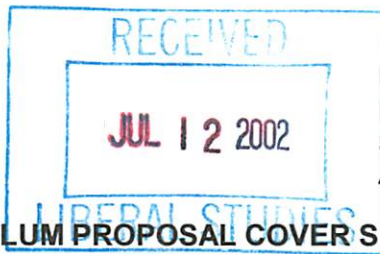


LSC Use Only  
Number: LS 238  
Submission Date: \_\_\_\_\_  
Action-Date: \_\_\_\_\_



UWUCC USE Only  
Number: \_\_\_\_\_  
Submission Date: \_\_\_\_\_  
Action-Date: \_\_\_\_\_

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

**I. CONTACT**

Contact Person Wendy Carse Phone 7-1908/7-2261

Department English Department

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

\_\_\_\_\_ **COURSE** \_\_\_\_\_  
Suggested 20 character title

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

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

**Liberal Studies Approval+** Engl 396 Literature of Emerging Nations  
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)**

[Signature]  
Department Curriculum Committee

[Signature] 8/7/02  
College Curriculum Committee

[Signature] 10-14-02  
+Director of Liberal Studies (where applicable)

[Signature]  
Department Chair

[Signature] 8/9/2002  
College Dean

\_\_\_\_\_  
\*Provost (where applicable)



To: Dr. Mary Sadler.  
Chair, IUP Liberal Studies Committee

From: Dr. Susan Comfort, English Department

Date: June 10, 2002

**Re: ENGL 396: Literature of Emerging Nations as LS Non-Western Cultures Option**

Please find enclosed an application requesting that ENGL 396: Literature of Emerging Nations be included as a course option for students seeking to fulfill the L.S. Non-Western Cultures Requirement. I believe that the course has not currently included as a L.S. optional course because, as a relatively new course in the English BA Program, it has never been submitted for review to the L.S. Committee.

The course is a perfect fit for the requirement for a number of compelling reasons. First, as you can see from the official catalogue description, the primary focus of the course is Non-Western literatures. Indeed, it is course that was conceived and that is currently taught with an emphasis on literatures of countries formerly colonized by European powers. Typically referred to as "postcolonial" literatures, these literatures constitute a significant body of both "global English literature" and Non-Western literatures in translation, and any casual perusal of the growing number professional meetings, journals and organizations devoted to Non-Western literature reveals that there is a hugely diverse range of scholarly dialogue and critical engagement with these literatures. Also, world renown Non-Western authors constitute the main reading in this course, authors such as the African writers Chinua Achebe, Buchi Emecheta, Ngugi wa Thiong'o, Flora Nwapa; the South Asian writers Salman Rushdie, Mahasweta Devi, Arunhati Roy and Bapsi Sidwa; and the Caribbean writers George Lamming, Derek Walcott and Jamaica Kincaid.

The course also satisfies the criteria for Non-Western courses outlined by the L.S. Committee. Its primary purpose is to introduce students to Non-Western literatures that have recognized literary traditions in English (as well as in indigenous languages). Through the study of these literary traditions, the course is designed to provide students with the opportunity to understand cultures in all their depth and complexity, and its focus on literatures in English enables students to examine how English has become creatively syncretized with indigenous values and traditions. Indeed, I know of no better way to introduce students to cultures "on their own terms" than through the study of their literary traditions. Furthermore, the course is inherently comparative in its emphasis on the engagement of Non-Western literatures with the English language and with the legacies of economic and cultural aspects of European colonialism. Certainly, a variety of critical approaches is highlighted in this course, but it is first and foremost a literature course, a course that takes as its primary purpose the introduction of "indigenous material" and the "cultural phenomena" of literature. The course is designed to allow students to "analyze and synthesize" the material through dialogue with one another and the material.

As one of the faculty members in the English Department hired to teach this course, and as a specialist in postcolonial, "Non-Western" literatures of Africa, the Caribbean and South Asia, I am one of two faculty members who have been primarily responsible for teaching this course in the English Department. Dr. Lingyan Yang, a specialist in global Asian literatures, will also be teaching the course. Please find enclosed the formal application and syllabus in UWUCC format. Dr. Wendy Carse will be available in the fall if you have any questions.

Thank you, Susan Comfort





**LIBERAL STUDIES COURSE APPROVAL, PARTS 1-3: GENERAL INFORMATION CHECK-LIST**

I. Please indicate the LS category(ies) for which you are applying:

LEARNING SKILLS:

- First Composition Course       Second Composition Course  
 Mathematics

KNOWLEDGE AREAS:

- Humanities: History                       Fine Arts  
 Humanities: Philos/Rel Studies       Social Sciences  
 Humanities: Literature                   Non-Western Cultures  
 Natural Sci: Laboratory                   Health & Wellness  
 Natural Sci: Non-laboratory               Liberal Studies Elective

II. Please use check marks to indicate which LS goals are **primary, secondary, incidental, or not applicable**. When you meet with the LSC to discuss the course, you may be asked to explain how these will be achieved.

Prim    Sec    Incid    N/A

- |                                     |                                     |                                     |                                     |   |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <b>A. Intellectual Skills and Modes of Thinking:</b><br>1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.<br>2. Literacy--writing, reading, speaking, listening.<br>3. Understanding numerical data.<br>4. Historical consciousness.<br>5. Scientific Inquiry.<br>6. Values (Ethical mode of thinking or application of ethical perception).<br>7. Aesthetic mode of thinking. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |   |
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| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |   |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |   |
- B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person**
- C. Understanding the Physical Nature of Human Beings**
- D. Collateral Skills:**
- Use of the library.
  - Use of computing technology.

III. The LS criteria indicate six ways that courses should contribute to students' abilities. Please check all that apply. When you meet with the LSC, you may be asked to explain your check marks.

1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
2. Define and analyze problems, frame questions, evaluate available solutions and make choices.
3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
4. Recognize creativity and engage in creative thinking.
5. Continue learning even after the completion of their formal education.
6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

# CHECK LIST -- NON-WESTERN CULTURES

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## Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

## Non-Western Culture Criteria which the course must meet:

- Develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand and Australia.
- Present cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture. Those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu.
- Address, where appropriate, the experience of women and/or the roles of men and women.

## Additional Non-Western Culture Criteria which the course should meet:

- Encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.
- Encourage the student to acquire cultural appreciation and understanding, and provide students with an opportunity to demonstrate the ability to analyze and synthesize information about culture.

These additional Non-Western Cultures guidelines indicate the various forms which appropriate courses may take; check all that apply.

- Although a course may deal with a single culture,...
- ... comparative courses addressing relationships among cultures are encouraged.
- A course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- A variety of perspectives or methodologies--anthropological, geographical, historical, sociological, and so forth--may be employed so long as the course emphasizes the cultural phenomena, issues and values in contemporary society.
- Literature courses, either in translation or in the language of the culture(s), can be appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- An approved exchange/study abroad program, which meets the general criteria of the non-Western requirements, may meet the requirements of the Liberal Studies program.
- An internship can meet the requirements for a non-Western course. A research paper or a report should be required that demonstrates learning appropriate to the Non-Western Culture criteria.
- Interdisciplinary courses that treat cultural issues apart from the dominant United States, Canada, Western Europe, New Zealand and Australian cultures are encouraged.

## CHECK LIST—LIBERAL STUDIES ELECTIVE

### *ENGL 396: Literature of Emerging Nations*

[contact person: Wendy Carse, English Department]

#### **Knowledge Area Criteria which the course must meet:**

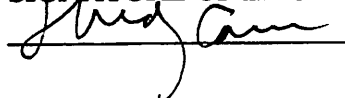
- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

#### **Liberal Studies Elective Criteria which the course must meet:**

- Meet the “General Criteria Which Apply to All Liberal Studies Courses.”
- Not to be a technical, professional or pre-professional course.

DATE: 10-23-02

SIGNATURE OF ENGLISH DEPARTMENT CURRICULUM COMMITTEE CHAIR:

 Professor Wendy Carse

**Liberal Studies Course Approval, Parts 4-6**

IV. A. This is not a multiple-section, multiple-instructor course. It is offered once a year, and it is one of the courses that can fulfill English Major course requirement in Category C ("Alternative Literatures"). Two instructors currently alternate teaching the course, and they share syllabi and meet informally to discuss approaches to the course.

B. The primary purpose of this course is to introduce students to literatures of the Third World, and thus, by definition, it includes literature by ethnic and racial minorities. It also includes literature by women writers such as "Jamaica Kincaid and Tsitsi Dangarembga," and the syllabus encourages critical approaches to literature than highlight questions of gender and sexual orientation.

C. This course is focused on the analysis of literary works, thus novels and short stories are the primary reading material. There is not a prescribed textbook or workbook.

D. This is a 300 level course with writing and reading assignments that Majors as well as Non-Majors will find meaningful and accessible. Most of the writing assignments, for example, give students a variety of options, some of which invite students to apply interdisciplinary approaches that examine contexts of history, politics and sociology in their analyses of literature. Creative projects are also an option for the Final Project.



## Course Proposal

### I. Catalog Description

#### ENGL 396 Literature of Emerging Nations

3 credits  
3 lecture hours  
0 lab hours  
(3c-001-3sh)

Prerequisites: ENGL 122, 202

A comparative study of a selection of literature written in major European languages but originating in the nations of the developing world. Works will be mainly prose fiction (although essay, theater, and poetry may be included) and reflect a diversity of geographical, cultural, and prior colonial circumstances.

### II. Course Objectives

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

1. Analyze the role of literature in cultural movements of anti-colonial resistance, nationalism and postindependence in formerly colonized countries of the Third World.
2. Think critically about race, class, gender and sexual orientation in relation to literatures of the developing world.
3. Apply current theoretical approaches (global, comparative, postcolonial, Marxist, feminist, postcolonial) to the study of literatures of the developing world.

### III. Course Outline

#### A. Introduction: Historical & Cultural Contexts of Colonialism, Imperialism & Nationalism (Weeks 1-2)

Edward Said, Imperialism and Culture (Selections)

Film Screening: Basil Davidson, Africa, Segment 6 (This Magnificent African Cake)

#### B. Colonial Encounters (Week 3)

Chinua Achebe, Things Fall Apart (Nigeria)

#### C. Decolonizing the Mind (Weeks 4-5)

George Lamming, In the Castle of My Skin (Barbados)

Film Screening: Sugar Cane Alley

#### D. Gender and Colonialism (Weeks 6-7)

Tsitsi Dangarembga, Nervous Conditions (Zimbabwe)

Jamaica Kincaid, Annie John (Antigua)

#### E. Nationalism and Cultural Identity (Weeks 8-9)

Salman Rushdie, Midnight's Children (India/Pakistan)

#### F. Postcolonial Identity (Weeks 10-11)

Mahasweta Devi, Imaginary Maps (India)

Ngugi wa Thiong'o, Matigari (Kenya)

#### G. Peace and Reconciliation (Weeks 12-14)

Zakes Mda, The Heart of Redness (South Africa)

Documentary Screening: A Long Night's Journey Into Day (South Africa)

#### IV. Course Requirements and Evaluation Methods

1. Participation in class discussion and group activities. Students will come to class prepared to generate and to respond to questions about the reading during whole class discussion and group work.
2. Five Response Papers, each 2-3 pages, which analyze and interpret assigned readings.
3. For English Majors: One Criticism Essay, 5-7 pages analyzing a piece of literary criticism on an assigned writer. For Non-Majors: One Analysis Essay, 5-7 pages analyzing a writer in relation to students' discipline or research interests.
4. A Final Project, to be completed individually or in a group. Several options are available: A) a comparison of two or more of the writers that examines an issue such as colonial education, indigenous rights, gender oppression, sexual citizenship; B) an application of postcolonial, feminist, Marxist, globalization, gay/lesbian & queer theories, or some combination of these to an analysis of a written work; C) a piece of creative fiction, creative non-fiction or an artistic piece (drama, fine arts) in which historical or contemporary conflicts are explored; d) a web guide to a postcolonial writer or group of writers.

Class Participation	15%
Response Papers (5)	5% each
Criticism or Analysis Essay	25%
Final Research Project	35%

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%)

#### V. Undergraduate Course Attendance Policy

Individual faculty will define attendance standards within the parameters of IUP Attendance Guidelines.

#### VI. Required Textbooks

Chinua Achebe, Things Fall Apart (Nigeria)  
Tsitsi Dangarembga, Nervous Conditions (Zimbabwe)  
Mahasweta Devi, Imaginary Maps (India)  
Jamaica Kincaid, Annie John (Antigua)  
George Lamming, In the Castle of My Skin (Barbados)  
Zakes Mda, The Heart of Redness (South Africa)  
Salman Rushdie, Midnight's Children (India/Pakistan)  
Edward Said, Imperialism and Culture (Selections)  
Ngugi wa Thiong'o, Matigari (Kenya)



## VII. Special Resources Required

Only the listed texts and materials are required. No special resources are needed.

## VIII. Bibliography

- Alexander, M. Jacqui and Chandra Talpade Mohanty. Feminist Genealogies, Colonial Legacies and Democratic Futures. New York: Routledge, 1997.
- Amireh, Amal and Lisa Suhair Majaj. Going Global: The Transnational Reception of Third World Women Writers. New York: Garland, 2000.
- Ashcroft, Bill, Gareth Griffiths and Helen Tiffin, The Empire Writes Back: Theory and Practice in Post-Colonial Literatures. New York: Routledge, 1989.
- Bhabha, Homi. Ed. Nation and Narration. New York: Routledge, 1992.
- Brennan, Timothy. Salman Rushdie and the Third World: Myths of the Nation. New York: St. Martin's Press, 1989.
- Buell, Frederick Buell. National Culture and the New Global System. Baltimore: Johns Hopkins University Press, 1994.
- Eagleton, Terry, Jameson, Fredric. and Said, Edward W. Nationalism, Colonialism, and Literature. Minneapolis, MN: University of Minnesota Press, 1990.
- Gandhi, Leela. Postcolonial Theory. New York: Columbia University Press, 1998.
- Gikandi, Simon. Reading the African Novel. Portsmouth, NH: Heinemann, 1987.
- Harlow, Barbara. Resistance Literature. New York: Methuen, 1987.
- King, Bruce Alvin. Ed. New National and Post-Colonial Literatures: An Introduction. Oxford : Clarendon Press, 1996.
- Madsen, Deborah L. Ed. Post-Colonial Literatures : Expanding the Canon. London and Sterling, VA: Pluto Press, 1999.
- McClintock, Anne and Aamir Muft and Ella Shohat. Eds. Dangerous Liaisons: Gender, Nation, and Postcolonial Perspectives. Minneapolis, MN: University of Minnesota Press, 1997.
- Needham, Anuradha Dingwaney. Using the Master's Tools : Resistance and the Literature of the African and South Asian Diasporas. New York: St. Martin's Press, 2000.
- Ross, Robert L. Ed. International Literature in English : Essays on the Major Writers. New York: Garland, 1991.
- Said, Edward. Culture and Imperialism. New York: Knopf, 1993.
- \_\_\_\_\_. Orientalism. New York: Random House, 1978.
- White, Jonathan. Ed. Recasting the World: Writing after Colonialism. Baltimore, MD: Johns Hopkins University Press, 1993.

ADDENDUM TO CURRICULUM PROPOSAL:  
ENGL 396: LITERATURE OF EMERGING NATIONS

- In order to attract non-majors to the course, the pre-requisite of ENGL 122 is to be waived. ENGL 121, however, is to be added as a prerequisite along with ENGL 202.
  
- *Criteria for evaluation of participation:*  
Quality of student interaction with each other and the class as a whole will be evaluated according to the degree to which it demonstrates how critically the student has read the class material. More specifically, participation will be evaluated according to the depth and insightfulness of student's engagement with the material and peers as it demonstrates self-awareness of how emotional responses are fostered by textual and historical factors.