

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA C2: Humanities**

*See GE Handbook for information on each section of this form*

**ABSTRACT**

<b>Course Abbreviation and Number:</b> LTWR 210		<b>Course Title:</b> Introduction to Global Literature	
<b>Number of Units:</b> 3			
<b>College or Program:</b> <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other: _____		<b>Desired term of implementation:</b> <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer   Year	<b>Mode of Delivery:</b> <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
<b>Course Proposer (please print):</b> Salah Moukhlis		<b>Email:</b> smoukhli@csusm.edu	<b>Submission Date:</b>

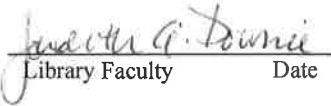
**1. Course Catalog Description: Introduction to Global Literature**

Survey examining literatures from various parts and cultures of the globe, such as Europe, Asia, North and South America, and Africa. Introduction to literary analysis of global texts.

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

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

**SIGNATURES**

<u>Salah Moukhlis 1/24/2014</u>		<u>Salah Moukhlis 1/24/2014</u>	
Course Proposer	Date	Department Chair	date
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>			
		<u>DC Initial</u>	
<u></u> Library Faculty      Date		Support      Do not support* <input checked="" type="checkbox"/> <input type="checkbox"/>	Support      Do not support* <input type="checkbox"/> <input type="checkbox"/>
		<u>        </u>	
<u>        </u> Impacted Discipline      Date Chair		Impacted      Date Discipline Chair	
		<u>        </u>	
		<u>        </u>	
		<u>        </u>	
Support      Do not Support* <input type="checkbox"/> <input type="checkbox"/>		Approve      Do not Approve <input type="checkbox"/> <input type="checkbox"/>	
		<u>        </u>	
		<u>        </u>	
		<u>        </u>	
		<u>        </u>	

**\* If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator:      Phone:      Email:

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA C2: Humanities**

*See GE Handbook for information on each section of this form*

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA C2: Humanities**

*See GE Handbook for information on each section of this form*

**Part A: C2 Humanities General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]**

<b>Humanities GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
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.	Lectures, in-class activities and discussion of assigned readings. Assigned readings are diverse and represent different cultures, ethnicities, and address issues of gender, race, and sexuality.	In-class exams, in class writing assignments and a final research paper. Students will analyze texts from different cultural and literary traditions.
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.	Lectures, in-class activities and discussion of assigned readings. Assigned reading materials represent different social, political, economic, and historical contexts and how these contexts impact our understanding of human life.	In-class exams, in class writing assignments and a final research paper. Students will analyze texts from different cultural and literary traditions.
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.	Lectures, in-class activities and discussion of assigned readings. Students will be introduced to different theoretical and critical perspectives such as postcolonial theory and cultural studies that they will use to interpret the assigned readings.	In-class exams, in class writing assignments. Students will write a final research paper in which they will be required to use various theoretical approaches to the texts studied.
C2.4: Articulate how theoretical approaches come to play in the creation and analysis of works in the humanities. [Methods Courses]	Assigned reading and class lectures introduce students to the various theoretical approaches of literary analysis—feminist, Marxist, deconstruction, psychoanalysis.  In-class activities involve summarizing and explaining main points of each theoretical approach.	In-class exams, in class writing assignments and a final research paper. In their writing assignments especially the research paper, students will have to use theoretical approaches such as new criticism, historicism, cultural studies to interpret and analyze texts from different cultural traditions.
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]	Assigned readings, in-class activities, and discussions introduce students to literary canons reflective of cultural formations and how these canons and formations form and reform.	In-class exams, in class writing assignments and a final research paper. In their writing assignments especially the research paper, students will have to use theoretical approaches such as new criticism, historicism, cultural studies to interpret and analyze texts from different cultural traditions. They will also have to use

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA C2: Humanities**

*See GE Handbook for information on each section of this form*

		MLA documentation style.
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	

**Part B: General Education Learning Outcomes required of all GE courses related to course content:**

<b>GE Outcomes required of all Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
Students will communicate effectively in writing to various audiences. (writing)	Student will engage in different types of writing including response papers, formal final research paper, and response to different discussion topics.	In-class exams, in class writing assignments and a final research paper.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Students will be required to analyze and engage different textual passages, which necessitates thinking critically about issues related to identity formation in a global context as well as the different discourses that inform identity construction.	In-class exams, in class writing assignments and a final research paper.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Students will be required to research topics related to the assigned readings, gather information appropriate to their argument and apply it in writing assignments.	In-class exams, in class writing assignments and a final research paper.

**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.**

<b>GE Programmatic Goals</b>	<b>Course addresses this LEAP goal:</b>
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
<b>CSUSM Specific Programmatic Goals</b>	<b>Course content that addresses the following CSUSM goals. Please explain, if applicable.</b>
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe): The course focuses on literature in a global context. Therefore students will be exposed to a number of different cultures, societies, and socio-historical contexts. Reading and analyzing texts from different parts of the world and during different historical periods will position students to think critical about issues of diversity and cultural identity. Such issues include race, gender, sexuality, and ethnicity.
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe): the course exposes students to global literatures and cultures as represented in different texts and media. Such expose will give students the opportunity to learn and think critically about other peoples and their difference. Students will

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA C2: Humanities**

*See GE Handbook for information on each section of this form*

	be exposed for example to different texts from Europe, Africa, Latin America, and the Middle east among other parts of the world.
--	---

**Part D: Course requirements to be met by the instructor.**

<b>Course Requirements:</b>	<b>How will this requirement be met by the instructor?</b>
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required in 3+ unit courses.	In-class exams, in class writing assignments and a final research paper.
Assignments will provide instruction in discipline-specific conventions of writing, research, and reference citation.	Students will learn analytical and interpretive strategies specific to literature and writing studies. These will include applying theoretical concepts such as cultural studies in writing and analysis and conducting research using MLA style.
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.	Students will be introduced to research methods in literature and writing studies including researching databases and identifying the different research tools available to them. Students will also learn how to apply these tools to enhance the quality of their argument, analysis, and research.
Students will gain familiarity with information resources and technologies relevant to the discipline, subject matters, and topics of study in question.	Students will learn how to use the library resources available to them including researching databases, using interlibrary loan services, using the circuit. These will enable students to enhance the quality of their research.
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.	In-class exams, in class writing assignments and a final research paper.



LTWR 210: Introduction to Global  
Literature  
California State University San Marcos  
Spring 2011, MW10:00-11:15 Markstein  
Hall 201

Instructor: Salah Moukhli  
Office: MARK 126K  
Office Hours: M1:00-2:30/W12:45-1:15  
and by appointment  
Office Phone: (760) 750-8081  
E-mail: [smoukhli@csusm.edu](mailto:smoukhli@csusm.edu)

### **Catalog Description:**

#### **Introduction to Global Literature**

Survey examining literatures from various parts and cultures of the globe, such as Europe, Asia, North and South America, and Africa. Introduction to literary analysis of global texts.

### **Course Description**

The aim of this course is to introduce students to a variety of texts from different parts of the world and from different literary traditions. We will pay specific attention to the major cultural, social, and historical conditions behind the production of the literary texts that we will discuss. We will also cover essential components of identity construction such as race, ethnicity, gender, and class.

### **Course Objectives**

- To be introduced to different cultures and civilizations through literature
- To develop an understanding of how issues of race, gender, and class play a major role in identity construction and self-awareness
- To develop an understanding of how authors represent themselves and their environment in fiction
- To make connections between past and present and between different cultures
- To develop a critical response to works of fiction

### **Learning Outcomes**

- Students will be able to understand the importance of difference within our current global culture
- Students will analyze and critically interpret texts from different parts of the world.
- Student will understand the nature of cultural identity construction along different geo-historical landscapes
- Students will be able to negotiate their own cultural representations in a global context
- Students will recognize the impact of history, politics and social value systems on how different cultures view themselves and view others
- Students will develop critical and analytical strategies to help them engage literary and cultural production

### **General Education Student Learning Outcomes**

- Students will be able to both analyze and interpret the ways the ways in which the humanities engage issues of human existence and human diversity (race, ethnicity, gender, sexuality, and/or dis/ability).
- Students will explore how humanistic traditions and methods inform our understanding of the social world and foster critical evaluation of social, political, economic and/or environmental influences on human life.
- Students will apply a theoretical, critical, and analytical perspective to the fiction, poetry, and drama, in order to interpret and appreciate the humanistic traditions of diverse cultures and peoples.
- Students will articulate how theoretical approaches come to play in the creation and analysis of works in the humanities.
- Students will use accepted research methods to analyze and interpret cultural formations, ranging from works in the humanities, to historical processes of development and change

### Required Texts

Davis, Paul et al. eds. *The Bedford Anthology of World Literature: The Modern World, 1650-The present* (2). Compact edition.

### Course Requirements and Grading Policy

1. Class participation (10%) will be based on your attendance, your contribution to class discussion and the quality and substance of your comments. **If you miss more than two weeks worth of classes your grade will be lowered by one grade (for example a B will be lowered to a B-). Any subsequent absence will further lower your grade and if you miss more than four weeks, you may fail the course. There are no excused absences.**
2. Group oral presentations: (10%) at the beginning of the semester I will divide you into groups of three or four and you will have to sign up for a time slot for your oral presentation. These are fifteen-twenty minute oral presentations to the rest of the class introducing the materials assigned. For your oral presentation you need to research the topic you have signed up for. Your presentation will briefly introduce the reading and its socio-historical context, critically comment on its major themes, and end with raising questions for further class discussions. If you have questions, please meet with me at least one week prior to the date of your presentation and I will discuss with you the general guidelines and answer any questions you may have.
3. 2 in-class exams (30%) given as scheduled.
4. Unannounced Quizzes (20%) will be given mostly at the beginning of class. These will be in the form of short response papers or paragraph-long answers to questions on the readings assigned for the day the quiz is given. There are no makeup quizzes.



5. A final paper (30%) due last class meeting. Your paper should be between six and seven typed and double-spaced pages.

**University Writing Requirement:** The campus has a university writing requirement that specifies students must write at least 2,500 words. Students will meet this requirement through 2 in-class exams and final research paper and in class writing assignments.

- I expect all assignments to be handed in on time. **Late papers will not be accepted. Not submitting your papers on time may result in you failing the course.**
- To ensure a quality learning environment, please come to class on time and stay for the duration of the class meeting.
- **Turn off your cell phones for the duration of the class meeting. Laptops can be used only for note taking.**
- **No text messaging is allowed in class. If you text message I will ask you to leave class and you will be marked absent for that session.**
- Holding private conversations with your neighbors even to discuss issues related to class can be very disruptive and can be perceived as disrespectful to me and to your colleagues. If you have any comments or ideas please share them with the rest of class.
- Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TDD (760) 750-4909. Students authorized by DSS to receive accommodations should meet with me during my office hours or in a more private setting in order to ensure your confidentiality.
- Academic Dishonesty will not be tolerated and may result in a failing grade for the course. For details either see me or refer to the university catalog.

**Tentative Class Schedule (Subject to change) (Unless otherwise indicated, all page references are to *The Bedford Anthology*)**

**January 24/26:** Introduction to course/ Seventeenth Century-Nineteenth Century 1650-1850 (pp.3-44)

**January 31-February 2:** Finish Introduction (pp.3-44)/Mirza Abu Taleb Khan (pp.178-189)/The Interesting Narrative of the Life of Olaudah Equiano (chapters 1,2,3 and 4/ pp.448-473)

**February 7-9:** Nineteenth Century- Twenty-First Century 1850-Present (pp.864-898)

**February 14-16:** In the World: Colonialism and Independence (pp.1220-1246)

**February 21-23:** Screen and discuss Joseph Conrad's *Heart of Darkness*

**February 28- March 2:** In the World: Modernism (pp.1424-1433)/ "The Waste Land"  
(pp.1450-1472)

**March 7-9:** In the World: War, Conflict, and Resistance (pp.1473-1483 and 1505-1517)

**March 14-16: Review/exam 1**

**March 21-23:** Spring Break

**March 28-30:** Samuel Beckett, Naguib Mahfouz, and Albert Camus (pp.1557-1580)

**April 4-6:** Chinua Achebe. *Things Fall Apart* (pp.1597-1693)

**April 11-13** Library Research/ finish *Things Fall Apart* /start In the World: Images of Africa (1695-1732)

**April 18-20:** Finish In the World: Images of Africa (1695-1732)/ discussion of final paper

**April 25-27:** Alifa Rifaat and Salman Rushdie (1746-1779)

**May 2-4:** Catch up session/review

**May 9-11:** Exam 2/ **Final Paper due on May 11<sup>th</sup> at 10:00 a.m.**