

**The Ohio State University  
Colleges of the Arts and Sciences New Course Request**

English  
 Academic Unit: English  
 Book 3 Listing (e.g., Portuguese): 884 Literacy Past and Present  
 Number: Literacy Title: PST-PRES Level: G Credit Hours: 5  
 18-Character Title Abbreviation: Level: Credit Hours:  
 Summer Autumn Winter Spring X Year 2006  
 Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

**A. Course Offerings Bulletin Information**

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (not to exceed 25 words): From the invention of alphabets to the electronic age: literacy's relationships w/ social, cultural, political, and economic changes; impacts and significance for individuals and collectivities.  
 Quarter offered: SP Distribution of class time/contact hours: 2/2

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no):  
 Prerequisite(s): Grad standing or permission of instructor  
 Exclusion or limiting clause:

Repeatable to a maximum of 10 credit hours.

Cross-listed with: Education and History

Grade Option (Please check): Letter  S/U  Progress  What is course is last in the series? \_\_\_\_\_

Honors Statement: Yes  No  GEC: Yes  No  Admission Condition

Off-Campus: Yes  No  EM: Yes  No  Course: Yes  No

Other General Course Information:  
 (e.g. "Taught in English." "Credit does not count toward BSBA degree.")

**B. General Information**

Subject Code \_\_\_\_\_ Subsidy Level (V, G, T, B, M, D, or P) D  
 If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:  
 To continue the English Department's commitment to the Ohio Literacy Initiative; To provide a course for the proposed interdisciplinary graduate minor in literacy.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs. This course is (check one):  Required on major(s)/minor(s)  A choice on major(s)/minors(s)  An elective within major(s)/minor(s)  A general elective:  
 Should be an option for the graduate minor in literacy.

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.

None.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes  No  List:

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: No

6. Expected section size: Proposed number of sections per year:

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes  No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms):

Not Applicable   
Education (will cross-list); Comp. Studies  
History (will cross-list)

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to [asccurrofc@osu.edu](mailto:asccurrofc@osu.edu).

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

1. Academic Unit Undergraduate Studies Committee Chair  
*Cheryl Hylb* Printed Name *Chris Higley* Date *Nov 23 '05*

2. Academic Unit Graduate Studies Committee Chair  
*C. Sim* Printed Name *C. SIMMONS* Date *Nov 21, 2005*

3. ACADEMIC UNIT CHAIR/DIRECTOR  
*Valerie Lee* Printed Name *Valerie Lee* Date *Nov 21, 2005*

4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17<sup>th</sup> Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to [asccurrofc@osu.edu](mailto:asccurrofc@osu.edu). The ASC Curriculum Office will forward the request to the appropriate committee.

5. COLLEGE CURRICULUM COMMITTEE Printed Name Date

6. ARTS AND SCIENCES EXECUTIVE DEAN Printed Name Date

7. Graduate School (if appropriate) Printed Name Date

8. University Honors Center (if appropriate) Printed Name Date

9. Office of International Education (if appropriate) Printed Name Date

10. ACADEMIC AFFAIRS Printed Name Date

## **Course descriptions for new literacy studies graduate courses**

ENG 750/EDU xxx Introduction to Graduate Study in Literacy

Basic issues in literacy research: the “great debates” about literacy—oral v. written, traditional v. modern—literacy’s relationships with development, major approaches in interpreting literacy

ENG 884/HIST xxx/EDU xxx Literacy Past and Present

From the invention of alphabets to the electronic age: literacy’s relationships with social, cultural, political, and economic changes; impacts and significance for individuals and collectivities

**Literacy and Social Change: Historical and Comparative Perspectives**

Syllabus

**Mar. 29,31 1. Introduction/Thinking About Literacy: Old and New**

**Note: suggestions for further reading listed at end of syllabus**

\*David Barton, Literacy: An Introduction. . . Blackwell, 1994, chs. 1, 2, 3,8, 11, 13

\*Harvey J. Graff, The Labyrinths of Literacy. exp & rev. ed. Pittsburgh, 1995, chs 1, 15,16; sample other chapters

\**Background:* Harvey J. Graff, The Legacies of Literacy: Continuities and Contradictions in Western Society and Culture. Indiana, 1987, Introduction

*Rec.:* Jack Goody and Ian Watt, "The Consequences of Literacy," in Literacy Traditional Societies, ed. Goody Cambridge UP 1968, 27-68

Ruth Finnegan, "Literacy versus Non-Literacy: The Great Divide," in Modes of Thought, ed. Robin Horton and Finnegan. Faber and Faber, 1973, 112-144

*Issues to explore: what is literacy? how do we think about literacy? why? what differences it makes*

**Apr 5,7 2. Ancient Foundings, Ideas, Traditions & Practices**

\*William V, Harris, Ancient Literacy. Harvard 1989, Parts One & Two, ch. 8

\**Background:* Harvey J. Graff, The Legacies of Literacy: Continuities and Contradictions in Western Society and Culture. Indiana, 1987, ch. 1

*Issues to explore: literacy's origins and powers, including the powers of origins; literacy's history in theory and in fact [sic]: finding and probing narratives of literacy; ancient or classical literacy as foundation? peak? standard?*

**April 12,14 3a. Transitions to Literacy**

\*Michael T Clanchy, From Memory to Written Record: England, 1066-1307. 2<sup>nd</sup> ed. Blackwell, 1993, Introduction; Part II; skim Part 1 for main points and examples

\*In Literacy and Social Development [LSD], ed. Harvey J. Graff (Cambridge, 1981): (M Clanchy,) E. LeRoy Ladurie

\**Background:* Harvey J. Graff, The Legacies of Literacy, chs. 2-3

\*RA Houston, Literacy in Early Modern Europe. Longman, 2002

### 3b. From Script to Print, Oral to Written, Classical to Vernacular, and Other Misunderstood Transformations in the Passage from Tradition to Modern

\*LSD: E Eisenstein, N Z Davis, G Strauss, E Johansson

\*Anthony T. Grafton, "The Importance of Being Printed," Journal of Interdisciplinary History 11 (1980), 265-286

\*Carlo Ginzburg, The Cheese and the Worms. Johns Hopkins, 1980

\**skim if possible*: Elizabeth Eisenstein, The printing press as an agent of change. 2 vols.

\* Cambridge, 1979; abridged edition, The Printing Revolution in Early Modern Europe. 1983

\**Background*: Harvey J. Graff, The Legacies of Literacy, chs. 4-5

\*RA Houston, Literacy in Early Modern Europe

#### week 3: "The Return of Martin Guerre" (123)

*Issues to explore: lexicon and lesson in the narratives and theorizations of literacy—formulas for great changes—from oral to written, written to printed; classical to vernacular, sacred to secular; credo to ideology; elite to popular cultures; restricted to mass . . . among asserted transformations in the passages from traditional to modern; technologies; associations and correlates of literacy*

Paper 1 due Week 4: no class on April 19

#### Apr 19,21 4. Early Modernity (16-18<sup>th</sup> Centuries)

\*LSD for Weeks 3&4: E Eisenstein, N Davis; G Strauss, E Johansson, Cressy, Spufford, Lockridge

\*Mary Jo Maynes, Schooling for the People. Holmes and Meier, 1985, chs. 2, 6

\*Robert Darnton, "What Is the History of Books?" and "First Steps Toward a History of Reading," in his The Kiss of Lamourette: Reflections in Cultural History (Norton 1990), 107-135; 154-190

\*Donald McKenzie, Bibliography and the Sociology of Texts (Cambridge UP, 1986, 1999)

\**Background*: Harvey J. Graff, The Legacies of Literacy, ch. 6

\*R A Houston, Literacy in Early Modern Europe

#### week 5: "The Wild Child" (85)

*Issues to explore: new ideas, philosophies, theories, including prominently those associated with the Enlightenment and its precursors; aspirations for "science", psychology, and progress; competing assumptions about human nature and learning; dreams different worlds; social and economic change; challenges of tradition v. modern*

**Apr 26,28     5. The Literacy Myth: Toward Modern Ways**

\*LSD: Furet and Ozouf, Schofield; (Graff,) Judt

\*Harvey J. Graff, The Literacy Myth: Cultural Integration and Social Structure in the Nineteenth-Century City. Transaction, 1987 (1979). Read Part I quickly if you wish

*Background, 7, 8, 9:* Harvey J. Graff, The Legacies of Literacy, chs. 6-7

\*David Vincent, The Rise of Mass Literacy: Reading and Writing in Modern Europe. Polity 2000

\*Mary Jo Maynes, Schooling for the People. Holmes and Meier, 1985

*Rec:* Mary Jo Maynes, Schooling for the People. Holmes and Meier, 1985

David Vincent, The Rise of Mass Literacy: Reading and Writing in Modern Europe. Polity 2000

Gabriel Tortella, ed., Education and Economic Development Since the Industrial Revolution. Generalitat Valencia, 1990

Readings on economic development and the Industrial Revolution—see Recommended Reading below

**Week 5 or 6** “Children and Schools in 19<sup>th</sup> Century Canada” (Canada’s Visual History)

*Issues to explore: literacy & social, cultural, economic, and political change—theory v. experience; institutions & ideologies; relations and consequences: slavery, equality, democracy, citizenship, religion or belief, & literacy; class, race, gender, ethnicity, generation, geography, & literacy: literacy in the making of modern social relations, social structures, political systems*

**May 3,5     6. Reading and its Histories**

\*Carl Kaestle, Helen Damon-Moore, Lawrence C. Stedman, Katherine Tinsley, and William Vance Trollinger, Jr., Literacy in the United States: Readers and Reading Since 1880. Yale UP 1991 skim ch. 3, read the rest

See also \*Robert Darnton, “What Is the History of Books?” and “First Steps Toward a History of Reading,” in his The Kiss of Lamourette: Reflections in Cultural History (Norton 1990), 107-135; 154-190

\**Background:* Harvey J. Graff, The Legacies of Literacy, chs. 6-7

\*David Vincent, The Rise of Mass Literacy

*Issues to explore Weeks 6 & 7: making and reforming people and cultures; gender, class, generation, race, ethnicity, and geography & literacy: reading, writing, culture/s: relationships,*

*differences, and correlates; uses of literacy; making meaning; homogeneous v. difference, unity, uniformity v. fragmentation & hierarchy*

**Paper 2 due Week 7: no class May 10**

**May 10,12 7. Reading Women and African Americans**

**select:** *either or both* Cornelius, When I Can Read or articles on women reading/writings by Nord, Horowitz, Sicherman, Kelley, Hunter

\*Janet Cornelius, When I Can Read My Title Clear: Literacy, Slavery, and Religion in the Antebellum South. South Carolina, 1991 [if this book is not available, read her "We Slipped and Learned to Read: Slave Accounts of the Literacy Process, 1830-1860," Phylon 44 (1983) 171-186, and perhaps also E. Jennifer Monaghan, "Reading for the Enslaved, Writing for the Free: Reflections on Liberty and Literacy," Proceedings, American Antiquarian Society, 108 (1998), 308-341; or Daniel J. Royer, "The Process of Literacy as Communal Involvement in the Narratives of Frederick Douglass," African American Review 28 (1994), 363-374]

\*David Nord, Communities of Journalism: A History of American Newspapers and their Readers. Illinois, 2001

\*\_\_\_\_\_, Faith in Reading: Religious Publishing and the Birth of Mass Media in America Oxford 2004

\*Helen Horowitz, "Nous Autres: Reading, Passion, and the Creation of M. Carey Thomas," Journal of American History 79 (1992), 68-95

\*Barbara Sicherman, "Reading and Ambition: M. Carey Thomas and Female Heroism," American Quarterly, 45 (1993) 73-103

\*\_\_\_\_\_, "Reading Little Women: The Many Lives of a Text," in U.S. History as Women's History, ed. Linda K. Kerber et al (UNC, 1995) 245-266

\*\_\_\_\_\_. "Sense and Sensibility: A Case Study of Women's Reading in Late-Nineteenth-Century America," in Reading in America, ed. Cathy N. Davidson (JHUP, 1989), 201-225

\*Mary Kelley, "Reading Women/Women Reading: The Making of Learned Women in Antebellum America," Journal of American History 83 (1996), 401-424

\*Jane Hunter, How Young Ladies Became Girls: The Victorian Origins of American Girlhood. Yale UP 2002

**week 8 "My Brilliant Career" (101)**

**May 17,19 8. 20<sup>th</sup> C. Literacy Campaigns and their Precedents and Consequences**

\*LSD: J. Galtung; E. Verne

\*Robert F. Arnove and Harvey J. Graff, ed., National Literacy Campaigns in Historical and Comparative Perspective. Plenum, 1987, Introduction and at least one or two other case study chapters, or choose from titles below, at least one of

them from the twentieth century [introduction also included in Graff, Labyrinths, ch. 14]

**Select from:**

- Ben Eklof, Russian Peasant Schools, 1861-1914. California, 1986  
Jeffrey Brooks, When Russia Learned to Read: Literacy and Popular Literature, 1861-1917. Princeton, 1985  
Evelyn Rawski, Education and Popular Literacy in Ch'ing China. Michigan 1979  
Glen Peterson, The Power of Words: Literacy and Revolution in South China 1949-95. UBC, 1997  
Colin Lankshear with Moira Lawler, Literacy, Schooling and Revolution. Falmer, 1987  
Robert Arnove, "The Nicaraguan National Literacy Crusade of 1980," Comparative Education Review, 25 (1981), 244-260  
\_\_\_\_\_, Education and Revolution in Nicaragua. Praeger, 1986  
\_\_\_\_\_, Education as Contested Terrain: Nicaragua, 1979-1993. Westview, 1994  
Jonathan Kozol, "A New Look at the Literacy Campaign in Cuba," Harvard Educational Review, 48 (1978), 341-377  
\_\_\_\_\_, Children of the Revolution. Delacorte, 1978

*Issues to explore: the 20<sup>th</sup> century in the history of literacy: heir v. alien; continuities v. change; schools & other institutions; equality v. inequalities: race, ethnicity, class, gender, generations; families & the life course; democratization, social and economic opportunities; mass society & popular culture; literacy & literacies*

**May 26,28 9. Revising Literacies/Revising Lives [or as wk 9, or w/ Brandt wk 10]**

\*Mike Rose, The Mind at Work: Valuing the Intelligence of the American Voter. Viking 2004

Rec.: Mike Rose, Possible Lives: The Promise of Public Education in America. Houghton Mifflin, 1995

Rose, Lives on the Boundary: The Struggles and Achievements of America's Underprepared Free Press, 1989

Ralph Cintron, Angels' Towns: Chero Ways, Gang Life, and Rhetorics of the Everyday. Beacon, 1997

Jonathan Kozol, Amazing Grace: The Lives of Children and the Conscience of a Nation. Crown, 1965

\_\_\_\_\_, Ordinary Resurrections: Children in the Years of Hope. Crown, 2000

Shirley Brice Heath, Ways With Words: Language, Life, and Work in Communities and Class Rooms. Cambridge, 1983

David Barton and Mary Hamilton. Local Literacies: Reading and Writing in One Community. Routledge, 1998

David Barton, Mary Hamilton, and Roz Ivanic, eds. Situated Literacies: Reading and Writing in Context. Routledge, 2000

Eve Gregory and Ann Williams, City Literacies: Learning to Read Across Generations and Cultures. Routledge 2000



Week 9 "High School" (75)

*Issues to explore Weeks 9 & 10: rising or declining literacy levels or standards; threat or fear of illiteracy; technological imperatives; changing means of expression and modes of communication; keeping up, getting ahead, or falling behind; shifting needs and standards-- how to tell & what differences it makes*

May 31, June 2. 10. The Twentieth Century in Historical Context/ The Myth of Decline & The Future of Literacy/ies

\*Deborah Brandt, Literacy in American Lives Cambridge, 2001  
(or wk 9) Catherine Prendergast, "The Economy of Literacy: How the Supreme Court Stalled the Civil Rights Movement," Harvard Educational Review 72 (2002) 206-229 optional

**Paper 3 due Week 10: no class June 2 or May 31**

\*Background: Harvey J. Graff, The Legacies of Literacy, Epilogue  
\* \_\_\_\_\_, The Labyrinths of Literacy, passim  
\*David Vincent, The Rise of Mass Literacy  
\*Literacy: A Critical Sourcebook, Parts 5,6 & 7

**Note:** *Recent writings on literacy in all its aspects including teaching and learning, the "condition of literacy," popular culture, "skills," literacy crises and responses, from a dizzying number of perspectives, are far too many to list. It's difficult not to trip over them! Caveat lector.*

**Sample from**

Walter Ong, Orality and Literacy. Methuen, 1982  
Jack Goody, The Domestication of the Savage Word. Cambridge 1997  
E.D. Hirsch, Cultural Literacy. Houghton Mifflin; his followers; and their critics  
Henry Milner, Civic Literacy. University Press of New England, 2002  
Sven Birkerts, The Gutenberg Elegies. Fawcett, 1994  
Bill Cope and Mary Kalantzis, eds. Multiliteracies: Literacy Learning and the Design of Social Futures. Routledge, 2000  
Margaret A. Gallego and Sandra Hollingsworth, eds. What Counts as Literacy: Challenging the School Standard. Teachers College 2000  
Colin Lankshear and Peter McLaren, eds, Critical Literacy: Politics, Praxis, and the Postmodern. SUNY, 1993  
James Paul Gee, Glynda Hull, and Colin Lankshear, The New Work Order Westview 1996  
Ramona Fernandez, Imagining Literacy. Texas 2001  
Sonja Lanehart, Sista Speak! Black Women Kinfolk Talk about Language and Literacy Texas 2002  
Cynthia L. Selfe, Technology and Literacy in the 21<sup>st</sup> Century. Southern Illinois,

1999

Kathleen E. Welch, Electric Rhetoric: Classical Rhetoric, Oralism, and a New Literacy. MIT, 1999

Ellen J. Esrock, The Reader's Eye: Visual Imaging as Reader Response JHUP 1994

Mark Poster, What's the Matter with the Internet? Minnesota, 2001

Andrea A. diSessa, Changing Minds: Computers, Learning, and Literacy. MIT 2000

Geoffrey Nunberg, ed.: The Future of the Book California 1996

R. Howard Bloch and Carla Hesse, eds., Future Libraries. California, 1993