

## 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 3362  
Course Title Death and Literature  
Transcript Abbreviation Death&Literature  
Course Description In this course students will read widely about death and dying, topics of great interest to poets, playwrights, novelists, and filmmakers from the dawn of writing to the present, connecting these topics to the concerns of philosophers, theologians, sociologists, and physicians, and to the physical, psychological, social, and cultural phenomena of the one absolute universal human experience: death.  
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 engage with the topics of death and dying as essential aspects of human life, gaining insights into myriad perspectives toward death in their own culture or in comparison with other cultures at different times and across the world.

### Content Topic List

- Funeral rites and burial customs
- Mortal remains
- Ghosts, spirits, revenants
- Dying
- Grief, mourning, consolation

### Sought Concurrence

No

## Attachments

- GE Death and Literature.docx: Proposal and Syllabus  
*(Syllabus. Owner: Lowry, Debra Susan)*
- GE Submission Form, Death and Literature, English 3362.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 02:02 PM)*
- Since this course will be an elective in the major, please upload updated curriculum map for the major. *(I checked off ATI as well.) (by Vankeerbergen, Bernadette Chantal on 03/16/2021 05:18 PM)*

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry, Debra Susan	03/16/2021 03:08 PM	Submitted for Approval
Approved	Winstead, Karen Anne	03/16/2021 03:14 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	03/16/2021 05:19 PM	College Approval
Submitted	Lowry, Debra Susan	03/19/2021 02:03 PM	Submitted for Approval
Approved	Lowry, Debra Susan	03/19/2021 02:03 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/06/2021 09:20 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	04/06/2021 09:20 PM	ASCCAO Approval

## Death and Literature

### Rationale:

According to the old joke, nothing in this world is certain except death and taxes, and as Donald Trump has recently shown, even taxes may be avoidable. For the entire history of humanity, the death rate has remained steady at 100%. The ways in which people die, of course, are incredibly diverse, as have been the attitudes toward death, the treatment of the dying, the rites of passage and rituals and ceremonies by means of which individuals, families, and societies cope with death and the dead, and the array of beliefs about what, if anything, awaits humans beyond death. This course is designed to engage students with important aspects of this topic, either in our own culture or in comparison with other cultures at different times and across the world. The means of this engagement is literature, language, media, and other cultural forms, though there will also be some reading in relevant fields like psychology, sociology, medical humanities, religion, and cultural history. The sample syllabus is broad-ranging and designed to demonstrate the range of possible topics this course might address, but there are many, many others: suicide, euthanasia, the personification of Death, ritual practices, coping and continuing (life after grief?), disease and contagion, love and death, last words and the good death, death and humor, memorials and markers, how we talk about death and dying (i.e., rhetoric), as well as these or other aspects of the topic in focused periods or areas like the U.S. Civil War, WWI, the AIDS epidemic, the Black Death, East vs. West, death and the anthropocene (how do animals treat their dead?), death in movies, videogames, or digital media, or popular culture, death in different religious traditions (Catholic and Protestant; Christian, Jewish, and Muslim; Buddhism and Hinduism, etc.). The course will be of interest to students in any area of English, as well as other departments in the arts and humanities, as well as in medical humanities and medicine itself. Faculty who would be interested in offering this course include David Adams, Sara Crosby, Kate Denton, Ethan Knapp, Molly Farrell, Jared Gardner, Kathan Fagan Grandinetti, Hannibal Hamlin, Norman Jones, Brian McHale, Jim Phelan, Jessica Prinz, Zoe Brigley Thompson, Karen Winstead. The course can be taught in person or online, and we include syllabi representing both modes of instruction.

This course meets the Expected Learning Outcomes for the GE Health and Wellbeing Theme:

Theme: Health & Wellbeing	
Goal	Expected Learning Outcomes
<b>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.)</b>	<b>Successful students are able to...</b> 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.
	1.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing.

# Death and Literature

English 3362  
Death  
Autumn 2020: WF 2:20 - 3:40

Professor: Hannibal Hamlin  
E-mail: hamlin.22@osu.edu  
Office: Denney 501  
Office hours: tba

## Objectives:

In recent decades there has been increasing interest in what has been called the “Medical Humanities,” focusing on what can be learned about various essential aspects of human life by bringing together the expertise of scientists and medical practitioners with scholars of literature, history, philosophy and other Humanities disciplines. One area of particular interest for this interdisciplinary study is the end of life: death, dying, and the many physical, psychological, social, and cultural phenomena connected to them. This course approaches these topics from the literary perspective, addressing one of the topics of greatest interest to poets, playwrights, novelists, and filmmakers from the dawn of writing to the present: death. Death is the one absolute universal human experience. Since humans first came into existence, coming down from the trees or evolving from earlier primates, the human death rate has remained steady at 100%. Sooner or later, one way or another, we all die. How we have come to terms with this fact (or not) has varied considerably, from time to time, and culture to culture. We have developed different funeral and mourning rites as well as different ways of disposing of dead bodies. We have different beliefs about what happens, if anything, to us after death. Some believe in eternal life, whether in heaven, hell, nirvana, sheol, gehenna, tartarus, the Elysian fields, or the bardo. Some believe we can return from the dead, as ghosts or spirits, or that we can thwart death as vampires, zombies, or through scientific means as cyborgs or genetically altered eternalists. Literature has always provided a fertile ground for cultivating such beliefs. Literature has also explored the undeniable realities surrounding death, including pain and suffering, grief and consolation, struggles with disease, accidents, and aging. In this course, we will read widely in literature about death and dying, addressing literary issues as well as, wherever possible, connecting these to the concerns of philosophers, theologians, sociologists, physicians, and also using insights from these fields to inform our literary studies.

## Texts:

Evelyn Waugh, *The Loved One* (Back Bay Books)  
Alison Bechdel, *Fun Home* (Mariner Books)  
Joe Orton, *Loot* (Bloomsbury)  
Tony Harrison, *V.* (Bloodaxe)  
Jim Crace, *Being Dead* (Picador)  
Margaret Edson, *Wit* (Faber & Faber)  
William Faulkner, *As I Lay Dying* (Vintage)

George Saunders, *Lincoln in the Bardo* (Random House)

All other materials will be made available on Carmen.

**Method of Presentation:**

As far as possible, the course will be a seminar discussion. Obviously, this will depend on your participation. I will revert to lecture mode when absolutely necessary.

**Course requirements:**

Participation in class discussion and activities	15%
Reading Quizzes	15%
Two Essays	40%
Final Exam	30%

Attendance is essential to your participation grade. If you miss more than two classes without a clear and acceptable excuse, your course grade will suffer. Since the midterm and final are based largely on what we discuss in class, absenteeism will jeopardize those grades as well. However, while your absence can lead to a failing grade, your presence is not enough to get you the participation mark. You need not be an extrovert, but keep up with the reading, and come prepared to ask and respond to questions.

The exam will cover the entire course and consist of short identifications, several brief analyses of short passages, and a comparative essay.

Late work without an acceptable excuse will be penalized at the rate of one letter grade (i.e., B+ to B) per day.

**IMPORTANT NOTE: Plagiarism is the representation of another’s works or ideas as one’s own. It includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on 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](#).”

**FURTHER WORD TO THE WISE: Given the resources available on the internet and the ease with which one can cut and paste, plagiarism has become simpler than ever. However, these resources make it simpler still for professors to track down suspected cases.**

“Students with documented disabilities who have registered with the **Office of Student Life Disability Services** will be appropriately accommodated and should inform the instructor as soon as possible of their needs. SLDS is located in 098 Baker Hall, 113 W. 12th Ave; Tel.: [614-292-3307](tel:614-292-3307); VRS: [614-429-1334](tel:614-429-1334); Email: [slds@osu.edu](mailto:slds@osu.edu); Web: [slds.osu.edu](http://slds.osu.edu).”

This course satisfies the Health and Wellbeing Theme

## SCHEDULE

### Week 1

Wed., Aug. 26 Introduction  
Fri., Aug. 28 Nigel Barley, *Grave Matters: A Lively History of Death around the World*  
(selections)  
Atul Gawande, *Being Mortal: Medicine and What Matters in the End*  
(selections)

## FUNERAL RITES AND BURIAL CUSTOMS

### Week 2

Wed., Sept. 2 Thomas Lynch, *The Undertaking: Life Studies from the Dismal Trade*  
(chap. 1)  
Jessica Mitford, *The American Way of Death* (selections)  
Recommended: Caitlin Dougherty, *From Here to Eternity: Traveling the  
World to Find the Good Death*  
-----, *Smoke Gets in Your Eyes: And Other Lessons from the  
Crematory*)  
Fri., Sept. 4 Evelyn Waugh, *The Loved One: An Anglo-American Tragedy*  
(novel, and Tony Richardson film)

### Week 3

Wed., Sept. 9 Alison Bechdel, *Fun Home: A Family Tragicomic* (graphic novel)  
Fri., Sept. 11 Joe Orton, *Loot* (play, and Silvio Narizzano film)

### Week 4

Wed., Sept. 16 Obituaries and Epitaphs  
William McDonald, ed., *The New York Times Book of the Dead* (sels.)  
Samuel Fanous, ed., *Epitaphs: A Dying Art* (sels.)  
Fri., Sept. 18 Images and sels. from Paul Koudounaris, *The Empire of Death: A  
Cultural  
History of Ossuaries and Charnelhouses*

### Week 5

Wed., Sept. 23 Robert Blair, “The Grave” (and William Blake illustrations)

Thomas Grey, "Elegy in a Country Churchyard"  
Henry Wadsworth Longfellow, "The Jewish Cemetery at Newport"  
Sylvia Townsend Warner, "Graveyard in Norfolk"

Fri., Sept. 25 Tony Harrison, *V.* (long poem)

## **BODIES**

### **Week 6**

Wed., Sept. 30 Eric T. Olson, "The Person and the Corpse," in Ben Bradley et al, eds.,  
*The Oxford Handbook of Philosophy of Death*  
Mary Roach, *Stiff: The Curious Lives of Human Cadavers* (sels.)  
Jeffrey P. Bishop, "When is somebody just some body? Ethics as first  
philosophy and the brain death debate," *Theoretical Medicine  
and Bioethics* 40 (2019): 419-36  
Recommended: Thomas W. Laqueur, *The Work of the Dead: A Cultural  
History of Mortal Remains*

Fri., Oct. 2 Raymond Carver, "So Much Water, So Close to Home" (story)

### **Week 7**

Wed., Oct. 7 Corpse Poems:  
Thomas Hardy, "Voice from Things Growing in a Churchyard";  
(song setting by Gerald Finzi); "Ah, Are You Digging on My  
Grave?"  
Emily Dickinson, "Do People Moulder Equally?"; "Bring Me the Sunset  
in a Cup"; "Twas just this time last year I died"; "The grave my  
little cottage is"; "I am alive—I guess"  
Geoffrey Grigson, "A Sandy Burial"; "Epitaph"  
Langston Hughes, "Ballads of Lenin"  
Richard Wright, "Between the World and Me"  
Randall Jarrell, "The Death of the Ball Turret Gunner"; "Losses"  
Roy Fuller, "Ghost Voice"  
Sylvia Plath, "Lady Lazarus"

Fri., Oct. 9 Jim Crace, *Being Dead* (novel)

## **GHOSTS, SPIRITS, REVENANTS**

### **Week 8**

Wed., Oct. 14 Alejandro Amenábar, *The Others* (film)

**ESSAY ONE DUE**

Fri., Oct. 16 **AUTUMN BREAK – NO CLASS**

### **Week 9**

- Wed., Oct. 21 Ghost stories:  
M.R. James, "O Whistle and I'll Come to You My Lad"  
W.W. Jacobs, "The Monkey's Paw"
- Fri., Oct. 23 David Lowery, *A Ghost Story* (film)  
Jeremy Wisnewski, "Is Immortal Life Worth Living?" *International Journal for Philosophy of Religion* 58 (2005): 27-36

## DYING

### Week 10

- Wed., Oct. 28 "The Discursive Turn," from Jeffrey P. Bishop, *The Anticipatory Corpse: Medicine, Power, and the Care of the Dying*
- Fri., Oct. 30 Margaret Edson, *Wit* (play)

### Week 11

- Wed., Nov. 4 William Faulkner, *As I Lay Dying* (novel)
- Fri., Nov. 6 *As I Lay Dying*

## GRIEF, MOURNING, CONSOLATION

### Week 12

- Wed., Nov. 11 **VETERAN'S DAY - NO CLASS**
- Fri., Nov. 13 Elegy:

Gilgamesh's lament for Enkidu (*Gilgamesh*)  
David's lament for Absalom (2 Samuel)  
Henry King, "Exequy"  
Walt Whitman, "When Lilacs Last in the Dooryard Bloomed"  
W.H. Auden, "In Memory of W.B. Yeats"; "Funeral Blues"  
Denise Riley, "A Part Song"  
David Sutton, "Not to be Born"  
Wilfred Owen, "Anthem for Doomed Youth"

### Week 13

- Wed., Nov. 18 Raymond Carver, "A Small Good Thing" (story)  
Françoise Dastur, "Mourning as the Origin of Humanity," *Mosaic* 48.3 (2015): 1-13
- Fri., Nov. 20 Anthony Minghella, *Truly, Madly, Deeply* (film)

### Week 14

- Wed., Nov. 25 **THANKSGIVING - NO CLASS**
- Fri., Nov. 27 **INDIGENOUS PEOPLE'S/COLUMBUS DAY - NO CLASS**

### Week 15

- Wed., Dec. 2 George Saunders, *Lincoln in the Bardo* (novel)
- Fri., Dec. 4 *Lincoln in the Bardo*



## Week 16

Wed., Dec. 9

Conclusions

ESSAY TWO DUE

### Final Exam:

tba

### Further Reading:

The bibliography on death, dying, and related topics is massive, but here are some useful places to start.

Ariès, Philippe, *The Hour of Our Death*, trans. Helen Weaver (New York: Oxford UP, 1991)

Becker, Ernest, *The Denial of Death* (New York: The Free Press, 1973)

Blanco, Maria-Jose, and Ricarda Vical, eds., *The Power of Death: Contemporary Reflections on Death in Western Society* (New York: Berghahn Books, 2014)

Bradbury, Mary, *Representations of Death: A Social Psychological Perspective* (London: Routledge, 1999)

Davies, Douglas J., and Chang-Won Park, eds., *Emotion, Identity, and Death: Mortality Across Disciplines* (Burlington: Ashgate, 2012)

Ebenstein, Joanna, and Will Self, *Death: A Graveside Companion* (London: Thames & Hudson, 2017)

Elias, Norbert, *The Loneliness of Dying* (London: Bloomsbury Publishing, 2001)

Enright, D.J., *The Oxford Book of Death* (Oxford: Oxford UP, 1983)

Farrell, James J., *Inventing the American Way of Death, 1830-1920* (Philadelphia: Temple UP, 1980)

Gawande, Atul, *Being Mortal: Medicine and What Matters in the End* (New York: Picador, 2014)

Gilbert, Sandra M., *Death's Door: Modern Dying and the Way We Grieve* (New York: Norton, 2006)

Harrison, Robert Pogue, *The Dominion of the Dead* (Chicago and London: U Chicago P, 2003)

Huntington, Richard, and Peter Metcalf, *Celebrations of Death: The Anthropology of Mortuary Ritual* (Cambridge: Cambridge UP, 1979)

Jupp, Peter C., and Glennys Howarth, eds., *The Changing Face of Death: Historical Accounts of Death and Disposal* (New York: St. Martin's Press, 1997)

Kellehar, Allan, *A Social History of Dying* (Cambridge: Cambridge UP, 2007)

Khapaeva, Dina, *The Celebration of Death in Contemporary Culture* (Ann Arbor: U Michigan P, 2017)

Kübler-Ross, Elisabeth, M.D., *On Death and Dying* (New York: Macmillan, 1969)

Van Brussel, Leen, and Nico Carpentier, eds., *The Social Construction of Death: Interdisciplinary Perspectives* (London: Palgrave, 2014)

Verdery, Katherine, *The Political Lives of Dead Bodies: Reburial and Postsocialist Change* (New York: Columbia UP, 1999)

## **Selected Resources:**

*MLA Handbook for Writers of Research Papers*, 7<sup>th</sup> ed. (New York, 2009).

This defines the standard format for essays in literary criticism, including some comments on style as well as more extensive material on layout, notes, and bibliography. You can also find MLA info at the Purdue Online Writing Lab (OWL)

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html)

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*The Oxford English Dictionary*

The one absolutely essential reference work for the study of English literature, especially Pre-1900. The OED is available online, with various search functions, through the OSU Libraries website. <http://dictionary.oed.com.proxy.lib.ohio-state.edu/entrance.dtl>

(There are other online dictionaries, largely inadequate.)

## **Other Important Information:**

### **Copyright Disclaimer**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

### **Trigger Warning**

This course may include topics that may cause distress to students who are coping with trauma (for example, suicidal thoughts). If you feel concerned about how the assigned texts may affect your mental health, please let me and/or your recitation leader know. Counseling and Consultation services can be reached at 614-292-5766.

### **Statement on Title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> ([Links to an external site.](#)) or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## **Disability statement**

Students with documented disabilities who have registered with the **Office of Student Life Disability Services** will be

appropriately accommodated and should inform the instructor as soon as possible of their needs. SLDS is located in 098 Baker Hall, 113 W. 12th Ave; Tel.: 614-292-3307; VRS: 614-429-1334; Email:

[slds@osu.edu](mailto:slds@osu.edu) ([Links to an external site.](#))

### **Additional resources**

#### **The Writing Center**

The Writing Center provides professional writing tutoring and consultation for students at no additional cost. Make an appointment for an in-person or online through [cstw.osu.edu/writing-center](http://cstw.osu.edu/writing-center) ([Links to an external site.](#)) or by calling 614-688-4291. The satellite locations around campus offer short walk-in sessions, no appointment necessary. Writing tutors can offer constructive feedback at any stage of the writing process, from formulating ideas to revising drafts.

#### **Student Advocacy Center**

The Student Advocacy Center is here "to empower students to overcome obstacles to their growth both inside and outside the classroom, and to help them maximize their educational experience while pursuing their degrees at The Ohio State University." Should you experience a personal, family, or medical crisis that affects your ability to attend class or complete your work, please inform me and consider contacting Student Advocacy. The information you give to this office is protected under the Federal Educational Rights and Privacy Act. Student Advocacy: 1120 Lincoln Tower (Monday through Friday, 8:00 a.m. – 5:00 p.m.); 614-292-1111; [advocacy@osu.edu](mailto:advocacy@osu.edu); <http://studentlife.osu.edu/advocacy/> ([Links to an external site.](#)).

#### **Counseling and Consultation Services**

If you feel overwhelmed with coursework and/or life outside the classroom, or if you simply want to enjoy this time more, consider scheduling an appointment with someone at Counseling and Consultation Services by calling 614-292-5766.

#### **Veteran Learning Community**

Student veterans should get in touch with the Veterans Learning Community to access various resources available to them: <http://cfs.osu.edu/veteranslc/resources> ([Links to an external site.](#)). The Writing Center, for example, sets additional tutoring time aside exclusively for student veterans.



# 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 [ English 3362 ]

## 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)*