



January 3, 2005

Jennifer Lando, Director
Arts and Sciences Curriculum Office
161 Denney Hall
164 W. 17th Avenue
CAMPUS

Dear Jen,

Enclosed are a proposal for a new undergraduate major and two course proposals. This new major in World Literatures will provide an opportunity for undergraduates to study a range of literary texts from different traditions. The major will require 55 credits, including three Comparative Studies courses (273, 373, and 573), and eight courses distributed across five global geographical regions.

Enclosed here are the following:

Proposal for an **Undergraduate Major in World Literatures**, including support letters, several sample major programs, and a four-year major plan.
Course Change Proposal for **Comparative Studies 273** Intr to Comparative Literature
New Course Proposal for **Comparative Studies 573** World Literature: Theory and Practice, including concurrences

Comparative Studies 573 was originally submitted last summer as Comparative Studies 515. The content remains the same, but the course number has been changed to make it parallel CS 273 and 373.

A course change proposal for Comparative Studies 273 was also previously submitted, but required an additional syllabus. (We assume, incidentally, that the course will retain its GEC status, since it has not changed substantially from its original form, the principal difference being slightly more attention to close readings and slightly less to theoretical issues.)

We will send minor revisions and at least one course proposal to you later this quarter.

Let me know if you have any questions.

Sincerely,

Marge Lynd, Ph.D.
Academic Programs

**PROPOSAL FOR AN UNDERGRADUATE MAJOR IN
WORLD LITERATURES**

October 2004

Proposed by:

Ad-Hoc Committee on World Literatures and Cultures

Nina Berman, Chair

Gene Holland

Margaret Mills

Ileana Rodriguez

Patricia Sieber

Convened by:

Advisory Group on Interdisciplinarity

David Horn, Chair

Nina Berman

Gloria Eyerly

Nicholas Howe

Valerie Lee

Dieter Wanner

Chris Zacher

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ASC CURRICULUM

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ASC CURRICULUM

I. TRANSMISSION OF PROPOSAL

This proposal for a new undergraduate major is transmitted by the college to the Office of Academic Affairs. The proposal must be accompanied by a letter from the dean(s) that describes college resources committed to the program and the relationship of the new major to other priorities of the college.

II. GENERAL INFORMATION

1. **Give the name of the proposed major:**
World Literatures
2. **State what degree students completing the major will receive:**
Bachelor of Arts in ~~World Literatures~~
3. **State the proposed implementation date:**
Autumn Quarter, 2005
4. **Identify the academic units (e.g., department, college, etc.) responsible for administrating the major program:**

College of Humanities
Department of Comparative Studies

III. RATIONALE/GOALS/OBJECTIVES

5. **Describe the rationale/purpose of the major:**

The proposed major addresses the need for an educational framework that offers students an opportunity to explore the literary heritage of the world's different regions. Investigating the scope of the world's literatures in their broad dimensions and in different time periods will enable students to gain a deeper understanding of current developments. The new major would offer students background knowledge pertinent to understanding cross-cultural relations, both within the United States and globally. In the current stage of global developments, students are challenged to respond to questions involving the distinct cultural histories of the world's regions. A major that increases students' awareness as citizens of the world is a timely response to the economic, political and cultural dimensions of globalization.

The proposed major will facilitate the implementation of specific aspects of two key university initiatives, that is, the Academic Plan and the Diversity Plan. As the American economy is expanding globally, employees are expected to have greater knowledge of other countries and cultures along with greater language capabilities. In addition, America's demographic composition is changing fast. By 2020, there will be 10 percent fewer whites and 30 percent more non-whites in the U.S. work force. By 2050, the Caucasian population will drop to around 50 percent. In order to prepare our students for success in this more diverse nation and in a global economy, the Academic Plan calls for the enhancement and coordination of international studies and programs. The proposed major would put these recommendations into practice, and would help define the university as a national model for the study and teaching of diversity.

The new major would correspond to students' interests in studies of culture by broadening the scope of the program to include discussions of diverse aspects of culture, from traditional investigations of literature to analyses of popular culture, as well as different genres and discourses. It does not include a foreign language requirement (beyond the ASC requirement), and students will be able to choose courses from the extensive inventory of literature courses taught in English that distinguishes the College of Humanities. It should be noted that an advanced foreign language requirement typically forestalls the inclusion of literatures of Africa and Asia in world literature majors, and is thus counterproductive to the idea of including literatures of all regions of the world. Students are encouraged, however, to take literature courses taught in the original language.

The proposed major reflects the teaching and research interests of the faculty based in the College of Humanities. The proposed major acknowledges and puts to optimal use the global range and the disciplinary breadth of the faculty's expertise.

6. State the general and specific goals and objectives of the major:

The most general goal of the WL major is for students to gain an understanding of the world's cultural diversity, in the context of the multicultural society of the United States and with regard to global economic, political, and cultural developments. That is, students majoring in this program should benefit from participating in this educational track in ways that make it relevant for their growth as individuals in a dramatically changing world, as responsible citizens, and as members of a workforce that is challenged with the repercussions of a globalizing world. The emphasis of the proposed major on analyzing literary material would enhance students' cultural literacy in a general way. More specifically, the educational goals of the proposed major are:

- a) to provide students with a framework that enables them to understand current global developments in historical and comparative perspective through discussions of literature
- b) to teach students to think critically about literatures as expressions that are meaningful comments on the human condition
- c) to provide students with a thorough grounding in the analysis of texts, and enhance their awareness for the specific parameters of genres and discourses
- d) to develop in students the ability to read, critically evaluate, and synthesize information from texts produced in different geographical contexts
- e) to refine students' ability to communicate effectively about diversity, traditions, cross-cultural relations, and distinct cultural histories, both orally and in writing
- f) to instill in students the ability to appreciate the world's cultural diversity
- g) to prepare students who are so inclined for admission to programs at the masters and PhD levels in related fields
- h) to prepare students who are not seeking graduate education for suitable employment in the public or private sector.

In addition, the specific requirements of the major address central concerns of the proposed area of study:

- a) by requiring that students take courses in five different areas, the major ensures that the scope of the world's literary heritage is acknowledged
- b) by requiring students to take courses focusing on different forms of literary culture, the major develops students' ability to recognize the implications and meanings of distinct types of expression
- c) by requiring that students take courses at different levels, the major ensures that the learning occurs at progressing stages

7. Identify any unique characteristics or resources that make it particularly appropriate for Ohio State to offer the proposed major.

The breadth of expertise and the distinction of the faculty teaching in the College of Humanities make the introduction of a World Literatures major particularly relevant. OSU is in the unique position to have departments and faculty members whose research foci cover almost the entire globe. In this regard, OSU is truly exceptional in comparison to many of its peer institutions (e.g. The University of Texas at Austin, The University of Michigan at Ann Arbor, The University of Wisconsin at Madison), who lack either components in African Studies, Asian Studies, Near Eastern Studies or Latin American Studies.

Given this exceptional scope of expertise, the courses offered by the Humanities' faculty correspond to the conceptual framework of the proposed major. The proposed major thus creates a structure that brings together the resources present in the individual departments in optimal ways. It would allow students to make connections that use the existing resources in ways that are intellectually productive and fiscally beneficial.

The proposed major would also take advantage of the resources to be available through the World Culture and Media Center in Hagerty Hall. It could become a showcase program that makes optimal use of the new center.

The sheer number of students enrolled at OSU is another factor that makes the introduction of this new major meaningful. OSU's larger student body contains a pool of individuals who are potentially interested in the new major because it addresses issues relevant to life in a globalizing and diverse world.

8. Cite the benefits for students, the institution, and the region or state.

Students: The proposed major acknowledges the cultural heritage of the diverse student population enrolled at OSU. It would provide students with a chance to see their particular heritage in the context of the world's cultural diversity. It would expand their horizon and contribute to educating them to become responsible citizens who have an awareness of the cultural heritage of others and show respect toward the different histories of distinct cultures.

The institution: OSU would be in the unique position to offer a cutting-edge major that might serve as a model for peer institutions. The proposed major would enhance the university's reputation as a trendsetter promoting an environment conducive to a multicultural and diverse student population.

The region and the state: New curricular standards and licensure requirements in Ohio mandate training in world literatures for aspiring language-arts teachers; the new major will facilitate the fulfillment of those requirements. In addition, both the state and the region will benefit from having individuals in the workforce familiar with the range of cultural diversity in the world and capable of responding to the cultural challenges of globalization. As Ohio, and the United States more generally, continues to welcome visitors and immigrants from across the globe, Ohio State University needs to take the lead in fashioning a curriculum appropriate for the 21st century. Graduating majors who enter Ohio's workforce would bring with them a mindset and background knowledge that would be useful in a number of settings, from companies engaged in foreign trade to multicultural educational institutions. The proposed major would thus contribute to making OSU into what the *New York Times* called a "revving economic engine" that spurs strategic growth in the new Information Age economy.

9. List similar majors offered in both public and private institutions in Ohio and the U.S. Explain how these majors compare to the one proposed.

The proposed WL major at OSU can be contrasted and compared to three types of programs offered at peer institutions and private universities in North America.

I. Comparative Literature

Comparative study of different literary and cultural traditions is typically offered through Comparative Literature programs and departments. Such programs almost without exception require advanced competency in a second language in order to graduate. None of the schools listed below offers a "world literature" degree without advanced foreign language training:

Private:

Yale University, University of Chicago (see also The Globalization Project and the Regional Worlds Project), University of Pennsylvania, Columbia University (see also the Center for Comparative Literature and Society), Harvard University (only graduate degrees), Stanford University

Public:

UC Berkeley, University of Michigan, Ann Arbor, University of Virginia, University of Arizona, University of Washington; UCLA; University of Texas, Austin

OSU offers a similar degree through the Comparative Literature track in Comparative Studies. WL differs from this common type of comparative literary studies program by not requiring language training beyond the university-wide foreign language requirement of four quarters. WL students substitute advanced knowledge of a second literary tradition with knowledge of literature from the five major world regions (see below).

II. International Studies

The second type of program involves social-science based international studies, global cultures, or third world studies programs which may require or at least allow for the study

of world literatures as part of their multidisciplinary approach to the study of global trends and world affairs. Typically, such programs make the study of literature a secondary or tertiary consideration; alternatively, they treat literature as one among a multitude of disciplines. Listed below are relevant programs:

Public:

Global Studies at University of Santa Barbara; Third World Studies, University of San Diego; Global Cultures Program (interdisciplinary certificate administered through Office of International Studies and Programs), University of Wisconsin, Madison; University of Minnesota, Twin Cities (B.A. in Global Studies, Minor in Foreign Studies)

OSU offers comparable degrees in the International Studies program offered through the College of Social and Behavioral Sciences. WL is similar to some of these programs in that it emphasizes a world-wide geographic distribution. WL differs from such majors by focusing on the study of literary material.

III. World Literature

The third type of program involves the interdepartmental study of different literatures without advanced knowledge of a foreign language. This type of program is relatively uncommon and is, to the best of our knowledge, not offered at any institution in Ohio. In the U.S. and in Canada, the following universities offer such a degree:

Private:

World Literatures (B.A.); Duquesne University (Pittsburgh, PA)

Public:

- A. Program in Comparative and World Literature, UIUC, Urbana-Champaign
- B. World Literature Program (One of two specializations for B.A.); University of Toronto
- C. Penn State (World Literature Minor in the context of Comparative Literature)

The programs listed above take a “great-books” approach to the core courses of their curriculum. In the case of UIUC and University of Toronto (UT), the two institutions most comparable to OSU, such “masterpiece” courses cover Western and non-Western literatures in two separate sets of core courses (4 at UIUC, 3 at UT). At UIUC, students then focus on two area/cultural concentrations of their choice (six courses). At UT, in addition to three Western/non-Western core courses, students choose from 40 literature in translation courses without any further regional, generic or disciplinary stipulations. Instead, in order to graduate, they are required to take a separate specialization in a national literature of their choice.

The proposed WL major at OSU radically improves upon an oversimplified binary division of the world as “western” and “non-western.” Instead, WL divides the world in five macro-regions: Europe and North America, Latin and Central America, Africa, the Middle East, and Asia. By requiring students to take courses in all five of these areas, WL makes good on the claim to expose students to “world” literature. Moreover, by taking existing courses in specialized literature departments, students will acquire greater knowledge of individual literary traditions than if they were to take Western and non-Western comparative “masterpiece” courses. Taking advantage of the unusual OSU

faculty strengths in all major world literary areas, WL compellingly combines the study of literatures with that of world regions.

10. Cite the enrollment patterns of similar majors in Ohio or in the United States.

Ohio:

N/A

U.S.

Peer Institutions:

World Literature Option in the Major in Comparative Literature, University of Illinois, Urbana-Champaign; B.A. option first offered in 2001/02; current number of majors: two

Canada:

World Literature Program (B.A.); University of Toronto; B.A. option first offered in 1996/97; so far, 8-10 students have graduated from the program with larger numbers anticipated for the coming years based on current enrollments among second- and third year students.

11. Describe career opportunities and/or opportunities for graduate or professional study available to persons who complete the major.

As noted in 8. above, the major would contribute to educating students to become responsible citizens who have an awareness of the cultural heritage of others and show respect toward the different histories of distinct cultures. An increasing need for cross-cultural awareness within the professions ensures that students who wish to continue with graduate or professional training will be fully competitive with graduates of traditional humanities departments. Students will be prepared for the kinds of positions in education, government, and business open to other students majoring in the humanities, in particular for careers involving aspects of globalization, diversity, and multiculturalism.

12. Describe any licensure or certification for which this major will prepare students.

N/A

IV. RELATIONSHIP TO OTHER PROGRAMS

13. Describe current major and minor programs in the department(s) and how they relate to the proposed major.

The proposed major does not duplicate any existing major. Comparative Studies has a number of tracks in its undergraduate major, of which the Comparative Literature and Comparative Cultural Studies tracks are the closest to the proposed World Literatures and Cultures major/track. WL differs from Comparative Literature in that it insists on broader coverage of the world's literatures, and does not require any work in a foreign language (beyond the ASC requirement); Comparative Literature requires only two geographical areas of concentration (versus five for WL), and requires literary study in a foreign language. Comparative Cultural Studies is interdisciplinary rather than cross-cultural in focus, has no geographical coverage requirement, and does not focus on literary and cultural artifacts.

- 14. Identify any overlaps with other programs or departments within the University. Append letters of concurrence or objection from related units.**

WL draws extensively on courses taught in the foreign language departments, mostly but not exclusively on those courses offered in English (most of which therefore cannot count for foreign language majors); its overlap with foreign language major programs is therefore minimal to non-existent.

WL shares with International Studies an interest in geographical coverage, but since its focus is on literature and its approach broadly humanistic and qualitative, there is minimal overlap with the social science and policy orientations of International Studies.

- 15. Indicate any cooperative arrangements with other institutions and organizations that will be used to offer this major.**

N/A (All requirements are satisfied by courses offered at this University.)

- 16. Specify any articulation arrangements (direct transfer opportunities) with other institutions that will be in effect for the major.**

N/A (No particular transfer opportunities are anticipated.)

- 17. Provide information on the use of consultants or advisory committees in the development of the major. Describe any continuing consultation.**

In Spring 2002, a videoconference was held with David Damrosch of Columbia University, who is currently chair of the American Comparative Literature Association and editor of the forthcoming *Longman's Anthology of World Literature*. Professor Damrosch's work has been helpful for thinking about the relation between canons of literary works coming out of the different areas of the world. His work addresses questions of how to navigate the tension between traditional pedagogies/knowledges and the vastly expanded field of available texts/cultures. In particular, his thoughts regarding texts in movement across national boundaries and historical time periods offer insights relevant to the discussions about the form and content of the new major.

- 18. Indicate whether this major or a similar major was submitted for approval previously. Explain at what stage and why that proposal was not approved or was withdrawn.**

N/A

- 19. Indicate where students will be drawn from, e.g., existing academic programs, outside of the University, etc. Estimate the mix of students entering the major internally and externally.**

Internally: Until the major develops a reputation, most of the students will be drawn from within OSU (at least 90% of the potential majors). Students who enroll in the proposed major are likely to be students with an interest in literature, culture, and current events, who would otherwise major in English, foreign languages or International Studies.

Externally: The unique features of the new major might compel students who would otherwise enroll at other universities to attend OSU.

V. STUDENT ENROLLMENT

20. Indicate the number of students you anticipate will be admitted to the major each year.

	Year 1	Year 2	Year 3	Year 4	
Full-time	5-10	10-15	15-20	20-25	Total 50-70
Part-time	5	5-10	5-10	10-15	Total 25-35

Estimated Summer enrollments:

	Year 1	Year 2	Year 3	Year 4	
Full-time	1-5	1-5	5-10	5-10	Total 12-30
Part-time	0	0-5	5	5	Total 10-15

VI. REQUIREMENTS

21. List the courses (department, title, credit hours, description) which constitute the requirements and other components of the major. Indicate which courses are currently offered and which will be new. Append a quarter-by-quarter sample program and all New Course, Course Change, and Course Withdrawal forms necessitated by the implementation of the proposed major.

All students are required to take one introductory course (CS 273), a course on translation (CS 373) and a capstone course (CS 573). The remaining coursework (40 hours) will be divided among five different areas:

1. Africa
2. The Middle East
3. East and South Asia/Pacific
4. Europe/North America
5. Latin America/Caribbean

Students are required to take two courses in three areas, and one course in the remaining two areas.

Students may take no more than two courses at the 200 level and three courses at the 300 level. In addition to CS 273, 373, and 573, students may not take more than one additional course in Comparative Studies unless that course is cross-listed with another department.

GEC courses taken to fulfill the GEC requirement cannot also be counted to fulfill the requirements of this major.

Students are not required to take additional courses in foreign languages beyond the ASC foreign language requirement (101, 102, 103, and 104); however, students are encouraged to take courses in foreign languages that are beyond the language learning level. These advanced foreign language courses may count toward the major, and can be taken instead of courses taught in English. The numbers for such courses vary from department to department. Students must consult with their undergraduate advisor to select the appropriate courses.

22. **State the minimum number of credits required for completion of the major.**
World Literatures majors are required to complete a minimum of 55 hours of coursework.
23. **State the average number of credits expected for a student at completion of the major.**
55-60 credit hours
24. **Give the average number of credits taken per quarter by a typical student. Estimate the average for each year.**
Full-time 45-50 credits/year
Part-time 20 credits/year
25. **Give the number of credits a student is required to take in other departments.**
N/A
26. **Give number of credits a typical student might take as electives in other departments.**
N/A
27. **Describe other major requirements in addition to course requirements, e.g., examinations, internships, final projects.**
N/A
28. **Identify from which specialized professional association(s) accreditation will be sought. List any additional resources that will be necessary to gain such accreditation.**
N/A
29. **Describe the number and qualifications of full-time and part-time faculty. List current faculty and areas of expertise. Describe the number and type of additional faculty needed.**

CURRENT

Faculty teaching the courses listed in the appendix.

PROPOSED ADDITIONAL FACULTY

None

- 30. Describe existing facilities, equipment, and off-campus field experience and clinical sites to be used. Indicate how the use of these facilities, equipment, etc. will impact other existing programs.**

N/A

- 31. Describe additional University resources, including libraries, that will be required for the new major.**

The success of the proposed major will depend in part on the kind of advising available to students. Advising is crucial in that it will enable students to create a coherent program of study by drawing on the eligible course offerings. Students will be able to develop a focus by, for example, pursuing a specific genre, women's literature, or a time period in the different regions. In the initial stage of its introduction, the Department of Comparative Studies will provide the staff support necessary to advise the students. However, once enrollment increases beyond 10 or 15 students, the existing staff support will not be sufficient due to other needs that the Department of Comparative Studies has. The successful maintenance of the proposed major will thus be contingent on the availability of an additional staff position.

- 32. Describe the major as it would appear in the appropriate college bulletin**

The Ohio State University Bulletin: College of Humanities

World Literatures major

This major allows students to explore the scope of the world's literatures and cultures in different time periods.

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List of Courses

Africa

African American and African Studies

- 251: Introduction to African Literature
- 271: Contemporary Black Drama
- 272: Theatre Practice in Black Drama
- 367.04 Black Women Writers: Text and Context
- 451: Black Experience in Caribbean, African, and African-American Literatures
- 452: Swahili Literature I
- 453: Swahili Literature II
- 460: Political Thought in African Literature
- 581: Philosophy in Contemporary African Literature

East and South Asia/Pacific

Chinese

- 231: Traditional Chinese Culture
- 232: Modern Chinese Culture
- 251: (Classical) Chinese Literature in Translation
- 502: (Classical) Chinese Fiction in Translation
- 503: Modern Chinese Literature in Translation
- 504: Chinese Drama in Translation
- 600: Performance Traditions of China
- 652: History of Chinese Literature II

Comparative Studies

- 314: Women in East Asian and Asian-American Literature

East Asian

- 314: Women in East Asian and Asian-American Literature
- 675: Women Writers, Culture, and Society in East Asia
- 677: Performance Traditions in Contemporary East Asia

Japanese

- 231: Elements of Japanese Culture
- 251: (Classical) Japanese Literature in Translation
- 252: Modern Japanese Literature in Translation
- 501: Japanese Literature in Critical Perspective
- 600: Performance Traditions of Japan
- 654: Japanese Literature: Classical Period
- 656: Japanese Literature: Modern Period

Korean

- 231: Elements of Korean Culture
- 251: Korean Literature in Translation
- 600: Performance Traditions of Korea

654: Korean Literary Traditions

Latin America/Caribbean

African American and African Studies

451: Black Experience in Caribbean, African, and African-American Literatures

Portuguese

330: Introduction to Brazilian Culture

Spanish

~~321~~
231:

Caribbean Cultures

520: Latin American Literatures (in translation): Fiction and Reality

Middle East

Arabic

241: Culture of the Contemporary Arab World

371: Classical and Medieval Arabic Literature in Translation

372: Modern Arabic Literature in Translation

671: The Qur'an in Translation

672: Arabic Folk Narrative in Translation

Comparative Studies

672: Poetry and Politics in the 20th-Century Mediterranean

Hebrew

216: The Medieval Jewish Experience

241: Culture of Contemporary Israel

370: Biblical and Post-Biblical Hebrew Literature in Translation

372: Modern Hebrew Literature in Translation

373: Prophecy in the Bible and Post-Biblical Literature

374: Women in Biblical and Post-Biblical Literature

376: The Jewish Mystical Tradition

378: Biblical and Post-Biblical Wisdom Literature

671: The Problem of Evil in Biblical and Post-Biblical Literature

Persian

241: Persian Culture

370: Persian Mythology and Folklore

371: Persian Literature in Translation

Turkish

241: Turkish Culture

371: Turkish Sufism

- 372: Turkish Literature in Translation
 641: Travels in Turkey

Medieval and Renaissance Studies

- 214: Golden Age of Islamic Civilization
 216: Medieval Jewish Experience

Near Eastern Languages and Cultures

- 241: The Culture and Cultures of the Middle East
 271: Sacred Texts of the Near East
 311: Rebuilding the Tower of Babel: Language, Diversity, History, and Ideology
 314: The Road to the Alphabet: The Middle Eastern Origins of Western Writing
 370: Mythology of Ancient Egypt and Mesopotamia
 371: Songs of Kings and Lovers: Literature of the Ancient Near East
 372: Literatures and Cultures of the Islamic World
 612: Languages and Cultures of the Middle East
 645: Contemporary Issues in the Middle East
 648: Studies in Orality and Literacy
 671: Canon and Communities in the Near East
 672: Poetry and Politics in the 20th-Century Mediterranean

Women's Studies

- 372: Modern Arabic Literature in Translation

North America and Europe

African American and African Studies

- 254: Themes in African-American Literature
 255: African-American Life through Autobiographies
 271: Contemporary Black Drama
 272: Theatre Practice in Black Drama
 282: Major Themes in African and African-American Cultures and Civilizations
 352: African-American cultural and Intellectual Tradition
 367.02: African-American Theatre History
 367.03: African-American Voices in U.S. Literature
 367.04: Black Women Writers: Text and Context
 375: Early African-American Art
 451: Black Experience in Caribbean, African, and African-American Literatures
 551: Selected Topic in African-American and Related Literatures
 552: Contemporary African-American Culture
 582: Studies in African-American Literature

Arabic

- 367: Issues in Arab-American Society, Culture, and Literature

Classics

- 222: Classical Mythology
 224: Classical Civilization: Greece

- 225: Classical Civilization: Rome
- 226: Sailing to Byzantium: An Introduction to Medieval Constantinople
- 301: Greek & Roman Epic
- 302: Greek & Roman Drama
- 303: Comic Spirit in Antiquity
- 310: Topics in Ancient Literature & Culture
- 322: The Hero in Classical Mythology
- 323: Religion in the Greco-Roman World
- 324: Magic in the Ancient World
- 325: Christians/Greco-Roman World
- 326: Christian Heroes: Byzantine Saints' Lives
- 508: Gender and Sexuality in Antiquity
- 607: Roman Law

Chinese

- 678 Studies in Chinese American Literature

Comparative Studies

- 205: Literature and Ethnicity
- 241: Introduction to Asian American Studies
- 242: Introduction to Latino/a Studies
- 314 Women in East Asian and Asian-American Literature
- 543: Studies in Asian American Literature and Culture
- 544: Studies in Latino/a Literature and Culture
- 645: Studies in Korean-American Literature
- 655: Studies in Japanese-American Literature
- 672: Poetry and Politics in the 20th-Century Mediterranean
- 678 Studies in Chinese-American Literature

East Asian Literatures and Languages

- 314: Women in East Asian and Asian-American Literature
- H399: East Asian Thought in the Western Imagination, 1600-2000

English

- 513: Introduction to Medieval Literature
- 514: Middle English Literature
- 515: Chaucer
- 520: Shakespeare
- 521: Sixteenth-Century Literature
- 522: Early 17th-Century Literature
- 531: Restoration & Early 18th-Century Literature
- 535: Literature of the 18th Century
- 540: Poetry and Poetics of the British Romantic Period
- 541: Victorian Poetry & Poetics
- 542: 19th-Century British Novel
- 543: 20th-Century British Fiction
- 547: 20th-Century Poetry
- 549: Modern Drama
- 550: Colonial and U.S. Literature to 1830
- 551: U.S. Literature, 1830-1865
- 552: U.S. Literature, 1865-1914
- 553: 20th-Century U.S. Fiction

- 560: Special Topics in Poetry
- 561: Special Topics in Fiction
- 562: Special Topics in Drama
- 563: Contemporary Literature
- 681.01 Studies in Korean-American Literature
- 681.02 Studies in Japanese-American Literature
- 681.03 Studies in Chinese-American Literature

German

- 260: Topics in German Literature (to be replaced by 250: German Literature and Popular Culture)
- 261: German Classics in Translation
- 262: Modern German Literature in Translation
- H263: The Faust Theme
- 291: Early German Literature in Cultural Context
- 292: Modern German Literature in Cultural Context
- 299: Weimar and the Third Reich in German Literature and Film
- 399: The Holocaust in Literature and Film
- 641: Language and Society in Interwar Vienna

Modern Greek

- 241: Culture of Contemporary Greece
- 268: Folklore of Contemporary Greece
- 367: Issues in Greek-American Society and Culture
- 371: Modern Greek Literature in Translation

Medieval and Renaissance Studies

- 210: Court of Charlemagne
- 212: Culture of a City-State in the Italian Renaissance
- 213: Medieval Moscow
- 215: Gothic Paris
- 217: Early Modern London
- 219: Golden Age of the Netherlands, 1500-1672
- 226: Sailing to Byzantium
- 504: Arthurian Legends

Near Eastern Languages and Cultures

- 672: Poetry and Politics in the 20th-Century Mediterranean

Polish

- 630: Polish Literature to 1900
- 631: Polish Literature 1900 to Present

Russian

- 250: Masterpieces of Russian Literature in Translation
- 520: Russian Literature in English Translation: From Pushkin to Turgenev
- 521: Russian Literature in English Translation: From Dostoevsky to Chekhov
- 522: Russian Literature in English Translation: 20th-Century Literature, 1900-1928
- 523: Russian Literature in English Translation: 20th-Century Literature, 1928-2000
- 644: Russian Folklore
- 650: Dostoevsky

- 651: Tolstoy
- 653: Russian Drama
- 656: Russian Women Writers
- 664: Studies in 20th-Century Russian Literature

Scandinavian

- 222: Nordic Mythology and Medieval Culture
- 500: Masterpieces of Scandinavian Literature

Slavic

- 245: Introduction to Slavic Literature and Culture
- 367: The East European Experience in America
- 519: Slavic Literature in English Translation

Spanish

- 320: Don Quixote in Translation
- 321: The Spanish Don Juan Theme in the Theatre
- 322: Spanish Society and the Arts

Women's Studies

- 367.01: U.S. Women Writers: Text and Context
- 367.02: U.S. Latina Writers: Text and Context
- 367.04: Black Women Writers: Text and Context
- 540: Studies in Women of Color Writing Culture

Yiddish

- 367: Jewish-American Voices in U.S. Literature
- 371: Yiddish Literature in Translation
- 399: The Holocaust in Literature and Film
- 641: Language and Society in Interwar Vienna

Cross-cultural Courses (may be counted toward any area)

Comparative Studies

- 201: Literature and Society
- 202.01: Literature and Religion
- 202.02: Comparative Sacred Texts
- 203: Literature and the Self
- 204: Literature, Science, and Technology
- 205: Literature and Ethnicity
- 301: Love in World Literature
- 306: The Quest in World Literature
- 308: Representations of the Experience of War
- 339: Transnationalism and Culture in the Americas
- 358: Film and Literature as Narrative Art
- 508: Utopia and Anti-Utopia
- 510: The Twentieth-Century Novel: Transnational Contexts

- 541: Myth and Ritual
660: Modernism: Its Origins and Development in 20th-Century Culture and Politics

Linguistics

- 365: Language across Cultures

Women's Studies

- 215: Reading Women Writers

Sample Programs World Literatures Major

Example 1. Focus on Mediterranean and Diasporan Literatures

CS 273 Introduction to World Literature
CS 373 Problems in Literary and Cultural Translation
CS 573 World Literature: Theory and Practice

AAAS 251 Introduction to African Literature
AAAS Philosophy in Contemporary African Literature
NELC 372 Literatures and Cultures of the Islamic World
Turkish 372 Turkish Literature in Translation
NELC 672 Poetry and Politics in the 20th-Century Mediterranean
Modern Greek 371 Modern Greek Literature in Translation
CS 510 The 20th-century Novel: Transnational Contexts
AAAS 451 Black Experience in Caribbean, African, and African-American Literatures

Example 2. Focus on Performance and Drama

CS 273 Introduction to World Literature
CS 373 Problems in Literary and Cultural Translation
CS 573 World Literature: Theory and Practice

AAAS 271 Contemporary Black Drama
AAAS 451 Black Experience in Caribbean, African and African-American Literatures
East Asian 677 Performance Traditions in Contemporary East Asia
Chinese 600 Performance Traditions of China
Portuguese 330 Introduction to Brazilian Culture
Spanish 321 Caribbean Cultures
Turkish 641 Travels in Turkey
English 549 Modern Drama

Example 3. Focus on Narrative

CS 273 Introduction to World Literature
CS 373 Problems in Literary and Cultural Translation
CS 573 World Literature: Theory and Practice

Japanese 501 Japanese Literature in Critical Perspective
Japanese 656 Japanese Literature: Modern Period
Arabic 672 Arabic Folk Narrative
NELC 648 Studies in Orality and Literacy
English 561 Special Topics in Fiction
CS 510 The 20th-century Novel: Transnational Contexts
AAAS Philosophy in Contemporary African Literature
Spanish 520 Latin American Literatures (in translation): Fiction and Reality

World Literatures (Bachelor of Arts)
Sample Four-Year Graduation Projection

Freshman Year

Autumn Quarter	Winter Quarter	Spring Quarter
English 110 (5)	GEC Historical Survey (5)	GEC Historical Survey (5)
GEC Culture and Ideas (5)	GEC Visual/Performing Arts (5)	GEC Natural Science (5)
GEC Foreign Language (5)	GEC Foreign Language (5)	GEC Foreign Language (5)
HUM COL 100 (1)		

Sophomore Year

Autumn Quarter	Winter Quarter	Spring Quarter
GEC Social Science (5)	GEC Literature (5)	Major Course (5)
GEC Second Writing Course (5)	GEC Natural Science (5)	GEC Natural Science (5)
GEC Foreign Language (5)	GEC Math/Logical Analysis (5)	GEC Social Science (5)

Junior Year

Autumn Quarter	Winter Quarter	Spring Quarter
Major Course (5)	Major Course (5)	Major Course (5)
GEC Data Analysis (5)	Major Course (5)	Major Course (5)
GEC Social Science (5)	GEC Natural Science (5)	Elective (5)
Elective (5)		

Senior Year

Autumn Quarter	Winter Quarter	Spring Quarter
Major Course (5)	Major Course (5)	Major Course (5)
Major Course (5)	Major Course (5)	Elective (5)
Elective (5)	GEC Contemporary World (5)	Elective (5)
Elective (5)		

- The major in World Literatures requires a minimum of 55 hours of course work. All students must take three five-credit courses, Comparative Studies 273, 373, and 573. The remaining 40 credits are chosen from a selected list of literature courses and are to be distributed across five areas: Africa; East and South Asia/Pacific; Latin America/Caribbean; Middle East; and North America and Europe.
- Students who continue with a language they have taken in high school are usually able to complete the foreign language requirement, which is satisfied by the fourth course in the language (104), with fewer than four courses.
- This sample program is designed for students with mathematics placement level R, N, M, or L. Students who place at level S or T should take Mathematics 103 and 104 in their first quarter of enrollment. Mathematics 103 is only offered in Autumn Quarter.
- Taking courses during Summer Quarter will help to reduce the size of heavier course loads and to distribute the concentration of particularly demanding courses.
- All programs in the Colleges of the Arts and Sciences require a minimum of 191 quarter hours.