



**RESOLUTION RELATED TO FULFILLING THE REQUIREMENTS OF  
O.R.C. 3345.382 REGARDING THE  
AMERICAN CIVIC LITERACY COURSE REQUIREMENT**

**WHEREAS**, ORC 3345.382 stipulates that, “Each state institution of higher education as defined by ORC 3345.011 shall develop a course with not fewer than three credit hours in the subject area of civic literacy;”

**WHEREAS**, said legislation specifies the reading requirements for the course, secures that students must be suitably proficient regarding the course content, specifies the process and perspectives by which a president or designate may exempt a student from the course, and indicates that said legislation does not apply to associate degree programs;

**WHEREAS**, each board of trustees of each institution of higher education is required to “...adopt a resolution approving a plan to offer the course developed under this section” of O.R.C.;

**WHEREAS**, this course will satisfy one Arts and Humanities domain requirement of the General Education Curriculum.

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University approves the plan proposed by the Office of Academic Affairs to meet the requirements of O.R.C. 3345.382 regarding the American Civic Literacy course requirement;

**IT IS FURTHER RESOLVED**, that attached hereto is the syllabus for HIST 2650, a new course that will meet the requirements and will replace HIST 1501, the existing course, following the institution’s curriculum review process.

**Board of Trustees Meeting  
September 17, 2025  
YR 2026-40**

## History of American Democracy

CODE: 2650 (CRN: XXXX)

Semester 20XX; Start Date – End Date

Course Modality, Meeting Times, and Location (# cr.)

### Contact Information

**Professor:**

**Office:**

**Phone:**

**Email:**

**Preferred Contact Method:**

**Student Support Hours:**

**Communication Expectations:**

### Catalog Description

A one semester survey of the American past focusing on history and civic literacy. The emphasis will be on important developments in American political, economic, and social history; particularly on the emergence and evolution of the concepts of democracy and capitalism. No prerequisite.

### Course Materials

No required purchases; all materials are open-access.

### Technology

To successfully complete this course, you will need access to a computer with internet and Microsoft Office Suite ([available free](#)). I will be utilizing Blackboard regularly for this course. It is free to use with your YSU login [here](#). Please let me know the first day of class if you do not have the appropriate access to technology and/or anticipate having trouble navigating Blackboard. We will work together to make sure technology is not a barrier to your success in this course.

Blackboard: Please be sure to login to Blackboard at least weekly during the duration of the course. Blackboard will be regularly used to share important course information.

### Course Learning Outcomes/Objectives

In addition to acquiring a greater understanding of the American past, this course will also focus on the development of skills necessary for “good historical practice.” These include the following outcomes:

LO1: Students will demonstrate the skills necessary for the historian to analyze information and report findings effectively, by recognizing the difference between primary and secondary sources and being able to critically read and analyze their content; by effectively communicating in written and oral media; and by exhibiting satisfactory critical-thinking and synthesis skills.

LO2: Students will demonstrate comprehension of the basic concepts that guide the historian's work, by understanding: the concept of historiography and that historical interpretation is not fixed but changes over time; the significance of chronologies and the impact of cause and effect; and the importance and impact of demographic, economic, and technological change on the past and its relevance in the present.

### YSU General Education Learning Goals

Core Competencies: Students will demonstrate the ability to write and speak effectively, reason quantitatively, and think critically so they are prepared to perform appropriately in their professions upon graduation.

Arts and Humanities: Students will interpret significant writings and works of art, with a focus on aesthetics, historical responses, and the nature of the human condition.

### Ohio Transfer Module (OT36) Learning Outcomes: Arts and Humanities

LO1: Basic Knowledge: Employ principles, terminology, and methods from disciplines in the arts and humanities.

LO2: Textual Analysis: Analyze, interpret, and/or evaluate primary works that are products of the human imagination and critical thought.

LO3: Contextual Examination: Reflect on the creative process of products of the human imagination and critical thought.

LO4: Breadth: Explain relationships among cultural and/or historical contexts.

LO5: Communication: Convey concepts and evidence related to humanistic endeavors clearly and effectively.

### How to Succeed in This Course

#### Understanding Early Alerts

In all your classes, your professors can create a "flag" related to your performance in a class. Professors may indicate that you are having difficulty understanding course material, not attending class, missing assignments, etc. These alerts do NOT stay on a permanent record, and they are NOT used in any way as a penalty against you. The alerts are used to help you find a solution that is realistic and helps you succeed.

#### How to Get Help

YSU is committed to your success. As a student you have access to several resources that may be instrumental in helping you succeed in this course and others. Please do not hesitate to utilize any of these [free support services](#) to support your academic success, physical and mental health, and help you navigate your time as a YSU student.

## Attendance Expectations

It is important that you attend class, as much of the learning that occurs is facilitated through class lecture, discussions, and activities. Your contribution in class greatly contributes to your learning processes as well as your classmates' learning. Classroom participation and discussion is part of your grade and can only be earned through participation that happens in person. I reserve the right to lower your final grade based on lack of attendance without appropriate excuses. The [YSU Attendance Policy](#) defines excused absences. Attending class is important and will lead to your success in this course. Please make all efforts to **safely** be at class and to arrive on time. Please contact me to work on an individual basis should your attendance to class become difficult.

## Late Work Submission Policy

*(Delete before finalizing): Include your course-specific late-work policy.*

## Additional Course Expectations

A positive learning environment involves commitment of both instructor and students in a course. [Reciprocal Responsibilities for Undergraduate Students and Instructors](#) was developed jointly with the Student Government Association and YSU Academic Senate to outline mutual responsibilities in the classroom, and our class will follow these guidelines.

## Artificial Intelligence Policy Statement

*(Delete before finalizing): **The YSU common syllabus offers three AI policy statements, you should select and edit the one that best fits your preferences.** Instructors are encouraged to think how their policy statement aligns with the Senate-endorsed YSU AI Principles Statement, available [here](#).*

## Assignments/ Assessments

*(Delete before finalizing): **All sections of 2650 must include the following assignments/assessments.***

Quiz:

- *(Revise before finalizing): One each module; format at instructor's discretion; must assess student understanding of the historical context*

Comparative Source Assignment:

- *(Delete before finalizing): One each module; students will provide a brief analysis of each assigned primary source; identifying creator, purpose, audience, and relevant connections to the historical context*

Primary Source Analysis:

- One over each mandatory source; students will provide a critical analysis of each source; explaining the creation of the source, identifying and reviewing its key ideas, assessing its significance and impact

- Students will be required to use direct evidence from the source in support of their response

#### Cumulative Final Exam:

- Must assess student proficiency in mandatory sources
- Exam will include matching and multiple choice sections assessing student proficiency over each mandatory source, as well as an essay requiring students to explain their understandings of how American democracy has evolved using evidence from all required sources
- **Students are required to pass the Cumulative Final Exam to pass the course**

### Grading and Grading Scale

*(Delete before finalizing): Include assignment, points, percentage, and final grade scale with point totals. Be sure to indicate whether you are using a weighted or non-weighted grading scale. Consider including the link to the [YSU Grading System](#), which includes information about grading options, withdrawals, and repetition of courses.*

### University Policies

[University policies](#) can be found online and provide you guidance on your rights as a student in this course. The links below take you directly to a specific policy. Should you have any questions about a policy, please do not hesitate to contact me using the information at the top of the syllabus.

- [Statement of Non-Discrimination from the University](#)
- [Academic Integrity/Honesty](#)
- [Student Accessibility](#)
- [Incomplete Grade Policy](#)
- [Academic Grievances and Complaints](#)
- [Attendance Policy](#)

### Tentative Course Schedule (Subject to Change)

*(Delete before finalizing): Sample syllabus statement below. READING SELECTIONS IN RED ARE MANDATORY; others may be substituted at instructor preference.*

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.

Dates	Topics & Readings	Due/To Prepare for Class
<i>Fill in your course dates; check the <a href="#">semester calendar</a></i>	<i>Write in proposed topics to be covered in your course with the corresponding date. Consider indicating which course learning outcome aligns with the given topic.</i>	<i>Let students know what is due or how to prepare for the course session; Press “tab” on your keyboard to add new rows</i>
	<b>1: Origins of the United States</b> John Winthrop, “A City on a Hill” (1630) Maryland’s “Act of Religious Toleration” (1649) from Statues of Virginia (1667-1682) from Haudenosaunee “Great Law of Peace” (c. 1750) <b>The Declaration of Independence (1776)</b>	Quiz Comparative Source Assignment Primary Source Analysis
	<b>2: Founding the Republic</b> <b>Constitution of the United States</b> <b>The Federalist Papers (1787-1788)</b> No. 10: faction/partisanship No. 39: republicanism No. 42: powers of Congress/states No. 51: federalism/checks and balances No. 78: independent judiciary	Quiz Comparative Source Assignment Primary Source Analysis
	<b>2: Founding the Republic (con’t)</b> <i>*for 15 week courses; split above readings over two units</i>	Quiz Comparative Source Assignment Primary Source Analysis
	<b>3: American Capital</b> <b>Adam Smith, <i>The Wealth of Nations</i> (1776)</b> <i>McCulloch v. Maryland</i> (1819) from De Tocqueville, <i>Democracy in America</i> (1835) “Declaration of Rights & Sentiments” (1848) <i>Dred Scott v. Sandford</i> (1857)	Quiz Comparative Source Assignment Primary Source Analysis
	<b>4: Union and Liberty in Crisis</b> Alexander Stephens, “Cornerstone Speech” (1861) <b>The Emancipation Proclamation (1863)</b> <b>The Gettysburg Address (1863)</b> The Reconstruction Amendments (1865-1870) Chief Joseph, “An Indian’s View on Indian Affairs” (1879)	Quiz Comparative Source Assignment Primary Source Analysis

Dates	Topics & Readings	Due/To Prepare for Class
	<b>5: Democracy at Home and Abroad</b> from Jacob Riis, <i>How the Other Half Lives</i> (1890) [images] from Frederick Jackson Turner, "The Significance of the Frontier" (1893) WEB DuBois, "Returning Soldiers" (1919) Franklin Delano Roosevelt, "The Four Freedoms" (1941) [audio] Richard Nixon, "The Kitchen Debate" (1959) [audio/visual]	Quiz Comparative Source Assignment Primary Source Analysis
	<b>6: Pursuit of the American Promise</b> <i>Hernandez v. Texas</i> (1954) The Port Huron Statement (1962) Martin Luther King, Jr., "Letter from a Birmingham Jail" (1963) from Betty Friedan, <i>The Feminine Mystique</i> (1963) selections of protest music [audio]	Quiz Comparative Source Assignment Primary Source Analysis
	<b>7: Modern America</b> Phyllis Schlafly, "What's Wrong with 'Equal Rights' for Women" (1972) Jimmy Carter, "Crisis of Confidence" (1979) [audio/visual] Ronald Reagan, First Inaugural Address (1981) [audio/visual] Pat Buchanan, "Address to the RNC" (1992) [audio/visual] George W. Bush, State of the Union (2002) [audio/visual]	Quiz Comparative Source Assignment Primary Source Analysis
<b>Final Exam</b>		