

## 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 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

- Self and nature
- Self and social justice
- Religious practices and wellbeing
- Alternative communities
- Popular movements
- Social contexts for trauma and wellbeing
- Black health and black doctors
- Health, gender, and sex
- Nature and wellbeing/environmentalism

### Sought Concurrence

No

## 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)*

## Comments

- Please see Panel feedback email sent 05/04/21. *(by Hilty,Michael on 05/13/2021 09:18 AM)*

## 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
Pending Approval	Vankeerbergen,Bernadette Chantal	09/02/2021 03:31 PM	College Approval

## **Proposal for English 3161/ Health and Wellbeing in Literatures, Cultures, & Media**

### **Rationale:**

Studies in literatures, cultures, and media provide an ideal lens through which to introduce general education students at The Ohio State University to concepts of health and wellbeing. 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 addressed by Department of English curricular offerings.

The new GE Theme, Health and Wellbeing, requires that students “explore and analyze health and wellbeing through attention to at least two of the nine dimensions of wellness: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, and financial.” The expected learning outcomes include that students “explore and analyze health and wellbeing from theoretical, socio-economic, technological, policy, and/or personal perspectives” and “identify, reflect on, and apply the skills needed for resiliency and wellbeing.” This proposed course will allow Department of English instructors to meet these objectives through a variety of course offerings that explore, in both breadth and depth, cultural materials across a robust range of literary periods and genres, including theoretical, socio-economic, technological, policy, and personal perspectives, and training students to comprehend these complex materials in a way that educates them toward their own “resiliency and wellbeing.”

The sample syllabus, “Spirituality, Transcendentalism, Self-Improvement, and Self-Care in Nineteenth-Century American Literature,” provides one example of a period-focused investigation of primary and secondary materials. Department of English instructors can readily design courses that differently address various populations, places, and times from the tenth through the twenty-first centuries, investigations situated in various historical periods and in areas including but not limited to indigeneity, ethnic studies, creative writing, medical humanities, and film and popular culture. In our survey of faculty interested in teaching courses being developed for the new GE, nine colleagues representing seven different fields or periods expressed an interest in teaching this course. Those colleagues include Cathy Ryan, Susan Williams, Karen Winstead, and Hannibal Hamlin.

## SAMPLE SYLLABUS

English 3161/ Health and Wellbeing in Literatures, Cultures, & Media: Spirituality, Transcendentalism, Self-Improvement, and Self-Care in Nineteenth-Century American Literature

Theme: Health and Wellbeing

Professor Elizabeth Renker

Contact info: renker.1@osu.edu

**I will message the class through Carmen** for any urgent class business. Please set your notifications appropriately.

### DESCRIPTION

This class examines various nineteenth-century philosophies, schools, movements, and personal and social commitments explored by people from disparate backgrounds and communities as quests to improve the wellbeing of themselves and others. We will read broadly in a variety of genres, from philosophical essays to transcendentalist poems to fiction to periodical publications as well as scholarly analyses of our topics. Students will examine the trends and the controversies related to these ideas and movements, learning to situate them in their diverse historical and cultural settings through advanced literary analysis of language, form, context, and rhetoric. Students will synthesize class content and advanced methods through daily practice including reading, writing, listening, and discussion. Across the semester, students will have the opportunity to make connections to trends and controversies about approaches to wellness in our own time.

### COURSE GOALS

Students will explore and analyze nineteenth-century approaches to health and wellbeing in multiple dimensions, including physical, mental, emotional, environmental, spiritual, intellectual, and creative explorations.

### EXPECTED LEARNING OUTCOMES

Explore and analyze health and wellbeing from theoretical, historical, cultural, and/or personal perspectives.

Identify, reflect on, and apply the skills needed for resiliency and wellbeing through learning about the explorations of others.

Theme: Health & Wellbeing		
Goal	Expected Learning Outcomes	Related Course Content
<b>GOAL: Students will explore and analyze health and wellbeing through attention to at least two of the nine dimensions of wellness: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, and financial.</b>	<b>Successful students are able to...</b>  <b>1.1</b> Explore and analyze health and wellbeing from theoretical, socio-economic, technological, policy, and/or personal perspectives.	<b>In this course, students will</b> ...  <b>1.1</b> Study and analyze the history of health and wellbeing through a study of literature and film, emphasizing socio-economic, technological, and personal perspectives.

	<p><b>1.2</b> Identify, reflect on, and apply the skills needed for resiliency and wellbeing.</p>	<p><b>1.2</b> Identify and consider how literature and film helps to identify strategies for well-being and better knowledge of the intersections between health and illness.</p>
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## REQUIRED CLASS MATERIALS

Hawthorne, Nathaniel. *The Blithedale Romance*. 1852. You may purchase any new or used edition, but you will also find a cheap paperback under this class number at the OSU bookstore. Other required readings will be posted on our Carmen page.

## COURSE REQUIREMENTS/GRADES

The Carmen gradebook is a spreadsheet; as such, it remains incomplete and therefore unreliable until the very end of the semester. Since it only includes the components of the class that have already been graded by any point in the term, don't rely on it as an accurate calculation of your grade until after the university grade posting deadlines (indicated later on this syllabus). Attendance, participation, and final grades will be logged in the gradebook by those deadlines.

**Attendance (10%).** See full "Attendance Policy" section for full details.

**Participation (10%).** Part of my job as classroom manager is to keep discussion balanced so that we hear from everyone, so that everyone is included, and so that particular voices do not dominate the discussion. I will randomly call on people off the roster to read us their homework answers. My course evaluations from students in the past have enthusiastically endorsed these class participation methods for encouraging lively participation by all. I'll talk about the pedagogical reasons for this approach in more detail during our first class.

**Daily quizzes (10%).** There will be a short quiz on the homework at the start of every class session. The point of the quiz is to hold you accountable for having done the homework thoroughly. The quiz questions are often directly related to the homework questions. Missed quizzes count as a zero. Quizzes may not be made up. I will drop your four lowest quiz grades.

**Class presentation on primary sources (10%).** One 10-15 minute presentation of your findings during the primary sources research unit, in which students will learn specific research methods for locating and analyzing primary sources in newspaper and periodical databases of nineteenth-century materials that address topics in nineteenth-century U.S. health and wellbeing.

**Exams (three exams; the two highest grades will count at 30% each/60% total).** Three exams are required. The format for all three exams will be the same. Students can get used to the format on exam 1 and to seek individual help if needed in order to understand how to improve on later exams.

**Optional extra-credit assignment.** Students may elect to write a 5-page paper summarizing their primary-source research findings. Full prompt and details posted to Carmen. The deadline for this assignment is our final exam period assigned by the Registrar (see end of syllabus).

## **ATTENDANCE POLICY**

**Students can miss up to four class sessions without a reduction in the attendance component of the grade.** A great deal of the analytical work in this class transpires in the classroom. For this reason, your attendance is essential.

### **Rubric for the attendance component of the grade:**

Up to four missed classes: A

Five missed classes: B

Six missed classes: C

Seven missed classes: D

**Eight or more missed classes: E for the entire course**

## **ACADEMIC MISCONDUCT**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

## **DISABILITY STATEMENT**

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. If you have not done so already, I will expect you to register with Student Life Disability Services. After registration, schedule an appointment with me to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## **GRADING**

This class employs on the OSU Standard Grade Scheme:

93 - 100 (A)

90 - 92.9 (A-)

87 - 89.9 (B+)

83 - 86.9 (B)

80 - 82.9 (B-)

77 - 79.9 (C+)  
73 - 76.9 (C)  
70 - 72.9 (C-)  
67 - 69.9 (D+)  
60 - 66.9 (D)  
Below 60 (E)

### **Week 1 Introduction and Key Terms**

**M Introduction.** Rationale, methods, syllabus review, policies, class poll.

**W Key terms.** The Carmen “key terms” handout covers some of our analytical vocabulary for the semester. We will discuss them today as a way to get started. Quiz 1.

### **Week 2 Transcendentalism**

**M Self and wellbeing.** Ralph Waldo Emerson, “Self-Reliance” (1841); Transcendentalism packet (Carmen). Quiz 2.

**W Self and nature.** Ralph Waldo Emerson, “Self-Reliance” (continued) and “Nature” (1836) Quiz 3.

### **Week 3 Transcendentalism**

**M Self and seeking.** Henry David Thoreau, selections from *Walden* (1854) and excerpts from *Letters to a Spiritual Seeker*, ed. Bradley P. Dean (Carmen). Quiz 4.

**W Self and social justice.** Thoreau, “Slavery in Massachusetts” (1854) Quiz 5.

### **Week 4 Transcendentalism**

**M Self and beyond.** Walt Whitman, “Song of Myself” (1855 edition). Quiz 6.

**W Global influences on Transcendentalism.** Walt Whitman, “Song of Myself” (1855 edition). Laura Dassow Walls, “Global Transcendentalism” (Carmen). Quiz 7.

### **Week 5 Religious practices and wellbeing**

**M New American religions.** Selected readings by Mary Baker Eddy, Ellen G. White, and other new religious leaders in the U.S. during this time in history (Carmen packet); Lydia Willsky, “The (Un)Plain Bible: New Religious Movements and Alternative Scriptures in Nineteenth-Century America” (Carmen). Quiz 8.

**W Intersections.** Religious practices and health in European, African-American, and Indigenous communities. John C. Waller, “Faith, Religion, and Medicine” (Carmen). Quiz 9.

### **Week 6**

**M Review session.** Bring all your marked-up readings and notes. I will cover exam format. We will discuss sample questions. Quiz 10.

**W Exam 1.** Covers all class content to date.

### **Week 7 Alternative communities**

M **Fourierism.** Nathaniel Hawthorne, *The Blithedale Romance* (1852); Amy Hart, “‘All is Harmony in that Department’: Religious Expressions within the Fourierist Communal Experiments of the 1840s” (Carmen). Quiz 11.

W **Fourierism.** Nathaniel Hawthorne, *The Blithedale Romance* (1852) Quiz 12.

### **Week 8 Week 7/ Primary sources research training**

M **Primary sources research training.** Bring your laptops or iPads today. Quiz 13. Homework will be posted on Carmen as usual.

W **Primary sources research training.** Bring your laptops or iPads today. Quiz 14. Homework will be posted on Carmen as usual.

### **Week 9 Popular movements**

M **Diet.** Nanami Suzuki, “Popular Health Movements and Diet Reform in Nineteenth-Century America” (Carmen). Quiz 15.

W **Spiritualism.** Readings from the Spiritualist newspaper *The Banner of Light* ([http://iapsop.com/archive/materials/banner\\_of\\_light/index.html](http://iapsop.com/archive/materials/banner_of_light/index.html)); Nina Baym, “Spiritual Science,” from *American Woman of Letters and the Nineteenth-Century Sciences* (Carmen). Quiz 16.

### **Week 10**

M **Review session.** Bring all your marked-up readings and notes. I will cover exam format. We will discuss sample questions. Quiz 17.

W **Exam 2.** While this exam will focus on the material we have covered since Exam 1, knowledge in this class is cumulative. Your answers should therefore reflect that you have learned the concepts covered to date.

### **Week 11 Social contexts for trauma and wellbeing: Civil War and aftermath**

#### **M Religious consolation and wellbeing**

Selections from Elizabeth Stuart Phelps, *The Gates Ajar* (1868); Sarah Piatt, “No Help” and “Her Blindness in Grief” (Carmen). Quiz 18. Student presentations.

#### **W Black health and black doctors**

Selections from Jim Downs, *Sick from Freedom: African-American Illness and Suffering During the Civil War and Reconstruction*; Gretchen Long, “‘I Studied and Practiced Medicine without Molestation’: African American Doctors in the First Years of Freedom,” from *Precarious Prescriptions: Contested Histories of Race and Health in North America*, eds. Laurie B. Green, John Mckiernan-González, and Martin Summers (Carmen). Quiz 19.

### **Week 12 Health, gender, and sex**



M William A. Alcott, *The Young Woman's Book of Health* (1855) and packet of selections from other health advice manuals (Carmen). Quiz 20. Student presentations.

W Anonymous, "The Man Who Thought Himself a Woman," *The Knickerbocker; or New York Monthly Magazine* (Dec. 1857); Christopher Looby, "Sexuality, History, Difficulty, Pleasure" (Carmen). Quiz 21.

### **Week 13 Nature and wellbeing/environmentalism**

M Joaquin Miller, selected poems from *Songs of the Sierras* (1871); Caroline Merchant, "Shades of Darkness: Race and Environmental History," <https://historycooperative.org/journal/shades-of-darkness-race-and-environmental-history/>. Student presentations. Quiz 22.

W Student presentations (completed) and discussion.

### **Week 14**

M **Conclusion and Review session.** Bring all your marked-up transcripts and notes. I will cover exam format; we will discuss sample questions. Quiz 23.

W **Exam 3.** While the exam will focus on the material we have covered since Exam 2, knowledge in this class is cumulative. Your exam should reflect that you have learned the concepts covered to date.

**Final exam period:** [date and time assigned by the Registrar]

This is the deadline for any students who want to hand in the optional extra-credit paper on your primary-source research. Full prompt posted to Carmen.

### **University grade posting deadlines:**

For graduating seniors [date]

For all other students [date]

# 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 seeing 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.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

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 Health & Wellbeing

**GOAL 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.).**

**ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.** 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 skills needed for resiliency and wellbeing.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*