

Committee Members

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AGENDA

Meeting of the General Education Subcommittee
Thursday, January 27, 2011 at 3:30 PM
University Center Annex
Room 217

I. Call to Order

II. Approval of the Agenda

III. Approval of Minutes from the November 2010 Meeting

IV. Chair's Report

-Report from Academic Affairs meeting

V. Old Business

-Discussion on Handbook section 6-8 regarding mandatory taking of attendance for all Gen Ed classes

VI. New Business

-Course Proposal –ENG 2180 Asian American Lit (**Appendix A**- pg. 2)

VII. Adjournment

Appendix A

**General Education Course Proposal Form
(Revised Fall 2010)**

Department: English and Theatre Date: January 11, 2011

Contact Person: Karen Helgeson (Karen.helgeson@uncp.edu, # 6436)

Course Information:

Check one:

Add Approved Course to General Education

Revise Existing General Education Course

Remove Course from General Education

Course Prefix & Number: ENG 2180

Course Title: Asian American Literature

Cross-listed as (Primary first): N/A

General Education curriculum section(s): (ex. III.c.4) II.a.2 and IV

Credit Hours: 3 credit hours

Frequency: Fall Spring Summer

What is the date for this change to be put into effect? Fall 2011

If a course revision, please describe.

[Same as the current course description:]

A survey of literature written by Asian American writers introducing a variety of genres and trends in Asian American literature. Readings include short stories, novels, plays, and critical essays produced by Asian American writers, and discussions examine the formation of Asian American subjectivities within socioeconomic, cultural, and political contexts. Credit, 3 semester hours. Prerequisites: "C" grade or better in ENG 1050.

A. Rationale for General Education Proposal

1. Indicate which goal area(s) of the program this proposal addresses.

Area 1: Communication

Area 2: Critical Thinking

Area 3: Problem Solving

Area 4: Mathematics

Area 5: Technology

Area 6: Arts, Literature, History, & Ideas

Area 7: Individual & Society

Area 8: Science & Nature

Area 9: Lifelong Learning

Area 10: Health & Wellness

Area 11: Social Responsibility

Area 12: Diversity

Area 13: Values and Ethics

2. For the items below, attach pages as needed:

A. Describe how this course supports the overall mission of the General Education Program.

The course will

- Enhance students' awareness of racial/ethnic differences and promote the lifelong reading of literature.
- Foster appreciation of culturally and ethnically diverse literature.
- Encourage critical thinking by examining issues of race, ethnicity, gender, and nationality as they arise in these literary works.
- Help the student analyze and interpret literary texts in historical and cultural contexts.

B. Explain how the addition of this course will improve the General Education curriculum.

The course will promote the importance of multicultural literary education, foster awareness of racial/ethnic diversity, and broaden the understanding of literature written by minorities.

B. Identify the General Education Objectives that will be addressed by this course.

- Communication (Area 1)
- Critical Thinking (Area 2)
- Arts, Literature, History, and Ideas (Area 6)
- Individual and Society (Area 7)
- Social Responsibility (Area 11)
- Diversity (Area 12)
- Values and Ethics (Area 13)

D. Describe the ways General Education Goals and Objectives will be assessed in this course.

This course is designed to promote diversity and understanding of other cultures and different values (Area 12: Diversity) through reading novels, short stories, plays, and critical essays produced by Asian American writers (Area 6: Arts, Literature, History, and Ideas). The course will help students enhance their awareness of the changing nature of society and comprehend the historical backgrounds of Asian migration, multicultural American society, and hyphenated identities by situating the texts within socio-economic, cultural, and political contexts (Area 7: Individual and Society). Through reading literary works written by racial/ethnic minorities and understanding racial conflicts from these authors' perspectives, students will become more aware of different social environments and of their own civic responsibilities (Area 11: Social Responsibility). In addition, students will enrich their understanding of and appreciation for different cultural and individual values through reading stories depicting early immigrants' experiences living in segregated ethnic communities (i.e.,

the various Chinatowns throughout America) as well as literary works that address contemporary Asian Americans' identity crises by exploring the lives of those caught between the land of their parents (which has established their ethnic identities) and the land of their birth (which has determined their legal citizenship) (Area 13: Values and Ethics). Students will intensively use written and oral communication skills through the assignments, such as reading quizzes, group work, reading responses, research papers, and PowerPoint presentations (Area 1: Communication) and improve critical thinking through class discussions and analyses of literary texts and scholarly articles (Area 2: Critical Thinking).

E. Describe the anticipated effects that inclusion of this course in the General Education Program will have on department, college, and university personnel and non-personnel resources.

The Department has multiple faculty members who are qualified and willing to teach the course. No additional resources are needed.

Proposed General Education Course Syllabus

University of North Carolina at Pembroke
Department of English and Theatre

ENG 2180: Asian American Literature

Fall 2010

Instructor: Youngsuk Chae, Ph.D.
Office: Dial Humanities 119
Phone: 910-775-4290
E-mail: Youngsuk.chae@uncp.edu

COURSE DESCRIPTION

This course is a survey of literature written by Asian American writers introducing a variety of genres and trends in Asian American literature. Readings include short stories, novels, plays, and critical essays produced by Asian American writers. As a part of critical race and ethnicity studies, the class will explore the issues of hyphenated identities, formation of ethnic enclaves, globalization, and multiculturalism. We will also discuss how the emergence of multicultural literature leads us to reexamine the dominant literary canon and the notion of an “American” identity. Films and video clips will be used to facilitate the understanding of background information on Asian immigrant histories. Credit, 3 semester hours.

Prerequisite: “C” grade or better in ENG 1050.

GENERAL EDUCATION GOALS AND OBJECTIVES MET IN THIS COURSE

- To foster appreciation of culturally and ethnically diverse literature.
- To increase awareness of diversity through reading the literature written by racial/ethnic minorities.
- To encourage critical thinking by examining issues of race, ethnicity, gender, and nationality as they arise in these literary works
- To engage literary works within socio-economic, cultural, and political contexts.
- To promote the importance of multicultural literary education.

METHODS FOR ASSESSING GENERAL EDUCATION GOALS AND OBJECTIVES:

The student will intensively use written and oral communication skills and enhance critical reading and writing skills through analytical reading responses, quizzes, research papers, group work, and PowerPoint presentations.

Reading Quizzes

10%

Three Analytical Reading Responses (2 pages)	15% (5% each)
Two Papers (6-7 pages)	60% (30% each)
Discussion leading & participation	10%
PowerPoint Presentations	5%

REQUIRED TEXTS

Sone, Monica. *Nisei Daughter*. Seattle: U of Washington Press, 1953.

Ng, Fae Myenne. *Bone*. New York: HarperPerennial, 1993.

Lahiri, Jhumpa. *The Namesake*. New York: A Mariner Books, 2003.

Ozeki, Ruth. *My Year of Meats*. New York: Penguin Books, 1998.

Hwang, David Henry. *M. Butterfly*. New York: A Plume Book, 1986.

Lee, Don. *Yellow: Stories*. New York and London: W. W. Norton, 2001.

*The short story, "Yellow," is available on the Course Blackboard.

Takaki, Ronald. *Strangers From A Different Shore*. Boston, New York, and London: Little Brown, 1998. (handouts)

Hagedorn, Jessica. Ed. *Anthology of Contemporary Asian American Fiction*. New York: Penguin Books, 1993. (handouts)

READING QUIZZES

Each class will start with a reading quiz. Before you come to class, you should be ready to share your ideas on the assigned reading for the day. There are no make-ups for the quizzes. I will take off two of your low quiz grades at the end of the semester. If you are 5 minutes late for class, then you've already missed the quiz. It is essential that you are punctual for class.

ANALYTICAL READING RESPONSES

Your reading responses should have a clear thesis and show a specific approach to the text. Make sure that your response is not a plot summary. You do not need to cite outside sources for the reading responses. Your paper should reflect how deeply you have engaged in the text. I recommend that once you finish reading the text, go back and read the underlined parts again and reorganize your thoughts on the text. What I look for is your thorough analysis and insightful approach to the text. Cite specific quotes (with page numbers) that support your argument and provide your analysis. Each reading response should be two full pages (double-spaced, 12 point Times New Roman).

PAPERS

Throughout the semester, you are required to submit two research papers. The papers (each 6-7 pages, double-spaced, 12-point Times New Roman) should reflect how deeply you have engaged in the text, using outside sources for supported arguments. There must be various ways to approach the literary texts, so don't hesitate to give your own idea and analysis on the text. Your examination of the text should be supported by well-chosen detail and examples, so you are encouraged to quote specific passages (and provide the appropriate page numbers) while giving your thoughts and comments. When you incorporate outside sources, follow MLA in-text citation style and list sources in the works cited page (at least 5 sources). Cited articles should be from scholarly journals (not .com sources).

READING SCHEDULE

WEEK 1

August 19 (Th) – Course introduction

An Anthology of Contemporary Asian American Fiction (Preface)
Documentary film, *Days of Waiting*

WEEK 2

August 24 (T) – Japanese Immigration before WW II & Japanese Internment during WWII

Hyphenated Americans: The Nisei Generation
Monica Sone's *Nisei Daughter* (3-42)

August 26 (Th) - *Nisei Daughter* (43-124)

WEEK 3

August 31 (T) - *Nisei Daughter* (125-238)

Sept. 2 (Th) – DUE: Analytical Reading response (two full pages, double-spaced) on *Nisei*

Daughter

Documentary film, *Ancestors in the Americas: Coolies, Sailors, Settlers*
Maxine Hong Kingston, “No Name Woman” (from *The Woman Warrior*)

WEEK 4

Sept. 7 (T) - Ng's *Bone* (1-37)

Ronald Takaki, “Gilded Ghettos: Chinatowns in the early Twentieth Century” (*Strangers From a Different Shore* (239-256)

Sept. 9 (Th) – *Bone* (38-89)

Lisa Lowe, “Work, Immigration, Gender: Asian American Women”

(handout)

WEEK 5

Sept. 14(T) – *Bone* (90-155)

Sept. 16 (Th) – *Bone* (156-194)

DUE: Analytical reading response on *Bone*

WEEK 6

Sept. 21(T) – Poems: Bienvenido Santos, “Immigration Blues” (*Anthology*)

Carlos Bulosan, “I would Remember” (*Anthology*)

Nancy Hom, “My Mother's Daughter” (*Without Ceremony*)

Diana Chang, “The Chance” (*Without Ceremony*)

Sept. 23 (Th)- Takaki, “The Myth of the Model Minority”

Don Lee, “Yellow” (available on the Course Blackboard under Content)

WEEK 7

Sept. 28 (T) – PowerPoint presentation of your paper
Sept. 30 (Th) – PowerPoint presentation of your paper

WEEK 8

Oct. 5 (T) – Paper workshop and peer reviews
Oct. 7 (Th) – Paper #1 due
Asian Diaspora and hyphenated identities
Jhumpa Lahiri's *The Namesake* (1-47)

WEEK 9

Oct. 12 (T) – Lahiri's *The Namesake* (48-96)
Oct. 14 (Th) – Fall Break

WEEK 10

Oct. 19 (T) – Lahiri's *The Namesake* (97-187)
Oct. 21 (Th) – Lahiri's *The Namesake* (188-291)
DUE: Analytical reading response on *The Namesake*

WEEK 11

Oct. 26 (T) – Orientalism and Exoticism
David Henry Hwang, *M. Butterfly*(1-41)
Oct. 28 (Th) – Hwang, *M. Butterfly*(42-93)

WEEK 12

Nov. 2 (T) – Globalization and Multiculturalism
Ruth Ozeki's *My Year of Meats* (1-30)
Nov. 4 (Th) – Ozeki's *My Year of Meats* (31-83)

WEEK 13

Nov. 9 (T) – Ozeki's *My Year of Meats* (85-197)
Nov. 11 (Th) – Ozeki's *My Year of Meats* (199-284)

WEEK 14

Nov. 16 (T) – Ozeki's *My Year of Meats* (285-361)
Nov. 18 (Th) – Article discussion: Emily Cheng's "Transnational Politics of Race and Gender in Ruth Ozeki's *My Year of Meats*"

WEEK 15

Nov. 23 (T) – PowerPoint presentation of your paper #2
Nov. 25(Th) – Holiday

WEEK 16

Nov. 30 (T) – PowerPoint presentation of your paper #2
Dec. 2 (Th) – Paper workshop and peer reviews

WEEK 17

Final week- Paper #2 due

Required Signatures:

	Signature	Date
Department Chair		
<i>Department vote**:</i>	<i>#for: 31 #against:0 #abstain:0</i>	10/25/2010
General Education Chair		
<i>General Education vote**</i>	<i>#for: #against: #abstain:</i>	
Curriculum Chair:		
<i>Curriculum vote:</i>	<i>#for: #against: #abstain:</i>	
Academic Affairs Chair		
<i>Academic Affairs vote:</i>	<i>#for: #against: #abstain:</i>	
Faculty Senate Chair		
<i>Faculty Senate Vote:</i>	<i>#for: #against: #abstain:</i>	

Supplemental Signatures (indicating proposal review):

Other Affected Dept Chair(s) (Name & Dept/Program)
