## 1. Catalog Description of the Course. [Follow accepted catalog format.]

*(If Cross-listed please submit a form for each prefix being modified)*

<table>
<thead>
<tr>
<th>OLD</th>
<th>NEW</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prefix</strong> ENGL</td>
<td><strong>Prefix</strong> ENGL</td>
</tr>
<tr>
<td><strong>Course#</strong> 453</td>
<td><strong>Course#</strong> 353</td>
</tr>
<tr>
<td><strong>Title</strong> Hispanic/Hispanic American Literature</td>
<td><strong>Title</strong> Chicana(o)/Hispanic American Literature</td>
</tr>
<tr>
<td><strong>Units</strong> (3)</td>
<td><strong>Units</strong> (3)</td>
</tr>
<tr>
<td><strong>Prerequisites</strong> ENGL 449</td>
<td><strong>Prerequisites</strong></td>
</tr>
<tr>
<td><strong>Corequisites</strong></td>
<td><strong>Corequisites</strong></td>
</tr>
</tbody>
</table>

Description: Study of the novels and poetry written by Hispanic American authors. In order to understand the development of the literature, we will also read essays relevant to the events, issues and concerns attending the historical interactions between Hispanic/Chicana(o)/Latina(o) Americans and other peoples in North America. Authors writing in Spain, Mexico, Central America or South American countries may also be included to gain a more global perspective on the literature.

OLD NEW

<table>
<thead>
<tr>
<th>Gen Ed Categories</th>
<th>CR/NC</th>
<th>Repeatable for up to</th>
<th>CR/NC</th>
<th>Repeatable for up to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Fee Required</td>
<td>A - F</td>
<td>units</td>
<td>A - F</td>
<td>units</td>
</tr>
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</table>

Optional (Student’s choice)

### 2. Mode of instruction

<table>
<thead>
<tr>
<th>OLD</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Units</td>
</tr>
<tr>
<td></td>
<td>Hour Per Unit</td>
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<td></td>
<td>Benchmark Enrollment</td>
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<td></td>
<td>CS# Units (filled out by Dean)</td>
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<td>Seminar</td>
<td>Lecture</td>
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<td>Laboratory</td>
<td>Seminar</td>
</tr>
<tr>
<td>Activity</td>
<td>Laboratory</td>
</tr>
<tr>
<td>Activity</td>
<td>Activity</td>
</tr>
</tbody>
</table>

### 3. Course Content in Outline Form if Being Changed. [Be as brief as possible, but use as much space as necessary]

**OLD**

Learning Objectives

Upon completion of this course, students should be able

1. To demonstrate, in writing and discussion, an understanding of the texts assigned.
2. To demonstrate, in writing and discussion, an understanding of the major issues in Hispanic American literary studies.
3. To demonstrate, in writing and discussion, an understanding of the social, cultural, and political issues out of which the

**NEW**

Same with the addition of the term Chicana(o) to #3, and

4. To articulate theoretical models for understanding Chicana(o)/Hispanic American literature.
literary texts and works of art arise.

5. References. [Provide 3-5 references on which this course is based and/or support it.]

OLD The old list includes over 40 commonly taught texts.

NEW Same

6. Indicate Changes and Justification for Each. [Check all that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]

- Course title
- Prefix/suffix
- Course number
- Units
- Staffing formula and enrollment limits
- Prerequisites/corequisites
- Catalog description
- Course content
- References
- GE
- Other

Justification The request for GE designation is intended to boost enrollment so that the course can be offered consistently as part of the English emphasis in multicultural literature. The new course number reflects the level at which the course will be taught to students diverse in major and levels of preparation, and the prerequisite drops with that change. The course title will be more recognizable to students in the forthcoming Chicano Studies major and to students who know “Chicano Literature” as a common title from other universities and the general discourse in literary studies.

7. If this modification results in a GE-related change indicate GE category affected and Attach a GE Criteria Form:

A (English Language, Communication, Critical Thinking)
- A-1 Oral Communication
- A-2 English Writing
- A-3 Critical Thinking

B (Mathematics, Sciences & Technology)
- B-1 Physical Sciences
- B-2 Life Sciences – Biology
- B-3 Mathematics – Mathematics and Applications
- B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)
- C-1 Art
- C-2 Literature Courses
- C-3a Language
- C-3b Multicultural

D (Social Perspectives)

E (Human Psychological and Physiological Perspectives)

UD Interdisciplinary

8. New Resources Required. YES ☐ NO ☒

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the consultation sheet below.

a. Computer (data processing), audio visual, broadcasting needs, other equipment

b. Library needs

c. Facility/space needs
9. **Will this course modification alter any degree, credential, certificate, or minor in your program?**

   YES ☐ NO ☑

   If YES attach a program modification form for all programs affected.

   Brad Monsma 4-12-06
   Proposer of Course Modification Date
Request for GE Approval

<table>
<thead>
<tr>
<th>Course Title</th>
<th>ENGL 353 Chicana(o)/Hispanic American Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units</td>
<td>3</td>
</tr>
<tr>
<td>Lab</td>
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</tr>
<tr>
<td>New</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Request

<table>
<thead>
<tr>
<th>GE Category</th>
<th>C2 Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitter</td>
<td>Monsma, Bradley</td>
</tr>
<tr>
<td>Submission Date</td>
<td>09-04-2006</td>
</tr>
<tr>
<td>Status</td>
<td>Approved</td>
</tr>
</tbody>
</table>

Criteria Justifications

- Justification

All of the learning outcomes listed on the Course Modification Form clearly indicate that the course:
- involves the student with many Chicana(o)/Hispanic American works of literature
- promotes students' ability to effectively analyze and respond to works of human imagination particularly through the course's emphasis on the historical, social, cultural, and political issues out of which works of human imagination arise
- requires substantive analytical/critical writing in its assessment of learning outcomes, typically in the form of focused response papers, research papers, and written midterms and exams.
Request for GE Approval

Course Title   ENGL 353 Chicana(o)/Hispanic American Literature
Units          3
Lab            No
New            Yes

Request

GE Category   C3b Multicultural
Submitter     Monsma, Bradley
Submission Date 09-04-2006
Status        Approved

Criteria Justifications

- Justification

One argument in favor of approving for C3b a course that deals with the literary tradition of a single culture is that each of these courses includes many examples of diversity within what tends to be labeled as a single culture. A course in Chicano Literature, for example, must begin with an examination of terms such as Hispanic, Latino, Nuyorican, Afro Cuban, and how those terms represent different cultures or attempt to unify people marked by differences in geography, race, politics, economics, and language. A course in African American literature will certainly include texts that represent differences between the cultures of the rural South and those of cities in the north, or between ideologies differing in their approaches to education or political engagement. A course in Asian American literature would examine ethnic differences represented in literature with cultural roots in various Asian countries. A central journal is called Studies in American Indian Literatures (plural) because it recognizes the necessity to account for the cultural differences among the many tribal nations conflated under the label Native American.

In sum, the labels we use for these courses, though standard, represent essentially multicultural traditions, and the courses as they are taught at CSUCI foreground this diversity so that any student will leave with greater understanding of the complexity of diverse cultural contributions. Furthermore, each course title and description contains the possibility of including literature from the countries of origin.

Therefore, a course in Chicana(o)/Hispanic American literature -Addresses issues, 'ways of knowing' and perspectives from at least two cultures, for example that of...
Cuba and Cuban American culture in the fiction of Christina Garcia, that of rural New Mexico in the poetry of Jimmy Santiago Baca, and those represented in the generational conflicts 1940s East LA in Luis Valdez's Zoot Suit.
Approvals
Program/Course:

_________________________________________________________
Program Chair(s)     Date

_________________________________________________________
General Education Chair(s)     Date

_________________________________________________________
Curriculum Committee Chair(s)     Date

_________________________________________________________
Dean of Faculty     Date