
Term Information

Effective Term Autumn 2024

General Information

Course Bulletin Listing/Subject Area Religious Studies
Fiscal Unit/Academic Org Comparative Studies - D0518
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4370
Course Title Research Seminar on Religion in Ohio
Transcript Abbreviation ResearchReligionOH
Course Description Over the last fifty years, central Ohio has become an incredibly diverse part of the country, with a large and growing number of different religious, cultural, and ethnic communities. This course is an intensive 4-credit seminar that will explore this rich diversity of religious life in our region with special attention to questions of citizenship, justice, and difference.
Semester Credit Hours/Units Fixed: 4

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 Seminar
Grade Roster Component Seminar
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 Any prior course in Religious Studies, or permission of instructor
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 38.0201
Subsidy Level Baccalaureate Course
Intended Rank Junior, Senior

Requirement/Elective Designation

Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Discuss the ways in which articulations of local, national, and global citizenship interact with cultural traditions, structures of power, and advocacy for social change
- Help students acquire the skills needed for intercultural competence as global citizens
- Through the lens of religious studies, examine questions of citizenship in a range of different historical periods and political transformations

Content Topic List

- religion
- citizenship
- Ohio
- research methods

Sought Concurrence

No

Attachments

- RS 4370 Syllabus.pdf: Syllabus
(Syllabus. Owner: Arceno, Mark Anthony)
- RS 4370 GE Themes form.pdf: Themes Form: Citizenship
(Other Supporting Documentation. Owner: Arceno, Mark Anthony)
- Research and Creative Inquiry final version 11-17-23 (002).pdf: HI Research and Creative Inquiry
(Other Supporting Documentation. Owner: Arceno, Mark Anthony)
- Religious Studies Curriculum Map (02-20-24).pdf: Updated RS Curriculum Map
(Other Supporting Documentation. Owner: Arceno, Mark Anthony)
- Curriculum Map for CS Major - 022024.pdf: Updated CS Curriculum Map
(Other Supporting Documentation. Owner: Arceno, Mark Anthony)

Comments

- This course will include multiple site visits to religious spaces and communities in the Columbus area. Is this considered as "Field Experience" as far as the Course Components are concerned?

In addition, this is being submitted for consideration as one that fulfills the Research & Creative Inquiry designation; do let us know if this should be indicated elsewhere on the curriculum form. *(by Arceno, Mark Anthony on 02/20/2024 03:06 PM)*

COURSE REQUEST
4370 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/29/2024

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Arceno, Mark Anthony	02/20/2024 03:06 PM	Submitted for Approval
Approved	Armstrong, Philip Alexander	02/20/2024 03:11 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/29/2024 09:25 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/29/2024 09:25 AM	ASCCAO Approval

RELIGIOUS STUDIES 4370

RESEARCH SEMINAR ON RELIGION IN OHIO

Classroom: TBA
Meeting Time: TBA

Instructor: Dr. Hugh B. Urban
Department of Comparative Studies
431 Hagerty Hall
e-mail: urban.41@osu.edu
office hours: by appointment

Course Description

Over the last fifty years, central Ohio has become an incredibly diverse part of the country, with a large and growing number of different religious, cultural, and ethnic communities. In addition to every major form of Christianity and Judaism, central Ohio has the second largest Somali Muslim population in the U.S. (as well as Muslims from all other parts of the globe), a large South Asian Hindu community, numerous Buddhist groups from Laos, China, Japan, and other parts of Asia, small but thriving Jain and Sikh communities, as well as many new and alternative religious movements such as Baha'i, Spiritualism, Wicca, modern Druidry, and countless others.

This course is an intensive 4-credit seminar that will explore this rich diversity of religious life in our region with special attention to questions of citizenship, justice, and difference. In addition to in-class readings and discussions, the course will involve multiple site visits to religious spaces and communities in the Columbus area. Students will gain practical training in the skills of interviewing, ethnography, and the critical study of religion through numerous hands-on activities both inside and outside the classroom. The course will culminate in a final collaborative research project, in which students will work in small groups to focus on a specific topic or theme relating to religious diversity and citizenship in Ohio. The project will consist of a public-facing resource, such as a web page or fact sheet, meant to educate citizens of Ohio about the selected theme/community.

As a General Education course for the theme Citizenship in Just and Diverse World, the class will explore a range of perspectives on local, national, and global citizenship; it will discuss the ways in which these interact with cultural traditions, structures of power and advocacy for social change; and in so doing it will help students acquire the skills needed for intercultural competence as global citizens. As a key aspect of individual and collective identity, religion offers a unique lens through which to examine questions of citizenship in a range of different historical periods and political formations.

GENERAL EDUCATION
GOALS AND LEARNING OUTCOMES

GE Themes: General

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Expected Learning Outcomes: 1.1 Engage in critical and logical thinking about the topic or idea of the theme.

1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

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.

Expected Learning Outcomes: 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

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.

GE Themes: Citizenship for a Just and Diverse World

Goal 1: Citizenship: 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.

Expected Learning Outcomes: 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.

1.2 Identify, reflect on, and apply the knowledge, skills, and dispositions for intercultural competence as a global citizen.

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, both within the US and/or around the world.

Expected Learning Outcomes: 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structure of power, and/or advocacy for social change.

We meet the outcomes by:

--Examining primary and secondary sources from a range of religious communities, with special attention to questions of citizenship and identity in a local and a global context.

--Conducting cross-cultural, comparative analysis, which will introduce us to a range of perspectives on how religion relates to citizenship both in central Ohio and nationally

--Preparing ourselves for the responsibilities of global citizenship in a diverse and interconnected world by cultivating tools for critical thinking and through assignments that bring insights from the course to bear on contemporary issues.

--Engaging in difficult but civil conversations across our differences about the intersections of religion and citizenship.

--Engaging in site visits to specific religious communities in Ohio, where we will practice the skills of critical yet respectful ethnography

--Developing collaborative research projects on specific topics related to the theme of citizenship for a just and diverse world

READINGS

Print copies of the two required textbooks—the *Routledge Handbook of Research Methods in the Study of Religion (RHRM)* and *Doing Sensory Ethnography*—are on order at the Ohio State bookstore, but you can acquire them from whatever source and in whatever format is most useful to you. All remaining readings will be posted on Carmen.

Steven Engler and Michael Stausberg, eds., *Routledge Handbook of Research Methods in the Study of Religion*, Routledge 2022. ISBN 9781032119823 (paperback).

Sarah Pink, *Doing Sensory Ethnography*, Sage 2015. ISBN 9781446287590 (paperback).

REQUIREMENTS AND EVALUATIONS

Evaluations in this class will be based five things:

- 1. Attendance & Participation – 20% of final grade.** This class will require a great deal of reading, writing, and discussion, as well as other activities including skills-building workshops, field trips, and a collaborative research project. Students' effort, energy, and enthusiasm will be integral to the course's success. A high grade will depend on consistent attendance and active participation in all class activities.
- 2. Two Letters to the Professor – 10% of grade.** Students will write two letters to the instructor, one at the start of the semester and one at the conclusion. These letters will offer opportunities for students to reflect on how the course fits with their own personal and professional goals and to assess their own development and growth over the course of the semester.
- 3. Two Site Visit Reflection Papers – 25% of grade.** During the first half of the course, we will go on several field trips as a class. Following any two of these visits, students will submit reflection papers. These papers will consist of two parts: 1) a thick description of what they observed during the visit; and 2) a reflection on the experience, noting any challenges they encountered, things they might do differently, or lingering questions. For each paper, students should focus their observations on a different theme, such as worship practice, leadership / authority, gender, race, material culture, or generational differences.
- 4. Interview Exercise – 10% of grade.** During the first half of the course, students will have opportunities to practice their interviewing skills by interviewing other students in the class. As with the site visit papers, students will write a short report consisting of two parts: 1) a brief description of what they learned; and 2) a reflection on the experience, noting challenges they encountered, things they might do differently, or lingering questions. Students should focus their interviews on a particular theme discussed in class, such as education, work life, media, American identity, or pluralism.
- 5. Collaborative Research Projects – 35% of grade.** The second half of the course will be focused on students working in collaborative teams on a sustained research project related to Religion in Ohio. Together, the group projects will aim to explore how different religious communities have adapted to the social and political landscape of our region and how they have influenced and shaped that landscape in turn. Individual projects will focus on a particular theme or topic, such as education, work life, gender / sexuality, race / ethnicity, media representation, assimilation / multiculturalism, diversity / pluralism, generational change, or the "American Dream." Final projects will consist of a public-facing resource, such as a web page or fact sheet, meant to educate citizens of Ohio about the selected theme / community. The semester will culminate with a final public forum, in which students will share their work with community partners and celebrate their success.

The project will be scaffolded throughout the semester and include the following components:

- Project Proposal: In consultation with the instructor, groups will select a community and a theme, define individual roles of members of the team, and draft a tentative timeline of activities.

- Annotated bibliography: Each group will be responsible for producing an annotated bibliography with 8-10 sources on the selected theme and religious tradition or community.
- Field Notes: Each group will be responsible for posting field notes from research (site visits, interviews, etc.)
- Field Notes annotations: Groups will have opportunities to annotate each other's fieldnotes, using the Carmen-based tool Hypothesis. They will provide constructive feedback, pose questions and suggestions, and note the ways that researchers' positionality shaped their observations and research
- Preliminary draft: Groups will submit preliminary drafts of their final projects.
- Revised draft: Groups will have opportunities to revise and re-submit their final projects.
- Final presentation/ celebration: Groups will share their projects in a public forum and celebrate their success.

Grading Scale:

Plus and minus grades will be given according to the following scale:

A 93-100; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D 60-69; E 0-59.

COURSE POLICIES

There is some evidence to suggest that most students produce better work and receive higher grades when taking notes by hand rather than using a laptop, and that sitting near students using laptops and other electronic devices has a negative effect on your grades even if you are not using such devices yourself. I also find the presence of laptops distracting. For these reasons, in a class this size, I ask everyone to leave laptops, cell phones, and other electronic devices in their bags except when needed for an activity. Focusing on your laptop or other electronic device during class will negatively impact your attendance and participation grade.

During the semester, I make answering emails from students a priority—if you email me during the week with a question, you should expect a reply within 24 hours. You should expect submitted work to be graded and, where indicated, returned with feedback, within fourteen days of the due date.

It is not possible to make up attendance and participation points for missed classes, or to receive an extension on group assignments. If you need an extension on any other assignment, for any reason, please ask (in person or via email) on or before the day the assignment is due. The standard extension is one week. If no extension has been requested, late assignments will be penalized 1 point per day.

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 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.

Mental Health Statement: 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 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 Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Sexual Misconduct/Relationship Violence: 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> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

Diversity: The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Plagiarism: Students are responsible for understanding what plagiarism is and how to avoid it. Use of another's work without proper documentation is not acceptable. University Rule 3335-31-02 states "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 ideas." It is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct.

ChatGPT and other forms artificial intelligence may not be used for any assignment in this class. If you have a question about the use of some kind of software in your assignments, please consult with the professor.

COURSE SCHEDULE

Wk	Topics, Readings	Guiding Questions	Assignments and Structured Learning Experiences
1	<p>Introductions; locating ourselves Please read: Bryan S. Turner, "Religion and Politics: The Elementary Forms of Citizenship," in <i>Handbook of Citizenship Studies</i>, 259-276 (Sage 2002).</p> <p>Craig Calhoun, "Secularism, Citizenship, and the Public Sphere," <i>Hedgehog Review</i>, 10.3 (2008): 7-21.</p> <p>Kevin Bruyneel, "Challenging American Boundaries: Indigenous People and the 'Gift' of U.S. Citizenship," <i>Studies in American Political Development</i> 18.1 (2004): 30-43.</p>	<p>Where are we from? Where are we now? How will we think together about religion and the secular, public and private, state and community? How will we think together about how what Turner calls "the elementary forms of citizenship" function in relation to these categories?</p>	<p>Assignment: Letter to the Professor (1)</p>
2	<p>Places for religion in public Please read: Timothy L. Smith, "The Ohio Valley: Testing Ground for America's Experiment in Religious Pluralism," <i>Church History</i> 60.4 (2009): 461-479.</p> <p>Walter Feinberg, "Assessment of Arguments for Teaching Religion in Public Schools in the United States," <i>Religious Education</i> 109.4 (2014): 394-405. Ohio's Learning Standards for Social Studies, https://education.ohio.gov/Topics/Learning-in-Ohio/Social-Studies/Ohio-s-Learning-Standards-for-Social-Studies</p> <p>Alex Pomson, "'Dorks with Yarmulkes': An Ethnographic Inquiry into the Surprised Embrace of Parochial Day Schools by Liberal American Jews," in <i>Cultural Education – Cultural Sustainability: Minority, Diaspora, Indigenous and Ethno-Religious Groups in Multicultural Societies</i>, 305-323 (Routledge 2008).</p>	<p>How does the state frame the need for and benefits of learning about religious traditions or "world religions" in the context of the social studies curriculum, especially in relation to "diversity"? What might this framing occlude? What similar or different work might this framing do in the context of parochial schools? How might questions around diversity and citizenship be similarly or differently articulated in public and parochial schools?</p> <p>In small groups, we'll review and summarize the content on religion in one of six social studies textbooks designed to meet Ohio's Learning Standards for Social Studies. How are notions of good citizenship implicitly communicated in these materials? Come to class prepared to</p>	

		discuss your findings and to make a case for adding to the curriculum.	
3	<p>Methods: ethnography, fieldwork, participant observation Please read: Graham Harvey, "Field Research and Participant Observation," <i>RHRM</i>.</p> <p>Irene Zempi and Imran Awan, "Autoethnography," <i>RHRM</i>.</p>	The Pomson reading last week gave us our first example of religious studies research grounded in ethnographic inquiry. Thinking about our various proposals for what's missing from the curriculum, what diverse communities and forms of religious knowledge could we explore through ethnography or autoethnography?	Structured Learning Experience: Field Trip and Practice Field Notes (note: location of site visits will be determined based on student interest and communication with local religious communities)
4	<p>Cases Please read: C. Pierce Salguero, "Buddhist Healthcare in Philadelphia: An Ethnographic Experiment in Student-Centered, Engaged, and Inclusive Pedagogy," <i>religions</i> 2021 12.6.</p> <p>Robert Jean LeBlanc, "Observant Participant: Carnal Sociology and Researcher Identity in Religious Educational Spaces," <i>Ethnography and Education</i> 14.2 (2019): 242-257.</p> <p>Afsane Rezaei, "The Halfie Predicament in the Ethnography of Religion: Fieldwork with Iranian-American Muslim Women in Los Angeles," <i>Ethnography</i> 2022.</p> <p>Melissa Guzman Garcia, "Spiritual Citizenship: Immigrant Religious Participation and the Management of Deportability," <i>International Migration Review</i>, 52.2 (2018): 404-429.</p>	How can ethnography and autoethnography work to lift up different kinds of knowledge within and about religious communities? How does researcher identity and embodiment shape what we know about religious communities and how we come to know it? How might we use ethnographic and autoethnographic approaches, following Garcia, to query the category of the citizen?	Assignment: Site Visit Reflection Paper (option 1)
5	<p>Methods: sensory ethnography Please read: Sarah Pink, <i>Doing Sensory Ethnography</i> (Sage 2015).</p>	As we continue to think about questions we raised last week around embodiment, let's consider together what we learn if we foreground the senses in our research. How do religious traditions constitute and cohere as sensorial fields? How is knowledge of oneself as a member of a religious community transmitted through the senses? How is this similar to or different	Structured Learning Experience: Field Trip and Practice Field Notes

		from knowledge of oneself as a citizen?	
6	<p>Cases Please read: Elizabeth Pérez, "Cooking for the Gods: Sensuous Ethnography, Sensory Knowledge, and the Kitchen in Lucumí Tradition," <i>Religion</i> 41.4 (2011): 665-683.</p> <p>Please explore: Lynne Gerber, Siri Colom, and Ariana Nedelman, "The Pink and Purple Church in the Castro," https://gallery.religioussounds.osu.edu/mccsf-exhibit-main/</p>	Is there sensory knowledge you think should have a place in the curricular resource you're developing? If so, how will you include it? Are there tactics and strategies you can take inspiration from in the assigned materials for this week?	Assignment: Site Visit Reflection Paper (option 2)
7	<p>Methods: digital and online ethnography Please read: Anna Neumaier, "Digital Ethnography," <i>RHRM</i>.</p> <p>Walter Armbrust, "Copts and Salafis: Dueling YouTube Videos on the Edge of a Precipice," 140-156 (Princeton 2019).</p>	We have been talking about embodiment and the senses in the study of religion—can we take any of our insights into the work of digital and online ethnography? What new elements might we need to add to our typology? How does the internet as a space interact with or complicate the understandings of citizen, state, and public that we've developed so far?	Structured Learning Experience: Field Trip and Practice Field Notes (note: location of site visits will be determined based on student interest and communication with local religious communities)
8	<p>Cases Please explore: CrossRoads Church (www.crossroads.net).</p>	How do you see community imagined and instantiated across the platforms that together constitute CrossRoads Church? How is inclusion enacted here? How are borders instantiated here? How are hierarchies of power and access negotiated here?	Assignment: Site Visit Reflection Paper (option 3)
9	<p>Methods: interviews and oral histories Please read: Tanya Marie Luhrmann, "Interview Methods," <i>RHRM</i>.</p> <p>Melissa May Borja, "Speaking of Spirits: Oral History, Religious Change, and the Seen and Unseen Worlds of Hmong Americans," <i>Oral History Review</i> 44.1 (2017): 1-18.</p>	Many of the ethnographic cases we have been considering also make use of interviews—what do we learn from interviews that we might not learn from observation, and vice versa? What makes for a generative interview question? What is at stake in including the	Assignment: Project Proposal and Annotated Bibliography

		voices of our interlocutors in our materials? How can we pose questions in ways that recognize our interlocutors as producers of knowledge about and within their own communities?	
10	<p>Cases</p> <p>Karam Dana, Bryan Wilcox-Archuleta, and Matt Barreto, "The Political Incorporation of Muslims in the United States: The Mobilizing Role of Religiosity in Islam," <i>Journal of Race, Ethnicity, and Politics</i> 2.2 (2017): 170-200.</p> <p>Su'ad Abdul Khabeer, "Citizens and Suspects: Race, Gender, and the Making of American Muslim Citizenship," <i>Transforming Anthropology</i> 25.2 (2017): 103-119.</p> <p>Elizabeth N. Agnew, "On (Not) 'Humanizing' Muslims: Challenge and Opportunity in an Oral History Project with American Muslims," <i>Oral History Review</i> 49.2 (2022): 178-198.</p>	The readings for this week are conceptually bracing. Why does Agnew express resistance to the notion of "humanizing" Muslims? How do we understand the concept of "the human" being mobilized in relation to secularism, citizenship, the public sphere? Should Agnew's challenge to "humanization" reorient the work we have done so far in terms of how we think about justice, difference, and citizenship?	Assignment: Interview Exercise
11	<p>Methods: archival research and creation</p> <p>Sigurður Gylfi Magnússon, "Microhistory," <i>RHRM</i>.</p> <p>Michelle Caswell, "A Matter of Time: Archival Temporalities" and "Imagining Liberatory Memory Work," <i>Urgent Archives: Enacting Liberatory Memory Work</i>, (Routledge 2021).</p>	Early in the semester, we set out to complicate the framing of "world religions" as primarily oriented toward understanding the ancient past and "world civilizations." With what we know now, how might we tackle questions of history and memory that extend into the deep past? What are some ways we would propose thinking about the relationship between past and present in the context of religious tradition?	Assignment: Field Notes
12	<p>Traces</p> <p>Chadwick Allen, "Performing Serpent Mound: A Trans-Indigenous Meditation," <i>Theatre Journal</i> 67.3 (2015): 391-411.</p>	How has the history of the place we now live been imagined, reimagined, erased,	Structured Learning Experience: Field Trip (note:

	<p>Sandra Garner, "Reinterpretation of 'Sacred Space' at the Newark Earthworks and Serpent Mound: Settler Colonialism and Discourses of 'Sacred'," <i>Review of International American Studies</i> 16 (2023) 87-114.</p> <p>"Hopewell Ceremonial Earthworks," UNESCO World Heritage Convention, https://whc.unesco.org/en/list/1689/</p>	<p>and memorialized at the Newark Earthworks and the Serpent Mound? How has such historical imagination manifested in a range of religious (or "religious") practices? What becomes possible—for the state, for the public, for communities—with the identification of the Earthworks as "World Heritage"? Can we return to the questions raised by Bruyneel and think again—or differently!—about the notion of global citizenship?</p>	<p>location of site visits will be determined based on student interest and communication with local religious communities)</p>
13	Preparation	<p>Throughout the semester, you have been reflecting on and refining the community and questions you want to explore for your final project. This week, you'll have a final opportunity to discuss the stakes of your intervention, with your field notes in hand and a preliminary draft underway. What are you doing, how are you doing it, and why? How do you see your work as contributing to a larger conversation about concepts of justice, difference, and citizenship?</p>	<p>Assignment: Field Notes annotations</p>
14	Production and Practice Session	<p>This week, you are in production on your final projects. How's it going?</p>	<p>Assignment: Preliminary draft</p>
15	Presentation and Celebration	<p>This week, you'll share your final project with the learning community of our class as well as with a larger knowledge community that may</p>	<p>Assignments: Revised draft and final presentation; Letter to the Professor (2).</p>

		include some of the people you've been working with this semester to develop your project. This is a celebration of your work and their knowledge! Who should we invite?	Structured learning experience: Colloquium with reception to follow
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APPENDIX

POSSIBLE LOCATIONS FOR SITE VISITS IN CENTRAL OHIO

<p>Annunciation Greek Orthodox Cathedral 55 N. High St. Columbus, OH 43215</p> <p>Baha'i Faith 1993 Sunbury Road Columbus, OH 43219</p> <p>Bharatiya Hindu Temple 3671 Hyatts Rd. Powell, OH</p> <p>Columbus Zen Sangha Meets at First Unitarian Universalist Church 93 W. Weisheimer Columbus, OH 43214</p> <p>First Spiritualist Temple 77 S. 6th St. Columbus, OH 43215</p> <p>Guru Nanak Sikh Gurdwara 3745 Business Park Road Columbus, OH 43204</p> <p>Islamic Center 1428 E. Broad St. Columbus, OH 43201</p> <p>Jain Center of Central Ohio 6683 Old State Road Lewis Center, Ohio, 43005</p> <p>Karma Thegsum Chöling Buddhist Center 645 W. Rich Street Columbus, OH 43215</p> <p>Krishna House 379 W. 8th Ave Columbus, OH</p>	<p>Masjid Omar 580 Riverview Road Columbus, OH 43202</p> <p>Newman Catholic Center 64 W. Lane Ave Columbus, OH 43201</p> <p>Noor Islamic Cultural Center 5001 Wilcox Rd Dublin, OH 43016</p> <p>OSU Hillel 46 E. 16th Ave Columbus, OH, 43210</p> <p>Shri Swami Narayan Mandir 5419 E. Broad Street Columbus, OH</p> <p>Soka Gakkai International Buddhist Center 3626 Main St. Hilliard, OH 43026</p> <p>St. Stephen's Episcopal Church 30 W. Woodruff, Ave Columbus, OH 43210</p> <p>Temple Israel Columbus 3100 E. Broad St. Columbus, OH 43209</p> <p>Wat Buddha Samikadham 3296 Watkins Road Columbus, OH 432017</p> <p>Yellow Springs Dharma Center 502 Livermore St. Yellow Springs, OH</p>
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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)

Curriculum Map for Religious Studies Major

Program Learning Goals for the Religious Studies Major

Goal 1: Students will attain a broad knowledge of the world’s religions.

Goal 2: Students will understand some of the methodological challenges facing any scholar of religion.

Goal 3: Students will develop an understanding of religion and how to study it comparatively and critically in a range of cultural and historical contexts.

Goal 4: Students will develop multi-disciplinary skills to appreciate the role religion plays in social and cultural production (in terms of art, literature, politics, society).

*Beg=Beginning; Int=Intermediate; Adv=Advanced

CURRICULUM MAP FOR RELIGIOUS STUDIES MAJOR				
Learning Goals:	<u>Goal 1:</u> Students will attain a broad knowledge of the world’s religions.	<u>Goal 2:</u> Students will understand some of the methodological challenges facing any scholar of religion.	<u>Goal 3:</u> Students will develop an understanding of religion and how to study it comparatively and critically in a range of cultural and historical contexts.	<u>Goal 4:</u> Students will develop multi-disciplinary skills to appreciate the role religion plays in social and cultural production (in terms of art, literature, politics, society).
Core Courses (12 Credit Hours)				
2370 Introduction to Comparative Religion OR 2102.02 Comparative Sacred Texts	beg	beg	beg	beg
3972 Theory and Method in the Study of Religion	int	int	int	int
CS 3990 Approaches to Comparative Studies	int	int	int	int
RS 4970 Religious Studies Capstone OR CS 4990 Senior Seminar in Comparative Studies	adv	adv	adv	adv

Individual Religious Traditions courses (9-15 Credit hours)	<u>Goal 1:</u> Students will attain a broad knowledge of the world's religions.	<u>Goal 2:</u> Students will understand some of the methodological challenges facing any scholar of religion.	<u>Goal 3:</u> Students will develop an understanding of religion and how to study it comparatively and critically in a range of cultural and historical contexts.	<u>Goal 4:</u> Students will develop multi-disciplinary skills to appreciate the role religion plays in social and cultural production (in terms of art, literature, politics, society).
ARABIC 5701 The Qur'an in Translation	adv	adv	adv	adv
CLAS 3401 Ancient Greek Religion	int	int	int	int
CLAS 3404 Magic in the Ancient World	int	int	int	int
CLAS 3405 Christians in the Greco-Roman World	int	int	int	int
CLAS 3408 Ancient Roman Religion	int	int	int	int
CS 4822 Native American Identity	adv	adv	adv	adv
ENGLISH 2280 The English Bible	beg	beg	beg	beg
HEBREW 2700 The Hebrew Bible in Translation	beg	beg	beg	beg
HIST 2220 Introduction to the History of Christianity	beg	beg	beg	beg
HIST 2221 Introduction to the New Testament	beg	beg	beg	beg
HIST 2351 Early Islamic Society, 610-1258	beg	beg	beg	beg
HIST 2375 Islamic Central Asia	beg	beg	beg	beg
HIST 2450 Ancient and Medieval Jewish History, 300 BCE-1100 BCE	beg	beg	beg	beg
HIST 2451 Ancient and Medieval Jewish History, 700-1700 CE	beg	beg	beg	beg
HIST 2452 Modern Jewish History, 1700-Present	beg	beg	beg	beg
HIST 3218 Paul and His Influence in Early Christianity	int	int	int	int

HIST 3219 Historical Jesus	int	int	int	int
HIST 3227 Gnostics and Other Early Christian Heresies	int	int	int	int
HIST 3229 History of Early Christianity	int	int	int	int
HIST 3245 The Age of Reformation	int	int	int	int
HIST 3470 Messiahs and Messianism in Jewish History	int	int	int	int
HISTART 3005 Christian Art	int	int	int	int
HISTART 4421 Medieval Art	adv	adv	adv	adv
JS 2201 Introduction to Jewish Culture, Thought and Practice	beg	beg	beg	beg
NELC 3230 Introduction to Shi's Beliefs and History	int	int	int	int
NELC 3501 Introduction to Islam	int	int	int	int
NELC 3508 Sufism	int	int	int	int
PHIL 2120 Asian Philosophies	beg	beg	beg	beg
PHIL 3111 Introduction to Jewish Philosophy	int	int	int	int
RS 2222 From Istar to Christ: The History of Mediterranean Religions	beg	beg	beg	beg
RS 3210 Kabbalah and the Jewish Mystical Tradition (cross-listed with HEBREW and JS)	int	int	int	int
RS 3671 Religions of India	int	int	int	int
RS 3672 Native American Religions	int	int	int	int
RS 3673 The Buddhist Tradition (cross-listed with EALL)	int	int	int	int
RS 4872 Varieties of Christianity	adv	adv	adv	adv
RS 5871 The Japanese Religious Tradition (cross-listed with JAPANESE)	adv	adv	adv	adv

Comparative/ Interdisciplinary courses: 9-15 credit hours				
AFAMAST 4342 Religion, Meaning, and Knowledge in Africa	adv	adv	adv	adv
CLAS 3401 Ancient Greek Religion	int	int	int	int
CLAS 3404 Magic in the Ancient World	int	int	int	int
HEB 2367.01 Scripture and Script	beg	beg	beg	beg
HEB 3704 Women in the Bible and Beyond	int	int	int	int
HIST 3045 American Religious History	int	int	int	int
HIST 3214 Women, Gender, and Sexuality in the History of Christianity	int	int	int	int
MEDREN 2666 Witchcraft and Magic in the Middle Ages and Renaissance	beg	beg	beg	beg
NELC 2680 It's the End of the World!	beg	beg	beg	beg
NELC 3201 Muslims in America and Europe	int	int	int	int
PHIL 2120 Asian Philosophies	beg	beg	beg	beg
PHIL 5850 Philosophy of Religion	adv	adv	adv	adv
RS 2102.01 Literature and Religion	beg	beg	beg	beg
RS 2102.02 Comparative Sacred Texts	beg	beg	beg	beg
RS/CLAS 2222 From Ishtar to Christ	beg	beg	beg	beg
RS 2670 Science and Religion	beg	beg	beg	beg
RS 2677 Religion and Environmentalism	beg	beg	beg	beg
RS 3666 Magic in the Modern World	int	int	int	int
RS 3671 Religions of India	int	int	int	int
RS 3678 Religion and American Culture	int	int	int	int

RS 3679 Popular Culture and World Religion	int	int	int	int
RS / HIST 3680 Religion and Law in Comparative Perspective	int	int	int	int
RS 4370 Research Seminar on Religion in Ohio	adv	adv	adv	adv
RS / INTSTDS 4873 New Age and New Religious Movements	adv	adv	adv	adv
RS 4875 Gender, Sexuality and Religion	adv	adv	adv	adv
SOCI 3467 Sociology of Religion	int	int	int	int

Curriculum Map for Comparative Studies Major

Program Learning Goals:

- Goal 1 Students develop the capacity to analyze differences in culture and politics over time.
- Goal 2 Students develop the capacity to engage and analyze issues of community and social justice.
- Goal 3 Students develop interdisciplinary thinking and writing skills, and an understanding of relationships between disciplines.
- Goal 4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.
- Goal 5 Students develop the capacity for aesthetic and historical response and judgment of cultural products and modes of consumption.
- Goal 6 Students develop the ability to understand how ideas and cultural artifacts influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.

*Beg=Beginning; Int=Intermediate; Adv=Advanced

CURRICULUM MAP FOR COMPARATIVE STUDIES MAJOR						
<i>NB: DISTRIBUTION COURSES (ELECTIVES) IN OTHER DEPARTMENTS ARE CATEGORIZED IN REGARD TO GOALS #5 AND 6 ONLY</i>						
Program Learning Goals						
	Goal #1 Students develop the capacity to analyze differences in culture and politics over time.	Goal #2 Students develop the capacity to engage and analyze issues of community and social justice.	Goal #3 Students develop interdisciplinary thinking and writing skills, and understanding of relationships among disciplines.	Goal #4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.	Goal #5 Students develop the capacity for aesthetic and historical response and judgment of cultural products and modes of consumption.	Goal #6 Students develop the ability to understand how ideas and cultural artifacts influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.
REQUIRED COURSES (10 CREDITS):						
CS 2099 The Question of Comparative Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2360 Intro to Comparative Cultural Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 3990 Approaches to Comparative Studies	Int	Int	Int	Int	Int	Int
CS 4990 Senior Seminar in Comparative Studies	Adv	Adv	Adv	Adv	Adv	Adv
<p>CONCENTRATION CORE—MAJOR FOCUS (15 CREDITS): This core requirement is fulfilled by the development of an individualized Major Focus. This focus is determined by each student in consultation with her or his advisor. It consists of a set of five courses (at least four of which must be Comparative Studies or Religious Studies courses, and no more than two at the 2000 level) that is centered on a particular set of discourses, objects, cultural practices, or problems.</p> <p>ELECTIVES (12 CREDITS)—Should complement the Major Focus, but can add additional knowledge bases or theoretical/methodological approaches.</p>						

COURSES IN COMPARATIVE STUDIES AND RELIGIOUS STUDIES THAT FULFILL EITHER MAJOR FOCUS OR ELECTIVES

CS 2101 Literature and Society	Beg	Beg	Beg	Beg	Beg	Beg
CS 2104(H) Literature, Science and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 2105(H) Literature and Ethnicity	Beg	Beg	Beg	Beg	Beg	Beg
CS 2214 Intro to Sexuality Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2220 Intro to South Asian Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2264 Intro to Popular Culture Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2281 American Icons	Beg	Beg	Beg	Beg	Beg	Beg
CS 2301 Intro to World Lit	Beg	Beg	Beg	Beg	Beg	Beg
CS 2321 Intro to Asian American Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2322 Intro to Latino Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2323 Intro to American Indian Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2340 Intro to Cultures of Science and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 2341 Tech, Science and Society	Beg	Beg	Beg	Beg	Beg	Beg
CS 2350(H) Intro to Folklore	Beg	Beg	Beg	Beg	Beg	Beg
CS 2420 American Food Cultures	Beg	Beg	Beg	Beg	Beg	Beg
CS 2864(H) Modernity & Postmodernity	Int	Int	Int	Int	Int	Int
CS 3072 The Newark Earthworks	Int	Int	Int	Int	Int	Int
CS 3130H Introduction to Performance Studies Honors	Int	Int	Int	Int	Int	Int
CS 3302(E) Translating Literatures & Cultures	Int	Int	Int	Int	Int	Int
CS 3360 Intro to Globalization and Culture	Int	Int	Int	Int	Int	Int
CS 3603 Love and Literature	Int	Int	Int	Int	Int	Int
CS 3606 Quest in World Literature	Int	Int	Int	Int	Int	Int
CS 3607 Film and Literature	Int	Int	Int	Int	Int	Int
CS 3608 Representations of the Experience of War	Int	Int	Int	Int	Int	Int
CS 3645H Cultures of Medicine	Int	Int	Int	Int	Int	Int
CS 3646 Cultures, Natures, Technologies	Int	Int	Int	Int	Int	Int
CS 3686 Cultural Studies of American Popular Musics	Int	Int	Int	Int	Int	Int
CS 3808 Utopia and Dystopia	Int	Int	Int	Int	Int	Int
CS 3903(E) World Literature: Theory and Practice	Int	Int	Int	Int	Int	Int
CS 4021(E) Banned Books and the Cost of Censorship	Adv	Adv	Adv	Adv	Adv	Adv
CS 4420 Cultural Food Systems and Sustainability	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.01 Global Studies of Science and Technology	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.02 Global Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.03 Global Folklore	Adv	Adv	Adv	Adv	Adv	Adv
CS 4655 Studies in Ethnography	Adv	Adv	Adv	Adv	Adv	Adv
CS 4658 (3658) Folklore of the Americas	Int	Int	Int	Int	Int	Int
CS 4661 (3661) The City and Culture	Int	Int	Int	Int	Int	Int
CS 4803 Studies in Asian American Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4804 Studies in Latino Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv

CS 4805 Literatures of the Americas	Adv	Adv	Adv	Adv	Adv	Adv
CS 4808 (3808) Utopia and Anti-Utopia (Utopia and Dystopia)	Int	Int	Int	Int	Int	Int
CS 4822 Native American Identity	Adv	Adv	Adv	Adv	Adv	Adv
CS 4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Adv	Adv	Adv	Adv	Adv	Adv
RS 3210 Jewish Mystical Tradition	Int	Int	Int	Int	Int	Int
RS 3667 Messages from Beyond	Int	Int	Int	Int	Int	Int
RS 3671 Religions of India	Int	Int	Int	Int	Int	Int
RS 3672 Native American Religions	Int	Int	Int	Int	Int	Int
RS 3673 The Buddhist Tradition	Int	Int	Int	Int	Int	Int
RS 3674 African Religions	Int	Int	Int	Int	Int	v
RS 3678 Religion and American Culture	Int	Int	Int	Int	Int	Int
RS 3679 Religion and Popular Culture	Int	Int	Int	Int	Int	Int
RS 3680 Religion and Law in Comparative Perspective	Int	Int	Int	Int	Int	Int
RS 3872H Varieties of Christianity	Int	Int	Int	Int	Int	Int
RS 3972 Theory and Method in the Study of Religion	Int	Int	Int	Int	Int	Int
RS 4370 Research Seminar on Religion in Ohio	Adv	Adv	Adv	Adv	Adv	Adv
RS 4873 Contemporary Religious Movements in Global Context	Adv	Adv	Adv	Adv	Adv	Adv
RS 4875 Gender, Sexuality, and Religion	Adv	Adv	Adv	Adv	Adv	Adv

COURSES FROM OTHER DEPARTMENTS THAT FULFILL EITHER MAJOR FOCUS OR ELECTIVES

Department and Course			Department and Course		
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AFRICAN AMERICAN AND AFRICAN STUDIES

2201 Major Readings in African American and African Studies	Beg	Beg	4535 Topics in Black Masculinity Studies	Adv	Adv
2218 Black Urban Experience	Int	Int	4565 Topics in African Diaspora Studies	Adv	Adv
2270 Introduction to Black Popular Culture	Beg	Beg	4571 Black Visual Culture and Popular Media	Adv	Adv
2281 Intro to African American Literature	Beg	Beg	4582 Special Topics in African American Literature	Adv	Adv
2288 Bebop to Doowop to Hip-hop: The Rhythm and Blues Tradition	Beg	Beg	4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Adv	Adv
3083 Civil Rights and Black Power Movements	Int	Int			
3230 Black Women: Culture and Society	Int	Int			
3310 Global Perspectives on the African Diaspora	Int	Int			
3376 Arts and Cultures of Africa and the Diaspora	Int	Int			
3440 Theorizing Race	Int	Int			

ANTHROPOLOGY

2202 (H) Intro to Cultural Anthropology	Beg	Beg	3419 Latin American Cultures and Migration in Global Perspective	Int	Int
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2241 Middle East Close Up: People, Cultures, Societies	Int	Int	3525 History of Anthropological Theory	Adv	Adv
3334 Zombies: Anthropology of the Undead	Int	Int			
CHINESE					
4405 China in Chinese Film	Adv	Adv	4406 China Pop: Contemporary Popular Culture and Media in Greater China	Int	Int
EAST ASIAN					
3446 Asian American Film	Int	Int			
ENGLISH					
2264 Intro to Popular Culture Studies	Beg	Beg	4577.02 Folklore II: Genres, Form, Meaning and Use	Adv	Adv
2270 (H) Intro to Folklore	Beg	Beg	4585 History of Literacy	Adv	Adv
2277 Intro to Disability Studies	Beg	Beg	4586 Studies in American Indian Literature and Culture	Adv	Adv
3364 Reading Popular Culture	Int	Int	4587 Asian American Literature and Culture	Adv	Adv
4569 Digital Media and English Studies	Adv	Adv	4588 Latino/a Literature and Culture	Adv	Adv
4577.01 Folklore I: Groups and Communities	Adv	Adv	4595 Literature and Law	Adv	Adv
FRENCH					
2801 French Cinema	Beg	Beg	3402 Intro to Francophone Cultures	Int	Int
3202 Literary and Visual Texts of the Francophone World	Beg	Beg	3701 Intro to French Cinema	Int	Int
GEOGRAPHY					
3600 Space, Power, and Political Geography	Int	Int	3701 The Making of the Modern World		
GERMAN					
2251 German Literature and Popular Culture	Beg	Beg	3351 Democracy, Fascism and German Culture	Int	Int
3252 The Holocaust in Literature and Film	Int	Int	4670H Cinema and the Historical <i>Avant Garde</i>	Adv	Adv
HEBREW					
3275 The Holocaust in Literature and Film	Int	Int			
HISTORY					
2002 (H) Making America Modern	Beg	Beg	2750 Natives and Newcomers: Immigration and Migration in U.S. History	Beg	Beg
2070 Intro to Native American History	Beg	Beg	2800 Intro to the Discipline of History	Beg	Beg
2075 Intro to U.S. Latino/a History	Beg	Beg	3017 The Sixties	Int	Int
2079 Asian American History	Beg	Beg	3020 19 th -Century American Ideas	Int	Int
2080 African American History to 1877	Beg	Beg	3021 20 th -Century American Ideas	Int	Int
2081 African American History from 1877	Beg	Beg	3040 The American City	Int	Int

2100 Intro to the Spanish Atlantic World	Beg	Beg	3070 Native American History from European Contact to Removal, 1560-1820	Int	Int
2260 European Thought and Culture, 19 th Cent	Beg	Beg	3071 Native American History from Removal to Present	Int	Int
2261 European Thought and Culture, 20 th Cent	Beg	Beg	3075 Mexican American Chicano/a History	Int	Int
2270 Love in the Modern World	Beg	Beg	3080 Slavery in the US	Int	Int
2455 Jews in American Film	Beg	Beg	3082 Black Americans during the progressive Era	Int	Int
2475 History of the Holocaust	Beg	Beg	3083 Civil Rights and Black Power Movements	Int	Int
2610 (H) Intro to Women and Gender in the U.S	Beg	Beg	3085 African American History through Contemporary Film	Int	Int
2630 History of Modern Sexualities	Beg	Beg	3630 Same Sex Sexuality in a Global Context	Int	Int
HISTORY OF ART					
2901 Introduction to World Cinema	Beg	Beg	3901 World Cinema Today	Int	Int
3605 (H) History of Photography	Int	Int	4640 Contemporary Art since 1945	Adv	Adv
3635 American Cartoons from Crazy Kat to Jimmy Corrigan	Int	Int			
INTERNATIONAL STUDIES					
4800 Cultural Diplomacy	Adv	Adv			
ITALIAN					
2053 Intro to Italian Cinema	Beg	Beg	3222 Modern Italian Media	Int	Int
2055 Mafia Movies	Beg	Beg	4225 Italian Identities	Adv	Adv
JAPANESE					
4400 Japanese Film and Visual Media	Adv	Adv			
NEAR EASTERN and SOUTH ASIAN STUDIES					
2244 Films of the Middle East	Beg	Beg	2798.01 Experiencing Everyday Life in South Asia	Beg	Beg
PHILOSOPHY					
2400 Political and Social Philosophy	Beg	Beg	2470 H Philosophy of Film	Int	Int
2450 Philosophical Problems in the Arts	Beg	Beg	3420 Philosophical Perspectives on Issues of Gender	Int	Int
RUSSIAN					
3460 Modern Russian Experience through Film (successor)	Int	Int			
SCANDINAVIAN					
3350 Norse Mythology and Medieval Culture	Int	Int	4250 Scandinavian Folklore of the Supernatural	Adv	Adv
SOCIOLOGY					
2300 Sociology of Culture and Popular Culture	Beg	Beg	3380 Racial and Ethnic Relations in America	Int	Int
2340 Sex and Love in Modern Society	Beg	Beg			

SPANISH					
2330 Reinventing America	Beg	Beg	4557.20 Intro to Other Latino Literature in the US	Adv	Adv
2332 Intro to Andean and Amazonian Cultures	Beg	Beg	4560 Introduction to Spanish-American Culture	Adv	Adv
2389 Spanish in the US: Language as Social Action	Beg	Beg	4565H Latin American Indigenous Literatures and Cultures	Adv	Adv
2520 Latin American Literature in Translation: Fictions and Realities	Beg	Beg	4580 Latin American Film	Adv	Adv
4555 (E) Indigenous and Colonial Literatures of Latin America	Adv	Adv	4581 Spanish Film	Adv	Adv
4557.10 Intro to Latino Literature in the US	Adv	Adv			
THEATRE					
2341H Moving Image Art	Beg	Beg			
WOMEN'S, GENDER, AND SEXUALITY STUDIES					
2215 Reading Women Writers	Beg	Beg	4401 Asian American Women: Race, Sex, and Representation	Adv	Adv
2230 Gender, Sexuality, and Race in Popular Culture	Beg	Beg	4402 Black Women: Representations, Politics, and Power	Adv	Adv
2282 Intro to Queer Studies	Beg	Beg	4404 Regulating Bodies: Global Sexual Economies	Adv	Adv
2296H Topics in Women's Studies	Beg	Beg	4405 Race and Sexuality	Adv	Adv
2300 Approaches to Feminist Inquiry	Beg	Beg	4510 American Women's Movements	Adv	Adv
2305 A World of Genders and Sexualities	Beg	Beg	4520 Women of Color and Social Activism	Adv	Adv
2317 Gender at the Movies: Hollywood and Beyond	Beg	Beg	4524 Women and Work	Adv	Adv
2340 Si Se Puede: Latinx Gender Studies.	Beg	Beg	4560 Crossing Borders with Mexican-American and Chicana Feminisms	Adv	Adv
2550 History of Feminist Thought	Beg	Beg	4597 Gender and Democracy in the Contemporary World	Adv	Adv
3320 Topics in Women's and Gender Studies	Int	Int	4845 Gender, Sexuality, and Science	Adv	Adv
3370 Sexualities and Citizenship	Int	Int	4921 Intersections: Approaches to Race, Gender, Class, and Sexuality	Adv	Adv
3505 Transnational Feminisms	Int	Int			
4375 Women and Visual Culture	Adv	Adv			
YIDDISH					
3399 The Holocaust in Yiddish and Ashkenazic Literature and Film	Int	Int			