



SACRAMENTO
STATE

Course Change Proposal Form A



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 type="checkbox"/>	Semester Effective: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> , 20__08__

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

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>): 280J	Title: Jewish American Literature	Units: 3
---	-----------------------------------	----------

JUSTIFICATION:

Currently, we only have two courses in our 280 series (280A Aesthetics of Minority Literature and 280B The Ethics of Black Verbal Aesthetics). Engl 280J expands the graduate curriculum in Multi-Ethnic literature with a course that itself questions foundational concepts of race and ethnicity and examines how these categories have functioned in American society and culture.

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

Students will examine a rich tradition of Jewish American literature in the context of a complex American multicultural narrative. Topics include the immigrant experience, assimilation, alienation, responses to the Holocaust and other forms of anti-Semitism, the place of Israel in the Jewish American imagination, and a contemporary rediscovery or reconstruction of Jewishness and Judaism. Students will interrogate what constitutes Jewish American identity and defines its literature in a culture that is itself conflicted about its secular/religious ethos and the degree to which subjectivity is determined by "consent and/or descent."

Note:

Prerequisite:
Enforced at Registration: Yes No

Corequisite:
Enforced at Registration: Yes No

CAN (California Articulation Number):

Graded: Letter Credit/No Credit Instructor Approval Required? Yes No

Course Classification (*e.g., lecture, lab, seminar, discussion*):
C5 seminar Title for CMS (not more than 30 characters) Jewish American Literature

Cross Listed? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	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? 1

Can the course be taken for Credit more than once during the same term? Yes ___ No x

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 situate Jewish American literature (fiction, poetry, drama, and humor) in its historical context—in regards to both a larger narrative of the Jewish diaspora and American history.
Students will study and apply concepts of identity and modes of analysis that have emerged from ethnic, multicultural, and gender studies that can help them theorize Jewish American experiences and literature.
Students will engage in careful literary analysis to articulate the aesthetic forms and conventions of these cultural works.
Students will explore the ways in which Jewish American authors respond to biblical and Anglo-American textual traditions.
Students will examine the ways in which other factors such as gender, class, and sexual preference intersect with and affect the construction of Jewish American identity.
Students will examine the cultural and linguistic differences and similarities within the tradition (e.g. both the Ashkenazic/Yiddish/Eastern European and the Sephardic/Spanish; secular and orthodox) and within the broader context of ethnic American experience.
Students will compare and contrast cultural constructions of the "Jew" within Jewish American literature and American culture.

Furthermore, students will be able to:

- Demonstrate an advanced understanding of a particular topic or feature of Jewish American literary expression.
- Demonstrate an ability to read with insights and sophistication a specialized body of material.
- Demonstrate an advanced understanding of a particular topic or feature of Jewish American literary expression.
- Demonstrate an ability to read with insights and sophistication a specialized body of material.
- Discuss in detail and with sophistication the intricacies of a highly specific research area.
- Analyze and evaluate the quality of research of other scholars 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:

**Formal and informal writing assignments culminating in a research essay.
Group and individual presentations.
Secondary Critical Responses.**

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

If yes, identify program(s):

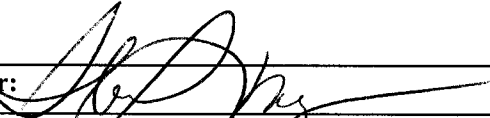
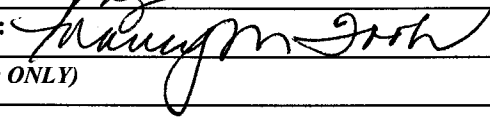
Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes No

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: 	9/12/07
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

English 280J: Jewish American Literature

Fall 2008

Professor Sheree Meyer

CLV 104

Office Hrs. MW 9-10; TR 3-4 and by appt.

meyers@csus.edu

278-5745

Course Description: Students will examine a rich tradition of Jewish American literature in the context of a complex American multicultural narrative. Topics include the immigrant experience, assimilation, alienation, responses to the Holocaust and other forms of anti-Semitism, the place of Israel in the Jewish American imagination, and a contemporary rediscovery or reconstruction of Jewishness and Judaism. Students will interrogate what constitutes Jewish American identity and defines its literature in a culture that is itself conflicted about its secular/religious ethos and the degree to which subjectivity is determined by “consent and/or descent.”

Specific Course Goals/Learning Objectives:

- I. Students will situate Jewish American literature (fiction, poetry, drama, and humor) in its historical context—in regards to both a larger narrative of the Jewish diaspora and American history.
- II. Students will study and apply concepts of identity and modes of analysis that have emerged from ethnic, multicultural, and gender studies that can help them theorize Jewish American experiences and literature.
- III. Students will engage in careful literary analysis to articulate the aesthetic forms and conventions of these cultural works.
- IV. Students will explore the ways in which Jewish American authors respond to biblical and Anglo-American textual traditions.
- V. Students will examine the ways in which other factors such as gender, class, and sexual preference intersect with and affect the construction of Jewish American identity.
- VI. Students will examine the cultural and linguistic differences and similarities within the tradition (e.g. both the Ashkenazic/Yiddish/Eastern European and the Sephardic/Spanish; secular and orthodox) and within the broader context of ethnic American experience.
- VII. Students will compare and contrast cultural constructions of the “Jew” within Jewish American literature and American culture.

General Objectives

Graduate students will be able to demonstrate an advanced understanding of a particular topic or feature of Jewish American literary expression.

Graduate students will be able to demonstrate an ability to read with insights and sophistication a specialized body of material.

Graduate students will be able to discuss in detail and with sophistication the intricacies of a highly specific research area.

Graduate students will be able to analyze and evaluate the quality of research of other scholars in this area.

Primary Texts:

Jewish American Literature: A Norton Anthology, eds. Chametzky, Felstiner, Flanzbaum, and Hellerstein.

Selections from: Sephardic-American Voices: Two Hundred Years of a Literacy Legacy, ed. Matza. (handouts)

Ozick, Cynthia. Puttermesser Papers.

Rosenbaum, Thane. Golems of Gotham.

Piercy, Marge. He, She, and It.

Chabon, Michael. from Kavalier & Klay.

Roth, Philip. The Counter-Life

Abraham, Pearl. The Romance Reader

Secondary Materials for 280J:

Berger, Alan L. Crisis and Covenant: The Holocaust in American Jewish Fiction. SUNY Press: 1985.

Brauner, David. Post-War Jewish Fiction: Ambivalence, Self-Explanation, and Transatlantic Connections. Palgrave: 2001.

Burstein, Janet Handler. Writing Mothers, Writing Daughters: Racing the Maternal in Stories by American Jewish Women. U of Illinois Press: 1996.

Furman, Andrew. Israel Through the Jewish-American Imagination. SUNY Press: 1997.

Furman, Andrew. Contemporary Jewish American Writers and the Multicultural Dilemma. Syracuse U Press: 2000.

Pacernick, Gary, ed. Meaning and Memory: Interviews with Fourteen Jewish Poets. Ohio State U Press: 2001.

Wirth-Nesher, Hana and Michael P. Kramer, eds. The Cambridge Companion to Jewish American Literature. Cambridge U Press

Assignments & Evaluation

1. Jewish Literacy Quickwrites (8 1-2 page applications)	40 points
2. Individual Presentation & Discussion Leader	30 points
3. Two Formal (5 page) essays	40 points
4. Secondary Critical Responses	30 points
5. Research Paper developed from one of the short essays	60 points
Total:	200 points

Other Requirements:

Attendance: Any more than four (excused and/or unexcused) absences may reduce your semester grade by 1/3 (e.g. from B to B-) for each additional day. Tardies and leaving class early may also affect your grade.

Participation: It is my assumption that in a lecture-discussion course, your participation is crucial. While I do not grade for participation, I try to foster it as much as possible because I believe in active, student-centered learning. You will be expected, therefore, to be prepared and willing to contribute to whole-group and small-group discussions.

Course Outline:

Week 1 Who or What is a Jew? An historical and cultural overview.
From: Wirth-Nesher, Hana and Michael P. Kramer, eds. The Cambridge Companion to Jewish American Literature.

Weeks 2-3 Immigration & Assimilation (Sephardim and Ashkenazim)
Authors may include: Penina Moise; Emma Lazarus; Abraham Cahan; Anzia Yezierska; Emma Adatto Schlesinger; Ruth Knafo Setton; Henry Roth.

From: Burstein, Janet Handler. Writing Mothers, Writing Daughters: Racing the Maternal in Stories by American Jewish Women. U of Illinois Press: 1996.

Week 4 The Biblical Tradition: lore and liturgy in Jewish American poetry and fiction.
Readings and authors may include: Carl Rakosi; Howard Nemerov; John Hollander; Allan Ginsberg. In particular, we will be focusing on Kaddish in its various re-visions (Reznikoff, Ginsberg, Rich, Klepfisz). Also, Irving Howe, "Sholom Aleichem: Voice of Our Past" and Isaac Bashevis Singer, "Gimpel the Fool." Steve Stern, "Lazar Malkin Enters Heaven."

From: Pacernick, Gary, ed. Meaning and Memory: Interviews with Fourteen Jewish Poets. Ohio State U Press: 2001.

Weeks 5-6 The Jewish American "canon": Bellow, Malamud, and P. Roth.
Readings may include: Malamud, "The Last Mohican" and "The Magic Barrel"; Bellow, "Something to Remember Me By" and one of his novels; P. Roth, "Eli, the Fanatic" and from The Ghost Writer.

Weeks 7-8 The Holocaust: Victims, Survivors, Witnesses
Readings may include: Spiegelman, from MAUS II; Wiesel, from Night; Ozick, "The Shawl"; Bukiet, "The Library of Moloch"; Yolen, from The Devil's Arithmetic; Kozinski, from The Painted Bird; Primo Levi and Paul Celan (in translation).

From: Berger, Alan L. Crisis and Covenant: The Holocaust in American Jewish Fiction. SUNY Press: 1985.

Weeks 9-10 The Figure of the Golem in Contemporary Fiction
Readings may include: Piercy, He, She, and It; Rosenbaum, The Golems of Gotham; Ozick, The Puttermesser Papers; Chabon, from Kavalier &

Klay.

Week 11 Jewish American Humor, Entertainment, and Film
Readings and Viewings may include: Woody Allen, The Marx Brothers, Mel Brooks, Lenny Bruce, the Catskill Comedians, from "The Golden Age of Broadway Song," TV and Hollywood.

Weeks 12 Israel and the Jewish American Imagination
Readings will include: P. Roth, The Counter-Life; Shapiro, "Israel"; Rakosi, "Israel."

From: Furman, Andrew. Israel Through the Jewish-American Imagination. SUNY Press: 1997.

Week 13-14 *T'shuvah*: Returning, Rediscovering & Reconstructing Judaism in a secular society. Contemporary Fiction and Poetry.
Readings and Viewings may include: Tova Reich, Marge Piercy, "Maggid," "The Ram's Horn Sounding"; Allegra Goodman, "The Four Questions"; Nathan Englander; Pearl Abraham, either The Romance Reader or The Seventh Beggar; Tony Kushner, from Angels in America.

From: Brauner, David. Post-War Jewish Fiction: Ambivalence, Self-Explanation, and Transatlantic Connections. Palgrave: 2001.

Week 15 One among Others: Jews in relation to other ethnic minorities.
Readings & Viewings may include: Tillie Olsen; from Bridges and Boundaries: African-Americans and American Jews; Anne Deaver Smith, "Fires in the Mirror"; from The Color of Water; Gish Jen, from Mona in the Promised Land.

From: Furman, Andrew. Contemporary Jewish American Writers and the Multicultural Dilemma. Syracuse U Press: 2000.

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

Name of Department English Effective Date 9/08

Proposed Course Number Engl 280J Course Name Jewish American Literature

Contact Person (Instructor) Sheree Meyers Email meyers@csus.edu Phone 278-5745

Projected Enrollment 15 Units of Credit 3

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

Suggested Course Classification C5 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) Note: As 180J, this course also satisfies GE

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?

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 be taught as a paired course with Engl 180J--i.e. at the same time and by the same instructor as the undergraduate course. No further resources are, therefore, necessary. In fact, this will allow us to offer one course that meets the needs of both programs.

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

3. How often would you schedule the proposed course?

Every other year.

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

S. Meyer

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.

Students will situate Jewish American literature (fiction, poetry, drama, and humor) in its historical context—in regards to both a larger narrative of the Jewish diaspora and American history.

Students will study and apply concepts of identity and modes of analysis that have emerged from ethnic, multicultural, and gender studies that can help them theorize Jewish American experiences and literature.

Students will engage in careful literary analysis to articulate the aesthetic forms and conventions of these cultural works.

Students will explore the ways in which Jewish American authors respond to biblical and Anglo-American textual traditions.

Students will examine the ways in which other factors such as gender, class, and sexual preference intersect with and affect the construction of Jewish American identity.

Students will examine the cultural and linguistic differences and similarities within the tradition (e.g. both the Ashkenazic/Yiddish/Eastern European and the Sephardic/Spanish; secular and orthodox) and within the broader context of ethnic American experience.

Students will compare and contrast cultural constructions of the "Jew" within Jewish American literature and American culture.

Furthermore, students will be able to:

Demonstrate an advanced understanding of a particular topic or feature of Jewish American literary expression.

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

Demonstrate an advanced understanding of a particular topic or feature of Jewish American literary expression.

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

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

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

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

Formal and informal writing assignments culminating in a research essay.

Group and individual presentations.

Secondary Critical Responses.

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)