

Term Information

Effective Term Spring 2025

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 3595
Course Title Literature and Law
Transcript Abbreviation Lit&Law
Course Description This course examines how legal structures, practices and concepts are represented and explored in and through literature written in English (poetry, fiction, drama, and/or essays).
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites Completion of Writing and Information Literacy GE Foundation course
Exclusions Not open to students with credit for 4595
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

Citizenship for a Diverse and Just World

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

- Readings and analysis of legal and literary texts provide student with an opportunity to explore how various concepts and definitions of citizenship are represented and formed in history and language.

Content Topic List

- law and citizenship
 - power, authority
 - legal rhetoric and citizenship
 - copyright and legal property
 - economic citizenship
 - racism and justice

Sought Concurrence

No

Attachments

- English 3595 Syllabus.doc: Syllabus
(Syllabus. Owner: Hewitt, Elizabeth A)
- 3395CitizenshipThemeForm.pdf: Theme Form
(Other Supporting Documentation. Owner: Hewitt, Elizabeth A)
- CurricularMapFeb2024.docx: Curricular Map
(Other Supporting Documentation. Owner: Hewitt, Elizabeth A)

Comments

- We are keeping the same title as our current 4595 because once this course is approved, we are going to remove 4595. English cannot staff both a 3000 and 4000 version of the course, and we think the 3000 with GEN Citizenship theme will be more valuable to students across university. English 3595 will substitute for English 4595 as an elective in the Legal Foundations of Society Minor. *(by Hewitt, Elizabeth A on 03/18/2024 12:43 PM)*
- Is it possible to come up with a slightly different title? It is highly unusual to give the same title to two different courses. *(by Vankeerbergen, Bernadette Chantal on 03/16/2024 09:16 PM)*

COURSE REQUEST
3595 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/21/2024

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Hewitt, Elizabeth A	02/13/2024 01:17 PM	Submitted for Approval
Approved	Hewitt, Elizabeth A	02/13/2024 01:18 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	03/16/2024 09:16 PM	College Approval
Submitted	Hewitt, Elizabeth A	03/18/2024 12:43 PM	Submitted for Approval
Approved	Hewitt, Elizabeth A	03/18/2024 12:43 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/21/2024 09:02 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/21/2024 09:02 AM	ASCCAO Approval

English 3595: Literature and Law
Fall 2024
Mendenhall Room 129, W-F, 2:20-3:40 pm

Professor Susan Williams
Office Hours: R 1:00-3:00 p.m.
and by appointment
Denney Hall 436
614-688-2341 (o)
williams.488@osu.edu; <http://carmen.osu.edu>

Course Description: This course examines how legal structures, practices and concepts are represented and explored in and through literature written in English (poetry, fiction, drama, and/or essays). By giving case studies of a variety of literary texts, it provides opportunities for reflection on how literature represents diverse experiences of and relations to citizenship and how the law mediates those relationships. It also provides opportunities to analyze the connection between language and citizenship.

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

Goals and Learning Outcomes

Citizenship for a Just and Diverse World

The General Education Theme topics are broad, interdisciplinary, and respond to questions and concerns reflecting the 21st century context informing it from historical, current, and futuristic approaches. A major goal of the Themes is to provide students with the opportunity to examine a complex topic through multiple perspectives and disciplinary lenses. In this course, that complex topic is the interrelationship between citizenship and the law, and the disciplinary lenses are literary criticism and analysis; cultural, economic, and political history; and legal analysis.

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

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 the future.

Goal 3: 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.

Goal 4: Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

Expected Learning Outcomes (Related course content and activities are highlighted by number in course schedule below):

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 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.
- 3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- 3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.
- 4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.
- 4.2. 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.

Meeting the Goals/ELOs of Citizenship for a Diverse and Just World

English 3595, “Literature and Law,” meets the Goals and Expected Learning Outcomes for the Citizenship for a Diverse and Just World Theme through a range of readings, class activities, and writing assignments that provide you with an opportunity to explore and reflect on how various concepts and definitions of citizenship are represented and formed in both legal and literary texts. Historically, laws have been created to codify the duties, responsibilities, and rights of citizens; to establish definitions of who may hold those rights; and to define under what circumstances those rights may be restricted, expanded or challenged. In this course, we will examine how literary texts represent legal structures and deepen our understanding of how those structures affect the ways in which individuals identify with and practice citizenship. We will read about characters who see their adherence to the law as an expression of their model citizenship as well as characters who see the law as in need of reform. We will also see how legal opinions and documents draw on literary elements (figures of speech; stories; character) to communicate their meaning. Understanding the law and understanding literature both require an ability to read carefully, decipher and interpret language, and make

connections with other texts and with real world applications. This course will help you practice these skills of reading, interpreting, and connecting. As you practice these skills, you will see how literary forms and genres from a diverse range of authors play important roles in understanding how citizenship is historically and socially situated and how legal understandings of citizenship intersect with the promotion of a diverse and just world.

Required Texts:

Louisa May Alcott, *The Inheritance* (Penguin) (ISBN 9780140436662)

Charles Chesnutt, *The Marrow of Tradition*, ed. Werner Sollors (Norton) (ISBN 9780393934144)

Nathaniel Hawthorne, *The Scarlet Letter* (Penguin) (ISBN 9780143107668)

Plessy v. Ferguson: A Brief History with Documents, ed. Brook Thomas (MacMillan Learning) (ISBN 9780312137434); also on reserve in Thompson Library Readings on CarmenCanvas (marked by *)

Schedule of Topics, Readings, Activities, and Assignments, tagged with ELOs for each class period:

Using Literature and Law to Explore Citizenship and Power

Opening Questions 1: How does literature represent the law? How does access to legal power and rights shape identity as a citizen?

August 21 (W): *Emily Dickinson, “I read my sentence—steadily—“ (Poem 412). In-class annotation exercise and discussion of how a close reading of the poem revolves around the double meaning of “sentence” as a grammatical unit and as a legal term. How does Dickinson use the law to figure poetic authority and agency? How might poetic authority intersect with individual conceptions of citizenship? (ELO 1.1)

Opening Question 2: How do different literary characters experience legal and extra-legal structures of power?

August 23 (F): *Herman Melville, “Bartleby the Scrivener.” Reader Response #1 due: How reliable or trustworthy do you find the unnamed first-person narrator of this “Story of Wall Street”? How does his identity as a lawyer and property owner affect his views of the responsibilities of citizens? Do you empathize with Bartleby’s refusal to work or move? Class discussion of how this 1853 short story represents the symbolic and actual walls in mid-nineteenth-century legal practice in New York Society, and by extension, growing social alienation and power differentials in the growing urban and industrial economy of the United States. How and why was this story used by the Occupy Wall Street movement in its 2011 social justice protests? (ELOs 1.1, 1.2, 2.2, 4.2)

Opening Question 3: How and why do judges incorporate literary allusions and forms into their legal opinions? How do literary allusions and forms increase the rhetorical power of the law? How does literature help construct multiple meanings of citizenship?

August 28 (W): *Robert A. Ferguson, “The Judicial Opinion as Literary Genre,” *Yale Journal of Law & the Humanities* 2 (1990): 201-19; *John Leubsdorf, “The Structure of Judicial Opinions,” *Minnesota Law Review* 86 (2001): 447-96 (excerpts); *Herman Melville, “Fast-Fish and Loose-Fish” (Ch. 89 of *Moby Dick*). Lecture and small-group

discussion on how legal scholars identify literary conventions (e.g., character, figures of speech; narrative storytelling) within case law (literature in law) and how they use the character Ishmael's arguments in Herman Melville's "Fast-Fish and Loose-Fish" (1851) to illustrate the diverse ways in which law and its implications for moral citizenship can be interpreted. (ELOs 1.1, 1.2, 2.1, 3.1)

Economic Citizenship 1: Literary Copyright and Fair Use across National Borders

August 30 (F): *Washington Irving, "The Art of Bookmaking" (from *The Sketch Book of Geoffrey Crayon*); *Mark Twain, "On the Need for Perpetual Copyright." Class discussion of how Irving, writing in 1820, and Twain, speaking before Congress in 1906, represented literary property and the rights of authors to be appropriately compensated for their labor. Lecture: overview of 19th century transatlantic copyright law. In class collaborative exercise: literary map of "The Art of Bookmaking," focused on how Irving retells the same scene multiple times to reflect multiple points of view on the topic. Discussion of how multiple points of view are important for intercultural competence as a global citizen. (ELOs 1.1, 1.2, 2.1, 2.2, 3.1, 3.2)

September 4 (W): *"Copyright Basics" and "Fair Use," Ch. 11 and 12 of the OSU Libraries' [Choosing and Using Sources: A Guide to Academic Research](#); *"The Times Sues OpenAI and Microsoft over A.I. Use of Copyrighted Work" (*New York Times* article, December 27, 2023). Guest presentation on the university's responsibilities in complying with copyright and fair use laws, including an examination of the copyright policy included in the syllabus and of the library's academic research guide. Class discussion of application of these laws within universities vs those utilized by private citizens. Discussion will also touch on current issues surrounding the use of AI and copyright. Guest: Allison Schultz, University Libraries. (ELOs 1.1, 2.1, 2.2, 3.1, 4.2)

September 6 (F): *Contemporary context--Fair use in rap music: **Campbell v. Acuff Rose*; **Bridgeport Music, Inc. v. Dimension Films, LLC*. Lecture and discussion: What copyright and fair use issues arose with the growth of sampling in the early history of rap music? How did rap artists see sampling as a way to create new and diverse cultural traditions and to advocate for social change? Reader response # 2 due: What ethical or social issues do you see at stake in legal restrictions on sampling? How do you view song writers such as Tracy Chapman who have legally challenged the sampling of their music? Do you see any analogies to the growth of AI? (ELOs 1.1, 2.1, 2.2, 3.1 3.2, 4.1, 4.2)

Economic Citizenship 2: Louisa May Alcott, Marriage Laws, and Inheritance Rights

September 11 (W): *Louisa May Alcott, transcript of last will and testament; excerpts from *Journals*; "Amy's Will" and "Harvest Time" (Ch. 19 and Ch. 47 of *Little Women*); *Lawrence van Gelder, "Uncovered at Harvard: Alcott's First Novel," *New York Times* (May 1, 1996). Lecture and think-pair-share exercise: As a single woman supporting her parents and family, why was maintaining the copyright to her books important to Alcott as a citizen? How did changing marriage and inheritance laws in Massachusetts affect planning for her literary estate? How did her literary heirs fight for their property rights following the "discovery" of her first novel, *The Inheritance*? (ELOs 1.1, 1.2, 2.1, 2.2, 3.1)

September 13 (F): Louisa May Alcott, *The Inheritance*, Ch. 1-5 (pp. 1-44): Class discussion: how does this novel depict aristocratic citizenship and property rights on a British country estate? How does the plot's Gothic focus on a hidden will and unrecognized heir differ from Alcott's estate planning as a citizen living in democratic Massachusetts? How do American and British conceptions of citizenship and property rights differ? (ELOs 1.1, 1.2, 3.1)

September 18 (W): Alcott, *The Inheritance*, Ch. 6-15 (pp. 45-147). Lecture and discussion: How does the "revelation" of the lost will affect the ending of the book? How does Alcott's ending imagine the relation between legal property rights and the growing social and economic power of women? Reader response # 3 due: *The Inheritance* was Alcott's first novel. It was not published in her lifetime and is still relatively unknown. Write a mock short (c. 250 words) review of the novel for a social media site. Do you see it as a "good read"? Why or why not? In addition to your review, write a brief paragraph reflecting on how participating in on-line review communities is connected to your understanding of your own citizenship. (ELOs 1.1, 1.2, 2.1, 2.2)

September 20 (F): Contemporary context—Film adaptations. Screening and in-class discussion of key scenes in CBS production of *The Inheritance*. Discussion: how does the novel "translate" into film? Does the film's representation of social class, economic citizenship, and estate planning differ from that in the novel? (ELOs 1.1, 1.2, 2.1, 2.2)

The Role of Shame in Citizenship: Scarlet Letter Laws

September 25 (W): Interactive Workshop: using research databases to conduct literary and legal research (Guests: Jennifer Schnabel, English subject librarian, OSU Libraries). This workshop will focus on how to do key word searches using various databases, especially LexisNexis, in preparation for a research project on scarlet letter laws, which use shame as a form of legal punishment. (ELO 1.2)

September 27 (F): Nathaniel Hawthorne, "The Custom House." Lecture and small-group discussion: how does this introduction to *The Scarlet Letter* describe the "discovery" of the cloth scarlet A in the attic of the Salem Custom House? What attributes does it have? How does Hawthorne's biographical persona as a federal employee charged with upholding import and export laws affect our reading of this essay? How does Hawthorne describe the other employees in the Custom House and how do they conceive of their role as citizens? What does it mean that Hawthorne defines himself in this essay as "a citizen of somewhere else"? How many times and in what context does the word "citizen" appear in this essay (digital search)? (ELOs 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.2)

October 2 (W): Hawthorne, *The Scarlet Letter*, ch. 1-4; recommended, *Benjamin Rush, "[An Enquiry into the Effects of Public Punishments upon Criminals and Upon Society](#)"; *Joel Berson, "On the Trail of the Scarlet AD," *Nathaniel Hawthorne Review* 39 (Spring 2013): 133-154. Lecture: History of adultery laws in the United States and changing conceptions of punishment and justice for adulterers; Hawthorne's sources in understanding adultery laws in 17th century New England and their presentation in *The*

Scarlet Letter; how the laws describe upholding marriage as key to creating moral citizens. (ELOs 3.1, 4.2)

October 4 (F): *The Scarlet Letter*, ch. 5-13. Lecture and small group discussion: how does the custody battle over Pearl work to discredit Hester Prynne as a responsible citizen? On what basis is Hester given custody and how does her legal ability to keep her child affect her standing as a citizen within her Puritan community? Reader Response # 4 due: Ch. 13 ends with the observation that “The scarlet letter had not done its office.” What is the “office” of the scarlet letter in promoting a particular definition of citizenship, and what does it mean that it has not been “done”? How does Hawthorne represent Hester’s internal thoughts? Does her internal turmoil make you more or less interested in her as a character and why? (ELOs 1.1, 1.2, 2.1, 2.2, 3.1)

October 9 (W): *The Scarlet Letter*, ch. 14-end. Lecture and class discussion: How do 17th century British inheritance laws affect our understanding of the end of this famous novel? How do British conceptions of citizenship and property rights compare to American ones? What does it mean that Pearl’s biological father ends up leaving her a large inheritance? How do inheritance laws intersect the novel’s depiction of Hester’s transformation from adulterer to “angel”? How do we read Pearl’s move back to England and its legal environment? (ELOs 1.1, 1.2, 2.1, 3.1)

October 11 (F): No class—autumn break

October 16 (W): Contemporary context—Shaming Laws in Ohio and Beyond: *William Livingston, “Have You Been Drinking Tonight Ms. Prynne?: Ohio’s *Scarlet Letter* For OVI/DUI Offenders: A Violation of First Amendment Protection Against Compelled Speech,” *Cleveland State Law Review* 59 (2011): 745-771. Recommended: Susan Williams, “Scarlet Letters and Shame in the Time of Coronavirus,” *Nathaniel Hawthorne Review* 47.1 (2021): 144-66. Homework assignment due: contribution to course annotated bibliography on examples of the use of the term “scarlet letter” in legal opinions and/or contemporary newspapers (collaborative page on CarmenCanvas). Discussion of findings listed in collaborative annotated bibliography. How is public shaming related to justice, difference, citizenship, and variety of lived experiences? (ELOs 1.2, 2.2, 3.1, 4.1, 4.2)

October 18 (F): No class meeting; **Research Report due** on contemporary uses of the *Scarlet Letter* in media (ELOs 1.1, 1.2, 3.1)

Access to Political Citizenship and Civil Rights: *Plessy vs. Ferguson*

October 23 (W): Thomas, ed., *Plessy v. Ferguson, A Brief History*, Part Two (“*Plessy v. Ferguson*, May 18, 1986” and “Responses to *Plessy*: The Press); [*14th Amendment to the U.S Constitution: Civil Rights \(1868\)](#). Lecture on Civil War Constitutional Amendments as background for *Plessy*; how *Plessy* defined adequate access to citizenship rights; and literary techniques used in Justice Brown’s majority opinion and Justice Harlan’s dissent. Small group activity: identifying key words in press responses to *Plessy* in 1896 (ELOs 1.1, 1.2, 3.1, 4.1)

October 25 (F): *Plessy v. Ferguson, A Brief History, Part Three (Conclusion: In the Wake of Plessy)*, pp. 139-160. Class discussion: How does understanding the context of the debates and conditions surrounding the *Plessy* decision provide insights into debates about affirmative action today? (ELOs 4.1, 4.2)

Political Citizenship and Voting Rights in the Jim Crow Era

October 30 (W): *Charles Chesnutt, **“Some Requisites of a Law Reporter,” “What is a White Man?”* (Norton 226-27). Lecture: Chesnutt as a biracial reporter, stenographer and author in North Carolina and Ohio. Class discussion and analysis of letters discussing his desire as a citizen to write a political novel that responds to *Plessy vs. Ferguson* and advocates for social change (ELOs 3.1, 3.2, 4.1, 4.2)

November 1 (F) In-class workshop: reading Chesnutt’s dialect. *Charles Chesnutt, *The Marrow of Tradition*, Chapter 1. In class exercise: Students will practice transcribing and decoding dialect and discuss differences between oral vs. written speech. Class discussion question: how do dialects and accents signify social and class positions? How does dialect mark characters as non-citizens? (ELOs 1.1, 3.2, 4.1)

November 6 (W): Chesnutt, *The Marrow of Tradition*, Chapters 2-13. Lecture and small group discussion on how the train car scene in the novel alludes to and re-creates the challenge to “separate but equal” train cars that led to *Plessy vs Ferguson*. What perspectives/details does the novelistic treatment give that the legal opinions do not? How do the two train scenes relate access to interstate travel as a citizenship right? (ELOs 1.1, 3.1, 4.1)

November 8 (F): Eric Sundquist, “from Charles Chesnutt’s Cakewalk” (Norton 472-486). Lecture and class discussion: how does Chesnutt’s “Cakewalk” chapter comment or “signify” on race relations and civil rights in the 1890s? How does the “Cakewalk” serve as metaphor for the structure and purpose of the overall novel? (ELOs 1.1, 1.2, 4.1, 4.2)

November 13 (W) Chesnutt, *The Marrow of Tradition*, Chapters 14-28. In-class exercise: literary map of characters, with an emphasis on those who are doubled and thereby demonstrate create cross-racial and -cultural connections. Discussion: how does this doubling help readers analyze and critique the intersection of justice, difference, and social power? (ELOs 1.2, 3.2, 4.2)

November 15 (F) Chesnutt, *The Marrow of Tradition*, Chapters 29-end. Individual and large group reflection-discussion: How does the political coup that culminates the novel intersect with current discussions about voting laws? To what extent does the novel have a hopeful ending and how do we respond as readers to the ending? What is and should be the place of *The Marrow of Tradition* in American history? (ELOs 2.2, 3.2)

November 20 (W) Contemporary Context—the legacy of Jim Crow: *The 2006 North Carolina [1898 Wilmington Race Riot Commission Report](#) (excerpts). Class discussion: How does the Commission Report—written 100 years after the events on which *The*

Marrow of Tradition was based— affect our understanding of the roles of citizens in understanding the past? (ELOs 3 and 4)

November 22 (F): Examination Review and Practice #1: Sample short answer questions and answers; guidance on identifying key passages and annotating them; preparing a note sheet for the exam (ELOs 1 and 2)

November 27 (W): No class—Thanksgiving break

November 29 (F): No class—Thanksgiving break

December 4 (W): Conclusion and takeaways; Examination Review and Practice #2: preparing for essay questions (ELOs 3-4)

December 10 (T): Final examination

Assignments:

- Participation in class discussions and in-class workshops, exercises, and small group discussions. These activities are described for each class period in the schedule above, and details will also be included in a weekly overview of the course posted in the course announcements page. More than three unexcused absences will reduce your participation grade by one whole letter grade (see “Attendance” under Additional Information below)
- Four reader response reflections, due on **August 23, September 6, September 18, and October 4**. These will be between 250-450 words each. The purpose of these responses is for you to reflect on the reading and connect it to your own experience as well as to class discussions and lectures. Each response will earn a maximum of 25 points. The topics for these responses are included in the schedule of assignments above. A specific prompt for each reflection will be posted on Carmen 10 days in advance of the due date.
- A 4–5-page **research report** on the use of *The Scarlet Letter* in the media, due **October 18**. This assignment provides you an opportunity to discover and analyze how contemporary uses of the scarlet letter continue or diverge from the legal and cultural role the letter plays in Hawthorne’s novel. In an in-class workshop, you will learn about research databases in the OSU libraries and how to create search terms that will help you look for particular items of interest (e.g., how the image of the scarlet letter has been utilized in press accounts of viral illness, including HIV and COVID-19). In the paper, you will 1) list two articles in historical or current newspapers or periodicals that utilize the scarlet letter as an allusion or image; 2) explain what search terms you used to locate these articles (search terms you used); 3) choose one of the articles and provide an analysis of how the image of or allusion to the scarlet letter is used and how it compares/contrasts with the legal and cultural meanings of the image in Hawthorne’s novel and with Hawthorne’s representation of citizenship.

- An in-person, timed final exam on **December 10**. The exam will include short answers; discussion of key literary passages we have discussed in class; and an essay that connects *The Marrow of Tradition* and its representation of the law to at least one other text that we have read in terms of definitions of citizenship (e.g., legal, economic, political, rights-based, social). Students will be allowed and encouraged to bring a one-page note sheet to the exam.

Grading:

- Participation/in class activities: 30%
- Reader responses: 20%
- Research report: 25%
- Final exam: 25%

Additional Information:

Attendance: Continuous engagement with this course is essential to learning the material. Students are expected to attend class and engage in discussion and activities for every scheduled meeting. Students who need to miss class or who are not able to participate due to illness (COVID or other illnesses) are expected to contact me instructor as soon as possible to arrange for accommodation. Students in special situations or those requiring specific, long-term or other accommodation should seek support from appropriate university offices including but not limited to: [Student Advocacy](#), [Student Life Disability Services](#) and the [Office of Institutional Equity](#).

Please notify me in advance of class, or as soon as possible thereafter, if you are not able to attend; communication is important. If you stop attending class, are not turning in assignments, and are not communicating with me about your situation, I will utilize the “EN” grade option at the end of the semester.

As noted above, more than three unexcused absences will reduce your participation grade by one whole letter grade.

I encourage you to bring a laptop or other device to our face-to-face classes for notetaking and occasional in-class activities, but please utilize this technology to advance your learning in a respectful way that is not [distracting to your fellow students](#).

Discussions: In our structured and unstructured discussions, we will seek to increase our understandings of different perspectives. Our conversations may not always be easy, and sometimes we will need patience and curiosity, among other qualities, to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others as we deepen our understandings of multiple perspectives.

Class Cancellation Guidelines: In the event of a class cancellation due to emergency or the need to move the class to Zoom for health and safety reasons, I will contact you via e-mail and post an announcement on the class Carmen site. Any cancellations or closures

announced by the university via the Buckeye alert system or posted at <https://emergency.osu.edu> will supersede any class-specific announcements.

Plagiarism and Academic Misconduct: Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Artificial Intelligence and Academic Integrity: All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Specifically, students are not to use “unauthorized assistance...in scholarship or on a course assignment” unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing” of writing, ideas or other work that is not your own. These requirements apply to all students — undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only

with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

In accordance with this policy, in this course we will not use AI beyond basic internet search functions like Google and Bing. The use of generative AI composition tools like ChatGPT are not permitted in writing your homework assignments, midterm, research paper, or final project. At the discretion of the instructor, we may use it in class, in connection with the readings for that day, and we may also occasionally use Dall-E in class to create images from text. If you are uncertain about any part of this policy or its application to any assignment or activity in the course, consult with me before proceeding.

Documented disabilities: 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; 614-292-3307; or slds.osu.edu.

Incomplete Guidelines: "I" (Incomplete) course grades will be considered only in relation to emergency and hardship situations and a request for such a grade option must be discussed with me by noon on April 29. A time for completion of the incomplete work will be established in consultation between the instructor and student; this may not be the maximum time permitted by university policies governing grades of "Incomplete" but will depend on situational circumstances. University policies governing the circumstances under which "I" grades are given and deadlines for completion will be adhered to.

Counseling and consultation services: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life'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 by dialing 988 to reach the Suicide and Crisis Lifeline.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct: The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

Online reporting form at equity.osu.edu,
Call 614-247-5838 or TTY 614-688-8605,
Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Religious Accommodations: Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity.

Policy: [Religious Holidays, Holy Days and Observances](#)

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

GE Theme course submission worksheet: Citizenship for a Just & Diverse World

Overview

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 (Citizenship)

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

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
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
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.	

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

ELO 1.1 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>ELO 2.1 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>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.</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 Citizenship for a Just & Diverse World

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: 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.

GOAL 4: 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.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.	
ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	
ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	
ELO 4.2 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.	

Example responses for proposals within “Citizenship” (Hist/Relig. Studies 3680, Music 3364; Soc 3200):

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural,	<i>Citizenship could not be more central to a topic such as immigration/migration. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on local, national, and global citizenship.</i>
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<p><i>national, global, and/or historical communities.</i></p>	<p><i>Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</i></p> <p><i>The course content addresses citizenship questions at the global (see weeks #3 and #15 on refugees and open border debates), national (see weeks #5, 7-#14 on the U.S. case), and the local level (see week #6 on Columbus). Specific activities addressing different perspectives on citizenship include Assignment #1, where students produce a demographic profile of a U.S.-based immigrant group, including a profile of their citizenship statuses using U.S.-based regulatory definitions. In addition, Assignment #3, which has students connect their family origins to broader population-level immigration patterns, necessitates a discussion of citizenship. Finally, the critical reading responses have the students engage the literature on different perspectives of citizenship and reflect on what constitutes citizenship and how it varies across communities.</i></p>
<p>ELO 3.2 <i>Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</i></p>	<p><i>This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of multiple forms of musical-political agency worldwide, from the grass-roots to the state-sponsored. Students identify varied cultural expressions of "musical citizenship" each week, through their reading and listening assignments, and reflect on them via online and in-class discussion. It is common for us to ask probing and programmatic questions about the musical-political subjects and cultures we study. What are the possibilities and constraints of this particular version of musical citizenship? What might we carry forward in our own lives and labors as musical citizens Further, students are encouraged to apply their emergent intercultural competencies as global, musical citizens in their midterm report and final project, in which weekly course topics inform student-led research and creative projects.</i></p>
<p>ELO 4.1 <i>Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</i></p>	<p><i>Through the historical and contemporary case studies students examine in HIST/RS 3680, they have numerous opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. The cases highlight the challenges of living in religiously diverse societies, examining a range of issues and their implications. They also consider the intersections of religious difference with other categories of difference, including race and gender. For example, during the unit on US religious freedom, students consider how incarcerated Black Americans and Native Americans have experienced questions of freedom and equality in dramatically different ways than white Protestants. In a weekly reflection post, they address this question directly. In the unit on marriage and sexuality, they consider different ways that different social groups have experienced the regulation of marriage in Israel and Malaysia in ways that do not correspond simplistically to gender (e.g. different women's groups with very different perspectives on the issues).</i></p> <p><i>In their weekly reflection posts and other written assignments, students are invited to analyze the implications of different regulatory models for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which model is</i></p>

	<p><i>"right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different societies manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion. They also consider how the different social and demographic conditions of different societies shape their approaches (e.g. a historic Catholic majority in France committed to laicite confronting a growing Muslim minority, or how pluralism *within* Israeli Judaism led to a fragile and contested status quo arrangement). Again, these goals are met most directly through weekly reflection posts and students' final projects, including one prompt that invites students to consider Israel's status quo arrangement from the perspective of different social groups, including liberal feminists, Orthodox and Reform religious leaders, LGBTQ communities, interfaith couples, and others.</i></p>
<p>ELO 4.2 <i>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.</i></p>	<p><i>As students analyze specific case studies in HIST/RS 3680, they assess law's role in and capacity for enacting justice, managing difference, and constructing citizenship. This goal is met through lectures, course readings, discussion, and written assignments. For example, the unit on indigenous sovereignty and sacred space invites students to consider why liberal systems of law have rarely accommodated indigenous land claims and what this says about indigenous citizenship and justice. They also study examples of indigenous activism and resistance around these issues. At the conclusion of the unit, the neighborhood exploration assignment specifically asks students to take note of whether and how indigenous land claims are marked or acknowledged in the spaces they explore and what they learn from this about citizenship, difference, belonging, and power. In the unit on legal pluralism, marriage, and the law, students study the personal law systems in Israel and Malaysia. They consider the structures of power that privilege certain kinds of communities and identities and also encounter groups advocating for social change. In their final projects, students apply the insights they've gained to particular case studies. As they analyze their selected case studies, they are required to discuss how the cases reveal the different ways justice, difference, and citizenship intersect and how they are shaped by cultural traditions and structures of power in particular social contexts. They present their conclusions in an oral group presentation and in an individually written final paper. Finally, in their end of semester letter to professor, they reflect on how they issues might shape their own advocacy for social change in the future.</i></p>

Curriculum Map: B.A. English (Revised to include GEN courses)

	Goal (1)	Goal (2)	Goal (3)	Goal (4)	Goal (5)
Required Pre-1800 literature course (<i>choose 1 required for all concentrations</i>)					
English 2201(H): British Lit: Medieval to 1800	Beginning	Beginning		Beginning	
English 2220(H): Intro to Shakespeare	Beginning	Beginning		Beginning	
English 2221: Race, Ethnicity, Gender in Shakespeare	Beginning	Beginning	Beginning	Beginning	
English 2290: Colonial & US Literature to 1865	Beginning	Beginning	Beginning	Beginning	
English 4513: Intro to Medieval Lit	Advanced	Advanced		Advanced	Advanced
English 4514: Middle English Lit	Advanced	Advanced		Advanced	Advanced
English 4515: Chaucer	Advanced	Advanced		Advanced	Advanced
English 4520.01: Shakespeare	Advanced	Advanced		Advanced	Advanced
English 4520.02: Topics in Shakespeare	Advanced	Advanced		Advanced	Advanced
English 4521: Renaissance Drama	Advanced	Advanced		Advanced	Advanced
English 4523: Topics in Renaissance Lit/Culture	Advanced	Advanced		Advanced	Advanced
English 4531: Restoration & 18 th c. Lit	Advanced	Advanced		Advanced	Advanced
English 4533: Early British Novel: Origins to 1830	Advanced	Advanced		Advanced	Advanced
English 4535: Topics in Restoration & 18 th c. British Lit	Advanced	Advanced		Advanced	Advanced
English 4550: Topics in Colonial & Early National Lit	Advanced	Advanced		Advanced	Advanced
Required Post-1800 literature course: (<i>choose 1 required for all concentrations</i>)					
English 2202(H): British Lit: 1800 to Present	Beginning	Beginning	Beginning	Beginning	
English 2281: Intro to African American Lit	Beginning	Beginning	Beginning	Beginning	
English 2381: Intro to the Black Atlantic	Beginning	Beginning	Beginning	Beginning	
English 2581: Intro to US Ethnic Literatures	Beginning	Beginning	Beginning	Beginning	
English 2291: US Lit: 1865–Present	Beginning	Beginning	Beginning	Beginning	
English 4540: 19 th c. British Poetry	Advanced	Advanced		Advanced	Advanced
English 4542: 19 th c. British Novel	Advanced	Advanced		Advanced	Advanced
English 4543: 20 th c. British Fiction	Advanced	Advanced		Advanced	Advanced
English 4547: 20 th c. Poetry	Advanced	Advanced		Advanced	Advanced
English 4549: Modern Drama	Advanced	Advanced		Advanced	Advanced

English 4551: Topics in 19 th c. US Lit	Advanced	Advanced		Advanced	Advanced
English 4552: Topics in American Poetry	Advanced	Advanced		Advanced	Advanced
English 4553: 20 th c. US Fiction	Advanced	Advanced		Advanced	Advanced
English 4563: Contemporary Lit	Advanced	Advanced		Advanced	Advanced
English 4581: Topics in US Ethnic Literatures	Advanced	Advanced	Advanced	Advanced	Advanced
English 4582: Topics in African American Lit	Advanced	Advanced	Advanced	Advanced	Advanced
English 4586: Studies in American Indian Lit	Advanced	Advanced	Advanced	Advanced	Advanced
English 4587: Studies in Asian American Lit	Advanced	Advanced	Advanced	Advanced	Advanced
English 4588: Studies in Latinx Li/Culture	Advanced	Advanced	Advanced	Advanced	Advanced
Methods Course (<i>Required for each concentration</i>)					
English 3379 (WRL)		Intermediate	Beginning		Intermediate
English 3398 (Lit & CW & Pre-Education)	Intermediate	Intermediate	Beginning	Intermediate	Intermediate
Diversity Course (<i>choose 1 required for all concentrations</i>)					
English 4581: Topics in US Ethnic Literatures	Advanced	Advanced	Advanced	Advanced	Advanced
English 4582: Topics in African American Lit	Advanced	Advanced	Advanced	Advanced	Advanced
English 4586: Studies in American Indian Lit	Advanced	Advanced	Advanced	Advanced	Advanced
English 4587: Studies in Asian American Lit	Advanced	Advanced	Advanced	Advanced	Advanced
English 4588: Studies in Latinx Li/Culture	Advanced	Advanced	Advanced	Advanced	Advanced

Concentration I: Literature, Film, Folklore, & Pop Culture					
English 2201 (H): British Lit: Origins to 1800	Beginning	Beginning		Beginning	
English 2202 (H): British Lit: 1800 to Present	Beginning	Beginning	Beginning	Beginning	
English 2220 (H): Shakespeare	Beginning	Beginning		Beginning	Beginning
English 2221: Shakespeare, Race, and Gender	Beginning	Beginning	Beginning	Beginning	Beginning
English 2260 (H): Intro to Poetry	Beginning	Beginning		Beginning	Beginning
English 2261 (H): Intro to Fiction	Beginning	Beginning		Beginning	Beginning
English 2262 (H): Intro to Drama	Beginning	Beginning		Beginning	Beginning
English 2263: Intro to Film	Beginning	Beginning		Beginning	Beginning
English 2264: Intro to Popular Culture Studies	Beginning	Beginning	Beginning	Beginning	Beginning
English 2270 (H): Intro to Folklore	Beginning	Beginning	Beginning	Beginning	Beginning
English 2275: Thematic Approaches to Lit	Beginning	Beginning		Beginning	Beginning
English 2277: Intro to Disability Studies		Beginning	Beginning	Beginning	Beginning
English 2280 (H): English Bible	Beginning	Beginning		Beginning	Beginning
English 2281: Intro to African American Lit	Beginning	Beginning	Beginning	Beginning	Beginning
English 2290: Colonial & US Literature to 1865	Beginning	Beginning	Beginning	Beginning	
English 2291: US Lit: 1865–Present	Beginning	Beginning	Beginning	Beginning	
English 2381: Intro to Black Atlantic	Beginning	Beginning	Beginning	Beginning	Beginning
English 2463: Intro to Video Game Studies		Beginning	Beginning	Beginning	
English 2464: Intro to Comic Studies	Beginning	Beginning	Beginning	Beginning	Beginning
English 2581: Intro to Ethnic Lit	Beginning	Beginning	Beginning	Beginning	Beginning
English 3110: Citizenship, Justice, & Diversity in Lit	Intermediate	Intermediate	Beginning	Beginning	Intermediate
English 3264: Monsters Without and Within		Intermediate		Beginning	Intermediate
English 3331: Thinking Theoretically		Intermediate	Beginning	Intermediate	Intermediate
English 3340: Reimagining Climate Change	Intermediate	Intermediate		Intermediate	Intermediate
English 3350: Time & Space Travel in SF	Intermediate	Intermediate		Intermediate	
English 3360: Ecopoetics	Intermediate	Intermediate		Intermediate	
English 3273: Modernist Thought & Culture	Intermediate	Intermediate		Intermediate	Intermediate
English 3361: Narrative and Medicine		Intermediate		Intermediate	Intermediate
English 3364: Special Topics in Pop Culture		Intermediate		Intermediate	Intermediate
English 3372: Special Topics in SF/Fantasy		Intermediate		Intermediate	Intermediate
English 3378: Special Topics in Film & Lit		Intermediate		Intermediate	Intermediate
English 3395: Literature and Leadership	Intermediate	Intermediate		Intermediate	Intermediate
English 3495: Literature and Law	Intermediate	Intermediate		Intermediate	Intermediate
English 4321: Environmental Lit		Advanced		Advanced	Advanced
English 4400: Literary Locations	Intermediate			Advanced	Advanced
English 4450: Literature and Culture of London	Intermediate			Advanced	Advanced

English 4513: Intro to Medieval Lit	Advanced	Advanced		Advanced	Advanced
English 4514: Middle English Lit	Advanced	Advanced		Advanced	Advanced
English 4515: Chaucer	Advanced	Advanced		Advanced	Advanced
English 4520.01: Shakespeare	Advanced	Advanced		Advanced	Advanced
English 4520.02: Special Topics in Shakespeare	Advanced	Advanced		Advanced	Advanced
English 4521:Renaissance Drama	Advanced	Advanced		Advanced	Advanced
English 4522: Renaissance Poetry	Advanced	Advanced		Advanced	Advanced
English 4523: Special Topics in Renaissance Lit	Advanced	Advanced		Advanced	Advanced
English 4531: Restoration and 18 th c. Lit	Advanced	Advanced		Advanced	Advanced
English 4533: Early British Novel	Advanced	Advanced		Advanced	Advanced
English 4535: Special Topics in Restoration & 18 th c.	Advanced	Advanced		Advanced	Advanced
English 4540: 19 th century British Poetry	Advanced	Advanced		Advanced	Advanced
English 4542: 19 th century British Novel	Advanced	Advanced		Advanced	Advanced
English 4543: 20 th century British Fiction	Advanced	Advanced		Advanced	Advanced
English 4547: 20 th century Poetry	Advanced	Advanced		Advanced	Advanced
English 4549: Modern Drama	Advanced	Advanced		Advanced	Advanced
English 4550: Special Topics in US Colonial & Early	Advanced	Advanced		Advanced	Advanced
English 4551 (E): Special Topics in 19 th c. US Lit	Advanced	Advanced		Advanced	Advanced
English 4552: Special Topics in American Poetry	Advanced	Advanced		Advanced	Advanced
English 4553: 20 th century US Fiction	Advanced	Advanced		Advanced	Advanced
English 4559: Intro to Narrative and Narrative Theory		Advanced			Advanced
English 4560: Special Topics in Poetry	Advanced	Advanced		Advanced	Advanced
English 4563: Contemporary Literature	Advanced	Advanced		Advanced	Advanced
English 4564.01: Major Author in Med/Renaissance	Advanced	Advanced		Advanced	Advanced
English 4564.02: Major Author in 18 th /19 th century	Advanced	Advanced		Advanced	Advanced
English 4564.03: Major Author in American to 1900	Advanced	Advanced		Advanced	Advanced
English 4564.04: Major Author in 20 th century	Advanced	Advanced		Advanced	Advanced
English 4575: Special Topics in Lit. Forms & Themes	Advanced	Advanced		Advanced	Advanced
English 4575E: Special Topics in Lit. Forms & Themes	Advanced	Advanced		Advanced	Advanced
English 4576.01: History of Critical Theory	Advanced	Advanced		Advanced	Advanced
English 4577.01: Folklore I	Advanced	Advanced		Advanced	Advanced
English 4577.02: Folklore II	Advanced	Advanced		Advanced	Advanced
English 4577.03: Folklore III	Advanced	Advanced		Advanced	Advanced
English 4578: Special Topics in Film	Advanced	Advanced		Advanced	Advanced
English 4580: Special Topics in LGBTQ Lit	Advanced	Advanced	Advanced	Advanced	Advanced
English 4581: Special Topics in US Ethnic Lit	Advanced	Advanced	Advanced	Advanced	Advanced
English 4582: Special Topics in African American Lit	Advanced	Advanced	Advanced	Advanced	Advanced
English 4583: Special Topics in World Lit	Advanced	Advanced	Advanced	Advanced	Advanced

English 4586: Studies in American Indian Lit	Advanced	Advanced	Advanced	Advanced	Advanced
English 4587: Studies in Asian American Lit	Advanced	Advanced	Advanced	Advanced	Advanced
English 4588: Studies in Latino/a Lit	Advanced	Advanced	Advanced	Advanced	Advanced
English 4589: Studying the Margins	Advanced	Advanced	Advanced	Advanced	Advanced
English 4590.01H: The Middle Ages	Advanced	Advanced		Advanced	Advanced
English 4590.02H: The Renaissance	Advanced	Advanced		Advanced	Advanced
English 4590.03H: The Long 18 th century	Advanced	Advanced		Advanced	Advanced
English 4590.04H: Romanticism	Advanced	Advanced		Advanced	Advanced
English 4590.05H: The Later 19 th century	Advanced	Advanced		Advanced	Advanced
English 4590.06H: The Modern Period	Advanced	Advanced		Advanced	Advanced
English 4590.07H: Literature in English after 1945	Advanced	Advanced		Advanced	Advanced
English 4590.08H: US and Colonial Lit	Advanced	Advanced		Advanced	Advanced
English 4591.01H: Special Topics in CW	Advanced	Advanced		Advanced	Advanced
English 4592: Special Topics in Women in Lit	Advanced	Advanced	Advanced	Advanced	Advanced
English 4595: Literature & Law	Advanced	Advanced		Advanced	Advanced
English 4597.02: Regional Cultures in Transition		Advanced	Advanced	Advanced	Advanced
English 4597.04H: Approaches to Narrative		Advanced		Advanced	Advanced
English 5189: The Ohio Field School		Advanced		Advanced	Advanced
English 5612: The History of the Book in Modernity	Advanced			Advanced	Advanced
English 5664: Studies in Graphic Narrative	Advanced	Advanced		Advanced	Advanced
English 5710: Intro to Old English	Advanced	Advanced		Advanced	Advanced
English 5720: Graduate Studies in Shakespeare	Advanced	Advanced		Advanced	Advanced
English 5721: Graduate Studies in Renaissance Drama	Advanced	Advanced		Advanced	Advanced
English 5722: Graduate Studies in Renaissance Poetry	Advanced	Advanced		Advanced	Advanced
English 5723: Graduate Studies in Renaissance Lit	Advanced	Advanced		Advanced	Advanced
English 5797: Study at Foreign Institution	Advanced	Advanced		Advanced	Advanced
Concentration II: Writing, Rhetoric, Literacy					
English 2150: Career Preparation		Beginning			Beginning
English 2176: Rhetorics of Race, Ethnicity, and Gender		Beginning	Beginning		Beginning
English 2269: Digital Media Composing		Beginning			Beginning
English 2276: Arts of Persuasion		Beginning			Beginning
English 2367.01: Language, Identity, and Culture		Intermediate			Intermediate
English 2367.01E: Language, Identity, and Culture		Intermediate			Intermediate
English 2367.01H: Language, Identity, and Culture		Intermediate			Intermediate
English 2367.01S: Language, Identity, and Culture		Intermediate			Intermediate
English 2367.02: Lit in US Experience		Intermediate			Intermediate
English 2367.02H: Lit in US Experience		Intermediate			Intermediate

English 2367.03: Documentary in the US		Intermediate			Intermediate
English 2367.05: Writing about US Folk Experience		Intermediate			Intermediate
English 2367.06: Composing Disability		Intermediate	Intermediate		Intermediate
English 2367.07S: Literacy Narr. of Black Columbus		Intermediate	Intermediate		Intermediate
English 2367.08: Writing about Video Games		Intermediate			Intermediate
English 3011.01: Digital Activism		Advanced		Advanced	Intermediate
English 3011.02: Social Media Rhetoric		Advanced		Advanced	Intermediate
English 3020: Writing and Sustainability		Intermediate		Intermediate	Intermediate
English 3022: Sustainability and Media		Intermediate		Intermediate	Intermediate
English 3031: Rhetorics of Health, Wellness, Illness		Intermediate		Intermediate	Intermediate
English 3271: Structure of English Language		Advanced			Advanced
English 3304: Business & Professional Writing		Advanced			Advanced
English 3305: Technical Writing		Advanced			Advanced
English 3405: Special Topics in Professional Comm		Advanced			Advanced
English 3467S: Issues in Tutoring Writing		Advanced			Advanced
English 4150: Cultures of Professional Writing		Advanced			Advanced
English 4189: Capstone Internship in PW				Advanced	Advanced
English 4554: English Studies & Global Human Rights		Advanced			Advanced
English 4555: Rhetoric and Legal Argumentation		Advanced			Advanced
English 4567S: Rhetoric and Community Service		Advanced	Advanced		Advanced
English 4569: Digital Media and English Studies		Advanced			Advanced
English 4571: Special Topics in English Linguistics		Advanced			Advanced
English 4572: English Grammar		Advanced			Advanced
English 4573.01 (E): Rhetorical Theory & Criticism		Advanced			Advanced
English 4573.02: Rhetoric & Social Action		Advanced			Advanced
English 4574: History and Theories of Writing		Advanced			Advanced
English 4584: Special Topics in Literacy Studies		Advanced	Advanced		Advanced
English 4591.02H: Special Topics in Rhetoric		Advanced			Advanced
English 4597.01: Disability Experience		Advanced	Advanced	Advanced	Advanced
English 5804: Analyzing Language in Social Media		Advanced			Advanced
Concentration III: Creative Writing					
English 2265: Intro to Fiction Writing		Beginning		Beginning	Beginning
English 2266: Intro to Poetry Writing					
English 2267: Intro to Creative Writing		Beginning		Beginning	Beginning
English 2268: Intro to Creative Nonfiction		Beginning		Beginning	Beginning
English 3465: Special Topics in Intern Fiction		Intermediate		Intermediate	Intermediate
English 3466: Special Topics in Intern Poetry		Intermediate		Intermediate	Intermediate

English 3468: Special Topics in Intern Nonfiction		Intermediate		Intermediate	Intermediate	
English 4565: Advanced Fiction Writing		Advanced		Advanced	Advanced	
English 4566: Advanced Poetry Writing		Advanced		Advanced	Advanced	
English 4568: Advanced Creative Nonfiction		Advanced		Advanced	Advanced	
English 4591.01H: Special Topics in Creative Writing		Advanced		Advanced	Advanced	
Undergraduate Research						
English 4998 (H): Undergraduate Research	Advanced	Advanced		Advanced	Advanced	
English 4999 (H): Undergraduate Research Thesis	Advanced	Advanced		Advanced	Advanced	
Required Courses Outside the Unit for Pre-Ed Concentration:						
EDTL 2389				Intermediate	Intermediate	
EDTL 3356	Intermediate			Intermediate		
General Elective Courses:						
English 5191: Internship in English Studies		Advanced				
English 5193: Individual Studies	Advanced	Advanced		Advanced	Advanced	
English 5194: Group Studies	Advanced	Advanced		Advanced	Advanced	
General Education Courses (GEN):						
English 2176: Rhetorics of REGD		Beginning	Beginning			REGD
English 2201(H): British Lit: Medieval to 1800	Beginning	Beginning			Beginning	LVPA
English 2202 (H): British Lit: 1800 to Present	Beginning	Beginning			Beginning	LVPA
English 2220 (H): Intro to Shakespeare	Beginning	Beginning			Beginning	LVPA
English 2221: Shakespeare, Race, and Gender	Beginning	Beginning	Beginning		Beginning	REGD
English 2260 (H): Intro to Poetry	Beginning	Beginning		Beginning	Beginning	LVPA
English 2261 (H): Intro to Fiction	Beginning	Beginning		Beginning	Beginning	LVPA
English 2262: Intro to Drama	Beginning	Beginning		Beginning	Beginning	LVPA
English 2263: Intro to Film	Beginning	Beginning		Beginning	Beginning	LVPA
English 2264: Intro to Popular Culture	Beginning	Beginning	Beginning	Beginning	Beginning	LVPA, REGD
English 2269: Digital Media Composing	Beginning	Beginning		Beginning	Beginning	LVPA
English 2270 (H): Intro to Folklore	Beginning	Beginning	Beginning	Beginning	Beginning	HCS, REGD
English 2275: Thematic approaches to Lit	Beginning	Beginning		Beginning	Beginning	LVPA
English 2276: Arts of Persuasion		Beginning		Beginning	Beginning	Citizenship
English 2277: Intro to Disability Studies	Beginning			Beginning	Beginning	REGD
English 2280 (H): English Bible	Beginning	Beginning		Beginning	Beginning	LVPA
English 2281: Intro to African American Lit	Beginning	Beginning	Beginning	Beginning	Beginning	LVPA, REGD
English 2282: Intro to Queer Studies		Beginning	Beginning	Beginning	Beginning	LVPA, REGD

English 2290: US Lit: Colonial to 1865	Beginning	Beginning		Beginning	Beginning	LVPA
English 2291: US Lit: 1865 to Present	Beginning	Beginning		Beginning	Beginning	LVPA
English 2367.02 (H): Lit in the US Experience		Intermediate		Beginning	Intermediate	LVPA
English 2367.05: Writing about US Folk Experience		Intermediate			Intermediate	Lived Env.
English 2367.07S		Intermediate	Intermediate	Intermediate	Intermediate	Lived Env.
English 2381: Intro to the Black Atlantic	Beginning	Beginning	Beginning	Beginning	Beginning	REGD
English 2464: Intro to Comics Studies	Beginning		Beginning		Beginning	LVPA
English 2581: Intro to US Ethnic Lit	Beginning	Beginning	Beginning	Beginning	Beginning	REGD
English 3011.01: Digital Activism		Intermediate		Intermediate	Intermediate	Citizenship
English 3011.02: Social Medial Rhetoric		Intermediate		Intermediate	Intermediate	Citizenship
English 3020: Writing and Sustainability		Intermediate		Intermediate	Intermediate	Sustainability
English 3022: Sustainability & Media		Advanced		Intermediate	Intermediate	Sustainability
English 3031: Rhetorics of Health, Illness, Wellness		Intermediate	Beginning	Intermediate	Intermediate	Health
English 3110: Citizenship, Justice, & Diversity in Lit		Intermediate	Beginning	Intermediate	Intermediate	Citizenship
English 3264: Monsters Without and Within		Intermediate		Intermediate	Intermediate	Citizen, Health
English 3340: Reimagining Climate Change		Intermediate		Intermediate		Sustainability
English 3350: Time & Space Travel in SF		Intermediate		Intermediate		Lived Env.
English 3360: Eco poetics		Intermediate		Intermediate		Lived Env.
English 3364: Special Topics in Popular Culture		Intermediate	Beginning	Intermediate		HCS, REGD
English 3372: Special Topics in SF/Fantasy		Intermediate		Intermediate	Intermediate	LVPA
English 3378: Special Topics in Film & Lit		Intermediate		Intermediate	Intermediate	LVPA
English 3395: Literature & Leadership		Intermediate		Intermediate		Citizenship