

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		08-701	App-4/7/09	App-4/21/09

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person <b>Wendy Carse</b>	Email Address wcarse@iup.edu
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.

<b>1. Course Proposals (check all that apply)</b> <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change	
<hr/> <p align="center"><b>ENGL 463 Topics in Global Literature and Film</b></p>	
<p><i>Current Course prefix, number and full title</i>                      <i>Proposed course prefix, number and full title, if changing</i></p>	
<b>2. Additional Course Designations: check if appropriate</b> <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.	
<b>3. Program Proposals</b> <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Program Revision <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track	
<hr/> <p><i>Current program name</i>                      <i>Proposed program name, if changing</i></p>	
<b>4. Approvals</b>	
Department Curriculum Committee	Date
Chair(s) <i>[Signature]</i>	03/16/09
Department Chair(s) <i>[Signature]</i>	3/16/09
College Curriculum Committee Chair <i>[Signature]</i>	3-16-09
College Dean <i>[Signature]</i>	3-17-09
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
<b>Additional signatures as appropriate:</b> (include title)	
UWUCC Co-Chairs <i>[Signature]</i>	4-7-09

\* where applicable

Received  
 MAR 17 2009  
 Liberal Studies

## Course Proposal

### I. Catalog Description

ENGL 463 Topics in Global Literature and Film

3c-01-3cr

Prerequisites: ENGL 202

Examines major works in English of a particular topic in global literature and/or film, by focusing on the transnational contexts of history and culture surrounding the production and/or reception of literature and film. Topic of global literature and/or film to be announced in advance.

### II. Course Outcomes

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

1. Analyze themes and issues—such as immigration, travel, displacement, translation, transculturation, colonialism, imperialism, nationalism—that are frequently addressed in global literature and/or film.
2. Think critically about how global literature and/or film is developed in distinctive chronologies, transcultural literary traditions and different geographical sites. In focusing on issues of nationalism, colonialism, gender, class, ethnicity or race, students will explore the various ideological conflicts and concepts of global literature and/or film.
3. Apply current theoretical approaches (global, comparative, postcolonial, Marxist, feminist, poststructuralist) to the study of global literature and/or film.
4. Analyze how literary and/or film styles, forms, and language use (including translation) represent emergent forms of identity and culture, especially with regard to altered constructions of race, ethnicity, nation, gender, and sexual orientation.
5. Participate in the comparative study of literatures in English from outside the accepted canons of American and British literature, which will involve investigating different categories of global cultural study that define literary canons, notably postcolonial and global cultural studies.

### III. Sample Course Outline ("Intellectuals, Education, and Decolonization in Postcolonial Literature and Film")

**Weeks 1-2 Course Introduction -- Education and the Making of the Colonial Mind (6 hrs)**

**Selections from the following readings:**

George Lamming. "A Monster, a Child, and a Slave"

Thomas Babington Macaulay, "1835 Minute on Indian Education"

V.Y. Mudimbe. *The Invention of Africa: Gnosis, Philosophy, and the Order of Knowledge*

Edward Said. *Culture and Imperialism*

Gauri Viswanathan. *Masks of Conquest*

**Weeks 3-5 Decolonizing the Mind: Intellectuals & Liberation in Africa (9 hrs)**

Theory Readings:

Achebe, Chinua. "The African Writer and the English Language"

Ngugi wa Thiong'o. *Decolonizing the Mind*

Frantz Fanon. *Black Skin, White Masks*

Sartre, Jean-Paul. "What is an Intellectual?"

Literature:

Achebe, Chinua. *Arrow of God* (1964)

Dangarembga, Tsitsi. *Nervous Conditions* (1988)

Diawara, Manthia. *In Search of Africa* (1998)  
Gordimer, Nadine. *Burger's Daughter* (1979)

Film:

*Afrique, Je Te Plumerai*  
*A World Apart*

**Weeks 6-9: Global Intellectuals from the Margins: the Caribbean (9 hrs)**

Theory Readings:

Hodge, Merle.  
James, C.L.R. "From Toussaint L'Ouverture to Fidel Castro"  
Lamming, George. "The Occasion for Speaking"  
Ortiz, Fernando. Selection from *Cuban Counterpoint: Tobacco and Sugar*

Literature:

Carpentier, Alejo. *The Kingdom of This World* (1949)  
Cesire, Aime. *Notebook of the Return to My Native Land* (1939)  
James, C.L.R. *Beyond a Boundary* (1963)  
Kincaid, Jamaica. *Annie John* (1983)  
Lamming, George. *In the Castle of My Skin* (1960)  
Merle Hodge. *Crick Crack Monkey* (1970)

Film:

*Sugar Cane Alley*  
*Black Skin, White Mask: On Frantz Fanon*

**Weeks 10-13: Intellectuals & Movements: the Middle East and South Asia (9 hrs)**

Theory:

Ahmad, Eqbal. Selections from *Confronting Empire*  
Gramsci, Antonio. Selections from the *Prison Notebooks*  
Said, Edward. "Swift as Intellectual" & Selections from *Representations of the Intellectual*  
Spivak, Gayatri Chakravorty. Selections from *The Post-Colonial Critic*

Literature:

Adnan, Etel. *Sitt Marie Rose* (1978)  
Djebar, Assia. *Women of Algiers in their Apartment* (2002)  
Narayan, R.K. *The English Teacher* (1945)  
Salih, Tayeb. *Season of Migration to the North* (1967)  
Suleri, Sara. *Meatless Days* (1989)  
Tagore, Rabindranath. *The Home and the World* (1916)

Film:

*Edward Said: On Orientalism*

**Weeks 13-14: Contemporary Public Intellectuals and Globalization (9 hrs)**

Theory:

Denning, Michael. *Culture in the Age of the Three Worlds* (2004)

Literature:

Desai, Kiran. *The Inheritance of Loss* (2005)  
Hamid, Mohsin. *Moth Smoke* (2001)  
Lopez, Barry. *Resistance* (2005)

Film:

Kureishi, Hanif. *My Beautiful Laundrette* (1986)  
Kushner, Tony. *Homebody/Kabul* (2001)

**Final Exam Period: Final Reflections on the Role of the Intellectual (2 hours)**

Written critical reflection followed by discussion of the ways the students have redefined their own intellectual practice as a result of the comparative study of the role of intellectuals in a global and postcolonial contexts.

**IV. Course Evaluation Methods:**

The final grade will be an average of the grades earned on the following required assignments and projects:

- \*\* Weekly reading responses of 300-500 words: **30%**  
Reading responses allow students to show that they have completed the reading and reflected on the ideas and issues contained therein. Sometimes the instructor will suggest possible topics to explore in a response; more often, each student will select her or his own focus for the response.
- \*\* A Critical Analysis of an individual text or film: (5-7 pages) **40%**.
- \*\* An examination of a theme within cultural and historical contexts (7-10 pages); a summary of this examination will constitute the course's Final activity: **30%**.
- \*\* Attendance and participation in class discussion will be the arbiters for borderline grades. Satisfactory attendance means no more than three absences in a class that meets three times per week. Satisfactory participation means regular contributions to class discussion (where quality is more important than quantity), active involvement in peer group activities, and willingness to lead class discussion when readings relate to the student's major or areas of interest.

Students will be evaluated according to their abilities to think, to read and to write critically about the course material. Critical thinking abilities include analysis, interpretation, synthesis, contextual thinking, argument, evaluation and critical exploration.

**V. Grading Scale:** A=90% or above; B=80-89%; C=70-79%; D=60-69%; F=below 60%

**VI. Attendance Policy**

Individual faculty will define attendance standards within the parameters of IUP Attendance Guidelines.

**VII. Required Texts (selected from the list below)**

Please see course outline.

**VIII. Selective Bibliography**

Adorno, Theodore. *Culture Industry*. New York: Routledge, 2002.

Amin, Samir. *Capitalism in the Age of Globalization*. New York: Zed, 2000.

Bamyeh, Mohammed A. *The Ends of Globalization*. Minneapolis: U of Minnesota P, 2000.

Bartolovich, Crystal and Neil Lazarus. Eds. Marxism, Modernity and Postcolonial Studies. New York: Cambridge University Press, 2002.

Benjamin, Walter. *Illuminations*. New York: Schocken, 1977.

- Bhabha, Homi K. "The other question: difference, discrimination and the discourse of colonialism." *Out there: Marginalization and Contemporary Cultures*. Ed. Russell Ferguson. New York: New Museum of Contemporary Art, 1990.
- Brennan, Timothy. *Wars of Position: The Cultural Politics of the Left and Right*. New York: Columbia UP, 2005.
- Chatterjee, Partha. Nationalist Thought and the Colonial World: A Derivative Discourse. Minneapolis: University of Minnesota Press, 1983.
- Derrida, Jacques. *Specters of Marx: The State of the Debt, the Work of Mourning, and the New International*. Trans. Peggy Kamuf. New York: Routledge, 1994.
- Eagleton, Terry. *Ideology: An Introduction*. New York: Verso, 1991.
- Enloe, Cynthia. *The Curious Feminist: Searching for Women in a New Age of Empire*. Berkley, CA: U of California P, 2004.
- Fanon, Frantz. *Black Skin, White Masks*. Trans. Charles Lam Markmann. New York: Grove, 1967.
- Foucault, Michel. *Ethics: Subjectivity and Truth. The Essential works of Foucault 1954-1984. Volume 1*. Ed. Paul Rabinow. Trans. Robert Hurley and Others. New York: The New P, 1997.
- Freire, Paulo. *Pedagogy of the Oppressed*. New York: Continuum, 2002.
- Goldberg, David Theo and Ato Quayson. Relocating Postcolonialism. London: Blackwell, 2002.
- Goodman, Robin Truth. *World, Class, Women: Global Literature, Education, and Feminism*. New York: Routledge, 2003.
- Gramsci, Antonio. "The Formation of the Intellectuals." from *The Norton Anthology of Theory and Criticism*. Ed. Vincent B. Leitch. New York: Norton, 2001. p.1138-43.
- Habermas, Jürgen. *The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society*. Cambridge, MA: MIT UP, 1991.
- Horkheimer, Max and Theodor Adorno. *Dialectic of Enlightenment: Philosophical Fragments (Cultural Memory in the Present)*. Trans. Edmund Jephcott. Stanford, CA: Stanford UP, 2002.
- James, C. L. R. The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution. New York 1938; reprinted New York: Vintage 1963.
- Lima, Maria Helena. "Imaginary Homelands in Jamaica Kincaid's Narratives of Development." *Callaloo* 25.3 (2002): 857.
- Marx, Karl. *The German Ideology. Karl Marx Selected Writings*. Ed. David McLellan. Oxford: Oxford UP, 2000. 175-208.

Readings, Bill. *The University in Ruins*. Cambridge, MA: Harvard UP, 1996.

Said, Edward. *Representations of the Intellectual*. New York: Vintage, 1996.  
-- *Culture and Imperialism*. New York: Vintage, 1994.

Žižek, Slavoj. "The Sublime Object of Ideology." *Literary Theory: An Anthology*. Eds. Julie Rivkin and Michael Ryan. Malden, MA: Blackwell, 2000. 312-25.

-- *Interrogating the Real*. Eds. Rex Butler and Scott Stephens. New York: Continuum, 2005.

-- *On Belief*. New York: Routledge, 2001.

-- *Welcome to the Desert of the Real!* New York: Verso, 2002.

### **IX. Special Resources Required**

Only the listed texts and materials are required. No special resources are required.

## **ENGL 463 Topics in Global Literature and Film Course Questionnaire**

### **Section A: Details of the Course**

- A1 This course is intended for B.A. English Majors. It is one of the courses that can fulfill a course requirement in either the Film Studies Track or the Literary, Cultural, and Textual Studies Track. The purpose of this course -- to examine a topic of literature and/or film in English within global contexts -- is not currently the focus of an existing course in the curriculum of the English Department. It is not currently being proposed as a Liberal Studies elective.
- A2 This course does not require changes in content of any existing courses or programs in the department.
- A3 This course has not been offered at IUP before.
- A4 This course is not intended as a dual-level course and will accommodate only undergraduates.
- A5 This course may not be taken for variable credit.
- A6 Other higher education institutions currently offering a similar course include these:

**Pennsylvania State University – ENGL 426 (US) Chicana and Chicano Cultural Production: Literature, Film, Music (3)** An in-depth study of Chicana/Chicano literature, film, and music from the inception of the Chicano Movement (1965-1975) to the present.

**CMLIT 153: International Cultures Through Literature and Film (3)** Comparison of narrative techniques employed by literature and film in portraying different cultures; topics may vary each semester.

**Athabasca University – ENGL 373: Film and Literature.** This Athabasca University course is designed to introduce students to the relationships between literary and cinematic forms. **ENGL 336: Comparative Literature II –World Literature and Multi-Media.** World literature and multi-media are the focus of this course. Students will broaden their understanding of literature and the literary as they explore texts which interact with different media in addition to the printed word. Most of the texts are from this century and include hypertexts

- A7 The content and skills of this course are not required by a professional society, accrediting authority, law, or other external agency. No other existing course focuses on the material covered in this course.

**Section B: Interdisciplinary Implications**

- B1 This course will be taught by one instructor.
- B2 This course will focus primarily on literature and/or film in English, and when texts in other languages are covered, they will be taught in English translation. Thus, the course will not overlap with other departments. As described in the catalog, ENGL 121 (Humanities Literature) currently offers introductory instruction in English and translation.
- B3 This course will not be cross-listed with other departments.
- B4 No seats will be made available to students in the School of Continuing Education.

**Section C: Implementation**

- C1 No additional faculty resources are required to teach this course. In addition to one faculty member with primary expertise in global literatures, one new faculty was hired with primary expertise in global literatures and film in 2000.
- C2 Current resources are adequate to teach this course.
- C3 No resources for this course are funded by a grant.
- C4 This course will be offered at least every three semesters.
- C5 One section of the course is anticipated.
- C6 We plan to accommodate a maximum of 25 students in a section, although—given the nature and complexity of the material as well as the amount of required discussion, writing and reading—20 students would be a better size.
- C7 ADE Guidelines for Class Size and Work Load for College and University Teachers of English: A Statement of Policy of the Association of Departments of English (1993): "College English teachers should teach [...] no more than twenty-five in a writing-intensive course."
- C8 This course is not an online, and it does not involve the use of interactive technologies.

**Section D: Miscellaneous**

Additional Information valuable to those reviewing the course:

English is becoming a world language with multiple literatures, with substantial and growing literatures in Africa, Asia, the Middle East and the Caribbean, which are not currently assigned designated courses in any other department at IUP, and they are unlikely to become so given that IUP does not have language programs in these areas. Even if a language department offered such courses, they would not include global literatures written in English. These literatures are increasingly taught at other universities in English Departments under rubrics such as "postcolonial" or "multicultural world literatures," or "global literatures in English." English is also a major language of translation, and its increasing significance is reflected by a current course in our graduate literature program that focuses exclusively on the cultural and historical issues of translations in English. It is therefore crucial that we proceed with the addition of courses that foster the development of knowledge about the growing body of global literatures in English.