
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 3559
Course Title Narrative and Social Justice
Transcript Abbreviation Narr&SocialJustice
Course Description This course examines the phenomenon of social justice—what it is; who decides; its relation to political structures and cultural assumptions; its consistent denial by dominant groups to minorities and how people have tried to know and to do something about it via storytelling. It engages students in the role of narrative in fundamental questions about equality, democracy, diversity, and 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 23.1499
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 engage with fundamental questions about equality, democracy, diversity, and justice and narrative's role in sometimes fostering those ideals and other times working against them, to equip them to work for a more just and diverse world.

Content Topic List

- Narrative as a Way of Knowing and of Doing. Intersectionality and Power; Fiction and Nonfiction
- Ethics - Critical Race Theory
- Genre and History: Slave Narratives
- Fictionality and Non-fictionality

Sought Concurrence

No

Attachments

- Narrative and Social Justice.docx: Proposal and Syllabus
(Syllabus. Owner: Lowry, Debra Susan)
- GE Submission Form, Narrative and Social Justice, English 3559.pdf: GE Submission Form
(Other Supporting Documentation. Owner: Lowry, Debra Susan)

Comments

- The decision has been taken that no 3000-level new GE courses in English will be electives for the major at this time. I have removed the request for elective status. Thanks. *(by Lowry, Debra Susan on 03/19/2021 02:01 PM)*
- Since this course will be an elective in the major, please upload updated curriculum map for the major. (I have updated the effective term to AU22 and checked off all campuses--including ATI--as per D Horn's instructions today.) *(by Vankeerbergen, Bernadette Chantal on 03/16/2021 05:12 PM)*

Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|---|---------------------|------------------------|
| Submitted | Lowry, Debra Susan | 03/15/2021 04:40 PM | Submitted for Approval |
| Approved | Winstead, Karen Anne | 03/16/2021 08:07 AM | Unit Approval |
| Revision Requested | Vankeerbergen, Bernadette Chantal | 03/16/2021 05:13 PM | College Approval |
| Submitted | Lowry, Debra Susan | 03/19/2021 02:01 PM | Submitted for Approval |
| Approved | Lowry, Debra Susan | 03/19/2021 02:02 PM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 04/06/2021 05:58 PM | College Approval |
| Pending Approval | Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal | 04/06/2021 05:58 PM | ASCCAO Approval |

Proposal for English 3559

Narrative and Social Justice

Rationale: This course is rooted in a principle that has been dramatically illustrated by the U.S. presidential election of 2020: efforts to achieve social justice are deeply intertwined with the stories people tell about it and the way others interpret those stories. When Joe Biden spoke of the soul of the country being at stake in the election, he was implicitly asking which story about the country the electorate wanted to choose: one in which the dominant theme is divisiveness rooted in white supremacy and the perpetuation of inequality, or one in which that theme is equality and a commitment to diversity and social justice for all those diverse groups. Underlying this principle about the interrelations of narrative and social justice are some others about narrative itself: (1) it is an important and pervasive phenomenon in our culture, appearing in multiple media (print, film, comics, and more) and in multiple contexts (politics, literature, education, medicine, and more); (2) it is so important and pervasive because it is both a way of knowing and a way of doing: we use stories and storytelling, to understand the world and our experiences in it, and we use them to intervene in that world and those experiences; (3) sometimes narrative uses us, in the sense that we get inculcated into cultural stories (masterplots) that deeply influence our thoughts and our behavior without our being fully aware of those effects; and (4) narrative is always situated in some socio-cultural context that influences its forms and effects.

The phenomenon of social justice—what it is; who decides; its relation to political structures and cultural assumptions; its consistent denial by dominant groups to minorities—has long been one that people have tried to know and to do something about via storytelling. But the recent history of the US makes the study of the interrelations between narrative and social justice as urgent as it has ever been. Such a course is an excellent fit for the GE Theme of Citizenship for a Just and Diverse World because it will engage students in fundamental questions about equality, democracy, diversity, and justice and teach them about narrative's role in sometimes fostering those ideals and other times working against them. Such knowledge should better equip students to work for a more just and diverse world.

Nineteen faculty have expressed an interest in teaching this course in ways that will meet the Goals and Expected Learning Outcomes of the Citizenship Theme.

| Theme: Citizenship for a Just and Diverse World | |
|---|---|
| Goals | Expected Learning Outcomes |
| GOAL 1: <u>Citizenship</u>: 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.” | 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, national, global, and/or historical communities. |
| | 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. |
| GOAL 2: <u>Just and Diverse World</u>: 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. | 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. |
| | 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. |

Sample Syllabus

Jim Phelan

Denney 452

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Office Hours: WF 12:00—1:30

English 3559 Narrative and Social Justice

Description and Goals: This version of the course responds to the instructor’s commitment to have work in the academy acknowledge and address the structural inequalities of American life that have made the Black Lives Matter movement and other forms of political activism both necessary and urgent. Rooted in the principle that narrative is a way of knowing and of doing that is always situated in a socio-cultural context, the course will analyze the interrelations between storytelling and multiple issues related to social justice, including the effects of structural inequalities on both groups and individuals. We will start by establishing and interrogating a few overarching theoretical concepts that will consistently guide our analyses: intersectionality, ethics, power, and genre (fiction/non-fiction). We will then take up a range of narratives that engage with issues of social justice and focus on how their knowing and doing are influenced by their handling of some core elements of narrative--perspective, character, progression, time, and space. We will consider narratives in three media: prose, film, and comics, and as we move from one medium to another will consider how our understanding of the core elements do and do not need to shift. We will be especially interested in establishing two-way traffic between the narratives exploring issues of social justice and the theoretical tools we use to

examine them. By the end of the course, students should have a deeper knowledge of how narrative works, a richer sense of how it can be marshaled in the service of social justice as well as a deeper understanding of the possibilities and problems involved in constructing a more just and diverse world.

This course Falls into the GE Citizenship for a Just and Diverse World Category.

| Theme: Citizenship for a Just and Diverse World | | |
|---|--|--|
| Goals | Expected Learning Outcomes | Related Course Content |
| <p>GOAL 1: <u>Citizenship</u>: 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.</p> | <p>Successful students are able to ...</p> <p>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.</p> | <p>In this course, students will examine how different narrative artists represent the political locations, limitations, and possibilities of particular communities. Considerations include relations of different ethnic and racial minorities to dominant groups; how those relations have been historically formed; consequences of those relations for the political agency of individual citizens.</p> |
| | <p>1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p> | <p>Teach key skills of narrative analysis and how to use them in the understanding and assessment of narratives by and about members of cultural groups whose identities are best described as hybrid. Acquiring and applying these skills will foster the development of intercultural competence.</p> |
| <p>GOAL 2: <u>Just and Diverse World</u>: 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.</p> | <p>2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and a variety of lived experiences.</p> | <p>All the readings and assignments directly address this goal.</p> |
| | <p>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.</p> | <p>Three overarching theoretical concepts of the course— intersectionality, ethics, and power—as well as the thematic concerns of all the narratives will put these activities front and center throughout the semester.</p> |

Course Materials

Films to view at drm.osu.edu

Spike Lee (dir.) *Do the Right Thing*

Jordan Peele (dir.) *Get Out*

Books to purchase. Shorter readings available on Carmen

Critical Race Theory

Richard Delgado and Jean Stefancic, *Critical Race Theory*, 3rd edition

Historical Fiction/Slave Narrative

Toni Morrison, *Beloved*

Colson Whitehead, *Underground Railroad*

Contemporary Fiction and Nonfiction

Valeria Luiselli, *Tell Me How It Ends*

Valeria Luiselli, *Lost Children Archive*

Graphic Narrative

Gene Luen, *American Born Chinese*

Karlos Hill, *The Murder of Emmitt Till*

Other Assignments and Their Weight toward Final Grades

Weekly writing exercises: 10% Short responses (no more than 1 page) to prompts related to the week's reading/viewing.

Agenda Setting: 10% Beginning in Week Three, students will take turns setting the agenda for our sessions by selecting a particular trenchant passage from the reading and posing three questions that it raises. Agenda settings will be posted on Carmen by 5 PM on Tuesdays

Essay on Theory and Interpretation that puts theoretical concepts and primary works in relation to each other (1500 words). Assigned week 4; due week 6 20%

Abstract for conference paper on a Problem/Question related to the course. Due by March 26 10%. I will set up appointments to discuss your ideas in advance of this due date.

Oral presentation of the paper 20%

Final Paper Based on Presentation Due December 9 (6000 words): 30%

Course Schedule

Introduction:

Week One: Narrative as a Way of Knowing and of Doing. Intersectionality and Power; Fiction and Nonfiction

January 13 James Baldwin, "Going to Meet the Man"; Jessmyn Ward, "On Witness and Respair"

January 15 Toni Cade Bambara, "The Lesson"; Kimberlé Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color"

Week Two: Ethics - Critical Race Theory

January 20 Richard Delgado and Stefancic *Critical Race Theory*, 3rd edition; Chapters I-II; James Phelan, "Narrative Ethics"; Toni Morrison, "Recitatif"

January 22, Delgado and Stefancic, Chapters III—IV; John Edgar Wideman, "Everybody Knew Bubba Riff"

Weeks 3—5 Genre and History: Slave Narratives

January 27 The historical and the contemporary in Toni Morrison, *Beloved*, pp. 1-85

January 29 Perspective in Morrison, *Beloved*, pp. 86-165

February 3 Temporality in Morrison, *Beloved*, 166-238

February 5 Progression: The Ending of *Beloved*, pp. 239-73

February 10 Character: Colson Whitehead, *Underground Railroad*, pp. 1-106

February 12 Space in Whitehead *Underground Railroad*, pp. 107--196

February 17 Progression Revisited: Whitehead, *Underground Railroad*, pp.197-306

February 19 Taking Stock Day: Questions about Where We've Been, Where We're Going

February 24 **Fictionality and Non-fictionality**
Essay and Narrative in Valeria Luiselli, *Tell Me How It Ends*

February 26 Facts *and* Inventions in Luiselli, *Lost Children Archive*, pp. 1-111

March 3 Collaborative Selection of Concepts for Luiselli, *Lost Children Archive*, pp. 112-226

March 5, Collaborative Selection of Concepts for Luiselli, *Lost Children Archive*, pp. 226-337 plus Appendices

March 10 **Core Concepts and the Affordances of Film/Perspective & Sound**
Spike Lee (dir.) *Do the Right Thing*

March 12 *Do the Right Thing*; W.J.T. Mitchell, "Do the Right Thing and the Violence of Public Art"

March 17 Spring Break

March 24 **Core Concepts and the Affordances of Film/Space and Time**
Jordan Peele (dir) *Get Out*

March 26, Peele, *Get Out*

March 31 **Core Concepts and the Affordances of Graphic Narrative**
Excerpt from Scott McCloud, *Understanding Comics*
Karlos Hill, *The Murder of Emmitt Till*

April 2 Hill, *The Murder of Emmitt Till*

April 7 **Core Concepts and the Affordances of Graphic Narrative (cont'd)**
Excerpt from Charles Hatfield, *Alternative Comics*

Gene Luen, *American Born Chinese*

April 9 Luen, *American Born Chinese*

April 14, 16, 21 **Student Presentations**

Statement on academic misconduct, which applies to all assignments in this course.

Ohio State's Academic Integrity Policy

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](#)

(studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *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, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

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.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Accommodations for Students with Disabilities

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, meet with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: Baker Hall 098, 113 W. 12th Avenue

Mental Health Services. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. 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

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)