

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		08-70k	App-4/7/09	App-4/21/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit English	Phone 7-2261

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

New Course
 Course Prefix Change
 Course Deletion
 Course Revision
 Course Number and/or Title Change
 Catalog Description Change

<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>
	ENGL 466: Topics in Theory



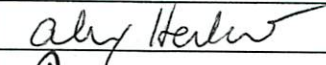
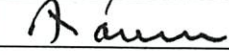
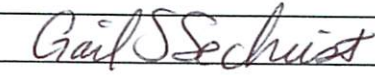
2. Additional Course Designations: check if appropriate

This course is also proposed as a Liberal Studies Course.
 Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals

New Degree Program
 Program Title Change
 Program Revision
 New Minor Program
 New Track
 Other

<i>Current program name</i>	<i>Proposed program name, if changing</i>

4. Approvals		Date
Department Curriculum Committee Chair(s)		03/16/09
Department Chair(s)		3/16/09
College Curriculum Committee Chair		3-16-09
College Dean		3-17-09
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs		4/7/09

* where applicable

Received
 MAR 17 2009
 Liberal Studies

Part II. Description of the Curriculum Change

I. New syllabus of record

I. Catalog description

ENGL 466: Topics in Theory

3c-0l-3cr

Prerequisites: ENGL 122 Minimum Grade: C; and ENGL 308 Minimum Grade: C

Explores a specific issue, writer, or trend in English Studies theory. Topic to be announced in advance.

II. Course objectives

At the end of the course students will be able to:

1. Recognize the key questions, assumptions, methods, and vocabulary of a specific issue, writer, or trend in English Studies theory.
2. Apply the methods and vocabulary of a specific issue, writer, or trend in English Studies theory to a subject of relevance to English Studies.
3. Effectively practice critical analysis and problem solving in a fashion relevant to the key questions and assumptions of a specific issue, writer, or trend in English Studies theory.
4. Appraise and contextualize a specific issue, writer, or trend in English Studies theory in respect to the formal, conceptual, historical, and cultural dimensions of English Studies as a discipline.
5. Recognize the variety of forms that theoretical praxis can take.
6. Design, develop, compose, and evaluate an analytic praxis project concerning a specific issue, writer, or trend in English Studies theory.
7. Think, speak, and write in a more thoughtful, critical, and informed fashion, particularly as concerns the relationship of English Studies to the key questions and assumptions of a specific issue, writer, or trend in English Studies theory.

III. Course outline

Introduction: Key questions, assumptions, methods, and vocabulary	(3 hours)
Sources and contexts: --Readings of sources pertinent to the development, relevance, and contexts of the specific issue, writer, or trend in English Studies theory	(3 hours)
Core texts 1 --Readings of early or foundation-level texts of the specific issue, writer, or trend in English Studies theory. May include secondary texts.	(6 hours)
Group theoretical praxis 1 --Development, praxis, and assessment of an analytic group project based in readings in Core texts 1 section. May involve literary, cultural, or other texts with which to practice.	(6 hours)
Core texts 2 --Readings of later or mid-level texts of the specific issue, writer, or trend in English Studies theory. May include secondary texts.	(6 hours)

Individual theoretical praxis --Development, praxis, and peer- and instructor-based assessment of individual presentation on readings in Core texts 2 section. May involve, literary, cultural, or other texts with which to practice.	(6 hours)
Core texts 3 --Readings of late or high-level texts of the specific issue, writer, or trend in English Studies theory. Will include secondary texts.	(6 hours)
Group theoretical praxis 2 --Development, praxis, and assessment of an analytic group project based in Core texts 3 section, with emphasis on the experimental production of knowledge and readings beyond syllabus. May involve, literary, cultural, or other texts with which to practice. Will include secondary texts.	(6 hours)
Final activity/exam	(2 hours)

IV. Evaluation methods

Short assignments (quizzes, response writings, critical questions)	10%
Group praxis 1	15%
Individual praxis	15%
Group praxis 2	20%
Individual semester praxis project	20%
Final exam	20%

V. Grading scale

A = 90-100% B = 80-89.9% C = 70-79.9% D = 60-69.9% F < 60%

VI. Attendance policy

The attendance policy will conform to IUP's undergraduate course attendance policy.

VII. Required textbooks, supplemental books, and readings

Primary and secondary texts by and concerning a specific issue, writer, or trend in English Studies theory.
Praxis texts: literary, cultural, and other texts with which to practice.

VIII. Special resource requirements

There are no special resource requirements for this course

IX. Bibliography

- Michael Bérubé, ed. *The Aesthetics of Cultural Studies* (Wiley-Blackwell, 2004)
----- *Public Access: Literary Theory and American Cultural Politics* (Verso, 1994).
Ann B. Dobie, *Theory Into Practice: An Introduction to Literary Criticism* (Wadsworth, 2001)
David Downing, *The Knowledge Contract: Politics and Paradigms in the Academic Workplace* (University of Nebraska, 2007).
Terry Eagleton, *The Ideology of the Aesthetic* (1990)
Gerald Graff, *Beyond the Culture Wars: How Teaching the Conflicts Can Revitalize American Education* (1993)
----- *Professing Literature: An Institutional History* (2007)

Robert E. Scholes, *Textual Power: Literary Theory and the Teaching of English* (Yale University Press, 1986)
-----, Nancy Comley, and Gregory L. Ulmer, *Text Book: Writing Through Literature*, 3rd ed. (Bedford/St. Martin's, 2001)
Lois Tyson, *Critical Theory Today: A User-Friendly Guide* (Routledge, 2006)

Course Analysis Questionnaire

Section A: Details of the Course

- A1 As part of a revision of its undergraduate BA curriculum, the English Department is placing more emphasis on theoretical matters. The one existing course—English 401: Advanced Literary Theory, to be revised to 308: Literary, Textual, and Cultural Studies Theory—is aimed to provide mid-level students a survey of major theories relating to English Studies. As a consequence, an upper-level course in theory is now missing. This course fills that gap. In addition, the revised curriculum offers several upper-level topics courses, each dedicated to a major topic in English Studies. Thus, a course dedicated to a single theoretical issue, writer, and/ or trend in those fields will be complementary to that structure. Beyond the issue of curriculum revision, there is the issue of theory itself, a major part of English Studies today. By focusing on a single aspect of the field, students will be able to gain deep, sophisticated, specialized understanding of a particular critical-scholarly approach, a situated understanding of how theory underlies specific acts of reading, and increased understanding of the social, historical, and political significance of scholarly work.
- A2 In the existing curriculum, 122: Introduction to Literary Analysis and 401: Advanced Literary Theory were the only two courses with an overtly theoretical emphasis. Because there will now be two theory courses—the proposed 308: Literary, Textual, and Cultural Studies Theory and 466: Topics in Theory—there will be no need, in either 122 (now revised as "Introduction to English Studies") or 466, to provide a survey of major theoretical trends. In the case of the former, a course revision has been proposed that reflects that change.
- A3 No.
- A4 No.
- A5 N/A
- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).
- Bowling Green State University: ENG 456. Topics in Critical Theory (3). On demand. In-depth study of one or more literary/critical theories such as semiotic, psychoanalytic, Marxist, feminist, postcolonial. Prerequisites: ENG 302 Introduction to Literary Theory and Criticism.
- University of South Carolina: English 449--Special Topics in Theory. (3) Approaches to criticism, such as feminism, Marxism, semiology, deconstruction, New Historicism, cultural materialism, and others; or genre, such as narrative, poetry, drama, and others.
- Western Oregon University: ENG 415/515 Topics in Theory and Criticism (4)
Concentrated study of a school or schools of criticism or of a theoretical problem. Readings will include theoretical and practical criticism. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated. Prerequisites: ENG 223: Introduction to Literary Study and one 300-level literature course, or consent of instructor
- A7 No.

Section B: Interdisciplinary Implications

B1 No.

B2 N/A

B3 No.

B4 No.

Section C: Implementation

C1 Faculty resources are adequate. The course will be taught by those who currently teach 401: Advanced Literary Theory.

C2 No additional resources are needed.

C3 N/A

C4 The course will be offered once every three semesters.

C5 One.

C6 25 students. This is the standard number for non-seminar, upper-level courses.

C7 N/A

C8 N/A