is ensuring that students find the appropriate minor for their interests. I would ask that Chase articulates the difference between the CIVICLL minor and the ASC minor when engaging with students (we asked the same of Law and Glenn for their minor and of course will do the same).

Best

Andrew



Andrew W. Martin

Associate Dean for Undergraduate Education

Professor of Sociology

114 University Hall, 230 North Oval Mall

Columbus, OH 43210

614-247-6641 Office

martin.1026@osu.edu

From: Schoen, Brian <schoen.110@osu.edu>
Sent: Wednesday, September 17, 2025 3:43 PM
To: Martin, Andrew <martin.1026@osu.edu>
Cc: Fortier, Jeremy <fortier.28@osu.edu>
Subject: Re: CIVICLL Minor

Dear Andrew,

Thanks so much for this. I'll reach out to Marcus to discuss the AM Con Law, which seems a sensible proposal.

Sincerely,
 Brian



Brian Schoen

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

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Faculty and Associate Director for Academic Affairs

[Settling Ohio: First Peoples and Beyond](#), National Book Festival, Allen G. Noble Book Award

[Continent in Crisis: The Civil War in North America](#)

From: Martin, Andrew <martin.1026@osu.edu>
Date: Wednesday, September 17, 2025 at 9:27 AM
To: Schoen, Brian <schoen.110@osu.edu>

Cc: Fortier, Jeremy <fortier.28@osu.edu>

Subject: RE: CIVICLL Minor

Hi Brian

So far not so much! Two updates: 1) leadership folks have granted concurrence, and 2) political science has as well, with the request that American Constitutional Law (4135) be included in the list of options for electives in the law section. I'll say that, especially for programs (majors, minors, and certificates) the concurrence process often yields suggestions for inclusion of additional courses, so I hope that this course can be included (and that if additional ASC courses seem to fit-primarily as electives-that they could be included as well).

We also have a legal foundations minor, which I think is distinct from this. I asked the director of that program and they also granted concurrence.

I still haven't heard back from a couple of unis, but I asked them for feedback by tomorrow, so I will pass along any additional comments.

Best

Andrew



THE OHIO STATE UNIVERSITY

Andrew W. Martin

Associate Dean for Undergraduate Education

Professor of Sociology

114 University Hall, 230 North Oval Mall

Columbus, OH 43210

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martin.1026@osu.edu

From: Schoen, Brian <schoen.110@osu.edu>

Sent: Wednesday, September 17, 2025 6:52 AM

To: Martin, Andrew <martin.1026@osu.edu>

Cc: Fortier, Jeremy <fortier.28@osu.edu>

Subject: CIVICLL Minor

Dear Andrew,

I hope that you are doing well and that the early semester crush has subsided somewhat.

I wondered if you had any updates on the CIVICLL minor proposal that I initially forwarded on 9/2 with a revised proposal coming last week? We are hoping to submit for CAA approval in the next week, but I remain happy to answer questions, field suggestions, and engage with you or other units you recommend conversing with before submission and can continue to afterwards as we continue to flesh out our programming.

Sincerely,
Brian



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Brian Schoen

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

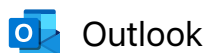
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Faculty and Associate Director for Academic Affairs

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[Continent in Crisis: The Civil War in North America](#)



Outlook

Re: Chase Minor Proposal

From Schoen, Brian <schoen.110@osu.edu>

Date Thu 9/11/2025 2:04 PM

To Miller, Dustin <miller.1534@osu.edu>; Thompson, Winston <thompson.3588@osu.edu>; Warnick, Bryan <warnick.11@osu.edu>

Cc Fortier, Jeremy <fortier.28@osu.edu>; Snyder, Anastasia <snyder.893@osu.edu>

Dear Dusty,

Thank you so much for this, which we appreciate it. I'll be sending out some revisions the main features of which I shared yesterday. We are requiring one law, one leadership, and one good/civic life course in addition to our two core classes.

Anastasia it was nice to meet you yesterday and I look forward to connecting in the future with you all.

Sincerely,
Brian



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From: Miller, Dustin <miller.1534@osu.edu>

Date: Thursday, September 11, 2025 at 10:26 AM

To: Schoen, Brian <schoen.110@osu.edu>, Thompson, Winston <thompson.3588@osu.edu>, Warnick, Bryan <warnick.11@osu.edu>

Cc: Fortier, Jeremy <fortier.28@osu.edu>, Snyder, Anastasia <snyder.893@osu.edu>

Subject: Re: Chase Minor Proposal

Hi Brian,

It was nice to meet with you last week.

The Department of Educational Studies grants concurrence on the proposed Minor in Civics, Law, and Leadership.

Have a good Thursday!

Dustin



Dustin W. Miller, Ph.D.

Associate Chair of Educational Studies
Assistant Professor of Clinical Educational Studies

College of Education and Human Ecology
Department of Educational Studies
121C Ramseyer Hall
29 W. Woodruff Ave.
Columbus, OH 43210

614-688-3891 Office
miller.1534@osu.edu

Buckeyes consider the environment before printing.

From: Schoen, Brian <schoen.110@osu.edu>

Sent: Wednesday, September 3, 2025 1:13 PM

To: Thompson, Winston <thompson.3588@osu.edu>; Miller, Dustin <miller.1534@osu.edu>; Warnick, Bryan <warnick.11@osu.edu>

Cc: Fortier, Jeremy <fortier.28@osu.edu>

Subject: Chase Minor Proposal

Dear All,

I look forward to meeting with you tomorrow. I wanted to circulate this drafted Minor Proposal that we are sending out for concurrence under the two week period, though we welcome information beforehand. Should you have time to preview it before our meeting tomorrow I would be happy to answer any questions about it, though I understand that we have other, and more pressing items that you may wish to discuss.

Sincerely,
Brian



Brian Schoen
 Associate Director, Salmon P. Chase Center for Civics, Culture, and Society
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[Continent in Crisis: The Civil War in North America](#)

From: Schoen, Brian <schoen.110@osu.edu>
Date: Wednesday, August 27, 2025 at 2:32 PM
To: Martin, Andrew <martin.1026@osu.edu>
Cc: Fortier, Jeremy <fortier.28@osu.edu>
Subject: Chase Minor Preliminary Draft--Do not circulate.

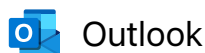
Dear Andrew,

I want to thank you for your help with getting our courses approved and into the GE system. We really appreciate it. Our other big curricular effort this summer has been researching and pulling together a minor proposal which we hope to get before CAA in the next month or so. We are still in the process of updating courses, etc as we learn of their approval (and I have not had time this week to do so), but I am attaching now the draft proposal. Randy, who has a slightly earlier version, suggested it would be helpful to forward to you *prior to* general circulation. While we await Randy's next suggestions regarding process, etc. we would welcome your own ideas as well and are happy to meet with you.

Sincerely,
 Brian



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[Settling Ohio: First Peoples and Beyond](#), National Book Festival, Allen G. Noble Book Award
[Continent in Crisis: The Civil War in North America](#)



Re: CIVICLL Minor

From Schoen, Brian <schoen.110@osu.edu>

Date Thu 9/18/2025 3:10 PM

To Greenbaum, Rob <greenbaum.3@osu.edu>

Cc Fortier, Jeremy <fortier.28@osu.edu>; Clark, Jill <clark.1099@osu.edu>

Dear Rob,

Thank you for your e-mail. We are pleased that you recognize that what we are building something distinct from, and we hope complementary too, the good work being done at Glenn and in other corners of this university.

Thank you also for catching the needed revision regarding the desire to accommodate non CIVICLL electives. That is important as we envision selectively adding additional non-Chase courses to our curriculum. So we have made that change.

As for the proposed name change, we appreciate the suggestions but unfortunately do not believe them consistent with our aims, mission, messaging, or your own precedent. Civics, Culture, and Society insufficiently highlights our charge to teach students about the origins and implementation of the American Constitutional order and resultant legal culture that emerges from that order. Your program ties law to public policy which is very sensible. Ours is focused on tying it to a broader set of traditions, ideas, etc. that have become widely and collectively known as “civics.” Nor, pragmatically, has it been an apparent problem to have multiple undergraduate programs that use the term Law as evidenced by courses and programs in other colleges that use that moniker. None of that, we hope, precludes us from collaborating on mutually beneficial curriculum courses or, as we have done, including the two law courses in our program, something we hope might lead enterprising students to consider your and our programs as distinct but complementary programs. As we advertise we will be careful to not conflate the public policy and law program with our own effort.

Thank you for your time.

Sincerely,
Brian



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

Brian Schoen

Associate Director, Salmon P. Chase Center for Civics, Culture, and Society
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 Faculty and Associate Director for Academic Affairs
[Settling Ohio: First Peoples and Beyond](#), National Book Festival, Allen G. Noble Book Award
[Continent in Crisis: The Civil War in North America](#)

From: Greenbaum, Rob <greenbaum.3@osu.edu>
Date: Wednesday, September 17, 2025 at 9:04 AM
To: Schoen, Brian <schoen.110@osu.edu>
Cc: Fortier, Jeremy <fortier.28@osu.edu>, Clark, Jill <clark.1099@osu.edu>
Subject: RE: CIVICLL Minor

Hi Brian,

We appreciate the modifications based on the feedback you have received, and the John Glenn College of Public Affairs offers conditional concurrence for this new minor.

We have concluded that the focus of the minor is distinct from the offerings in the Glenn College and elsewhere on campus and that it will provide value to students interested in expanding their “knowledge of America’s common civic tradition,” honing “their civic skills,” and shaping “their disposition to flourish as citizens in our pluralistic republic.”

Our remaining concern is that the proposed title of the minor, “Civics, Law, and Leadership” may confuse students and their parents regarding the focus of the minor and how it is different than other minors already offered at Ohio State that focus on aspects of civics, law, or leadership. For example, we have been purposeful in naming the related minors offered by the Glenn College in “Law and Public Policy” and in “Civic Engagement.”

We request that the title better reflect the minor’s program goals and objectives:

1. *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.*
2. *compare and contrast their experiences, reasoning, and cultural assumptions with 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.*
3. *apply a multi-disciplinary perspective to identify and draw insights from historical antecedents of contemporary problems, real-world applications of theoretical claims, and the principled bases for practical courses of action and civic leadership within a pluralistic American polity.*

When reviewing the minor, our undergraduate curriculum committee suggested using part the name of the Chase Center in the title of the minor, “Civics, Culture, and Society.” Short of that, we would be more comfortable with modifiers applied to the terms “law” and “leadership,” such as “constitutional law” and “civic leadership.”

One additional note: with the addition of LAW 4030 and LAW 4035, the following statement

on page 4 of the proposal requires modification because it limits courses to CIVICLL courses:

“Students must complete at least nine (9) hours in additional CIVICLL courses, including:”

All the best,

Rob

Robert T. Greenbaum

Professor, Associate Dean for Curriculum

John Glenn College of Public Affairs

350E Page Hall, 1810 College Road, Columbus, OH 43210

614-292-9578 Office / 614-292-2548 Fax

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

Pronouns: he/him/his

From: Schoen, Brian <schoen.110@osu.edu>
Sent: Wednesday, September 17, 2025 6:53 AM
To: Greenbaum, Rob <greenbaum.3@osu.edu>
Cc: Fortier, Jeremy <fortier.28@osu.edu>
Subject: CIVICLL Minor

Dear Rob,

I hope that you are doing well and that the early semester crush has subsided somewhat.

I wondered if you had any updates on the CIVICLL minor proposal that we initially forwarded on 9/2 with a revised proposal coming last week? We are hoping to submit for CAA approval in the next week, but we remain happy to answer questions, field suggestions, and engage with you or other units you recommend conversing with before submission and can continue to afterwards as we continue to flesh out our programming.

Sincerely,
 Brian

Brian Schoen
 Associate Director, Salmon P. Chase Center for Civics, Culture, and Society
 The Ohio State University

614-247-0672 | (c) 740-517-6967

Faculty and Associate Director for Academic Affairs

Settling Ohio: First Peoples and Beyond, National Book Festival, Allen G. Noble Book Award

Continent in Crisis: The Civil War in North America



Outlook

Re: CIVICLL Minor

From Schoen, Brian <schoen.110@osu.edu>

Date Fri 9/19/2025 11:31 AM

To Ralph, Anne <ralph.52@osu.edu>

Cc Fortier, Jeremy <fortier.28@osu.edu>; Barnett, Kent <barnett.835@osu.edu>; Strang, Lee <strang.69@osu.edu>

Dear Anne,

Thank you for your feedback, which mirrors that given to us by Rob. We want to avoid student confusion, and we're actively thinking of ways to do so. For instance, in our marketing, we plan to emphasize our distinctiveness and avoid suggesting that our CIVICLL minor is focused on preparing for public policy service.

At the same time, we don't think it's reasonable to ask us to not use the word "law" in the title to our program because we don't think there will be much, if any confusion.

First, our minor has the word "law" nestled within two other words that, together, present a different message to students than "Law and Public Policy." "Civics, Law, and Leadership" sends a message of citizenship education, immediately suggested by the first word of "civics," coupled with related and supportive concepts. "Law" is not the first word but framed and modified by the words that surround it. Analogously, "Law and Public Policy" sends a clear—and clearly distinct—message: this minor will cover law as a concept related to and as a tool (or set of tools) to serve in the public policy field. This distinct message is facilitated by the coupling of "law" with "public policy." If our minor, for instance, had "public policy" in the title, or your minor had civics in the title, then that could cause confusion, we agree. But, as is, we don't think many students will mix up these messages.

Second, it's an empirical question whether, in fact, students would be confused by the titles of our minors, and the experience of peer institutions suggests that there will be no confusion. At the University of Florida, for instance, there are at least five academic programs with "law" in them:

- Agriculture & Natural Resources Law Minor
- Environmental Policy, Law, and Regulation Certificate
- Philosophy, Politics, Economics, and Law Major
- Philosophy, Politics, Economics, and Law Major
- Sport and Entertainment Law and Risk Management Certificate

UT Austin likewise has at least five programs that use "law" in their titles:

- Criminal Law, Justice, and Inequality Certificate
- Ethics and Leadership in Law, Politics, and Government Certificate
- Law, Justice, and Society Minor
- Law and Religion Minor
- Philosophy of Law Minor

There is no evidence of student confusion, and it's easy to see why. In each program, the meaning of law is modified by the accompanying terms, just like with our two minors.

Indeed, the fact that these two peer universities each have more than double the number of our two such programs suggests that, *if* there should be any concern about confusion, that it should occur only when OSU has substantially more than two programs.

It's also worth noting that no academic unit has a monopoly on the use of terms in academic programs, and this is clearly true of law, which is in widespread use at American universities in a variety of contexts ranging from agriculture to philosophy to sports.

Third, there are already programs at OSU that use "law" or cognates in their titles, and that hasn't stopped the creation of additional programs that employ those terms, so any additional confusion caused by the addition of one more program would be modest, if not minimal.

We appreciate that this may not have been the response you were hoping for, but we're gratified that we have been able to work with Moritz and Glenn by including your courses in our program, and we anticipate continued collaboration in this space and in other venues. Hope you have a wonderful weekend.

Sincerely,
Brian

Brian Schoen
Associate Director, Salmon P. Chase Center for Civics, Culture, and Society
The Ohio State University
614-247-0672 | (c) 740-517-6967
Faculty and Associate Director for Academic Affairs
Settling Ohio: First Peoples and Beyond, National Book Festival, Allen G. Noble Book Award
Continent in Crisis: The Civil War in North America

From: Ralph, Anne <ralph.52@osu.edu>
Date: Thursday, September 18, 2025 at 3:47 PM
To: Schoen, Brian <schoen.110@osu.edu>
Cc: Fortier, Jeremy <fortier.28@osu.edu>, Barnett, Kent <barnett.835@osu.edu>

Subject: Re: CIVICLL Minor

Hi, Brian and Jeremy,

Thanks for following up on this matter. I had a chance to speak with Dean Barnett (copied) and with our associate dean team at the College of Law. We are eager to support Chase's minor and believe there is a way forward that would eliminate confusion between our two offerings.

Would Chase consider a title for the minor that does not use "Law" as a standalone term?

We are concerned that the term "Law" in "Civics, Law and Leadership" may cause confusion with the Minor in Law & Public Policy that Moritz is sponsoring with Glenn. Our minor title includes the standalone term "Law," signifying that the program is offered by the College of Law, and the term demonstrates the minor's distinctiveness and reduces confusion with A&S's Legal Foundations of Society minor.

The long list of possible alternative titles that do not include "Law" standing alone might include:

- Civics, the Constitution & Leadership
- Civics, Leadership & the American Constitution
- Civics, Leadership & the US Constitution
- Civics, Leadership & the American Rule of Law

We would be comfortable with something that decreased confusion by using a different term than the standalone term "Law."

Sincerely,
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: Schoen, Brian <schoen.110@osu.edu>
Date: Wednesday, September 17, 2025 at 6:53 AM
To: Ralph, Anne <ralph.52@osu.edu>
Cc: Fortier, Jeremy <fortier.28@osu.edu>
Subject: CIVICLL Minor

Dear Anne,

I hope that you are doing well and that the early semester crush has subsided somewhat.

I wondered if you had any updates on the CIVICLL minor proposal that I initially forwarded on 9/2 with a revised proposal coming last week? We are hoping to submit for CAA approval in the next week, but I remain happy to answer questions, field suggestions, and engage with you or others you recommend conversing with before submission and can continue to afterwards as we continue to flesh out our programming.

Sincerely,
Brian

Brian Schoen
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Appendix C
Minor Advising Sheet Template
The Ohio State University,
Civics, Law, and Leadership (CIVICLL)

Coordinating Director: Jeremy Fortier, fortier.28@osu.edu
Salmon P. Chase Center for Civics, Culture, & Society
<https://chasecenter.osu.edu>

The multidisciplinary *Civics, Law, and Leadership* minor introduces students to the great texts and ongoing debates that form the intellectual foundation of free societies, especially that of the United States. It teaches students about the principles, ideals, and institutions of the American constitutional order, including important legal questions and debates as well as the foundations of responsible civic leadership and the skill of civil and civic-minded dialogue. A CIVICLL minor can supplement any number of liberal arts or professional majors to help train students to effectively exercise citizenship and civic leadership within a constitutional republic governed by the rule of law.

The CIVICLL minor requires the completion of 15 credit hours, including 2 core classes (6 hours) and 9 hours of electives, including 3 in each of the below categories: American Constitutionalism; American Leadership; and The Good/Civic Life. 6 hours must be taken at the 3000-level or higher

CIVICLL Curricular Information

Required foundational/core courses: (2 courses; 6 CH) ⁵

1. CIVICLL 2000: Can We Rule Ourselves? 3 CH

AND

2. One of the following American Self-Rule classes (3 CH) from:

CIVICLL 2110: American Creeds and Conflicts, 3 CH

-OR-

CIVICLL 2120: American Civic Traditions, 3 CH

-OR-

CIVICLL 2130: America's Foundational Debates, 3CH

Elective courses(s): (3 courses; 9 CH)

Students must complete at least nine (9) CH in additional courses, including 3 CH from each of the following categories: * - out for consultation/concurrence, + a course in development

American Constitutionalism (3 CH)

CIVICLL 2420. The Evolution of Citizenship (3).

CIVICLL 3400. Landmark Court Cases (3) +.

CIVICLL 3430. Law and Economics (3) *.

CIVICLL 3440. Revolution and Constitution +(3).

CIVICLL 3450. State Constitutional Law +(3).

CIVICLL 3460. The Rights that Make Us America (3) +.

CIVICLL 4450. Debates in American Constitutionalism (3) +.

LAW 4030 Introduction to the American Legal System (3).

LAW 4035 Understanding Jurisprudence: An Introduction to Legal Theory (3).

POLITSC 4135. American Constitutional Law (3).

American Leadership (3CH)

CIVICLL 3500. The Art of Statesmanship (3).

CIVICLL 3520. Kings, Tyrants, and Citizens in the Early Modern Imagination (3).+

CIVICLL 3540. Leadership and Managerial Dilemmas (3).+

CIVICLL 3550. Presidential Crises in War and Peace (3)..

CIVICLL 3560. Profiles in American Leadership (3).

CIVICLL 3570. Thinking Well, Leading Well (3).*

CIVICLL 4510. Representing Leadership: Key Texts from the American Civic Tradition (3)+.

The Good/Civic Life (3 CH)

ARTSSCI 2400. Conversations on Morality, Politics, and Society (3).

CIVICLL 2200. The Pursuit of Happiness (3).

CIVICLL 2210. Freedom and Equality in American Literature (3).

CIVICLL 2300. Civic Friendship & Dialogue in American Democracy (3).

CIVICLL 3220. The Great American Novel (3).

CIVICLL 3212. Christianity, Government, and the Law (3).

CIVICLL 3250. Love and Friendship (3).

CIVICLL 3300. How Politics Breaks Your Brain (3).

CIVICLL 3310. American Religion(s): Fractures & Foundations (3).

CIVICLL 3320. Toleration and Its Discontents (3).

CIVICLL 3330. American Witch-Hunts, Then and Now (3)*.

CIVICLL 3340. Science Fiction and Civic Life (3)*.

CIVICLL 3350. Historical Political Economy (3).

CIVICLL Minor Guidelines

Credit hours required: A minimum of **15 CH**. 1000-level courses shall not be counted in the minor. At least 6 CH must be upper-level courses as defined by the Chase Center.

Transfer and EM credit hours allowed: A student is permitted to count up to 6 total hours of transfer credit and/or credit by examination.

Overlap with the GE: A student is permitted to overlap up to 6 credit hours between the GE and the minor.

Overlap with the major and additional minor(s):

- The minor must be in a different subject than the major.
- The minor must contain a minimum of 12 hours distinct from the major and/or additional minor(s).

Grades required:

- Minimum C- for a course to be counted on the minor.
- Minimum 2.00 cumulative GPA for all minor course work.
- Course work graded Pass/Non-Pass cannot count on the minor
- No more than 3 credit hours of course work graded Satisfactory/Unsatisfactory may count toward the minor

X193 credits: No more than 3 credit hours.

Declaring the minor Students should see their assigned academic advisor to declare the minor prior to the filing of the graduation application. Students do not need the approval of the *CIVICLL* program to declare the minor.

Approval of Coursework

Initial approval of the minor coursework:

Students who complete the minor following the guidelines on this sheet need only verify with their academic advisor that the minor appears complete on the degree auditing system. No approval from the *CIVICLL* is required.

Approval for courses not listed on this form to apply to the minor program:

Students must obtain the approval of the Chase Center to apply courses not listed on this form toward the CIVICLL minor. Please email.

Jeremy Fortier fortier.28@osu.edu