New Course Proposal Form

Date Submitted 9/14/12

1. a. Department(s) or program(s) proposing this course: ENGLISH
   
   b. Name and contact information of proposer(s): Allison Pease
      
      Email address: apease@jjay.cuny.edu
      Phone number: 212-237-8503

2. a. Title of the course: LITERARY PERSPECTIVES ON CULTURE AND GLOBALIZATION
   
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS): LITERARY PERSP CULTURE
   
   c. Level of this course: 100 Level X 200 Level 300 Level 400 Level

   Please provide a brief rationale for why the course is at the level:

   This course will build on the basic reading and writing skills learned at the 100-level and focus on building an awareness of global cultures as conveyed through literary texts. Students will read and analyze primary texts of literature and write 20-25 pages of informal and formal writing over the course of the semester.

   d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): LIT

3. Rationale for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

   This course will introduce students to literature and literary history from a range of cultures and allow them to understand cultural diversity as it is manifest in literatures from around the world. In this course students will develop critical reading and writing skills. The course will also provide students with broader cultural awareness, both in terms of learning about the cultures and contexts that produced the literature they read, and how literature mediates culture.
4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

In this course students read the literature of several world cultures to explore cultural values in relation to local, national, and global issues. Individual courses may reflect on events such as exploration and trade, migrations and invasions, conquests and crusades, spirituality and governance. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites):

ENG 101

6. Number of:
   a. Class hours  __3__
   b. Lab hours  __0__
   c. Credits  __3__

7. Has this course been taught on an experimental basis?

   ___x__ No  _____ Yes. If yes, then please provide:

8. **Learning Outcomes** (List three to five only). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

   - Gather, interpret, and assess information from a variety of sources and points of view.
   - Evaluate evidence and arguments critically or analytically.
   - Produce well-reasoned written or oral arguments using textual evidence to support conclusions.
   - Identify and apply the fundamental concepts and methods of literary studies exploring world cultures or global issues.
   - Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
   - Analyze the significance of one or more major movements that have shaped the world’s societies.

9. Will this course be part of any major(s), minor(s) or program(s)?

   _____No  ____x__Yes
If yes, indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

English Minor

10a. Will this course be part of JJ’s general education program?

No _____ Yes __X__ If yes, please indicate the area:

Flexible Core:

| A. World Cultures and Global Issues | X |
| B. U.S Experience in Its Diversity |   |
| C. Creative Expression |   |
| D. Individual and Society |   |
| E. Scientific World |   |

10b. Please explain why this course should be part of the selected area.

This course has been designed to provide students with learning opportunities in world cultures and global issues. Through reading literary texts produced in two or more non-U.S. cultures, students will be exposed to the cultural practices and important ideas of various cultures throughout time.

10c. If yes, frequency and number of sections to be offered for General Education:

Every semester __X__ Number of sections: __10-20__

11. How will you assess student learning?

Through informal writing assignments, formal writing assignments, oral class presentations and final examinations students will not only demonstrate the learning outcomes for their general education category, but also the following outcomes mandated by the English Pathways Guidelines:

- Be able to respond proficiently in writing (i.e. per the outcomes for “A”) to literary works;
- Display familiarity with literary works by a variety of authors in a variety of genres;
- Be able to offer an extended discussion in writing of two or more texts and authors in relation to each other;
- Demonstrate the ability to analyze and interpret based on careful attention both to the detail and overall design of a literary work;
- Demonstrate an understanding of the role of context in determining meaning.

12. Did you meet with a librarian to discuss library resources for the course?

Prepared for UCASC, Dec 7, 2012
No ____ Yes__X__ If yes, please state the librarian’s name: Marta Bladek

Are there adequate resources in the library to support students’ work in the course

Yes___x_____ No________

Will your students be expected to use any of the following library resources? Check all that apply.

- The library catalog, CUNY+ ______
- EBSCOhost Academic Search Complete ______
- Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _X____
- LexisNexis Universe _____
- Criminal Justice Abstracts _____
- PsycINFO _____
- Sociological Abstracts _____
- JSTOR _____
- SCOPUS _____
- Other (please name) ___________________________

13. **Syllabus - attached**

14. Date of **Department curriculum committee** approval __Sept 13, 2012____

15. **Faculty** - Who will be assigned to teach this course? __Multiple Faculty____

16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**?  How does this course **differ**?

  - _X__ No
  - ____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?

  - _X__ Not applicable
  - ____No
  - ____Yes. If yes, give a short summary of the consultation process and results.

18. Will any course be **withdrawn**, if this course is approved?

  - _X__ No
  - ____Yes. If yes, number and name of course(s) to be withdrawn.

19. **Approvals:**

   Allison Pease, Chair

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Form approved by UCASC, Sept 16, 2011, modified for new Gen Ed, July 31, 2012
CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>LIT</td>
</tr>
<tr>
<td>Course Title</td>
<td>Literary Perspectives on Culture and Globalization</td>
</tr>
<tr>
<td>Department(s)</td>
<td>English</td>
</tr>
<tr>
<td>Discipline</td>
<td>LIT</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>ENG 101</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>In this course students read the literature of several world cultures to explore cultural values in relation to local, national, and global issues. Individual courses may reflect on events such as exploration and trade, migrations and invasions, conquests and crusades, spirituality and governance. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

Indicate the status of this course being nominated:

- current course
- revision of current course
- a new course being proposed

A Flexible Core course must meet the three learning outcomes in the right column.

| Informal and formal written assignments ask students to select texts and passages for interpretation and comparison, teaching them to gather, interpret, and assess textual evidence from multiple literary texts of different genres, written by different authors. |
| Through class discussion, oral presentations, informal writing assignments and formal papers, students will repeatedly evaluate evidence and provide their own analysis of literary texts. |
| Through class discussion, oral presentations, informal |

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to
writing assignments and formal papers, students will continuously practice creating well-reasoned arguments based on analysis of evidence and presentation of the facts. support conclusions.

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

<table>
<thead>
<tr>
<th>Students will apply the fundamental methods of literary analysis by analyzing and interpreting specific passages of literary text as well as the texts' overall design and how together these aspects create meaning.</th>
<th>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through formal papers that ask students to compare texts produced in different cultures, students will demonstrate an understanding of the role of cultural context in determining the meaning of a literary text as well as develop skills in comparative cultural analysis.</td>
<td>Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</td>
</tr>
<tr>
<td>Through reading, class discussion, informal writing, formal writing, and final exams, students will become familiar with and be able to analyze the significance of at least one major historical event/issue and its effect on, or materialization in, the literature of one or more non-U.S. cultures.</td>
<td>Analyze the historical development of one or more non-U.S. societies.</td>
</tr>
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<td>Analyze the significance of one or more major movements that have shaped the world's societies.</td>
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<td></td>
<td>Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</td>
</tr>
<tr>
<td></td>
<td>Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</td>
</tr>
</tbody>
</table>
LITERARY PERSPECTIVES ON CULTURE AND GLOBALIZATION

Prof. XXX
Office: NB 07.63.XX
Contact hours: MW 12:00-1:00
E-mail:
Phone: 212.XXX.XXXX

Course Description

In this course students read the literature of several world cultures to explore cultural values in relation to local, national, and global issues. Individual courses may reflect on events such as exploration and trade, migrations and invasions, conquests and crusades, spirituality and governance. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

This particular version of Literary Perspectives on Culture and Globalization will ask the question “what do we mean by ‘the middle ages’”? Through this course we will examine the literature of the “middle period” of several different world cultures and consider how they relate to one another, to the periods before and after, and what it means to define a period simply as between other periods.

Required Text

The Norton Anthology of World Literature, 100-1500, Vol. B, 2nd edition
ISBN: 978-0393924510

Learning Objectives

Through weekly 2-page prep papers, two 5-page papers, a mid-term and a final exam, students will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using textual evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of literary studies exploring world cultures or global issues.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Analyze the significance of one or more major movements that have shaped the world’s societies.

Additional Learning Outcomes specific to English Major Pathways Guidelines

Students will:
• Be able to respond proficiently in writing (i.e. per the outcomes for “A”) to literary works;
• Display familiarity with literary works by a variety of authors in a variety of genres;
• Be able to offer an extended discussion in writing of two or more texts and authors in relation to each other;
• Demonstrate the ability to analyze and interpret based on careful attention both to the detail and overall design of a literary work;
• Demonstrate an understanding of the role of context in determining meaning.

Assignments and Grading

Weekly 2-page prep papers 10%
5-page paper 20%
5-page paper 20%

*Papers will require students to identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, cultural studies, ethnic studies, geography, history, and world literature.

Midterm exam 20%

*Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.

Final exam 20%

*(Exam will ask students to analyze the significance of one or more major movements that have shaped the world’s societies.)

Class participation 10%

Attendance

Because I value participation and because students who do not attend regularly and on time tend to do poorly, I expect you to be present and punctual. Attendance is your responsibility. If you miss more than 4 classes you will automatically fail the course.

Texts

Please bring the reading for the day to class. You may not use electronic texts on your cell phone. Laptops, tablets, and other e-readers are permitted. However, if I discover that people are using such things for purposes unrelated to class I will rescind this permission.

Students With Disabilities

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at 1233N (212-237-8144). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

Source: Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p.3. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

Plagiarism

Plagiarism and cheating are violations of CUNY’s policy on academic integrity: (http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf).
By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See also pp. 44-5 of the JJC Undergraduate Bulletin for further explanation.

Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.

Plagiarism may be intentional or unintentional. *Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.*

It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrasing, summarizing, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. 

(http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf)

**The Writing Center:** The Writing Center, located in room 1.68 NB, is a service that provides free tutoring to students of John Jay. The Center has a staff of trained tutors who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource for any student of writing, and I encourage you to use it. If you are given a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

*Continued enrollment in this course indicates that you have read and agreed to abide by all the policies stated above.*

N.b. The following is a tentative schedule and subject to change.

**Week 1: India’s Classical Age: Sanskrit Wisdom Literature**
1) Introduction to the course
2) *Visnusarman*, pp. 1251-1266
   2-page prep paper due

**Week 2: India’s Classical Age: Sanskrit Drama**
1) *Kalidasa, Sakuntala and the Ring of Recollection*, pp. 1267-1294
2) *Kalidasa, Sakuntala and the Ring of Recollection*, pp. 1294-1331
   2-page prep paper due

**Week 3: Mystical Poetry of India: Tamil and Kannada**
1) Campantar, pp. 2378-2379; Appar, pp. 2379-2382; Cuntarar, pp. 2382-2383
2) Basavanna, pp. 2383-2387; Mahadeviyakka, pp. 2387-2390
   2-page prep paper due

**Week 4: Mystical Poetry of India: Bengali and Hindi**
1) Vidyapati, pp. 2390-2393; Govindadasa, 2393-2394

Form approved by UCASC, Sept 16, 2011, modified for new Gen Ed, July 31, 2012
2) Kabir, pp. 2396-2400
   2-page prep paper due

Week 5: China’s “Middle Period”
1) T’ao Ch’ien, pp. 1352-1369
2) Wang Wei, pp. 1370-1376; Han-Shan, pp. 1376-1379

   PAPER #1 DUE

Week 6: China’s “Middle Period”
1) Li Po, pp. 1379-1384; Tu Fu, pp. 1384-1389
   2-page prep paper due

Week 7: Midterm
1) Midterm review
2) In-class midterm *(Exam will ask students to analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.)*

Week 8: The Middle East and Mediterranean: Old and New Testament
1) The Old Testament: Genesis (on Blackboard)
   2-page prep paper due

Week 9: Africa and the Middle East: Saints and Prophets
1) Augustine, pp. 1221-1235
2) Augustine, pp. 1236-1249
   2-page prep paper due

Week 10: Africa and the Middle East: Saints and Prophets
1) The Koran, pp. 1418-1459
2) Ibn Ishaq, pp. 1460-1475
   2-page prep paper due

Week 11: The Middle East: Arabic and Persian
1) Rumi, pp. 1541-1548
2) The Thousand and One Nights, pp. 1566-1586
   2-page prep paper due

Week 12: Europe: Cultural Conflict and a Christian(?) Europe
1) The Song of Roland, pp. 1702-1732
2) The Song of Roland, pp. 1732-1766

   PAPER #2 DUE

Week 13: Europe: Italian Allegory

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1) Dante, pp. 1826-1866
2) Dante, pp. 1866-1906
   2-page prep paper due

Week 14: Britain
1) Sir Gawain and the Green Knight, pp. 1991-2003
2) Sir Gawain and the Green Knight, pp. 2003-2034
   2-page prep paper due

Week 15: Britain
1) Sir Gawain and the Green Knight, pp. 2034-2045
   2-page prep paper due

2) Final exam review

• Final Exam: TBA *(Exam will ask students to analyze the significance of one or more major movements that have shaped the world’s societies.)*