**Proposal for English 3110: Citizenship, Justice, and Diversity in Literatures, Cultures, and Media**

**Rationale**:

Since the beginning of the modern nation state, cultural texts (poems, novels, films, pamphlets, zines, short stories, advertisements, comics, etc.) have been the essential medium through which the discourse of citizenship has been developed, constructed, refined, and debated. While these kinds of cultural texts do not determine a person’s legal status, they are essential to the more fundamental sense of belonging, inclusion, and identity that inheres in the word “citizen.” We create socio-political communities from shared words and stories; and the history of these cultural texts is one that has both fostered and repressed justice and diversity. For this reason, studies in English literature and culture provide an ideal venue through which to introduce general education students at The Ohio State University to concepts of citizenship, justice, and diversity.

Many faculty members in the Department of English have already been teaching courses that have emphasized topics of citizenship and social justice, and we believe that this proposed course will allow for a heterogeneous range of literary periods, genres, topics, and media. The first goal of the new GE Theme, “Citizenship for a Diverse and Just World,” requires students to be able to “explore and analyze a range of perspectives on local, national, or global citizenship.” The second goal is for students to be able to “examine notions of justice” and to be able to “analyze and critique how these [notions of justice] interact with historically and socially constructed ideas of citizenship.” Such goals can be secured through the study of, for example: 18th- and 19th-century British and American abolitionist literature; novels about from the period of and about Indian partition; writing about voting access in 19th century England; literature of the Civil Rights era; literature from Reconstruction and the post-Reconstruction decades; comics about the history of American immigration; African American film and the history of racism. The sample syllabus American literature before 1800, but as the examples above attest it could be taught by a range of faculty including Molly Farrell, Ryan Friedman, Aman Garcha, Jared Gardner, Elizabeth Hewitt, Elizabeth Renker, Jacob Risinger, Roxann Wheeler, Andreá Williams, and Susan Williams.

Sample Syllabus

**3110: Citizenship, Justice, and Diversity in Literatures, Cultures, Media**

# The Literature of Social Reform in U.S. 19th Century

Professor Elizabeth Hewitt

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**Course Description**.

The nineteenth century was a period in United States history that saw an explosion of social reform projects – practical experiments and theoretical investigations designed to make the world happier, healthier, more equitable, and more just. But it was also a period in which chattel slavery was legal and in which many social inequities magnified. We will read literature associated with 19th century social reform projects and literature that showcased the various ways the United States failed to upload its founding premises.

**Expected Learning Outcomes**.

* To study 19th-century U.S. authors in two major literary periods: romanticism and realism.
* To theorize the relationship between aesthetic and political projects in literature.
* To describe and analyze the competing and complementary perspectives of a variety of 19th-century social reform movements, which also will allow us to examine different understandings of justice, difference, equity, and citizenship.
* To learn how to use 19th century digital archives.

This course satisfies the GE Citizenship for a Just and Diverse World:

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| **Theme: Citizenship for a Just and Diverse World** |
| **Goals** | **Expected Learning Outcomes** | **Related Course Content** |
| **GOAL 1: Citizenship: Successful students will explore and analyze a range of perspectives on citizenship, across local, national, and global, and apply the knowledge, skills, and dispositions that constitute it.** | **Successful students are able to …****1.1** Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, global, and/or historical communities. | **In this course, students will …**1.1 Analyze American literature to learn about the theorization and history of U.S. citizenship in the 19th century.  |
| **1.2** Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. | **1.2** Describe how political and social theorists in the United States variously defined and imagined citizenship — at the local, national, and global level.  |
| **GOAL 2: Just and Diverse World: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies.** | **2.1** Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and a variety of lived experiences. | **2.1** Examine 19th century American imaginative, political, and economic writing that focuses on social justice and American inequity.  |
| **2.2** Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. | **2.2** Compare a variety of American social reform movements in the 19th century focusing on justice, marginalization, solidarity, and inequity.  |

**Course Schedule**.

**Week 1**

W Introduction

F Fanny Wright, “Speech at New Harmony Hall”\*; Thomas Carlyle, “The Age of Machinery”\*; Amos Bronson Alcott, from *The Doctrine and Discipline of Human Culture*\*

**Week 2**

W George Ripley, “Brook Farm’s Constitution”\*; Elizabeth Palmer Peabody, from “Plan of the West Roxbury Community”\*

F Louisa May Alcott, “Transcendental Wild Oats”\*

**Week 3**

W Margaret Fuller, from “The Great Lawsuit”\*; Elizabeth Cady Stanton, “The Declaration of Sentiments”\*

F introduction to digital archives workshop

**Week 4**

W David Walker, from *Appeal to the Coloured Citizens of the World*

F William Lloyd Garrison, “No Compromise with Slavery”\*; Sojourner Truth, from *The Anti-Slavery Bugle* and *The Anti-Slavery Standard*\*

**Week 5**

W Frederick Douglass, “What to a Slave is the Fourth of July”\*

F Henry David Thoreau, “A Plea for Captain John Brown”\*

**Week 6**

W Harriet Beecher Stowe, from *Uncle Tom’s Cabin*

F *Uncle Tom’s Cabin*

**Week 7**

W *Uncle Tom’s Cabin* continued; James Baldwin, “Everybody’s Protest Novel”

F Martin Delany, “Political Destiny of the Colored Race on the American Continent”

 **Letter to Politician Due**

**Week 8**

W Rebecca Harding Davis, “Life in the Iron Mills”\*

F Karl Marx, “The American Civil War”\*

**Week 9**

W Herman Melville, “Paradise of Bachelors and Tartarus of Maids”\*

F “Paradise of Bachelors and Tartarus of Maids” continued

**Week 10**

W Stephen Crane, *Maggie: A Girl of the Streets*

F Alice Wellington Rollins, “The New Uncle Tom’s Cabin”; Jacob Riis, “The Working Girls of New York”

**Week 11**

W Albert E. and Lucy Parsons, selected speeches\*

F Charlotte Perkins Gilman, from *Women and Economics\**

**Week 12**

W Ida B. Wells, from

F *Light of Truth* continued

**Week 13**

W Sutton E. Griggs, *Imperium in Imperio*

F *Imperium in Imperio* continued

Thanksgiving Holiday

**Week 14**

W Selections from *The Cry of Justice,* ed. Upton Sinclair\*

F Conclusions

 **Archive Project Due**

**Required Books.**

Harriet Beecher Stowe, Uncle Tom’s Cabin [9780393283785]

Sutton Griggs, Imperium in Imperio [9780812971606]

Ida B. Wells, *Southern Horrors and Other Writings* [9781319049041

All texts marked with \* will be available on Carmen.

**Required Assignments**.

**Quizzes**.

To incentivize your engaged reading, there will be 7-8 reading quizzes throughout the semester. They will be short answer and test your basic comprehension of the assigned texts and our discussions of them. The cumulative average of the quizzes will be worth 25% of your grade, and I will drop your lowest score.

**Archive Project**.

Many of the texts we will read in this course were originally published in magazines. OSU libraries provide digital access to many of these magazines, giving us the opportunity to enter the 19th century periodical archive. For this project you will begin by choosing a particular topic from our reading (eg. Brook Farm, the Fugitive Slave Act, the Haymarket Affair, prostitution, etc.) and then locating an article, story, or poem that engages this topic. Your project can either take the form of a standard essay, a power point presentation, or another digital media project. In all cases, your work should include: 1) a summary of your chosen text; 2) an image of the first page of the text (which would include a title); 3) a brief discussion of the larger context in which the text is situated (to whom does the magazine seem marketed? Are all the included texts similar in subject, genre, or tone?); and 3) an analysis of what your chosen document tells you about the subject. The project will be worth 25% of your grade.

**Participation and Carmen Posts**.

Your active participation is required: you should come to each class ready to ask questions, answer questions, pose preliminary arguments, and listen to your colleagues. You are also required to post to the Carmen discussion site at least 8 times in the semester. Your participation will be graded: students who regularly participate in classroom discussions and/or on Carmen will receive an A; those who only rarely contribute in class and post 8 times on Carmen will receive a B; those who contribute (either in-person or on Carmen), but fail to post the requisite 8 times will receive a C; and those who regularly fail to participate in class or online will receive a D. Participation will be worth 25% of your grade.

**Letter to Politician**.

Our reading is focused on the controversial political issues of the 19th century—issues that raised significant political investments like equity, liberty, and justice. For this writing project, I want you to choose a text we have read and explain how your understanding of this text has pertinence to a contemporary issue that raises similar concerns. Present your argument in the form of a letter to a real politician at any level and in any branch of governance: you could write the mayor of a city, or a Congressional representative, or a local judge, or Secretary of the Treasury, or the president of the United States. Your letter should explain *why* you think reading this text has been helpful to your own understanding of the contemporary issue. The letter should be approximately 4 double-spaced pages (12-point font with standard, 1” margins) and will be worth 25% of your grade.

**Course Policies**.

**Attendance and Lateness policy**. Attendance is mandatory and I do not distinguish between excused and unexcused absences. If you miss more than 3 classes, I will lower your grade by half a grade. (Thus, if your final average is a B and you have missed 4 classes, then you will receive a B- for a final grade). Please arrive on time and do not leave early: unless you have contacted me, I will count late arrivals and early exits as absences. You must bring your book to class.

**Academic honesty.**

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. I will 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://studentaffairs.osu.edu/csc/)

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**Students with 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. 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 (**slds@osu.edu) is located in 098 Baker Hall, 113 W. 12th Avenue.

**Electronic media policy.**

Laptops and tablets are permitted, so long as they are being used for course-related activities. Please be courteous to your colleagues and me and do not browse. Mobile phones are not permitted. Violations of this policy will result in a 0 for your participation grade.