Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2015 Core Curriculum

1. This request is submitted by (department name): ENGLISH

2. Course prefix and number: ENGL 306
   Texas Common Course Number: NA

3. Course title: Transnational Literature and Culture
   Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   □ Communication
   □ Mathematics
   □ Life and Physical Sciences
   □ Language, Philosophy and Culture
   □ Creative Arts
   □ American History
   □ Government/Political Science
   □ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   □ Yes   □ No

8. How frequently will the class be offered? Every year

9. Number of class sections per semester: one

10. Number of students per semester: 35

11. Historic annual enrollment for the last three years: Click here to enter text. Click here to enter text. Click here to enter text.

   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:
    Course Instructor
    Approvals:         Date
    Department Head
    College Dean/Designee

14. Date
    Date
    Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
International and Cultural Diversity Cover Sheet

Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

1. This request is submitted by (department name): ENGLISH

   Course prefix and number: ENGL 306
   3. Texas Common Course Number: NA

4. Complete course title: Transnational Literature and Culture
   Frequency the class will be offered: Once per year

5. Semester credit hours: 3

6. Number of sections per semester: one

8. Number of students per semester: 35-45

9. Historic annual enrollment for the last three years:
   2014-2015: New Course
   2013-2014: New Course
   2012-2013: New Course

10. Statement on how this course meets the criteria for International and Cultural Diversity:
    ENGL 306 examines literature and culture from a transnational perspective. This means that the courses has, at its core, an investment in examining texts (literary, visual, cinematic, etc) from a number of different national and cultural settings and perspectives. Although individual instructors will have the latitude in choosing their specific approaches, each section will necessarily involve material from two or more culturally diverse viewpoints. For example, a section might read work by Shani Mootoo (Trinidadian-Canadian), Hari Kunzru (Indian-British), and Chimamanda Ngozi Adichie (Nigeria), watch films with explicitly global settings (World War Z), and examine photographs of the effects of global climate change by Edward Burtynsky (Canada) and Sebastião Salgado (Brazil). Students will examine how these different artists depict new and increasing global interconnections that aren't properly understandable through the lens of the nation-state alone.

11. Course Instructor
    For Dr. Johnson.

12. Department Head

13. College Dean/Designee

Submit this form and current course syllabus to fso-ccc@tamu.edu or Kristin Harper, TAMU 1125.

See form instructions for submission/approval process.
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Initial Request for a Course Addition to the Fall 2016 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

Benedict Anderson famously claims in Imagined Communities that the realist novel was integral to the formation of the modern nation-state, creating the imaginative structures that enable citizens to imagine themselves as part of a national whole. Global media and culture, however, is increasingly untethered from clear national connections in a number of ways. What kinds of connections and forms of responsibilities do these texts begin to imagine, then? This course examines contemporary literature and cultures, and the questions they raise about the types of social responsibility that emerge out of new or increasingly visible global connections. How do identities, histories, and economies that are not stably or exclusively located within the nation-state introduce new modes of ethically representing and responding to contemporary global life? How do cultural texts in varying genres represent these connections? What questions do they raise about how to live a responsible global life?

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Critical Thinking Skills (CTS): This course will enhance critical thinking skills by consistent reading and analysis of key ideas and concepts that will enable students to synthesize information across the semester. The evaluation of critical thinking skills will be based on class discussions and evaluation of written work. Short essay assignments will be designed to foster careful and attentive analysis of texts, while the final research essay will allow students to synthesize ideas from across the semester. Class room discussion will focus on helping students better understand the nuances and complexities of the assigned readings/ viewings.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The course will enhance communication skills through small and large group discussion, individual-led discussion sessions, and writing about ideas, issues, and questions central to course readings, including novels, films, and images.

The evaluation of communication skills will be based on class participation in discussions, student-led discussion questions, and evaluation of written work. Students will demonstrate an understanding of transnational literature and culture through their essays where they will be expected to effectively convey their ability to analyze texts, and synthesize ideas. During class discussions and in their individually-led discussion questions,
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students will learn how to express questions and thoughts about the details of novels, films, articles, and images under examination.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

- The course will enhance social responsibility by providing students with a deeper understanding of how transnational connections (both in the present and historically) have shaped contemporary writing and culture.

The evaluation of social responsibility will come through discussion, which will address the way transnational literature and culture emphasizes changing and expansive notions of global interconnection and the resulting impact on regional, national, and global communities. The final essay assignment will require students to demonstrate how differing experiences, cultures, and philosophical outlooks shape the development of literary and cultural texts.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

The course will teach personal responsibility by enhancing students' understanding of how to ethically use sources to craft a persuasive argument, and by exploring the ways in which personal responsibility is redefined in a transnational context.

The evaluation of personal responsibility will be based upon the annotated bibliography assignment and final research paper where students will be expected to ethically cite another person's work in drafting research proposal and research essay.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.