### 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.

| Lecture    | <b>Units</b> | Hours per<br>Unit<br>1 | Benchmark<br>Enrollment<br>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)                                |        |

| E (Human Psychological and Physiological Perspectives) |   |
|--|---|
| Upper-Division Interdisciplinary                       | X |

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

What does "multicultural" mean? Writing and reading through perspectives based in ethnic/racial identities Writing and reading through perspectives based in gendered identities Writing and reading through perspectives based in sexual orientations Writing and reading through perspectives based in class identities

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

Luis Rodriguez, <u>Always Running</u> 1994 Louis Owens, <u>Dark River</u> 2000 Octavia Butler, <u>Kindred</u>, Beacon Press (1979) Sigrid Nunez, <u>A Feather on the Breath of God</u>, HarperCollins (1995) Brent Staples, <u>Parallel Time</u> (1994) Ana Castillo, <u>So Far from God</u> (1993) Andrew Pham, <u>Catfish and Mandala</u> (1999) Carolyn Chute, <u>Snowman</u> (1999) Maria Mazziotti Gillan, <u>Identity Lessons: Contemporary Writing about Learning to be an American</u> (1999)

## 7. List Faculty Qualified to Teach This Course.

Renny Christopher Jacquelyn Kilpatrick

### 8. Frequency.

a. Projected semesters to be offered: Fall \_1\_\_\_ Spring \_\_\_\_\_ Summer \_\_\_\_\_

### 9. New Resources Required.

- a. Computer (data processing), audio visual, broadcasting needs, other equipment
- b. Library needs
- c. Facility/space needs

### 10. Consultation.

Attach consultation sheet from all program areas, Library, and others (if necessary)

11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

| Jacquelyn Kilpatrick & Renny Christopher | 1-6-03 |
|--|--------|
| Proposer of Course                       | Date   |

# Approvals

| Program Coordinator                   | Date |
|---------------------------------------|------|
| GE Committee Chair<br>(If applicable) | Date |
| Curriculum Committee Chair            | Date |
| Dean                                  | Date |

Effective Semester:

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

2. Program Area: \_\_\_\_\_

## **Recommend Approval**

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

**Indic ate 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 C   | ategory   |  |  |
|---|--------|---|--|--|
|   | A1:    | Oral Communication  |  |  |
|   | A2:    | English Writing   |  |  |
|   | A3:    | Critical Thinking   |  |  |
|   | B1:    | Physical Sciences—Chemistry, Physics, Geology, and Earth Sciences |  |  |
|   | B2:    | Life Sciences—Biology   |  |  |
|   | B3     | Mathematics—Mathematics and Applications                          |  |  |
|   | B4     | Computers and Information Technology                              |  |  |
|   | C1     | Art   |  |  |
| Х | C2:    | Literature  |  |  |
|   | C3a:   | Language  |  |  |
| X | C3b:   | Multicultural   |  |  |
|   | D:     | Social Perspectives   |  |  |
|   | E:     | Human Physiological and Psychological Perspectives                |  |  |
| X | Upper  | Division Interdisciplinary GE                                     |  |  |
|   | Lab In | cluded? Yes <u>No X</u>   |  |  |

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.

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- 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.