This document should be completed and submitted along with an appropriate goal area specific COURSE SUBMISSION FORM and pertinent course materials. If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A list of current Liberal Education Committee members is available at http://www.bemidjistate.edu/faculty_staff/faculty_association/. (Click on Senate and Committees and scroll down to Liberal Education Committee.)

I. General Information. Please provide the following information regarding the course and its current status.

Course Prefix and Number (e.g., ENGL 1151): ENGL 2370
Name of course: World Literature to 1600
Credits: 3
Description (from catalog or from curriculum proposal): Survey of world literature to 1600. Liberal Education Goal Areas 6 & 8. May not be offered every year.

What is the official status of the course at the present time? Check one of the following.

___ This course is already in the University catalog.
___X___ This course is part of a curriculum proposal that has been submitted to the Curriculum Committee.
___ This course has been approved by the Curriculum Committee and is in Curriculum Report ___ (#), _________ (academic year). (Example: CRI, 2012-2013).

II. Summary of Goal Areas

All BSU Liberal Education courses must meet at least one of the student learning outcomes/competencies from Goal Area 2 Critical Thinking. In addition to Goal Area 2, any one course may be placed in one or two additional goal areas. Please check the one or two goal areas in which you would like the course placed.

___ Goal Area 1: Communication (2 courses, 6 credits)
___X___ Goal Area 2: Critical Thinking (Requires completion of the rest of the Liberal Education Program.)
___ Goal Area 3: Natural Science (2 courses, 7 or more credits)
___ Goal Area 4: Mathematical/Logical Reasoning (1 course, 3 or more credits)
___ Goal Area 5: History and the Social and Behavioral Sciences (2 courses, 6 or more credits)
___X___ Goal Area 6: Humanities and the Arts (2 courses, 5 or more credits)
___ Goal Area 7: Human Diversity (1 course, 2 or more credits)
___X___ Goal Area 8: Global Perspective (1 course, 3 or more credits)
___ Goal Area 9: Ethical and Civic Responsibility (1 course, 2 or more credits)
___ Goal Area 10: People and the Environment (1 course, 3 credits)
___ Goal Area 11: Performance and Participation (1 or more credits)
For each goal area selected above, complete an appropriate goal area form and provide necessary course documentation (e.g., a course syllabus) as requested on that form. The goal area forms can be found at [http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/](http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/). The student learning outcomes/competencies for Goal Area 2 Critical Thinking are described on the forms associated with Goal Areas 1, and 3-11.

**IV. Signatures and Contact Person**

<table>
<thead>
<tr>
<th>Originator:</th>
<th>Lauren Cobb</th>
<th>Lauren Cobb</th>
<th>12/7/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Typed</td>
<td>Signature</td>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chair:</th>
<th>Lauren Cobb</th>
<th>Lauren Cobb</th>
<th>12/7/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Typed</td>
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<tr>
<th>Dean:</th>
<th>Colleen Greer</th>
<th>Colleen Greer</th>
<th>12/7/17</th>
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</thead>
<tbody>
<tr>
<td>Name Typed</td>
<td>Signature</td>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

**Person to be contacted for further information:**

Name: Lauren Cobb  
Phone: 218 755-2816  
E-mail: lcobb@bemidjistate.edu

**IV. Submission Process Information**

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

<table>
<thead>
<tr>
<th>Routing Steps for Liberal Education Curriculum Review</th>
<th>New Courses (not in the catalog)</th>
<th>Courses in Catalog but New to LE</th>
<th>Modification of Courses already in LE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
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<td>X</td>
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</tr>
<tr>
<td>Dean</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs (for tracking)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Coordinator (Records Office)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum, Graduate, Teacher Education Committees, as appropriate</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Liberal Education Committee</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Report</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Faculty Senate</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
This form should be completed for the following circumstances:
- For a new course proposed for the Liberal Education Program
- For a course modification involving adding this goal area to an already existing course
- For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: World Literature to 1600
Course prefix and number: ENGL 2370
Credits: 3
Course description: Survey of world literature to 1600. Liberal Education Goal Areas 6 & 8. May not be offered every year.
Are there any prerequisites? Typically, courses in the Liberal Education Program do not have prerequisites. No
Reasons for creating this course: The department seeks to realign our English B.A. curriculum with the current pedagogical practice at commensurate Minnesota State colleges and universities by returning to the traditional configuration of American, British and World literature survey courses, which we departed from in 2007-2008.

Traditionally and currently, most English departments offer two separate courses each for American, British and World literature surveys. After 10 years of offering only five courses—two American literature surveys and three British and World literature surveys, the department's literature subcommittee has concluded that this configuration does not offer a consistent and sufficiently in-depth survey of each of these three areas, so we now propose returning to our original configuration of six courses.

How often will this course be offered? May not be offered every year.
What is the projected maximum class size (cap)? 35

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 6: The Humanities and Fine Arts

- Students need to take two courses and earn at least 5 credits.

The overall goal for this goal area is to expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for three of the five listed competencies, A-E. Please checkmark the competencies met by the course under consideration.
Students will be able to...

___ X__ A. Demonstrate awareness of the scope and variety of works in the arts and humanities;
___ X__ B. Understand those works as expressions of individual and human values within an historical
and social context;
___ X__ C. Respond critically to works in the arts and humanities;
___ D. Engage in the creative process or interpretive performance;
___ X__ E. Articulate an informed personal reaction to works in the arts and humanities.

Goal Area 2: Critical Thinking

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The
overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to
unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught
and used throughout the BSU Liberal Education curriculum in order to develop students’ awareness of
their own thinking and problem-solving procedures. To integrate new skills into their customary ways of
thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

______ A. Gather factual information and apply it to a given problem in a manner that is relevant, clear,
comprehensive, and conscious of possible bias in the information selected.
______ B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or
perspectives which can give alternative meanings or solutions to given situations or problems.
______ C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to
a problem or claim; generate and evaluate implications that follow from them.
___ X__ D. Recognize and articulate the value assumptions which underlie and affect decisions,
interpretations, analyses, and evaluations made by ourselves and others.

STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING
OUTCOME/COMPETENCY SELECTED

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 6 and 2) will be assessed in this course.

Please attach a course syllabus and any other relevant material.

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!
STEP ONE: GENERAL INFORMATION

Name of course: World Literature to 1600  
Course prefix and number: ENGL 2370  
Credits: 3  
Course description: Survey of world literature to 1600. Liberal Education Goal Areas 6 & 8. May not be offered every year.  
Are there any prerequisites? Typically, courses in the Liberal Education Program do not have prerequisites. No  
Reasons for creating this course: The department seeks to realign our English B.A. curriculum with the current pedagogical practice at commensurate Minnesota State colleges and universities by returning to the traditional configuration of American, British and World literature survey courses, which we departed from in 2007-2008. Traditionally and currently, most English departments offer two separate courses each for American, British and World literature surveys. After 10 years of offering only five courses—two American literature surveys and three British and World literature surveys, the department’s literature subcommittee has concluded that this configuration does not offer a consistent and sufficiently in-depth survey of each of these three areas, so we now propose returning to our original configuration of six courses.  
How often will this course be offered? May not be offered every year.  
What is the projected maximum class size (cap)? 35

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2  
Critical Thinking.

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 8: Global Perspective

- Students need to take one course and earn three or more credits

The overall goal of this goal area is to increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for three of the four listed competency categories, A-D. To submit a course for approval in this goal area you must select competency categories A and B plus either C or D.

X A. Students will be able to
• Describe political, economic, and cultural aspects of societies in their historical and/or contemporary settings.
• Analyze political, economic, and cultural aspects of societies in their historical and/or contemporary settings.

___X___ B. Students will be able to
• Analyze specific international problems, illustrating the cultural differences that affect their solution.
• Analyze specific international problems, illustrating the economic differences that affect their solution.
• Analyze specific international problems, illustrating the political differences that affect their solution.

___X___ C. Students will be able to understand the role of a world citizen and the responsibility world citizens share for their common global future.

_____ D. Students will be able to demonstrate knowledge of a culture through non-English language study at the intermediate (second year) level.

Goal Area 2: Critical Thinking

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students’ awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

_____ A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
_____ B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
_____ C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
___X___ D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 8 and 2) will be assessed in this course.

Please attach a course syllabus and any other relevant material.

ENGL 2370 World Literature to 1600
with Brian Donovan
Schedule & Contact Information

Class meets 1:00–1:50 p.m., Mondays, Wednesdays, and Fridays, in Hagg-Sauer 112.
Final Exam: XXXXXX
Office hours in HS 374:
   MWF: 9:00–9:50 a.m. & 10:00–10:50 a.m.
   Thursday: 9:00–9:50 a.m., 10:00–10:50 a.m., 11:00–11:50 a.m., & 2:00–2:50 p.m.
Office Phone: (218) 755-2838
Fax (for the whole building, so be sure my name is on it): (218) 755-2822
E-mail: bdonovan@bemidjistate.edu
Web Site: http://www.bemidjistate.edu/academics/departments/english/Donovan

Course Description

Survey of world literature to 1600. Liberal Education Goal Areas 6 & 8. May not be offered every year.

Purpose of Course

As an introductory “survey,” this course aims give you a rough sense of “the lay of the land,” that is, a rough idea of some of the major kinds, styles, and purposes of literature that evolved in non-English-speaking cultures from about 3000 B.C. to A.D. 1600. It is a vast domain and this will be a whirlwind tour. I hope it leaves you profoundly unsatisfied (not to say dazed and confused), and eager for opportunities to read more slowly and largely from some of the many bodies of literature we sample. (Maybe you’ll even conceive an ambition to learn one or more of the many languages in which these works were originally composed, though alas most of them are not taught at BSU; we shall of course read everything in Modern English translation, though in one case it will be Early Modern English, from 1611.) The course also aims to develop in you, through practice, the intellectual and imaginative powers needed to bridge the gulf of history and culture—not only so as to make good use of those future reading opportunities, but as an end good in itself.

Required Books


You should also have a good collegiate dictionary. You may not need a twenty-pound unabridged, but as a college student, as a writer, and as a reader of literature, you should have more than a pocket paperback at your desk. If that means you need to go out and buy one, I would especially recommend Merriam-Webster or American Heritage. In exams, you may use any dictionary you wish to bring, provided that it is not an electronic device.
**Nuts & Bolts**

*Reading homework:* This is a literature class—a reading class. Your main responsibility will be to read the assigned selections carefully, attentively, imaginatively, and on time. The reading assignments are listed in detail on the calendar attached to this syllabus: there are 37 of them, averaging 37 pages each. Class times will mainly be devoted to examining these readings and their backgrounds, so that you may more fully appreciate and understand them.

*Exams:* Two essay exams will evaluate your understanding of these readings. Each exam will require you to answer three questions, which will all count the same. You will get to select each question you will answer, out of a pair; and I promise that none of the questions will take more than a sentence or two for me to ask. While answering these questions you may freely consult the assigned texts, and a dictionary if you choose, but not other sources or class notes. (Occasional brief marginal notes in your textbook are permissible, but do not turn blank spaces in your textbook into cheat sheets for the exams. Use of the textbook in exams will constitute consent to inspection of it.) The midterm will (of course) cover readings assigned for the first half of the term. The final, which takes longer and counts twice as much, will emphasize readings assigned for the second half of the term, but without altogether neglecting the first half.

*Paper:* One modest formal paper will also be required, roughly 1800 words. (With double spacing, one-inch margins, and twelve-point font size, this comes to roughly eight pages in Courier or six pages in Times Roman, not counting the bibliography page, which I require, nor yet any title page, with which I suggest you not bother.) Use and document at least two secondary sources over and above your primary source material. (Use MLA or APA style for documenting all sources, and be sure to see the “Note on Academic Integrity” below, and “Term Paper Tips” on my Web site.) Your task here will begin with picking out from the class reading list one selection, or a coherent set of shorter selections, to write about. This is your primary source. Where the Norton Anthology only excerpts a work, you should plan to obtain and read a complete version from the library. (Exceptions are allowed for exceptionally lengthy works such as the Mahābhārata. If you choose to write on that, it would suffice to read intelligently selected excerpts or an abridgement amounting in total to considerably more than is in our Anthology—and note that I have not assigned all of what is there.) You should also rely on the library for the required secondary sources, which are books or essays offering analysis and/or interpretation of the literary work[s] you are writing about—or, failing that, of the author’s body of work in general, or even the literary tradition to which it belongs, such as Tang-dynasty Chinese fiction. Please do not rely entirely on the Web for secondary sources, as the Web lacks the quality control associated with print. Your aim in the paper will be to help others, such as your classmates, more fully understand and appreciate the selected literary work(s). This is a very open-ended kind of assignment, allowing for interpretive explication and/or argument, and also relevant background information. (Mere plot summary and/or biography of the author will be frowned upon.) You should assume that your readers have at least read the relevant assignment(s). I encourage you to get a timely start on this project. That does not mean, though, that you should rule out writing on works that are assigned for late in the semester—you can look and read ahead to find your subject, and do your research and writing before that selection comes up in class. You would be wise to consult with me privately about the topic before you get too far into it, and about the work in progress later on, in my office hours or by e-mail. The paper will be due the first of December.

*“Praises”:* One last requirement is for you to write and submit a series of six informal exercises, called “Praises,” at irregular intervals throughout the semester (see attached calendar for due dates). These may be handwritten (if legible), and will normally be a single page or less. In each of them you are to specify and describe or explain something you personally and especially like about any one of the reading selections that have come due since the previous “Praise” came due. For example, Praise
#5 should be about one of the selections from India, China, or Japan. These “Praises” will be graded not for polish but for insight and engagement. I tend to grade them much more leniently or generously than other work (provided that they make it quite clear that you have indeed read the material, and not merely read the intros and/or harkened to the lecture).

**Grading system:** Each piece of your work will be graded with a letter grade. For purposes of averaging, A=4, B=3, C=2, D=1, F=0, Missing=−2. In exams, the averaging of grades for each of three questions will commonly produce one-third and two-third fractions, and thus pluses and minuses on the overall exam grades. Pluses and minuses will also be used in grading term papers, with the same numeric value of one-third. Weights of the various grade components are as follows: Praises 18% (3% each); Midterm 15%; Paper 30%; Final 30%; Attendance and Participation 7%. Grades on written work that comes in late will not themselves be docked or reduced, though be warned that I will not much exert myself to grade or return it promptly. (Praises submitted on time should normally come back to you in one week, midterms in two, while timely term papers will be returned when you hand in your final exam paper.)

**Sexual Content Warning**

Literature very commonly deals with sex, and often in a very uninhibited way. (This is not at all a modern phenomenon, as the ancient epic of Gilgamesh will prove to you.) Nearly two hundred years ago, Thomas Bowdler had an idea for correcting this kind of “problem”; he published censored or expurgated versions of Shakespeare’s plays, so that inhibited and proper nineteenth-century young ladies could read them without scandal or embarrassment. Thus his name became a verb: “to Bowdlerize.” This course will not be Bowdlerized. If you are uncomfortable with talk or discussion pertaining to sex (for reasons either old-fashioned or new-fangled, or just plain personal), I respectfully urge that you find some other course to fulfill your requirements.

**Accessibility Notice**

Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email disabilityservices@bemidjistate.edu.

**A Note on Academic Integrity**

Within the cultural context of contemporary American Academe, when you submit intellectual work product (such as term papers or exam papers) for academic credit, you are implicitly declaring that the work is your own new and original stuff, the result of your own individual thinking. When this implicit declaration is a lie, then academic integrity is violated. Your thinking will be much enriched by others’ input, we all hope; but you are expected to digest this input thoroughly and assimilate it into your own thinking, much as your body might digest the tissue of a food plant or animal and convert it into your own body tissue. In the term paper, facts and ideas (as well as actual wording) for which you are indebted to others (your sources) must be precisely noted and carefully acknowledged—even what you have more or less thoroughly “digested”—according to a standard documentation system, either MLA or APA. In exams, while I expect your essays to reflect points that have been made in class (and documentation is not required in that case), I also expect them to be freshly formulated during the exam period, in your own words. Demonstrable violation of these expectations will result in a reduced or
failing grade for the course, and will also be reported to the relevant university officials, which may result in more severe sanctions if this turns out not to be your first offense. For the University’s official Academic Integrity policies (which I myself had a big hand in writing), see your Student Guide and Planner, pp. 60–65. (This publication is available free at Hobson Union, or on-line at http://www.bemidjistate.edu/students/guide/documents/student_guide_07-08.pdf.)

Course Calendar

In the following table, reading assignments are given with the dates they are due: that is, you should read the assigned selection(s) in advance of the class meeting on the specified date. In order to help you in budgeting your reading time, the rightmost column gives the total length in pages of the selections assigned for that day.

<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Reading pp.</th>
<th>Agenda</th>
<th>Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>W 1/23</td>
<td>—</td>
<td>Introductory session, with foci on academic integrity and chronology.</td>
<td>—</td>
</tr>
<tr>
<td>3</td>
<td>M 1/28</td>
<td>A:10–41</td>
<td>The Gilgamesh Epic (with introduction).</td>
<td>31.2</td>
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<tr>
<td>4</td>
<td>W 1/30</td>
<td>A:105–110, 114–118, 120–147</td>
<td>Editors’ introductions to Ancient Greece and to Homer; Homer, Iliad, Book 1, &amp; excerpts from Books 6 &amp; 8, with preceding summaries.</td>
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<tr>
<td>5</td>
<td>F 2/1</td>
<td>A:147–192</td>
<td>Homer, Iliad, Book 9, Book 16 (excerpt), &amp; Book 18, with preceding summaries.</td>
<td>45.2</td>
</tr>
<tr>
<td>6</td>
<td>M 2/4</td>
<td>A:192–225</td>
<td>Homer, Iliad, Books 22 &amp; 24, with preceding summaries. Praise #1 due.</td>
<td>32.6</td>
</tr>
<tr>
<td>7</td>
<td>W 2/6</td>
<td>A:225–278</td>
<td>Homer, Odyssey, Books 1–4.</td>
<td>53.3</td>
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<tr>
<td>8</td>
<td>F 2/8</td>
<td>A:278–319</td>
<td>Homer, Odyssey, Books 5–8.</td>
<td>40.8</td>
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<tr>
<td>9</td>
<td>M 2/11</td>
<td>A:319–376</td>
<td>Homer, Odyssey, Books 9–12.</td>
<td>56.9</td>
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<tr>
<td>10</td>
<td>W 2/13</td>
<td>A:376–429</td>
<td>Homer, Odyssey, Books 13–16.</td>
<td>53.1</td>
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<tr>
<td>11</td>
<td>F 2/15</td>
<td>—</td>
<td>Brian at TOC</td>
<td>—</td>
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<tr>
<td>13</td>
<td>W 2/20</td>
<td>A:483–530</td>
<td>Homer, Odyssey, Books 21–24. Praise #2 due (on some part or aspect of the Odyssey that you liked).</td>
<td>46.3</td>
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<tr>
<td>14</td>
<td>F 2/22</td>
<td>A:658–693</td>
<td>Sophocles, Antigone.</td>
<td>34.9</td>
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<tr>
<td>15</td>
<td>M 2/25</td>
<td>A:695–725</td>
<td>Euripides, Medea.</td>
<td>30.1</td>
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<tr>
<td>16</td>
<td>W 2/27</td>
<td>A:727–778</td>
<td>Aristophanes, Lysistrata.</td>
<td>51.7</td>
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<tr>
<td>17</td>
<td>F 2/29</td>
<td>A:780–799</td>
<td>Plato, Apology.</td>
<td>18.8</td>
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<tr>
<td>18</td>
<td>M 3/3</td>
<td>A:1063–1106</td>
<td>Virgil, Aeneid, Books 2 &amp; 4.</td>
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<tr>
<td>19</td>
<td>W 3/5</td>
<td>A:1166–1182</td>
<td>Ovid, Metamorphoses, excerpts from Book 10. Praise #3 due.</td>
<td>16.1</td>
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<tr>
<td>20</td>
<td>F 3/7</td>
<td>—</td>
<td>Review for Midterm</td>
<td>—</td>
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<tr>
<td>21</td>
<td>M 3/17</td>
<td>—</td>
<td>Midterm</td>
<td>—</td>
</tr>
<tr>
<td>22</td>
<td>W 3/19</td>
<td>B:1221–1249</td>
<td>Augustine, Confessions: introduction &amp; excerpts.</td>
<td>28.4</td>
</tr>
<tr>
<td>23</td>
<td>F 3/21</td>
<td>B:1826–1866</td>
<td>Dante, Inferno, introduction &amp; Cantos 1–10.</td>
<td>38.1</td>
</tr>
<tr>
<td>24</td>
<td>M 3/24</td>
<td>B:1866–1906</td>
<td>Dante, Inferno, Cantos 11–23.</td>
<td>40.1</td>
</tr>
<tr>
<td>#</td>
<td>Date</td>
<td>Reading pp.</td>
<td>Agenda</td>
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<tr>
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</tr>
<tr>
<td>27</td>
<td>W 4/2</td>
<td>C:2591–2631</td>
<td>Rabelais’ <em>Gargantua</em> and <em>Pantagruel</em>, introduction &amp; excerpts</td>
<td>40.5</td>
</tr>
<tr>
<td>29</td>
<td>M 4/7</td>
<td>C:2692–2731</td>
<td>Cervantes, <em>Don Quixote</em>, remaining Part I excerpts. <strong>Praise #4 due.</strong></td>
<td>39.3</td>
</tr>
<tr>
<td>31</td>
<td>F 4/11</td>
<td>A:1010–1028</td>
<td><em>Bhagavad-Gītā</em>, introduction &amp; excerpts.</td>
<td>18.5</td>
</tr>
<tr>
<td>36</td>
<td>F 4/25</td>
<td>B:1426–1460</td>
<td>Translation from the <em>Koran</em>: introduction, selected Suras, &amp; an excerpt.</td>
<td>34</td>
</tr>
<tr>
<td>38</td>
<td>W 4/30</td>
<td>B:1476–1524</td>
<td>Ferdowsi, <em>Tragedy of Sohráb and Rostám</em> (with introduction).</td>
<td>47.4</td>
</tr>
<tr>
<td>39</td>
<td>F 5/2</td>
<td>B:1566–1618</td>
<td><em>The Thousand and One Nights</em>, introduction, Prologue, &amp; selections.</td>
<td>52.3</td>
</tr>
<tr>
<td>40</td>
<td>M 5/5</td>
<td>C:3076–3092</td>
<td><em>Popol Vuh</em>, introduction &amp; excerpts. <strong>Praise #6 due.</strong></td>
<td>16.3</td>
</tr>
<tr>
<td>41</td>
<td>W 5/7</td>
<td>——</td>
<td>Review for Final</td>
<td>——</td>
</tr>
</tbody>
</table>

**Fri 9 May 3:30–5:30 P.M.** Final Examination

**Student Learning Outcomes**

1. Students will learn to recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.
2. Students will respond critically to works of literature.
3. Students will compare and contrast the issues of early literature to those of modern life.
4. Students will demonstrate awareness of the scope and variety of works in the arts and humanities.
5. Students will understand those works as expressions of individual and human values within an historical and social context.
6. Students will articulate an informed personal reaction to works in the arts and humanities.
7. Students will demonstrate knowledge of cultural, social, religious and linguistic differences.
8. Students will understand the role of a world citizen and the responsibility world citizens share for their common global future.
LIBERAL EDUCATION PROGRAM
COVER PAGE FOR NEW COURSE SUBMISSIONS

This document should be completed and submitted along with an appropriate goal area specific COURSE SUBMISSION FORM and pertinent course materials. If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A list of current Liberal Education Committee members is available at http://www.bemidjistate.edu/faculty_staff/faculty_association/. (Click on Senate and Committees and scroll down to Liberal Education Committee.)

I. General Information. Please provide the following information regarding the course and its current status.

Course Prefix and Number (e.g., ENGL 1151): ENGL 2375
Name of course: World Literature from 1600 to Present
Credits: 3
Description (from catalog or from curriculum proposal): Survey of world literature from 1600 to the present. Liberal Education Goal Areas 6 & 8. May not be offered every year.

What is the official status of the course at the present time? Check one of the following.

___ This course is already in the University catalog.

__X___ This course is part of a curriculum proposal that has been submitted to the Curriculum Committee.

___ This course has been approved by the Curriculum Committee and is in Curriculum Report ___ (#), _______ (academic year). (Example: CRI, 2012-2013).

II. Summary of Goal Areas

All BSU Liberal Education courses must meet at least one of the student learning outcomes/competencies from Goal Area 2 Critical Thinking. In addition to Goal Area 2, any one course may be placed in one or two additional goal areas. Please check the one or two goal areas in which you would like the course placed.

___ Goal Area 1: Communication (2 courses, 6 credits)

__X__ Goal Area 2: Critical Thinking (Requires completion of the rest of the Liberal Education Program.)

___ Goal Area 3: Natural Science (2 courses, 7 or more credits)

___ Goal Area 4: Mathematical/Logical Reasoning (1 course, 3 or more credits)

___ Goal Area 5: History and the Social and Behavioral Sciences (2 courses, 6 or more credits)

__X___ Goal Area 6: Humanities and the Arts (2 courses, 5 or more credits)

___ Goal Area 7: Human Diversity (1 course, 2 or more credits)

__X__ Goal Area 8: Global Perspective (1 course, 3 or more credits)

___ Goal Area 9: Ethical and Civic Responsibility (1 course, 2 or more credits)

___ Goal Area 10: People and the Environment (1 course, 3 credits)

___ Goal Area 11: Performance and Participation (1 or more credits)
For each goal area selected above, complete an appropriate goal area form and provide necessary course documentation (e.g., a course syllabus) as requested on that form. The goal area forms can be found at [http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/](http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/). The student learning outcomes/competencies for Goal Area 2 Critical Thinking are described on the forms associated with Goal Areas 1, and 3-11.

### IV. Signatures and Contact Person

**Originator:**  __Lauren Cobb__  
Name Typed  
Signature  
Date __12/7/17__

**Department Chair:**  __Lauren Cobb__  
Name Typed  
Signature  
Date __12/7/17__

**Dean:**  __Colleen Greer__  
Name Typed  
Signature  
Date __12/7/17__

**Person to be contacted for further information:**

Name:  __Lauren Cobb__  
Phone: 218 755-2816  
E-mail:  __lcobb@bemidjistate.edu__

### IV. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

<table>
<thead>
<tr>
<th>Routing Steps for Liberal Education Curriculum Review</th>
<th>New Courses (not in the catalog)</th>
<th>Courses in Catalog but New to LE</th>
<th>Modification of Courses already in LE</th>
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</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dean</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>Academic Affairs (for tracking)</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Curriculum Coordinator (Records Office)</td>
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<td>X</td>
</tr>
<tr>
<td>Curriculum, Graduate, Teacher Education Committees, as appropriate</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Liberal Education Committee</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Report</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Faculty Senate</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
GOAL AREA 6: THE HUMANITIES AND FINE ARTS*

This form should be completed for the following circumstances:
- For a new course proposed for the Liberal Education Program
- For a course modification involving adding this goal area to an already existing course
- For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: World Literature from 1600 to Present
Course prefix and number: ENGL 2375
Credits: 3
Course description: Survey of world literature from 1600 to the present. Liberal Education Goal Areas 6 & 8. May not be offered every year.
Are there any prerequisites? Typically, courses in the Liberal Education Program do not have prerequisites. No
Reasons for creating this course: The department seeks to realign our English B.A. curriculum with the current pedagogical practice at commensurate Minnesota State colleges and universities by returning to the traditional configuration of American, British and World literature survey courses, which we departed from in 2007-2008.

Traditionally and currently, most English departments offer two separate courses each for American, British and World literature surveys. After 10 years of offering only five courses—two American literature surveys and three British and World literature surveys, the department's literature subcommittee has concluded that this configuration does not offer a consistent and sufficiently in-depth survey of each of these three areas, so we now propose returning to our original configuration of six courses.

How often will this course be offered? Every other year or more frequently depending on faculty resources and enrollments.
What is the projected maximum class size (cap)? 35

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 6: The Humanities and Fine Arts

- Students need to take two courses and earn at least 5 credits.

The overall goal for this goal area is to expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.
According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for three of the five listed competencies, A-E. **Please checkmark the competencies met by the course under consideration.**

Students will be able to…

- **X** A. Demonstrate awareness of the scope and variety of works in the arts and humanities;
- **X** B. Understand those works as expressions of individual and human values within an historical and social context;
- **X** C. Respond critically to works in the arts and humanities;
- **X** D. Engage in the creative process or interpretive performance;
- **X** E. Articulate an informed personal reaction to works in the arts and humanities.

**Goal Area 2: Critical Thinking**

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students’ awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. **Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.**

Students will be able to:

- **X** A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
- **X** B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
- **X** C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
- **X** D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

**STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED**

As you create the materials to be submitted (e.g., a course syllabus) please **detail** how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 6 and 2) will be assessed in this course.

Please attach a course syllabus and any other relevant material.
LIBERAL EDUCATION PROGRAM COURSE SUBMISSION FORM
GOAL AREA 8: GLOBAL PERSPECTIVE*

This form should be completed for the following circumstances:
- For a new course proposed for the Liberal Education Program
- For a course modification involving adding this goal area to an already existing course
- For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: World Literature from 1600 to Present  
Course prefix and number: ENGL 2375  
Credits: 3  
Course description: Survey of world literature from 1600 to the present. Liberal Education Goal Areas 6 & 8. May not be offered every year.

Are there any prerequisites? Typically, courses in the Liberal Education Program do not have prerequisites. No

Reasons for creating this course: The department seeks to realign our English B.A. curriculum with the current pedagogical practice at commensurate Minnesota State colleges and universities by returning to the traditional configuration of American, British and World literature survey courses, which we departed from in 2007-2008.

Traditionally and currently, most English departments offer two separate courses each for American, British and World literature surveys. After 10 years of offering only five courses—two American literature surveys and three British and World literature surveys, the department's literature subcommittee has concluded that this configuration does not offer a consistent and sufficiently in-depth survey of each of these three areas, so we now propose returning to our original configuration of six courses.

How often will this course be offered? Every other year or more frequently depending on faculty resources and enrollments.

What is the projected maximum class size (cap)? 35

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 8: Global Perspective
- Students need to take one course and earn three or more credits

The overall goal of this goal area is to increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.
According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for three of the four listed competency categories, A-D. To submit a course for approval in this goal area you must select competency categories A and B plus either C or D.

A. Students will be able to
   - Describe political, economic, and cultural aspects of societies in their historical and/or contemporary settings.
   - Analyze political, economic, and cultural aspects of societies in their historical and/or contemporary settings.

B. Students will be able to
   - Analyze specific international problems, illustrating the cultural differences that affect their solution.
   - Analyze specific international problems, illustrating the economic differences that affect their solution.
   - Analyze specific international problems, illustrating the political differences that affect their solution.

C. Students will be able to understand the role of a world citizen and the responsibility world citizens share for their common global future.

D. Students will be able to demonstrate knowledge of a culture through non-English language study at the intermediate (second year) level.

**Goal Area 2: Critical Thinking**

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students’ awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

**STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED**

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 8 and 2) will be assessed in this course.

Please attach a course syllabus and any other relevant material.
Course title and number  ENGL 2375 (3 credits)
World Literature from 1600 to Present

Term  xxxxxxxxx

Meeting times and location  xxxxxxxxx

Instructor Information
Name  Dr. Gary Rees
Telephone  (218) 755-2359
Email address  GRees@bemidjistate.edu
Office hours  xxxxxxxxxxxxxxxxxxxxxxx
Office location  HS 350

Course Description
This course will provide a study of the development of world literature from a historical perspective. The ideas, social, and cultural relationships that shape world literature from 1600 to the present are examined through the study of works and the literary characteristics of representative writers. Liberal Education Goal Areas 6 & 8.

Learning Outcomes or Course Objectives
1. Students will respond critically to works of literature.
2. Students will compare and contrast the issues of early literature to those of modern life.
3. Students will demonstrate awareness of the scope and variety of works in the arts and humanities.
4. Students will understand those works as expressions of individual and human values within a historical and social context.
5. Students will articulate an informed personal reaction to works in the arts and humanities.
6. Students will demonstrate knowledge of cultural, social, religious and linguistic differences.
7. Students will understand the role of a world citizen and the responsibility world citizens share for their common global future.
8. Students will learn to recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

Required Texts (Available at the campus bookstore)

Grading Policies
Grading Rationale

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
</tr>
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<tbody>
<tr>
<td>Participation, In class group activities</td>
<td>10%</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>--------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Reading Quizzes (10 x 3% each)</td>
<td>30%</td>
</tr>
<tr>
<td>Mid Term Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Literary Analysis Paper</td>
<td>10%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Grading Procedures**

- Reading Quizzes CANNOT be made up if you are absent.
- Late assignments will lose 10% each day they are late.
- Grades will be posted in a timely manner.
- Extra credit assignments will not be offered in this course.

**Grades.** Grades are not negotiable. Your final course grade will be based on your work in the course. If you are concerned about a grade, see me during office hours.

**Numerical Grade Equivalents.** Course grades are calculated on the standard scale:

- A = 100-94; A- = 93-90
- B+ = 89-87; B = 86-84; B- = 83-80
- C+ = 79-77; C = 76-74; C- = 73-70
- D+ = 69-67; D = 66-64; D- = 63-60
- F = 59-0

**Tentative Course Schedule**

**Week 1:** Introductions (Day One): The Enlightenment in Europe and the Americas

**Week 2:** Early Modern Chinese Literature (Wu Cheng’en, Feng Menglong, Cao Xueqin)

**Week 3:** Early Modern Japanese Literature (Ihara Saikaku; Haiku poetry)

**Week 4:** Age of Revolutions (Jean-Jacques Rousseau, Olaudah Equiano, Goethe)

**Week 5:** Romantics and their Successors (Heinrich Heine, Charles Baudelaire, José Martí, Ruben Darío)

**Week 6:** Culture and Empire: Vietnam, India, China (Nguyen Du, Ghalib, Liu Tieyun, Pandita Ramabai)

**Week 7:** Realism Across the World (Fyodor Dostoevsky, Leo Tolstoy, Gustave Flaubert)

**Week 8:** Realism Across the World (Ravindranath Tagore, Higuchi Ichiyō)
Week 9: Mid Term Exam (one class period): Introduction to Modernity and Modernism

Week 10: Modernism: Japan and China (Kushi Fusako, Kawabata Yasunari, Lao She)

Weeks 11: Modernism: Europe (Franz Kafka, Luigi Pirandello, Bertolt Brecht)

Weeks 12: Modernist Poetry (Aimé Césaire, Pablo Neruda, Federico García Lorca)

Week 13: Postcolonial Literature: Africa (Bessie Head, Tayeb Salih, Chinua Achebe, Ama Ata Aidoo)

Week 14: Postcolonial Literature: The Arab World (Naguib Mahfouz, Mahmoud Darwish, Nawal El Saadawi)

Week 15: Contemporary World Literature: (Salman Rushdie, V.S. Naipul, Jamaica Kincaid)

Week 16: Contemporary World Literature: (Roberto Bolano, Isabel Allende, Nadine Gordimer)

Final Exam

Reading assignments and homework due dates will be discussed in class and posted on the course D2L site after introduced in class.

Course Policies:

You are responsible for being familiar with the BSU Student Handbook (http://www.bemidjistate.edu/students/handbook/). If you have questions, see me after class or during office hours.

Attendance. Your attendance is expected for each class meeting. I will take attendance every day.

- If you miss class, it is your responsibility to catch yourself up by checking for any updates on the course D2L site and conferring with a classmate for any missed notes. Lectures and activities conducted during class meetings cannot be recreated at a later date.
- Beginning with your 5th absence, your participation grade will be lowered.
- Upon your 12th absence, you will receive an "F" for the entire course.

University Authorized Excused Absences: University scheduled events that are approved by the Provost/Vice President for Academic Affairs shall assure students participating in such events the right to make up exams and other class requirements that may have been missed as a result of authorized excused absences. Faculty and coaches responsible for the approved University activity will provide a schedule of activities and names of students involved in advance. The student is responsible for informing the instructor of the absence in advance and making up the exam/class requirements in a
timely manner. The instructor will determine the nature, time and place of the make-up work. The make-up test/class requirements will be fair and comparable to that given in class. Any questions that arise will be resolved through the respective Dean's Office.

**Late Assignments:** If you miss an assignment due to an unexcused absence, it is your responsibility to contact me immediately to request permission to submit late work. In the event that you are granted permission to do so,

- Your assignment will be penalized 10% for each consecutive day it is late;
- Your assignment will receive a zero on the 10th consecutive day after the original submission deadline.

**Classroom Behavior.** Section 2 of *The BSU Student Code of Conduct* ([http://www.bemidjistate.edu/students/handbook/conduct/section2.cfm](http://www.bemidjistate.edu/students/handbook/conduct/section2.cfm)) explicitly prohibits “disruption or obstruction of teaching.” It also requires that students “speak and listen to others with care, seeking personal understanding and maintaining respect and civility,” which is how we will conduct our classroom discussions.

**Electronic Devices.** During class, I ask that you turn off and put away cell phones, computers and other electronic devices. In the past I have allowed electronic devices in class, but have found that while many students use them responsibly, there are many who don’t. There are very few messages that demand our immediate attention. Avoid the temptation to Facebook, IM, play games, etc. These actions are distractions to both yourself and other students around you. **If I see you doing these things, you will be asked to leave for the day and will lose 2 points of your course participation grade.**

**Disabilities Services.** Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email disabilityservices@bemidjistate.edu.

**Academic Integrity.** BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University.

**Use of Copyrighted Materials: Courseware, Handouts, and Resources.** The course software, learning activities, and downloadable resources used in this course are copyrighted. This refers to all course materials generated for this class, which include but are not limited to course videos, courseware interfaces, quizzes, syllabi, learning activities, sample papers, and custom graphics. Because these materials are copyrighted, it is illegal for you to copy or redistribute any of this information without the expressed written consent of the author.

**English Department Communications.** The English department hosts a number of ways to disseminate information to majors and non-majors alike. On our department’s webpage ([http://www.bemidjistate.edu/academics/departments/english/](http://www.bemidjistate.edu/academics/departments/english/)) we place information about the department, current and future classes and other information. There one may also find information regarding the departmental email list for majors through which we make announcements about jobs, careers, publishing opportunities, news, and information. To subscribe to this list, **Verb_L-request@listserv.bemidjistate.edu.** A confirmation email will be sent to you. Simply follow those directions and that's it! Also look for us on Facebook: BSU English!
This form should be completed if a course is currently in the University Catalog and modifications to the course are desired. Modifications may include addition or deletion of a goal area or student learning outcomes/competencies within a goal area; change to the department prefix and number; title change; and, alteration of a course description, prerequisites, credits, and frequency of offering. A goal area specific COURSE SUBMISSION FORM may also be required please see I and III below.

If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A current committee member list is available at [http://www.bemidjistate.edu/faculty_staff/faculty_association/](http://www.bemidjistate.edu/faculty_staff/faculty_association/).

I. Summary of Modification(s). Course Title, Course Description, Frequency of Offering

In the middle column please provide information on the course as it is currently described in the University Catalog. In the far right column, please provide all proposed modifications. If there is no proposed change to an item (e.g., department prefix and number), the cell in the far right column may remain blank.

<table>
<thead>
<tr>
<th>Type(s) of Course Modification</th>
<th>Current--Complete all cells</th>
<th>Proposed--Complete all cells that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>LE Goal Area/Goal Areas</td>
<td>Goal Area 6 &amp; Goal Area 8</td>
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<tr>
<td>(Changes require completion of a Course Submission Form for the appropriate goal area(s)—see III below)</td>
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<tr>
<td>Department Prefix &amp; Number</td>
<td>ENGL 2357</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>British and World Drama</td>
<td>British Literature to 1800</td>
</tr>
<tr>
<td>Description</td>
<td>Selective survey of</td>
<td>Survey of British literature from the</td>
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<tr>
<td>(Changes require completion of a Course Submission Form for the appropriate goal area(s)—see III below)</td>
<td>dramatic literature from</td>
<td>Anglo-Saxon and Medieval periods to</td>
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<tr>
<td></td>
<td>the British Isles and other</td>
<td>1800. Liberal Education Goal</td>
</tr>
<tr>
<td></td>
<td>countries outside the USA.</td>
<td>Areas 6 &amp; 8.</td>
</tr>
<tr>
<td></td>
<td>Liberal Education Goal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Areas 6 &amp; 8 Might</td>
<td></td>
</tr>
<tr>
<td></td>
<td>not be offered every year.</td>
<td></td>
</tr>
<tr>
<td>Prerequisite(s)</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Frequency of offering</td>
<td>Might not be offered</td>
<td>Offered every Fall.</td>
</tr>
<tr>
<td></td>
<td>every year.</td>
<td></td>
</tr>
</tbody>
</table>
II. Explanation for proposed modification(s). Please use the space below for the explanation.

The department seeks to realign our English B.A. curriculum with the current pedagogical practice at commensurate Minnesota State colleges and universities by returning to the traditional configuration of American, British and World literature survey courses, which we departed from in 2007-2008.

Traditionally and currently, most English departments offer two separate courses each for American, British and World literature surveys. After 10 years of offering only five courses—two American literature surveys and three British and World literature surveys, the department’s literature subcommittee has concluded that this configuration does not offer a consistent and sufficiently in-depth survey of each of these three areas, so we now propose returning to our original configuration of six courses.
LIBERAL EDUCATION PROGRAM
COVER PAGE FOR COURSE MODIFICATIONS

This form should be completed if a course is currently in the University Catalog and modifications to the course are desired. Modifications may include addition or deletion of a goal area or student learning outcomes/competencies within a goal area; change to the department prefix and number; title change; and, alteration of a course description, prerequisites, credits, and frequency of offering. A goal area specific COURSE SUBMISSION FORM may also be required please see I and III below.

If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A current committee member list is available at [http://www.bemidjistate.edu/faculty_staff/faculty_association/](http://www.bemidjistate.edu/faculty_staff/faculty_association/).

I. Summary of Modification(s). Course Title, Course Description, Frequency of Offering

In the middle column please provide information on the course as it is currently described in the University Catalog. In the far right column, please provide all proposed modifications. If there is no proposed change to an item (e.g., department prefix and number), the cell in the far right column may remain blank.

<table>
<thead>
<tr>
<th>Type(s) of Course Modification</th>
<th>Current--Complete all cells</th>
<th>Proposed--Complete all cells that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LE Goal Area/Goal Areas</strong></td>
<td>Goal Area 6 &amp; Goal Area 8</td>
<td></td>
</tr>
<tr>
<td>(Changes require completion of a Course Submission Form for the appropriate goal area(s)—see III below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Department Prefix &amp; Number</strong></td>
<td>ENGL 2358</td>
<td></td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td>British and World Poetry</td>
<td>British Literature from 1800 to Present</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>Selective survey of poetry from the British Isles and other countries outside the USA. Liberal Education Goal Areas 6 &amp; 8. Might not be offered every year.</td>
<td>Survey of British literature from 1800 to the present. Liberal Education Goal Areas 6 &amp; 8.</td>
</tr>
<tr>
<td><strong>Prerequisite(s)</strong></td>
<td>None</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Frequency of offering</strong></td>
<td>Might not be offered every year</td>
<td>Offered every Spring.</td>
</tr>
</tbody>
</table>

II. Explanation for proposed modification(s). Please use the space below for the explanation.
The department seeks to realign our English B.A. curriculum with the current pedagogical practice at commensurate Minnesota State colleges and universities by returning to the traditional configuration of American, British and World literature survey courses, which we departed from in 2007-2008.

Traditionally and currently, most English departments offer two separate courses each for American, British and World literature surveys. After 10 years of offering only five courses—two American literature surveys and three British and World literature surveys, the department’s literature subcommittee has concluded that this configuration does not offer a consistent and sufficiently in-depth survey of each of these three areas, so we now propose returning to our original configuration of six courses.

III. Competencies Checklist

If a Liberal Education goal area is being added or deleted, OR if the course description is being changed, complete a COURSE SUBMISSION FORM for the appropriate goal area. The goal area forms can be found at http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/. Each course submission form describes the student learning outcomes/competencies for that goal area (e.g., Goal Area 1 Communication) and the student learning outcomes/competencies for Goal Area 2 Critical Thinking.

IV. Signatures and Contact Person

<table>
<thead>
<tr>
<th>Originator: Lauren Cobb</th>
<th>Lauren Cobb</th>
<th>12/7/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Typed</td>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chair: Lauren Cobb</th>
<th>Lauren Cobb</th>
<th>12/7/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Typed</td>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean: Collen Greer</th>
<th>Colleen Greer</th>
<th>12/7/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Typed</td>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

Person to be contacted for further information:

Name: Lauren Cobb       Phone: 218 755 2816       E-mail: lcobb@bemidjistate.edu

V. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

<table>
<thead>
<tr>
<th>Routing Steps for Liberal Education Curriculum Review</th>
<th>New Courses (not in the catalog)</th>
<th>Courses in Catalog but New to LE</th>
<th>Modification of Courses already in LE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dean</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs (for tracking)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Committee</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Curriculum Coordinator (Records Office)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum, Graduate, Teacher Education Committees, as appropriate</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Liberal Education Committee</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Report</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Faculty Senate</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Liberal Education Program

Course DROP Form
Form Effective Spring Semester 2004

For additional information please contact the Liberal Education Director or your college’s Liberal Education Committee representative. A current list is available at www.bemidjistate.edu/bsufa (click on Faculty Committee Roster and scroll down to Liberal Education Committee).

Submission Process
The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses.

To begin the process, submit your proposal to your department chair. See the chart below for routing. To check on the location of a proposal, contact the Curriculum Coordinator at 3948.

Liberal Education Curriculum Process

<table>
<thead>
<tr>
<th>Routing</th>
<th>New Courses (not in the catalog)</th>
<th>Courses in Catalog but New to LE</th>
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<tr>
<td>Department Chair</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dean</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs (for tracking)</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Coordinator (Records Office)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum, Graduate, Teacher Education Committees, as appropriate</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Liberal Education Committee</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Report</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Faculty Senate</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
I. Course to be dropped from the Liberal Education curriculum:
Department prefix and number: **ENGL 2359**

Title: **British and World Prose**

II. Goal Area/Goal Areas currently offered in:

<table>
<thead>
<tr>
<th>Goal Area 1: Communication</th>
<th>Goal Area 7: Human Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal Area 2: Critical Thinking</th>
<th>Goal Area 8: Global Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal Area 3: Natural Science</th>
<th>Goal Area 9: Ethical and Civic Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal Area 4: Mathematical/Logical Reasoning</th>
<th>Goal Area 10: People and the Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal Area 5: History and the Social and Behavioral Sciences</th>
<th>Goal Area 11: Performance and Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal Area 6: Humanities and the Arts</th>
<th>Goal Areas 1 to 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

III. Reason for dropping the course from Liberal Education:
The department seeks to realign our English B.A. curriculum with the current pedagogical practice at commensurate Minnesota State colleges and universities by returning to the traditional configuration of American, British and World literature survey courses, which we departed from in 2007-2008.

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Name Typed  
Lauren Cobb  
Signature  
12/7/17  
Date

**Department Chair:** Lauren Cobb  
Name Typed  
Lauren Cobb  
Signature  
12/7/17  
Date

**Dean:** Colleen Greer  
Name Typed  
Colleen Greer  
Signature  
12/7/17  
Date

**Person to be contacted for further information:**

Name: Lauren Cobb  
Phone: 218 755-2816  
E-mail: lcobb@bemidjistate.edu