

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
COURSE MODIFICATION PROPOSAL**

DATE: 9.6.06
PROGRAM AREA ENGLISH

1. Catalog Description of the Course. *[Follow accepted catalog format.]*
(If Cross-listed please submit a form for each prefix being modified)

OLD

Prefix ENGL Course# 449 Title Perspectives on
Multicultural Literature Units (3)
3 hours lecture/discussion per week
 Prerequisites ENGL 220
 Corequisites
Description Each of the cultures present in America today has its own set of unique 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 the ways in which they inform each other.

Gen Ed Categories C2, C3B, Interdisciplinary
 Lab Fee Required

Graded CR/NC Repeatable for up to
 A - F units
 Multiple Enrollment in (Student's same semester choice)

NEW

Prefix ENGL Course# 349 Title Perspectives in Multicultural Literature Units (3)
3 hours lecture/discussion per week
 Prerequisites
 Corequisites
Description An introduction to the diversity of American literatures, their unique literary traditions and forms, and what they hold in common. An emphasis on becoming cross-cultural readers and writers aware of how culture influences literature. Formerly ENGL 449, changed Fall 2006.

Gen Ed Categories C2, C3B, Interdisciplinary
 Lab Fee Required

Graded CR/NC Repeatable for up to
 A - F units
 Multiple Enrollment in same (Student's semester choice)

2. Mode of instruction

	<u>Existing</u>				<u>Proposed</u>				
	Units	Hour Per Unit	Benchmark Enrollment	CS# Units (filled out by Dean)	Units	Hour Per Unit	Benchmark Enrollment	CS# Units (filled out by Dean)	
Lecture	<u>3</u>	<u>1</u>	<u>25</u>	_____	Lecture	<u>3</u>	<u>1</u>	<u>25</u>	_____
Seminar	_____	_____	_____	_____	Seminar	_____	_____	_____	_____
Laboratory	_____	_____	_____	_____	Laboratory	_____	_____	_____	_____
Activity	_____	_____	_____	_____	Activity	_____	_____	_____	_____

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

OLD **NEW**

4. 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]*

OLD
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 evaluate and analyze the processes of making literature
* Develop new ways of thinking about texts, identities, and cultures

NEW
All of the old with the addition of:
* Describe and analyze how various verbal forms represent historical narratives

- *Critically examine in comparative ways the formation of meanings in literary texts
- * Demonstrate their understandings in written and oral form

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

OLD Rodriguez, *Always Running*, 1994; Owens, *Dark River*, 2000; Butler, *Kindred*, 1979; Nunez, *A Feather on the Breath of God*, 1995; Staples, *Parallel Time*, 1994; Castillo, *So Far from God*, 1993; Pham, *Catfish and Mandala*, 1999; Chute, *Snowman*, 1999; Gillam, *Identity Lessons: Contemporary Writing about Learning to be an American*, 1999.

NEW Soto, "History"; Baca "Imagine My Life"; Boler, "The Risks of Empathy: Interrogating Multiculturalism's Gaze," "The Pedagogy of Discomfort: Witness and the Politics of Anger and Fear"; Alarcon, "Reclaiming Ourselves, Reclaiming America"; Anaya, *Bless Me, Ultima*; Viramontes, "Cariboo Café", Morrison, *Sula*; Walker, "Everyday Use," "In Search of Our Mother's Gardens"; Wilson, *The Piano Lesson*; Vizenor, "Crows Written on Poplars"; Kinston, *China Men*; Masumoto, "Belonging on the Land"; Owens, *Bone Game*

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 Changing the course from 449 to 349 and removing the prerequisite is intended to encourage English majors to take the course earlier in their careers, when the course can fulfill its function as an introduction to the multicultural emphasis in English and as a feeder course for the other courses in the emphasis (for which modifications will be submitted to open them to GE students as well). The new course number will be more appropriate to the introductory character of the course and will serve to align the expectations of both English majors and GE students with the course content. The new catalog description is an update to reflect the character of the course as it is currently taught. The additional learning outcome reflects the course's interdisciplinary emphasis on history and historiography.

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, Professor of English
Proposer of Course Modification

4-12-06
Date

Approvals

Program/Course:

Program Chair(s)

Date

General Education Chair(s)

Date

Curriculum Committee Chair(s)

Date

Dean of Faculty

Date

GE CRITERIA APPROVAL FORM

Course Number and Title: English 349 Perspectives on Multicultural Literature

Faculty member(s) proposing Course: Brad Monsma

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.

Approved by: _____ Date: _____

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