

## Term Information

Effective Term Autumn 2024  
[Previous Value](#) Summer 2012

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

We have revised the course to reflect the Goals and ELOs of the GEN Theme in Health & Wellbeing and are requesting that this course fulfill this GEN Theme.

### What is the rationale for the proposed change(s)?

This course is a very popular and helpful course for pre-health students and will therefore will be a useful GE course allowing for an interdisciplinary approach to health and wellness.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

NA

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## 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 3361  
Course Title Narrative and Medicine  
Transcript Abbreviation Narrative Medicine  
Course Description Study of fictional and nonfictional narratives offering diverse perspectives on such medical issues as health, illness, aging, treatment, healing, wellbeing, and doctor-patient relationships.  
[Previous Value](#) *Study of fictional and nonfictional narratives offering diverse perspectives on such medical issues as illness, aging, treatment, health and healing, and doctor-patient relationships.*  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 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  
[Previous Value](#) *Columbus, Lima, Mansfield, Marion, Newark*

## Prerequisites and Exclusions

<b>Prerequisites/Corequisites</b>	Completion of GE Foundation Writing and Information Literacy course
<b><i>Previous Value</i></b>	<i>Prereq: 1110.01 (110.01) or equiv.</i>
<b>Exclusions</b>	
<b><i>Previous Value</i></b>	Not open to students with credit for 361.
<b>Electronically Enforced</b>	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

<b>Subject/CIP Code</b>	23.1499
<b>Subsidy Level</b>	Baccalaureate Course
<b>Intended Rank</b>	Freshman, Sophomore, Junior

## Requirement/Elective Designation

General Education course:  
Literature; Health and Well-being  
The course is an elective (for this or other units) or is a service course for other units

***Previous Value***

*General Education course:*  
*Literature*  
*The course is an elective (for this or other units) or is a service course for other units*

## Course Details

<b>Course goals or learning objectives/outcomes</b>	<ul style="list-style-type: none"><li>• This course explores the crucial role that storytelling plays in encounters between caregivers and patients. The overarching argument in the course is that narrative competence enhances medical competence for both caregivers and patients.</li></ul>
<b><i>Previous Value</i></b>	
<b>Content Topic List</b>	<ul style="list-style-type: none"><li>• Examination of the intersection between the domains of narrative and medicine.</li><li>• Study of representations of medical issues in diverse genres and media, from a wide-range of perspectives (patient, advocate, caregiver, doctor, etc.)</li><li>• Examination of social, technological, personal issues pertaining to health and wellness.</li></ul>
<b><i>Previous Value</i></b>	<ul style="list-style-type: none"><li>• <i>Examination of the intersection between the domains of narrative and medicine</i></li><li>• <i>Study of diverse representations of medical issues</i></li><li>• <i>Examination of disease and its treatment and of our culture's attitudes toward these issues</i></li></ul>
<b>Sought Concurrence</b>	No

**COURSE CHANGE REQUEST**  
3361 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
02/05/2024

**Attachments**

- Syllabus3361\_GENTheme.docx: Syllabus

*(Syllabus. Owner: Hewitt, Elizabeth A)*

- 3361\_TAG Form.pdf: GE Theme Form

*(Other Supporting Documentation. Owner: Hewitt, Elizabeth A)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Hewitt, Elizabeth A	01/31/2024 12:45 PM	Submitted for Approval
Approved	Hewitt, Elizabeth A	01/31/2024 12:45 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/05/2024 11:23 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/05/2024 11:23 AM	ASCCAO Approval

**3361 Narrative and Medicine (3 credits)**  
**Denney Hall 238 WF 11:10—12:30**

Jim Phelan

Denney 452, [phelan.1@osu.edu](mailto:phelan.1@osu.edu)

Office hours: W 12:30—1:45; F 10:00—11:05 and by appointment

**Description:** This course is built on the principle that narrative competence increases medical competence. In other words, it assumes that medical practitioners who become aware of the importance of stories and storytelling and knowledgeable about how stories work will become more effective caregivers. We will, then, devote our time to developing expertise in telling and listening to stories, especially medical stories, so as to also develop knowledge about health and wellbeing. Among the questions we will explore are the following. How does narrative give us greater insight into illness, medical treatment, doctor-patient relationships, and other aspects of health and wellbeing? How do illness and other experiences within the realm of medicine influence ways of telling stories? How do doctors' perspectives and patients' perspectives differ, and what, if anything, should be done to close those differences? In order to develop our own narrative competence, we will look at narrative in different media—drama, print (fiction and nonfiction), comics, and film—and consider core concepts of narrative (plot, character, space, time, perspective, dialogue, ethics, and aesthetics). We will also consider a range of medical conditions and issues from mortality to ethics, from cancer (illness and treatment) to mental health disorders. Since this GE course is populated by students majoring in a great variety of disciplines, we will also consider how our different disciplinary perspectives relate to each other: to what extent do they overlap, complement, or occasionally conflict with each other as we think about the nexus between narrative, medicine, health, and wellbeing?

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**GEN Theme: Health and Well-Being**

**Goals:**

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.
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.
3. Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)

**Expected Learning Outcomes:**

**ELO 1.1** Engage in critical and logical thinking about the topic or idea of health and well-being.

**ELO 1.2** Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and well-being.

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

**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.

**ELO 3.1** Explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy and/or personal perspectives.

**ELO 3.2** Identify, reflect on, or apply strategies for promoting health and well-being.

Our readings, lectures, discussions, and assignment in this class will involve critical thinking and self-reflection on the relationship between storytelling and health. We will learn how improving skills of narrative analysis and practice (that is, the ability to read and write stories) is fundamental to improving the outcomes of patients. We will study a range of issues pertaining to health and well-being including illness (acute and chronic, mental and physical), access to healthcare, diversity and inclusion in healthcare, mortality and palliative care. Thus course will give you a greater understanding of both the powers and problems of contemporary medicine in the West—a knowledge will help you develop ideas and strategies for promoting health and well-being at both a personal and societal level.

### **GEL Literature**

#### **Goals**

Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

#### **Expected Learning Outcomes**

1. Students analyze, interpret, and critique significant literary works.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

Our readings, lectures, discussions, and assignments in this class will develop your skills in literary analysis, interpretation, and critical reading and writing. You will read significant works of literature and consider the relationship between narrative and medicine in a variety of contexts (personal, institutional, societal, global).

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### **Class Calendar/Schedule**

#### **Unit I: Obstacles to Health and Well-Being in the Medical System; Narrative as Strategic Solution**

##### **Week 1**

Wednesday, August 21: **Introduction: Getting to Know Each Other; And What Kind of a Course will we have?**

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Friday August 23: Charon, Chapter 1 pp. 3-16; telling and listening to stories; sign up for oral presentations short story: Richard Selzer "Brute"

**Week 2**

Wednesday, August 28: Edson, *Wit*; Charon, Chapter 2, pp. 17-38;  
Core concept: Dialogue/Voice

Friday, August 30: Edson, *Wit*; Charon, Chapter 3, pp. 39-63, Narrative Core concept: Character;  
Medical Core Concept: Intersubjectivity

**Week 3**

Wednesday, September 4: *Wit*, film. Narrative Core Concept: Plot/Progression; Medical Core  
Concept: Decision-Making

Friday, September 6, *Wit*, film, continued. Core Concept: Time; Medical Core Concept: Ethics

**Unit II: Illness, Treatment, and Relationships: Scientific, Cultural, Socio-Economic, and  
Personal Perspectives**

**Week 4**

Wednesday, September 11: *The Children Act*, pp.1-91; Core Concept: Audience; Medical Core  
Concept: Challenges to Science

Friday, September 13: *The Children Act*, pp. 92-175 Core Concept: Perspective/Point of View;  
Time. Medical Core Concept: Perspective Taking. First paper assigned.

**Week 5**

Wednesday, September 18: *The Children Act*, pp.176-221. Space Medical Core Concept:  
Contexts of Treatment

Friday, September 20: *Stitches*, pp. 1-168. Core Concepts: Image &Text; Medical Core Concept:  
Imagining Outcomes

**Week 6**

Wednesday, September 25: *Stitches*, pp.168-336 Core Concept: Fictionality; Medical Core  
Concept: Hypotheses in Diagnosis

Friday, September 27: First paper due

**Week 7**

Wednesday, October 2: Saunders, "Escape from Spiderhead" Core Concept: Character  
Narration; Medical Core Concept: Perspective Taking revisited

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Friday, October 4: *White Man in a Black Coat*, pp. 1-152 Core Concept: Ethics; Medical Core Concept: Ethics

**Week 8**

Wednesday, October 9: *White Man in a Black Coat*, pp. 153--247 Core Concept: Segmentivity; Medical Core Concept: Health Disparities

Friday, October 11: NO CLASS AUTUMN BREAK

**Unit III: Mortality: Scientific, Technological, Cultural, and Personal Perspectives**

**N.B. From this point forward, we will not be learning about new core concepts but exploring how the ones we've introduced can enrich our understandings of the readings and their relevance to our concerns with health and well-being.**

**Week 9**

Wednesday, October 16: Gawande, *Being Mortal*, pp.1-110

Friday, October 19: Gawande, *Being Mortal*, pp. 111--191

**Week 10**

Wednesday, October 24: Gawande, *Being Mortal*, pp. 192--264

Friday, October 26: Kalanithi, *When Breath Becomes Air*. pp. 1-116

**Week 11**

Wednesday, October 31: Kalanithi, *When Breath Becomes Air*, pp. 117-225

Friday, November 1: Visit to Medical Heritage Center (Prior Hall, Fifth Floor, 376 W. 10<sup>th</sup> Avenue

**Week 12**

Wednesday, November 6: Fies, *Mom's Cancer*, pp. 1-60

Friday, November 8: Fies, *Mom's Cancer*, pp. 61-128

**Unit IV: Presentations**

**Week 13**

Wednesday, November 13: Student Presentations

Friday, November 15: Student Presentations

**Week 14**

Wednesday, November 20, Presentations

Friday November 22, Presentations

**Week 15**

Wednesday, November 27 THANKSGIVING BREAK No Class

Friday, November 29 THANKSGIVING BREAK No Class

**Week 16**

Wednesday, December 4 Presentations

Monday, December 10 Final Papers Due

**Texts** (available at the bookstores except for the films which are available from OSU streaming services); other, shorter texts (listed in the schedule below by author and title) will be provided via Carmen/Canvas:

Rita Charon, *Narrative Medicine*

Margaret Edson, *Wit plus HBO film*

David Small, *Stitches*

Brian Fies, *Mom's Cancer*

Atul Gawande, *Being Mortal*

Paul Kalanithi, *When Breath Becomes Air*

Damon Tweedy, *Black Man in a White Coat*

Ian McEwan, *The Children Act*

**Grading: All assignments are based on research into how students learn as well as my own experience of teaching for more than 30 years**

Attendance and Participation: 10%

Oral Presentation I: English 3361 in the Real World: A Narrative of Medicine 10%

Oral Presentation II: Agenda Setting: Core Concepts and Medical Narratives 10%

Quizzes: 10%

First Paper: 25%

Presentation: 10%

Final paper: 25%

**Attendance and Participation:** The old adage has it that 90% of success is just showing up. That adage doesn't wholly apply in this course, but showing up and participating can get you an easy 10% toward your final grade—and I trust that your critical thinking skills are sharp enough for you to see that you should take advantage of this policy. The course will be run discussion-style, which means that your presence and your ideas will be crucial to its success. I expect you to attend every class and to be fully prepared: to have done the day's readings, **to bring them with you**, and to be ready to share your thoughts about those readings. *You should think of*



*your texts as essential technological devices for success in the course: they are simultaneously the platforms and the apps by which you access and interact with the fundamental elements of the course. Just as you feel unprepared to face the day if you don't have your cell phone, tablet, and/or laptop, you should feel unprepared if you don't have your texts. N.B. Therefore, you will be marked absent if you do not have your texts with you.* Some days I will go around the room asking for responses. If you have nothing to contribute, your participation grade will suffer. Other days we will engage in small group discussions. If you are absent, you will be unable to contribute to any group, and that, too, will negatively affect your participation grade.

Given this emphasis on attendance and participation, we will also have a "no digital devices" policy. Smart phones, IPADs, and their apps are all designed to draw your attention to them rather than to the people that you are in the same room with. The best way to combat this design is the no devices policy. We can all survive for 80 minutes without checking our devices.

If you have to miss class (e.g., for a serious illness), please let me know in advance. Missing more than two or more classes will negatively affect your attendance/participation grade. Missing five classes means you cannot receive more than 5 points in your attendance/participation grade. If you miss six or more classes you will be in serious danger of failing the course.

Apart from these necessary evils related to grades, I've established this policy because I know from experience that the success of the course will depend on our developing a productive intellectual community, one in which we can rely on and support each other even as we challenge ourselves to think harder and deeper. I am committed to making the classroom be a place you want to come twice a week, but long experience has taught me that I can't do that without your help.

### **Oral Presentation I: Narrative Medicine in the Real World**

Beginning with class on Wednesday, August 28, we will typically start class with some oral presentations. One will be a short narrative (between 300 and 500 words) about some character's encounter with some aspect of illness, medicine, or treatment. That character could be you, a family member, a friend, or a fictional character. **The story should be shaped so that it has a purpose beyond the recounting of its events, and it should foreground one of the core concepts of narrative (see the list in the above schedule) and make that core concept serve the narrative's larger purpose.** One important goal of this series of presentations is to expand the database of narratives in the course by allowing you to bring in stories that you think it is important for the class to hear and discuss. Since our goal is expansion of the database, your story need not be related to the medical issues in the reading for the day's class, though of course it may be. Similarly, you need not limit yourself to the core concept listed for the day your story is due. **You must post the narrative to our Carmen site by noon on the day before you present it to the class so your classmates can read it in advance of class and come prepared to discuss it.**

### **Oral Presentation II: Core Concepts of Narrative Theory and Medical Narratives**

In the second presentation, one of you will identify a passage from the day's reading (a paragraph or two or a stretch of dialogue; a set of panels from the graphic narratives; a scene in

the film), explain why you've chosen the passage, and offer a brief analysis of how the passage is relevant to one of the core concepts of narrative theory and to one of the core concepts of medicine along with two questions that follow from your analysis. Not counting the passage itself, the word limit here is approximately 350. **Again, you must post your agenda setting on Carmen by noon the day before your presentation, so your classmates can read it in advance of class and come prepared to discuss it.** From August 28 through October 9, I have designated the core concept(s) I want you to focus on. From October 10 to the end of the course, you can choose which core concept you want you to focus on.

I will use your presentations and our subsequent discussions as I build a **Narrative Theory Module** on Carmen site. More specifically, after each class between August 28 and October 9, I will consolidate our discussion into a post about the core concept. After October 9, I will revise and add to the Narrative Theory Module as necessary. You will then be able to consult this Module as we continue with our reading—and as you write your two longer papers.

**Quizzes:** There will quizzes on the reading, including the reading of the Narrative Theory Module, at least once a week typically on Fridays, beginning on Friday August 23. Quizzes cannot be made up, but I will drop your lowest score in calculating your final credit for the quizzes.

**First Paper:** This paper will ask you to extend the work we will be doing in our class sessions by working with the Narrative Theory Module and the narratives we'll be reading.

**Presentation III and Second Paper:** In connection with the final paper, you will also do an oral presentation of your work-in-progress. **Both the presentation and the final paper will be collaborations.** That is, you will work with a partner (perhaps two) on the presentation and on the paper. I believe that this format will help each of you learn more than working alone and that it will give you good experience for many jobs. The feedback on the presentation should help you write a better final paper. I will consult with you about a plan for ensuring that the presentations lead to discussion.

Later in the course I will give you more details about the papers and the presentations. But here are a few general requirements for writing the papers.

1. You must prepare your papers on a word processor so that they can be uploaded to our Carmen site. You must also double-space them and stay within the word limits announced in the prompts.
2. Assignments are due on the day listed on the prompt. Late assignments will be penalized one-half grade for each day late.
3. I expect your writing to be up to the standard for an upper-division college course: clear at the sentence level, coherent at the level of overall argument, and grammatically correct. If you need help with your writing, I encourage you to come see me and/or go to the University Writing Center <http://cstw.osu.edu/writingcenter>

**Class cancellation policy:** In the extremely unlikely event that I have to cancel class, I will notify you as soon as possible via e-mail, and request that a note be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

**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 Services:** The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

**Religious accommodations.** It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

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Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

**Mental Health.** 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's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling [614-292-5766](tel: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](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

### **Thoughts for the course:**

The desire to take medicine is perhaps the greatest feature that distinguishes man from animals. –Sir William Osler

The desire to tell and listen to stories is perhaps the greatest feature that distinguishes humans from animals. –Anonymous

# GE Theme course submission worksheet: Health & Wellbeing

## Overview

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

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

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

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

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

*(enter text here)*

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

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

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
<b>ELO 1.1</b> Engage in critical and logical thinking.	
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.	
<b>ELO 2.2</b> 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.	

*Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):*

<b>ELO 1.1</b> Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u>  Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u>  The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u>  Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p><b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites:  The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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Goals and ELOs unique to Health & Wellbeing

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

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

	Course activities and assignments to meet these ELOs
<b>ELO 3.1</b> Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.	
<b>ELO 3.2</b> Identify, reflect on, or apply strategies for promoting health and well-being.	