**ABSTRACT**

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| **Course Abbreviation and Number: LTWR 103** | **Course Title: Literature and Social Justice** | |
| **Number of Units: 3 \_\_\_\_\_** |
| **College or Program:**  CHABSS CSM CEHHS COBA  Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Desired term of implementation:**  Fall Spring  Summer Year2017 | **Mode of Delivery:**  face to face  hybrid  fully on-line |
| **Course Proposer (please print): Rebecca Lush** | **Email:** [**rlush@csusm.edu**](mailto:rlush@csusm.edu) | **Submission Date: 2/16/17** |

**1. Course Catalog Description:**

**2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:**

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|  | Course description, course title and course number |
|  | Student learning outcomes for General EducationArea and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences |
|  | Topics or subjects covered in the course |
|  | Registration conditions |
|  | Specifics relating to how assignments meet the writing requirement |
|  | Tentative course schedule including readings |
|  | Grading components including relative weight of assignments |

**SIGNATURES**

**Rebecca Lush**

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| Course Proposer | |  | Date |  | Department Chair |  | date |  |
| ***Please note that the department will be required to report assessment data to the GEC annually. \_\_\_\_\_\_***  ***DC Initial*** | | | | | | | | |
|  | |  | Support  □ | Do not support\*  □ |  |  | Support  □ | Do not support\*  □ |
| Library Faculty | | Date |  |  | Impacted Discipline Chair | Date |  |  |
|  | |  |  |  |  |  |  |  |
|  | |  | Support  □ | Do not Support\*  □ |  |  | Approve  □ | Do not Approve  □ |
| Impacted Discipline Chair | | Date |  |  | GEC Chair | Date |  |  |

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| **\* If the proposal is not supported, a memo describing the nature of the objection must be provided.** |
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| Course Coordinator:      Phone:       Email: |

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| ***Part A: C2 Humanities General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]*** |
| |  |  |  | | --- | --- | --- | | **Humanities GELOs this course will address:** | **Course content that addresses each GELO.** | **How will these GELOs be assessed?** | | C2.1: Analyze and interpret the ways in which the humanities engage issues of human existence and human diversity, such as race, ethnicity, gender, sexuality, and dis/ability. | All of the assigned texts for the course ask students to critically analyze these issues. The texts for the course are specifically selected so that identity issues resonate with PASO students because curriculum for this program focuses on the approach of cultural validation—students should see themselves and their communities represented in the course content in some way via the class’s discussion of the representation of race, ethnicity, gender, sexuality, dis/ability, and other facets of identity expression. The texts selected for LTWR 103 were specifically chosen because they lend themselves well to a discussion of class, race, ethnicity, sexuality, and dis/ability. While the class will not be only for PASO students, the identity issues covered in the representative literature will focus on in particular on the experiences of historically under-represented communities in California and the U.S. borderlands. | Students will be assessed via essay questions on exams and through the two formal papers for this class in addition to their in-class participation. LTWR courses use a discussion-based pedagogy and encourage experiential learning because it is through these approaches that students gain the skills and needed practice to demonstrate their analytical skills in more formal assignments. Essay questions on exams in LTWR 103 ask students to compare and contrast how selected texts represent race, gender, class, sexuality, and dis/ability and consider the ways in which authors convey meaning to their audiences. Additionally, exams in LTWR 103 will ask students to argue which of the selected texts are most effective at encouraging social reform and activism and to support why they have selected a particular text by providing literary analysis. For example, in a close reading paper students might analyze how Cisernos in the story “Barbie-Q” sets up different ways of seeing gender via white Barbie dolls and how this contrasts with the Latina identity of the short story’s protagonist. | | C2.2: Explore how humanistic traditions, disciplines, and methods inform our understanding of the social world, fostering critical evaluation of social, political, economic and environmental influences on human life. | All of the assigned course content meets this because the literature has been specifically selected for how it represents race, class, gender, sexuality, and dis/ability. Students will be given an introduction to methods of literary analysis that help them to isolate how literature emerges out of very specific social, political, and economic conditions. Students will learn literary analysis terminology that draws from a Cultural Studies framework—a methodological approach that focuses on exploring how literary expression arises from specific cultural concerns. Cultural Studies methods analyze how issues of power, privilege, and structures of oppression intersect with race, class, gender, sexuality, and dis/ability. | Identification questions on exams will ask students to define literary terms. For example, one part of the midterm exam will ask students to define how theorist Anzaldúa uses the term “la frontera” and then the students will apply that concept to one of the assigned texts and explain how the literary work can be analyzed via “la frontera.” | | C2.3: Apply multiple theoretical, critical, and analytical perspectives to the study of history, the arts, and the humanities, in order to interpret and appreciate the humanistic traditions of diverse cultures and peoples. | As a 100-level class for non-majors, course lectures and in-class exercises will introduce students to the close reading, literary terminology, and Cultural Studies approaches to literary analysis. | Students will apply close reading skills in Papers #1 and #2. Essay questions will allow students to describe and apply literary terms and critical traditions to the assigned texts. For example, lectures will introduce students to the ideas of “Chicana Feminism” which they will be asked to apply to texts such as “How to Tame a Wild Tongue.” | | C2.4: Articulate how theoretical approaches come to play in the creation and analysis of works in the humanities. **[Methods Courses]** | Since this is a lower division course that will mostly enroll non-LTWR majors, students will be provided (via lectures in class) with a very cursory overview of canon formation and alternative traditions to contextualize how the assigned works are a conscious “writing back” against the dominant culture. Students will also get a brief history on the use of literature in social activism within the United States. | The essay and short answer questions on the Midterm and Final Exams will ask students to apply knowledge from the class lectures to the assigned works. For example, one of the exam questions may ask students to explain how *Devil in a Blue Dress* re-invents the category of the hard-boiled detective novel (typically associated with white American male authors) to reflect the racial diversity of Los Angeles. | | C2.5: Use accepted research methods to analyze and interpret cultural formations, ranging from works in the humanities, to historical processes of development and change. **[Methods Courses]** | N/A  Lectures will introduce students to the basics of literary analysis, including terms for literary movements and terms for describing aesthetic features of literature. The class will also provide an introduction to Cultural Studies for the non-specialist so that students can begin to analyze and interpret the assigned texts. | N/A | | C2.6: Students will sharpen their understanding of concepts and methods of criticism by creating works that demonstrate facility with the artistic or literary techniques in question. **[Creative Activity Courses]** | N/A  Creative activity is not the main focus of this course. However, students will have several opportunities to produce creative responses. The assigned course content gives students several creative models of expression and in-class lectures will contextualize both the content and creative structure of the assigned texts | N/A | |
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***Part B: General Education Learning Outcomes required of all GE courses related to course content:***

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| **GE Outcomes required of all Courses** | **Course content that addresses each GE outcome?** | **How will these GELOs be assessed?** |
| Students will communicate effectively in writing to various audiences. (writing) | Peer Review Workshops | The in-class presentations, in-class writing, exams, and papers. |
| Students will think critically and analytically about an issue, idea or problem. (critical thinking) | All of the in-class discussion activities and through the formal writing assignments. The readings are meant to be thought-provoking and will be the subject matter critically discussed and analyzed for the class activities. | The in-class presentations, in-class writing, exams, and papers. |
| Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.) | Citation Workshop and Library Research Session with a humanities librarian. | Papers #1 and #2 |
| ***Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All C2 courses must meet at least one of the LEAP Goals.***   |  |  | | --- | --- | | **GE Programmatic Goals** | ***Course addresses this LEAP goal:*** | | LEAP 1: Knowledge of Human Cultures and the Physical and Natural World. | ***No*** ***Yes***  ***\*Yes, but only for “Human Cultures” piece of the LEAP goal*** | | LEAP 2: Intellectual and Practical Skills | ***No*** ***Yes*** | | LEAP 3: Personal and Social Responsibility | ***No*** ***Yes*** | | LEAP 4: Integrative Learning | ***No*** ***Yes*** | | **CSUSM Specific Programmatic Goals** | **Course content that addresses the following CSUSM goals. Please explain, *if applicable.*** | | CSUSM 1: Exposure to and critical thinking about issues of diversity. | ***No*** ***Yes (please describe):The whole purpose of the class is to have students discuss and analyze literature in relation to how it represents issues of diversity. Please see above responses for particulars.*** | | CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts. | ***No*** ***Yes (please describe):The class material focuses on literature set locally, but the identity and social issues that the texts portray require students to see these local representations as part of a larger global context. For example, Anzaldúa’s works force students to question the notion of political borders that separate nations.*** |   ***Part D: Course requirements to be met by the instructor.*** | | | | |
| |  |  | | --- | --- | | **Course Requirements:** | **How will this requirement be met by the instructor?** | | Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required in 3+ unit courses. | **The students will have to submit two formal literary analysis papers (3-5 pages each, typed) and a “My Voice” journal (10-12 pages, typed).** | | Assignments will provide instruction in discipline-specific conventions of writing, research, and reference citation. | **Citation Workshop, Peer Review workshops, Library Day instruction. Also early in the semester the instructor will provide several lectures that introduce students to how to study literature and how to write about literature, such as how to quote textual evidence and provide close reading.** | | Students will gain practice in appropriate, general or discipline-specific research methods and/or critical techniques, to strengthen the quality of their interpretation and analysis of the cultural works or historical subject matters at hand. | **In-class exercises will allow students to practice close reading analysis. For example, once a week students will be given a paragraph or a stanza from the assigned reading to diagram and analyze in small groups. This will also prepare them for the larger in-class discussion for the day by giving them some time up front to practice analysis and identify some topics of interest.** | | Students will gain familiarity with information resources and technologies relevant to the discipline, subject matters, and topics of study in question. | **Students will get instruction on how to use the MLA Database on the library webpage and how to find humanities specific sources to support their exploration and interpretation of the assigned texts. Library Day and on-going mini-lectures about how to generate research and analysis questions from a Cultural Studies framework will give students the tools needed to gain discipline specific skills.** | | Assessment of student learning will take various forms, through multiple kinds of assignments that are appropriate to the methods of the discipline and the topics being studied. | **Students will be assessed via both traditional academic writing and through creative personal responses. Students have the opportunity to produce effective written communication for multiple audiences as part of their hands-on exploration of how writers play with different genres and forms of presentation in order to reach multiple readerships. Additionally student learning will be assessed through exams and participation in various in-class exercises. The variety of assignments used to assess student performance reflects the many ways in which literary study can be applied.** | | | | | |