

Term Information

Effective Term Spring 2026

General Information

Course Bulletin Listing/Subject Area Scandinavian
Fiscal Unit/Academic Org Germanic Languages & Lit - D0547
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3270
Course Title Revenge
Transcript Abbreviation Revenge
Course Description Revenge is the engine of the medieval Icelandic sagas, stories of a Viking Age society just beyond the reach of kings, where honor is the main currency, and a pithy verse or a legal stratagem may overmatch even a steel axe. Learn about the workings of blood feud, about a distant society's concepts of citizenship and justice, and find unexpected parallels in our here and now.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites No prereqs.
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0502
Subsidy Level General Studies 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

- See attached syllabus, pages 1-2.

Content Topic List

- See attached syllabus, pages 12-20.

Sought Concurrence

No

Attachments

- CurriculumMap_Update_2025Jan24.pdf: curriculum map
(Other Supporting Documentation. Owner: Miller,Natascha)
- citizenship SCANDVN 3270 Revenge.pdf: GE Citizenship submit worksheet
(Other Supporting Documentation. Owner: Miller,Natascha)
- Scandvn3270 Syllabus.pdf: Scandvn 3270 Syllabus
(Syllabus. Owner: Miller,Natascha)
- SCANDVN 3270 REVENGE Cover letter 10.25.docx: Cover Letter
(Cover Letter. Owner: Miller,Natascha)

Comments

- Prof. has addressed the subcommittee's March 24th feedback ... and new updated documents are attached. Thank you! *(by Miller,Natascha on 10/29/2025 12:53 PM)*
- Please see Subcommittee feedback email sent 03/24/2025. *(by Hilty,Michael on 03/24/2025 09:50 AM)*
- This syllabus states on p. 1 that it is also a GEL Literature course. On pp. 2-3, the GEL Literature goals and expected learning outcomes are listed. Please remove since the university has not approved new GEL courses since 2022. *(by Vankeerbergen,Bernadette Chantal on 01/29/2025 01:56 PM)*

COURSE REQUEST
3270 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
11/13/2025

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Miller,Natascha	01/24/2025 11:40 AM	Submitted for Approval
Approved	Taleghani-Nikazm,Carmen	01/24/2025 12:12 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	01/29/2025 01:56 PM	College Approval
Submitted	Miller,Natascha	01/29/2025 02:09 PM	Submitted for Approval
Approved	Taleghani-Nikazm,Carmen	01/29/2025 02:23 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/03/2025 11:25 AM	College Approval
Revision Requested	Hilty,Michael	03/24/2025 09:50 AM	ASCCAO Approval
Submitted	Miller,Natascha	10/29/2025 12:53 PM	Submitted for Approval
Approved	Taleghani-Nikazm,Carmen	10/29/2025 06:47 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/13/2025 11:22 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	11/13/2025 11:22 AM	ASCCAO Approval

To the Committee –

This cover letter accompanies the resubmission of materials for the approval of SCANDVN 3270 as a GEN Citizenship course. The course proposer, Merrill Kaplan, has met with Lisa Cravens-Brown (Chair, 2024-25, Themes Subcommittee) and Jessica Krok-Schoen (Chair 2024-25, Theme Advisory Group) chairs via Zoom to discuss how the course might more thoroughly engage the Citizenship for a Diverse and Just World Theme.

Based on that discussion and the comments from the ctte, the following revisions and changes to the syllabus have been made.

- Course calendar: Topics of all but the first session have been revised to better showcase how each session fits into the Theme. Key course-specific vocabulary and concepts have been linked to the Theme's keywords throughout.
- Course assignments (syllabus pages 3-7) now more explicitly engage with the Citizenship for a Diverse and Just World ELOs (ELOs 1.1-4.2). Changes, highlighted in yellow, are as follows:
 - Short writings 1-4 — Clarifying language added to both
 - a) overarching assignment category description and
 - b) each of the four prompts. Theme-specific keywords are now identified explicitly in all four prompts in boldface.
 - Quizzes — Clarifying language added to prompt for Q3. Note for ctte, highlighted in blue, identifies Q1-2 as metacognitive.
 - Critical summary – Description now specifies that students must locate and engage with a Theme-related article.
 - Research paper – Description now specifies that thesis must engage with Theme concepts as discussed in the course. Course-specific keywords that will help students locate relevant scholarship are provided.
 - Individual ELOs are highlighted in gray.
- GE Theme learning Goals have been added (p.2).

In addition:

- Language from the GE submission materials added to both Course description and course ELOS, for example phrasing that clarifies for students that *feud-based dispute resolution systems are justice-rendering systems*.

- Grade basis for short writings and critical summary changed from S/U to A-E, at the suggestion of the Ctte.
- Required Statement on intellectual diversity has been added (p. 10).

For the convenience of the ctte, additional notes not intended for inclusion on the final syllabus are highlighted in blue. These notes elaborate certain topics' higher-order connections to the Theme that would confuse students or short-circuit their learning process if made explicit at that point in the syllabus but that may be helpful for the ctte.

Thank you for your time! We hope the revisions meet with the committee's approval.

Merrill Kaplan

SCANDVN 3270

TuTh – Times

Building - Room

GEN Theme: Citizenship for a Just and Diverse World

GEL: Literature

SP 2026

3 credit hours

format: lecture

in person

Revenge!

Course Overview

Instructor and contact

Prof. Merrill Kaplan

Email address: kaplan.103@osu.edu

Office hours: **Days times** in Denney 505 or via Zoom by appointment

Course description

Revenge is the engine of Iceland's most famous literature: the sagas. These medieval texts describe a Viking Age society on the western edge of Europe, just beyond the reach of kings, in which honor is the main currency and insult can have deadly consequences. Unforgettable characters clash in these intricately plotted stories, and a pithy verse or a legal stratagem may overmatch even a steel axe. The class will consider the workings and failings of blood feud as a violence-limiting and **justice-rendering** system, the oblique influence of women and other incompletely enfranchised people (i.e., people of **diverse** identities without full **citizenship** rights) in a male-dominated society, and more. By analyzing and interpreting the lean literary art of these works in their historical context, and through comparison with other societies including our own, students gain a deeper understanding of **citizenship** and **justice** cross-culturally as both obligation to fellow members of society and legal protection.

Course learning outcomes

By the end of this course, students should successfully be able to

- Demonstrate familiarity with the best-known genre of Icelandic saga literature, the Sagas of Icelanders;
- Discuss the workings of the feud-based dispute resolution system (**justice-rendering system**) depicted in saga;
- Carry out independent research by locating scholarly articles relevant to **themes of citizenship, justice, and diversity** in saga literature;
- Engage with critical arguments about saga literature;
- Write critically about **themes of citizenship, justice, and diversity** as they emerge in saga Iceland and structurally similar societies.
- Reflect on the significance of their learning for their own understanding of **citizenship** and **justice** in the here and now.

General Education (GEN) Theme: Citizenship for a Just and Diverse World

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: 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.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. 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.
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:

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 topic or idea of 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.

GEN goals and course learning outcomes: this course

Students will think critically about the idea of **citizenship** as it manifests in the society depicted in the medieval Icelandic Sagas, analyzing them in depth with the help of peer-reviewed work by recognized scholars and connecting them with their own experiences in contemporary society. Students will also consider medieval Icelandic systems of **justice** and dispute resolution (feud) with those of other societies past and present, analyzing and critiquing how those systems interact with difference (**diversity**) and the locally constructed ideas of **citizenship** and belonging.

Course Materials

Required for purchase at Barnes & Noble

- *The Sagas of Icelanders: A Selection*, preface by Jane Smiley. Penguin Classics, 2001. ISBN-13 9780141000039. (abbreviated below as SI)

All other materials will be made available via the course Carmen site.

Grading and faculty response

How your grade is calculated

ASSIGNMENT CATEGORY	GRADE BASIS	POINTS	DUE DATES
Short writings 1-4 (4x5 pts)	A-E	20	Jan. 26, Feb. 2, Feb. 16, March 2
Weekly quizzes	points	15	Mondays, 12 noon, weeks 2-15
Critical engagement	A-E	15	March 16
Paper proposal + meeting	S/U	10	March 30
Saga Meme	A-E	5	April 20, 12 noon
Final Exam	A-E	15	DAY - TIME
Research paper	A-E	15	April 25
Process statement	S/U	3	April 25
End-of-Term Reflection	S/U	7	April 27
Total		100	

What does S/U mean?

Some of the work in this course is graded on a Satisfactory/Unsatisfactory basis, which is represented on Carmen as Complete/Incomplete. Do not assume that a minimal effort will earn you an S. A passing grade will be awarded work that *fulfills the requirements of the assignment to an acceptable level*. Work that does not fulfill the requirements will be graded U (Incomplete). Paper proposals that do not fulfill the requirements of the assignment but that do show sincere effort will be graded U but may be redone and resubmitted within seven days of receiving feedback.

Grading scale

93–100: A	87–89.9: B+	80–82.9: B-
90–92.9: A-	83–86.9: B	77–79.9: C+

73–76.9: C
70–72.9: C-
67–69.9: D+

60–66.9: D
Below 60: E

Late assignments

Quizzes will not be accepted late. Credit for other assignments will be docked by 10% for each day they are late. If for some compelling reason you are unable to complete an assignment by its due date, please contact me sooner rather than later to discuss your situation.

Attendance

Your attendance is expected. That said, if you are feeling poorly, you should stay home rather than spread whatever you have caught. Use good judgment. You may miss two class sessions for any reason without penalty. A third absence and every subsequent such will count -2% against your final grade. That penalty can be offset with make-up work in the form of a short piece of writing (300-400 words) responding to the readings assigned for the day you missed, due within a week of that day. If, for some compelling reason, you require further accommodation, please contact me as soon as you are able.

Assignment details

Short writings

These four assignments ask you to think write critically about the Sagas as situated within their historical, environmental, and cultural settings. (ELO 3.1) For each short writing assignment, respond to the relevant prompt in c. 500 words.

Short writing 1

Citizenship is a status an individual may hold relative to a state or, more broadly, a society of which they are a member. **Citizenship** confers both rights and obligations. To discuss this saga in terms of **citizenship**, we must understand the society it depicts. (ELO 3.1)

- Describe what kind of society is depicted in the *Saga of the Volsungs* so far. This may mean social structures, norms –whatever you are able to find textual evidence of. Can you relate your observations to how characters conduct and resolve conflicts (**seek justice**)?

This short writing asks you to read attentively, focus on the society depicted in the text, and articulate your first acquaintance with the course’s subject matter and themes in writing. Due Jan. 26.

Short writing 2

“The Tale of Thorstein Staff-Stuck” is set in a society different from that depicted in the *Saga of the Volsungs*, one with more robust institutional structures. Many are relevant to the conduct and resolution of conflict (**justice seeking**). (ELO 3.1)

- Identify at least two elements of the institutional setting explained in Miller's "Introduction" as they appear in the "Tale of Thorstein Staff-Struck." Explain how something specific in Miller helped you better understand an aspect of the tale relevant to justice seeking.

This assignment asks you to apply information drawn from a secondary source about cultural context to a literary text. Due Feb. 2.

Short writing 3

The *Saga of the Volsungs* is a legendary saga (*fornaldarsaga*), whereas the *Saga of Gísli* is a so-called Family Saga or Saga of Icelanders (*Íslendingasaga*). The rest of the sagas we'll read this term are Sagas of Icelanders. This assignment will help you reset your expectations (ELO 2.2) about how characters in upcoming readings seek justice while embedded in their social contexts. (ELO 3.1)

- First, how do characters in the *Saga of Gísli* conduct and resolve conflicts (seek justice)? How do their strategies and choices compare with those of the characters of *The Saga of the Volsungs*? Then, have your expectations around what the rest of the saga – or the rest of this course – will be like changed? How?

This assignment asks you to read attentively, articulate shifts in your thinking, and link them to details of the texts. It also gives me insight into your experience as reader and learner. Due Feb. 16.

Short writing 4

Is what we've been learning about feud as a system for seeking justice relevant to societies other than that depicted in the Icelandic Sagas? We'll look at some anthropological scholarship to find out, building our intercultural competence.

- "The Peace in the Feud" is a classic anthropological essay about the East-African Nuer (Naath) people, one which should seem applicable to what we've been reading. Make that applicability clear by explaining at least two examples of social phenomena described in the essay that are also discernible in the sagas we've read. Be specific.

This assignment asks you to connect your knowledge of Icelandic saga literature and the society it depicts to scholarship on other societies. (ELO 3.1) Due March 2.

Quizzes

Weekly Carmen quizzes are due **Mondays at noon** in weeks 2-15. All the quizzes include these two questions: To the ctte: Q 1-2 are metacognitive rather than theme-related.

- 1) What are your goals for this course this week? (ELO 2.2) (1 pt)
- 2) What are two questions you would like answered? (ELO 2.2) (1 pt)
- 3) In weeks when no other writing is due, the quiz includes a third question: What example of the Law of Talion, exchange, gift, debt, harm, example of scorekeeping, or social bond (of kinship, friendship, patronage, or other) was particularly important, unexpected, or interesting in the most recent reading and how? Explain your findings in up to one paragraph. (ELO 1.1) (2 pts)

All questions are graded S/U. You must answer the first two questions to get credit for the third. I will drop your lowest two quiz scores.

Quizzes are designed with multiple goals in mind: 1) to help you make deliberate choices about your learning; 2) to guide me in designing lectures; and 3) to focus your attention on the the Law of Talion, etc., which make up machinery of saga plot **and the fundamental moving parts of citizenship and justice in Saga Iceland**

Critical Engagement

This assignment requires you to find, read, and critically engage with a peer-reviewed scholarly article. The article must treat some aspect of **citizenship, justice, or diversity** as discussed in this course. (Some relevant keywords include feud, revenge, conflict resolution, reciprocity, exchange, gifts, status, social class, gender, institutions, law, Icelandic Commonwealth, royal power. Your article need not include all of these!)

The Critical Engagement assignment has five required parts:

- 1) Provide full bibliographic information for the article in Chicago style.
- 2) Briefly explain how you confirmed that it is a *peer-reviewed* or *refereed* article. This may involve searching the journal's webpage for an explanation of their process for accepting submissions. If you're unsure what exactly "peer review" means in the context of a journal, look it up.
- 3) Highlight two crucial quotations from the article in question that demonstrate its main idea.
- 4) Explain how reading this article changes/supports/expands your thinking about one or more of our texts treats some **aspect of citizenship, justice, or diversity**. (ELO 1.2) The part 4 should be 500 words in length

Be prepared to look at more than one article in search of one that is both interesting to you and mostly accessible! If you have something good you can follow most of but some smaller part of which is beyond you because you lack the background to understand it, add part 6 to your Critical Engagement:

- 5) Identify exactly where the article's argument becomes inaccessible to you. Make your most specific guess at what kind of information would have been most helpful to you in understanding it. (E.g., historical background about a specific figure mentioned in the article? Specific geography? Something else?) **Put another way, given what you understand about the thing you don't understand, what specific steps would you take to understand it better?** (ELO 2.2)

Tips for finding secondary sources: Journals where you might find interesting articles include *Scandinavian Studies* and the *Journal of English and Germanic Philology*. You can browse both of those through the OSU library site. You can find things through the MLA International Bibliography (for literary stuff) and Academic Search Complete (for literary, historical, archaeological, and every other kind of stuff). Google Scholar can be helpful tool, but please note that some of the publications it indexes are low quality.

The Critical Engagement assignment requires independent research on your part and engagement with the ideas of published scholars. (ELO 1.2) Due **March 16**.

Paper proposal and meeting

Make a **Proposal** for your final research paper in writing (c. 500 words) by **March 30** and schedule a time to talk to me about it via Zoom or in person. *You must have this conference with me to get credit.* The proposal should describe which text or texts you intend to analyze in your paper and how.

The Proposal and conference are opportunities for you to formulate ideas earlier rather than later and for me to ensure that you are on a productive track. (ELO 2.2)

Research paper

In the final research paper (1700-2000 words), you will present an original thesis about one or more of our literary texts. **Your argument must address one or more of the concepts of citizenship, justice, and diversity as we have discussed them in this course.** Your argument must involve at least one secondary source. Whether that is the source you annotated for the Critical Engagement assignment is up to you. By *present a thesis*, I mean that the paper must *make a point worth debating and support that point by quoting from the texts*. The Final paper is due **April 25** along with a **Process statement** in a separate document.

This assignment involves textual analysis, critical writing, and engagement with the ideas of published scholars, **and extended independent synthesis of ideas about citizenship, justice, and diversity.** (ELO 1.2)

Process statement

The Process statement is a brief (c. 300-500 words) comment on the following questions:

- What unexpected developments took place between the Proposal and the completed Final Paper? What are you most pleased with about the final product? What would you have done differently if you had had more time?

This assignment asks you to take a step back from your work to see your process as a whole. (ELO 2.2)
To the ctte: This is a metacognitive assignment rather than one explicitly tied to the Theme.

Saga meme

Say something **about citizenship, justice, or diversity as we have discussed them in this course**, and do so in the form of a meme. **It should be a traditional meme (i.e., one that relies for its impact on familiarity with an established meme format like "Change My Mind" or "Woman Yells at Cat"),** and your submission should include a brief explanation of the format (c. 300 words) for me, the old person, to ensure that I get it. Share it with the rest of the class by uploading it to the relevant Forum as well as the Carmen Dropbox.

This assignment uses a different kind of thinking—synthetic and creative (ELO 2.2)—from the rest of the work for this course. Due **April 20**.

Final exam

The final exam will consist of both multiple-choice questions and essay prompts. We will design much of it together during Week 15. You may send me suggestions for questions and prompts at any point during the term, and I encourage you to do so! (ELO 2.2)

The Final exam is an opportunity to demonstrate your mastery of the big ideas and fundamental facts important to understanding the sagas' engagement with concepts of honor, **citizenship, justice, and the effect of class, gender, free-unfree status, and other dimensions of diversity on individuals' access to same**. (ELO 3.1, ELO 3.2, ELO 4.1, ELO 4.2)

Scheduled for **DATE TIME** in the regular classroom.

End-of-Term Reflection

The End-of-Term Reflection is a place to do just that. This piece of writing need not have an argumentative thesis. Use 700-1000 words to reflect on the following:

- What did you encounter in this course that you will continue to think about going forward? What idea has changed the way you think about some aspect of **citizenship, justice, and the ways individuals with a diversity of identities have differential access to systems of justice and constructions of citizenship** in your own world and how? (ELO 3.2)

This assignment asks you to step back and see the course and your learning in it within a larger context. (ELO 2.2)

Instructor feedback and response time

I provide the following to give you an idea of my intended availability throughout the course.

- **Grading and feedback:** For formal assignments, you can generally expect feedback within **10 days**.
- **Email:** I aim to reply to emails within **48 hours on days when class is in session at the university**.

Course policies

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** Clarity and specificity are desirable, and standard English grammar, spelling, and punctuation are preferred.

- **Tone and civility:** We will work together to maintain a supportive learning community where everyone feels safe and where people can disagree amicably.
- **Citing your sources:** In your writing, please cite your sources to back up what you say. For anonymous sagas and tales, refer to the text by title or abbreviated title and page number. For authored works, use author's name and page number. For online sources, include a link.

Academic integrity policy

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 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Policies for this course

- **Written assignments:** Your written assignments should be your own original work. You should follow **Chicago** style to cite the ideas and words of research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Generative Artificial Intelligence:** You are on your honor not to use AI in completing the work assigned in this course. I am aware that ChatGPT and other powerful large language models are capable of generating text that sounds a lot like an undergraduate paper. My own experiments with these tools suggest that the papers and ideas for papers they generate are not very good and that they cite “sources” that do not exist. Your time (and money) is better spent working to acquire the skills and knowledge this course is intended to develop rather than on honing prompts to make a GenAI generate synthetic text that mimics the work of someone else who had those skills and that knowledge. **TL;dr: Bank on your own intelligence.**

Copyright disclaimer

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.

Statement on Title IX

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

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu. Please note that **I am a MANDATORY REPORTER**. This means that if I am informed of any event of sexual harassment or misconduct affecting an OSU student, I am required to inform the Title IX coordinator who will likely contact the affected student to offer help.

Statement on intellectual diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation, or, you know, a pandemic and the specter of civil unrest. 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 find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: ccs.osu.edu. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

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 their 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](#))

Accessibility accommodations for students with 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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Schedule of meetings, topics, and readings

Readings will be discussed on the dates for which they are listed. **Note** that written assignments tend to be due on Mondays. Thus, you should plan to complete readings listed for Tuesdays before Monday night.

Week 1

January 13

Topic: Introductions and some basic background. What is this course like? What is a Saga?

Read: the syllabus

Prepare: Questions about requirements and expectations

January 15

Topic: *Saga of the Volsungs* // The heroic ideal. What is a “heroic society”? How are we using the words **citizenship**, **justice**, and **diversity** in this course? Can **citizenship** exist in a heroic society?

Read: *Saga of the Volsungs* (link to library’s e-book on Carmen), ch. 1-22

Week 2

January 22

Topic: Legendary saga // Navigating saga prose. What are all these genealogies about? Why is everything so deadpan? Saga prose does not read like modern literature, and we will need to develop new ways of reading before digging further into the Theme.

Read:

- *Saga of the Volsungs*, ch. 23-42

- Mitchell, “The Heroic and Legendary Sagas” in *The Viking World*

Prepare: What is most challenging about this text for you? What strategies are you using to tackle it?

January 24

Topic: The Law of Talion (*lex talionis*) and the logic of proportionate response. Can “getting back at” someone achieve justice? Is “an eye for an eye” really only an Old Testament thing? How is the Ohio Civil Code (from here and now) like Deuteronomy (from the ancient Near East)?

Read:

- Excerpts from Biblical texts (Leviticus, Deuteronomy, and Matthew)
- Excerpt from the Ohio Civil Code
- Miller, chapters 1 and 2 from *An Eye for an Eye* (Cambridge UP, 2006)

Prepare: How have you understood the expression “an eye for an eye” to this point? Has your understanding changed since reading Miller? How? For the ctte: Students are likely to come in having been told that “an eye for an eye” is a horrific and irrational Old Testament idea which the superior New Testament did away with. This is both demonstrably incorrect upon close examination of the text and supersessionist in its logic, as this session’s lecture and discussion reveals. In the weeks that follow, this course digs into anthropological research that shows that the Law of Talion is a violence-limiting logic typical of conflict resolution systems (i.e., justice systems) in weak-state or stateless societies. (See especially Week 8, below.) Further, modern sovereign states employ the doctrine of proportionate response—reliant on the Law of Talion—to limit conflict among members of the international community. Violators of that norm become *pariah states*, analogous to outlaws in the Sagas in that they are stripped of the rights and obligations which membership (citizenship) in their community had afforded them by the consensus of its members. It makes sense that the international community of states would operate like a weak-state society of human beings because it is itself a community without an executive. I.e., there is no King of the World, just the UN, NATO, and similar alliances. (See especially Week 4, below.) This course is dedicated to surfacing and exploring these and related ideas incrementally, through close reading, lecture, writing, and discussion, at a pace suitable for undergraduate learning. I include this comment to give the ctte more insight into how the following weeks’ topics add up to an in-depth exploration of the Theme. Students will, obviously, grasp more of the big picture after completing the course than they had upon reading the syllabus, but I have made each topic’s immediate relevance to the Theme explicit.

Week 3

January 27

Topic: *The Tale of Thorstein Staff-Struck* // Society and economy in stateless saga Iceland. If citizenship is a relationship between the individual and the state, what does citizenship mean in a stateless society? How does a stateless society (one without an executive or executive branch)

organize and govern itself? What kinds of conflict resolution systems (justice systems) are possible in a stateless society?

Read:

- *The Tale of Thorstein Staff-Struck* (SI)
- "The Farm," "Social and Political Structure" in SI (pp. 733-39)
- Miller, "Introduction: The Institutional Setting and the Ranks of Persons" in *Bloodtaking and Peacemaking* (pp. 13-41)

Prepare: To discuss Short Writing #2.

January 29

Topic: *The Tale of Audun of the West Fjords* // Gifts and debts, logics of exchange, getting even. How is an exchange of gifts like and unlike an exchange of blows?

Read:

- *The Tale of Audun from the West Fjords* (SI)

Prepare: How can disputes be resolved with gifts? How can disputes be started or conducted with gifts? Can "getting even" lead to justice?

Further reading:

- *What was being traded at this time?* See Winroth: "Coins, Silk and Herring"
- *What kind of ships should I be picturing?* See "Ships" (SI pp. 730-33)

For the ctte: These readings by Winroth are not directly connected to the Theme, but they provide context for understanding events in the Sagas relevant to the Theme. For example, in the story read for this session, the magnitude of a king's gift of a heavy gold arm ring is more legible to someone who understands what forms movable wealth took (silver, fish, timber, cloth) and did not take (widely circulating gold currency). The magnitude of that gift makes it "fit for a king," thus suitable as a gift from King Sveinn to King Harald, a gift thus interpretable as King Sveinn's recognition of King Harald as a king, thus potentially a bid for peace between the warring kings, whose conflict is an exchange of blows writ large. This session's lecture and discussion uncovers how the Law of Talion has an analogue in norms of gift exchange. Those norms may be leveraged in conduct of both disputation and conflict resolution, and disputation and conflict resolution are the core of seeking and attaining justice.

Week 4

February 3

Topic: Family Saga or Saga of Icelanders // Blood-brothers and allies. How does the concept of citizenship help us understand both blood brotherhood and NATO membership?

Read:

- *The Saga of Gisli Sursson*, ch. 1-19

- [The North Atlantic Treaty](#) (NATO's founding treaty, April 4, 1949, Washington D.C.)

Prepare: How is the NATO Treaty like the oath Gisli and company nearly swear? For the ctte:As mutual defense agreements, both treaty and oath establish webs of mutual obligation. NATO member states and blood brothers are, effectively, citizens of the respective groups to which they belong.

February 5

Topic: *The Saga of Gisli Sursson* // How is outlawry a removal of **citizenship**? Can women in Saga access **justice** and how?

Read:

- *The Saga of Gisli Sursson*, ch. 20-38
- *Grágás* (legal code), excerpt on outlawry
- Guðrún Nordal, "The Sagas of Icelanders" in *The Viking World*

Prepare: 1) In what ways does outlawry (a removal of **citizenship**) constrain Gisli's ability to access **justice**? 2) Consider the actions of Aud and Thordis in ch. 34 and 37, their results, and the reaction of the other characters. What is implied about the avenues open to women in saga society who find themselves wronged? I.e, is **justice** accessible to women in a society in which they lack full **citizenship**?

Week 5

February 10

Topic: *The Saga of the People of Laxardal* // Slavery as a lack of **citizenship**.

Read:

- *The Saga of the People of Laxardal* (SI), ch. 1-13
- Brink, "Slavery in the Viking Age"

Prepare: Compare Brink's description of the historical institution of slavery in the Viking Age to the depiction of the young woman Hoskuld purchases. In what ways is her ability to address wrongs committed against her (access **justice**) constrained by her un-free status and her muteness?

February 12

Topic: *The Saga of the People of Laxardal* // De jure vs. de facto **citizenship** rights.

Read: *The Saga of the People of Laxardal*, ch. 14-31

Prepare: Olaf is the son of an enslaved woman (un-free) and yet the grandson of a foreign king (royal). He is born out of wedlock (illegitimate) and yet the son of a high-status Icelandic farmer (potential member of the *bóndi* class that controls the **justice** system). Accordingly, his legal status is unclear or negotiable. What is suggested about his de facto status by the ways he participates in disputes?

For the ctte: Olaf operates socially as a fully enfranchised citizen (*bóndi*) despite his shaky legal claim to that status, and this is most visible in the weight he carries in legal disputes. This session's lecture and discussion explore how his *de facto* **citizenship** is conferred by popular opinion.

Week 6

February 17

Topic: *The Saga of the People of Laxardal* // Proportionate response and modeling justice-seeking in the laboratory.

Read:

- *The Saga of the People of Laxardal*, ch. 32-41

Listen:

- Tit-for-Tat, Radiolab

Prepare: How does the Prisoner's Dilemma help us understand the structure of disputation (justice-seeking practices) in Saga? What do you wish you could tell the Radiolab folks about what we've been reading?

February 19

Topic: *The Saga of the People of Laxardal* // **Diversity:** women seeking justice.

Read: *The Saga of the People of Laxardal*, ch. 42-56

Prepare: Under medieval Icelandic law, women did not have direct access to the legal system but only through male kinsmen or male heads of household. With this in mind, consider Thorgerd's speech in ch. 53, and compare Bjarni's wife's lines in *Thorstein Staff-Struck*. What are the parallels? What are each of these women trying to accomplish and with what rhetorical tools?

Week 7

February 24

Topic: *The Saga of the People of Laxardal* // **Diversity:** women dispensing justice

Read: *The Saga of the People of Laxardal*, ch. 57-67

Prepare: Is Gudrun an "unfair woman" like Hrafnkell is an "unfair man"? What are women's obligations re: fairness and proportionality?

February 26

Topic: *The Saga of the People of Laxardal* // **Interpersonal justice.**

Read: *The Saga of the People of Laxardal*, ch. 68-77

Prepare: Gudrun's enigmatic response to her son's question has produced much discussion "I was worst to him that I loved the best." Who do you think she is talking about? Can you understand her thinking in terms of fairness, balance, or justice?

Week 8

March 3

Topic: Feud cross-culturally // Feud in the pursuit of justice: Endless spiral of violence or violence-limiting system?

Read: Gluckman, "The Peace in the Feud"

Prepare: To discuss your short writing #4

March 5

Topic: *The Saga of Hrafnkel Frey's Godi* // Fairness as good citizenship. Introducing the Old Icelandic concept of the "unfair man" or *ójafnaðarmar*.

Read: *The Saga of Hrafnkel Frey's Godi* (SI)

Prepare: Scholars debate whether this saga ends on a note of justice or injustice and whether Hrafnkel is "reformed" by the saga's end. What do you think? Based on what details of the text?

Week 9

March 10

Topic: *The Saga of Hen-Thorir* // Gift economy, patronage, and social mobility. Can you buy justice? With what currency?

Read: *The Saga of Hen-Thorir* (link on Carmen)

View: Opening scene, *The Godfather* (1972), 01:00-07:28 (link on Carmen, for subtitles, mouse over lower right and click cc.)

Prepare: In both this small saga and this short film scene, there are offers of payment that aren't accepted. Why not? What happens next and why?

March 12

Topic: *The Saga of Egil Skallagrimsson* // Conflict with kings, citizens vs. subjects. How do citizenship and justice-seeking change when an executive (king) emerges?

Read: *The Saga of Egil Skallagrimsson* ch. 1-16 (SI)

Prepare: Consider Kveldulf's remarks on the increasing power of the upstart king of Norway. How does he see his rights changing under royal authority?

Week 10 - Spring Break

Week 11

March 24

Topic: *The Saga of Egil Skallagrimsson* // **Diversity:** children and adults, **official and unofficial citizenship**

Read (more than usual!):

- *The Saga of Egil Skallagrimsson* ch. 17-45
- Excerpt from the medieval Icelandic laws (*Grágás*) on children

Prepare: Young Egil seems precocious, but e he is not of legal majority and does not have full **citizen** rights officially. In what ways does he seem to enjoy full **citizenship** unofficially? Why?

March 26

Topic: *The Saga of Egil Skallagrimsson* // **Diversity:** rank, social status, and the rights of king's men

Read: *The Saga of Egil Skallagrimsson* ch. 46-61

Prepare: What bargain is Thorstein striking by becoming a king's man? How do his rights change with this change in his relationship to the state?

Week 12

March 31

Topic: *The Saga of Egil Skallagrimsson* // **Diversity** and belonging: ethnic and linguistic identities. Who is owed proportionality?

Read: *The Saga of Egil Skallagrimsson* ch. 62-76

Prepare: Egil raids in Kurland. How are the "rules" for dealing with Kurlanders implied to be different than those for dealing with fellow Norse or Icelanders? For the ctte: the saga suggests that dealing unfairly, even violently, with Estonians (Kurlanders) does not violate social norms the way raiding and killing fellow Norse speakers would be. The saga articulates an implicit us-and-them that excludes certain ethno-linguistic groups from the protection of the norms of talion.

April 2

Topic: *The Saga of Egil Skallagrimsson* // **Diversity:** old age.

Read: *The Saga of Egil Skallagrimsson* ch. 77-87

Prepare: How does Old Man Egil deal with conflicts with other freeholders once back in Iceland? Does the text depict him as an “unfair man” (ójafnaðarmaður) or a “good citizen”? Or, how does he compare with the young King Harald, earlier in the saga?

Week 13

April 7

Topic: *The Saga of Egil Skallagrimsson* viewed as a whole // **Citizenship? Justice? Diversity?**

Prepare: Now that you’ve had a chance to digest the whole saga, what comes into view? **Keep this course’s keywords in mind as you consider this question.**

For the ctt: The non-specific topic reflects that this is a breather day and an opportunity for more student-led discussion of the theme’s concepts. It is also swing time in case the class gets behind in this large bit of reading.

April 9

Topic: Poets and storytellers // **Diversity:** disability and impairment

Read: *The Tale of Stuf* (two versions) and *The Tale of the Story-Wise Icelander* (SI)

Prepare: One version of his tale describes Stuf as blind. To what degree is he able to assert his agency and how? **Is he able to exercise the rights of a citizen?**

Week 14

April 14

Topic: *The Book of Icelanders* // Founding a nation of laws, **instituting a justice system.**

Read: *The Book of Icelanders*

Prepare: How does this text depict **justice-seeking processes—the conduct of** conflict and its resolution—in newly settled Iceland? How does it depict the institution of Commonwealth Iceland’s legal system? What makes its institution necessary?

April 16

Topic: Reception // **Diversity:** Imagining nation and belonging, constructing exclusion.

Read:

- Truitt, “Fantasy North”
- Byock, “Modern Nationalism and the Medieval Sagas”

Prepare: How has the idea of the sagas and/or the medieval North been useful to the imagining of nations? Who gets to belong to those imagined nations **as literal and metaphorical citizens** and who doesn’t?

Week 15

April 21

Topic: Review

Read: Miller, “Feud, Vengeance, and the Disputing Process” in *Bloodtaking and Peacemaking*

Prepare: 1) What ideas about citizenship, justice, and diversity in Saga Iceland does this chapter by Miller help crystalize for you? 2) To enjoy memes!

April 23

Topic: Review and brainstorming the final

Read: Miller, “Law and Legal Process” in *Bloodtaking and Peacemaking*

Prepare: 1) Consider your own overlapping identities. How do they affect your *de facto* access to our society’s mechanisms for dispute resolution (our justice system)? 2) Your best ideas for essay questions.

Exam

DAY – TIME

GE Theme course submission worksheet: Citizenship for a Diverse and Just 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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	Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3) Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions. <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. <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. <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. 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.
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.	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. Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces

	<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> <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> <i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i>
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Goals and ELOs unique to Citizenship for a Diverse and Just 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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<i>national, global, and/or historical communities.</i>	<i>Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</i> <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>
<i>ELO 3.2</i> <i>Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</i>	<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>
<i>ELO 4.1</i> <i>Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</i>	<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> <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>

	"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.
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.	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.

German Major--Curriculum Map

B = Beginning
I = Intermediate
A = Advanced

24. Jan 2025 update

	Cultural Knowledge & Awareness	Compre-hension	Speaking	Critical Analysis	Writing & Critical Expression
Core Required Courses					
1101.01 German 1 -GE	B	B	B		B
1101.02 German 1 (DL) -GE	B	B	B		B
1101.51 German 1: Self-paced -GE	B	B	B		B
1102.01 German 2 -GE	B	B	B		B
1102.02 German 2 (DL) -GE	B	B	B		B
1102.51 German 2: Self-paced -GE	B	B	B		B
1103.01 German 3 -GE	B/I	B/I	B/I		B/I
1103.02 German 3 (DL) -GE	B/I	B/I	B/I		B/I
1103.51 German 3: Self-paced -GE	B/I	B/I	B/I		B/I
2101 Texts & Contexts 1: Contemporary Germany	I	I	I	B/I	I
2102 Texts & Contexts 2: 20 th -century Germany	I	I	I	I	I
3101 Texts & Contexts 3: Historical Perspectives	I/A	I/A	I/A	I	I
3102 News & Views: Current Issues	I/A	I/A	I/A	I	I
2350 Introduction to German Studies	B			B/I	I
3689 or equiv. (data) Words Across the World				I	I
Advanced Required Courses					
3200 Topics in German Literature, Art and Film	I	I	I	I	I
3300 Topics in German Culture Studies, Social and Intellectual History	I	I	I	I	I
3510 ALI German for the Professions	I	I	I	I	I
3600 Topics in German Linguistics/Language	I	I	I	I	I
3602 German for the Professions 1	I	I	I	I	I
3603 Translation 1	I	I	I	I	I
4200 Senior Seminar in German: Literature, Art and Film (German)	A	A	A	A	A
4300 Senior Seminar in German: Culture Studies, Social and Intellectual History (German)	A	A	A	A	A
4600 Senior Seminar in German: Linguistics/Language (German)	A	A	A	A	A
4602 German for the Professions 2	A	A	A	A	A
4603 Translation 2	A	A	A	A	A
Advanced Required Courses in English					
4250 Senior Seminar in German Studies: Literature, Art and Film (English)	A			A	A
Elective Courses in German					
5602 ALI: German for the Professional World	A	A	A	A	A

	Cultural Knowledge & Awareness	Compre- hension	Speaking	Critical Analysis	Writing & Critical Expression
Elective Courses in English					
2250 Berlin: Stories, Languages, and Ideas GE	B			B	B
2251 German Literature and Popular Culture GE	B			B	B
2252H The Faust Theme GE	B			B	B
2253 Magic, Murder and Mayhem GE	B			B	B
2254.01 Grimms' Fairy Tales and their Afterlives GE	B			B	B
2254.02 (DL) Grimms' Fairy Tales and their Afterlives GE	B			B	B
2255 Postwar Germany and Japan GE	B			B	B
2256 Fan Fiction: From Homer to Harry Potter GE	B			B	B
2310 Introduction to Literature, Culture, and the Environment	B			B	B
2352 Dresden Yesterday and Today GE	B			B	B
2367 German Literature and American Culture GE	B			B	B
2451 Hollywood: Exiles and Émigrés GE	B			B	B
2798.02 Berlin, Then and Now: People, Places, and Experiences GE	B			B	B
3250.01 Citizenship in the Age of Technology: Exploring Social Justice through Science Fiction in Germany GE	I			I	I
3250.02 Citizenship in the Age of Technology: Exploring Social Justice through Science Fiction in Germany GE	I			I	I
3252.01 The Holocaust in Literature and Film GE	I			I	I
3252.02 (DL) The Holocaust in Literature and Film GE	I			I	I
3253.01 German immigration in the US GE	I			I	I
3253.02 German immigration in the US GE	I			I	I
3254H Representations and Memory of the Holocaust in Film GE	I			I	I
3354.01 From Viking Saga to Climate Fiction: Nature in Nordic and Germanic Literatures GE	I			I	I
3354.02 From Viking Saga to Climate Fiction: Nature in Nordic and Germanic Literatures GE	I			I	I
3256 Coming to Terms with the Holocaust and War in Germany: <i>Vergangenheitsbewältigung</i> GE	I			I	I
3270 Revenge GE	I			I	I
3317 Black Identity & Culture in German-Speaking Europe GE	I			I	I
3317H Black Identity & Culture in German-Speaking Europe GE	I			I	I
3351 Democracy, Fascism and German Culture GE	I			I	I
3352 Dresden Yesterday and Today GE	I			I	I

3353H German Intellectual History: Marx, Nietzsche, and Freud	GE	I			I	I
3434 Bad Science: Toxic Intersections Between Cultural Politics and Intellectual History in the German Tradition	GE	I			I	I
3451H Religion in Modern German Literature and Philosophy	GE	I			I	I
3456 Global Changemakers	GE	I			I	I
4191 Internship in German		A			A	A
4252 Masterpieces of German Literature	GE	A			A	A
4670H Cinema and the Historical Avant Garde	GE	A			A	A

Appendix

Program Goals of the German Major at The Ohio State University

Linguistic Proficiency Students demonstrate linguistic proficiency in German at the B2 or C1 level of CEFR, they reflect on their own language and gain translation skills.

Knowledge Students demonstrate knowledge of German Linguistics, German History, German Cultural Achievements, and the current German-speaking world.

Critical Analysis Students demonstrate the ability to undertake critical reading and analysis of texts, to interpret cultural products and events within relevant contexts, and to express ideas and perspectives clearly, cogently and persuasively.

Understanding/Perspective Students demonstrate an understanding of differences in verbal and nonverbal communication, recognize cultural differences and similarities, and gain perspective on their own world view and cultural values.

Research/Inquiry Students demonstrate the ability to use sophisticated tools for research and knowledge acquisition, and to evaluate the validity of resources available in the media landscape.