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## 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 3395  
Course Title Literature and Leadership  
Transcript Abbreviation LitandLeadershp  
Course Description In this course students consider leadership as a component of national citizenship and literature as a mode of exploring and analyzing a range of perspectives on leadership. The course will encourage students to think about how responses to power are mediated by race, gender, and class and how literary study can help them reflect on and articulate their own leadership strengths and aspirations.  
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 English 1110  
Exclusions  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

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

## Requirement/Elective Designation

Citizenship for a Diverse and Just World

## Course Details

### Course goals or learning objectives/outcomes

- Students learn how literature provides understanding of leadership as a form both of service and power, how responses to that authority are mediated by race, gender, class, among other factors, and the impact of leaders on families and communities.

### Content Topic List

- Representing Leadership in Literature
  - The Poet as Leader
  - Character and Leadership
  - Character and Leadership: Management
  - Character and Leadership: Vision and Dream
  - Character and Leadership: Charisma
  - Translational Leadership in Practice
  - Leadership in Practice: Literary scholars as leaders
- Yes

### Sought Concurrence

## Attachments

- Lit and leadership revised 3.18.21[24].docx: Proposal and Syllabus  
*(Syllabus. Owner: Lowry, Debra Susan)*
- GE Submission Form, Citizenship, English 3395, Literature and Leadership.pdf: GE Submission Form, Citizenship  
*(Other Supporting Documentation. Owner: Lowry, Debra Susan)*
- OAA Concurrence, English 3395.docx: Concurrence  
*(Concurrence. Owner: Lowry, Debra Susan)*
- Lit and leadership revised per ASC contingencies\_.docx: Proposal and Revised Syllabus  
*(Syllabus. Owner: Lowry, Debra Susan)*

## Comments

- Please see Panel feedback email sent 05/03/21. *(by Hilty, Michael on 05/03/2021 01:30 PM)*
- Randy Smith of OAA reviewed this syllabus and expressed no concerns, providing concurrence via e-mail (attached). *(by Lowry, Debra Susan on 04/08/2021 12:50 PM)*
- Please see excerpt of OAA curriculum handbook:

Consult with the Office of Academic Affairs on any courses that include leadership and leadership development before submitting the course request electronically. *(by Vankeerbergen, Bernadette Chantal on 04/01/2021 06:15 PM)*

**COURSE REQUEST**  
3395 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
06/19/2021

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Lowry, Debra Susan	03/31/2021 05:31 PM	Submitted for Approval
Approved	Winstead, Karen Anne	03/31/2021 06:09 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	04/01/2021 06:15 PM	College Approval
Submitted	Lowry, Debra Susan	04/08/2021 12:51 PM	Submitted for Approval
Approved	Lowry, Debra Susan	04/08/2021 12:51 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/13/2021 04:31 PM	College Approval
Revision Requested	Hilty, Michael	05/03/2021 01:30 PM	ASCCAO Approval
Submitted	Lowry, Debra Susan	05/10/2021 12:17 PM	Submitted for Approval
Approved	Lowry, Debra Susan	05/10/2021 12:17 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	06/19/2021 04:12 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal	06/19/2021 04:12 PM	ASCCAO Approval

## **English 3395: Literature and Leadership**

### **Rationale for new course:**

According to a recent [survey](#) by the National Association of College and Employers (NACE), 55.9% of employers consider “leadership” an essential career readiness competency, but report that only 32.2% of the graduates they hire are proficient in this competency (Fig. 44). In recent years, Ohio State has worked to address this competency both through experiential learning and curricular offerings. For example, the STEP program has identified leadership as one of its [“signature project” areas](#), and the College of Food, Agricultural, and Environmental Sciences coordinates an interdisciplinary [leadership studies minor](#). This minor includes courses offered by six arts and sciences departments (communication, economics, philosophy, political science, psychology, sociology). A gap in Ohio State’s curricular offerings in this area, within the English department and within the university, is the study of leadership through literature.

The proposed course will address this gap. Using literary texts in multiple genres as its object of study, it helps students grasp the various ways in which leaders and leadership are represented through character, theme, and figurative language. It focuses on both negative and positive examples, with a particular interest in how responses to power are mediated by race, gender, class, among other factors. The course also provides case studies of how literature is used in non-academic settings to reflect on leadership as well as of literary scholars who have become academic leaders. It demonstrates that practicing literary analysis can be beneficial to a leader, particularly in terms of learning to anticipate and account for multiple points of view.

This course also aligns with the General Education category “Citizenship for a Just and Diverse World.” The course emphasizes an awareness of diverse approaches to leadership and the need for social justice through their representation in literary texts; developing arguments through close analysis; and writing critically and persuasively.

Current tenured faculty interested in teaching the course are Susan Williams, Andrea Williams, Norman Jones, and Simone Drake. In addition to being literary scholars, all four of these faculty have also had significant leadership experience as vice provost for academic policy and faculty resources, ASC vice dean, and English chair; director of the Women’s Place; dean and director of OSU-Mansfield; and AAAS chair and director of the AAAS Community Extension Center.

## English 3395: Literature and Leadership (3 credit hours)

Fall 2022

W and F, 12:45 pm-2:05 pm, Denney Hall 245

Professor Susan Williams

Office Hours: R 1:00-3:00 p.m.

and by appointment

Denney Hall 544

614-688-2341 (o)

[williams.488@osu.edu](mailto:williams.488@osu.edu); <http://carmen.osu.edu>

**Course description:** This lecture course will consider leadership as a component of national citizenship and literature as a mode of exploring and analyzing a range of perspectives on leadership. We will examine literary texts that represent, construct, and respond to various models of leadership and will use these texts to apply the knowledge, skills and dispositions that constitute citizenship. We will read works of poetry, fiction and drama in order to understand how different literary genres explore leadership at both the individual and the cultural level, with a focus on the relationship between leadership and social justice. We 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 within the US. The course will also encourage students to think about how literary study can help them reflect on and articulate their own leadership strengths and aspirations.

**Credit hours and work expectations:** This is a three-credit hour, graded course that meets twice a week for one hour and twenty minutes. According to [Ohio State rules](#), one credit hour translates to three hours per week of the average student's time. In this course, students should expect three hours per week spent on direct instruction (class sessions, instructor content, and Carmen activities, for example) and up to six additional hours completing reading and assignments, as outlined below.

Theme: Citizenship for a Just and Diverse World		
Goals	Expected Learning Outcomes	Related Course Content
<b>GOAL 1: <u>Citizenship</u>:</b> <b>Successful students will explore and analyze a range of perspectives on citizenship, across local, national, and global, and apply the knowledge, skills, and dispositions that constitute it.</b>	<b>Successful students are able to ...</b>  <b>1.1</b> Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, global, and/or historical communities.	<b>In this course, students will</b>  Study poetry, fiction and drama that considers leadership from a variety of historical and cultural perspectives
	<b>1.2</b> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	Explore and reflect on how literature has been used in shaping public policy and by leaders in higher education and corporate settings

<b>GOAL 2: Just and Diverse World: 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.</b>	<b>2.1</b> Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and a variety of lived experiences.	Consider how diverse literary accounts of leadership represent the impact of leaders on families and communities across a variety of lived experiences
	<b>2.2</b> 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.	Consider literary accounts of "servant" and "charismatic" leadership, with a particular emphasis on the social change of the Civil Rights era

**Specific Course Goals:** Successful students will:

- Engage in an advanced, in-depth scholarly exploration of the ways in which literary texts in multiple genres and from a variety of historical and cultural perspectives represent leaders and leadership through character, theme, and figurative language
- Appreciate how literature provides an avenue for understanding leadership as a form both of service and of power, and how responses to that authority are mediated by race, gender, class, among other factors. Students will specifically consider literary accounts of "servant" and "charismatic" leadership, with a particular emphasis on the social change of the Civil Rights era.
- Engage in critical and logical thinking to connect literary texts to contemporary debates about definitions of successful leaders and to identify, describe, and synthesize other disciplinary approaches or individual experiences as they apply to the topic of leadership as a component of citizenship.
- Consider how diverse literary accounts of leadership represent the impact of leaders on families and communities across a variety of lived experiences.
- Describe and reflect on the transferable critical thinking skills that come from connecting literature and leadership. This will enable students to demonstrate a developing sense of self as a learner through reflection, building on prior experiences to respond to an understanding of leadership through the lens of literature.

**Texts:**

Arthur Miller, *Death of a Salesman* (Drama Play) (ISBN 9780822202905)

Toni Morrison, *Love* (Vintage) (ISBN 9781400078479)

Readings on Carmen (marked by \*)

**Schedule of Readings and Due Dates:**

**Introduction: Representing Leadership in Literature**

Class 1 (W): \*Wallace Stevens, "The Snow Man"; \*Langston Hughes, "Dreams"

Class 2 (F) \*George Orwell, "Shooting an Elephant"; \*Drew Gilpin Faust, ["To Be 'A Speaker of Words and a Doer of Deeds:' Literature and Leadership."](#)

### **The Poet as Leader**

Class 3 (W): Poet as prophet: \*Ralph Waldo Emerson, “The Poet”

Class 4 (F): Mapping leadership and gender: \*Robert Frost, “The Road Not Taken”; \*Adrienne Rich, “Dreamwood”

Class 5 (W): Poet as servant: \*Robert Frost, “The Oven Bird”; “Directive”; \*Robert Greenleaf, “The Inward Journey” (discussion of “Directive” in ch. XI of *Servant Leadership*)

Class 6 (F): Project 1 due: Contribution to class composite bibliography of poems about leadership

### **Character and Leadership 1: “The Novel Responsibility of Command”**

Class 7 (W): \*Joseph Conrad, “The Secret Sharer”

Class 8 (F): Applying Conrad to Executive Leadership: \*Joseph Badaracco, Ch. 5 of *Questions of Character: Illuminating the Heart of Leadership Through Literature*

### **Character and Leadership 2: Management**

Class 9 (W): \*Herman Melville, “Bartleby the Scrivener”

Class 10 (F): \*Melville, “Bartleby the Scrivener,” concluded; Reading Quiz 1

### **Character and Leadership 2: Vision and Dream**

Class 11 (W): Arthur Miller, *Death of a Salesman*

Class 12 (F): *Death of a Salesman*, continued; Reading Quiz 2

Class 13: (W): *Death of a Salesman* on stage (clips from Broadway Theatre Archive production)

Class 14: (F): *Death of a Salesman* on stage, concluded

### **Character and Leadership 3: Charisma**

Class 15 (W): \*Erica Edwards, “Restaging the Charismatic Scenario: Fictions of African American Leadership” (Ch. 1 of *Charisma and the Fictions of Black Leadership*)

Fall Break

Class 16 (W): Toni Morrison, *Love*

Class 17: (F): *Love*, continued

Class 18 (W): *Love*, continued

Class 19: (F) *Love*, concluded. Reading Quiz 3.

### **Translational Leadership in Practice 1: Reader Response**

Class 20 (W): \*Roland Barthes, “The Death of the Author”; \*Excerpt from Maureen Chiquet, *Beyond the Label: Women, Leadership, and Success on Our Own Terms* (pp. 26-41—discussion of Barthes’ essay in connection with her role as CEO of Chanel)

Class 21 (F): Workshop: Using Literary Examples to Illuminate Career Readiness Competencies (Guest: representative from ASC Center for Career and Professional Success). Background reading: “[The Most Important Leadership Competencies According to Leaders Around the World](#)” from *Harvard Business Review*

Class 22 (W): Common Readings in Corporate and Higher Education Settings. \*Clare Proctor, “Some of Region’s Universities Drop Common Reading Lists,” *Columbus Dispatch* (June 22, 2019); \*Meagan Frank, [The CEO Book Club](#): Why and What They Read”

Class 23 (F): Interdisciplinary Case Study: Using Literature to Inform Public Policy. \*Nathaniel Hawthorne, “The Birth Mark”

Class 24 (W): Case Study continued: \*[Transcript](#) of “Science and the Pursuit of Perfection,” discussion of “The Birth Mark” in the meeting of the President’s Council on Bioethics, January 2, 2002.

Class 25: (F): Project due: Common Book choices at U.S. universities

\*\*\*\*Thanksgiving Break\*\*\*\*

### **Leadership in Practice 2: Literary scholars as leaders**

Class 26 (W): \*William Chace (modern British literature scholar; President of Wesleyan and Emory Universities), “The Discipline of Literature,” “Exchanging Reflection for Action,” and “The Puzzle of Leadership,” from *One Hundred Semesters: My Adventures as Student, Professor, and University President, and What I Learned Along the Way*

Class 27 (F): Guest lecture: Valerie Lee. \*Valerie Lee (African American literature scholar; former Vice President and Vice Provost at Ohio State), \*”Pearl was shittin’ worms and I was supposed to play rang-around-the-rosie?”: An African American Woman’s Response to the Politics of Labor” in *Over Ten Million Served: Gendered Service in Language and Literature Workplaces*, ed. Michelle A. Massé and Katie J. Hogan

### **Conclusions and Takeaways**

Class 28 (W): \*Atul Gawande, “[Personal Best](#)” (from *The New Yorker*, 2011)

Exam week: Final papers due



### Assignments:

- Attendance and participation in class discussions, workshops, and activities. More than two unexcused absences will reduce your participation grade by one whole letter grade (see “Attendance” under Additional Information below)
- Reading quizzes (3 across the semester—see listing in schedule above; each worth 10% of final grade). These quizzes will be administered in class and will test your comprehension of three key texts: Melville’s “Bartleby the Scrivener”; Miller’s *Death of a Salesman*; and Morrison’s *Love*. Each 30-minute quiz will assess your comprehension of the readings through 5 short answer questions about character, setting and plot (fill-in-the-blank; multiple choice and true/false) and ask you to write a commentary on one passage from each text. This commentary will ask you to 1) describe a key image, concept, or idea about leadership within the passage; and 2) to connect that image, concept or idea to at least one other aspect of the text. We will practice these close readings as a group in class before each quiz. You will have a choice of 3 passages. The short answers will be worth 50% of the grade and the commentary will be worth 50%.
- Two brief research projects, due in Class 6 and in Class 25
  - Research project #1 (Class 6): (10% of final grade) Contribution to class composite bibliography of poems about leadership. This project will expand on our class poetry readings and has three components: 1) identify a poem that you think speaks to the topic of leadership, using your own reading, an internet search, or the [American and English Literature poetry databases](#) through the OSU Libraries; 2) provide a link to the poem on the collaborative class Carmen page for this assignment; and 3) write a 4-5 sentence annotation explaining why you chose the poem and what aspect of leadership you think the poem touches on
  - Research project #2 (Class 25): (10% of final grade) Trends in common book readings in universities. Corporate, governmental and educational institutions frequently assign common books as a component of leadership retreats, community building, and exploration of shared values. [A 2017 study found that 40% of colleges and universities](#) incorporate a common reading program into their orientations of new students, though OSU has in recent years discontinued this program on the Columbus campus. (Some regional campuses have continued the practice.) For this project, you will investigate the book choices of two colleges or universities and then write a 1-2 double-spaced page summary of your findings. This summary will include: 1) a brief description of each book, based on publishers’ descriptions or on-line information provided by the school; 2) a summary of the values/topics/shared understandings that seem to underlie the choice of the book, based on your research (including information about public programming associated with the book); and 3) a paragraph providing your assessment of why you would or would not recommend that Ohio State resintitute its practice of a common reading for first year students.

- A 5-8 page final paper. For this paper, you will choose one of the literary texts we have discussed in class and write a paper that describes how you would lead a discussion of that text in a student-run book club or other community, corporate or school group focused on leadership development. (If you choose a poem, you can draw from those included in our class composite bibliography as well as from those assigned on the syllabus). This paper will contain three parts: 1) an overview of the main topics you would include in leading this discussion and why you would choose them; 2) a detailed plan of a 2-3 questions you would ask and specific passages you would point to in leading the discussion; and 3) a reflection on how the reading does or does not intersect with your understanding of your own values, interests, and skills as a leader.

### **Grading:**

- Attendance and participation: 20%
- Quizzes: 30%
- Projects: 20%
- Final paper: 30%

### **Additional Information:**

**Attendance:** We will use class time to discuss the readings, gain context, test out and advance ideas, and practice close reading skills. I expect students to attend class sessions, to be on time, and to be attentive in class. This includes using technology to advance your learning but not in a way that is [distracting to your fellow students](#).

In general, I will excuse absences for illness with a doctor's note or other form of official documentation, and I will excuse one-time conflicts if you contact me in advance of class. Please notify me of absences due to religious observance or university activities as soon as you can. More than two unexcused absences will lower your participation grade by one whole letter grade. *More than six unexcused absences will lead to failure of the course.*

**Discussions:** In our structured and unstructured discussions, we will explore some challenging, high-stakes issues and increase our understandings of different perspectives. Our conversations may not always be easy, and sometimes we will need patience or courage, among other qualities, to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others as we deepen our understandings of multiple perspectives.

**Class Cancellation Guidelines:** In the unlikely event of class cancellation due to emergency, I will contact you via e-mail and request that classroom services place a note on the door of our classroom to indicate class has been cancelled. In addition, I will contact you by e-mail and through Carmen announcements as soon as possible following the cancellation to let you know what will be expected of you for our next class.

**Plagiarism and 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](#).

**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: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

**Counseling and consultation 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. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. 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 Counseling and Consultation Services (CCS) by visiting [ccs.osu.edu](http://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 Prevention Hotline at 1-(800)-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

**Title IX:** All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix.osu.edu](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator, Kellie Brennan,

at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](http://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

**Copyright:** 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.

# 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)

**RE: Proposal for New GE Course, English 3559 Literature and Leadership**

Reed, Katie <[reed.901@osu.edu](mailto:reed.901@osu.edu)>

Thu 4/8/2021 12:35 PM

**To:**

Lowry, Debra <[lowry.40@osu.edu](mailto:lowry.40@osu.edu)>

Deb,

Randy reviewed the syllabus and he has no concerns.

Please let me know if you need anything else.

Thanks,  
Katie

**From:** Lowry, Debra <[lowry.40@osu.edu](mailto:lowry.40@osu.edu)>

Sent: Friday, April 2, 2021 12:32 PM

To: Smith, Randy <[smith.70@osu.edu](mailto:smith.70@osu.edu)>

Cc: Reed, Katie <[reed.901@osu.edu](mailto:reed.901@osu.edu)>

Subject: Proposal for New GE Course, English 3559 Literature and Leadership

Hello Randy,

Susan Williams has proposed the attached course for the new GE and I've been made aware that review and concurrence from OAA is required for courses dealing with Leadership. May I ask you to review the course syllabus and GE Submission Form and provide feedback or approval so that we may move forward with submission?

Many thanks,

Deb



Debra Lowry

Associate Director, Curriculum & Assessment

Department of English

The Ohio State University

441 Denney Hall

167 West Annie & John Glenn Avenue

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