

RECEIVED

University of North Carolina Graduate Curriculum Committee

I. CONTACT

Course / Credit All Appropriate Lines

COURSE

Suggested 20

11

and Full Title

Complete

X

8311

XX 22

Program Deletion\*

ENGL 399 Global Authors Course Questionnaire

Section A: Details of the Course

requirement in Category D (International Literatures). The purpose of this course -- to examine the work of a single global author not included in the British or American literary traditions -- 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:

Cornell University: Postcolonial Authors: "Decolonizing Identities and Values in Chinua Achebe, Toni Morrison, Salman Rushdie, and Leslie Marmon Silko"

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 literature courses and no more than

**Course Proposal**

**I. Catalog Description**

**ENGL 399 Major Global Authors**

3 class hours  
0 lab hours  
3 semester hours  
(3c-0l-3sh)

Prerequisites: ENGL 202

literary traditions Situates the author within major transnational literary and historical developments .

3. One oral presentation examining a work by Gordimer in historical and cultural contexts. Presentations

4. One Criticism Essay, 5-7 pages, which analyzes a piece of criticism on Gordimer.

5. One Final Research Project, to be completed individually or in a group, on Gordimer's work in global contexts of colonialism, race and gender.

Class Participation	15%
Response Papers (5)	5% each
Oral presentation	10%
Criticism Essay	20%

Final Research Project 30%

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%; E=below 60%)

Bazin, Nancy Topping, and Seymour, Marilyn Dallman. Eds. Conversations with Nadine Gordimer. Jackson, MS: University Press of Mississippi, 1990.

Boehmer, Elleke, Christmas, Laura and Parker, Kenneth. Eds. Altered States? Writing and South Africa. Aarhus: Dangaroo Press, 1993.

Brown, Anne E. and Goozé, Marjanne Elaine. Eds. International Women's Writing : New Landscapes of Identity. Westport, CT: Greenwood Press, 1995.

Clingman, Stephen. The Novels of Nadine Gordimer: History from the Inside. Second Edition. Amherst, MA: University of Massachusetts Press, 1992.

Coetzee, J.M. White Writing: On the Culture of Letters in South Africa. New Haven, CT: Yale University Press, 1988.

Cooper, John. The Novels of Nadine Gordimer: Private Lives/Public Landscapes. Baton Rouge, LA:

Louisiana University Press, 1985.

Driver, Dorothy. Nadine Gordimer : a bibliography of primary and secondary sources, 1937-1992. London & New Jersey: Hans Zell, 1994.

Ettin, Andrew V. Betrayals of the Body Politic : The Literary Commitments of Nadine Gordimer.