#### Term Information

Effective Term Autumn 2020
Previous Value Summer 2012

#### **Course Change Information**

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

Addition of DL option, addition of 4 week term option

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

Provide more flexibility to students and faculty wishing to take this course in various formats

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)?

Increased accessibility to the course, increased flexibility in staffing

Is approval of the requrest 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 GroupArts and SciencesLevel/CareerUndergraduateCourse Number/Catalog2367.08

Course Title American Identity in the World

Transcript Abbreviation 2nd Writ-Am Ident

**Course Description**American culture viewed from inside and from the perspective of foreign cultures, as seen in literature,

film, art, music, journalism, folklore, and popular culture.

Semester Credit Hours/Units Fixed: 3

#### Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week

Previous Value 14 Week, 12 Week, 8 Week, 7 Week, 6 Week

Flexibly Scheduled Course Never

Does any section of this course have a distance Yes

education component?

Is any section of the course offered

100% at a distance

Previous Value No

Grading Basis Letter Grade

Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never

Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

#### **Prerequisites and Exclusions**

Prerequisites/Corequisites Prereq: English 1110 (110), or equiv, and Soph standing.

**Exclusions** Not open to students with credit for 2367.08H.

**Previous Value** Not open to students with credit for 2367.08H (367.01H) or 367.01.

**Electronically Enforced** 

#### **Cross-Listings**

**Cross-Listings** 

#### Subject/CIP Code

Subject/CIP Code 24.0103

**Subsidy Level** General Studies Course Intended Rank Sophomore, Junior, Senior

#### Requirement/Elective Designation

General Education course:

Level 2 (2367); Culture and Ideas; Social Diversity in the United States

The course is an elective (for this or other units) or is a service course for other units

#### **Course Details**

#### Course goals or learning objectives/outcomes

- Students in this course will have the opportunity to learn how to employ close reading of theoretical and narrative material, in order to engage a critical response process—in both writing and discussion
- students are encouraged to question their own cultural assumptions as they confront questions of identity represented by differing viewpoints and multiple perspectives
- students will have the opportunity to gain a better understanding of their own values, beliefs, and positions after considering the plurality of values, beliefs, and positions that contribute to American identity.

**Previous Value** 

Last Updated: Vankeerbergen,Bernadette Chantal 07/22/2020

#### **Content Topic List**

- Writing
- Composition
- Identity
- United States
- Culture
- Society
- Media
- Performance
- Race
- Gender
- Class
- American studies

#### **Sought Concurrence**

No

#### **Attachments**

• COMPSTD236708 DL GE assessment.doc: DL GE assessment plan

(GEC Course Assessment Plan. Owner: Vu, Elizabeth A)

• COMP 2367.08.docx: Asc Tech checklist

(Other Supporting Documentation. Owner: Vu, Elizabeth A)

DOVE\_CS2367.08SP20.pdf: old in-person syllabus

(Syllabus. Owner: Vu, Elizabeth A)

AU 2020 American Identity in the World 2.pdf: new DL syllabus

(Syllabus. Owner: Vu,Elizabeth A)

#### **Comments**

#### **Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Vu,Elizabeth A	07/16/2020 04:10 PM	Submitted for Approval
Approved	Armstrong,Philip Alexander	07/16/2020 04:13 PM	Unit Approval
Approved	Heysel,Garett Robert	07/17/2020 07:49 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadet te Chantal	07/17/2020 07:49 AM	ASCCAO Approval



# SYLLABUS: COMPARATIVE STUDIES 2367.08: AMERICAN IDENTITY IN THE WORLD

Course overview

#### Instructor

Instructor: Ryann Patrus
Contact: patrus.1@osu.edu

Office Hours: F: 12:00-1:00 via Zoom

Format/location: fully online/distance learning lecture; 3 credits

## **Accommodations, Disabilities, and Academic Support**

The Office of Student Life Disability Services (SLDS) provides services to any student who feels they may need an accommodation based on the impact of a disability. Disabled students that have been certified by SLDS will be appropriately accommodated and should inform the instructor as soon as possible of their needs. SLDS is located in 098 Baker Hall 113 West 12<sup>th</sup> Ave. Phone (614) 292-3307, VRS (614) 429-1334. Email slds@osu.edu http://slds.osu.edu.

## **Course Overview**

This course accounts for the varying access needs and learning styles and members of this learning community and understands that members access the course differently and participate in ways that are most effective for their own learning processes. I will try to cater to these different ways of learning by offering opportunities to process information differently. Please talk to me as soon as you can about your individual learning needs and how this course can best accommodate them.

This course will examine disability identity and culture in the U.S. and beyond. We will begin by looking back at the legacies of disability oppression from the eugenics movement, institutionalization, and segregation and will discuss how these policies effect how disabled



people are viewed today. We will then move into discussions of disability activism that brought about key legislation and developments in civil rights. We will discuss the ways that ableism intersects with other forms of oppression and continues to create significant barriers for the disability community and many other marginalized groups today.

Course assignments are designed to push you to think critically about the way disability has been represented (historically, contemporarily, and through current forms of viral media) and how these interpretations reify stereotypes and discrimination. You will be asked to complete reading and participate every week in informal discussion and 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 as you practice your analytical and communication skills to gain higher levels of awareness and aptitude.

# **Course Technology**

The instructor does not provide technical support. For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <a href="https://ocio.osu.edu/help/hours">https://ocio.osu.edu/help/hours</a>, 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
 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: <a href="http://libanswers.osu.edu">http://libanswers.osu.edu</a>

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
- Recording, editing, and uploading audio/visual projects, should you choose that option for your final project, a written option is also available

# **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: <u>Microsoft Office 365 ProPlus)</u>: 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.
- 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.

## **Carmen Access**

You will need to use BuckeyePass multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass Adding a Device help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new



codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.

• Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

# **Course Objectives:**

The overarching goal of this course is to deepen our understanding of disability as a complex and necessary aspect of human experience, human diversity, and culture. At the end of the course you should be able to demonstrate the following skills:

- Learn key definitions, theorists, critiques, and controversies within the field of disability studies and the Disability Rights Movement.
- Demonstrate an understanding of the core concepts of disability studies and connect it to home discipline/field.
- Engage critically in discussions that situate you within in key debates and conversations in disability studies.
- Demonstrate an understanding of disability as identity and culture and explain the historical definitions (rooted in pathology) that use a "deficit model" to understand embodied difference.
- Explain both through discussion and written assignments, the historical significance of Disability Studies and understand the nuances between models of disability, key terms and concepts, and boundaries of the field.
- Explain critiques of Disability Studies and the Disability Rights Movement.
- Demonstrate collective access and begin to incorporate accessibility into presentations, written assignments (i.e. image describing and including captions on any videos presented), and outside work.

#### **COURSE GOALS**

(from the College of Arts and Sciences)

**Writing and Communication Level 2** Goals: Students are skilled in written communication and expression, reading, critical thinking, oral expression and visual expression. Expected Learning Outcomes:

- 1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
- 2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
- 3. Students access and use information critically and analytically.



**Diversity (Social Diversity in the United States)** 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 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.

**Cultures and Ideas** Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

**Expected Learning Outcomes** 

- 1. Students analyze and interpret major forms of human thought, culture, and expression.
- 2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

By the end of this course you should be able to: Define and utilize key terms such as intersectionality, and privilege. Identify bias in media and develop arguments that discuss multiple perspectives. Question and disrupt stereotypes relating to race, gender, sexuality, religion, class, ability, ethnicity inside and outside of the United States. Incorporate the skills of analysis and critique into your daily life/chosen profession, and gain proficiency in writing about these and other issues.

# **Assessment of GE Learning Outcomes**

Student success in realizing the expected learning outcomes will be measured directly from student essays, exams, and class participation over the course of the semester. Essay prompts and exam questions will explicitly require reflection on matters of diversity presented in the readings, class discussion, films, and other class activities. Similarly, student class participation will be graded in terms of both content (e.g. specific, informed reflection on diversity) and demonstrated respect for fellow classmates and their views (the logical behavioral correlate of understanding diversity). Learning outcomes also will be measured indirectly through the use of questions embedded in student discursive feedback instruments, which will be administered at the outset of the course, midterm, and at the end of the semester. Faculty reflection on the degree to which the course produced GE learning outcomes as well as peer teaching observations will be utilized as well to arrive at a comprehensive assessment of the GE learning outcomes.



# **Projects & Grading**

#### **Participation**

• Weekly Discussion Posts: (200 Points) Attendance will be based on timely response and participation in weekly discussion posts and comments. Multiple modes of participation will be available, but students are expected to participate in discussion threads on a weekly basis. You will post one substantial original post a week that responds to a discussion prompt. This should be at least two paragraphs long and should demonstrate that you have read the weeks assigned readings and watched that week's introduction video. You will respond to a peer's post at least once a week. This response should be several sentences long. Your discussion posts are due Thursdays by 11:59 PM and your responses are due by 11:59 PM Sunday.

#### **Papers and Projects**

\*Specific instructions will be uploaded for each assignment.

- Virtual Access Audit: You will assess your living space and will create a checklist (either in physical or digital format) of accessibility requirements outlined by the ADA (Americans with Disabilities Act) and other aspects of access. You will be asked to survey the space for other points of inaccessibility that might not be outlined in the checklist (i.e. someone is wearing a strong fragrance which could be problematic for a person with chemical sensitivity or whether or not the building has a gender-neutral bathroom). The goal for this assignment is to broaden the way we think about "access" and accessibility. You will submit your checklist and a paragraph summary of your findings for credit. (150 Points)
- Film Analysis Paper: For this assignment, you will select a film that depicts disability (it can be one we viewed over the course of the semester). Write a 5-7 page analysis about how this video depicts disability. How is disability portrayed? Are the disabled characters represented in a holistic way? Are narrative tropes like narrative prosthesis, inspiration porn, or the Super Crip narrative employed? Your analysis should include a summary of the film and a discussion of the way that this film intersects with concepts from the course. You can submit an outline and draft to me if you would like feedback prior to the final paper submission date. (150 points)
- Presentation: You will select a text (from the list of additional texts) to
  present on. You and your group will be evaluated on your attention to
  accessibility features (i.e. image description, captions on videos, etc.) These
  presentations can be text and image-based posts, prerecorded videos, or a
  combination of a PowerPoint and narration with appropriate accessibility
  features like image description and closed-captioning. A list of guidelines will
  be made available via Carmen and we will discuss accessibility throughout
  the course. Feedback on presentations will take place in a discussion thread



for each assigned text. For full participation points every student is required to respond to each presentation. (250 points)

#### **Tracing a Disability History of U.S. (Final Paper)**

You will write a 5-7 page paper discussing a pivotal moment in the history of disability in the U.S. You can choose from political actions like the Capitol Crawl, the Section 504 Sit-in, the passing of the ADA or the IDEA or broader movements like deinstitutionalization, the Not Dead Yet Movement, etc. This can be any moment or movement you deem important to Disability Justice broadly. You will plot your moment on a timeline produced by our learning community with a brief description of the event/movement. You should consider questions like: Who organized it? What were the goals and outcomes? Were there consequences? Who did it privilege and who was ignored? etc. You will provide an overview of this moment in history with appropriate citations and will analyze its significance. Your paper should include a bibliography and in-text citations. You will complete three stages of this paper. Step 1: An outline with details about the event you would like to cover. You will submit to me for feedback. Step 2: A rough draft that you will exchange via email with a partner for peer-review. Step 3: A final draft to be submitted via Carmen. All three steps must be completed for full credit. (250)

# **Grading and Instructor Response:**

#### **Grades**

Assignment or category	• Points
Weekly Discussion Posts and Response	• 200
Group Presentations	• 250
Film Analysis Paper	• 150
Virtual Access Audit	• 150
Final Paper (outline, peer-review, final draft)	• 250
• Total	• 1000

See course schedule below for due dates

At the end of the semester, the total number of points you've earned will become a letter grade, according to the following scale:



A 93-100	C+77-79
A 90-92	C73-76
B+ 87-89	C70-72
B 83-86	D+67-69
B 80-82	D60-66

All course requirements must be met in order to receive credit for this course. In addition, attendance and punctuality will affect your final grade. The maximum number of points you can earn is 100.

Please see OSU Faculty Rule 3335-8-21 for a qualitative description of each grade: <a href="http://trustees.osu.edu/rules/university-rules/chapter-3335-8-instruction.html">http://trustees.osu.edu/rules/university-rules/chapter-3335-8-instruction.html</a>

# **Class Policies**

Asynchronous Weekly participation and "attendance": I expect that all of you will participate in class every week. This is the equivalent of attending an in-person class and completing homework, but you have more flexibility about when you do the work in an online course. Because you have that flexibility, you do not have "freebie" absences that some faculty grant for in-person courses. As noted above, you are expected to complete all activities associated with the module, which may include quizzes, or other minor assignments at the instructor's discretion, and participate *twice* in our discussion posts every week. Failure to participate at all for a full week is grounds for automatic failure of the course, unless you communicate with me ahead of time. Although we are not meeting synchronously, it is your responsibility to participate in a timely manner or communicate with me for an extension.

# **Plagiarism and Academic Integrity:**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct (<a href="http://studentlife.osu.edu/csc/">http://studentlife.osu.edu/csc/</a>), and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's Code of Student Conduct (and this syllabus) may constitute "Academic Misconduct."

The OSU Code of Student Conduct (Section 3335-23-04) defines academic misconduct as "Any



activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct.

Plagiarism is the representation of another's work or ideas as one's own. Such representation includes the unacknowledged word-for-word and/or paraphrasing of another person's work and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with University rules, will be reported to the appropriate departmental or University body.

# Personal well-being

OSU also has resources to help with emotional and bodily health. Counseling and Consultation Services (<a href="http://ccs.osu.edu">http://ccs.osu.edu</a>, 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 <a href="https://shs.osu.edu/emergencies/after-hours-care/">https://shs.osu.edu/emergencies/after-hours-care/</a>.

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 (<a href="http://titleix.osu.edu">http://titleix.osu.edu</a>), 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.



# **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: <a href="http://cstw.osu.edu">http://cstw.osu.edu</a>

Dennis Learning Center: <a href="http://dennislearningcenter.osu.edu">http://dennislearningcenter.osu.edu</a>

• Student Advocacy: <a href="http://advocacy.osu.edu">http://advocacy.osu.edu</a>

Academic Advising: <a href="http://advising.osu.edu/welcome.shtml">http://advising.osu.edu/welcome.shtml</a>

Student Services: http://ssc.osu.edu

#### **Course Materials:**

Required Text:

• A Disability History of the U.S.

#### **Group Project Texts: Group Presentations (You will select only one)**

• Susan Nussbaum, Good Kings, Bad Kings: A Novel

• Skloot, R. (2017). The Immortal Life of Henrietta Lacks.

• Audre Lorde, The Cancer Journals

• Leah Lakshmi Piepzna-Samarasinha, *Dirty River* 

• Jillian Weise, The Colony: A Novel

#### **Course Flow**

**Block One:** Eugenics and Legacies of Oppression **Block Two:** A (Brief) Disability History of the U.S.

**Block Three:** The Disability Rights Movement/Disability Justice

**Block Four:** Deinstitutionalization and Incarceration **Block Five:** Disability Representations in the Media

**Block Six:** Access

**Block Seven:** Wrap-up and Reflections

**Key Terms:** Disability, Eugenics, Citizenship, Culture, Access, Institutionalization, Disability Justice

- \* Weekly Flow: Every week, I will post a lecture video introducing key concepts. It is your responsibility to view the video that should guide you through that week's readings and discussion. On Thursdays you will upload a substantial discussion post and should respond to a peer by Sunday. Several weeks will be light on reading because you will be expected to view a documentary or film.
- \*Pacing: We will pause regularly during class periods (typically two to three times during the course to take a moment and collect our thoughts, to give those who have not yet spoken the



chance to interject, and to give the captionist (and those relying on CART and following along with the transcript) the chance to catch up. These pauses may seem awkward at first but are necessary for the full participation of all members present. Occasionally, note cards will be passed out to give those who prefer not to voice their questions/comments a chance to participate. If at any point the pacing is not working for you please feel free to voice this and we will adjust as a learning community.

\* Content Warnings and Sensitive Material: Readings, videos, and other texts covered in this course might be considered challenging and uncomfortable. Feel free to enter and exit the room as necessary. Much of our material will address the systemic violence experienced by members of marginalized communities. As a result, I will provide content warnings ahead of potentially disturbing material.

#### **Schedule**

**Block One: Eugenics** 

(August 25th) Week 1: Legacies of Oppression, Constructing Disability in American Culture

Review road map for course

#### **Weekly Reading:**

Keywords for Disability Studies, "Disability"

Participation: Weekly discussion post by 11:59 Thursday (peer response by Sunday)

\*Pick presentation groups

(September 1st) Week 2: Eugenics

#### Weekly Reading:

- Keywords for Disability Studies, "Eugenics"
- To Read: Three Generations of Imbeciles are Enough, Kim E. Nielson, A Disability History of the U.S.

Participation: Weekly discussion post by 11:59 Thursday (peer response by Sunday)

Block Two: A (Brief) Disability History of the U.S.

(September 7th) Week 3: Discrimination Laws

#### Weekly Reading:

- Disability History of the U.S. *The Deviant and Dependent*
- Ugly Laws, Schweik

Participation: Weekly discussion post by 11:59 Thursday (peer response by Sunday)

(September 14th) Week 4: Citizenship



#### **Weekly Reading:**

• Interrogating Fitness: Nation, Identity, Citizenship

**Participation:** Weekly discussion post by 11:59 Thursday (peer response by Sunday)

#### Block Three: The Disability Rights Movement/Disability Justice

# (September 21<sup>st</sup>) Week 6: Section 504 Sit-In Weekly Reading:

• Disability History of the U.S. I Guess I am an Activist. I think it's just caring.

Watch: Section 504 Sit-In

Assignment: Film Analysis Paper: Due Sunday at 11:59 PM

**Participation:** Weekly discussion post by 11:59 Thursday (peer response by Sunday)

## (September 28th) Week 7: Disability Justice

#### **Weekly Reading:**

Disability Justice a Working Draft

• To Watch: Crip Camp

**Participation:** Weekly discussion post by 11:59 Thursday (peer response by Sunday)

#### **Block Four: Deinstitutionalization and Incarceration**

# (October 12<sup>th</sup>) Week 8: Disability and Incarceration Weekly Reading:

- "Crippin' Jim Crow: Disability and the School-to-Prison Pipeline" *Disability Incarcerated:* Imprisonment and Disability in the United States and Canada.
- Key Words for Disability Studies: Institutions

Participation: Weekly discussion post by 11:59 Thursday (peer response by Sunday)

**To Watch:** Willowbrook Documentary\*

#### Block 5: Representations of Disability in the Media

## (October 19th) Week 9: Viral Media

#### Weekly Reading:

- The Problem with Inspiration Porn, Grue
- The Mountain, Clare

**Assignment:** Post presentation to discussion thread and respond to other presentations.

## (October 27<sup>th</sup>) Week 10: The Super Crip

#### **Weekly Reading:**

• Reevaluating the SuperCrip, Schalk



**Participation:** Weekly Discussion Post: Post an example of inspiration porn/narrative prosthesis/supercrip and analyze by Thursday 11:59. Respond to a peer's post by Sunday 11:59.

**Block Six: Access** 

# (November 2nd) Week 11: Designing Access Weekly Reading:

- Aimi Hamraie, Beyond Accommodation
- Aimi Hamraie, The Normate Template

**Assignment:** Generate Discussion Questions for Access Audit

Participation: Weekly discussion post by 11:59 Thursday (peer response by Sunday)

# (November 9th) Week 12: Assistive Technology Weekly Reading:

• Vital Wheels, Belser

**Participation:** Weekly discussion post by 11:59 Thursday (peer response by Sunday) **Assignment:** Conduct access audit and submit by Sunday November 15<sup>th</sup> at 11:59 PM

(November 16th) Week 13: Disability Justice Response to COVID-19

#### **Weekly Readings:**

- "I Will Not Apologize for My Needs"
- "The Cripples Will Save You"

Participation: Weekly discussion post by 11:59 Thursday (peer response by Sunday)

**Assignment:** Submit Outline for Final Paper

#### **Block Seven: Wrap-up and Reflections**

#### (November 23<sup>rd</sup>) Week 14: Thanksgiving Break

Weekly Readings: No readings this week.

Assignment/Participation: Exchange draft with assigned peer review partner and email me to

confirm.

#### (December 1st) Week 15: Reflections and Wrap-up

**Participation:** Reflection post and response and evaluations.

**Assignment:** Submit Final Draft December 1<sup>st</sup>



# **Comparative Studies 2367.08: American Identity in the World**

M/W/F 11:30-12:25 PM Smith Lab, Room 2186

Section: COMPSTD 2367.08-0011, 3 Units,

Lecture, Course #17836, Spring 2020

Instructor: Sarah Dove Office Hours W/F 9:30-11:00 AM (or by appointment) Hagerty Hall, 476 dove.76@osu.edu

#### I. Course Information

#### **Catalog Description:**

American culture viewed from inside and from the perspective of foreign cultures, as seen in literature, film, art, music, journalism, folklore, and popular culture.

#### **Instructor Description:**

We are the stories we tell ourselves. Narratives about the past—the "discovery" of America; the "winning of the west"; "the great melting pot"—have been particularly important to Americans in terms of negotiating the present and imagining the future. The course examines how Americans have used various forms of narrative (such as literature, art, film) to define themselves and "others," and how representations of being American have varied and changed over time. Furthermore, this course will adopt an analytic framework that keeps the BODY as its primary site throughout the semester as we progress more deeply into thinking about the particularity of the human experience, especially relative what American identity means.

As a second-level writing course, this class focuses on developing your ability to interpret primarily literary texts, and to communicate your analysis in an effective manner. Our common goal is to improve critical thinking and research skills, even and especially with controversial issues. The goal is to teach you how to think critically, and to do so more profoundly. Within our course theme—American Identity in the World—you will find materials to analyze, develop analytical research questions, explore challenging texts, and make claims that are connected to the evidence you have discovered. You are encouraged to develop and to maintain an open mindset that can negotiate complex texts and subjects while accepting the ambiguity inherent in working with complicated and diverse topics.

#### A Note On Course Content:

Cultural identities and feelings about social and political issues run deep; exploring them in a group can lead to surprise, confusion, and perhaps discomfort. The primary goal of this course is to facilitate productive discussion of the ideas, issues, and practices raised in readings and lectures, and to aim to create an environment that fosters that kind of engaged intellectual conversation. Over the course of the semester, as you encounter new or challenging concepts, languages, and methods, I encourage you to

engage the class in critical reflection of the texts. The ground rule for all discussions, so that all perspectives feel welcome, is to treat the materials and the contributions of others with respect. In this way, we will be able to work together to reflect critically and to think differently and imaginatively about the texts and issues before us.

#### A Note On Classroom Design and Learning Goals:

In order to maximize the success of this class and the development of our shared Learning Community, it is essential that you attend our class meetings and engage as fully as you are able on any given day. Although I will repeat them throughout the semester, these are some things participants in this class should know:

- The success of our learning community depends on everyone's success! Please talk
  with me about your individual learning needs because you have a right to have those
  met. It is best to let me know as soon as possible if you have particular needs, but
  please tell me at any time if adjustments need to be made (even if you discover it later
  in the semester).
- We will often create space for people to indicate what names and what pronouns they would like others in the learning community to use when referring to them. Disclosing your pronouns is, of course, optional (if you would like to inform me privately, you may do that as well), but space will be made for that.
- We will hold one another in full dignity and respect in this class. We will uphold one
  another's safety, belonging, choice, sense of being enough, and wholeness. We are
  here to amplify the vibrancy of Life and support one another's learning and growth.
- Our Learning Community (LC) is a learning organism, an interrelated system of interaction and exchange, it will flourish to the degree to which we maximize access to information and expression in the classroom.

#### **Course Goals and Objectives:**

Students in this course will have the opportunity to learn how to employ close reading of theoretical and narrative material, in order to engage a critical response process—in both writing and discussion—that takes into account multiple experiences and perspectives. Additionally, students are encouraged to question their own cultural assumptions as they confront questions of identity represented by differing viewpoints. As a result, students will have the opportunity to gain a better understanding of their own values, beliefs, and positions after considering the plurality of values, beliefs, and positions that contribute to American identity.

Assessment of GE Learning Outcomes (from the College of Arts and Sciences):

Student success in realizing the expected learning outcomes will be measured directly from student essays, exams, and class participation over the course of the semester. Essay prompts and exam questions will explicitly require reflection on matters of diversity presented in the readings, class discussion, films, and other class activities. Similarly, student class participation will be graded in terms of both content (e.g. specific, informed reflection on diversity) and demonstrated respect for fellow classmates and their views (the logical behavioral correlate of understanding diversity). Learning outcomes also will be measured indirectly through the use of questions embedded in student discursive feedback instruments, which will be administered at the

# GE Goals and Objectives (from the College of Arts and Sciences):

**Cultures and Ideas** 

#### Goals:

 Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

#### **Expected Learning Outcomes:**

- 1. Students analyze and interpret major forms of human thought, culture, and expression.
- Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

#### <u>Diversity: Social Diversity in the US</u> 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:**

- 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

outset of the course, midterm, and at the end of the semester. Faculty reflection on the degree to which the course produced GE learning outcomes as well as peer teaching observations will be utilized as well to arrive at a comprehensive assessment of the GE learning outcomes.

#### **Expectations:**

According to Ohio State University Board of Trustees Rule 3335-8-24, Credit hours, A(1): One credit hour shall be assigned for each three hours per week of the average student's time, including class hours, required to earn the average grade of "C" in this course.

For this course, that means that this you would allot 9 hours per week to preparation for and engagement with this course. Since you are in class for 3 hours per week, I encourage students to spend a minimum 6 hours outside of class time, per week, engaging with course information and assignments. I find that this level of engagement offers students the best chance for success in achieving course goals.

#### **Required Texts:**

The following books will be available at Barnes and Noble (copies are also on reserve at Thompson Library)

- Brenda Miller & Suzanne Paola. *Tell it Slant: Creating, Refining, and Publishing Creative Non-fiction.* New York: MacGraw Hill, 2019.
- Ta-Nehisi Coates. Between the World and Me. New York: Spiegel & Grau, 2015.
- Susan Sontag. Regarding the Pain of Others. New York: Picador, 2003.
- Elisa Washuta. My Body is a Book of Rules. Pasadena: Red Hen Press, 2014.

#### All other texts will be available through Carmen.

\*Students are responsible for familiarizing themselves with the normative standards of academic research, including proper citations, style, and attributions. These standards may look different from one field of study to the next, and as such, students should

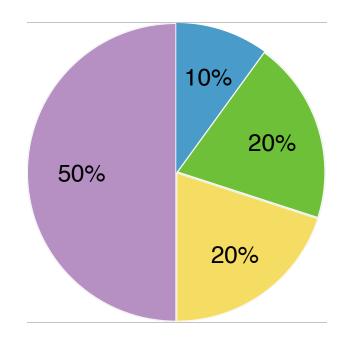
begin to familiarize themselves with best citation practices for their particular field(s) of study. This is important because failure to properly cite the work of others or failure to acknowledge your intellectual debts can lead to charges of academic dishonesty (see the section on section V below). For more information, students should consult a reputable research guide (please ask me for additional information about where to find this information). Other useful sources can be found on the web:

- "Why are There Different Citation Styles?" <a href="http://writing.yalecollege.yale.edu/why-are-there-different-citation-styles">http://writing.yalecollege.yale.edu/why-are-there-different-citation-styles</a>
- Online Writing Lab (OWL): <a href="http://owl.english.purdue.edu/owl">http://owl.english.purdue.edu/owl</a>
- OSU Libraries research and citation guides: <a href="http://library.osu.edu/help/research-strategies">http://library.osu.edu/help/research-strategies</a>

In addition, see section V for more information about the OSU writing center below.

#### **II. Assessment Breakdown**

Attendance	10%
Participation	20%
In-Class: Think / Pair / Share	10%
At Home: Discussion Posts	10%
Close Reading Sheets	20%
Reading the Texts	15%
Writing Methods	5%
<b>Culminating Project</b>	50%
Proposal and Thesis	5%
Anotated Bibliography	5%
Outline	5%
Rough Draft	20%
paper submission	-10-
peer review process	-10-
Final Draft	15%
paper submission	-5-
final presentation	-5-
peer feedback process	-5-



Grading Scale		
93-100 = A	90-92 = A-	87-89 = B+
83-86 = B	80-82 = B-	77-79 = C+
73-76 = C	70-72 = C-	67-69 = D+
60-67 = D		00-59 = E

#### Attendance:

I hope you actively participate in this course, because I have found it is the best way to engage you in learning. The best way to ensure that you are able to participate is by being present at all class periods. Regular absences from class will begin to be recorded after the second occurrence. More than two unexcused absences will lower your final attendance grade by a penalty of five points (for example, 3 unexcused absences lowers a grade of 100 to 95, 4 unexcused absences lowers a grade of 95 to 90, and so on). Since participation in this course is crucial, any absences in excess of 6 unexcused absences will demonstrate a student's inability to successfully complete this course, and will result in an attendance grade of zero, and I will recommend that the student drop the course.

I acknowledges that traumatic events are unwelcome, and because I understand how difficult these times are, if you contact me within 24 hours of the event thus providing documentation, I will be happy to excuse your absence on a case-by-case basis.

#### Participation:

#### In-Class: Think / Pair / Share

During class periods, students will be asked to engage in frequent free-writing, reflective exercises. There are a number of ways to approach these open-ended writings: consider the reading in relation to its historical or theoretical context; write about an aspect of the day's reading that you don't understand, or something that jars you; formulate an insightful question or two about the reading and then attempt to answer your own questions; or respond to an author or a discussion from a previous class, building upon it, disagreeing with it, or re-thinking it. In any case, you should always strive for thoughtfulness and nuance. You will then be asked to share and respond to connections that may form between your writing and the writing of your peers.

#### **Discussion Questions**

In order to demonstrate your engagement with the course, you will write ten total critical questions about the readings, and ten total responses to questions posed by your peers. You can only offer one question and one response per reading when you choose to post.

#### **Close Reading Sheets:**

This assignment is meant to help you engage deeper critical reading skills. The first one will be completed together, in-class during the first Thursday of class (Thursday, August 22), in order to provide clear details about the expectations for this assignments. Close Reading assignments will be split into two parts:

#### Reading the Text

For most of the readings this semester\* students should complete 15 of a possible 17 close reading sheets for the essays we will read together. Close reading sheets do not need to be completed for films, but all other readings for the day should be accompanied by a close reading sheet.

#### Writing Method

\*all assigned readings for *Tell It Slant* fall under this close reading sheet assignment.

Using the text by Miller and Paola, *Tell It Slant*, you should complete 5 out of a possible 7 close reading sheets regarding usable methods for creative essay writing practices.

All close reading sheets should be completed in time for class on the day that the reading is listed on the course calendar below in order to engage fully with class material for the day.

#### **Culminating Project:**

In order to display all that you have learned this semester you will complete an original assignment on a topic related to the themes, keywords, ideas, and issues covered over the course of the semester. The research topic should focus on an aspect directly related to "American identity" and its intersections with history (especially stories of national origin), ethnicity, race, sexuality, gender, disability, economics, etc. You are strongly encouraged to treat your methods and textual analysis close reading sheets as serious preparation for the topic that you choose to cover in your final assignment.

Although your final research paper due at the end of the course, there are several smaller components due throughout the semester, as follows:

- <u>Proposal and Thesis</u>—(250 word max) Statement of research question and research plan
- Annotated Bibliography—Compile a bibliography of 3 (minimum) 4 sources (maximum). Annotations should briefly introduce the author/text, identify the central argument, and explain its relevance to your project.
- Outline—(2-3 pages) Write on your research topic & sketch an initial "road map" for your project.
- Rough Draft—Plan, execute, and revise your project in steps. This stage of the project should be a middle step
- Final Research Paper—Investigation of a question or problem
- <u>Final Presentations / Feedback</u>—Present your research and exchange comments and feedback. For full credit present your research, participate fully in peer review writing workshop, and support your peers by participating in all three presentation days.

Due dates for each component of the assignment are indicated below in the course schedule.

In order to complete the course, students should attempt to submit full and thoughtful work for <u>ALL</u> assignments.

## **III. Instructor Policies**

#### Communication:

Communication via email is an important component of this class. As such, I will commit to check my email communications for this course at least once a day, and request that

you do the same. Even if email is not your usual mode of communication, please make sure that you check it every day in case I need to relay any last minute information to you about upcoming class periods and assignments.

In addition, please take advantage of my office hours. Try, whenever possible not to wait for problems to arise before coming to see me. Some possible things to let me know include how the readings are going, if you have any ideas for discussion topics, or if you find any component of the class particularly engaging, challenging, or worthless. This is one of the ways I come to know if the class effectively helps you meet the course requirements.

#### Course materials

I encourage you to always bring printed or downloaded copies of the readings to class. Students who elect to access the readings electronically may use laptops and tablets, as necessary; accessing readings using cell/smart phones is inadvisable and often can be distracting to your classmates. I request that you limit your use of electronics appropriately.

Evidence increasingly suggests that most students produce better work and receive higher grades when taking notes by hand rather than using a laptop, and that sitting near students using laptops and other electronic devices has a negative effect on your grades even if you are not using such devices yourself. I also find the presence of electronic devices distracting. As such, the floor will remain open for debate regarding their usage during this course. However, the use of cell phones will not be permitted except in the case of emergency—students should notify the instructor at the beginning of class via email or in person if an emergency necessitates attention to a cell phone.

#### **Policy for Late or Missing Assignments**

Students in this course are encouraged to follow the plan laid out in the course calendar. However, due dates for assignments will be considered on a "rolling" basis, by unit. Extensions are liberally granted, but in order to obtain one, students should alert the instructor to their needs. Communication between students and the instructor for this course is very important. Reasonable arrangements can be made for successful completion of missing assignments on a case-by-case basis. Please make every attempt to communicate on an ongoing basis with the instructor in order to ensure a plan is in place to complete the course and obtain a deserved course grade.

#### Extra Credit (up to 10%):

Though there is no "due date" for extra credit assignments, at a certain time (TBD) towards the end of the semester the instructor will close all extra credit opportunities so students can focus on final projects.

#### Writing Center (up to 3%)

OSU's Writing Center is an excellent resource for those invested in improving their writing skills. In order to promote learning about the services of the Writing Center, I will be offering extra credit to those who meet with the center's consultants to

discuss your writing project for this class. You can earn up to THREE percentage points in the following way:

- One percentage point: one visit to the Writing Center for a consultation on your Proposal and Thesis, Annotated Bibliography, or Outline.
- Two percentage points: one visits to the Writing Center for a consultation on your Culminating Project prior to submission of your rough draft.
- \*\*You must provide official proof from the Writing Center of your consultation to receive points.

#### Campus Lectures & Events (up to 3%)

Students may attend an on-campus lecture or event, and write a 450-500 word report about what they learned. Papers should include both a summary of the lecture's key points and reflections on how the lecture or event related to themes of this course. A list of approved lectures and events for the purpose of this assignment will be provided upon request. Any lecture or events not on this list must be approved in advance.

#### Close Reading Sheets (up to 4%)

Students are welcome to complete more than 20 close reading sheets for **extra credit**, or as a **replacement for an unsatisfactory grade**. One point will be awarded for each additional close reading sheet completed. Students should contact me one-on-one to learn more about this opportunity.

#### **Course Feedback:**

Your feedback is crucial to creating a productive and respectful learning environment. Feedback on how I conduct section discussions is always welcome. Please feel free to contact me appropriately, at any time throughout the semester.

#### **Policy on Children in Class:**

All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk. and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime. For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to chose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom!

#### **Policy on Basic Needs:**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to notify me if you are comfortable in doing so. This will enable me to provide any other resources that I may possess.

#### IV. Course Calendar

All readings and assignments should be completed before class on the day listed.

	Week 1: Course Introduction
Monday, January 6	Welcome / Course Introduction / Syllabus Review / Questions
Wednesday, January 8	Introduction to Learning Environment / First Assignments Together  DUE IN CLASS: Close Reading Sheet RT #1 (Reading the Text)
Friday, January 10	Introduction to Learning Environment / First Assignments Together  DUE IN CLASS: Close Reading Sheet WM #1 (Writing Methods)  No Office Hours

Week	2:	BOD	Y—Self	f &	Other
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Monday, January 13	Kaplan, "Identity" from Keywords for American Cultural Studies (Carmen) Miner, "Body Ritual Among the Nacirema" from American Anthropologist (Carmen)  DUE: Close Reading Sheet RT #2, 11PM (before class)
Wednesday, January 15	In Class: Two Natives
Friday, January 17	Anzaldúa, "Preface to the First Edition"/"How to Tame a Wild Tongue"/"To Live in the Borderlands Means You" from Borderlands (Carmen)
	DUE: Close Reading Sheet RT #3, 11PM

#### Week 3: BODY—Self & Other

Monday, January 20	DUE: Close Reading Sheet RT #3, 12PM

Wednesday, January 22	Lorde, "The Use of the Erotic, The Erotic As Power" from Sister	
	Outsider (Carmen)	
	Allison, "A Question of Class" from Skin: Talking About Sex, Class, and Literature (Carmen)	
	and Entertains (Gairmon)	
	DUE: Close Reading Sheet RT #4, 11PM	
	No Office Hours	
Friday, January 24	Gadsby, <i>Nanette</i> (Netflix)  Miller & Paola, "The Body of Memory" / "Writing the Family" (p.	
	3-32) in <i>Tell it Slant</i>	
	DUE: Close Reading Sheet WM #2, 11PM	
	Week 4: BODY—Utility & Waste	
Monday, January 27	Le Guin. "The Ones Who Walk Away from Omelas." (Carmen)	
	Fluehr-Lobban. "Cultural Relativism and Universal	
	Rights." (Carmen)	
	DUE: Close Reading Sheet RT #5, 11PM	
Wednesday, January 29	In Class: "Underground" (choreo. Dorfman) Exercise	
Friday, January 31	Dudley, "The Native Hawaiian Today" from A Call for Hawaiian	
	Sovereignty	
	P. Deloria. "Playing Indian" (Carmen)	
	DUE: Close Reading Sheet RT #6, 11PM	
	Week 5: BODY-Utility & Waste	
Monday, February 3	Brueggemane / Kleege, "Gently Down the Stream: Reflection on	
	Mainstreaming" (Carmen)	
	McReynolds, "Animal and Alien Bodies as Prostheses" (Carmen)	
	DUE: Close Reading Sheet RT #7, 11PM	
Wednesday, February 5	In Class: Watch documentary connected to Bill T. Jones' Still/Here	
	(1994, dir. Bill Moyers)	
Friday, February 7	Miller & Paola, "Taking Place" / "Gathering the Threads of History	
	(p. 33-58) in <i>Tell it Slant</i>	
	Due: Close Reading Sheet WM #3, 11PM	
Week 6: BODY—Reading & Touching		
Monday, February 10	Hamid, "Why Do They Hate Us?" from The Washington Post	
	(Carmen)	
	Moghul, "Space Invaders" in <i>Sensational Religion</i> Zhou, "Are Asian Americans Becoming White?" (Carmen)	
	Zilou, Ale Asian Americans Decoming White! (Camen)	
	DUE: Close Reading Sheet RT #8, 11PM	
Wednesday, February 12	13th, 2016—dir. DuVernay (Netflix)	

Friday, February 14	Alexander, "Introduction" from <i>The New Jim Crow</i> (Carmen)
Triday, Fobraary Tr	hooks, "Introduction" from <i>Black Looks</i> (Carmen)
	DUE: Close Reading Sheet RT #9, 11PM
	Week 7: BODY—Reading and Touching
Monday, February 17	Kedar, "Hands Up! Don't Shoot!" from <i>The Feminist Wire</i> (Carmen) Amer, <i>The Vagabond</i> (Netflix)
	DUE: Close Reading Sheet RT #10, 11PM
Wednesday, February 19	In Class: "Strange Fruit" (choreo. Wall) / "Pavement" (choreo. Abraham)
Friday, February 21	Miller & Paola, "The Body of Identity" / "Writing the Arts" (p. 59-78) in <i>Tell it Slant</i>
	DUE: Close Reading Sheet WM #4, 11PM
	DUE: Proposal and Thesis, MIDNIGHT
	Week 8: BODY-Self & Other
Monday, February 24	Washuta, <i>My Body is a Book of Rules</i> —Part 1 (p. 1-38)
Wednesday, February 26	Washuta, <i>My Body is a Book of Rules</i> —Part 2 (p. 39-72)
Friday, February 28	Washuta, <i>My Body is a Book of Rules</i> —Part 3 (p.73-114)
	Week 9: BODY—Self & Other
Monday, March 2	Washuta, "My Body is a Book of Rules"—Part 4 (p. 115-152)
Wednesday, March 4	Washuta, <i>My Body is a Book of Rules</i> —Part 5 (p. 153-189)
	DUE: Close Reading Sheet RT #11, 11PM
Friday, March 6	Lakshmi, "Preface" / "How I Run away from America: New York, 1997" / "A Story of a River" from <i>Dirty River</i> (Carmen)
	DUE: Close Reading Sheet RT #12, 11PM
	DUE: Annotated Bibliography /Outline, MIDNIGHT
	Week 10: No Class—Spring Break
	Week 11: BODY—Utility & Waste
Monday, March 16	Sontag, Regarding the Pain of Others—Chapters 1-4 (p. 3-73)
Wednesday, March 18	In Class: Screen "Not About Iraq" / "Action Conversations" (fac. Marks)
Friday, March 20	Sontag, Regarding the Pain of Others—Chapters 5-9 (p. 74-126)
	DUE: Close Reading Sheet RT #13, 11PM
	Week 12: BODY—Utility & Waste
Monday, March 23	Campbell / Kean, "The Spread of Freedom" from <i>American Cultural</i> Studies (Carmen)
	DUE: Close Reading Sheet RT #14, 11PM

Wednesday, March 25	Miller & Paola, "Innovative Forms" / "Mixed-Media, Cross-Genre, Hybrid, and Digital Works" (p. 119-150) in <i>Tell it Slant</i> DUE: Close Reading Sheet WM #6, 11PM  DUE: Rough Draft, MIDNIGHT	
Friday, March 27	No Class—Research Day	
	DUE: Rough Draft, MIDNIGHT	
	Week 13: BODY—Reading & Touching	
Monday, March 30	Coates, Between the World and Me—Part 1 (p. 5-71)	
	DUE: Close Reading Sheet RT #15, 11PM	
Wednesday, April 1	Coates, Between the World and Me—Part 2 (p. 75-132)	
Friday, April 3	In-Class Peer Writing Workshop, ATTENDANCE MANDATORY	
Week 14: BODY—Reading & Touching		
Monday, April 6	No Class—Research Day	
Wednesday, April 8	Coates, Between the World and Me—Part 3 (p. 135-152)	
	DUE: Close Reading Sheet RT #16, 11PM	
Friday, April 10	Minhaj, Homecoming King (Netflix)	
	DUE: Close Reading Sheet RT #17, 11PM	
	Week 15: Wrapping Up the Semester	
Monday, April 13	Final Presentations	
Wednesday, April 15	Final Presentations	
Friday, April 17	Final Presentations	
Week 16: Course Evaluations		
Monday, April 20	No Class—EVALUATIONS (attendance not mandatory, 5 its extra	
	credit awarded for attendance)	
DUE Final Draft, Friday, April 24 by midnight via Carmen!!!		

# V. Additional Information from the University

#### **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: <a href="http://studentlife.osu.edu/csc/">http://studentlife.osu.edu/csc/</a>.

#### Students with Disabilities:

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. If you need accommodations, you have a right to have these met, so it's best to notify me as soon as possible.

I encourage you to visit the Office of Disability Services to determine how you could improve your learning, as well. If you need official accommodations, you have a right to have these met. There are also a range of resources on campus, including the Writing Center, Tutoring Center, and Academic Advising Center. Below is a statement from the University:

"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. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. 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: 098 Baker Hall, 113 W. 12th Avenue. (614) 292-3307; slds@osu.edu

#### **University Statement on Mental Health:**

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 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 614-292-5766 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.

#### Title IX:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to

offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <a href="http://titleix.osu.edu">http://titleix.osu.edu</a> or by contacting the Ohio State Title IX Coordinator, <a href="mailto:Kellie Brennan">Kellie Brennan</a>, at <a href="mailto:titleix@osu.edu">titleix@osu.edu</a>.

#### **University Statement on Diversity:**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

#### 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 semester, 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 very difficult to get, so be sure to 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/.

This syllabus may be subject to modification at the discretion of the instructor. Ample notice will be given to students regarding any modifications.

# Want to take more courses like this one? Consider pursuing a major or minor through the Department of Comparative Studies.

Comparative Studies offers three majors:

#### **BA** in Comparative Studies

http://comparativestudies.osu.edu/ undergrad/comparative-studies

The BA in Comparative Studies offers five different concentrations:

- 1. Comparative Cultural Studies
- 2. Comparative Ethnic and American Studies
- 3. Folklore Studies
- 4. Comparative Literature
- 5. Science and Technology Studies

## **BA** in Religious Studies

http://comparativestudies.osu.edu/ undergrad/religious-studies

## **BA** in World Literatures

http://comparativestudies.osu.edu/ undergrad/world-literatures

To declare any of these majors administered by Comparative Studies, Contact Emily Carpenter: carpenter. 438@osu.edu

Feeling unsure? Comparative Studies 2099 is a one-credit hour course introducing students to what comparative studies is and why you might want to study with us. Meet the faculty and discuss pursuing a CS degree with other new students!

Comparative Studies offers five minor programs as well, many of which require just 4 or 5 courses to complete.

# Minors in Comparative Studies

## **American Studies**

http://comparativestudies.osu.edu/ undergrad/minors/american-studies

#### Folklore

http://comparativestudies.osu.edu/ undergrad/minors/folklore

#### **Religious Studies**

http://comparativestudies.osu.edu/ undergrad/religious-studies

#### Science and Technology Studies

https://comparativestudies.osu.edu/ undergrad/minors/science-andtechnology-studies-minor

#### **World Literatures**

https://comparativestudies.osu.edu/ undergrad/minors/world-literaturesminor

Your current advisor can declare your minor at any time.

Comparative Studies courses also meet many GE requirements. Go here for our course listings organized by GE:

http://comparativestudies.osu.edu/courses/ undergraduate-courses.

# Comparative studies 2367.08: American Identity in the World GE Assessment Plan – Revised (DL)

## Assessment plan for the DL course:

GE Writing and Communication Level 2, GE Cultures and Ideas, and GE Diversity: Social Diversity in the United States Assessment Plan

# a) Specific Methods used to demonstrate student achievement of the GE expected learning outcomes

GE Expected Learning Outcomes for Writing and Comm Level 2	Direct Methods (assess student performance related to the expected learning outcomes.  Examples of direct assessments are: pre/post test; course-embedded questions; standardized exams; portfolio evaluation; videotape/audiotape of performance)	Indirect Methods (assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are: student surveys about instruction; focus groups; student selfevaluations)
1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.	Analysis of weekly discussion posts <sup>1</sup> Analysis of final paper <sup>2</sup>	Student survey <sup>3</sup>
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.	Analysis of weekly discussion posts  Analysis of final paper	Student survey
3. Students access and use information critically and analytically.	Analysis of weekly discussion posts  Analysis of final paper	Student survey

GE Expected Learning Outcomes	Direct Methods (assess	Indirect Methods (assess
for Diversity: Global Studies	student performance	opinions or thoughts about
	related to the expected	student knowledge, skills,
	learning outcomes.	attitudes, learning

	Examples of direct assessments are: pre/post test; course-embedded questions; standardized exams; portfolio evaluation; videotape/audiotape of performance)	experiences, and perceptions. Examples of indirect measures are: student surveys about instruction; focus groups; student self-evaluations)
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.	Analysis of weekly discussion posts  Analysis of final paper	Student survey
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.	Analysis of weekly discussion posts  Analysis of final paper	Student survey
GE Expected Learning Outcomes for Cultures and Ideas	Direct Methods (assess student performance related to the expected learning outcomes.  Examples of direct assessments are: pre/post test; course-embedded questions; standardized exams; portfolio evaluation; videotape/audiotape of performance)	Indirect Methods (assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are: student surveys about instruction; focus groups; student self-evaluations)
1. Students analyze and interpret major forms of human thought, culture, and expression.	Analysis of weekly discussion posts  Analysis of final paper	Student survey

2. Students evaluate how ideas	Analysis of weekly	
influence the character of human	discussion posts	Student survey
beliefs, the perception of reality,	_	-
and the norms which guide	Analysis of final paper	
human behavior.		

<sup>&</sup>lt;sup>1</sup>Throughout the semester, each student has the opportunity to demonstrate mastery of GE expected learning outcomes by contributing weekly discussion posts in response to specific prompts. Elements that reprise the GE expected learning outcomes have been written into the assessments for each of these graded elements.

#### b) Explanation of level of student achievement expected:

For weekly reflections and final paper, success will mean that at least 75% of the students will reflect undergraduate-level mastery of 75% of the GE ELO's for the two GE categories.

#### c) Description of follow-up/feedback processes:

At the end of the course, we will use an analysis of the reflection posts and paper outcomes to identify problem spots and how we might change the course and the presentation of materials to insure better fulfillment of the GE expected learning outcomes. We will also analyze the self-evaluation questions carefully to judge how students evaluated their own progress and to determine whether student perception meshed with performance. If there is a conflict, we will adjust the presentation and assessment of material as warranted. We will archive these end-of-semester analyses in main office GE evaluation files so that we can gauge whether any changes made were effective over time. These evaluations will be discussed with the curriculum committee when required. We will also use these data to write a GE report when the ASCC Assessment Panel asks for a report.

<sup>&</sup>lt;sup>2</sup>In the final paper, each student has the opportunity to demonstrate mastery of GE expected leaning outcomes. Elements that reprise the GE expected learning outcomes have been written into the rubric for the final paper. See sample rubric in Appendix II.

<sup>&</sup>lt;sup>3</sup>At the end of the semester, each student will be asked to fill out an evaluation of the course, the professor's guidance toward expected outcomes, and their performance regarding these outcomes. See sample evaluation tool in Appendix I.

# Appendix I: Indirect Assessment Tool (sample) GE Assessment of COMPSTD 2367.08

This course is designed to meet the following GEs:
Writing and Communication Level 2 and Diversity: Social Diversity in the United States.

Expected Learning Outcomes for these GE are:
Writing and Communication Level 2 ELO1: Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively

This course provided opportunities for me to meet this objective.

Strongly Agree – Agree – Disagree – Strongly Disagree
How?

Writing and Communication Level 2 ELO2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.

This course provided opportunities for me to meet this objective.

Strongly Agree – Agree – Disagree – Strongly Disagree

How?

Writing and Communication Level 2 ELO3. Students access and use information critically and analytically.

This course provided opportunities for me to meet this objective.

Strongly Agree – Agree – Disagree – Strongly Disagree

How?

Diversity: Social Diversity in the United States ELO1. 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.

This course provided opportunities for me to meet this objective.

Strongly Agree – Agree – Disagree – Strongly Disagree

How?	)
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Diversity: Social Diversity in the United States ELO2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

This course provided opportunities for me to meet this objective.

Strongly Agree – Agree – Disagree – Strongly Disagree

How?

Cultures and Ideas ELO1. Students analyze and interpret major forms of human thought, culture, and expression.

This course provided opportunities for me to meet this objective.

Strongly Agree – Agree – Disagree – Strongly Disagree

How?

Cultures and Ideas ELO2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This course provided opportunities for me to meet this objective.

Strongly Agree – Agree – Disagree – Strongly Disagree

How?

Other comments:

# Appendix II: Direct Assessment Tool (sample) Final Paper Rubric

Criteria	Pts
Critical Analysis with strong thesis (20) [WC ELOS 1 and 3, CI ELO 1 and 2]	
Illustration of claims with textual support, accurate representation of those	
texts (10) [WC ELO 1 and 3]	
Organization and articulation of ideas (5) [WC ELO2]	
Integration of written and visual elements (5) [WC ELO 2]	
Demonstrates conceptual awareness of key theories and ideas and applies	
them effectively (10) [CI ELO 1]	
Demonstrates understanding of disability and uses its discourse	
appropriately (5) [WC ELO 2 and SD ELO 1]	
Critical analysis includes intersectional analysis of disability in the US(10) [SD	
ELO 1, CI ELO 1]	
Articulates role of societal position as it has shaped attitudes and values in	
personal perspectives (10) [SD ELO 2]	
Articulates role of informed personal position in shaping and changing	
attitudes and values in American society (10) [SD ELO 2, CI ELO 2]	
Reflects on how ideas and positions influence the character of human	
beliefs, the perception of reality, and the norms which guide human	
behavior. (5) [CI ELO 2]	
Total (100)	

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

Course: Comparative Studies 2367.08 Instructor: Ryann Patrus Summary: American Identity in the World

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	Х			Office 365     Carmen
6.2 Course tools promote learner engagement and active learning.	X			<ul> <li>Carmen     Discussion Board</li> <li>Carmen Wiki</li> <li>Zoom</li> </ul>
6.3 Technologies required in the course are readily obtainable.	Х			All are available for free.
6.4 The course technologies are current.	Х			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
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.	Х			а
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			С
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.	Х			university accessibility policy is present.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Statement is included with contact information on how to make accommodations.
8.4 The course design facilitates readability	Х			
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: 7/16/20

• Reviewed by: Ian Anderson

Notes: This looks great! It is ready to move on to the next step.

<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; 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. <a href="http://ssc.osu.edu">http://ssc.osu.edu</a>. Also, consider including this link in the "Other Course Policies" section of the syllabus.