

LSC Use Only  
Number: \_\_\_\_\_  
Submission Date: \_\_\_\_\_  
Action-Date: \_\_\_\_\_

UWUCC USE Only  
Number: 96-23  
Submission Date: 3-18-97  
Action-Date: 4-1-97

**CURRICULUM PROPOSAL COVER SHEET**  
University-Wide Undergraduate Curriculum Committee

**I. CONTACT**

Contact Person Jim Cahalan Phone X2262  
Department English Email: Jim Cahalan or JCAHALAN

**II. PROPOSAL TYPE (Check All Appropriate Lines)**

**COURSE** Ethnic American Lit  
Suggested 20 character title

**New Course\*** EN 344 Ethnic American Literature  
Course Number and Full Title

**Course Revision** \_\_\_\_\_  
Course Number and Full Title

**Liberal Studies Approval +** \_\_\_\_\_  
**for new or existing course** Course Number and Full Title

**Course Deletion** \_\_\_\_\_  
Course Number and Full Title

**Number and/or Title Change** \_\_\_\_\_  
Old Number and/or Full Old Title  
\_\_\_\_\_  
New Number and/or Full New Title

**Course or Catalog Description Change** \_\_\_\_\_  
Course Number and Full Title

**PROGRAM:**  Major  Minor  Track

**New Program\*** \_\_\_\_\_  
Program Name

**Program Revision\*** \_\_\_\_\_  
Program Name

**Program Deletion\*** \_\_\_\_\_  
Program Name

**Title Change** \_\_\_\_\_  
Old Program Name  
\_\_\_\_\_  
New Program Name

**III. Approvals (signatures and date)**

<u>Virginia Perdue May 6 1996</u> Department Curriculum Committee	<u>D. M. Chase 5/10/96</u> Department Chair
<u>[Signature] 10/30/96</u> College Curriculum Committee	<u>[Signature] 10/30/96</u> College Dean
<u>[Signature] 11/1/96</u> + Director of Liberal Studies (where applicable)	<u>[Signature] 11/1/96</u> *Provost (where applicable)

## Course Syllabus

### I. CATALOG DESCRIPTION

EN 344 Ethnic American Literature

3 credits  
3 lecture hours  
0 lab hours  
(3c-0l-3sh)

Prerequisite: EN 202 and at least two courses from this list: EN 210, 211, 212, 213

Additional prerequisites for BA English majors: EN 210, 211, 212, 213

This course is concerned with ethnic U.S. experiences as expressed in poetry, fiction, drama, and autobiography. The topic will vary and be announced in advance. Examples include Asian-American, Hispanic, Irish-American, Jewish-American, and Native-American literatures.

### II. COURSE OBJECTIVES

1. Students will gain an appreciation of ethnic U.S. experiences through the reading of the literature in the form of autobiography, poetry, fiction, and drama.

2. Students will be able to identify and to evaluate the literary achievement of ethnic U.S. writers.

3. Students will define the social and historical context in which this literature was produced.

4. Students will expand their understanding of how and why an ethnic American literature has been basically ignored or hidden because of historical, scholarly, or critical neglect.

### III. COURSE OUTLINE [for Sample Topic: Asian-American Literature]

Week 1--intro to course, images of Asians in Am. lit., examples of early immigrant writings

Week 2--film and discussion 8%

Week 3--America Is in the Heart 8%

Week 4--Fifth Chinese Daughter 7%

Week 5--The Woman Warrior 8%

Week 6--China Men 8%

Week 7-- <u>Eat a Bowl of Tea</u>	7%
Week 8-- <u>The Open Boat</u>	8%
Week 9-- <u>Farewell to Manzanar</u>	8%
Week 10--film, discussion, and oral presentations	7%
Week 11-- <u>No-No Boy</u>	8%
Week 12--film, discussion , and oral presentations	7%
Week 13-- <u>M. Butterfly</u>	8%
Week 14-- <u>Joy Luck Club</u>	8%

#### IV. COURSE REQUIREMENTS

Students will demonstrate mastery of course objectives through successful completion of the following course requirements:

Completion of assigned readings in textbooks.

Participation in class discussion and activities.

Midterm and final examinations, both a combination of factual identification and essays.

Timely completion of all out-of-class papers and critiques emphasizing different aspects of Asian American culture.

Attendance on days oral presentations are scheduled; there are no make-up times for these performances.

#### V. EVALUATION METHODS

The final grade for the course will be determined from the following:

20%- a midterm test will include short answer and essay questions.

20%- a final exam will include short answer and essay questions.

20%- a critical analysis, 8 to 10 pages in length, on one (or more) of the texts assigned. This paper should be on an original topic that we have discussed in conference.

15%- an oral presentation plus a 5- to 6-page critique of an Asian American literary work of student's choice (not one of the required texts for the course).

15%- a film critique, at least 3 pages in length, for each film viewed in class. This should include comments on some dimension of Asian American culture that we have discussed or covered in our readings. You are allowed to drop one of the grades on these responses; thus, there will be no makeup on these assignments.

10%- class participation

Grading scale: A 92-100 total points  
B 83-91 total points  
C 74-82 total points  
D 65-73 total points  
F 0-64 total points

#### VI. REQUIRED TEXTBOOKS

Bulosan, Carlos. America Is in the Heart. Seattle: Univ. of Washington Press, 1973.

Chu, Louis. Eat a Bowl of Tea. New York: Lyle Stuart, 1961.

Hongo, Garrett, ed. The Open Boat: Poems from Asian America. New York: Anchor Books, 1993.

Houston, Jeanne Wakatsuki and James D. Houston. Farewell to Manzanar. New York: Bantam, 1974.

Hwang, D. H. M. Butterfly. New York: Penguin, 1989.

Kingston, Maxine Hong. China Men. New York: Alfred A Knopf, 1980.

\_\_\_\_\_. The Woman Warrior. New York: Vintage Books, 1977.

Okada, John. No-No Boy. Seattle: Univ. of Washington Press, 1979.

Tan, Amy. Joy Luck Club. New York: Putnam's, 1989.

Wong, Jade Snow. Fifth Chinese Daughter. Seattle: Univ. of Washington Press, 1989.

#### VII. SPECIAL RESOURCE REQUIREMENTS

Only the listed texts and materials for writing/note taking are required. No special resources will be needed.

VIII. BIBLIOGRAPHY

- Chan, Jeffery Paul et al. "An Introduction to Chinese American and Japanese American Literatures." In Three American Literatures: Essays in Chicano, Native American, and Asian American Literature for Teachers of American Literature. ed. Houston A. Baker, Jr. MLA, 1982. 197-228.
- Chan, Sucheng. Asian Americans: An Interpretive History. Boston: Twayne Publishers, 1991.
- Kim, Elaine H. Asian American Literature: An Introduction to the Writings and their Social Context. Philadelphia: Temple Univ. Press, 1982.
- Lim, Shirley Geok-lin. "Twelve Asian American Writers: In Search of Self-Definition." In Redefining American Literary History. Ed. A. Lavonne Brown Ruoff and Jerry M. Ward. New York: MLA, 1990. 237-50.
- Ling, Amy. "Chinese American Women Writers: The Tradition Behind Maxine Hong Kingston." In Redefining American Literary History. Ed. A. Lavonne Brown Ruoff and Jerry M. Ward. New York. MLA, 1990. 210-36.
- Takaki, Ronald. Strangers from a Different Shore: A History of Asian Americans. Boston: Little, Brown, 1989.

### 344 Course Analysis 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 category C (Alternative Literatures). It is not currently being proposed as a Liberal Studies elective.
- A2 This course does not require changes in content of any other existing courses or programs in the department.
- A3 This course has not been offered at IUP before.
- A4 This course is not intended to be 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 ones:  
UCLA: Asian-American Literature  
Stanford University: Readings in the Asian-American Novel  
Univ. of Southern CA.: Asian-American Literature  
Univ. of CA--Berkeley: Literatures of American Cultures
- A7 Relevant accrediting agencies (such as the Association of Departments of English) recommend but do not require this course.
- A8 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 does not overlap with any course in any other department in the university.
- B3 One or more seats will be reserved in this course for students from the School of Continuing Education.

#### Section C: Implementation

- C1 No additional faculty resources are required to teach this course.
- 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 in the category of courses into which this course fits (see summary table at the beginning of our program revision document) will be offered every semester, making sure that students can get the courses they need.
- C5 One section of the course is anticipated each semester the course is offered.
- 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 conferencing.
- 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" (2).