

## Term Information

Effective Term Autumn 2022

## General Information

Course Bulletin Listing/Subject Area English  
Fiscal Unit/Academic Org English - D0537  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3110  
Course Title Citizenship, Justice, and Diversity in Literatures, Cultures, and Media  
Transcript Abbreviation CtznsHpLitCultMdia  
Course Description 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. In this course student examine a range of literary periods, genres, and media focused on citizenship and social justice.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? 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, Wooster

## Prerequisites and Exclusions

Prerequisites/Corequisites Prerequisite: English 1110  
Exclusions  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 23.0101  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

Citizenship for a Diverse and Just World

## Course Details

### Course goals or learning objectives/outcomes

- Students theorize the relationship between aesthetic and political projects in literature, and analyze the competing and complementary perspectives of a variety of social reform movements to understand justice, difference, equity, and citizenship.

### Content Topic List

- Literature (poems, novels, films, pamphlets, zines, short stories, advertisements, comics, etc.) as an essential medium through which the discourse of citizenship has been developed, constructed, refined, and debated.
- The fundamental sense of belonging, inclusion, and identity that inheres in the word "citizen."
- Creation of socio-political communities from shared words and stories.
- The history of cultural texts that has both foster and repress justice and diversity.

### Sought Concurrence

No

## Attachments

- Citizenship, Justice, and Diversity in Literature, Cultures, and Media.docx[43].docx: Proposal and Syllabus  
*(Syllabus. Owner: Lowry,Debra Susan)*
- GE Submission Form Citizenship, English 3110, Citizenship, Justice, and Diversity in Literatures, Cultures, and Media.pdf: GE Submission Form Citizenship  
*(Other Supporting Documentation. Owner: Lowry,Debra Susan)*
- English 3110 GE Submission Form Revised.pdf: GE Submission Form Citizenship Revised  
*(Other Supporting Documentation. Owner: Lowry,Debra Susan)*

## Comments

- Please see Panel feedback email sent 05/04/21. *(by Hilty,Michael on 05/13/2021 09:16 AM)*

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	03/30/2021 07:12 PM	Submitted for Approval
Approved	Winstead,Karen Anne	03/31/2021 12:53 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/01/2021 05:54 PM	College Approval
Revision Requested	Hilty,Michael	05/13/2021 09:16 AM	ASCCAO Approval
Submitted	Lowry,Debra Susan	09/02/2021 06:55 PM	Submitted for Approval
Approved	Lowry,Debra Susan	09/02/2021 06:55 PM	Unit Approval
Pending Approval	Vankeerbergen,Bernadette Chantal	09/02/2021 06:55 PM	College Approval

## **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: 18<sup>th</sup>- and 19<sup>th</sup>-century British and American abolitionist literature; novels about from the period of and about Indian partition; writing about voting access in 19<sup>th</sup> 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, Andrea Williams, and Susan Williams.

Sample Syllabus

**3110: Citizenship, Justice, and Diversity in Literatures, Cultures, Media**  
**The Literature of Social Reform in U.S. 19<sup>th</sup> Century**

Professor Elizabeth Hewitt  
 My office: Denney Hall 530  
 Office Hours:  
 Email: hewitt.33@osu.edu

**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 19<sup>th</sup> century social reform projects and literature that showcased the various ways the United States failed to uphold its founding premises.

**Expected Learning Outcomes.**

- To study 19<sup>th</sup>-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 19<sup>th</sup>-century social reform movements, which also will allow us to examine different understandings of justice, difference, equity, and citizenship.
- To learn how to use 19<sup>th</sup> century digital archives.

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

Theme: Citizenship for a Just and Diverse World		
Goals	Expected Learning Outcomes	Related Course Content
<b>GOAL 1: <u>Citizenship:</u></b> 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.	<b>Successful students are able to ...</b>  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.	<b>In this course, students will ...</b>  1.1 Analyze American literature to learn about the theorization and history of U.S. citizenship in the 19 <sup>th</sup> 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.
<b>GOAL 2: <u>Just and Diverse World:</u></b> 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 19 <sup>th</sup> 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 19 <sup>th</sup> 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 19<sup>th</sup> 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 19<sup>th</sup> 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](#).

### **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** ([slids@osu.edu](mailto:slids@osu.edu)) is located in 098 Baker Hall, 113 W. 12<sup>th</sup> 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.



# GE THEME COURSES

## Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

## General Expectations of All Themes

**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

**Please briefly identify the ways in which this course represents an advanced study of the focal theme.** In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

**ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

### Specific Expectations of Courses in Citizenship

**GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.**

**ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**GOAL 2: 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, both within the US and/or around the world.**

**ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**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.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)