

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

PROGRAM AREA ENGLISH

1. Catalog Description of the Course. *[Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of ___ units); time distribution (Lecture ___ hours, laboratory ___ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]*

ENGL 449 Perspectives on Multicultural Literature (3)

Three hours lecture/discussion per week

Prerequisite: ENGL 220

Each of the cultures present in America today has its own set of qualities which make it different from that of other cultures. In this class, we will study some of those, but the focus of the class will be on issues and/or ideas which affect each of these literatures and discover ways in which they inform each other.

GenEd: C2, C3b

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment
Lecture	3	1	25
Seminar	_____	_____	_____
Laboratory	_____	_____	_____
Activity	_____	_____	_____

3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

This is an upper-division interdisciplinary General Education course and a core course for the English major.

Learning Objectives

Students will be able to:

- Describe, understand and analyze the connections between literature and ethnic identity.
- Critically examine from various perspectives how literary representation and cultures interact.
- Reflect in written and oral form on the various aspects of textual culture.
- Critically analyze the meaning of texts within their original context as well as defined by critical practices.
- Critically evaluate and analyze the processes of making literature.
- Develop new ways of thinking about texts, identities, and cultures.
- Critically examine in comparative ways the formation of meanings in literary texts.
- Demonstrate their understandings in written and oral form.

4. Is this a General Education Course **YES** **NO**
If Yes, indicate GE category:

A (English Language, Communication, Critical Thinking)	
B (Mathematics & Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	C2,C3b
D (Social Perspectives)	

Approvals

Program Coordinator Date

GE Committee Chair Date
(If applicable)

Curriculum Committee Chair Date

Dean Date

Effective Semester: _____

**California State University Channel Islands
New Course Proposal Consultation Sheet**

1. Course prefix, number, title, and units: _____

2. Program Area: _____

Recommend Approval

Program Area/Unit	Program/Unit Coordinator	YES	NO (attach objections)	Date
Art				
Business & Economics				
Education				
ESRM				
Humanities				
Liberal Studies				
Mathematics & CS				
Sciences				
Library*				
Information Technology*				

* If needed

GE CRITERIA APPROVAL FORM

Course Number and Title: English 449 Perspectives on Multicultural Literature

Faculty member(s) proposing Course: Jacque Kilpatrick, Renny Christopher

Indicate which of the following GE would be satisfied by this course by marking an “X” on the appropriate lines. Courses may be placed in up to *two* GE categories as appropriate. Upper Division Interdisciplinary GE courses (UDIGE) may be placed in two GE categories in addition to the UDIGE category.

GE Category	
<input type="checkbox"/>	A1: Oral Communication
<input type="checkbox"/>	A2: English Writing
<input type="checkbox"/>	A3: Critical Thinking
<input type="checkbox"/>	B1: Physical Sciences—Chemistry, Physics, Geology, and Earth Sciences
<input type="checkbox"/>	B2: Life Sciences—Biology
<input type="checkbox"/>	B3: Mathematics—Mathematics and Applications
<input type="checkbox"/>	B4: Computers and Information Technology
<input type="checkbox"/>	C1: Art
<input checked="" type="checkbox"/>	C2: Literature
<input type="checkbox"/>	C3a: Language
<input checked="" type="checkbox"/>	C3b: Multicultural
<input type="checkbox"/>	D: Social Perspectives
<input type="checkbox"/>	E: Human Physiological and Psychological Perspectives
<input checked="" type="checkbox"/>	Upper Division Interdisciplinary GE
Lab Included?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

Please provide a brief explanation of how the proposed course meets *each* of the criteria for the selected GE categories.

Category C-2 Literature courses:

In this course students will read novels, stories, memoirs, and poetry written by writers of African American, Native American, Asian American, Hispanic, Euro-American, and/or mixed race perspectives, as well as by writers of various class backgrounds, sexual orientations, and genders. (Note that all these categories overlap, and the multiple emplacement of the subject is one of the foci of the course). The reading, discussion, and analysis of these texts comprise the main work of the course. Students will be asked to explain their interpretations and analyses in oral and written form. Both in-class and out-of-class analytical writing will be required.

Category C-3b Multicultural courses:

This course focuses on the “melting pot”? “salad bowl”? “mosaic”? that makes up “American” culture; students will necessarily be reading works written by writers different from themselves in terms of race, ethnicity, class, gender, sexual orientation. The intersections of race class and gender will be a major theme of the course, as will the cultural productions of African American, Native American, Asian American and Hispanic American writers.

Students will be able to:

- Describe, understand and analyze the connections between literature and ethnic identity.
- Critically examine from various perspectives how literary representation and cultures interact.

- Reflect in written and oral form on the various aspects of textual culture.
- Critically analyze the meaning of texts within their original context as well as defined by critical practices.
- Critically evaluate and analyze the processes of making literature.
- Develop new ways of thinking about texts, identities, and cultures.
- Critically examine in comparative ways the formation of meanings in literary texts.
- Demonstrate their understandings in written and oral form.

Upper division interdisciplinary:

Necessarily, in studying the cultural productions of “minority” groups in the U.S., ways of knowing and perspectives from the interdisciplinary fields of Ethnic Studies, Gender Studies and Queer Theory must be applied. Students must also grapple with information, ideas, and theories from History and Sociology, as well as Literary Theory.

Students will be assigned a substantial amount of both out-of-class essays and in-class writing.