Proposal for a New Course

NOTE: (1) All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

NOTE: (2) If the new course is to be accepted as fulfilling General Education requirements, a separate approval must be done through the General Education Committee.

Contact person Myra Seaman  Email address seamanm@cofc.edu Phone 953-5760

1. Department: English

2. Course number and title: ENGL 464: Senior Seminar in Difference and Literary Tradition
   Number of Credits: 3  Total hrs/week: 3

   Lecture:  Lab:  Recitation:  Seminar: X

   For Independent study courses:
   Research:  Field experience:  
   Clinical Practice:  Internship:  
   Practicum:  Independent Course Work:  

3. Semester and year when course will first be offered:
   Fall 2011

4. Catalog Description (please limit to 50 words):
   An advanced study of difference and literary tradition, focused on a special topic to be determined by instructor. Open to seniors, with permission of instructor.

5. CIP Code:  23.1402 (This code must be determined for new courses. The codes can be found at http://nces.ed.gov/ipeds/cipcode/. If you are not sure what code to use, please consult with the Institutional Research).

6. Check if appropriate:  
   This course will be cross listed with:
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

7. a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the History departments)? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed new course and include that note with the proposal.
   no

   b) Please explain overlap with any existing courses.
   N/A
Proposal for a New Course

8. Prerequisites (or other restrictions):
   ENGL 110 or equivalent

9. Rationale/justification for course (consider the following issues):
   a) What are the goals and objectives of the course?
      The course provides students the opportunity to study literary
      traditions formed largely by writers' particular identities and social
      experiences. This course allows them to study a specific issue as determined by
      the instructor for which there is currently no suitable course in the catalog. The
      course is a senior seminar.
   
   b) How does the course support the mission statement of the department and the organizing
      principles of the major?
      The course provides students with a capstone experience in the form of a smaller,
      writing-intensive, and reflexive course at the end of their period of study as English
      majors.

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of
    the major?
    The course fulfills a requirement of all majors that they have a capstone experience. It
    will also fulfill the Difference and Literary Tradition requirement.

   b) For courses used by non-majors, how does the course support the liberal arts tradition
      including linkages with other disciplines:
      N/A

11. Method of teaching:
    discussion

12. a) Address potential enrollment pattern shifts in the department or college-wide related to
    the offering of this course:
    N/A

   b) Address potential shifts in staffing of the department as it relates to the offering of this
      course:
      The course will be offered as staffing is available, on a rotating basis.

   c) Frequency of offering:
      each fall: ☐ each spring: ☐
      every two years: ☐ every three years: ☐
      other ☒(Explain): It will be offered when an instructor chooses to offer it;
      the course is not required for the major, though it does fulfill a major requirement.
Proposal for a New Course

13. Requirements for additional resources made necessary by this course:
   a) Staff:
      N/A
   b) Budget:
      N/A
   c) Library:
      N/A

14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes  ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

15. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).
Proposal for a New Course

16. Signature of Department Chair or Program Director:

______________________________________________________________

Date: ________________________

17. Signature of Dean of School:

______________________________________________________________

Date: ________________________

18. Signature of Provost:

______________________________________________________________

Date: ________________________

19. Signature of Curriculum Committee Chair

______________________________________________________________

Date: ________________________

20. Signature of Faculty Senate Secretary:

______________________________________________________________

Date Approved by Senate: ________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
THE LITERATURE OF ASSIMILATION AND AMERICANIZATION, 1877-1919

ENGL 400 - FALL 2009

Course Description

Taking the years of 1877 and 1919 as historical boundaries (the first, marking the end of Reconstruction; the second, calling to mind a particularly bloody “Red Summer” of race riots in the US), we will examine the literature of inclusion/exclusion and assimilation/separation in the US across the turn of the twentieth century. Our readings, primarily fiction and autobiography, will include African American and European immigrant writing, and, to a lesser extent, Native American and Asian immigrant literature. Our primary means of coming to terms with these texts will be informed discussion, in which seminar participants will take the lead, and independent research and writing, which will be shared with the group and informed by group feedback.

NB: This seminar will count toward the pre-1900 American literature requirement for the English major.

Instructor

Dr. Mike Duvall
duvalljm@cofc.edu | 843.953.4833
22A Glebe St. #103
Course Wiki: <http://cofcengl400.pbworks.com/>

Assignments

Assignments will include the following:

- a lengthy research paper (15 pp. minimum | 50% of the class grade), which will be developed over a number of weeks and discussed and workshopped with other seminar participants. I will issue a full assignment sheet just before midterm.
- discussion-leading (10% of the class grade), in which a pair of students will prepare guiding questions for the class and lead discussion on assigned days (this will be done twice). I will provide guidelines shortly.
- note-taking for the class wiki (10% of the class grade) - for each meeting of the class, a pair of students will be responsible for taking notes and posting their notes in a class wiki 24 hours before the next class meeting (this will be done twice). I will provide guidelines shortly.
- commenting on and developing wiki notes (5%) - students will be asked (though I have not worked it out specifically yet) to periodically read through the wiki notes and bolster the observation, add links, etc. I will provide guidelines shortly.
- research presentation (15% of the class grade) - based on your research for your paper in progress, you will make a 15 minute, formal presentation. I will provide an assignment sheet before the midterm.
- miscellaneous writing assignments (10% of the class grade) - informal and formal pieces, in class and out.

Class Attendance and Class Climate

Attendance

Attendance at all class meetings is required. For me, this seems a necessary policy, since a seminar is a discussion-based class in which all members contribute to the development of the course’s content over the arc of the semester. The content of the class, then, is in a real sense the discussion itself, and it lives or dies in relation to the commitment that the class members bring to the community that we are forming. Needless to say, being there is a necessary pre-condition.

NB: This seminar will count toward the pre-1900 American literature requirement for the English major.

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PERCENTAGE EQUIVALENTS FOR FINAL COURSE GRADES

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>88-90</td>
<td>A-</td>
</tr>
<tr>
<td>84-87</td>
<td>B+</td>
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<td>80-83</td>
<td>B</td>
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<tr>
<td>78-77</td>
<td>B-</td>
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<tr>
<td>74-77</td>
<td>C+</td>
</tr>
<tr>
<td>70-73</td>
<td>C</td>
</tr>
<tr>
<td>64-67</td>
<td>C-</td>
</tr>
<tr>
<td>60-63</td>
<td>D+</td>
</tr>
<tr>
<td>60 and below</td>
<td>D</td>
</tr>
<tr>
<td>59 and below</td>
<td>F</td>
</tr>
</tbody>
</table>
Of course, there may be emergencies, illnesses, and so forth that from time to time make attendance impossible, so you are allowed to miss up to three meetings of the class, for whatever reason (“excused” or “unexcused”: I do not differentiate between the two categories). Beginning with your fourth absence, however, your final grade will be reduced by a “notch” for each missed meeting. For instance, missing four class meetings would reduce a final grade of B+ to a B. After five absences, I may drop you from the class role.

Please note: you are responsible, regardless of the nature of an absence, for the material covered in class on the day of your absence. Please make arrangements with a fellow student or students to get information and notes should you miss a class.

Late arrivals to and early departures from class meetings are strongly discouraged. I count late arrivals and early departures as half-day absences and add them into the total absence count at the end of the semester.

Class Climate

This class, I hope, will end up being an ongoing conversation on our subject matter, and as such, the “rules” of ordinary conversation apply here as well. Turn-taking is essential. Rudeness is counter-productive. Open ends are helpful. Building on what others say, countering what others say, and bridging between ideas and positions are all useful strategies to keep things moving. And listening is foundational to the whole enterprise.

To keep things centered on our conversation, please turn off (or make silent) all cell phones or other electronic communications devices when in class. And NEVER use such devices during class. That said, it will be OK to use a laptop in class, particularly if you are using it for the readings: just be sure that your attention is on the class itself.

Academic Dishonesty and Plagiarism

I treat plagiarism and other forms of academic dishonesty with great seriousness. If I suspect an assignment to be plagiarized or in some other way not the student’s own work, I assign the grade of zero for the assignment, and I will likely report the violation to the Honor Board for further review and action. Please see “Honor Code and Academic Integrity” (attached) and consult The Honor System at the College of Charleston, available online at <http://www.cofc.edu/studentaffairs/general_info/honor_system/>, for a full statement on the college’s honor code.

Accommodations for Students with Disabilities

If you require academic accommodation due to a disability, please make me aware of the fact in a confidential manner within the first week of class. Should you have questions about disability services at the College of Charleston, please contact the Center for Disability Services at 953-1431 or visit their website at http://www.cofc.edu/~cds/home.htm.

Calendar

The calendar is tentative: it may be necessary to make adjustments, but I will keep you informed of any changes in class meetings and/or on the class wiki.

<table>
<thead>
<tr>
<th>Date</th>
<th>#</th>
<th>Texts/Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>8/26</td>
<td>1</td>
<td>Introduction to the class</td>
</tr>
<tr>
<td>M</td>
<td>8/31</td>
<td>2</td>
<td>Framing Lecture and Discussion Reading TBA (these assignments will be posted to the wiki)</td>
</tr>
<tr>
<td>W</td>
<td>9/2</td>
<td>3</td>
<td>Chesnutt, The Marrow of Tradition, Introduction: Cultural and Historical Background, Title - Chapter XVIII</td>
</tr>
<tr>
<td>M</td>
<td>9/7</td>
<td>4</td>
<td>Marrow, Chapter XIX - End</td>
</tr>
<tr>
<td>W</td>
<td>9/9</td>
<td>5</td>
<td>Booker T. Washington, selected chapters from Up From Slavery (CD)</td>
</tr>
<tr>
<td>Date</td>
<td>#</td>
<td>Texts/Topics</td>
<td>Assignments</td>
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</tr>
<tr>
<td>M</td>
<td>9/14</td>
<td>6</td>
<td>Harper, <em>Iola Leroy</em>, Title Page - Chapter XVI</td>
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<tr>
<td>W</td>
<td>9/16</td>
<td>7</td>
<td><em>Iola</em>, Chapter XVII - end</td>
</tr>
<tr>
<td>M</td>
<td>9/21</td>
<td>8</td>
<td>WEB Du Bois, <em>Souls of Black Folk</em>, selections, TBA</td>
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<tr>
<td>W</td>
<td>9/23</td>
<td>9</td>
<td><em>Souls</em>, continued</td>
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<tr>
<td>M</td>
<td>9/28</td>
<td>10</td>
<td>Cahan, <em>Yekl</em> (CD)</td>
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<tr>
<td>W</td>
<td>9/30</td>
<td>11</td>
<td><em>Yekl</em>, continued</td>
</tr>
<tr>
<td>M</td>
<td>10/5</td>
<td>12</td>
<td>Antin, <em>The Promised Land</em>, Introduction and Chapter IX</td>
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<tr>
<td>W</td>
<td>10/7</td>
<td>13</td>
<td><em>Promised Land</em>, Chapters XIX &amp; XX,</td>
</tr>
<tr>
<td>M</td>
<td>10/12</td>
<td>--</td>
<td>NO CLASS - FALL BREAK</td>
</tr>
<tr>
<td>W</td>
<td>10/14</td>
<td>14</td>
<td>Yezierska, “America and I” (CD)</td>
</tr>
<tr>
<td>M</td>
<td>10/19</td>
<td>15</td>
<td>Randolph Bourne, “Trans-National America” (CD)</td>
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<tr>
<td>W</td>
<td>10/21</td>
<td>16</td>
<td>Pokagon, “The Red Man's Rebuke” (CD)</td>
</tr>
<tr>
<td>M</td>
<td>10/26</td>
<td>17</td>
<td>Zitkala-Sa, “Impressions of an Indian Childhood” &amp; “School Days of an Indian Girl” (CD)</td>
</tr>
<tr>
<td>W</td>
<td>10/28</td>
<td>18</td>
<td>Zitkala-Sa, “An Indian Teacher among Indians” (CD)</td>
</tr>
<tr>
<td>M</td>
<td>11/2</td>
<td>19</td>
<td>Eastman, <em>The Soul of the Indian</em>, selections TBA (CD)</td>
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<tr>
<td>W</td>
<td>11/4</td>
<td>20</td>
<td>Sui Sin Far, “Leaves from the Mental Portfolio of a Eurasian” (CD)</td>
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<tr>
<td>M</td>
<td>11/9</td>
<td>21</td>
<td>Sui Sin Far, “In the Land of the Free”</td>
</tr>
<tr>
<td>W</td>
<td>11/11</td>
<td>22</td>
<td>TBA - research and draft workshops</td>
</tr>
<tr>
<td>M</td>
<td>11/16</td>
<td>23</td>
<td>TBA - research and draft workshops</td>
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<tr>
<td>W</td>
<td>11/18</td>
<td>24</td>
<td>TBA - research and draft workshops</td>
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<tr>
<td>M</td>
<td>11/23</td>
<td>25</td>
<td>TBA - research and draft workshops</td>
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<tr>
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<td>11/25</td>
<td>--</td>
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<tr>
<td>M</td>
<td>11/30</td>
<td>26</td>
<td>Research Presentations</td>
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<tr>
<td>W</td>
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<tr>
<td>M</td>
<td>12/7</td>
<td>28</td>
<td>Research Presentations</td>
</tr>
<tr>
<td>M</td>
<td>12/14</td>
<td>--</td>
<td>Final Project Due (in Duvall's Office) with individual meetings held between 12-3)</td>
</tr>
</tbody>
</table>