
Term Information

Effective Term Autumn 2026

General Information

Course Bulletin Listing/Subject Area Women's, Gender&Sexuality Sts
Fiscal Unit/Academic Org Women's, Gender&Sexuality Sts - D0506
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2328
Course Title Survival in the 21st Century
Transcript Abbreviation Surviving 21st Cen
Course Description What does it mean to survive? And how does "survival" alter when understood as an individual vs. a collective struggle? This course examines the historical and contemporary lives of this crucial concept: survival. Contemporary popular discourses, from reality television to medical memes, provide the immediate context for our longer, historical and cultural investigation.
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 Sometimes
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0207
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Health and Well-being

Course Details

Course goals or learning objectives/outcomes

- All Health & Wellbeing GE goals & ELOS
- 1. Students explain how “survival” changes according to specific contexts, especially along the axis of individual/collective survival.
- 2. Students synthesize concepts of “survival” across different contexts and evaluate whether it is a universal concept.
- 3. Students evaluate contemporary uses of “survival” across various media.
- Students consider local, national, and global strategies for survival
- Consider survival as an issue related to health and well-being, popular culture, policy, war, and community

Content Topic List

- HIV/AIDS
 - The Holocaust
 - medical conditions
 - climate change
 - war
 - survival
 - hope and courage
- No

Sought Concurrence

Attachments

- Winnubst H&W GE Proposal Survival in the 21st Century 01.31.26.docx: Syllabus
(Syllabus. Owner: Alkhalifa, Ali Mufeed)
- GE Form Survival in 21st c. Winnubst AU26 (1).pdf: GE Form
(Other Supporting Documentation. Owner: Alkhalifa, Ali Mufeed)
- Curriculum Map 01.30.26.xlsx: Curriculum Map
(Other Supporting Documentation. Owner: Alkhalifa, Ali Mufeed)
- COMPSTD Concurrence.pdf: Concurrence
(Concurrence. Owner: Alkhalifa, Ali Mufeed)
- Philosophy Concurrence.pdf: Concurrence
(Concurrence. Owner: Alkhalifa, Ali Mufeed)

Comments

- Please request concurrence from the departments of Philosophy and Comparative Studies. *(by Vankeerbergen, Bernadette Chantal on 02/02/2026 03:03 PM)*
- Thank you for your consideration of this new Health & Wellbeing GE offering *(by Alkhalifa, Ali Mufeed on 01/30/2026 03:01 PM)*

COURSE REQUEST
2328 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/22/2026

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Alkhalifa, Ali Mufeed	01/30/2026 03:03 PM	Submitted for Approval
Approved	Sreenivas, Mytheli	01/31/2026 12:17 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	02/02/2026 03:03 PM	College Approval
Submitted	Alkhalifa, Ali Mufeed	02/13/2026 03:26 PM	Submitted for Approval
Approved	Sreenivas, Mytheli	02/13/2026 04:29 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/22/2026 05:14 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Neff, Jennifer Vankeerbergen, Bernadette Chantal Wade, Macy Joy Steele, Rachel Lea	02/22/2026 05:14 PM	ASCCAO Approval

Survival in the 21st Century
WGSS 2328
AU 2026
3 Credit Hours
In-person, Tuesday/Thursday, 2:20-3:40

Instructor

- Shannon Winnubst
- Winnubst.1@osu.edu
- 113D University Hall
- Office hours: T/Th 11-2:00
- **Note:** My preferred method of contact is email for all questions and requests for appointments.

Course description

What does it mean to survive? And how does “survival” alter when understood as an individual vs. a collective struggle? This course examines the historical and contemporary lives of this crucial concept: survival. Contemporary popular discourses, from reality television to medical memes, provide the immediate context for our longer, historical and cultural investigation. The course develops a lexicon of the many meanings of “survival” in the following iterations: cancer treatments; sexual violence; the Holocaust; climate change; late capitalism; AIDS-to-COVID; the afterlives of slavery; and Palestine. The course will conclude with a turn to the interconnected concepts of “hope” and “courage” that so often travel alongside “survival.”

General education goals and expected learning outcomes for Health & Well-Being Theme

Goals:

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

Expected Learning Outcomes:

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. Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.
- 3.2. Identify, reflect on, or apply strategies for promoting health and wellbeing.

How this course fulfills these GE outcomes:

Our course readings and other materials explore the concept of “survival” through historical, cultural, and contemporary lenses, encouraging critical and scholarly thinking about health and wellbeing in diverse contexts. Through class discussion of these materials, weekly critical reflections, and the mid-term examination, students will engage in logical thinking and in-depth scholarly exploration of these ideas (ELOs 1.1 and 1.2). The media critique exercise and research for the final project will require that students synthesize approaches to the theme (ELO 2.1) and analyze specific instances of “survival” in different contexts (The Holocaust; medical conditions; climate change; and war). The final project will also allow them to have a choice in the method and topic they choose to research (ELO 2.2.) The theme of health and wellbeing crosses throughout the class, as we examine how the theoretical concept of “survival” signifies a range of meanings, depending on the historical, socio-economic, medical, and cultural contexts (3.1 and 3.2). Furthermore, the concepts of “hope” and “courage” will also lead students to reflect on emotional and psychological strategies for health and well-being (3.2). Lastly, the self-reflection piece due on the last day of class will give students an opportunity to reflect on the course as a whole and how their understandings of “survival” have changed across the course (2.2).

Student Learning Goals:

The following goals are specific to this course:

1. Students explain how “survival” changes according to specific contexts, especially along the axis of individual/collective survival.
2. Students synthesize concepts of “survival” across different contexts and evaluate whether it is a universal concept.
3. Students evaluate contemporary uses of “survival” across various media.

Course materials and technologies

Required Course Materials

All essays are posted on CarmenCanvas; provided via hyperlink directly on syllabus document; and/or available via OSU library for download. Access to video materials will be provided.

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass website for more information: <https://buckeyepass.osu.edu/>
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me**

new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading Overview

Assignment Category	Points and/or Percentage
Participation & Attendance	15%
Weekly Reflections	20%
Midterm Essay	20%
Media critique	10%
Final Project	25%
Self-Reflection In-Class Exercise	10%
TOTAL	100%

Description of major course assignments

Participation & Attendance

This is a lecture-seminar formatted course that fosters a collaborative learning environment and deepens understanding through dialogue. I expect each of us to arrive at each class meeting fully prepared to enter our ongoing collective discussion. To be fully prepared means one has completed the assignment for that day, taken some time to reflect on it, and formulated some questions,

themes, dynamics, provocations and/or irritations to discuss in class. I score participation daily on a 1-5 point scale; feel free to check in with me on how you are doing.

I allow three unexcused absences that do not require any explanation. Each absence beyond those three will deduct two points from your overall participation grade. Please communicate with me about your absences, especially if they become chronic. More than six unexcused absences (20% of our class meetings) will result in an E for the class.

Weekly Reading Reflections

Short written responses (300–500 words) to weekly readings and discussions, submitted on Fridays of eight weeks of semester. These encourage critical engagement with course materials and reflection on class discussions.

Midterm Essay

5–7 page analytic essay exploring one iteration of “survival” discussed in the first half of the course. This essay develops analytic and synthetic skills, while also requiring students to apply theoretical discussions to specific contexts. Through this essay, you must specifically explicitly explore how survival is dependent on community health and wellbeing from one of the following perspectives/lens: socio-economic, scientific, historical, policy, and/or personal. To receive full credit, your paper must engage at least 3 readings from the first half of the semester. You must make this connection with the synthesization of at least 3 direct scholarly quotes. You may use MLA or APA citation styles, whichever you have been trained to use in your primary disciplines. Whichever you prefer, please keep the style consistent throughout the assignment.

Media Critique

3–4 page critique of a media artifact (e.g., TV episode, meme, film clip) that uses the concept of “survival.” Analyzes contemporary representations of survival and connects them to theoretical discussions of “survival” in the course. Your paper must consider the representations of healthy (or unhealthy) subjects in the media artifact, ensuring you connect at least two course readings to the text and include one additional external, peer-reviewed source. In total, you must directly cite at least 3 scholarly quotes to support your argumentation and observations.

A passing paper will make sure to include an explicit connection to the concepts about health and wellbeing discussed in the class, answering the question: Why are cultural and media representations of survival significant when thinking about the lived/material health and wellbeing outcomes for a specific marginalized group in society? You may use MLA or APA citation styles, whichever you have been trained to use in your primary disciplines. Whichever you prefer, please keep the style consistent throughout the assignment.

Final Project

A creative or research-based project (8–10 pages or equivalent) synthesizing survival across multiple contexts. As a final project, students choose their own topic and method; reflect upon their learning across the semester; and demonstrate understanding of survival and its intimate connection with hope and courage. In addition, you will be expected to suggest at least one specific strategy for promoting survival, and in turn, hope and futurity (whether through health and wellbeing, policy or welfare change, educational or local organizing strategy, etc).

You must cite at least 4 readings assigned in this class, including direct quotes when relevant. Indirect citations will also be acceptable for this project.

Self-Reflection of Course

This written reflection (200-300 words) will be done in class on the last day of the term and could be accompanied with a drawing. Students will be given the opportunity to share their reflections with the class and think about how the concept of “survival” shifts, especially in relation to the individual and/or a broader collective, across different iterations in the 21st century (ELO 2.1, 3.2). The three questions for this self-reflection include:

1. How does claiming to “survive” relate to health and wellbeing?
2. How have the course materials challenged your previous understandings of health and wellbeing? How have they expanded your previous understandings?
3. What are some strategies for wellbeing that you can implement from the course on an individual or community level? Is “survival” a metric for health and well-being? (3.2)

Late assignments

All assignments are due at the time/day noted on the schedule. Late assignments will be penalized 2 points per day, including weekend days.

Grading Scale

- 93-100: A
- 90-92: A–
- 87-89: B+
- 83-86: B
- 80-82: B–
- 77-79: C+
- 73-76: C
- 70-72: C–
- 67-69: D+
- 60-66: D
- Under 60: E

Instructor feedback and response time

Grading and feedback

I do my best to return assignments within one week with both summative and formative feedback. However, the extenuating circumstances of faculty labor may require more time at various points in the semester.

I strongly prefer to be contacted via my OSU email: Winnubst.1@osu.edu

I should respond within 36 hours M-F; feel free to email again, if you don't hear from me in that timeframe.

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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 please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

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

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

Citing your sources

Please use the basic MLA or Chicago Style abbreviated reference system for all in-text citations. If the reference is drawn from our course materials, you do not need to provide a Works Cited page. However, especially for the final project, please use MLA or Chicago Style for all citations beyond course materials. We will discuss consistent citational practices in class.

Tone and civility

The general *ethos* of the course is that we are all engaging a semester-length dialogue: this requires careful, respectful, and generous listening as well as speaking. A central aim and method of this course is to discuss difficult and complex topics openly. When we disagree, we stretch and grow; when we reflect together on our disagreements and assumptions, we learn invaluable skills that are

central to thriving societies, especially democracies such as the United States. This course will actively cultivate the skills of open, rigorous discussion.

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, 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.

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 [Civil Rights Compliance Office](#).

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

Disability Statement (with Accommodations for Illness)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

slds@osu.edu

<https://slds.osu.edu/>

098 Baker Hall, 113 W. 12th Ave

614-292-3307 phone

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.

Grievances and Solving Problems

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a welcoming community. 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 Civil Rights Compliance Office (CRCO):

Online reporting form: <http://civilrights.osu.edu/>

Call 614-247-5838 or TTY 614-688-8605

civilrights@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 Civil Rights Compliance Office 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.

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.

Counseling and Consultation Services / Mental Health Statement

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

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Content Warning Language

Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or Counseling and Consultation Services at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

Week	Date	Topics/Readings/Assignments	Assignments Due
1		Introduction: What is “Survival?” <i>Survivor</i> Reality Television Series: favorite episodes/scenes (students)	

Week	Date	Topics/Readings/Assignments	Assignments Due
		<p><i>Paradise</i>: Season One, Episodes 4 & 7</p> <p>Audre Lorde, “Litany for Survival”</p>	
2		<p>Historical Survival: Evolution & The Holocaust</p> <p>Charles Darwin, <i>The Origin of Species</i>, excerpts</p> <p>Primo Levi, <i>The Survivors</i>, excerpts</p>	<p>Weekly reflection due Friday by midnight via Carmen</p>
3		<p>Survival and Illness: Cancer Discourses</p> <p>Miles Little, et al., “Survivorship and Discourses of Identity,” <i>Psycho-Oncology</i> 11: 170–178 (2002)</p> <p><u>Annette M. Lane, “When Breast Cancer Survivorship Discourse Doesn’t Work: Reflections From a Patient,” <i>Journal of Patient Experience</i>, Vol 10 (2023)</u></p> <p>Jennifer Mize Smith, “Think Pink! Dialectical Tensions in Survivor Discourse About Corporate Support of Breast Cancer Awareness,” <i>International Journal of Business</i></p>	<p>Weekly reflection due Friday by midnight via Carmen</p>

Week	Date	Topics/Readings/Assignments	Assignments Due
		<p><i>Communication</i> Oct2022, Vol. 59 Issue 4, p485-505. 21p.</p> <p>Norber, Monika, et. al., “Breast Cancer Survivorship— Intersecting Gendered Discourses in a 5-Year Follow-Up Study. ,” <i>Health Care for Women International</i>, 36:617–633, 2015</p> <p>Brownyn A. Morris, et al., “Adopting a survivor identity after cancer in a peer support context.” <i>Journal of Cancer Survivorship</i> Sep2014; 8(3): 427-436.</p>	
4		<p>Survival and Sexual Violence</p> <p>Mahaliah Little, ““Being Toward Trauma: Theorizing Post-Violence Sexuality.” <i>Rejoinder: Special Issue – Trauma</i>, vol. 7, no. 1, 2022.</p> <p>Joy Harjo, <i>Brave Indian</i>, excerpts</p>	Weekly reflection due Friday by midnight via Carmen
5		<p>Joy Harjo, continued</p> <p>Environmental Survival: The Anthropocene</p> <p>Kathryn Yusoff, <i>A Billion Black Anthropocenes</i>, excerpts</p>	

Week	Date	Topics/Readings/Assignments	Assignments Due
6		<p>South End Press Collective, eds, <i>What Lies Beneath: Katrina, Race, and the State of the Nation</i></p> <p>Lars von Trier, <i>Melancholia</i> (film)</p>	Weekly reflection due Friday by midnight via Carmen
7		<p>Mid-term Digestion</p> <p>Collective Reflections on Course</p>	Midterm Essay due Friday by midnight via Carmen
8		<p>Pandemic Survival: AIDS to Covid</p> <p>Susan Sontag, Sections 1-2, 5, 7-8 from <i>AIDS and Its Metaphors</i> (Farrar, Strauss & Giroux: 1989)</p> <p>Douglas Crimp, “How to Have Theory in an Epidemic”</p>	
9		<p>Alexis Shotwell, “Women Don’t Get AIDS, They Just Die From It”: Memory, Classification, and the Campaign to Change the Definition of AIDS, <i>Against Purity: Living Ethically in Compromised Times</i> (U Minnesota Press: 2016)</p> <p>Steven Thrasher, “An Invitation: Sirens, Silence, Standby;” “The Infinite Weight of Zero: Individualized Shame;”</p>	Weekly reflection due Friday by midnight via Carmen

Week	Date	Topics/Readings/Assignments	Assignments Due
		<p>“Disability as Disposability,” <i>The Viral Underclass: The Human Toll When Inequality and Disease Collide</i> (Celadon Books: 2022)</p>	
10		<p>Economic Survival: Late Capitalism</p> <p>Bong Joon Ho, <i>Parasite</i> (film)</p> <p>Thrasher, “Parasite: Capitalism,” <i>The Viral Underclass</i></p>	<p>Weekly reflection due Friday by midnight via Carmen</p> <p>Media critique is due Friday by midnight</p>
11		<p>Survival and Race: Afterlives of Slavery</p> <p>Audre Lorde, “Litany of Survival” (revisit); <i>Cancer Journals</i>, excerpts</p> <p>Christina Sharpe, “The Ship,” <i>In the Wake: On Blackness and Being</i> (Duke UP: 2016)</p>	
12		<p>Saidiya Hartman, <i>Lose Your Mother</i>, excerpts</p>	<p>Weekly reflection due Friday by midnight via Carmen</p>

Week	Date	Topics/Readings/Assignments	Assignments Due
13		<p>Survival and Politics: Palestine</p> <p>Mosab Abu Toha, selections from <i>Things You May Find Hidden in My Ear: Poems from Gaza</i> (2022) and <i>Forest of Noise</i> (2024)</p> <p>Palestinian Feminist Collective, selections</p> <p>Dr. Nick Maynard presentation, April 9, 2025, Columbus, Ohio (video)</p>	<p>Weekly reflection due Friday by midnight via Carmen</p>
14		<p>Hope and Courage</p> <p>Miriam Kaba, “Hope as a Discipline”</p> <p>Aristotle, <i>Nichomachean Ethics</i>, excerpts on courage</p>	
15		<p>Final Projects & Papers Workshopping and Course Reflections</p>	<p>Self-Reflection Exercise in-class</p>

Week	Date	Topics/Readings/Assignments	Assignments Due
Finals		Final Papers & Projects due	Final Papers & Projects due at time designated by University exam schedule

GE Theme course submission worksheet: Health & Wellbeing

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 (Health & Wellbeing)

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 Health & Wellbeing

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

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

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



Re: Concurrence Request for WGSST 2328 (by 2/17/26)

From Urban, Hugh <urban.41@osu.edu>

Date Wed 2/4/2026 3:49 PM

To Chen, Jian <chen.982@osu.edu>; Arceno, Mark Anthony <arceno.1@osu.edu>; Samuels, Richard <samuels.58@osu.edu>; Shuster, Amy <shuster.67@osu.edu>

Cc Alkhalifa, Ali <alkhalifa.2@osu.edu>

We support this

Thanks

hugh

Hugh B. Urban
College of Arts and Sciences Distinguished Professor
Chair, Department of Comparative Studies
451 Hagerty Hall
The Ohio State University
Columbus, OH 43210
urban.41@osu.edu

From: Chen, Jian <chen.982@osu.edu>

Sent: Wednesday, February 4, 2026 1:14 PM

To: Arceno, Mark Anthony <arceno.1@osu.edu>; Samuels, Richard <samuels.58@osu.edu>; Shuster, Amy <shuster.67@osu.edu>; Urban, Hugh <urban.41@osu.edu>

Cc: Alkhalifa, Ali <alkhalifa.2@osu.edu>

Subject: Concurrence Request for WGSST 2328 (by 2/17/26)

Hello all,

I hope everyone is doing okay. I am reaching out with a request for concurrence on the new course being put forward by Dr. Shannon Winnubst entitled WGSST 2328 - Surviving the 21st Century. The class is all about theorizing survivability through various examples of social crisis. The class will give attention to the Health & Wellbeing ELOs, considering how survivability influences health and wellbeing outcomes for different social groups in both historical and contemporary contexts. In line with this theme, the course will focus on various feminist and queer activist considerations of hope, uplift, and community when surviving collective struggles.

Attached includes the proposed syllabus and GE form. The WGSS Department is requesting concurrences from the Department of Philosophy and the Department of Comparative Studies by February 17th, or else it will be assumed to be given lapsing this two week period.

Thank you for your consideration and best regards,
Neo

[Jian Neo Chen](#), PhD (he/they)

Associate Professor of Queer & Trans Studies

Director of Undergraduate Studies

Women's, Gender and Sexuality Studies Department

Affiliate Faculty in English; the Center for Ethnic Studies; and Theatre, Film, and Media Arts

The Ohio State University (Columbus)



Re: Concurrence Request for WGSST 2328 (by 2/17/26)

From Samuels, Richard <samuels.58@osu.edu>
Date Fri 2/13/2026 12:56 PM
To Chen, Jian <chen.982@osu.edu>
Cc Alkhalifa, Ali <alkhalifa.2@osu.edu>

Hi Neo and Ali,

Sorry for the delay.

Philosophy concurs!

Best wishes,

Richard



Prof. Richard Samuels
Chair, Department of Philosophy
Center for Cognitive and Brain Sciences
The Ohio State University
350 University Hall
230 North Oval Mall
Columbus, OH 43210-1365, USA

From: Chen, Jian <chen.982@osu.edu>
Date: Wednesday, February 4, 2026 at 1:14 PM
To: Arceno, Mark Anthony <arceno.1@osu.edu>, Samuels, Richard <samuels.58@osu.edu>, Shuster, Amy <shuster.67@osu.edu>, Urban, Hugh <urban.41@osu.edu>
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