

**The Ohio State University
Colleges of the Arts and Sciences New Course Request**

English

Academic Unit
English

Book 3 Listing (e.g., Portuguese)
858 Seminar in U.S. Ethnic Literatures and Cultures

Number	Title	GRAD	5
U.S. ETHNIC LIT/CLTURE		Level	Credit Hours

18-Character Title Abbreviation	Level	Credit Hours
Summer	AutumnX	Winter
	Spring	Year 2008

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term please complete the Flexibly Scheduled/Off Campus/Workshop Request form

Description (not to exceed 25 words): Advanced work in U S Ethnic literatures and cultures through study of a specific

Issue, theme, or problem of central concern to the field. Topic varies.

Quarter offered: Au, Wi, Sp Distribution of class time/contact hours: 2/2
 Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no): no

Prerequisite(s): Graduate standing

Exclusion or limiting clause: N/A

Repeatable to a maximum of 10 credit hours.

Cross-listed with:

Grade Option (Please check): Letter SU Progress What course is last in the series? _____

Honors Statement: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	GEC: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Admission Condition Course: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Off-Campus: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	EM: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

Embedded Honors Statement: Yes No
 Service Learning Course*: Yes No *To learn more about this option please visit <http://artsandsciences.osu.edu/currofc/>

Other General Course Information:
 (e.g. "Taught in English" "Credit does not count toward BSBA degree.")

B. General Information

Subject Code 230701 Subsidy Level (V, G, T, B, M, D, or P) _____

If you have questions please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:
 We already offer a 700-level graduate introduction to U.S. Ethnic Literature and Culture; this course allows for advanced study of special topics. The only reason why we did not offer it before was a lack of faculty in the area.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs This course is (check one) Required on major(s)/minor(s) A choice on major(s)/minors(s) An elective within major(s)/minor(s) A general elective

3 Indicate the nature of the program adjustments new funding, and/or withdrawals that make possible the implementation of this new course
None needed

4 Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List:

5 If this course is part of a sequence, list the number of the other course(s) in the sequence: _____

6 Expected section size: 10 Proposed number of sections per year: 1

7 Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes No

8 This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms)
Not Applicable

9 Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to accurofc@osu.edu.

Approval Process The signatures on the lines in ALL CAPS (e g ACADEMIC UNIT) are required

1 Academic Unit Undergraduate Studies Committee Chair M. Martinez
Printed Name Date

2 Academic Unit Graduate Studies Committee Chair C. Simmons Feb 15, 2008
Printed Name Date

3 ACADEMIC UNIT CHAIR/DIRECTOR V. Lee 2/15/08
Printed Name Date

4 After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 4132 Smith Lab, 174 West 18th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to accurofc@osu.edu. The ASC Curriculum Office will forward the request to the appropriate committee.

5 COLLEGE CURRICULUM COMMITTEE Printed Name Date

6 ARTS AND SCIENCES EXECUTIVE DEAN Printed Name Date

7 Graduate School (if appropriate) Printed Name Date

8 University Honors Center (if appropriate) Printed Name Date

9 Office of International Education (if appropriate) Printed Name Date

10 ACADEMIC AFFAIRS Printed Name Date

COURSE PROPOSAL

English 858: Seminar in U.S. Ethnic Literatures and Cultures

25-word catalogue description: Advanced work in U.S. Ethnic Literatures and Cultures through study of a specific issue, theme, or problem of central concern to the field. Topic varies.

Repeatable up to 10 hours.

Course Objectives

This seminar will enable students to pursue advanced work in U.S. Ethnic Literatures and Cultures. The topics will vary depending on the instructor, but all seminars will focus on a specific issue, theme, or problem that is of central concern to the field. Students will gain familiarity with the most important thematic and theoretical approaches to that topic and use that knowledge toward producing significant scholarship of their own for their final research projects.

The course will rotate among the U.S. Ethnic Literatures and Cultures faculty and will be repeatable for up to 10 credits. The course should be offered once a year.

Course Rationale

This course fills a gap in the English Department curriculum. Currently, the department offers only one graduate-level course in U.S. ethnic literature, English 758. The 800-level seminar will balance this unevenness and provide students with additional opportunities to further their work in this area. Since 2005, the department has hired four additional faculty members specializing in ethnic literatures, thus making it possible to offer both 700 and 800-level courses. Adding the seminar to the curriculum will demonstrate the department's commitment to this field of study and attract and retain a broad range of graduate students with diverse interests.

The 800-level seminar will complement adjacent courses in postcolonial/transnational, African American, and twentieth-century literatures currently offered in the English Department and will be valuable to students working in those areas. Given the scarcity of graduate-level ethnic studies courses offered at the university, this course will conceivably draw students from a range of disciplines, particularly in the College of Humanities.

Faculty

Adelcke Adecko, Frederick Aldama, Chad Allen, Steve Fink, Pranav Jani
Manny Martinez, Joe Ponce

2 sample syllabi follow

Manuel L. Martinez
martinez.202

Denney 453
Office Hours: W 2-4

Eng 858 Chicano Studies in Context

Description: Given the impossible task of completing a comprehensive discussion of Chicano/a culture in one quarter, this course will be organized primarily around examining the changing consciousness of the Mexican American generation and the Chicano/a generation and how these changes correspond to the evolution of Chicano studies as a form of political activism to its current status as a discipline. This evolution is itself extraordinarily complex, but we will focus on the emergence of a "Mexican American" identity in post-war America, the rise of a "Chicana/o" identity in the 1960s, consider urban Chicana/o experience, and end with a discussion of current immigration issues. We will examine the tensions between the pressures to assimilate and the efforts at resistance to such assimilation, the differences between the urban and agrarian experience, as well as the Chicana critique of Chicano politics. Each period creates a politics, identity, cultural criticism, and poetics. By tracing this development we might begin to see a continuity in what Ramon Saldivar has called the "Chicano Narrative," while acknowledging the many different experiences, traditions, agendas, and voices which make up Chicana/o culture and how they are manifested in the debates within Chicano studies.

Texts: *Making Faces, Youth, Power, Identity, Brown, .and the earth did not devour him, Occupied America, The Dialectics of Our America, Chicana Feminist Texts, Chicano Narrative, With a Pistol in His Hand, Autobiography of a Brown Buffalo,*

Assignments: 2-week group presentation, one 20-page essay, weekly responses.

Presentations: the point of the presentations is to give you the opportunity to teach the material to the rest of the group. Meet with me two weeks in advance to discuss strategies and additional materials. First meeting should give you a venue for teaching the material, the second week should

serve as a venue for leading discussion.

Weekly Responses: place your response in the Carmen drop box by Tuesday evening. They should be three-hundred words on the primary reading for the week. These will prove beneficial for presenters and for facilitating discussion

Plagiarism: plagiarism is the representation of another's works or ideas as one's own. It includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct.

Accessibility: the Office for Disability Services, located in 150 Pomerene Hall, offers services for students with documented disabilities. Contact the ODS at 292-3307, or visit <http://www.ods.ohio-state.edu/>.

Class cancellation policy: in the unlikely event of class cancellation due to emergency, I will contact you via email and request that a note on department letterhead be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

Schedule

Week One: Introduction
and the earth did not devour him

Week Two: Group One
Autobiography of a Brown Buffalo; Youth, Power, Identity

Week Three: Group One
Continue presentation

Week Four: Group Two
Occupied America; With a Pistol in His Hand

Week Five: Group Two
Continue presentation

Week Six: Group Three
Making Faces; Chicana Feminist Texts

Week Seven: Group Three
Continue presentation

Week Eight: Group Four
Dialectics of Our America; Brown

Week Nine: Group Four
Continue presentation

Week Ten: Seminar Paper Workshop

English 858: Seminar in U.S. Ethnic Literature
"Filipino Literature and U.S. Imperialism"

Martin Joseph Ponce
545 Denney Hall
ponce.8@osu.edu
Office hours: TR 3:30 – 5:00
Office phone: 688-0513

This course examines the transnational formation of anglophone Filipino literature within the contexts of U.S. imperialism and migration. In the wake of the Spanish-American and Philippine-American wars (1898-1902), Filipinos have produced a wide-ranging body of literature in English, both in the Philippines and in the United States. We will read a sampling of this work through the frames of "diaspora," migration, and imperialism in order to consider the specificity of Filipino literature in relation to other U.S. ethnic literatures, as well as explore the possibilities and limits of the "transnational" and "imperial" turns in American Studies.

Required books (available at SBX)

Noël Alumi, *Letters to Montgomery Clift* (2002)
Cecilia Manguerra Brainard, *When the Rainbow Goddess Wept* (1994)
Carlos Bulosan, *The Cry and the Dedication* (c. 1953; 1995)
Jessica Hagedorn, *Dream Jungle* (2003)
Peter Bacho, *Cebu* (1991)
M. Evelina Galang, *Her Wild American Self and Other Stories* (1995)
R. Zamora Linmark, *Rolling the R's* (1995)

Required packet (available at SBX)

Class requirements

Attendance and participation. Attendance and participation are mandatory. Our goal will be to

produce knowledge collaboratively in the classroom.

Leading class discussion. As a means of facilitating collective knowledge production in the classroom, you will be asked to lead discussion once during the quarter. This will entail preparing an outline in advance that you will submit to me electronically for posting on Carmen and distribute to your peers at the class meeting.

Writing requirements

Short paper (5 pages). A focused analysis of one literary text from the first half of the syllabus

Proposal (2 pages). An abstract of the topic you plan to write about, the text(s) you plan to focus on, and the theoretical approach you plan to engage with for your final paper.

Longer paper (15-20 pages). A research paper that reflects on the utility of the analytical frameworks introduced at the start of the course for reading a text or set of texts of your choice.

Grade distribution

Attendance and participation (15%)

Leading class discussion (15%)

Short paper (25%)

Longer paper (45%)

Academic misconduct and plagiarism

Plagiarism is the representation of another's works or ideas as one's own. It includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct, the sanctions for the violation could include a failing grade in this course and suspension or dismissal from the University. For more information about academic misconduct, see the section "3335-23-04 Prohibited conduct" at http://studentaffairs.osu.edu/resource_csc.asp.

Accessibility

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* * *

INTRODUCTION: FORGETTINGS AND REIMAGININGS

Week 1

Framing Filipino Literature in the U.S.

- Oscar Peñaranda, Serafin Syquia, and Sam Tagatac, "An Introduction to Filipino-American Literature" (1974)
- Oscar Campomanes, "Filipinos in the United States and Their Literature of Exile" (1992)
- E. San Juan, Jr., "In Search of Filipino Writing: Reclaiming Whose 'America'?" (1995)

Historicizing U.S. Imperialism and Filipino Studies

- Amy Kaplan, "'Left Alone with America': The Absence of Empire in the Study of American Culture" (1993)
- John Carlos Rowe, "Literary Culture and U.S. Imperialism" (2000)
- Vicente Rafael, introduction to *White Love and Other Events in Filipino History* (2000)
- Paul Kramer, introduction to *The Blood of Government: Race, Empire the United States and the Philippines* (2006)
- Antonio T. Tiongson, Jr., introduction to *Positively No Filipinos Allowed: Building Communities and Discourse* (2006)

REMEMBERING THE PHILIPPINE-AMERICAN WAR

Week 2

- F. Sionil José, *Dusk* (1992)
- Supplementary readings:
 - Mark Twain, "To the Person Sitting in Darkness" (1901)
 - Jim Zwick, "The Anti-Imperialist League and the Origins of Filipino-American Oppositional Solidarity" (1998)
 - Vicente Rafael, "Parricides, Bastards and Counterrevolution: Reflections on the Philippine Centennial," in *Vestiges of War: The Philippine-American War and the Aftermath of an Imperial Dream 1899-1999* (2002)

THE OTHER INTERWAR PERIOD

Week 3

- José Garcia Villa, "Untitled Story"; "White Interlude"; "Walk at Midnight: A Farewell"; "Song I Did Not Hear"; "Young Writer in a New Country" (1933); selected poems
- Carlos Bulosan, "Homecoming"; "The Story of a Letter"; "My Education"; "How My Stories Were Written" (c. 1946)
- Bienvenido Santos, "Scent of Apples" (1955); "The Day the Dancers Came" (1967)
- Supplementary readings:
 - Yen Le Espiritu, chapters 1 and 2 in *Home Bound. Filipino American Lives across Cultures, Communities, and Countries* (2003)

REMEMBERING WORLD WAR II

Week 4

- Cecilia Manguerra Brainard, *When the Rainbow Goddess Wept* (1991/1994)
- Supplementary readings:
 - Renato Constantino and Letizia R. Constantino, from *The Philippines: A Continuing Past* (1978)

Week 5

- Carlos Bulosan, *The Cry and the Dedication* (c. 1953; 1995)
- Supplementary readings:
 - E. San Juan, Jr., introduction to *The Cry and the Dedication* (1995)
 - Luis Taruc, from *Born of the People* (1953)
- Short paper due

REMEMBERING MARTIAL LAW

Week 6

- Noël Alumi. *Letters to Montgomery Clift* (2002)
- Supplementary readings:
 - Madge Bello and Vince Reyes, "Filipino Americans and the Marcos Overthrow: The Transformation of Political Consciousness" (1987)
 - Benito M. Vergara, Jr., "Nationalism without Guilt" (1999)
 - Catherine Ceniza Choy, "Towards Trans-Pacific Social Justice: Women and Protest in Filipino American History" (2005)

Week 7

- R. Zamora Linmark, *Rolling the R's* (1995)
- Supplementary readings:
 - David Eng, from *Racial Castration* (2001)
 - Martin Manalansan, introduction to *Global Divas: Filipino Gay Men in the Diaspora* (2003)

THE "SECOND-GENERATION"

Week 8

- Peter Bacho, *Cebu* (1991)
- Supplementary reading:
 - Steven de Castro, "Identity in Action: A Filipino American's Perspective" (1995)

Week 9

- M. Evelina Galang, *Her Wild American Self* (1995)
- Supplementary readings:
 - Leny Mendoza Strobel, "'Born-Again Filipino: Filipino American Identity and Asian Panethnicity" (1996)
 - Melinda L. de Jesús, introduction to *Pinay Power: Theorizing the Filipina/American Experience* (2005)

THE POLITICS OF COMPARISONS

Week 10

- Jessica Hagedorn, *Dream Jungle* (2003)
- Supplementary materials:
 - *Apocalypse Now* (1979), dir., Francis Ford Coppola
 - *Hearts of Darkness: A Filmmaker's Apocalypse* (1991), dir., Fax Bahr and George Hickenlooper
 - Luzviminda Francisco, "The First Vietnam—The Philippine-American War of 1899-1902" (1973)
 - Sharon S. Delmendo, introduction to *The Star-Entangled Banner: One Hundred Years of America in the Philippines* (2004)
 - John B. Judis, from *The Folly of Empire* (2004)