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	3369
Course Title	Technology, Digital Culture, & Narratives of Wellness
Transcript Abbreviation	TechDigCul&Wellnes
Course Description	This course examines how digital technologies promote (or fail to promote) health and wellbeing though their storytelling and communication frameworks, considering the role of cultural phenomena like films, comic books, webisodes, twitter fiction, social media, iPhone, digital narrative platforms and the indefatigable use of modern social technologies in the search for happiness 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 and interpret major forms of human ideas, literature, film, social

  media, pop culture, and learn to evaluate how literature, pop culture, and social media influence ideas, behavior,

  perceptions of reality, and modes of existing.

Content Topic List
- Millennial Pop Culture
- Critical Examination of Digital Culture
- Positive Emotions & Prototype Narratives
- Social Connections and Safe Spaces
- Social Mirrors & the Self
- Adversities, Altruism and Friendship
- iGen Stress Culture

Sought Concurrence
Yes

Attachments

- English 3369 - Technology, Digital Culture, and Narratives of Wellness.pdf: Proposal and Syllabus

  (Syllabus. Owner: Lowry,Debra Susan)
- GE Submission Form, Health and Wellness, English 3369.pdf: GE Submission Form

  (Other Supporting Documentation. Owner: Lowry,Debra Susan)
- Concurrence from Comp Studies for English 3369.docx: Concurrence

  (Concurrence. Owner: Lowry,Debra Susan)

Comments

- Please request concurrence from the Dept of Comparative Studies. *(by Vankeerbergen,Bernadette Chantal on 04/07/2021 11:53 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	03/19/2021 04:27 PM	Submitted for Approval
Approved	Winstead,Karen Anne	03/19/2021 04:34 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/07/2021 11:53 AM	College Approval
Submitted	Lowry,Debra Susan	04/09/2021 10:51 AM	Submitted for Approval
Approved	Lowry,Debra Susan	04/09/2021 10:52 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/09/2021 12:30 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	04/09/2021 12:30 PM	ASCCAO Approval

English 3369 Technology, Digital Culture, & Narratives of Wellness

General Education Course Proposal

Proposal Information

- **Proposed Number:** 3369
- **Proposed Title:** Technology, Digital Culture, & Narratives of Wellness
- **Proposed GE Category:** Health and Wellbeing (Theme)
- **Proposed Embedded Literacies Category:** Technology
- **Proposal Type:** Existing
- **Proposal prepared by:** John Jones

Description, Rationale, and Links to Other English Classes

In Technology, Digital Culture, & Narratives of Wellness students study how digital technologies promote (or fail to promote) health and wellbeing though their storytelling and communication frameworks. This course puts front and center the following question: What semiological (or social-semiotic) characteristics in our everyday pop cultural existence get us closer to that state of well-being the ancient Greeks called eudemonia and is persistently sought through the indefatigable use of modern social technologies?

To help answer this question students will analyze four key terms: "happiness", "culture", "pop culture", and social media. Once we have accomplished this and interrogated mainstream misconceptions of happiness and the good life, we will examine a variety of cultural phenomena, including films, comic books, webisodes, twitter fiction, and social media, iPhone, and digital narrative platforms.

In addition to being a GE course in Health and Wellbeing and Technology embedded literacies course, this course enhances our offerings in digital media studies, complementing our existing offerings in digital production and, along with new offerings like Sustainability and Digital Media, offers students another course for critically examining digital culture.

Relevance to the GE Category

This class will effectively address the expected learning outcome for the Health and Wellbeing (Theme) category.

Theme: Health & Wellbeing		
Goal	Expected Learning Outcomes	Related Course Content
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,	**Successful students are able to…** **1.1** Explore and analyze health and wellbeing from theoretical, socio-economic, technological,	**In this course, students will** **…** Analyze how narratives in pop cultural phenomena and social media generally

environmental, spiritual, intellectual, creative, and financial.	policy, and/or personal perspectives.	create storyworlds, *and* how some of their central features might *add to* or *subtract from* our sense of health and wellbeing
	1.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing.	Identify and reflect on how social media and pop culture color our perceptions of wellbeing and how the negative influences can be a source of environmental and socio-psychological stressors, and how the positive ones can help lead to resiliency.

This class will also meet the ELOs for the Technology category of embedded literacy.

Technology Literacy		
Goal	**Expected Learning Outcomes**	**Related Course Content**
Goal 1: Successful students develop a critical appreciation of the relations between technologies and their contexts (social, cultural, and historical), and of the range of effects and consequences (legal, ethical, political) produced or enabled by particular technologies.	**Successful students are able to …** **1.1** Critically describe the relationships between technology and society in historical and cultural contexts.	**In this course, students will …** acquire theoretical concepts and tools to understand better how social media influence society in the present day
	1.2 Recognize how technologies emerge and change.	Recognize how concepts and semiotic analysis of technological phenomena can function as an experiential and practical tool for developing a closer knowledge of the effects of social media on our affectivity and wellness
	1.3 Evaluate the social and ethical implications of technology.	engage with research findings that critically *interrogate* assumptions bolstered by speculative "research" about the *negative* impact of social media generally as well as those deemed *positive*

Staffing

Angus Fletcher, and John Jones are all interested in teaching this class.

Syllabus Status

Attached

Millennial Culture & Wellness
Professor Frederick Luis Aldama
aldama.1@osu.edu

Description: We check our smart phones 150 times a day, spending an average of 4 hours on them a day. It's all done in semi-automatic mode, almost as a Pavlovian reflex. It's also all done in an environment of mixed media, where the verbal, visual, and textual contexts are overwhelmingly present. No one media has actually taken the place of another, not one has remained indifferent and isolated: they all coexist and interact in many levels. They have made of us all universal semioticians. And not simply by the mechanical addition of cultural materials perceived by the senses and of texts continuously being interpreted, gauged and appreciated. We are now in front of something new, of a new cultural environment, a new and invasive and all-encompassing Popular Culture.

This is our present social reality. Within it, many are asking themselves: Have all the new apps, latest smart phone tech offerings, film and TV streaming options, social media communications, and the Internet's quick and ready access to most pop cultural phenomena make us more satisfied with our daily lives or happier with our social interactions?

This course will put front and center the following question: What semiological (or social-semiotic) characteristics in our everyday pop cultural existence get us closer to that state of well-being the ancient Greeks called *eudemonia* and is persistently sought through the indefatigable use of modern social technologies?

To help answer this question we shall first analyze four key terms: "happiness", "culture", "pop culture", and social media. Once we have accomplished this and interrogated mainstream misconceptions of happiness and the good life, we will examine a variety of cultural phenomena, including films, comic books, webisodes, twitter fiction, and social media, iPhone, digital narrative platforms. We will likely read and view some of the following:

- Literature: Aldama's *Long Stories Cut Short;* Boyd's *Random: A Collection of Short Stories Inspired by Social Media*; [Twitter fiction: 21 authors try their hand at 140-character novels](#); Borges's "Funes the Memorious"; Carmen Machado de Asis's "Husband Stitch"; "Mary When You Follow Her"*;* María Theresa Solari's "Death and Transfiguration of a Teacher."
- Films: Jenkins's *Wonder Woman;* Coogler's *Black Panther*; Jonze's *Her;* Belic's *Happy*; Miller's *Mad Max: Fury Road*; Wright's *Scott Pilgrim vs. the World*; Docter and Peterson's *Up*; Garland's *Ex Machina*.
- Internet streaming: Soderberghs' iPhone film *Unsane;* Facebook's transmedia *SKAM Austin*; Netflix serial *Mirror* (select episodes); *Slingshot* (webisodes 1-6).
- Comics: Peter Kuper's "The Penal Colony"*;* Eric Esquivel and Michael Macropoulos's "El ChupaSoyMilk"; Marjorie Liu and Sana Takeda's *Monstress;*
- Articles/Chapters: Nicholas Cooper's "Is Google Making Us Stupid"; Alison Gopnik "What Babies Think" (Ted Talk); Maggie Jackson's "Catching our Eye: The Alluring Fallacy of Knowing at a Glance"; Jean M. Twenge "The Rise of the Self and the Decline

of Intellectual and Civic Interest"; R. R. Reno's "The New Antinomian Attitude"; Anthony Appiah's "Talking Identity"; Eric Klinenberg's "Safe Spaces" and "Before we lift the next shovel"; Patrick Colm Hogan's (selections) *Sexual Identities*; Haidt and Lukianoff's "The Decline of Play" and "Anxiety and Depression"; Ilan Stavans's "Chillin"; "Plight of Narcissus"; "Go F ck Your Selfie"; Mark Bauerlein's (selections) *The Digital Divide*.

Logistics:
- Complete film viewings and comics, novel and theory readings ***prior*** to respective day of discussion.
- Films are available for streaming at: go.osu.edu/SecuredMediaLibrary
- Course readings avail. for download via OSU's Carmen/canvas site for the course.
- 3 Exams: Multiple choice and short answer.
    Midterm 1: 25%; Midterm 2: 25%; Final: 25%
- Attendance and participation grade: 25%

Categories: Literature; social media; pop culture and ideas; humanities; sexuality; mind.

Plagiarism: 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://studentaffairs.osu.edu/info_for_students/csc.asp).

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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Goals & Learning Outcomes:

- We will acquire theoretical concepts and tools to understand better how literature, film as well as pop cultural phenomena and social media generally work in our present-day lives.

- We will analyze how narrative (literature, TV, and film) and pop cultural phenomena and social media generally create storyworlds, *and* how some of its central features might *add to* or *subtract from* our sense of fulfilment and happiness.

- We will learn about how literature, film as well as pop cultural phenomena and social media generally can enter our lives as affective and intellectual ingredients that may color

our perceptions of things and exert a certain influence on our behavior, both positively and negatively. We will see how the negative influences can be a source of environmental and socio-psychological stressors, and how the positive ones can help empower us in ways to overcome the former.

- We will consider these and other relevant issues as they interface with ethnicity, gender, sexuality, and disability.

- We will engage with research findings that critically *interrogate* certain assumptions bolstered by speculative "research" about the *negative* impact of pop cultural phenomena and social media generally as well as those deemed *positive*.

- We will develop a certain wakefulness to how concepts and semiotic analysis of cultural phenomena can function as an experiential and practical tool for developing a closer knowledge of the effects of social media on our affectivity and wellness.

Learning Outcomes Statement: this course will satisfy the stated learning outcomes by teaching students to analyze and interpret major forms of human ideas, literature, film, social media, pop culture, and humanistic expression generally. Students will learn to evaluate how literature, pop culture, and social media influence ideas and behavior, the perception of reality, and progressive transformative modes of existing and acting in the world.

Schedule

Week I   **Defying Common Doxa:** What is Millennial Pop Culture . . . What is Wellness?

Week II   Positive Emotions & Prototype Narratives

Week III   Social Connections . . . Safe Spaces

Week IV   Social Mirrors & the Self

<div align="center">Midterm Exam #1</div>

Week V   Many-Lives. . .After-Lives

Week VI   Putting the Pro in the Social: Altruism

Week VII   Putting to Bed Romance

<div align="center">Midterm Exam #2</div>

Week VIII   Adversities

Week IX   iGen Stress Culture

Week X   PTSD

Week XI   Friendship

Week XII   Nothing's as it Seems: Masculine Femininities & Feminine Masculinities

Week XIII   Sex & Sexuality

Week XIV   21st Century Mindfulness
                <u>Theory:</u> Chapter from Baily's *Hyperfocus*

Week XV   Emotion, Ethics & Mortality

Final Exam
Pop Culture & Wellness Group Research Project Due!

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 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)*

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)*

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)*

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)*

From: Armstrong, Philip

To: Lowry, Debra

Friday 4/9/2021 9:20 a.m.

Hi Deb

No concurrence issues are end (Comparative Studies)—happy to accept the course.

I don't think we have anyone who could teach the class at the moment or a class to cross-list (we will eventually offer our 3000 level Cultures of Medicine under the same GE category but without the tech literacy part)—either way, it is certainly of interest to students.

Thanks

Philip

From: Lowry, Debra

To: Amstrong, Philip

     Arceno,Mark Anthony

Wednesday, 4/7/2021 12:44 p.m.

Request for Concurrence, English 3369

Dear Philip,

 English has submitted a new GE course request for the attached and we are seeking concurrence from Comp Studies. Could you kindly review the attached materials and let me know if you have any questions?

 A brief note of approval via return email can be added to the course request to document concurrence. Let me know also if you think the course can be taught out of Comp Studies and if cross-listing is in order. If not, that is fine. If so, please prepare a mirrored request for submission to request cross-list and I will update our request accordingly.

 I look forward to hearing from you.

 Very best regards,

Deb

THE OHIO STATE UNIVERSITY

Debra Lowry

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