APPLICANT: Charlene Gima

E-MAIL: gmac@hawaii.edu

COURSE ALPHA and NUMBER: ENG 254

COURSE TITLE: World Literature after 1600

ESTIMATED NUMBER OF SECTIONS: Fall         Spring 1

Is this request for a: ☐ New Course      ☐ Modified Course     ☑ Existing Course

☐ Re-designation

Is this request for a: ☐ Certification       ☑ Re-Certification. Date of last certification: unknown

☐ DA (Arts)                      ☐ DP (Physical Sciences)
☐ DB (Biological Sciences)       ☐ DS (Social Sciences)
☐ DH (Humanities)                ☐ DY (Laboratory)
☑ DL (Literature and Language)

What percentage of the CONTENT of this course focuses on this diversification area? 100%

What percentage of CLASS MEETINGS focuses on this diversification area? 100%

1. Please explain how the course SLOs align with the diversification area's hallmark.

Explanatory notes. The hallmarks (three for each designation) are posted on the HCC Intranet. In the text-box below, state the hallmarks for the diversification designation you are seeking and explain how the course SLOs meet each hallmark. For example, an SLO for Hallmark #3 for a DS designation would be to understand how descriptive and inferential statistics are used to summarize and evaluate results from psychological studies.

For Hallmark #1, "uses the terminology of literary and/or cultural analysis," the SLO #4 for ENG 253, "Recognize key literary terms and use them in discussions, tests, journals, and academic papers" requires that students understand how to use terminology to analyze and discuss literature and its cultural and historical context. For Hallmark #2, "involves the study of texts, concepts,
forms, figures, styles, tonalities, processes, theories, or issues relating to literary and/or cultural analysis," the SLOs #1, 3, and 6, "Understand the development of literature from East to West from Renaissance to the present," "Appreciate literature and relate the literature to the history, philosophy, and art of the time, and "Understand the historical contexts of literature written after 1600, e.g., the growth of imperialism and industrialization" ask students to study texts, concepts, styles, theories and issues within works such as Swift's Gulliver's Travels or Frederick Douslass's Narrative in order to understand how literary texts are related to their historical and social contexts and express theories and issues through various forms and styles. For Hallmark #3, "demonstrates inquiry that is guided by qualitative, argumentative, and/or quantitative methods employed in literary and/or cultural analysis," the SLO #5, "Critically analyze individual works of literature and write well-organized, correctly documented, grammatically correct papers" requires students to think critically and pursue lines of inquiry that argue their own interpretation and analysis through discussions, essays, and examinations.

2. Explain **assessment strategies** you plan to use (or have used, in the case of recertification) to measure the degree to which students exit the course with the expected SLOs. If there are multiple sections of the course, please discuss how assessment will be carried through **all** sections.

I plan to use critical responses, quizzes, essays, class presentations, a research essay, and exams to assess students' progress toward achieving the course SLOs. Critical responses to the assigned readings, essays, and the research paper require students to understand and use the terms, to demonstrate their knowledge of the texts such as Ibsen's A Doll's House and Chinua Achebe's Things Fall Apart, and to situate the texts in their social/historical/cultural backgrounds. The presentations, quizzes, exams, and essays also require students to express their ideas and conclusions both orally and in writing. The research paper requires students to pursue a line of inquiry through guided research and to show commonalities between their own culture/era and recurrent interests, as well as to demonstrate their understanding of the social/historical/cultural background of the literary texts.

**Explanatory notes. The applicant should clearly connect assessment strategies to the course SLOs stated in Question #1. For example, an assessment strategy for an SLO would be to have a set of questions on an exam, which requires students to evaluate a hypothetical study in terms of research methodology, and descriptive statistics (calculate the mean, median, mode of a data set).**

3. **How have you used the assessment findings** to modify or improve this course?

This course has not been offered in several years, so there are no previous assessment findings.

**Explanatory notes. If this is a new course, enter “N/A” as an answer. Courses being re-certified should include a summary of how assessment strategies and measures (Question #2) were used to modify or improve the course.**

**Reminder: If this is an application for an EXISTING or MODIFIED course, please attach a copy of your course syllabus that includes information described in the instruction part of this form.**
DIVERSIFICATION BOARD DECISION:

☐ Approved
   Re-Certification Due: Fall 2016

☐ Not approved
   If not approved, reasons for disapproval:

Diversification Chair Signature: [Signature] Date: 8/22/11
ENGLISH 254  
World Literature after 1600  
Instructor: Charlene Gima  
Spring 2012

Course description:  
In this course, you will study representative works of Asian, European, American, African, and Pacific literature from 1600 to the present. You will be reading memoirs, love poetry, and philosophy as well as stories, plays, and essays. Together, you and your classmates will embark on a journey of exploration of human experience by analyzing and discussing literature in your essays and critical responses. In addition, you will learn about the historical and cultural contexts of these works of literature by doing research. Get ready for an adventure through the ages!

Pre-requisites:  
You must have passed ENG 100 with a grade of a C or better. Please note that a grade of a D does not satisfy the pre-requisite for this course.

This course satisfies a HCC WI focus requirement for the AA degree and a DL requirement for UHM.

Required stuff:  
Other texts (photocopied or online)  
A student ID to use in library and computer labs  
Access to Laulima website

Student Learning Outcomes:  
Upon completion of this course, you will be able to:

- Understand the development of literature from East to West from the Renaissance to the present.  
- Be familiar with literature by writers from different eras and cultures.  
- Appreciate literature and relate the literature to the history, philosophy, and art of the time.  
- Recognize key literary terms and use them in discussions, tests, journals, and academic papers.  
- Critically analyze individual works of literature and write well-organized, correctly documented, grammatically correct papers.  
- Understand the historical contexts of literature written after 1600, e.g., the growth of imperialism and industrialization.

Course requirements:  
1) Critical responses: One-page (typed or handwritten) responses to the readings (250 words minimum). You may focus on one text or author, a theme, or an issue. You may also discuss the pre-reading questions that I will provide. Think of your responses as “first ideas” that can be developed into essay topics; I will require you to revise and re-submit them when we brainstorm for essay ideas. Your responses will be commented on and graded (plus, check, or minus) on the level of insightful questions
and analysis of the readings. In other words, do not summarize the plot! Total responses: 8. Due dates are listed on the schedule.

2) Essays: 4-6 pages, typed and double-spaced (1,000-1,500 words). These are more formal discussions of the readings, with a thoughtful thesis and a well-developed argument. I will provide possible topics and set aside class time to discuss the writing process and its technicalities (quoting, commentary, parenthetical references, verb tenses, and so on). You will meet with me in conference to discuss your drafts, and I will return your final drafts with comments and suggestions for revision. Total essays: 3.

3) Focused analysis of author/person/place/event (MLA research): 4-6 pages, typed and double-spaced (1,000-1,500 words). I will provide you with a list of authors, people, places, and events that are related to our readings. Choose one and do some research (at least 3 sources, no Wikipedia!) and I will show you how to document your sources. You will also present this analysis (very briefly) to the class, so while you are investigating and writing about your chosen person/place/event, you may consider the following questions:

Who/What are you analyzing? Give a short history.
How does this person/place/event connect to our reading? (Provide some examples.)
What kind of impact has this person/place/event had on literature, society, or culture?
What did you learn that surprised you?

4) Quizzes/exams: I will be giving you short quizzes in which you will demonstrate your thoughtful and insightful understanding of the readings—in other words, make sure you read your assignments! The quizzes (unannounced, but I will warn you) will take the form of identifying terms, characters, discussing symbols, quotes, or themes. The midterm and final exams will cover similar questions, so make sure you keep up with the reading!

Important information:
You are expected to behave as a responsible and professional adult, to conduct yourself appropriately, and to treat others with courtesy.

Class rules:
1. If you are late, come in quietly and without disturbing the activity in progress. Remember to check with me to find out what you missed.
2. Turn off all cell phones/pagers (or put on vibrate) before entering class.
3. Show respect for others by listening quietly when they are speaking.
4. Avoid any behavior that might disrupt the class or distract others from their work.
5. You are responsible for your work! Make sure your assignments are complete and turned in on time. Do not throw them away until the semester is over.

Attendance is very important! You must be in class and on time to get the most-out of this course and to get a good grade. If you are absent for more than three times without explanation, your course grade will begin to drop. Note: If you do not call/email me promptly with a valid reason for missing class, your grade will go down. Showing up late will also hurt your grade. If you miss more than 6 classes for whatever reason, you will not pass this class. Please consider your options carefully: your last day to withdraw is March 7. If I do not hear from you, you will receive an F.

Late papers lose one-third letter grade for each day late. For example, a paper with an original grade of B+ but late two days will receive a B-. In addition, late papers cannot be revised for a better grade. After
one week, late papers will not be accepted and will receive an F. **Late homework is not accepted without a valid excuse.**

**All essays must be typed on a computer.** If you have trouble typing, help is available at the College Skills Center—but slow typing is not an excuse for turning in late assignments. You may also use computers in the Library and the Computer Lab in Building 2, fourth floor, or in the Native Hawaiian Center (currently in Building 20).

**Keep your records.** You are responsible for keeping track of your drafts, essays, assignments, quizzes, responses, and other graded work.

**Disabilities:** Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodations for this class, please notify Student ACCESS counselor Wayne Sunahara at 844-2392. He will verify your disability and provide the course instructor with recommendations for appropriate accommodations.

**Schedule:** (This will almost certainly change!)

**Week 1:** Introduction.
Read: works by Mirza Muhammad Rafi (25-29), Banarasidas (36-43), Mihri Khatun (162-163), and Fuzuli (163-167).

**Week 2:** Slaves or humans?
Read: excerpts from *The Interesting Narrative of the Life of Olaudah Equiano* (441-450)

**Week 3:** The Enlightenment.
Read: Read: *Tartuffe* by Molière (199-252), works by Madame de Sevigny (268-279).

**Week 4:** Contradictions.
Read: excerpts from *Gulliver's Travels* by Jonathan Swift (346-394), excerpts from *The Life of a Sensuous Woman* by Ihara Saikaku (544-558).

**Week 5:** **Essay #1 due.** Read: excerpts from *The Social Contract* by Jean-Jacques Rousseau (586-592) and from *A Vindication of the Rights of Women* by Mary Wollstonecraft (592-598).

**Week 6:** The question of human rights.
Read: *Narrative* by Frederick Douglass (713-766) and excerpts from *Incidents in the Life of a Slave Girl, Seven Years Concealed* by Harriet Jacobs.

**Week 7:** The spread of the empires.
Read: excerpts from *From the Deep Woods to Civilization* by Charles A. Eastman (350-359), selected Hawaiian songs (359-363), and excerpts from *Noli Me Tangere* by José Rizal (363-371).

**Week 8:** MIDTERM EXAM.

**Week 9:** The Gothic.
Read: selections by Samuel Taylor Coleridge (373-393), Edgar Allan Poe (425-434), and Herman Melville (689-713).
Week 10: Essay #2 due.
Read: A Doll's House by Henrik Ibsen (838-888), "The Lady with the Dog" by Anton Chekhov (895-906), and "The Conclusion" by Rabindranath Tagore (906-917).

Week 11: Modernism/War.

Week 12: Problems of Colonialism.
Read: Heart of Darkness by Joseph Conrad (55-115), selections by Naguib Mahfouz (513-547).

Week 13: Focused Research due. Writers in exile.
Read: works by Vladimir Nabokov (473-477), Czeslaw Milosz (477-482), V. S. Naipaul (483-491), and James Baldwin (617-642).

Week 14: Post-colonialism.
Read: works by Nadine Gordimer (916-926), Mahmoud Darwish (932-941), Derek Walcott (949-956), and Salman Rushdie (957-966).

Week 15: Read: Things Fall Apart by Chinua Achebe (765-849).

Week 16: Essay #3 due. Review for exam.

FINAL EXAM