

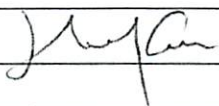
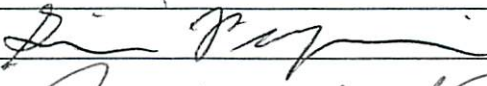
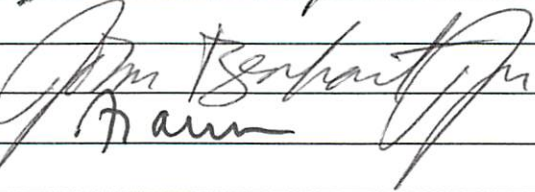
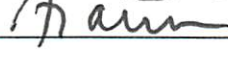
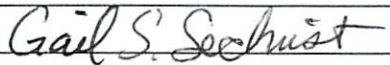
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LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		08-39a.	AP-11/11/08	App-4/21/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Wendy Carse	Email Address wcarse@iup.edu
Proposing Department/Unit English	Phone 357-2261

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	
<b>ENGL 226 Survey of Global Literature</b>	
<i>Current Course prefix, number and full title</i> <i>Proposed course prefix, number and full title, if changing</i>	
<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 <input type="checkbox"/> Other	
<i>Current program name</i> <i>Proposed program name, if changing</i>	
<b>4. Approvals</b>	
Department Curriculum Committee Chair(s)	Date
	09/12/08
Department Chair(s)	9/12/08
	
College Curriculum Committee Chair	10/16/08
	
College Dean	10/21/08
	
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	1-26-09
	

\* where applicable

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JAN 26 2009

OCT 22 2008

Liberal Studies

Liberal Studies

## Course Proposal

### Syllabus of Record

#### I. Catalog Description

**ENGL 226 Survey of Global Literature Since 1900**

**3c-0l-3cr**

Prerequisites: ENGL 101, 122, or permission of instructor

This course will survey twentieth-century and contemporary global literature in English and/or in translation. The course readings will be organized around major contexts and themes that include colonialism, revolution, decolonization, nationalism, and globalization. British and American literature excluded.

#### II. Course Outcomes

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

1. Recognize how central themes, contexts, and formal characteristics of global literature in English shape and transform specific reading, writing, and interpretative strategies.
2. Analyze global literature in English within varying cultural and historical contexts, with special emphasis on the ways traditional literary styles and forms are revised to represent emergent forms of postcolonial identity and culture.
3. Engage in the comparative study of works of global literature in English (or translated into English) from outside the accepted canons of American and British Literature.
4. Examine key thematic developments in works of global literature, with an attentiveness to issues of translation and audience.
5. Examine varying constructions of race, ethnicity, gender, sexual orientation, and class within national and transnational discourses.
6. Apply skills of literary analysis (critical reading, writing, and interpretation literary skills) to the cultural contexts represented in works of global literature.

#### III. Sample Course Outline:

##### **Weeks 1-2: Course Introduction (6 hours)**

Socio-Economic Contexts and the Circulation of Literary Texts:

Immanuel Wallerstein, *Historical Capitalism*

Cultural Contexts: Vijay Prasad, *The Darker Nations: A People's History of the Third World*; Enrique Dussel, "Beyond Eurocentrism: The World-System and the Limits of Modernity"

Unless otherwise indicated, literature selections are taken from Geok-Lin Lim, Shirley and Norman A. Spencer, eds. *One World of Literature*. Boston: Houghton-Mifflin, 1994.

##### **Weeks 3-5: "The Quest": Revolutionary Formations of Socialism, Nationalism, & Decolonization (9 hours)**

Prasad, *The Darker Nations* (3-118)

**Area Focus: China**

Lu Xun, "My Old Home" & "A Small Incident" (201-211)  
Ding Ling, "When I was in Xia Village" (211-226)  
Ai Qing, "Dayanhe--My Wet-Nurse" (226-230)  
Bei Dao, "Notes from the City of the Sun" (231-232)  
Wang Xianoi, "Dark Night on a Southbound Train" (237-238)

**Area Focus: Algeria**

Frantz Fanon, *The Wretched of the Earth* (selection)  
Albert Camus, "The Guest" (530-540)  
Mohammed Dib, "Naema--Whereabouts Unknown" (15-24)  
Djebar Assia. *Fantasia: An Algerian Cavalcade*  
Film Screening: *The Battle of Algiers*

**Weeks 6-8: "Pitfalls": Partitions, Divisions, and Subaltern Perspectives (9 hours)**

Prasad, *The Darker Nations* (119-206)

**Area Focus: Israel/Palestine**

Amos Oz, "Nomad and Viper" (77-90)  
Ghassan Kanafani, "The Land of Sad Oranges" (137-141)  
Mahmoud Darwish, "Identity Card" (134-136)  
Yehuda Amichai, "Jerusalem" & "Sort of an Apocalypse" (75-77)

**Area Focus: South Asia**

Mahasweta Devi, "Breast-Giver" (266-287)  
Nissim Ezekiel, "Goodbye Party for Miss Pushpa T.S." (246-247)  
Amrita Pritam, "Amrita Pritam" (245-245)  
Salman Rushdie, *East, West*  
Arundhati Roy, *The God of Small Things*

**Weeks 9-11: "Assassinations": Cold War, Neo-Colonialism, Counter-Revolution (9 hours)**

Prasad, *The Darker Nations* (207- 282)

**Area Focus: Africa**

Kogi Awoonor, "Night of My Blood" (65-68)  
Ama Ata Aidoo, "In the Cutting of a Drink" (69-74)  
Nadine Gordimer, "A Soldier's Embrace" (149-161)  
Chinua Achebe, "Civil Peace" (128-133)  
Ngũgĩ wa Thiong'o, "The Return" (91-96)  
Bessie Head, "The Collector of Treasures" (25-40)  
Chinua Achebe, *Anthills of the Savannah*  
Ruth First, *117 Days*  
Ngũgĩ wa Thiong'o and Ngũgĩ wa Mirii, *I Will Marry When I Want*

**Area Focus: Middle East**

Documentary Screening: *Edward Said: On Orientalism*  
Alifa Rifaat, "Another Evening at the Club" (53-58)  
Naguib Mahfouz, "The Happy Man" (46-52)  
Nawal El Saadawi, *Woman at Point Zero*

AbdelRahman Munif, *Cities of Salt* (selection)

**Weeks 12-14: "Global Village/Global Pillage?": Globalization, Neoliberalism, Magic Realism (9 hours)**

**Area Focus: Latin America & the Caribbean**

Documentary Screening: *Life & Debt*

Jamaica Kincaid, "Girl" (763-764)

Julio Cortazar, "House Taken Over" (765-768)

Luisa Valenzuela, "I'm Your Horse in the Night" (774-778)

Earl Lovelace, "Shoemaker Arnold" (889-894)

V.S. Naipaul, "The Pyrotechnicist" (895-903)

Rosario Ferre, "Mercedes Benz 220 SL" (874-882)

Manlio Argueta, "Microbus to San Salvador" (825-832)

Isabelle Allende, "Phantom Palace" (795-807)

Gabriel Garcia Marquez, "Big Mama's Funeral" (807-819)

Pablo Neruda, "The United Fruit Co." (Chile) (792-794)

Michelle Cliff, *No Telephone to Heaven*

**Week 15: Culminating activity (exam or project) (2 hours)**

**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: 40%.**

**\*\* An examination of a theme within cultural and historical contexts: 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.)**

**V. Required Reading (selected from the list below):**

**A. Suggested Introductory Readings:**

Enrique Dussel, "Beyond Eurocentrism: The World-System and the Limits of Modernity." *Cultures of Globalization*. Edited by Fredric Jameson and Masao Miyoshi. Durham, NC: Duke UP, 1998.

Vijay Prasad, *The Darker Nations: A People's History of the Third World*. New York: New Press, 2007.

Wallerstein, Immanuel. *Historical Capitalism with Capitalist Civilization*, second edition. New York: Verso, 1996.

Ngũgĩ wa Thiong'o. *Decolonizing the Mind: The Politics of Language in African Literature*.  
Portsmouth, NH: Heinemann Press, 2006.

**B. Suggested Choice of one major textbook:**

Damrosch, David et al. *Longman Anthology of World Literature, Volume F, The 20th Century*. New  
York: Longman, 2004.

Davis, Paul et al. *The Bedford Anthology of World Literature: The Twentieth Century, 1900-The Present*  
(Book 6). Boston/New York: Bedford Books, 2003.

Geok-Lin Lim, Shirley and Norman A. Spencer. Eds. *One World of Literature*. Boston: Houghton-  
Mifflin, 1994.

**C. Suggested Choice of Drama and Novels:**

Achebe, Chinua. *Anthills of the Savannah*

Cliff, Michelle. *No Telephone to Heaven*

Djebar, Assia. *Fantasia: An Algerian Cavalcade*

El Saadawi, Nawal. *Woman at Point Zero*

Munif, AbdelRahman. *Cities of Salt* (selection)

Ngũgĩ wa Thiong'o and Ngũgĩ wa Mirii. *I Will Marry When I Want*

Rushdie, Salman. *East, West*

Roy, Arundhati. *The God of Small Things*

**VI. Other Resources**

Films:

*The Battle of Algiers*

*Edward Said: On Orientalism*

*Life & Debt*

**VII. Selective Bibliography**

Achebe, Chinua. "An Image of Africa – Racism in Conrad's *Heart of Darkness*." *Hopes and*

*Impediments: Selected Essays*. New York: Doubleday, 1975. 1-20.

Ahmad, Aijaz. *In Theory*. London: Verso, 1992.

Amadiume, Ifi. *Male Daughters, Female Husbands: Sex and Gender in Africa*. London: Zed, 1987.

Bhabha, Homi. *The Location of Culture*. London: Routledge, 1994.

Cesaire, Aime. *Discourse on Colonialism*. New York: Monthly Review, 2000.

Fanon, Frantz. *The Wretched of the Earth*. New York: Grove Press, 1968.

Freire, Paulo. *Pedagogy of the Oppressed*. New York: Continuum, 1968.

- Guha, Ranajit and Gayatri Chakravorty Spivak. Eds. *Selected Subaltern Studies*. Oxford: Oxford University Press, 1988.
- Hall, Stuart. "Cultural Identity and Diaspora" in *Colonial Discourse and Post-Colonial Theory: A Reader* Edited by Patrick Williams and Laura Chrisman. New York: Columbia University Press, 1994.
- Hogan, Patrick Colm. *Colonialism and Cultural Identity: Crises of Tradition in the Anglophone Literatures of India, Africa and the Caribbean*. Albany, NY: State University of New York Press, 2000.
- JanMohamed, Abdul. "The Economy of the Manichean Allegory: The Function of Racial Difference in Colonialist Literature." *Critical Inquiry* 12 (1985): 59-87.
- Jayawardena, Kumari. *Feminism and Nationalism in the Third World*. London: Zed Books, 1986.
- Rushdie, Salman. *Imaginary Homelands: Essays and Criticism, 1981-1991*. London: Granta, 1991.
- Said, Edward. *Orientalism*. New York: Pantheon, 1978.
- Spivak, Gayatri. "Can the Subaltern Speak?" *Marxism and the Interpretation of Culture*. Eds. Cary Nelson and Lawrence Grossberg. Urbana: University of Illinois Press, 1988.
- Oyewumi, Oyeronke. "Colonizing Bodies and Minds: Gender and Colonialism." from *Postcolonialisms: An Anthology of Cultural Theory and Criticism*. Eds. Gaurav Desai and Supriya Nair. New Brunswick, NJ: 2005.
- Peet, Richard . "The Development of Global Capitalism." From *Global Capitalism*. New York: Routledge, 1991. 114-144.
- Rodney, Walter. *How Europe Underdeveloped Africa*. Washington DC: Howard University Press, 1982.
- Sangari, Kumkum and Sudesh Vaid, eds. *Recasting Women: Essays in Indian Colonial History*. New Brunswick: Rutgers University Press, 1989.
- Stavrianos, L.S. *Global Rift: The Third World Comes of Age*. New York: Harper Perennial, 1981.
- (Selected Chapters)

Stoler, Ann Laura. *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule*.

Berkeley: University of California Press, 2002.

Tharu, Susie and K. Lalita. Eds. *Women Writing in India: Volumes I & II*. New York: The Feminist Press, 1993.

## ENGL 226 Survey of Global Literature

### 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 for all Majors. The purpose of this course -- to survey global literature in English -- 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 is not currently being taught.
- 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 where English Departments are currently offering a similar course include these:  
**Bloomsburg University, ENGL 20.256 & 20.257: Non-Western Literature 1 & 2**  
**California University of Pennsylvania, ENGL 205 & 206: World Literature 1 & 2**  
**Shippensburg University, ENGL 240: World Literature**  
**SUNY, Binghamton, ENGL 320: Introduction to Globalization and Literary Culture**
- 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 not be team taught or taught by instructors from outside of the English department.
- B2 There is not a similar course taught anywhere on campus, so no interdepartmental conflicts are anticipated.
- 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. Several faculty members have expertise in global literature in English, and as vacancies become available, faculty with expertise in global areas will be hired.
- 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 in our rotation so that at least one (or more than one) section will be offered every semester, making sure that students can get the courses they need.
- C5 One section of the course is anticipated.
- C6 We plan to accommodate a maximum of twenty-five students in a section of this course (though twenty would be a better size). This number is not limited by the availability of resources but by

the nature and complexity of the material, which will require quite a bit of class discussion, writing and reading.

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 thirty-five students in a literature course and no more than twenty-five in a writing-intensive course."

C8 This course is not a distance education course, and it does not involve the use of interactive technologies.

#### **Section D: Miscellaneous**

Additional Information valuable to those reviewing the course:

- 1) "Global" Literature is often referred to as "non-Western Literature," a term that when applied to this course means literature from countries other than the United States and Great Britain. Recent immigrant literature from European countries (and to a lesser extent from Great Britain and the United States) will be also considered as appropriate for the course.
- 2) Courses on global literature in English are now widely taught. As literature that portrays diverse international perspectives, global content is regarded as essential to a liberal arts education in general and to cultural knowledge in particular. This course is intended as a step toward a learning outcome of greater knowledge of literature in English beyond British and American, and, by extension, an understanding of national and transnational identity as defined by multiple forces, such as race, class, gender and sexual orientation. As an addition to a menu of already strong course offerings in multicultural and global literatures in the English Department, this course will contribute to the ongoing enrichment of our programs, and it will be a significant step for IUP as the institution strives for greater social equity.