

## Term Information

Effective Term Spring 2020  
[Previous Value](#) [Spring 2013](#)

## Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Add DL option

What is the rationale for the proposed change(s)?

This course is in high demand and adding an online option will give access to more students

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Serving as pilot online offering for the department

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	Comparative Studies
Fiscal Unit/Academic Org	Comparative Studies - D0518
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	1100
Course Title	Intro to the Humanities: Cross-Cultural Perspectives
Transcript Abbreviation	Intro Humanities
Course Description	Explores the role of literature and the arts in constructing, maintaining, and questioning the values and beliefs of diverse cultures and historical periods; topics vary.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
<a href="#">Previous Value</a>	<a href="#">14 Week, 12 Week, 8 Week, 7 Week, 6 Week</a>
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Less than 50% at a distance
<a href="#">Previous Value</a>	<a href="#">No</a>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Recitation, Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

### Prerequisites/Corequisites

Exclusions Not open to students with credit for 1100H (100H) or 100.  
Electronically Enforced No

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

Subject/CIP Code 24.0103  
Subsidy Level General Studies Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

General Education course:  
Literature; Global Studies (International Issues successors)

## Course Details

### Course goals or learning objectives/outcomes

- Students explore how systems of power are intertwined with individual identity and experiences.
- Students improve information literacy by critically reading multiple types of texts to evaluate sources, biases, and purposes
- Students assess the impact of their perspectives/identity positions, intentional and unintentional, on the world.
- Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.
- Students will understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

### [Previous Value](#)

### Content Topic List

- Humanities
- Culture
- Literature
- Arts
- Society
- Diversity
- Global
- World Literature
- Comparative Literature

### Sought Concurrence

No

**COURSE CHANGE REQUEST**  
1100 - Status: PENDING

Last Updated: Heysel,Garett Robert  
09/29/2019

**Attachments**

- CS1100\_online\_distancelearningtemplater revised (1).docx: syllabus  
*(Syllabus. Owner: Vu,Elizabeth A)*
- Comp Studies 1100 Toy.pdf: QM checklist  
*(Other Supporting Documentation. Owner: Vu,Elizabeth A)*
- CS 1100 F'17 Syllabus.docx: comparison syllabus  
*(Other Supporting Documentation. Owner: Vu,Elizabeth A)*
- compstd1100 assessment.pdf: additional assessment information  
*(Other Supporting Documentation. Owner: Vu,Elizabeth A)*

**Comments**

- Assessment plan for online 1100 will remain the same as the other versions of 1100. Last assessment report approved in 2016. Supporting documents attached. In-person 1100 syllabus attached. *(by Vu,Elizabeth A on 09/19/2019 10:06 AM)*
- Please upload (1) in-class syllabus (for comparative purposes) and (2) a GE assessment plan that can be implemented in this online environment. See instructions in manual; also posted here <https://asccas.osu.edu/distance-learning-courses> *(by Vankeerbergen,Bernadette Chantal on 09/18/2019 02:18 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Vu,Elizabeth A	07/23/2019 10:33 AM	Submitted for Approval
Approved	Shank,Barry	07/23/2019 10:45 AM	Unit Approval
Approved	Heysel,Garett Robert	08/25/2019 12:02 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/18/2019 02:18 PM	ASCCAO Approval
Submitted	Vu,Elizabeth A	09/19/2019 10:06 AM	Submitted for Approval
Approved	Shank,Barry	09/19/2019 10:39 AM	Unit Approval
Approved	Heysel,Garett Robert	09/29/2019 10:14 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	09/29/2019 10:14 PM	ASCCAO Approval

# SYLLABUS: COMPARATIVE STUDIES 1100 INTRODUCTION TO THE HUMANITIES SPRING 2020

## Course overview

### Instructor

Instructor: Caroline Toy

Preferred contact method: by email at [toy.36@osu.edu](mailto:toy.36@osu.edu)

Alternative contact method: via Carmen messages

Office hours: W 1-4pm via Carmen Connect (video, audio, or live text) or by virtual appointment

Office Location: *no physical office available*

### Course description

In this class, we will examine interactions between “Western” and “Non-Western” cultures, thinking about colonization and immigration as key sites of “crossing cultures”. To do so, we will read postcolonial theories as well as novels, short stories, nonfiction, and films about colonization, immigration, and cultural clashes, past and present. We will then discuss complex issues like identity, social power, and inequality both in the literature and beyond it. We ask questions about the relevance of these ideas to our thinking about ourselves and others within our cultural-historical context. We achieve these goals through group discussion on Carmen, journaling, assessments, and projects, many of which are shared with the class for feedback.

Though this is a distance learning class, it requires a high degree of participation and engagement. You will be reading as much as 150 pages of fiction a week, and/or shorter theoretical readings. You will then be expected to participate *every week* in informal discussion and structured activities through Carmen. Passivity will simply not work for you in this environment; in fact, non-participation for a full week is grounds for failure (see course policies). In exchange, you will develop insights with your peers and with me as you practice your analytical and communication skills to gain higher levels of awareness and aptitude.

### Course learning outcomes

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

- Investigate how systems of power are intertwined with individual identities and experiences.
- Demonstrate information literacy by critically reading multiple types of texts to evaluate sources, biases, and purposes.

- Assess the impact of their perspectives and identity positions, intentional and unintentional, on the world.

## GE Course Information

### Literary Studies

Goals: Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

Expected Learning Outcomes:

1. Students analyze, interpret, and critique significant literary works.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

We meet the outcome by:

- Reading and watching significant novels, nonfiction, films, graphic novels, and theoretical works from around the world that focus on inter-cultural contact
- Practicing literary analysis through informal discussions and formal writing assignments
- Examining the historical and cultural context of these works
- Applying these skills to works not on the syllabus

### Diversity: Global Studies

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

We meet the outcome by:

- Exploring the development and importance of personal identity within literary works, including experiences of assimilation, status as "Other," diaspora, and intersectionality
- Identifying systems of power and inequality within literary works, including colonialism, economic inequality, totalitarianism, and war
- Applying the knowledge of identity and systems of power gained through studying literature to examining our own identities and place in power structures

## Course materials

### Required major texts

These texts are available in print or (in most cases) electronically from retailers and libraries (OSU Libraries, OhioLINK library network, Columbus Public Library). Note that the films of *Persepolis* and *The Reluctant Fundamentalist* are very different from the books and will not substitute.

- John Lewis's *March: Book One* (print, ebook)
- Chinua Achebe's *Things Fall Apart* (print, ebook, audio CD)
- Marjane Satrapi's *Persepolis VOLUME ONE or Complete edition* (print)
- Lisa Ko's *The Leavers* (print, ebook, downloadable audio)
- Jhumpa Lahiri's *Interpreter of Maladies* (print, ebook, downloadable audio)
- Moshin Hamid's *The Reluctant Fundamentalist* (print, ebook, downloadable audio)
- Susan Sontag's *Regarding the Pain of Others* (print, ebook, downloadable audio)
- Ryan Coogler's *Black Panther* (DVD, Blu-Ray, digital download or rental)
- Jamaica Kincaid's *A Small Place* (print, ebook, downloadable audio)

### Required supplemental materials

These materials are available on Carmen or through OSU's Secure Media Library

- Alexandre Kojeve's *Introduction to the reading of Hegel* (excerpts)
- Simone de Beauvoir's *The Second Sex* (excerpts)
- Aijaz Ahmad's "Jameson's Rhetoric of Otherness and the 'National Allegory'"
- Martin Luther King Jr.'s "Letter from a Birmingham Jail"
- Gayatri Spivak's "Can the Subaltern Speak?"
- Toni Morrison's "Recitatif"

## Course technology

The instructor does not provide technical support. For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

The above support information applies to *all* Carmen components, including Discussions, Groups, Modules, Carmen Connect, Messages, etc. It also applies to other OSU resources like

viewing materials in the Secure Media Library and the U.OSU blogging platform. For issues with using the OSU Libraries catalog for research, accessing electronic databases, or circulation, contact the Libraries directly.

- **Self-service and chat support:** <http://libanswers.osu.edu>
- **Phone:** 614-292-6785
- **Email:** <http://libanswers.osu.edu/q.php>

### **Baseline technical skills necessary for online courses**

- Basic computer and web-browsing skills
- Navigating Carmen

### **Technology skills necessary for this specific course**

- CarmenConnect text, audio, and video chat
- Collaborating using Carmen's Groups tools
- Using u.OSU (University's Wordpress-powered blog platform)
- Recording, editing, and uploading audio (a written alternative option will be provided for anyone needing an accessibility accommodation) – information will be provided

### **Necessary equipment**

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
  - A tablet (e.g., University-issued iPad) is an acceptable alternative as long as you have a keyboard and the capacity to save documents as Word files or PDFs
- Microphone: built-in laptop or tablet mic or external microphone
- Webcam is a plus

### **Necessary software**

- Word processor capable of saving in .doc, .docx, or .pdf formats (recommended: [Microsoft Office 365 ProPlus](#)): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets, and five phones.
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.
  - You are not required to use Microsoft Office. However, any assignments submitted through Carmen dropbox will *only* be accepted in .doc, .docx, and .pdf formats. No submissions via Google Docs, Box, Word Online, or OneDrive.

- Audacity: Audacity is a free audio-editing program available for Mac, Windows, and Linux platforms. It is not available for tablets.
  - Audacity is pre-installed in all Digital Union computer labs and can be used there when computer labs are open.
  - Audacity is the *recommended* software for audio editing for the advice column podcast project; however, if you have and are familiar with other audio editing software that can export in mp3 format, you are welcome to use that.
- Web browser: it is strongly recommended that you use Google Chrome for this course, especially for CarmenConnect meetings and video streaming. Safari is not fully compatible with CarmenConnect and some OSU video services. You are responsible for ensuring that your chosen browser works properly with all course technologies.

## Grading and faculty response

### Grades

Assignment or category	Points
Discussion Questions (once per term, date assigned individually)	85
Wiki Contribution (once per term, date assigned individually)	85
Weekly discussion posts and participation	15 per week/195 total
Syllabus Quiz	5
Short autoethnography	50
Diary of Systemic Injustices <ul style="list-style-type: none"> <li>• Showcase entry</li> </ul>	10 each/60 total <ul style="list-style-type: none"> <li>• 30</li> </ul>
Thesis exchange	30
Short essay take-home midterm	150
“Yo, Is This...” advice column podcast	150
Final Project: text review for class blog	40
Final Project: analysis paper	120
Total	1000

See course schedule below for due dates



## Assignment information

***For every assignment except the syllabus quiz, detailed instructions and prompts will be distributed in advance. The following is only a summary and does not include all requirements.***

***All formal writing assignments should be double-spaced, in 12-point professional font, with one-inch margins. For assignments where a word count rather than a page count is given, copy-paste your text into a Word document and use the word count tool.***

**Discussion Questions:** Once per semester, you will provide the week's discussion questions for your small group. You will submit **three** substantive (not yes or no) discussion questions on the coming week's reading by the Sunday prior to the start of the week (see later in this syllabus for clarification of this course's Tuesday – Sunday schedule). You will submit your questions by creating a new discussion in your small group area. **Value: 85 points**

**Wiki Contribution:** Once per semester, you will contribute to the class wiki by providing some specific, in-depth context relevant to the work. Two or three students per week will provide wiki articles. For example, during the week on *Interpreter of Maladies* (a collection of stories about migration in and out of India), a student might write an entry on the history of Partition, an event that sparked displacement in India and Pakistan. During the week on *Things Fall Apart*, a student might write a summary of British colonialism in what is now Nigeria. You will consult with the instructor on your topic in advance to get ideas and ensure that contributors don't overlap. Your wiki entry should be at least 300 words with proper citations and links to the rest of the wiki. **Value: 85 points**

**Weekly discussion posts and participation:** This includes posting **at least twice per week** in your small group discussion forums as well as completion of the week's module, including any surveys, ungraded quizzes, large-group discussions, or other exercises (there will generally be at least one but not all of these). Discussion posts in large or small forums should be at least three sentences and should contribute something substantive to the conversation. **Value: 15 points per week**

**Syllabus quiz:** A quiz on the syllabus integrated into the first week's module. **Value: 5 points**

**Short Autoethnography:** The autoethnography asks you to explore your position as a scholar through some kind of autobiographical event or aspect of your life (more instructions will be provided). The paper should be 2-3 pages. **Value: 50 points. Due January 19 via Carmen dropbox.**

**Diary of Systemic Injustices:** For six weeks in the first half of the course, you will write weekly journal entries on examples of systemic injustice that you have witnessed personally or heard about in the media in the previous week. Each entry should be approximately 1 page (that's at

least  $\frac{3}{4}$  of a page and no more than  $1\frac{1}{2}$  pages), and will be submitted via Carmen dropbox. During week 9, you will post an expanded sample entry—whichever you think is most interesting—on the course U.OSU blog. These sample entries should be about 350 words.

**Value: 10 points per week (60 points total) plus 30 points for the showcase entry. Showcase due March 8 via class blog.**

**Thesis Exchange:** The thesis exchange asks you to compose an argument and swap with a group-mate for practice outlining and feedback. More instructions will be distributed. This exercise takes place in Week 6. **Value: 30 points**

**Midterm:** The midterm will be take-home and open-book. It consists of three short essays (you will be provided with five questions of which you choose three), approximately 1-1½ pages each. It will be submitted by Carmen dropbox. **Value: 150 points. Due February 23.**

**“Yo, Is This...” Advice Column Podcast:** The podcast assignment asks you to offer advice to a curious but less knowledgeable audience about an issue related to systemic injustice, structural power, or identity. More information will be distributed. This assignment involves audio recording and editing and will be completed in groups of two or three. An alternative text-based way of completing the assignment will be available as an accessibility accommodation. You will also be required to produce a transcript. Podcasts should be 8-10 minutes long and will be submitted through the blog in MP3 format. **Value: 150 points. Due March 29.**

**Final Project - Text Review:** The final project has two components, an informal review of a text (book, film, TV series, album, or other piece of literature or pop culture) and a formal analysis paper about the same text. The informal review will be approximately 500 words and will be submitted through the class blog. **Value: 40 points. Due April 20.**

**Final Project - Analysis Paper:** The analysis paper takes a more formal look at the same text you focused on in your review. You will perform a literary analysis centered around some theme in the book, while examining how it addresses power structures, systemic inequality, identity, or some more particular aspect of these we’ve talked about in class (e.g., colonialism). The paper should be formally written, properly cited in MLA format, and 3-5 pages. **Value: 120 points. Due April 26.**

## Late assignments

**No late work will be accepted without consent from me** (this consent will only be given in the rarest emergencies; see attendance policy). Make sure you are keeping up with discussion every week, because doing it retroactively will not count (discussions are closed for further comment at the end of the week). Do your other assignments well in advance, save your work frequently and in multiple locations, know where the nearest computer lab is in case of technical problems, lock up your dog, do whatever you need to do to ensure that assignments will be handed in on time because, except in those personally-debilitating-car-accident type of situations, late work will not be accepted. **I recommend you write your Carmen posts in a separate document or copy them before you attempt to post so you have them if the post fails to go through.** “Carmen ate my homework” is the new “the dog ate my homework”—and is not an excuse.

## Grading scale

It is your responsibility to keep up with your average and expected grade for the course; I do not give out approximate averages. The best way to calculate an average is to divide the total points you have earned by the total points available to date in the semester, and then multiply by 100.

93–100: A	73–76.9: C
90–92.9: A-	70 –72.9: C-
87–89.9: B+	67 –69.9: D+
83–86.9: B	60 –66.9: D
80–82.9: B-	Below 60: E
77–79.9: C+	

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem. I do not provide technical support, but I do provide support with things *missing* from Carmen, so contact me ASAP if you cannot see required reading, a dropbox, or something similar.)

### Grading and feedback

For weekly assignments, you can generally expect feedback within **7 days**. This includes your discussion questions and wiki contributions. Note that feedback on discussion boards will not necessarily be individual; it may consist of a post or comment directed at your whole group, or at a specific thread. For large assignments such as papers or midterms, you can generally expect grades within **two weeks**.

## E-mail

I will reply to e-mails within **24 hours on school days**. I make every effort to reply on the same business day to emails sent before 5pm. Receiving an email from me after hours or on the weekend is not a guarantee that I will reply after hours in the future.

## Discussion board

I will check the discussion boards approximately every **24 hours on school days**. However, if you have a question for me instead of the class or your group, or you need to alert me to an incident on the boards, please email me directly for the fastest response.

# Attendance, participation, and discussions

## Schedule and Flow of the Course

Except for the very last week of the semester, this course operates on a Tuesday to Sunday cycle so you have weekend days to complete regular work. Each week, the week's module will go live on Tuesday. All regular participation for the week, including completion of all the module components and any special activities, is due on Sunday. You should participate in small group discussion on at least two occasions during the week, once by Thursday and again *between* Thursday and Sunday. It is OK if you are only partway through the reading and module when you make your first post, but you need to have done some of it to comment intelligently.

Additional assignments have specific due dates that are listed in both the course schedule and assignments section of this document. The rotating assignments (such as developing discussion questions for your small group and contributing to the course wiki) are individually scheduled via sign-up at the beginning of the semester. For your assigned week, questions and wiki contributions are due the Sunday *prior* to the release of the week's module. That is, if you are creating discussion questions for week 6 (2/11-2/16), they are due to the instructor by the Sunday at the end of week 5 (2/9), the same day all work for week 5 is due.

## Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK TO PASS THE CLASS**  
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity, except Spring Break. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*. **Missing an entire week of class without a really good reason (that is, something that would count as a**

**multi-day excused absence for an in-person class, with documentation) is grounds for failure of the course.** See below for explanation of acceptable excuses.

- **Office hours and live sessions: REQUIRED WITH FLEXIBLE SCHEDULE**  
Live sessions are mandatory; for each week in which a live session is held, two scheduled options will be available. One of these will be video-based and the other will be text-based for accessibility and those with slower internet connections. A survey will be distributed in advance to ensure that sessions are scheduled so everyone can attend. For live presentations, I will provide a recording that you can watch later.
- **Office hours: OPTIONAL**  
All live office hours are optional and are available as video sessions, audio calls, or real-time text chats through CarmenConnect. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in small group discussion forums: 2+ TIMES PER WEEK**  
As participation, each week you can expect to post on at least two separate days as part of your small group's substantive class discussion on the week's topics. That means you must post at least once in the first half of the week and once in the second half of the week in response to the questions generated by your group's weekly discussant. These posts should be substantive, at least 3 sentences, and should not boil down to "I agree" or "I disagree" with no original contribution to the conversation. You are strongly encouraged to post more often.
- **Excused absences/non-participation:**  
Excuses for missing an entire week of participation are similar to excused absence excuses in an in-person class. A death in your immediate family, a bad case of the flu, or a major mental health emergency would count because these understandably affect more than 1-3 days of work. Issues that occupy only one or two days of your week, such as a childcare problem, a job interview, an away game, a religious holiday, or food poisoning do not. Pre-planned family events (weddings, reunions, etc) and business trips also do not count as excused regardless of length; plan to make time to do your classwork. All excused non-participation must be documented in writing (doctor's note, funeral program and obituary, or similar). **There are no exceptions to this policy.**

## Discussion and communication guidelines

The following are my expectations for how we will communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Do not begin your emails to the instructor with "Yo," write in text-speak, or the like; be reasonably professional. Informality (such as an occasional emoticon) is fine.

- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.) Formal written assignments and the wiki contribution have more stringent requirements; see assignment sheets.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **Conduct expectations:** Rules regarding basic classroom interaction remain fairly constant across all classes at the university, and we will maintain that decorum in this class even though we are not meeting in person. This course requires a commitment from all of us to maintain collegial, respectful spaces throughout: in large and small group discussions, blog comments, live sessions, and other venues. Because we are in a discussion-based environment and I believe in making the best possible use of your time in our classroom, guidelines governing your behavior in this class are strict. This also applies to communication about class or class-created groups outside of official platforms (for example, harassment of one of your small group colleagues on Twitter would still be a violation of our behavioral norms).

As we all know, online communication can encourage nasty and dehumanizing behavior to strangers because there's a perceived lack of consequences. Rest assured that if you act like a troll—using slurs or other hate speech, denigrating your classmates' identities, advocating violence, or any other flagrant disrespect—you will be graded accordingly. Incidents of bias and other disruptive virtual behavior will be reported to [BART, OSU's Bias Assessment and Response Team](#), Student Conduct, and/or (for talk about violence) OSU Police, and will be subject to whatever consequences they choose to impose. Bias includes any kind of discriminatory talk or action against an individual or group based on sex, gender identity, race, ethnicity, color, age, religion, sexual orientation, disability, national origin, veteran status, or HIV status. Sexual harassment (definitions here: <https://titleix.osu.edu/navigation/policy/definitions.html>) and also will not be tolerated.

tl;dr: engage with this course with genuine curiosity, openness to new ideas, and respect for difference. We'll all get the most out of the experience that way.

## Other course policies

### Academic integrity policy

#### Policies for this online course

- **General policy:** Plagiarism is the unauthorized use of the words or ideas of another person, misrepresenting someone else's work as your own with or without their knowledge, quoting or paraphrasing without citing the original source, or providing

work for someone else to use as their own. Plagiarism is absolutely not permitted in any assignment or venue used in this course: tests, papers, reviews, blog entries, multimedia productions, discussion posts, your digital presence in live discussions, wiki contributions, etc. It is a serious academic offense that will result in a report to the Committee on Academic Misconduct and potentially career-altering consequences. The University's policies on plagiarism are described in detail in your student policies handbook. Please read this information carefully, and remember that at no point should words or ideas that are not your own be represented as such.

- **Quizzes and exams:** You must complete any quizzes and the midterm yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** In formal assignments, you should follow MLA style to cite the ideas and words of your research sources. Comprehensive information on MLA citation can be found here: [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html). You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work. The Writing Center is a great resource for proofreading and advice on improving your writing; distance appointments are available. See Resources section of this syllabus.
- **Reusing past work:** You are prohibited from turning in work from a past class to your current class, even if you modify it. This is plagiarism. If you want to build on past work or revisit a topic from previous courses, please discuss the situation with me.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal and informal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

### Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

### Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes

associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on a disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- [U.OSU blogging platform](#)
- Streaming audio and video – this accessibility policy pending the restructure of the Secure Media Library
- Audacity audio production – for students for whom Audacity is not accessible, an alternative text-based method for completing the assignment will be made available

## Resources for Success and Well-Being

**This course:** My approach to teaching is to facilitate student learning and success. I am not interested in penalizing students who are making a good-faith effort to produce high-quality work. If, due to personal circumstances or academic scheduling issues (e.g., three things due the same day), you anticipate or find yourself struggling with the course policies, please consult me *as soon as possible*. We can make a plan for ensuring you can meet course requirements. Consulting early demonstrates your ability to plan ahead and advocate for yourself, and will get more sympathy than a panicked request on the due date.

**Academic well-being:** There are many resources available at OSU for students who would like academic support, including the Writing Center, Dennis Learning Center, and other services. If



you find yourself in circumstances that pose a serious challenge to your ability to keep up academically (e.g. ongoing family crisis, chronic illness, hospitalization, financial crisis, or being a victim of violence), Student Advocacy is available to help you manage the situation.

- Writing Center: <http://cstw.osu.edu>
- Dennis Learning Center: <http://dennislearningcenter.osu.edu>
- Student Advocacy: <http://advocacy.osu.edu>

**Personal well-being:** OSU also has resources to help with emotional and bodily health. Counseling and Consultation Services (<http://ccs.osu.edu>, 614-292-5766), located in the Younkin Center on Neil Avenue and in Lincoln Tower, provides mental health care, referrals, counseling groups, wellness workshops, and substance abuse resources. They can help with feeling down, anxiety, difficulty concentrating, lack of motivation, interpersonal relationship problems, and substance abuse. CCS has an after-hours crisis line that can be reached at their main number, 614-292-5766 (ext. 2) outside of office hours. During work days, emergency consultations are also available. Outside resources include the **National Suicide Prevention Hotline (1-800-273-TALK)** and the **Crisis Text Line**, which can help you talk through any kind of crisis, including self-harm, domestic abuse, depression, sexual assault, family and friend problems, substance abuse, grief, and other situations (**text START to 741-741**).

Healthcare is available for all students at the Wilce Student Health Center on campus and accepts many insurance plans; it is mostly free for those on OSU student health insurance. If you are ill, they can give you an absence excuse as well as treatment. Same-day weekday appointments are available. After hours and on weekends, there are OSU-run urgent care facilities near campus that accept insurance; see <https://shs.osu.edu/emergencies/after-hours-care/>.

Sexual assault crisis services are available to people of all genders and orientations through the local SARNCO hotline (614-267-7020) and area hospitals. Ongoing support is available through Counseling and Consultation and Wilce Student Health. OSU Hospital, CCS, and SARNCO are confidential. You can also find support and ways to report sexual assault or harassment through the University's Title IX office (<http://titleix.osu.edu>), which does not guarantee confidentiality. Be aware that many other OSU academic and coaching staff are mandatory reporters (required to convey reports of assault to the University) and also cannot guarantee confidentiality. (To be clear, I absolutely will help you get assistance, but you have a right to be aware of OSU's reporting policies.) Choose the support system that is right for you. Being a victim/survivor of sexual assault is never your fault, and you have the right to compassionate help.

***Please do not hesitate to reach out if you are struggling and need help finding assistance.***

## Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Tues. Jan. 7 – Sun. Jan. 12	<p>Introductions, Carmen Tour, Master-Slave Dialectic</p> <ul style="list-style-type: none"> <li>• <u>Read:</u> excerpts from Hegel and de Beauvoir</li> <li>• <u>Complete:</u> module including all viewing; syllabus quiz; scheduling survey; introductions forum</li> </ul>
2	Tues. Jan. 14 – Sun. Jan. 19	<p>Autoethnography: the Self and the Other</p> <ul style="list-style-type: none"> <li>• <u>Read:</u> excerpts from Ahmad</li> <li>• <u>Complete:</u> module including all viewing; small group discussions</li> <li>• <b>DUE: Short 2-3 page Autoethnography (January 19, Carmen dropbox)</b></li> </ul>
3	Tues. Jan 21 – Sun. Jan 26	<p>Systemic Injustices</p> <ul style="list-style-type: none"> <li>• <u>Read:</u> Lewis, King</li> <li>• <u>Complete:</u> short module including reading supplement (must be completed before live discussion session); <b>live class discussion</b> schedule TBD; small group discussion; first week of diary of systemic injustices</li> </ul>
4	Tues. Jan 28 – Sun. Feb. 2	<p>Subalterns, Speakers, and Readers</p> <ul style="list-style-type: none"> <li>• <u>Read:</u> Spivak, Morrison</li> <li>• <u>Complete:</u> module including all viewing, reading supplement, and ungraded survey; small group discussion; second week of diary of systemic injustices</li> </ul>
5	Tues. Feb. 4 – Sun. Feb. 9	<p>Colonialism and Domination</p> <ul style="list-style-type: none"> <li>• <u>Read:</u> Achebe</li> <li>• <u>Complete:</u> module including all viewing; small group discussion; third week of diary of systemic injustices; scheduling survey</li> </ul>
6	Tues. Feb. 11 – Sun. Feb. 16	<p>Intersections: Identities and Systems of Power</p> <ul style="list-style-type: none"> <li>• <u>Read:</u> Satrapi</li> <li>• <u>Complete:</u> module including all viewing; small group discussion; fourth week of diary of systemic injustices; thesis exchange exercise</li> </ul>

7	Tues. Feb. 18 – Sun. Feb. 23	<p>Recap and Midterm</p> <ul style="list-style-type: none"> <li>• <u>View</u>: film version of <i>Persepolis</i></li> <li>• <u>Complete</u>: short exam review module (must be completed before live discussion section); <b>live class discussion</b> schedule TBD; fifth week of diary of systemic injustices (no small group discussion this week)</li> <li>• <b><u>DUE</u>: midterm (February 23, Carmen dropbox w/TurnItIn)</b></li> </ul>
8	Tues. Feb. 25 – Sun. Mar. 1	<p>Negotiating Identities, Part 1</p> <ul style="list-style-type: none"> <li>• <u>Read</u>: Ko through page [x]</li> <li>• <u>Complete</u>: module including all viewing; small group discussion; sixth week of diary of systemic injustices</li> </ul>
9	Tues. Mar. 3 – Sun. Mar. 8	<p>Negotiating Identities, Part 2</p> <ul style="list-style-type: none"> <li>• <u>Read</u>: Ko page [x] to end</li> <li>• <u>Complete</u>: module including all viewing; small group discussion; scheduling survey</li> <li>• <b><u>DUE</u>: 350-word showcase example from diary of systemic injustices (March 8, class blog)</b></li> </ul>
<b>SPRING BREAK MARCH 9 - 13</b>		
10	Tues. Mar. 17 – Sun. Mar. 22	<p>Migration and Encounter</p> <ul style="list-style-type: none"> <li>• <u>Read</u>: Lahiri stories: “When Mr. Pirzada Came to Dine,” “Interpreter of Maladies,” “A Real Durwan,” “Sexy,” “Mrs. Sen’s,” “The Third and Final Continent”</li> <li>• <u>Complete</u>: module including all viewing and integrated discussion; explore materials on podcasting; small group discussion</li> </ul>
11	Tues. Mar. 24 – Sun. Mar. 29	<p>International “Othering”</p> <ul style="list-style-type: none"> <li>• <u>Read</u>: Hamid</li> <li>• <u>Complete</u>: module including all embedded and prompted viewing; <b>live class discussion</b> schedule TBD; small group discussion</li> <li>• <b><u>DUE</u>: “Yo, is this...” 6-10 minute advice column podcast (March 29; class blog)</b></li> </ul>

12	Tues. Mar. 31 – Sun Apr. 5	<p>Reading and Doing Violence</p> <ul style="list-style-type: none"> <li>• <u>Read:</u> Sontag</li> <li>• <u>Complete:</u> module including all viewing; news images exercise; small group discussion; scheduling survey</li> <li>• <b><u>DUE: advice column responses (April 5, class blog)</u></b></li> </ul>
13	Tues. Apr. 7 – Sun. Apr. 12	<p>Imagining Alternatives</p> <ul style="list-style-type: none"> <li>• <u>View:</u> <i>Black Panther</i></li> <li>• <u>Complete:</u> module including all viewing, supplemental reading, and integrated discussion; small group discussion</li> </ul>
14	Tues. Apr. 14 – Sun. Apr. 19	<p>Reshaping Our Gaze</p> <ul style="list-style-type: none"> <li>• <u>Read:</u> Kincaid</li> <li>• <u>Complete:</u> module including all viewing; <b>live class discussion</b> schedule TBD; small group discussion</li> <li>• <b><u>DUE: 1-2 page reflection on autoethnography (Friday April 17, Carmen dropbox)</u></b></li> </ul>
15	Mon. Apr. 20 ONLY	<p>Wrap-Up</p> <ul style="list-style-type: none"> <li>• <u>Read:</u> none</li> <li>• <u>Complete:</u> short module including all viewing and integrated discussion; SEIs</li> <li>• <b><u>DUE: 500-word text review (Monday April 20, blog post)</u></b></li> </ul>
<b>FINAL 3-5 PAGE ANALYSIS PAPER DEADLINE: April 26, 5pm, Carmen dropbox</b>		

**CS 1100**

**Fall 2017**

**M/W 10:20-11:15, Dreese Lab 113**

**Philip Armstrong**

**Office Hours: M/W 11:30-1:00 and by appointment, Hagerty 424**

**e-mail: [armstrong.202@osu.edu](mailto:armstrong.202@osu.edu) / mailbox: 451 Hagerty**

***Introduction to the Humanities: Cross-Cultural Perspectives***

Organized around a series of key concepts, the course offers an introduction to the humanities from cross-cultural perspectives. Approaching the humanities—those scholarly subjects concerned with human beings and their cultures—from cross-cultural perspectives opens a number of questions that will be discussed throughout the course. For example, from an historical point of view, why have the humanities been considered an instrumental component of every student's education in a university, irrespective of a student's major or career interests, and what are the implications and assumptions informing this history? More broadly, to whom are the humanities addressed? What is the relation between the humanities as a form of scholarly research and different cultures in the world, and what notion of the individual, indigenous, or collective subject do all these terms and contexts presuppose? How is culture or the humanities represented? Who represents a culture? How do cultural practices—literary and visual—relate to questions of social identity (race, ethnicity, class, gender, sexuality) as well as discourses and practices of justice, community, democracy, war and violence, technology, the environment, nationalism, and colonialism? Finally, what role might the study of the humanities play at the beginning of the twenty-first century, notably in the contexts of contemporary globalization?

**Requirements and Grades**

1<sup>st</sup> Midterm (15%); 2<sup>nd</sup> Midterm (15%); 1<sup>st</sup> Writing assignment (10%); 2<sup>nd</sup> Writing Assignment (10%); Final Exam (30%); Weekly assignments in Sections (10%); Participation/Class Presentation in Sections (10%)

YOU MUST COMPLETE ALL ASSIGNMENTS TO RECEIVE A PASSING GRADE

Attendance in both lectures and sections is *mandatory* (much of the material will not be found outside the classroom), and extensive class participation is expected from all students in the sections. Absences will be noted and more than two absences in lecture or sections will lower your participation grade by one letter grade (e.g., from A- to B-), with an additional one-third letter grade penalty for each subsequent absence.

**Required Texts**

The following books will be available at SBX (copies are also on reserve in the Main Library):

1) Toni Morrison, *Sula*; 2) Aimé Césaire, *Discourse on Colonialism* (Monthly Review Press edition, trans. Joan Pinkham, Introduction by Robin Kelley); 3) Susan Sontag, *Regarding the Pain of Others* (Picador); 4) Moshim Hamid, *The Reluctant Fundamentalist* (Movie Tie-In) (Marine Press edition); 5) Jamaica Kincaid, *A Small Place*.

All other texts will be available through CANVAS

ALL STUDENTS MUST HAVE ACCESS TO THE REQUIRED READINGS WHEN ATTENDING SECTIONS (including material available on CANVAS).

Students must bring printed or downloaded copies of the readings to class. Students who elect to access the readings electronically may use laptops and tablets but accessing texts in smart phones is unacceptable.

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during lectures and sections. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.

### **GE Goals and Objectives**

#### *Literature*

*Goals:* Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

*Expected Learning Outcomes:* 1) Students analyze, interpret, and critique significant literary works. 2) Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

#### *Diversity*

*Goals:* Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

*Social Diversity in the United States.*

*Expected Learning Outcomes:* 1) Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States. 2). Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

#### *Global Studies*

*Expected Learning Outcomes:* 1). Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S. 2) Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens."

### **Academic Misconduct**

"It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the

committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: [http://studentlife.osu.edu/pdfs/csc\\_12-31-07.pdf](http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf)

### **Disabilities**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### **Counseling and Consultation Services**

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614 -292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 61 -292-5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1- 800 -273- TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

### **The Writing Center**

The Writing Program at the Writing Center provides on-campus individual conferences on any kind of writing project. At some point during the quarter you should take advantage of this free service to receive additional feedback on your writing assignments. It is necessary to make an appointment in advance (keep in mind that appointments near the end of the quarter are nearly impossible to get so plan ahead). The phone number is (614) 688-4291. The Writing Center is located at 475 Mendenhall, 125 S. Oval Mall. Visit their office or website for more information. <http://cstw.osu.edu/writingCenter/>

### **Sections and GTAs:**

Leighla Khansari ([khansari.3@osu.edu](mailto:khansari.3@osu.edu))

Ryann Patrus ([patrus.1@osu.edu](mailto:patrus.1@osu.edu))

Sara Rossini ([rossini.2@osu.edu](mailto:rossini.2@osu.edu))

(20826) Friday 9:10-10:05, Scott Lab E103 (Rossini)  
 (20825) Friday 10:20-11:15, Scott Lab E103 (Rossini)  
 (20821) Friday 12:40- 1:35, Scott Lab E103 Scott Lab (Patrus)  
 (20823) Friday 12:40- 1:35, Cockins Hall 218 (Khansari)  
 (20822) Friday 1:50- 2:45, Scott Lab E103 (Patrus)  
 (20824) Friday 1:50- 2:45, Enarson 017 (Khansari)

## COURSE OUTLINE

### **Week 1 Introduction to the Course**

Aug 23

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### **Week 2 The Humanities/Humanism/The Human: Cross-Cultural Perspectives**

Aug 28/30

Mary Witt et al., "Introduction: Defining the Humanities and Cultural Roots for the Twenty-First Century" in *The Humanities* (Canvas)

Kwame Appiah, "Making Conversation" in *Cosmopolitanism* (Canvas)

Constantine Cavafy, "Waiting for the Barbarians" (Canvas)

Ursula Le Guin, "The Ones Who Walk Away from Omelas" (Canvas)

In class: Scenes from *Mardi Gras: Made in China* (2005, dir. David Redmon)

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### **Week 3 Cultural Relativism vs Universality**

Sept 4

**NO CLASS (Labor Day)**

Sept 6

"Where the Buffalo Go: How Science Ignores the Living World: An Interview with Vine Deloria" (Canvas)

Carolyn Fluehr-Lobban, "Cultural Relativism and Universal Rites" (Canvas)

Michael Kioni Dudley, "The Native Hawaiian Today" (Canvas)

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### **Week 4 Origins/Indigeneity/Aborigines/Natives**

Sept 11

**WRITING ASSIGNMENT (1) HANDED IN AFTER LECTURE**

Sept 11/13

Sherman Alexie, "I Hated Tonto (Still Do)" (Canvas) and stories from *The Lone Ranger and Tonto Fistfight in Heaven* (Canvas)

Philip Deloria, "Introduction" from *Playing Indian* (Canvas)



In class: Scenes from *Smoke Signals* (1999, dir. Chris Eyre); *The Searchers* (1956, dir. John Ford); *Exiles* (1961, dir. Kent Mackenzie)

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**Week 5 Nationalism/Colonialism/Imperialism/Post-colonialism**

Sept 18 **MIDTERM IN-CLASS EXAM (1)**

Sept 20 Aimé Césaire, *Discourse on Colonialism*

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**Week 6**

Sept 25/27 Aimé Césaire, *Discourse on Colonialism*

In class: Scenes from *The Battle of Algiers* (1966, dir. Pontecorvo)

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**Week 7 Identity/Difference/Community**

Oct 2/4

Toni Morrison, *Sula*

In class: Scenes from *Flag Wars* (2003, dir. Lynda Goode Bryant)

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**Week 8 Work and Labor**

Oct 9/11

Moshim Hamid, *The Reluctant Fundamentalist*

In class: Scenes from *The Reluctant Fundamentalist* (2012, dir. Mira Nair)

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**Week 9 Social/Cultural/Class Relations**

Oct 16

Gloria Anzaldúa, "Preface to the First Edition," "How to Tame a Wild Tongue," and "To Live in the Borderlands Means You" in *Borderlands/La Frontera: The New Mestiza* (Canvas)

James Baldwin, "Sonny's Blues" (Canvas)

Ralph Ellison, "Bird, Bird-Watching, and Jazz" and "Harlem is Nowhere" from *Shadow and Act* (Canvas)

In class: Scenes from: *Jazz* (2000, dir. Burns)

Oct 18 **MIDTERM IN-CLASS EXAM (2)**

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**Week 10 Gender/Sexuality/The Body**

Oct 23/25

Barbara Myerhoff, from *Peyote Hunt: The Sacred Journey of the Huichol Indians* (Canvas)

Synopsis from Puccini, *Madame Butterfly* and Chuang Tzu, "Butterfly" parable

In class: Scenes from *Madame Butterfly* (1997, dir. F. Mitterand)

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**Week 11 Technology/Information/Communication**

Oct 30/Nov 2

Junichiro Tanizaki, "In Praise of Shadows" (Canvas)

Sherry Turkle, "Always On" from *Alone Together* (Canvas)

In class: Scenes from *Modern Times* (1936, dir. Charlie Chaplin); *Dreams* (1990, dir. Akira Kurosawa); *Brazil* (1985, dir. Terry Gilliam); *Afro@digital* (2003, dir. Balufu Bakupa-Kanyinda)

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**Week 12 War/Violence**

Nov 6

**WRITING ASSIGNMENT (2) HANDED IN AFTER LECTURE**

Nov 6/8

Susan Sontag, *Regarding the Pain of Others*

In class: Scenes from: *La Grande Illusion* (1937, dir. Jean Renoir); Ernst Friedrich, photos from *War Against War*; *Full Metal Jacket* (1987, dir. S. Kubrick); *Body of War* (2007, dir. Spiro and Donahue)

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**Week 13 Globalization/The World (1)**

Nov 13/15

Jamaica Kincaid, *A Small Place*

Njoki Njehu, "Cancel the Debt" in *A Movement of Movements* (Canvas)

In class: Scenes from *Life and Debt* (2001, dir. Stephanie Black)

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**Week 14 Globalization/The World (2)**

Nov 20

Chittarooma Palit, "Monsoon Risings" (Canvas)

Peter Singer, "Famine, Affluence, and Morality" (Canvas)

In class: Scenes from *Bullshit* ((2006, dir. PeÅ Holmquist and Suzanne Khardalian)

Nov 22

**NO CLASS (Thanksgiving)**

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**Week 15** **Humanity, The Humanities, Inhumanity**

Nov 27/29

Walden Bello, "The Global South" (Canvas)

Nicholas Maxwell, "From Knowledge to Wisdom: The Need for an Academic Revolution" (Canvas)

In class: Scenes from "Purgatory in Paradise" (Viceland TV) and *Darwin's Nightmare* (2004, dir. Hubert Sauper)

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**Week 16**

Dec 4

**REVIEW CLASS**

Dec 6

**FINAL IN-CLASS EXAM**

Dec 11

**FINAL PAPERS HANDED IN by 4pm**

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course:** Comparative Studies 1100

**Instructor:** Caroline Toy

**Summary:** Introduction to the Humanities

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			Carmen, Office 365, Audacity, Carmen Connect
6.2 Course tools promote learner engagement and active learning.	X			Carmen Discussion Boards Carmen Connect for virtual meetings Weekly Wiki contributions
6.3 Technologies required in the course are readily obtainable.	X			All materials are available either as free downloads or via OSU site license at no cost to the learner.
6.4 The course technologies are current.	X			All technologies are either web-based or are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 <sup>rd</sup> party tools require accounts.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			All tools outside of Audacity are tools provided by the university and meet accessibility standards. Accessibility information has been listed for Audacity.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Alternative means of access for tools for this course that are not accessible have been outlined in the syllabus.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide

				student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

**Reviewer Information**

- Date reviewed: 7/11/19
- Reviewed by: Ian Anderson

**Notes: This is quite simply, the best, most thoroughly compliant syllabus I have ever reviewed. With your permission, I would like to use this syllabus as an example for people who haven't written one in the past.**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
 Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.  
<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the "Other Course Policies" section of the syllabus.

## CS 1100 Course Evaluations (Direct & Indirect) and Questionnaires

### 1. "CS 1100 GE Assessment Questionnaire (WEEK 1)" Form (FIRST CLASS)

- In Week 1 (first class or section in the semester), hand out "CS 1100 GE Assessment Questionnaire (WEEK 1)" form. Includes student NAME and SECTION DAY/TIME. Should take c. 15 mins to complete. A brief questionnaire designed to facilitate assessment of Comparative Studies 1100 GE goals and learning outcomes for the University. The same form will be distributed on the last day of class (Week 15). Note to students: These questionnaires will not be used to assess grades for the course and the students' names will not be associated with their answers in reports of the data collected.

### 2. "CS 1100 GE Assessment Questionnaire (WEEK 15)" Form (FINAL CLASS)

See above.

### 3. "Comparative Studies Student Evaluation (Indirect Assessment)" Form (FINAL CLASS)

To be completed by students on last day of Lecture and last Section. Evaluation for faculty (Lecture) and TAs (Sections) by students—internal to Comparative Studies

### 4. "Comparative Studies GE Assessment of 1100 (Indirect)" (FINAL CLASS)

Since this course is designed to meet the following GEs: **Literature and Diversity; Global Studies**, students assess whether the Expected Learning Outcomes were met (i.e. Strongly Agree - Agree -Disagree - Strongly Disagree)

### 5. "GE Assessment Report" Form (FINALS WEEK)

Form to be filled out after the semester collating responses to Week 1 (see 1. above) and Week 15 (see 2. above). You should tabulate your evaluations of each question according to a 4 category scale from "Poor" to "Excellent." To be handed in to Elizabeth by end of Finals week.

### 6. "SEI Forms" (completed online by students) (FINALS WEEK)

Remind students to complete SEI forms at end of semester (different SEIs for Lectures and Sections). Must be submitted before Final Grades are posted

**CS 1100 GE Assessment Questionnaire (Week 1)**

**NAME:**

**SECTION DAY/TIME:**

The following is a brief questionnaire designed to facilitate assessment of Comparative Studies 1100 GE goals and learning outcomes. These questionnaires will not be used to assess your grade for the course and your name will not be associated with your answers in reports of the data collected. Thank you for your participation.

1) What are the different approaches that help you analyze, interpret, and critique literary works?

2) How does reading literature help you appraise and evaluate your own and others' cultural values?

3) What are some of the different aspects that distinguish one culture from another?

4) What role does diversity play in shaping your own attitudes and values as global citizens?

**CS 1100 GE Assessment Questionnaire (Week 15)**

**NAME:**

**SECTION DAY/TIME:**

The following is a brief questionnaire designed to facilitate assessment of Comparative Studies 1100 GE goals and learning outcomes. These questionnaires will not be used to assess your grade for the course and your name will not be associated with your answers in reports of the data collected. Thank you for your participation.

1) What are the different approaches that help you analyze, interpret, and critique literary works?

2) How does reading literature help you appraise and evaluate your own and others' cultural values?

3) What are some of the different aspects that distinguish one culture from another?

4) What role does diversity play in shaping your own attitudes and values as global citizens?



## Comparative Studies Student Evaluation (Indirect Assessment)

Instructor's Name \_\_\_\_\_ Semester/Year \_\_\_\_\_

Course Number \_\_\_\_\_

1) Please write an honest and comprehensive evaluation of this course and this instructor, paying particular attention to your understanding of the goals and purposes of the course and whether those goals were met for you individually and for the class as whole. You might also comment on the effectiveness of the methods (lecture, discussion, group work, etc.) and materials (assigned texts, films, Carmen course delivery, handouts, etc.) used in your course.

2) Please evaluate your performance in this course.

3) Would you recommend this course to other students?      Yes / No      Why?

4) Would you recommend this instructor to other students?      Yes / No      Why?

**Comparative Studies GE Assessment of 1100 (Indirect)**

This course is designed to meet the following GEs: **Literature and Diversity; Global Studies.**

Expected Learning Outcomes for these GE are:

**LitELO1.** Students analyze, interpret, and critique significant literary works.

This course provided opportunities for me to meet this objective. Strongly Agree - Agree - Disagree - Strongly Disagree  
How?

**LitELO2.** Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

This course provided opportunities for me to meet this objective. Strongly Agree - Agree - Disagree - Strongly Disagree  
How?

**OivGSI.** Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

This course provided opportunities for me to meet this objective. Strongly Agree - Agree - Disagree - Strongly Disagree  
How?

**DivGS2.** Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course provided opportunities *for* me to meet this objective. Strongly Agree - Agree - Disagree - Strongly Disagree  
How?

Other comments:

# GE ASSESSMENT REPORT FORM

Course: 1100

Instructor/Section (will not be used in the final report):

Number of students enrolled:

## GE: Literature

ELO1: Students analyze, interpret, and critique significant literary works.

	Excellent	Good	Fair	Poor	Total
Start of Term					
End of Term					

ELO2: Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

	Excellent	Good	Fair	Poor	Total
Start of Term					
End of Term					

## GE: Diversity: Global Studies

ELO1: Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

	Excellent	Good	Fair	Poor	Total #
Start of Term					
End of Term					

ELO2: Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

	Excellent	Good	Fair	Poor	Total
Start of Term					
End of Term					

**Instructor's Analysis** (please include your analysis about the efficacy of the assessment tool, what information can be gleaned from the assessment data, and a personal reflection about its impact on your future teaching):