



SACRAMENTO
STATE

Course Change Proposal Form A



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| Academic Group (<i>College</i>): Arts & Letters | Academic Organization (<i>Department</i>): English | Date: 9/7/07 |
| Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/> | Department Chair: Sheree Meyer | Submitted by: Sheree Meyer |
| Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> CCE (<i>Extension</i>): Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | Semester Effective: Fall <input type="checkbox"/> Spring <input type="checkbox"/> , 20_08__ |

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|---|--|
| This course replaces experimental course Subject Area (<i>prefix</i>) and Catalog Nbr (<i>course number</i>): | |
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Change from:

| | | |
|---|--------|--------|
| Subject Area (<i>prefix</i>) & Catalog Nbr (<i>course no.</i>): | Title: | Units: |
|---|--------|--------|

Change to:

| | | |
|---|--|-----------------|
| Subject Area (<i>prefix</i>) & Catalog Nbr (<i>course no.</i>): Engl 240Z | Title: Special Topics in British Literature | Units: 3 |
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JUSTIFICATION:

This course, "Special Topics in British Literature," is designed to fill a need among faculty and students. The course will always deal with some aspect of British literature at the graduate level; however, the exact topic of the course may change from semester to semester or among faculty members. The course is designed to conform to the practice at most graduate-level programs throughout the country, where a course is open to different emphases each term. UC Davis, for instance, features such courses at both the undergraduate and graduate levels and allows students and faculty the opportunity to study subjects that either fall outside of the traditional curriculum or which may only be taught infrequently. Thus English 232, "Problems in English Literature" at Davis is described in that catalog as "Selected issues in the current study and critical assessment of a limited period or topic in English literature. May be repeated for credit when different period or topic is studied." The course will parallel Engl 250Z "Special Topics in American Literature."

The advantage of such a course at CSUS is at least threefold: it would provide an opportunity for young faculty to teach a course specific to their dissertation or interest without duplicating a more established course taught by other faculty; such a course would also allow faculty engaged in research an opportunity to present that research as it is developing; and such a course would avoid the proliferation of numerous single-subject offerings which clog the catalog and which often confuse students.

Regardless of the individual topic, learning outcomes will be consistent. For the purposes of illustration, please see the sample syllabi for each of these three possibilities.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

The course will be open to the investigation of either a limited period (e.g. World War I Poets or Victorian Children's literature), a single author (e.g. Hanif Kureishi or Aphra Behn), an authorial dialogue (e.g. Chaucer & Spenser, Stoppard and Shakespeare, Sidney & Wroth), or a unique literary feature, theme, or structure (e.g. Pastoral & Georgic or Empire & Race).

Note:

Prerequisite:
Enforced at Registration: Yes No

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| Corequisite: | |
| Enforced at Registration: Yes ___ No <u>x</u> | |
| CAN (California Articulation Number): | |
| Graded: Letter <u>x</u> Credit/No Credit ___ | Instructor Approval Required? Yes ___ No <u>x</u> |
| Course Classification (e.g., lecture, lab, seminar, discussion): C5 seminar | Title for CMS (not more than 30 characters) Special Topics in British Literature |
| Cross Listed? Yes ___ No <u>X</u> | If yes, do they meet together and fulfill the same requirement, and what is the other course. |
| How Many Times Can This Course be Taken for Credit? ___no limit as long as topic is not duplicated ___ | |
| Can the course be taken for Credit more than once during the same term? Yes ___ No <u>x</u> | |

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."
See the example at <http://www.csus.edu/acaf/example.htm>

Students will be able to:

1. Demonstrate an advanced understanding of a particular topic or feature of British literary expression.
2. Demonstrate an ability to read with insights and sophistication a specialized body of material.
3. Discuss in detail and with sophistication the intricacies of a highly specific research area.
4. Analyze and evaluate the quality of research of other scholars in this area.
5. Produce a research paper that extends the current research in this area.

****Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

1. Evaluations of general class participation
2. Evaluate individual formal class presentations
3. Evaluate formal papers submitted for the course

For whom is this course being developed?

Majors in the Dept Majors of other Depts Minors in the Dept General Education Other
Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes No but can be used to fulfill area requirement (240 series)
If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes No
If yes, attach a description of resources needed and verify that resources are available.

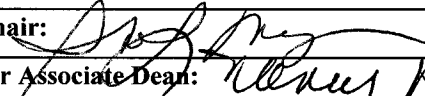
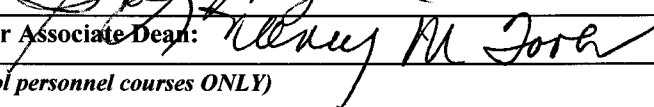
Indicate which department or programs will be affected by the proposed course (if any). none

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

Date

| | |
|---|---------|
| Department Chair:  | 9/11/07 |
| College Dean or Associate Dean:  | 9-24-07 |
| CPSP (for school personnel courses ONLY) | |
| Associate Vice President and Dean for Academic Programs | |

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

8/27/07

College of Arts and Letters Curriculum Committee CHECK-OFF LIST FOR COURSE APPROVAL

Name of Department English Effective Date 09/01/08

Proposed Course Number Engl240Z Course Name Special Topics in British Literature

Contact Person (Instructor) S. Meyer, J. Gieger, B. Buchanan Email meyers@csus.edu Phone
86576

Projected Enrollment 15 Units of Credit 3

Has the course been offered before? no If yes, under what number?

Suggested Course Classification seminar Unit distribution: lecture lab activity

List the prerequisite(s) for the proposed course.

none

For which students or programs is the course designated?

- Majors in the department
- Minors in the department
- Majors of other departments (e.g., An A&L course designed for Business Administration majors)
- General Service
- Other (specify)

If approved by the A & L Curriculum Committee, will this course be submitted for consideration in the General Education Program? Yes No

Method of Presentation:

- Lecture
- Lecture/Activity
- Lecture/Discussion
- Lecture/Laboratory
- Activity
- Laboratory
- Seminar
- Films and/or other visuals
- Performance
- other (specify)

If different amounts of credit will be available for the proposed course, indicate differences in course requirements for earning the units.

If the course can be taken more than one time for credit, what is the justification for the repetition? How will the two (or more) experiences differ?

The course may be taken more than once for credit as long as the special topic differs. The Graduate Coordinator will track topics and approve repetition

What courses currently offered in Arts and Letters or other colleges/departments most closely resemble the proposed course? Please *list* these other courses and justify why the proposed course will not duplicate them. Not all approved courses are shown in the current catalog so please consult faculty/chair in other schools/departments where duplication might occur. Please list persons you consulted.

1. none 3.

2. 4.

Can the course be implemented within the existing departmental allocation? yes

If the proposed course will require an expenditure of \$100 or more, append a breakdown of expenditure and source of funding.

If this is a new course, how will it be integrated into your present allocation?

1. Will you be giving up another course to make room for the proposed course?

This course will fit into the allotted number of graduate seminars offered per semester.

2. What course(s) could you alternate in the schedule with the proposed course?

This course will alternate with others in the 240 series.

3. How often would you schedule the proposed course?

Different special topics within this course will be offered as needed in the curriculum. The Graduate Program and Schedules committees will schedule appropriately. Depending on faculty interest, and other 240's in the curriculum, it may be offered as often as every semester.

4. What full-time faculty can teach the course? What other course would they give up in order to teach it?

All full-time faculty qualified to teach graduate seminars in British Literature will be eligible to propose appropriate special topics and teach the course in rotation. Topics will be approved and placed in rotation by GPC.

5. Realistically, what fiscal impact might the proposed course have? (*e.g., operating expense, faculty cost, staff cost, student assistants, equipment, etc.*)

none

List the objectives/goals/expected learning outcomes.

1. Demonstrate an advanced understanding of a particular topic or feature of British literary expression.

2. Demonstrate an ability to read with insights and sophistication a specialized body of material.

3. Discuss in detail and with sophistication the intricacies of a highly specific research area.

4. Analyze and evaluate the quality of research of other scholars in this area.

5. Produce a research paper that extends the current research in this area.

What student assessment tools will be used? (*e.g., exams, papers, portfolios.*)

1. Evaluations of general class participation
 2. Evaluate individual formal class presentations
 3. Evaluate formal papers submitted for the course
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In addition to filling out the Check-Off List form, please submit a course syllabus containing the following information:

- I. Course Content and Objectives
(Brief discursive overview of major topics and goals)
- II. Required Texts
(*e.g., textbooks, class handouts, journals, newspapers, web pages, videos, etc.*)
- III. Course Format
(*e.g., lecture, lecture-discussion, seminar, composition, activities, studio, etc.*)
- IV. Course Requirements
 - A. Class Participation
 - B. Examinations
 - C. Research Paper or Term Project or Short Papers, etc.
 - D. Attendance
 - E. Other Policies
- V. Student Evaluation: How are the requirements in IV weighted in determining the course grade?
(*e.g., attendance 10%, midterm 23%, etc.*)
- VI. Semester Outline
(Course topics ordered weekly)

English 240Z. Special Topics in British Literature
Hanif Kureishi

Instructor: Brad Buchanan

Office: Calaveras 117

Office Phone: x86492

Cell Phone: (415) 377 5028 (please do not call before 8:00 am or after 10:00 pm)

Email: buchanan@csus.edu

General Course Description:

The course will be open to the investigation of either a limited period (e.g. World War I Poets or Victorian Children's literature), a single author (e.g. Hanif Kureishi or Aphra Behn), an authorial dialogue (e.g. Chaucer & Spenser, Stoppard and Shakespeare, Sidney & Wroth), or a unique literary feature, theme, or structure (e.g. Pastoral & Georgic or Empire & Race).

Specific Course Description

Hanif Kureishi is one of the most versatile and controversial authors writing in Britain today. His extremely varied work—which includes plays, short stories, novels, and screenplays—has been championed as typical of the postcolonial sensibility by some, and attacked as racist, sexist, and opportunistic by others. This class will examine all aspects of Kureishi's career, as well as the myriad reactions to his writing, and will require students to write a full-length, research-based, theoretically sophisticated paper on Kureishi's writing.

General Course Outcomes:

Students will be able to:

1. Demonstrate an advanced understanding of a particular topic or feature of British literary expression.
2. Demonstrate an ability to read with insights and sophistication a specialized body of material.
3. Discuss in detail and with sophistication the intricacies of a highly specific research area.
4. Analyze and evaluate the quality of research of other scholars in this area.
5. Produce a research paper that extends the current research in this area.

Grade Breakdown

In-Class presentations (1 each): 10%

Response Papers (2 each): 20%

Final Paper: 50%

Participation: 20% (includes attendance and journal).

Response Papers

Response papers should be no more than 2 pages long (double-spaced). They should use a quote from the text being studied to make a point or ask a question (the point can be as broad or as focused as you care to make it, and the same goes for questions). They are due 24 hours before the class during which we will be discussing a given text. Please email them to me, in the body

of a regular email message, at the following address: buchanan@csus.edu. Theoretical takes on the texts in response papers are welcome, indeed encouraged, as long as the writing is clear.

In-class Presentations

In-class presentations are brief kick-offs to our discussions that should comment on the readings and raise important questions for further consideration. They should last no more than 10 minutes. They should also draw our attention to a particular point about or passage in the readings for that class. You may use handouts or external sources, but please make sure to bring plenty of copies for everyone, or else give them to me one class in advance to have them photocopied.

Final Papers

The central aim in this class is for you to produce an original essay that you can be proud of as a piece of intellectual labor. Your final paper should deal in depth with one or more of the texts we have read, and should involve a distinct, theoretically sophisticated mode of interpretation (Deconstructionist, Psychoanalytic, Feminist, New Historical, Marxist, etc). It should be 12-15 pages long, and should engage seriously with at least two secondary sources, at least one of which should be a work of criticism primarily concerned with the text you are discussing.

Attendance Policy

I will be taking attendance every class. Each student will be permitted 2 absences; after that number, each extra absence will cause your course grade to drop one notch (from a B- to a C+, for example). Why you miss class is your business, and only becomes my business if your absences start to mount up. Of course, if something extremely emotionally taxing or catastrophic happens to you this semester, I will be glad to discuss it with you and make allowances.

Plagiarism and Academic Dishonesty

Any instances of plagiarism on any assignment in this class will be punished with an automatic F in the course and will be reported to Student Affairs. Please also note that handing in the same paper for two classes without notifying your instructors and getting their permission is academic dishonesty, and will earn you the same penalty as plagiarism.

Required Texts

Kureishi, Hanif. *The Black Album* (New York: Scribner Paperback-Simon & Schuster, 1995).

----. *The Body and Seven Stories* (London: Faber and Faber, 2002).

----. *The Buddha of Suburbia* (London: Faber and Faber, 1990).

----. *Gabriel's Gift* (New York: Scribner, 2001).

----. *Intimacy* (London: Faber and Faber, 1998).

----. *Love in a Blue Time* (New York: Scribner, 1997).

----. *Midnight All Day* (London: Faber and Faber, 1999).

----. *My Beautiful Laundrette and other writings* (London: Faber and Faber, 1996).

----. *Sleep With Me* (London: Faber and Faber, 1999).

Recommended Texts

Buchanan, Bradley. *Hanif Kureishi* (*New British Fiction Series*)

Reading Schedule

- Week 1 Introduction
Screening and discussion of *My Beautiful Laundrette*
- Week 2 Screening and discussion of *Sammy and Rosie Get Laid*
Discussion of Aldama, from *Postethnic Narrative Criticism*
- Week 3 Discussion of *The Buddha of Suburbia*
- Week 4 Screening and discussion of *The Buddha of Suburbia*
Discussion of Schoene, "Hanif Kureishi, Herald of Hybridity"
- Week 5 Discussion of *The Black Album*
- Week 6 Discussion of *The Black Album*
Discussion of Appiah, "Identity Crisis"
- Week 7 Discussion of selections from *Love in a Blue Time*
Discussion of Miller, "Sammy and Rosie Get Old"
- Week 8 Discussion of "My Son the Fanatic"
Screening and discussion of *My Son the Fanatic*
- Week 9 Discussion of selections from *Midnight All Day*
Discussion of Baker, "Umbrella rage"
- Week 10 Discussion of selections from *Intimacy*
Discussion of Mendelsohn, "Review of *Intimacy*"
- Week 11 Screening and discussion of *Intimacy*
- Week 12 Discussion of *Sleep With Me*
Screening and discussion of *The Mother*
- Week 13 Discussion of *Gabriel's Gift*
Discussion of Budzynski, "Review of *Gabriel's Gift*"
- Week 14 Discussion of *The Body and Seven Stories*
Discussion of Updike, "Mind/Body Problems"
- Week 15 Discussion of Kureishi essays from *Words and Bombs*
Final Paper due in class

Professor Jason Gieger
Office: Douglass 204
Hours: MW 3-4pm & 5:50-6:20pm
& By Appointment

MW 4:30-5:45pm
Phone: (916) 278-7284
E-mail: gieger@csus.edu

**English 240Z: Special Topics in
British Literature
Pastoral and Georgic
Fall 200-**

General Course Description:

The course will be open to the investigation of either a limited period (e.g. World War I Poets or Victorian Children's literature), a single author (e.g. Hanif Kureishi or Aphra Behn), an authorial dialogue (e.g. Chaucer & Spenser, Stoppard and Shakespeare, Sidney & Wroth), or a unique literary feature, theme, or structure (e.g. Pastoral & Georgic or Empire & Race).

Specific Course Description:

This semester we will read English works in terms of their relationships to the pastoral and georgic traditions. We will examine what our texts have to say about love, nature, work, sexuality, urbanity, retreat, mourning, etc. in a variety of historical and cultural epochs that range from the classical world to our own moment, concentrating most of our time, however, on the 16th-18th centuries. We will work with Raymond Williams's classic Marxist study of pastoralism, history, and labor, *The Country and the City*, throughout the semester, but we will also read other scholars of the pastoral and the georgic alongside Williams to help us theorize the critical and social issues that shape a genre that on the surface seems so obviously about simplicity, ease, and plentitude.

General Course Outcomes:

Students will be able to:

1. Demonstrate an advanced understanding of a particular topic or feature of British literary expression.
2. Demonstrate an ability to read with insights and sophistication a specialized body of material.
3. Discuss in detail and with sophistication the intricacies of a highly specific research area.
4. Analyze and evaluate the quality of research of other scholars in this area.
5. Produce a research paper that extends the current research in this area.