



000001

X Change a Course - Abbrev & Number: ENGL- 3530

Corresponding Lab Course: --

Corresponding Honors course: --

.. **Add Honors course:** --

Corresponding Graduate course: --

.. **Add Graduate course:** --**Course Title: Ethnic Am Lit****Brief Statement of Change:**

Update title and course description of English 3530 to better reflect the breadth of student and faculty teaching interests in U.S. literature in relation to critical race, ethnicity, and migration studies, and to more accurately reflect the need to study ethnicity in relationship to race and national as well as international contexts.

Last Term taught: 201408

Effective Term: 08/2015

.. **Change Abbrev to:**.. **Change Number to:****X Change Catalog Title:**

from: Ethnic American Literature

to: American Literatures of Race, Ethnicity, and Migration

X Change Transcript Title:

from: Ethnic Am Lit

to: US Lit-Race/Ethnicity/Migratr

.. From: Fixed Credit: 3 (3,0) To: Fixed Credit: (,)

Change of Credit: Variable Credit: - (-), (-) Variable Credit: - (-),(-).. **Add cross-listing with the following child course(s):**.. **Delete cross-listing with the following child course(s):**.. **Reverse Parent/Child relationship with:**

.. Change Method of Instruction		.. Change Course Modifier		.. Change General Education Designation	
from:	to:	from:	to:	from:	to:
X A-Lecture Only Pass/Fail Only	..	.. Creative Inquiry	..
.. B-Lab (w/fee)	..	X Graded	..	.. English Composition	..
.. D-Seminar Variable Title	..	.. Oral Communication	..
.. E-Independent Study Creative Inquiry	..	.. Mathematics	..
.. F-Tutorial (w/fee) Repeatable	..	.. Natural Science w/Lab	..
.. G-Studio maximum credits	..	.. Natural Science w/Lab	..
.. H-Field course from:	..	.. Math or Science	..
.. I-Study Abroad to:	..	.. A&H (Literature)	..
.. L-Lab (no/fee) A&H (Non-Literature)	..
.. N/B-Lecture/Lab(w/fee) Social Science	..
.. N/L-Lecture/Lab(no fee) CCA	..
				.. STS	..

X Change Catalog Description:

from: Critical examination of essays, poetry, fiction, and drama written by members of a variety of American racial and ethnic groups, such as Native Americans, African Americans, Chicano/Mexican Americans, Asian Americans, Italian Americans, and American Jews.
to: Examines U.S. American literary texts that respond to the histories and competing theories of race, ethnicity, migration, empire, or diaspora. May include attention to Native American, African American, Latina/o, Chicana/o, Asian American, Jewish American, and/or Arab American literature.

.. **Change Prerequisite(s):****from:****to:****Learning Objectives:** Specific to this course: to gain understanding of...

- ways of reading and analyzing literary texts in the context of race, ethnicity, and migration.
- various critical approaches to literature that grapples with questions of aesthetics, politics, and national and international histories.
- the relationship between literature and critical theories of race, ethnicity, and migration.
- how to develop arguments about course content both in writing and in seminar discussion.
- In addition to learning the course material, students should expect to improve their analytic and argumentative skills in class discussion and in the substantial amount of writing this seminar requires. Students will address major ethical issues that arise in the themes of literature and in the differing critical approaches to texts. Additionally, students will learn the ethics of intellectual property, correct citation, and legitimate integration of research. Students also will learn the practices of close reading, interpretation, and literary criticism; in undertaking textual and content analysis of a wide variety of genres, students will engage in the highest levels of analysis, reasoning, critical thinking, and problem solving.

Topical Outline: week 1: Introduction to study of literature in relation to race, ethnicity, and migration. Analyze OED definitions of "race" and "ethnicity."

week 2: Naturalization Act of 1790 / Ernst Renan's "What is a Nation?"

week 3: Ian Haney-López on the legal and social construction of race / Toni Morrison's essays in *Playing in the Dark: Whiteness and the*

Literary Imagination

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weeks 4-5: Herman Melville's novella Benito Cereno and related critical essays

weeks 6-7: George Schuyler's novel Black No More/ poetry from and essays on the Harlem Renaissance

weeks 8-9: John Okada's novel No-No Boy and the poetry of Japanese internment camps in U.S.

weeks 10-11: James Baldwin's novel Giovanni's Room and essays The Fire Next Time

week 12: Claudia Rankine's book of poetry, Citizen, and Harryette Mullen's book of poetry, Sleeping with the Dictionary

week 13: Edwidge Danticat's novel Claire of the Sea Light

week 14: Brent Hayes Edwards on theories of diaspora and Paul Gilroy on the Black Atlantic

week 15: Reinaldo Arenas's novel The Doorman and Cuban poetry

Evaluation: A+ = 100, A = 95, A- = 92

B+ = 88, B = 85, B- = 82

C+ = 78, C = 75, C- = 72, and so on

Course Grading Policy

Online Short analysis (Posts) 25%

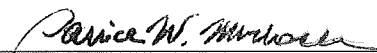
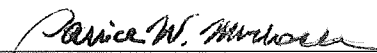
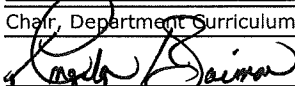

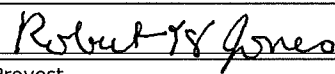
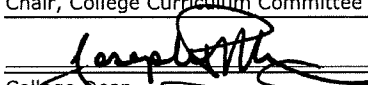
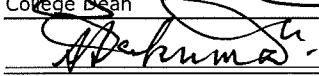
Essay 1 25%

Essay 2 30%

Exams & quizzes 10%

In-Class Contribution to discussion 10%

Form Originator: ANAIMOU, Naimou,Angela M **Date Form Created:** 3/4/2015**Form Last Updated by:** ANAIMOU, Naimou,Angela M **Date Form Last Updated:** 3/4/2015**Form Number:** 8092**Approval**

				4/3/2015
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date	
	3/4/15			
Department Chair	Date	Chair, Graduate Curriculum Committee	Date	
	3/4/15		5/22/15	
Chair, College Curriculum Committee	Date	Provost	Date	
	3/25/15			
College Dean	Date	President	Date	
	3/25/15			
Director, Calhoun Honors College	Date			