

NEW COURSE PROPOSAL**Courses must be submitted by November 3, 2008, for priority catalog review.**DATE (*Change if modified and redate file with current date*) 9/11/08 REV 11.13.08; REV 2.4.09

PROGRAM AREA(S) : ENGLISH

1. Course Information. [Follow accepted catalog format.]Prefix(es) (Add additional prefixes if cross-listed) **ENGL** Course No. **354**Title: **STUDIES IN CULTURAL LITERATURES** Units: **3**

Prerequisites

☐ Corequisites☐ Consent of Instructor Required for Enrollment

Catalog Description (Do not use any symbols): **In depth study of the literature of a particular culture chosen by the professor. Various genres, theoretical perspectives, and critical questions may be emphasized, along with comparisons among the literatures of various cultures. Repeatable by topic.**

Grading Scheme:

xx A-F Grades

☐ Credit/No Credit☐ Optional (Student Choice)**Repeatability:**Repeatable for a maximum of **9** unitsTotal Completions Allowed **3**☐ Multiple Enrollment in Same Semester**Course Level Information:**

xx Undergraduate

☐ Post-Baccalaureate/Credential☐ Graduate**Mode of Instruction/Components** (*Hours per Unit are defaulted*).

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS & HEGIS # (Filled in by the Dean)
Lecture	3	1	30	<input checked="" type="checkbox"/>	
Seminar		1		<input type="checkbox"/>	
Laboratory		3		<input type="checkbox"/>	
Activity		2		<input type="checkbox"/>	
Field Studies				<input type="checkbox"/>	
Indep Study				<input type="checkbox"/>	
Other Blank				<input type="checkbox"/>	

Leave the following hours per week areas blank. The hours per week will be filled out for you.

3 hours **lecture** per week

hours blank per week

2. Course Attributes:

xx **General Education Categories:** All courses with GE category notations (including deletions) must be submitted to the GE website: <http://summit.csuci.edu/geapproval>. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

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

X C-3b Multicultural

☐ D (Social Perspectives)

☐ E (Human Psychological and Physiological Perspectives)

☐ UDIGE/INTD Interdisciplinary

☐ Meets University Writing Requirement

☐ Meets University Language Requirement

☐ American Institutions, Title V Section 40404: ☐ Government ☐ US Constitution ☐ US History

Refer to website, Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

☐ Service Learning Course (Approval from the Center for Community Engagement must be received before you can request this course attribute).

3. **Justification and Requirements for the Course.** (Make a brief statement to justify the need for the course)

A. Justification: The courses in the English multicultural literature sequence often don't enroll enough students to run, and students who wish to complete the sequence often can't complete it without independent studies. Therefore, this course will in practice take the place of those courses so that students identify this repeatable course as the one they need to take, whenever it comes around, rather than opting out of a course in a particular semester. We also plan to modify the sequence to allow other courses that focus on multicultural literatures to count, thus giving students more options to complete the multicultural sequence.

B. Degree Requirement: Requirement for the Major/Minor **Note: Submit Program Modification if this course changes your program.**
☐ Elective for the Major/Minor

4. **Learning Objectives.** (List in numerical order)

Upon completion of the course, the student will be able to:

1. Analyze assigned texts in writing and discussion.
2. Articulate, in writing and discussion, an understanding of the social, political, cultural, and literary historical contexts from which texts arise in a particular culture.
3. Articulate theoretical models for understanding the literature of a particular culture.

5. **Course Content in Outline Form.** [Be as brief as possible, but use as much space as necessary]

1. Literature from various genres and time periods in a particular culture. 2. Critical and theoretical perspectives on that literature. 3. Historical and literary historical background. 4. Interdisciplinary perspectives (ie. legal, economic, social scientific, geographical studies, etc.) 5. Comparisons among literatures and histories of various cultures.

Does this course content overlap with a course offered in your academic program? YES XXX NO ☐

If YES, what course(s) and provide a justification of the overlap. This course will be taught instead of ENGL 350-353, though at the present time we wish to keep these courses on the books. This course is an effort to increase enrollment and ensure the survival of the multicultural sequence in English.

Does this course content overlap a course offered in another academic area? YES ☐ NO

If YES, what course(s) and provide a justification of the overlap. ☐

Overlapping courses require Chairs' signatures.

6. **Cross-listed Courses** (Please note each prefix in item No. 1)

A. List Cross-listed Courses (Signature of Academic Chair(s) of the other academic area(s) is required).

List each cross-listed prefix for the course: ☐

B. Program responsible for staffing: ENGL

7. **References.** [Provide 3 - 5 references]

The list of texts will vary depending on the focus chosen by a professor in a given semester. Typically, the texts include primary sources from a variety of genres, critical and theoretical texts, as well as critical articles from interdisciplinary perspectives. The original proposals for ENGL 350-353 contain lists of likely texts.

8. Tenure Track Faculty Qualified to Teach This Course.

Dr. Brad Monsma, Dr. Julia Balén, Dr. Joan Peters, Dr. Bob Mayberry, Dr. Mary Adler, Dr. Jacqueline Kilpatrick

9. Requested Effective Date:

First semester offered: Fall 2010

10. New Resources Requested. YES ☒ NO

If YES, list the resources needed.

A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)

No additional.

B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

No additional.

C. Facility/Space/Transportation Needs

No additional.

D. Lab Fee Requested (please refer to Dean's Office for additional processing) ☐ Yes ☒ No

E. Other

None.

11. Will this new course alter any degree, credential, certificate, or minor in your program? YES NO ☒

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

Priority deadline for New Minors and Programs: **October 6, 2008** of preceding year.

Priority deadline for Course Proposals and Modifications: **November 3, 2008**, of preceding year.

Last day to submit forms to be considered during the current academic year: **April 15th**.

Dr. Brad Monsma

9/11/2008

Proposer of Course (Type in name. Signatures will be collected after Curriculum approval)

Date

Request for ENGL 354: Studies in Cultural Literatures to be added to GE Category C2: Literature

Committee Response:

Approved by committee on 10-16-2008

Criteria and Justifications Submitted:

- *Develop students' ability to respond subjectively as well as objectively to experience*
Pedagogy in literature typically requires students to respond in writing to their subjective reading experiences, to become self aware of subjective experience through theoretical orientation, and to test those perspectives through scholarly arguments and information.
- *Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination*
Reading and interpreting literature (aka great works of human imagination) emphasize the affective and cognitive faculties. Students will respond to artistic and theoretical texts (which may also be seen as great works of imagination) both emotionally and intellectually, thus experiencing the interdependence of affective and cognitive analysis. Certain dramatic or performative texts may involve the development of physical faculties.
- *Increase awareness and appreciation in the tradition humanistic disciplines such as art, dance, drama, literature, and music.*
Awareness and appreciation of literature will be a necessary consequence of the outcomes listed on the proposal. The course will frequently consider literature in an interdisciplinary art context, for example the Harlem Renaissance is normally taught so that students see themes and ideas developed in visual art, dance, and literature.
- *Examine the interrelationship between the creative arts, the humanities, and self*
Typically, such activities as response papers to respond personally to literature, and more formal literary analysis require that students demonstrate the ability to use research sources from the humanities to analyze and interpret creative art forms.
- *Include an exposure to world cultures*
Note that the titles to the courses this is meant to eventually replace follow the pattern: African/African American Literature. Studies in Cultural Literatures will continue to allow for connections among world literatures.
- *Involve the student with literary works*
The course will also have a syllabus and reading schedule of literary works that students are required to read.
- *Promote students' ability to effectively analyze and respond to works of human imagination*
Literary analysis will be a primary feature of both in-class activities and assignments such as formal papers requiring reference to both primary sources (works of human imagination) and secondary ones (offering models of analysis and response).
- *Require substantive analytical/critical thinking*
Substantive analytical/critical can be defined by the writing in various formats always required as a part of this course, especially personal reflective writing (which can be analytical) and researched argumentative writing.

Request for ENGL 354: Studies in Cultural Literatures to be added to GE Category C3b: Multicultural

Committee Response:

Approved by committee on 10-16-2008

Criteria and Justifications Submitted:

- *Develop students' ability to respond subjectively as well as objectively to experience*
Pedagogy in literature typically requires students to respond in writing to their subjective reading experiences, to become self aware of subjective experience through theoretical orientation, and to test those perspectives through scholarly arguments and information. The very possibility for objective response may be part of the theoretical discussion and analysis of secondary texts.
- *Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination*
Reading and interpreting literature (aka great works of human imagination) emphasize the affective and cognitive faculties. Students will respond to artistic and theoretical texts (which may also be seen as great works of imagination) both emotionally and intellectually, thus experiencing the interdependence of affective and cognitive analysis.
- *Increase awareness and appreciation in the tradition humanistic disciplines such as art, dance, drama, literature, and music.*
Awareness and appreciation of literature will be a necessary consequence of the outcomes listed on the proposal. The course will frequently consider literature in an interdisciplinary art context, for example the Harlem Renaissance is normally taught so that students see themes and ideas developed in visual art, dance, and literature.
- *Examine the interrelationship between the creative arts, the humanities, and self*
Typically, such activities as response papers to respond personally to literature, and more formal literary analysis require that students demonstrate the ability to use research sources from the humanities to analyze and interpret creative art forms.
- *Include an exposure to world cultures*
Any of the cultures on which this class will focus are not only located in the world, but also can be understood in international contexts. Each is the result of historical and ongoing cultural exchanges and movements of people beyond the borders of the United States. The literary texts for any syllabus would expose students to world cultures through these complex interactions.
- *Expose students to other cultures by addressing issues, "ways of knowing" and perspectives from at least two cultures. Must address contemporary issues. A culture is broadly defined to include aspects of ethnicity, class, gender, ability/disability, and community.*
As explained above, the cultures the class focuses on must be understood historically and presently as products of more than one culture. It is also true that even cultures occasionally defined as American ethnic cultures are internally culturally diverse. Latino or Chicano culture, for example, must be understood to include cultures with roots in Mexico, Latin America and Puerto Rico and sometimes South America and the Philippines. Native American Literatures may include authors whose tribal roots might be in one or more of over 500 distinct tribes and languages. If culture is broadly defined as above, any ethnically or racially defined culture would be, therefore, multicultural, containing various classes, genders, abilities and communities.

Approval Sheet

Program/Course: ENGL 354

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

Program Chair		
	Signature	Date
Program Chair		
	Signature	Date
Program Chair		
	Signature	Date
General Education Chair		
	Signature	Date
Center for International Affairs Director		
	Signature	Date
Center for Integrative Studies Director		
	Signature	Date
Center for Multicultural Engagement Director		
	Signature	Date
Center for Civic Engagement Director		
	Signature	Date
Curriculum Chair		
	Signature	Date
Dean of Faculty		
	Signature	Date