

LSC Use Only No: Date:	LSC Action- Date:	UWUCC USE Only No. 11-1376	UWUCC Action-Date: App - 4/10/12	Senate Action Date: App - 5/01/12
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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Mike Sell	Email Address msell@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.

1. Course Proposals (check all that apply) <input type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input checked="" type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change	
ENGL 463 Topics in Global Literature and Film ENGL 463/563 Topics in Global Literature and Film <small>Proposed course prefix, number and full title, if changing</small>	
2. Additional Course Designations: check if appropriate <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.	
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Catalog Description Change <input type="checkbox"/> Program Revision <input type="checkbox"/> New Minor Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Other <input type="checkbox"/> New Track <input type="checkbox"/> Crosslisting course	
<small>Current program name</small> <small>Proposed program name, if changing</small>	
4. Approvals	
Department Curriculum Committee Chair(s)	<i>[Signature]</i> 3/24/12
Department Chair(s)	<i>[Signature]</i> 3/28/12
College Curriculum Committee Chair	<i>[Signature]</i> 3-21-12
College Dean	<i>[Signature]</i> 3/23/12
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	<i>[Signature]</i> 4/10/12

* where applicable

Received
 MAR 26 2012
Liberal Studies

sent to grad school 4/26/12

Part II. Description of the Curriculum Change

- 1. A complete catalog description including the course name, class and lab hour designation*, number of credits, the prerequisites, and the new course description.**

New Catalog Description

**ENGL 463/563 Topics in Global Literature and Film 3c-01-3cr
Prerequisite: 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.

Current Catalog Description:

**ENGL 463 Topics in Global Literature and Film 3c-01-3cr
Prerequisite: 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.

New Syllabus of Record

See below

Summary of changes

In addition to the number change, the Syllabus of Record now includes an appendix detailing the additional work that graduate students will be expected to complete.

- 2. Justification/rationale for the revision.**

Peer-level English departments across the country (the University of Wyoming, the University of Buffalo, and Appalachian State University, for example) offer dual-leveled courses and several departments here at IUP do the same.

Pedagogically, the benefits are palpable. Viewpoints and levels of understanding would be more varied than in a single-level course (particularly since IUP's Graduate Program in Literature and Criticism has a large minority of students from other countries), and this diversity would expand the understanding and learning potential for each student. Peer teaching and team-work abilities would be positively affected as a result of students of varying education and ability working together formally and informally.

That said, undergraduate and graduate students would have distinct quantities and criteria of work assigned by the instructor. Over and above the

weekly reading and writing assignments given to undergraduates, graduate students typically would be expected to read additional materials every week and complete a 20-25 page scholarly essay, complete with credible scholarly citations and apparatus. Such an essay would be assessed according to the standards applied in other graduate-level English courses.

Though the pedagogical benefits are the most important, enrollment management is also a plus. The English Department historically has trouble filling its 400-level English courses in literature. Dual-leveling this course, among others, would open it to a larger possible body of enrollees, making it much more likely that the course would make. Along with the higher number of students available to take the course, having more courses to offer to both Graduate and Undergraduate students would make both courses of study more appealing to prospective students, and could thus help raise enrollment in general. Likewise, the graduate program would benefit from having additional courses to offer its students.

Part III. Letters of Support or Acknowledgement

Attached letters from interested or affected departments/programs:

Dr. Wendy Carse, Chair, English Department Programs for Majors Committee
Dr. David Downing, Director, Graduate Program in Literature and Criticism

New Syllabus of Record

ENGL 463/563 Topics in Global Literature and Film

3c-01- Comment [MS1]: New

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.

Course Outcomes

At the end of this course, all 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.

Graduate students will also be able to

6. Increase their understanding of themes, issues, and critical methods pertinent to contemporary English Studies.
7. Improve their abilities to read, write, and critically think at a level appropriate for professional-level work in English Studies.

Comment [MS2]: New Material

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)

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.

Course Evaluation Methods:

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

Undergraduate Students

1. 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.
2. A Critical Analysis of an individual text or film: (5-7 pages) 40%.
3. 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%.
4. 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.

Graduate Students

1. Weekly reading responses of 300-500 words: 20%
2. A Critical Analysis of an individual text or film: (5-7 pages) 20%.
3. A journal-length critical-theoretical essay, 20-25 pages in length, based on a bibliography of literary, filmic, and secondary texts constructed by the student with guidance from the instructor: 60%.
4. Attendance and participation in class discussion. |.....

Comment [MS3]: New material

All 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.

Grading Scale:

A=90% or above; B=80-89%; C=70-79%; D=60-69%; F=below 60%

Required Texts (selected from the list below)

Please see course outline.

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.

Part II. Description of the Curriculum Change

1. An exact statement of what is to be deleted

ENGL 530 Tennyson & Browning
ENGL 536 Middle English Ballad, Lyric, Romance
ENGL 537 Modern American Fiction
ENGL 540 20th-Century American Drama
ENGL 550 Workshop in Play Production
ENGL 566 Shakespeare

2. Justification/Rationale

The English Department is proposing a number of courses to be designated dual-level undergraduate/masters-level courses. These include:

430 Major British Authors
436 Major American Authors
437 Global Authors
440 Major Figures in Film
450 Film Theory
466 Topics in Theory

In order for this to happen, we need to find correlative numbers at the 500-level. According to Marcy Rearick from the Registrar's Office, the courses we propose to delete have not been offered in over a decade. This is not surprising, as the current Graduate Literature and Criticism curriculum is now organized around a topics-based model of course offerings.

3. A description of how this change will affect existing courses, programs, etc. and how the deletion(s) will affect students currently enrolled in the program.

There will be no impact on courses, programs, or students.

Part III. Letters of Support or Acknowledgment

David Downing, Director, Graduate Program in Literature and Criticism (attached)