**General Education Course Inclusion Proposal**

**SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number: EN 411/411Z: World Literature in Translation**

**Home Department: English**

**Department Chair Name and Contact Information** (phone, email): Lynn Domina, [ldomina@nmu.edu](mailto:ldomina@nmu.edu), 227-2711

**Expected frequency of Offering of the course** (e.g. every semester, every fall): every semester

**Official Course Status**: Has this course been approved by CUP and Senate? **YES**

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

1. Overview of the course content:

**A variable-format course with a general focus on literature, critical reading and comparative analysis including interdisciplinary approaches on a national literature with a concentration on specific topics, such as Post-Colonial Indian Literature, Apartheid and Post-Apartheid South African, Ottoman Turkey and the Middle East, and other transnational/diasporic literature and culture. Special topics will introduce single national or transnational groupings of text, organized around such principles as genre, theme, canonicity, identity, theory and intellectual movements.**

1. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes:

**Gaining knowledge of diverse world cultures further enhances students’ ability to act and think responsibly as a citizen of the world. Familiarity with literary and aesthetic histories beyond the Western tradition is a strategic priority for increasing students’ capacity to engage with diverse world cultures in an informed and intelligent manner. Through select targeted readings students also develop greater capacity for comparative analytical insight into the history and circumstance of prevailing paradigmatic viewpoints outside the region of study, including the West. Developing capacity for comparative analytical thinking is critical to the development of the individual’s sense of “social responsibility in a diverse world.”**

***Critical Thinking***

Critical thinking undergirds all of the written and oral work students engage in for EN **411/411Z**. This course requires students to read short literary texts from a range of authors from one or more nations (example: Queer Asian literaure or Caribbean diaspora literaure). Students will critically analyze texts from within various world perspectives, taking into account the homelands, cultures, and histories that influence the texts. Students will compose several multi-draft written, oral, and multimodal assignments.

* In order to satisfy the ***Evidence*** learning outcome dimension, students will be required to recognize key literary elements in world literary texts and generate and support assertions.
* For the ***Integration*** learning outcome dimension, students will synthesize and integrate knowledge of genre and context.
* For the ***Evaluate*** learning outcome dimension, students will incorporate and explore multiple ideas about literary genres from **diverse world cultures** and demonstrate knowledge of course texts.

**Social Responsibility in a Diverse World**

The major focus of EN **411/411Z** is critical analysis of literary texts from diverse world cultures. To that end, students in EN **411/411Z** will examine texts through careful close-reading and historical, social, and cultural contexts, engaging in textual and multimodal essays/projects that require that they synthesize and integrate knowledge of genre and context.

* In order to satisfy the ***Knowledge of Cultural Worldview Frameworks*** learning outcome dimension, students will recognize key literary elements in world literatures and integrate that knowledge through a various written/oral/multimodal projects (argumentation, analysis, and research).
* To address the ***Intercultural Awareness*** learning outcome dimension, students will learn to find, evaluate, and integrate primary and secondary information in a minimum of one major assignment. They will trace specific themes through the genre and examine how authors explore particular subjects and meanings in different ways and analyze how authors complicate understandings of what literature looks like from diverse world cultures (i.e., Queer Asian or diaspora literature).
* To address the ***Intercultural Engagement*** learning outcome dimension students will analyze and engage with literatures from within particular diverse cultural worldviews, including sexualities, genders, mythologies, and religious traditions. This engagement will be reflected in artifacts such as presentations, analytical essays, and class discussion.
* To satisfy the ***Ethical Issue Recognition*** learning outcome dimension, students will analyze how particular historical and cultural contexts surrounding a text impact how we understand the text. Students will demonstrate knowledge through artifacts such as reading quizzes, short essays, discussions prompts, performance, exam, etc.

1. Describe the target audience (level, student groups, etc.):

**EN 411/411Z is intended for upper-level undergraduate students who have satisfied the university writing requirement.**

1. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

**The course currently applies towards the English major, the university division II liberal studies requirement, the university world cultures requirement, and the university upper division liberal studies requirement. EN 411/411Z may include a study abroad component relevant to the region or country featured in class.**

1. Provide any other information that may be relevant to the review of the course by GEC:

**Instructors of EN 411/411Z should meet a minimum requirement of the MFA or Ph.D. in literature or a related field. The instructor’s knowledge of the original language in which selected texts were written may also allow for students to read the texts in their original language.**

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | **Task Type:** Students will participate in discussions/online forums and/or provide analysis on assigned readings. *Evidence* dimension is assessed via assignment-specific rubrics.  **Frequency:** at least twice  **Overall Grading Weight:** 20 % -40%  **Expected Proficiency Weight: Th**e criterion weight level for *proficient* is at 75% because EN **411/411Z** is an upper division literature course |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | **Task Type:** Students will submit analytical and interpretive responses and/or essays/projects on the assigned reading by applying critical theory. Integration dimension is assessed via assignment-specific rubrics.  **Frequency:** at least twice  **Overall Grading Weight:** 20%-40 %  **Expected Proficiency Weight: Th**e criterion weight level for *proficient* is at 75% because EN **411/411Z** is an upper division literature course |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | **Task Type:** Students will construct essays/projects and/or exams by integrating theory with critical analysis and interpretation. Evaluation dimension is assessed via assignment-specific rubrics.  **Frequency:** at least once  **Overall Grading Weight**: 20-40%  **Expected Proficiency Weight:**. **Th**e criterion weight level for *proficient* is at 75% because EN **411/411Z** is an upper division literature course |

**PLAN FOR LEARNING OUTCOMES  
SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*Attainment of the SOCIAL RESPONSIBILITY IN A DIVERSE WORLD Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Knowledge of cultural worldview frameworks** | Knowledge of elements important to members of another culture | **Task Type:** Students participate in discussions and/or online forums and write responses to reading on the literature of a world culture such as India, Africa, the Middle East and so forth, but focusing on specific issue, such as Queer South Asia, for example.  **Frequency:** at least twice  **Overall Grading Weight:** 20%-40%  **Expected Proficiency Weight: Th**e criterion weight level for *proficient* is at 75% because EN **411/411Z** is an upper division literature course |
| **Intercultural Awareness** | Awareness of multiple cultural perspectives | **Task Type:** Students submit written responses on the assigned reading by employing critical theories (e.g., of feminism, queer theory, gender construction theory, etc.)  **Frequency:** at least twice  **Overall Grading Weight:** 20-40%  **Expected Proficiency Weight: Th**e criterion weight level for *proficient* is at 75% because EN **411/411Z** is an upper division literature course |
| **Intercultural Engagement** | Being willing to engage with cultures other than one’s own | **Task Type:** Students will complete essays/projects and or exams in which they examining literary texts through critical theories (e.g., theories of feminism and queer theory)  **Frequency:** at least twice  **Overall Grading Weight:** 20%-40%  **Expected Proficiency Weight:** **Th**e criterion weight level for *proficient* is at 75% because EN **411/411Z** is an upper division literature course |
| **Ethical Issue Recognition** | Awareness of ethical issues as they relate to cultures | **Task Type:** Students – through presentations, or essays, or class discussions - will examine culturally diverse literary texts and discuss ethics related to specific cultural, historical, and/or religious/spiritual issues.  **Frequency:** at least once  **Overall Grading Weight:** 20%-40%  **Expected Proficiency Weight:** **Th**e criterion weight level for *proficient* is at 75% because EN **411/411Z** is an upper division literature course |

Dr. Jaspal K. Singh

**EN411Z: Queer South Asia and Diaspora Literature and Culture**

Course Description: The emergence of an international South Asian gay and lesbian community is reflected in many literary texts, showcasing coming-out narratives, poetry, fiction, biography and formal essays. How do South Asian gays, lesbians, bisexuals, transsexuals construct gender and national identity? How do they define gender and sexuality in cross-cultural and transnational spaces where ideas of identity take on special meaning? How are hybrid identities and sexualities represented and received? This course will explore histories, mythologies, and religious traditions as well as the lived and imagined experiences of South Asians in a postcolonial/transnational setting. How do intersections of ethnicity, migrancy, and postcoloniality impact queer experiences of South Asians? Offering critical thought on identity politics and representation, this course examines South Asian writers negotiating gender and sexual identity in South Asia, The UK, The USA, and The Caribbean, providing insights into an ever evolving literary tradition, a tradition of gay, lesbian, bisexual, transsexual and transgendered writing.

**Theoretical Texts:**

Annamarie Jagose, *Queer Theory, An Introduction.*

Gayatri Gopinath, *Impossible Desires: Queer Diasporas and South Asian Public Cultures*

Ruth Vanita, *Queering India: Same-Sex Love and Eroticism in Indian Culture and Society.*

**Fictional Texts:**

Shani Mootoo, *Cereus Bloom at Night* (India, the Caribbean, and Canada)

Shyam Selvadurai, *Funny Boy* (Sri Lanka and Canada)

Hanif Kureshi, *My Beautiful Laundrette* (Pakistan, Britain and the USA)

Abha Dawesar*, Babyji* (India/USA)

R. Raj Rao, *The Boyfriend* (India/USA)

* Ghalib Shiraz Dhalla, *Ode to Lata* (Kenya/USA)

**Suggested Films:**

*Fire* (India/Canada)

*My Beautiful Laundrette; The Buddha of Suburbia* (The UK/India)

*Chutney Popcorn* (India, Canada and The United States of America)

*A Touch of Pink* (India/Canada/The UK)

*Mango Soufflé* (India)

**Course Requirements:**

* One mid-term paper (5-7 pages; for research students 7-10 pages) (30%)
* One presentation paper and discussion on assigned readings (20%)
* Weekly one-page response paper/discussion on the presentation and

assigned reading (first 3 not grades) (20%)

* Final paper (7-10 pages; 10-15 for research students) (30%)

**Policies:**

* More than one unexcused missed assignment will significantly affect your grade. After the second missed assignment, your grade will drop down one letter grade. *After the third missed assignment, you will automatically receive an F grade.* You are responsible for keeping track of your missed assignments.
* A grade off for late papers. One day late will drop your grade from an A to an A- and so on. If extension is needed, you must ask one week before the due date. If it’s a medical emergency, do provide a doctor’s note and so forth.
* Keep track of your grades; if any grades are missing, inform me a.s.a.p.
* All work submitted for this course must be your own and written exclusively for it.  The use of sources such as ideas, quotations, or paraphrases must be properly documented in the MLA style.  Please consult your student handbook for a definition of **plagiarism** and information on documentation.  From the NMU Student Handbook, Student Code (section 2.2.3):  “No student shall submit as their own to an instructor any work which contains ideas or materials taken from another without full acknowledgement of the author and source.”

**GRADE CONVERSION CHART:**

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| --- | --- | --- | --- | --- |
|  | 100 | 30 | 20 | 10 |
| A | 100 | 30 | 20 | 10 |
| A- | 92.5 | 27.75 | 18.5 | 9.25 |
| B+ | 82.5 | 24.75 | 16.5 | 8.25 |
| B | 75 | 22.5 | 15 | 7.5 |
| B- | 67.5 | 20.25 | 13.5 | 6.75 |
| C+ | 57.5 | 17.25 | 11.5 | 5.75 |
| C | 50 | 15 | 10 | 5 |
| C- | 42.5 | 12.75 | 8.5 | 4.25 |
| D+ | 32.5 | 9.75 | 6.5 | 3.25 |
| D | 25 | 7.5 | 5 | 2.5 |
| D- | 17.5 | 5.25 | 3.5 | 1.75 |
| F | 0 | 0 | 0 | 0 |

 Accommodations/Services

If you have a need for disability-related accommodations or services, please inform me or the Office of Student Support and Disability Services at 906-227-1700.

**Assignments Descriptions:**

**Midterm and Final Papers (Interpretive/Critical Analysis):**You must write two argumentative, persuasive, analytical and interpretive papers with a clear, argumentative and persuasive thesis on one of the **fictional texts**. If your audience agrees with your claim, then there is really no further need for persuasion. Therefore, have a claim/thesis that you are excited about which you will prove with textual examples and analysis. Remember, the narrower the claim, the stronger the paper. What one claim or thesis are you making about the **fictional text** (theory from *our theoretical texts* are for framing your argument) that you support with textual example and analysis? Is your thesis or claim a debatable one? Do you consider an opposing interpretation? Do your body paragraphs avoid mere plot summary by combining your analysis with textual examples and evidence? What images, actions, words, or contexts help clarify your stance or critical interpretations? Have you added quotations from the texts? Do you conclude your paper convincingly?

**Most importantly,** are you using queer theory provided for framing your thesis idea in your critical analysis of the novels? What does your discussion have to do with sexual identity constructions in fictional representations? How do members of the South Asian LBGTQQ construct their own identities within and in liminal heteropatriarchal and hypermasculinist spaces?

Your own critical ideas and informed analyses add persuasive power to your writing.  You may use one (**fictional**) text, or **themes** from various texts, but your thesis idea must be firmly grounded in course books.  Use your presentations, responses, research reports, and class discussions for generating thesis ideas. Each paper requires substantial direct and indirect quotations from course texts; however, these quotes, examined and further analyzed, must be properly cited.  Use MLA style for documentation.  Conduct outside research for credible (not Wikipedia!) secondary sources for stronger papers, but your research should not become your entire paper. It should simply inform your literary analysis of course novels. Out of context or a-historical, a-social, a-cultural, and a-political papers will be considered weak!  However, this doesn’t mean you write only on historical or social issues; you must use those contexts to inform your assertions and concerns about the FICTIONAL texts that you examine through literary criticism.

**One Presentation Paper and Leading Discussion**: Each student will be assigned a presentation paper on the assigned reading on specific days once a term. **There are no presentations on the first and last week of class.** You will post a two double-spaced page paper on the assigned reading, along with two discussion questions, in the Discussion Forum **by 12:00 noon on Monday**. Read the assigned text and provide a critical analysis of the reading.  Research the author’s background and historical context of the text. Provide a critical framework for your analysis. A short summary followed by a longer analysis is required.  You must direct questions to the class to facilitate a discussion. The rest of the students will use your questions for discussion on our presentation link to week to responds/discuss in the form of response papers. I will grade your presentation by evaluating the content of the papers and the critical questions that you post for discussion and how well you facilitate discussion. You must engage with some students’ response/discussion to push the discussion along. **Presenters must post both in the Forum (for discussion) and in the assignment link.**

**Weekly Response/Discussion Paper/Posts:** Read your peer’s presentation paper and select one of the questions for discussion (If there are no presentation papers, simply read the assignment and construct a discussion question of our own). Furthermore, examine a particular passage, theme, or idea from the text(s) and provide specific textual examples for critical analysis.  Which passage did you find most compelling and why?  What do you find most compelling, confusing, exciting?  What part of the assigned reading did you find most compelling and why? Remember to locate the purpose of the reading, the key points, the author’s assumptions and conclusion and so forth in your discussion. Only summaries are unacceptable.  In other words, do not re-tell the story; instead, discuss key points—the purpose, the main points, the main assumptions, the conclusion— in both the original text and your peers’ presentations by providing your critical interpretation of them. A “yes, I agree,” or “No, I do not agree” are not acceptable discussion format.  You are required to do only one response/discussion per week, so do delve into the discussion.  You are encouraged to have a dialogue with the class. Presenters are particularly required to push the discussion along. I will monitor discussions in order to ascertain that you are posting valuable and serious ideas and thoughts. Only one response/discussion link per student will be graded. However, you may have up to three discussion comments/critique. Use the guidelines for Critical Response Paper handout that is posted in the Educat Course Notes for your responses. The response papers/discussion will be accessible to the class as a whole. Write one discussion question at the end of your paper. I will check to see if you are doing these correctly, but will not post comments, unless you do them incorrectly, in which case you will hear from me. These imitate check/no check marks on in-class assignments.

**Tentative Course Syllabus:**

Week One January 12-14

Introduction and Course Overview; check your Presentations schedule below.

Week Two January 19-21

*Queer Theory* 1-29; *The Boyfriend* 1-114

Presentations and Response/Discussion

Week Three January 26-28

Queer Theory 30-82; *The Boyfriend* 114-end

Presentations and Response/Discussion

Week Four February 2-4

*Babyji* 1-116; *Queer Theory* 83-100; *Queering India* 30-46

Presentations and Response/Discussion

Week Five February 9-11

*Queer Theory* 101-132; *Babyji* 117-232; *Queering India* 61-76

Presentations and Response/Discussion

Week Six February 16-18

Thesis workshop

*Queering India* 222-233; Babyji, 232-end

Presentations and Response/Discussion

Week SevenFebruary 23-25

*Queering India* 234-244; *Funny Boy* 1-150

Presentations and Response/Discussion

Week Eight March 2-4

SPRING BREAK

Week Nine March 9-11

*Funny Boy* 150-end; *Impossible Desires* 1-28

Presentations and Response/Discussion

**Mid-term paper due**

Week Ten March 16-18

*Ode to Lata*, 1-153; *Impossible Desires* 63-92

Presentations and Response/Discussion

Week Eleven March 23-25

*Ode to Lata*, 154-end*; Impossible Desires* 93-130

Presentations and Response/Discussion

Week Twelve March 30-April 1

*My Beautiful Laundrette; Impossible Desires* 131-160

Presentations and Response/Discussion

Week Thirteen April 6-8

*Cereus Blooms* 4-102; *Impossible Desires* 161-186

Presentations and Response/Discussion

Week Fourteen April 13-15

*Cereus Blooms* 105-188; *Impossible Desires* 161-187

Presentations and Response/Discussion

Week Fifteen April 20-22

*Cereus Blooms* 191-end

Presentations and Response/Discussion

Peer-Review Workshop; post draft of final paper

Week Sixteen April 27-29

**Final Paper Due by 12:00 noon on Monday April 27**