
Term Information

Effective Term Spring 2024

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 3161
Course Title Health and Wellbeing in Literatures, Cultures, & Media
Transcript Abbreviation HlthLitCultMedia
Course Description Discourses related to what we call today "health and wellbeing" have held a central place in human inquiry, personal reflection, medical and scientific investigation, social experiment, and public exchange across the millennium. In this course students explore cultural materials across a robust range of literary periods and genres to gain personal perspectives toward resiliency and wellbeing.
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

Health and Well-being

Course Details

Course goals or learning objectives/outcomes

- Students analyze health and wellbeing from theoretical, historical, cultural, and personal perspectives, and identify, reflect on, and apply the skills needed for resiliency and wellbeing through learning about the explorations of others.

Content Topic List

- Nature, Environment, wellbeing
 - Illness, addiction, wellbeing
 - Wellness and Social Justice
 - practices and wellbeing
 - popular movements
 - Social contexts for trauma and wellbeing
 - Health, Wellness, Race, Ethnicity, and Gender
- No

Sought Concurrence

Attachments

- Health and Wellbeing in Literatures, Cultures, & Media.docx: Proposal and Syllabus
(Syllabus. Owner: Lowry, Debra Susan)
- GE Submission Form, Health and Wellness, English 3161.pdf: GE Submission Form Health and Wellness
(Other Supporting Documentation. Owner: Lowry, Debra Susan)
- English 3161 Syllabus Health and Wellbeing in Literatures, Cultures, & Media Revised.docx: Proposal and Syllabus
(Syllabus. Owner: Lowry, Debra Susan)
- English 3161 GE Submission Form Revised.pdf: GE Submission Form Health and Wellbeing Revised
(Other Supporting Documentation. Owner: Lowry, Debra Susan)
- English 3161 Syllabus.pdf: New Syllabus (2023)
(Syllabus. Owner: Hewitt, Elizabeth A)
- English 3161 Theme Form.pdf: New Theme Form (2023)
(Other Supporting Documentation. Owner: Hewitt, Elizabeth A)
- Curriculum Map Feb2023.docx: Curricular Map
(Other Supporting Documentation. Owner: Hewitt, Elizabeth A)

Comments

- I can't delete the old files, but hopefully I've clearly identified the new syllabus and Theme form. The curricular map has the new course highlighted. *(by Hewitt, Elizabeth A on 04/05/2023 02:46 PM)*
- See panel feedback sent by M Hilty on 9-21-21 *(by Vankeerbergen, Bernadette Chantal on 09/21/2021 04:51 PM)*
- Please see Panel feedback email sent 05/04/21. *(by Hilty, Michael on 05/13/2021 09:18 AM)*

COURSE REQUEST
3161 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/18/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry, Debra Susan	03/30/2021 05:44 PM	Submitted for Approval
Approved	Winstead, Karen Anne	03/30/2021 06:55 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/06/2021 09:35 PM	College Approval
Revision Requested	Hilty, Michael	05/13/2021 09:18 AM	ASCCAO Approval
Submitted	Lowry, Debra Susan	09/02/2021 03:31 PM	Submitted for Approval
Approved	Lowry, Debra Susan	09/02/2021 03:31 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/21/2021 04:52 PM	College Approval
Submitted	Hewitt, Elizabeth A	04/05/2023 02:47 PM	Submitted for Approval
Approved	Hewitt, Elizabeth A	04/05/2023 02:47 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/18/2023 03:36 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/18/2023 03:36 PM	ASCCAO Approval

English 3161

Health and Wellbeing in Literatures, Cultures, & Media

Spring 202x

MW 9:35-10:55

Warner 250

Contact Information

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Office Hours:

About this course:

Nationwide, 43% of Americans have been exposed to alcoholism in their families. This statistic is much greater in some communities. 100,306 drug overdose deaths occurred in the United States during the 12-month period ending in April 2021, an increase of 28.5% from the 78,056 deaths during the same period the year before. The age-adjusted rate of overdose deaths suggests that people in blue-collar or working-class jobs are at an increased risk, and that areas with greater income inequality have higher rates of overdose deaths. Taken together, this data suggests that substance use and addiction are not just personal/individual issues but are connected to larger (collective and ongoing) political, public health, spiritual, and economic issues (as are many other aspects of health and wellness).

In this 3-credit-hour class, we will examine poetry, songs, fiction, memoirs, and films that portray addiction and substance use. Why study addiction and substance use in a literature course? One reason is that literature has a long history of representing substance use and addiction, which allows us to synthesize representations across different media and times. Another reason is that poetry, songs, fiction, memoirs, and films reflect and shape social beliefs; we can become more aware of and interrogate how such representations influence our beliefs (both in this class and in contexts beyond it). A third reason is that exploring and analyzing literary forms allows unique access to both vicarious distance and empathetic closeness, which can humanize and destigmatize addiction without having to experience it. In exploring these representations, we will identify and reflect on how they promote health and wellness.

We will also supplement these readings by exploring and analyzing non-fiction selections that provide cultural, historical, socio-economic, and policy perspectives. These will not only give us more information and context about the subject, but we will also consider them alongside the more literary forms as different ways of knowing. That is, part of what we will do is ask, "What does this poem help us understand about addiction that this policy piece doesn't, and vice versa? How can we put these perspectives together?"

As the class progresses, we will ask certain core questions: What does it mean to be addicted?¹ What is the relation between addiction and larger political, cultural, and social systems? How do addiction narratives shape and reflect social beliefs? What can we learn about addiction, substance use, and recovery through reading literary texts as well as more informational texts that provide historical, cultural, and policy perspectives? And how can we apply what we've learned to other aspects of health and wellbeing?

Required materials:

- Karr, Mary. *Lit: A Memoir*. Harper, 2010. ISBN: 0060596996
- Burroughs, William. *Junky*. Grove, 2012. ISBN: 0802120423
- De Quincey. *Confessions of an English Opium Eater*. Penguin, 2003. ISBN: 9780140439014

The books above are at the bookstore; other texts will be linked through Carmen.

Goals & Expected Learning Outcomes: Health and Wellbeing Theme

1. Successful students will analyze health and well-being at a more advanced and deeper level than in the Foundations component. Successful students are able to:

- 1.1 Engage in critical and logical thinking about the topic or idea of health and well-being.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and well-being.

2. Successful students will integrate approaches to health and well-being 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.

Successful students are able to:

- 2.1 Identify, describe and synthesize approaches or experiences as they apply to health and well-being.
- 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.

3. Students will explore and analyze health and well-being through attention to at least two dimensions of well-being. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.) Successful students are able to:

- 3.1 Explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy and/or personal perspectives.
- 3.2 Identify, reflect on, or apply strategies for promoting health and well-being.

How this course fulfills the Goals and ELOs: Students will read, interpret, evaluate, and synthesize representations of addiction and substance use in a range of literary texts, making

¹ We will discuss the word “addiction” and other related words (“addict”, “drug abuser”), and why some experts recommend different usage to reduce stigma, especially with “addict” and “drug abuser.”

connections to conceptions of health and wellbeing. In addition to these humanizing literary texts, students will attain an in-depth exploration of the subject by reading texts that provide historical, socioeconomic, and policy perspectives. By critically evaluating and synthesizing these representations and perspectives through in-class discussions and weekly reading responses, students develop a deeper, multi-faceted understanding not only of addiction, but of health and well-being more broadly as well. The Midterm Exam and the Final Paper provide more opportunities to engage scholarship on the topic. Students develop as learners through reflection and self-assessment in the Reflective Journal, writing about core ideas at the beginning of the course, and then revisiting those ideas at the middle and end of the course to write how their understandings are developing. By the end of the course, students will have learned about many factors that influence addiction and substance use, how these factors connect with other aspects of health and wellbeing, and how literary texts can offer ways of understanding wellness, illness, and recovery. The work described above is advanced, beyond the expectations of a foundations class.

Other course goals for students include: beginning the process of destigmatizing (i.e., humanizing) addiction; developing as a critical reader of a range of literary representations of addiction and substance use; developing skills with expository writing, creative writing, and critical thinking; understanding different approaches to recovery, including conflicts within recovery communities (e.g., 12-step-abstinence versus harm-reduction approaches); becoming better situated to relate to and understand their relation to addiction (their own, someone else's, or both).

Course work:

Participation and discussion: 15%

Weekly reader responses: 20%

Reflective Journal: 15%

Poems: 3%

Midterm: 17%

Final Paper: 30%

Reading: This doesn't have its own grade component, but it is woven into everything else we do in this course. For the fiction, poems, songs, and memoirs, we will closely examine them for literary features and critically examine them as representations of addiction, substance use, recovery, and health and wellness: How are these texts representing the topics of the course? What do they emphasize, what do they leave out? Why does historical context matter? What do the literary features and the personal narratives do for us as readers?

We will critically situate these readings within the canon of addiction literature and among other cultural messages about the course topics. We will also read different genres that offer historical, cultural, socioeconomic, and policy perspectives. What do the genre features of these texts do for us as readers? How are these texts complementing or conflicting with the literary texts? How are they helping us develop our understanding of addiction, substance use,

recovery, and health and wellness? The interpretive, critical, connective work we will do with these different genres involves advanced reading. Reading thoughtfully and carefully way will lead to deeper engagement in the other components. [ELO 1.1, 1.2, 2.1, and 3.1]

Participation and discussion: I will give important context and other information, but a lot of the learning in this course happens through discussion. Small-group and all-class discussions are where we explore and analyze complicated moments in texts, where we make logical connections between texts, where we work through conflicting moments between texts, and where we make connections with our experiences and knowledge (especially our conceptions of addiction, recovery, health and wellbeing). That class-generated knowledge leads to more informed and thoughtful writings (where you will continue to think critically about complex, conflicting ideas). [ELO 1.1, 1.2, 2.1, 3.1, and 3.2]

Weekly responses: For the first four weeks, you will write a 250-word response to the texts we read each week. Your response must: a) say something original and interesting about one or more specific passages of text [cite page #s]; b) relate your passage to an idea/theme/concept that we talked about in class; c) relate the passage to something else we've read in the class. Although this is an informal writing assignment, your responses should be clearly written, non-repetitive, grammatically correct, and free from spelling errors. Finally, your responses should avoid plot summary, overly subjective responses (e.g., "I don't know why but I just hate that character"), or simply repeat things already said in class. After the first four weeks, these will become 350-word responses, and I will add a question that fits the readings/discussions from that week and that focuses on specific aspects (e.g., building on something specific you learned from discussion; connecting texts with cultural messages; considering other aspects of health and wellness). [ELO 1.1, 1.2, 2.1, 2.2, and 3.1]

Poems: You will write three poems. The poems should deal with some aspect of what we've been discussing and reading about (addiction, struggle/resilience, recovery, spiritual connection/disconnection, alienation, community, etc.) Part of this class explores what different forms of reading/writing do for us: e.g., what do we learn about addiction or substance use by reading literary representations of it? What do we get from reading different genres? How can reading and writing poetry be a different way of knowing and learning? And part of this class explores the idea that creative/expressive writing can benefit us mentally and emotionally (i.e., promote wellbeing). More info will be provided on the assignment sheet. The big message I want to convey here is that this assignment is about exploring creative writing as a way to think and learn, and as a way to practice writing for wellbeing. I won't be grading on whether you write a great poem. [ELO 3.2]

Reflective Journal: At the beginning, midpoint, and end of the semester, you will write about key aspects of the course, including how your conceptions have developed regarding addiction, recovery, health and wellbeing. You won't revise what you've written. Instead, you will add to it, showing and reflecting on how your thinking has developed, and how readings and other activities have contributed to that development. This involves synthesizing knowledge and experiences, and making connections with prior knowledge, with out-of-class experiences, and

with how you might expect your knowledge to develop further in other contexts [ELO 2.1, 2.2, and 3.2].

Midterm: This take-home exam involves synthesizing ideas across texts and applying ideas from scholarship. The format will include a range of short- and long-answer responses (from several sentences to several paragraphs). You will be able to adapt and expand on material you wrote for weekly reader responses. [ELO 1.1, 1.2, 2.1, and 3.1]

Final Paper: The final paper has three options: One is an in-depth analysis of how a text (of your choice) represents addiction/recovery, combined with research that puts the text in context and helps you evaluate its depiction of addiction/recovery as well as how it seems to envision health and wellness. In addition to the research you will do, you are encouraged to make connections with texts from class. A second option is to pick a text from a list of readings, analyze how it represents addiction/recovery, and include research that puts the text in context and helps you evaluate its depiction of addiction/recovery; the overall purpose is to make an argument to me about its inclusion in a future version of this class. The third option is to select a text not about addiction/recovery, but some other aspect of health and wellness: analyze how it represents that aspect; do research that provides other perspectives on that aspect (cultural, historical, policy); and evaluate how the text seems to envision health and wellness. At least 6 pages. You will write a short proposal on your topic/idea (a thick paragraph) so I can give feedback and guide you. More info will be given in the full assignment. [ELO 1.1, 1.2, and 2.1]

Grading Scale:

A	93	B+	87	C+	77	D+	67
A-	90	B	83	C	73	D	60
		B-	80	C-	70		

Attendance: You may miss two classes without penalty. Three “unexcused absences” will lower your final grade for the course one letter grade (e.g., a B to a C); four will result in a failure for the course.

Expectations: I expect you to think critically about the texts we read as well as the important concepts, terms, and issues that characterize the thematic tendencies and psychological complexities of the literature we are studying. I expect you to read all the texts closely and come to class prepared to discuss them (*bring your book or texts!*). Furthermore, I expect you to be brave souls and ask questions when you don’t understand something. At the end of the class, you should have a deeper understanding and appreciation for this literature as well as for its cultural, social, and aesthetic significance.

Late Work Policy: It may not seem like much to ask me to re-open a closed assignment, but imagine that you’re the fifth person to do so. Late work is inconvenient for how I plan my grading/responding time. I also understand that things happen. I’m trying to balance being

understanding with keeping everyone on track and maintaining my ability to teach and grade well. Having said all that, here's what you should know:

- For major assignments (unit reflections, midterm), everyone gets a 2-day grace period for turning it in late. After that grace period, I deduct 5 points each day it is late.
- The final paper and final journal reflection have specific due dates so that I can meet final grade deadlines. No late submissions.

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. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Resources and Support

Technology Support: For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

Self-service and chat: go.osu.edu/it phone: 614-688-4357 (HELP)
email: servicedesk@osu.edu

Writing Support: The Writer's Studio is an academic support service available to all students. Writing tutors are available for one-to-one tutorials in Warner 210, as are laptops, style manuals, and other assistance. Drop-ins are welcome, or you can call 366-9411. Visit them directly or check out their helpful website at <http://newark.osu.edu/students/student-life/the-writers-studio/>

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

information: Warner 226 (740) 366-9441

<http://newark.osu.edu/students/student-life/disability-services.html>

Course Schedule

About the readings: The books can be ordered through the campus bookstore; all other readings will be linked through Carmen.

Week 1

Jan 6: Brief lecture on addiction, substance use, and health and wellbeing. Discuss common views on addiction (causes and solutions). For next class, go to Carmen for links to poems, songs, and other short readings on addiction; read prompts and pick two to discuss next class. Reflective Journal #1 assigned.

Jan 8: Discuss selected readings in small groups and as a class: how did the readings depict addiction? How are these representations similar to and/or different from others you've encountered?

Week 2

Jan 14: Discussion of *Lit* (pgs. 1-70)

Jan 16: Discussion of *Lit* (71-117)

Week 3

Jan 21: Discussion of *Lit* (118-160), "Growing up with Addiction" (Weegmann, 13 pgs).

Jan 23: Discussion of *Lit* (161-196). "Frying Trout while Drunk" (Emanuel, 1 pg)

Week 4

Jan 28: Discussion of *Lit* (197-240), "The Meaning and Significance of Alcoholics Anonymous" (Kurtz, 20 pgs)

Jan 30: Discussion of *Lit* (241-277), "Changing the Language of Addiction" (Botticelli, 4 pgs).

Week 5

Feb 4: Discussion of *Lit* (278-329), "The Context of the History of Religious Ideas [in AA]" (Kurtz, 24 pgs).

Feb 6: Discussion of *Lit* (330-360).

Week 6

Feb 11: Discussion of *Lit* (361-389), "Where I'm Calling From" (Carver)

Feb 13: Discussion of “Reading Addiction Memoirs” (Tending, 15 pgs), “Changing the Narrative: a call to end stigmatizing terminology related to substance use disorders” (Atayde et al, 4 pgs); “Meds” (Huntington, 6 pgs). Poem #1 assigned.

Week 7

Feb 18: Discussion of *Confessions* (3-39); “Poppies” (Coleridge, 1 pg); and “The Black Hand” (Hari, 8 pgs).

Feb 20: Discussion of *Confessions* (40-61); “Changes” (Shakur, 1 pg), “Dope” (Baraka, 6 pgs); “Night of the Living Baseheads” (Public Enemy, 2 pgs); “What is the Drug War?” (4 minute video, Jay-Z and Crabapple).

Week 8

Feb 25: Discussion of *Confessions* (62-88), “A World of Hillbilly Heroin” (Hedges and Sacco, 7 pgs), “Bag of Pills” and “Die Midwestern” (McKinley, 2 pgs).

Feb 27: Discussion of “The Black Recovery Stories Speaking to Individual and Collective Wellness” (Lordi, 9 pgs); “Why Americans are Dying of Despair” (Gawande, 12 pgs); “Defiance, Ohio is the Name of a Band” (Abdurraqib, 6 pgs). Reflective Journal #2 assigned.

Week 9

Mar 3: Discussion of “Literary and Biographical Perspectives on Substance Abuse” (Day and Smith, 20 pgs); “Understanding the Role of Despair” (Graham, 6 pgs). Poem #2 assigned.

Mar 5: Discussion of “When a Drug Epidemic’s Victims are White” (Lopez, 23 pgs), “Re-Hab” (Stewart, 1 pg). Take-home Midterm assigned. Final Paper assigned.

Spring Break. No class.

Week 10

Mar 17: Discussion of *Junky* (1-54); *Heroin(e)* (39 min film).

Mar 19: Discussion of *Junky* (55-89); “Navigating the Metanarrative of Addiction” (Hook, 3 pgs). Proposal for Final Paper due (short paragraph).

Week 11

Mar 24: Discussion of *Junky* (90-120); “De-mythologizing the Drunk Genius” (Fassler, 10 pgs).

Mar 26: Discussion of *Junky* (121-150); “Sonny’s Blues” (Baldwin).

Week 12

Mar 31: Discussion of “Voices on Addiction: We Don’t Talk About Recovery” (Twombly, 2 pgs); “The Ink that Binds: Creative Writing & Addiction” (St. Germain, 10 pgs); and the first half of documentary “The House I Live In” (1 hr 48 min, Jarecki)

Apr 2: Discussion of “Rejected by A.A.” (Andersen and Kallestrup, 18 pgs); and second half of “The House I Live In.” Poem #3 assigned.

Week 13

Apr 7: Discussion of “Howl” (Ginsberg, 8 pgs); and “Health-related effects of creative and expressive writing” (Lowe, 10 pgs). In-class guidance on Final Paper.

Apr 9: Discussion of “The Opposite of Addiction is Connection” (Hari, 10 pgs). In-class guidance on Final Paper. Reflective Journal #3 assigned.

Week 14

Apr 14: Peer review of Final Paper. Revisiting and discussing readings from the first week: How do we see them now? How have we changed in relation to them?

Apr 16: What have we learned? Optional readings of poetry written by class. Final Paper and Reflective Journal #3 due _____.

GE Theme course submission worksheet: Health & Wellbeing

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Health & Wellbeing)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

Students will read representations of addiction and substance use, making connections with other aspects of health and wellbeing. By the end of the course, students will have learned about factors that influence addiction and substance use, how these factors connect with other aspects of health and wellbeing, and how literary and other texts can offer ways of understanding wellness, illness, and recovery.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

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

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.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	Read, discuss, and write responses about a range of representations of addiction and substance use, making logical connections with other aspects of health and wellbeing. They will also critically situate these texts in the canon of addiction literature and among other cultural messages about the course topic. They will also use critical thinking to evaluate conflicts between texts. For instance, “Reading Addiction Memoirs” observes that popular addiction narratives tend to have sensationalistic tropes and clear narrative arcs (that don’t mirror many addiction experiences). “Black Recovery Stories” examines how Black addiction stories complicate the overwhelmingly white history of the canon, especially with how Black addiction stories tend to connect individual wellbeing with collective wellbeing. Such readings will assist the critical thinking applied to the literary texts that represent addiction.
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	The course has multiple genres: memoirs, poetry, fiction, songs, short films, and nonfiction articles. It takes advanced reading to critically examine these texts, make connections between them, and evaluate conflicts between them. Discussions and

	<p>weekly reader responses help students pursue those connections and conflicts. In their reading, students perform advanced literary analysis of language, form, context, and rhetoric. They deeply engage by navigating these multiple perspectives on the topic. A foundational course would assign fewer genres and less writing. Students engage scholarship on the topic in Midterm and Final Paper.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences</p>	<p>Students identify, describe, and synthesize multiple perspectives on addiction through reading, discussing, and writing responses about these different genre approaches (e.g., memoirs, poems, policy). They describe and synthesize how these texts offer different understandings of the topic. Discussions and a Reflective Journal ask students to develop a new understanding of multiple factors that influence addiction, health, and wellness.</p>
<p>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.</p>	<p>At the beginning, middle, and end of semester, students will write about key aspects of the course in a Reflective Journal, including how their conceptions have developed regarding addiction, recovery, health and wellbeing (e.g., near the end, students are asked "What has been the biggest change in your thinking?" and "How can you apply what you've learned to other aspects of health and wellbeing?"). The Weekly Reader Responses also contribute to this (e.g., asking students to reflect and build on something learned from class discussion). Also, students receive feedback on the responses and the journal that help them refine ideas for future writings.</p>

Goals and ELOs unique to Health & Wellbeing

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course.

GOAL 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

	Course activities and assignments to meet these ELOs
<p>ELO 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.</p>	<p>The readings offer multiple perspectives. In discussions, weekly responses, and Midterm, students explore and analyze these perspectives, how they connect and conflict, and how students can develop a more nuanced view of the topic. Students explore and analyze their personal perspectives in Reflective Journal and some Weekly Reader Responses.</p> <p>Examples of some readings & their perspectives: <u>Personal through poems, songs, novel/memoir:</u> “Meds,” “Changes,” “Re-Hab,” “Dope,” “Defiance, Ohio,” “Die Midwestern,” <i>Lit, Junky, Confessions</i>. <u>Policy:</u> “Understanding the role of despair,” “Why Americans are dying of despair,” “When a drug epidemic’s victims are white,” “The house I live in” <u>Science/policy:</u> “Changing the narrative,” “Changing the language,” “Growing up with addiction” Socioeconomic/Cultural: “World of Hillbilly Heroin,” “Rejected by A.A.,” “We don’t talk about recovery” <u>Historical:</u> “Literary and Biographical,” “Black Recovery Stories,” “History of Religious Ideas in A.A.”</p>
<p>ELO 3.2 Identify, reflect on, or apply strategies for promoting health and well-being.</p>	<p>Readings, discussions, weekly responses, and Reflective Journal help students de-stigmatize addiction, reflect on harm of stigma, and see addiction (and health & wellbeing) as influenced by multiple factors (policy, culture, history). Readings and discussions will consider how reading literature can affect wellbeing. Students will also read about approaches to recovery as well as connections between expressive writing and wellbeing. Students will get to practice creative writing as a form of wellbeing through three poems.</p>