

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		11-1276	Dec 14, 2012	Apr 14, 2013

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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course proposal and for each program proposal.

1. Course Proposals (check all that apply)

Part II. Description of the Curriculum Change

~~complete articles description including the course name, class and list~~

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.

might reading and writing assignments have to read additional material

students typically would be expected to read additional material 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

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 literature and film studies, forms, and language use (including translation)

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. Selections from *Cuban Counterpoint: Tobacco and Sugar*

Carpentier, Alejo. *The Kingdom of This World* (1949)
Cesaire, Aimé. *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)

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

Required Texts (selected from the list below)
Please see course outline.

Selective Bibliography

Amir Samir Capitalism In the Age of Globalization New York: Zed 2000

Samuel Hays A The End of Globalization

Gramsci, Antonio. "The Formation of the Intellectuals" from *The Modern*

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. B. *The Black Jacobins: Toussaint L'Ouverture and the San*

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 Mary Reaick 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 topic-based model of~~