Rec. #2017-03-03 UNIVERSITY SENATE RECOMMENDATION TO THE PROVOST
The University Senate recommends the Colonnade General Education Committee Report dated
February 2017 to the Provost for endorsement.

Colonnade General Education Committee
Western Kentucky University

Report to the University Senate Executive Committee
Date: February 27, 2016
From: Dr. Marko Dumančić, Chair

The Colonnade General Education Committee submits the following report for consideration to the University Senate:

Connections Courses

- **ENGL 387 Postcolonial Studies [Local to Global]**

Colonnade Connections Course Proposal
Local to Global Subcategory

Proposal Contact Name, E-mail, and Phone: Jerod Ra'Del Hollyfield,
 jerod.hollyfield@wku.edu, 270-745-3242
College and Department: Potter College, English   Proposal Date: 2/9/16

1. **Course Details:**
    1.1   Course prefix (subject area), number and title: English 387
    1.2   Credit hours: 3
    1.3   Prerequisites[1]: Students must have completed ENG 100 and 200 and 21 overall hours of
            Colonnade Foundations and Exploration Courses.
    1.4   Crosslisted and/or equivalent courses (prefix and number): None
    1.5   Expected number of sections offered each semester/year: 1 per year.
    1.6   Is this an existing course or a new course? New
    1.7   Implementation date: **Fall 2017**
    1.8   Where will this course be offered? (Bowling Green main campus, regional campuses, online?
            List all.) Bowling Green main campus, online.

2. Provide a brief course description (100-200 words).
This course examines how postcolonial countries engage with the legacies of colonialism and the ramifications of "neocolonial" entities on their national identities. The course will cover literature and other texts from postcolonial countries such as India, Pakistan, Nigeria, South Africa, Sudan, Australia, and nations throughout the Caribbean and Pacific Islands. Throughout the semester, we will encounter a variety of postcolonial texts, including novels, poems, drama, critical essays, films, and short stories. While we will discuss the fundamentals of postcolonial theory, we will also interrogate how postcolonial issues manifest themselves in national and local issues from controversies over neighborhood mosques and the presence of international refugee centers in local communities to the formation of national policies on which our local and state representatives vote.

3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience). Explicitly address how students in the course apply knowledge from multiple disciplines to the significant issues challenging our individual and shared responsibility as global citizens.

Postcolonial Studies offers students the unique opportunity to analyze and examine in detail the distinct cultures and historical contexts of nations that go beyond the purview of courses dealing with Western civilization and literature. In addition, it asks students to further develop the analytical skills from courses such as English 100 and 200 and apply them to debates that are foundational to understanding global issues. Since the course is based on both literary and cultural analysis, it requires students to integrate a wide variety of skills learned in Foundations and Explorations courses they may have taken in such fields as English, geography, history, film, and political science in order to fully explore the theoretical issues of postcolonial studies while making local connections to the material.

4. List the *course goals* (see Glossary of Terms), and explain how are they aligned with the Connections student learning outcomes. In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the Social and Cultural subcategory. Descriptions in the right-hand column

_____

[1] Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
1. Analyze issues on local and global scales.	Students will analyze a range of postcolonial theories and issues, paying particular attention to the national, historical, and cultural contexts of postcolonial identity. Some particular examples are: • An emphasis on debates between global unifying theories of ethnicity such as the concept of Negritude and the Pan-Africanist Movement and nation-specific theories such as Frantz Fanon's outlining the development of particular national cultures. • A focus on settler colonial nations such as South Africa and Australia and how the United States shares and differs from these nations in its constructions of identity. Much emphasis will be placed on the concept of the American South as not only a site of indigenous extermination and slavery but also a space where marginalized whites like the Scots-Irish congregated that eventually became home to global corporations such as Coca-Cola and Yum! Brands. Our case study on Indian novelist Salman Rushdie's transition from postcolonial author to victim of fatwah to professor of literature at Emory University in Atlanta will be central to this outcome.
2. Examine the local and global interrelationships of one or more issues.	Students will examine how global postcolonial theories apply to local communities. • A focus on global forms of colonial discourse-formed stereotypes such as Orientalism and how they apply to diasporic populations living in the United States at both national and local levels: U.S. immigration policies, international centers such as our local one in Bowling Green, anti-Muslim rhetoric in local and national political races. • An emphasis on the meaning of "home" and "native" in postcolonial texts such as Aimé Césaire's *Notebook of a Return to My Native Land* and Rushdie's essay "Out of Kansas" as a way to show that the global is formed by intersections of numerus local cultures.
3. Evaluate the consequences of decision-making on local and global scales.	Students will link literature to concrete political actions, paying attention to the role of the U.S. in postcolonial worldviews. • Accompanying the study of literary texts will be numerous political documents ranging from Columbus's travel letters and Thomas Macaulay's "Minute on Indian Education" to the U.S. Congress's 1993 apology bill concerning the colonization of Hawaii. As a result, one of the central goals of the course is creating a concrete trajectory of events that links Europe's colonial legacy to ongoing issues of American policy on which our local and state

	representatives vote.

5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).
- To determine similarities and distinctions between the postcolonial contexts of various nations.
- To evaluate how the United States and its policies relate to the postcolonial world.
- To analyze how personal positions relate to the globalized world.
- To further develop the skills of analysis and argumentation.

6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades*. Applicants are encouraged, but not required, to adopt or adapt the Connections Student Learning Outcomes rubric (available on the Colonnade website). Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

Connections Student Learning Outcomes	Identify the "artifact(s)" (assignments, papers, activities, etc) that will be used for assessing each learning outcome *beyond course grades*. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a *separate evaluative rating* for each Connections SLO.
1. Analyze issues on local and global scales.	Students will have three primary assignments in the course: 1. a short presentation connecting a postcolonial issue to a local concern and a 1-2 page reflection over it; 2. A 6-7 page literary analysis paper that asks students to look at the local contexts of a postcolonial text; 3. An 8-10 page academic research paper that requires students to employ postcolonial theory, apply it to a local issue, and create an action plan to address the issue. All of our literary texts and theoretical readings for the semester assume local positions on global issues. As a result, students will be required to identify and expound upon global theoretical concepts and	*Students will submit their work in a final portfolio at the end of the semester. The assessment committee will take a random sample of 30% of portfolios and evaluate them using the rubric contained in Appendix I, providing a separate rating for each learning outcome.*

	analyze their relationship to the local contexts of various literature and films as well as articulate connections to their own local communities. The artifact for assessment is a portfolio of these three assignments with special emphasis on the presentation reflection for this outcome.	
2. Examine the local and global interrelationships of one or more issues.	The course is made up of readings from a dozen postcolonial countries, so students will be able to apply their theoretical basis to various contexts as they examine interrelationships. Each of the three written assignments contained in the portfolio artifact demands that students apply the more global scope of theory to individual, local contexts. Students will be required to look at literary texts from distinct local cultures and position them within the context of postcolonial theory and global policies. As a result, special emphasis will be placed on the literary analysis paper for this outcome.	The aforementioned assessment process will provide an individual assessment for this outcome using the attached rubric.
3. Evaluate the consequences of decision-making on local and global scales.	Most of the course's texts make reference to actual localized political decisions and international influence on those decisions. Through applying theory to the literature and legal documents read in the course, students can trace and examine consequences of global and local decisions on local populations. They are also required in their presentation reflections and final papers to make an explicit local connection between the material and their	The aforementioned assessment process will provide an individual assessment for this outcome using the attached rubric.

| | own positionality. Ideally, students will identify such consequences of decision-making in their presentation reflections, think critically about how such consequences inform literature in their analysis papers, and enter the academic conversation about such decisions in critical ways in their theory-based final papers. Special emphasis will be placed on the final paper for this outcome. | |

6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment). If the assessment plan will utilize the Connections rubric available on the Colonnade website, state as much.

The rubric is attached in Appendix I.

7. Evidence & Argument Artifact. As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one "artifact" (research paper, presentation, major project, etc.) that can be used to evaluate students' ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What "artifact" in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same "artifact" identified in 6a above.)

The artifact will be a portfolio submitted during finals week that contains the following:

⫫ **Presentation and Write Up (10 points):** A 10 minute "talk" centered on a thesis that articulates how a postcolonial issue relates to a local context. Handouts and multimedia supplements are encouraged, though not required. You will write a 1-2 page reflection on your presentation and its local and global connections.

⫫ **Literary Analysis Paper (15 points):** A 6-7 page literary analysis paper that integrates **at least** four academic sources and examines how a postcolonial literary text reflects both local and global concerns.

⫫ **Final Paper (25 points):** An 8-10 page argumentative, academic research paper that uses **at least** six academic sources. The paper should look at a local issue through the lens of postcolonial theory and articulate a specific action plan to address the issue. Students should feel free to apply the academic conventions of their own field of study to this assignment. Each student will write a brief proposal and attend a one-on-one conference in order to receive topic approval.

1. **Attach a sample course syllabus.** The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.

English 387
Postcolonial Studies
Fall 20**
Cherry Hall ###
Tuesday and Thursday 11:10 a.m.-12:30 p.m.

Instructor: Dr. Jerod Ra'Del Hollyfield
Office: Cherry Hall 114
Office Hours: Tuesday and Thursday 12:45-2:30 and by appointment
Phone: Office: (270) 745-3242
   Mobile: (865) 567-9904
E-mail: jerod.hollyfield@wku.edu

Course Description:
This course examines how postcolonial countries engage with the legacies of colonialism and the ramifications of "neocolonial" entities on their national identities. The course will cover literature and other texts from postcolonial countries such as India, Pakistan, Nigeria, South Africa, Sudan, Australia, and nations throughout the Caribbean and Pacific Islands. Throughout the semester, we will encounter a variety of postcolonial texts, including novels, poems, drama, critical essays, films, and short stories. While we will discuss the fundamentals of postcolonial theory, we will also interrogate how postcolonial issues manifest themselves in national and local issues from controversies over neighborhood mosques and the presence of international refugee centers in local communities to the formation of national policies on which our local and state representatives vote.

Colonnade Connections Student Learning Outcomes:
- Analyze issues on local and global scales.
- Examine the local and global interrelationships of one or more issues.
- Evaluate the consequences of decision-making on local and global scales.

Course Learning Outcomes:
- Determine similarities and distinctions between the postcolonial contexts of various nations.
- Evaluate how the United States and its policies relate to the postcolonial world.
- Analyze how personal positions and local politics relate to the globalized world.
- Further develop the skills of analysis and argumentation.

Required Texts and Materials:
* Course Packet (available through Blackboard).
* *Postcolonialisms: An Anthology*. Eds. Gaurav Desai and Supriya Nair. New Brunswick, NJ: Rutgers UP, 2005.
* Achebe, Chinua. *Things Fall Apart* (1958).
* Césaire, Aimé. *Notebook of a Return to My Native Land* (1947).
* Coetzee, J.M. *Disgrace* (1999).
* Conrad, Joseph. *Heart of Darkness* (1899) (Bedford edition required).
* Rushdie, Salman. *Shame* (1983).
* Said, Edward. *Covering Islam: How the Media and the Experts Determine How We See the Rest of the World*. New York: Vintage, 1997.
* Salih, Tayeb. *Season of Migration to the North* (1966).
* Smith, Zadie. *White Teeth* (2000).

Course Policies:

*   **Attendance, Preparation, and Participation**: I expect you to be present at every class session with all assigned material completed and ready to actively participate in discussion. Missing more than two classes without a documented excuse will result in a deduction of half a letter grade for each additional session missed. I would also appreciate sufficient notice of an upcoming absence via E-mail.

*   **Plagiarism:** Plagiarism is using the intellectual property or product of someone else without giving proper credit. The undocumented use of others' words or ideas is a serious offense, subject to disciplinary action that may include course failure and/or expulsion. If you have any questions regarding plagiarism or are not sure how to deal with source material for an assignment, please do not hesitate to ask me for help.

*   **Disabilities:** If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the Office for Student Disability Services in Downing University Center, A-200. This will ensure that you are properly registered for services.

*   **Syllabus Changes:** I reserve the right to change and update the syllabus at any point during the semester. While I will not add additional work, I may change due dates, readings, and other aspects of the course.

*   **Assignment Format:** All work done outside of class should follow MLA format except in the case of prior approval by the instructor.

Grading and Expectations:
(Total Class Points: 100)

*   **Weekly Blackboard Discussion Posts (20 points):** During the course, you are required to post responses on our Blackboard discussion board before every class. The responses should be at least 250 words in length and should be posted by Monday and Wednesday nights at 11:59 p.m. These responses should act as conversation starters for discussion, so you are responsible for reading your colleagues' posts before class. Late posts will not receive credit.

*   **Professionalism (10 points):** As in the workplace, those who make the greatest contribution and show the most dedication will be rewarded. The classroom is a marketplace of ideas and you will be graded on what you bring to market. Come to class prepared, ready to speak, and unencumbered by outside distractions. I will calculate your professionalism grade by looking at the frequency and quality of your discussion contributions. Each class disruption (texting, facebooking, etc.) will result in a two (2) point deduction from this grade.

*   **Presentation and Write Up (10 points):** A 10 minute "talk" centered on a thesis that articulates how a postcolonial issue relates to a local context. Handouts and multimedia supplements are encouraged, though not required. You will write a 1-2 page reflection on your presentation and its local and global connections.

*   **Literary Analysis Paper (15 points):** A 6-7 page literary analysis paper that integrates **at least** four academic sources and examines how a postcolonial literary text reflects both local and global concerns.

*   **Final Paper (25 points):** An 8-10 page argumentative, academic research paper that uses **at least** six academic sources. The paper should look at a local issue through the lens of postcolonial theory and articulate a specific action plan to address the issue. Students should feel free to apply the academic conventions of their own field of study to this assignment. Each student will write a brief proposal and attend a one-on-one conference in order to receive topic approval.

*   **Final Exam (20 points)**

Grading Scale:

A :	100-90
B:	89-80
C:	79-70
D:	69-60
F:	59-0

Course Schedule:
Assignments must be read and prepared on the days they are slated for discussion.
All additional readings are in *Postcolonialisms: An Anthology* unless designated (CP) for Course Packet.

T	Aug 28	Introduction to the course; **Unit I: Making Colonial Discourse** Rudyard Kipling "The Overland Mail," "Gunga Din," and "White Man's Burden" (CP)
R	Aug 30	• Edward Said "Introduction to *Orientalism"* • George Orwell "Shooting an Elephant" (CP) • Thomas Macaulay "Minute on Indian Education"
T	Sept 4	• Christopher Columbus "The Letter of Christopher Columbus on the Discovery of America" • Peter Hulme "Columbus and the Cannibals" (CP) • Frantz Fanon "On National Culture"
R	Sept 6	Joseph Conrad *Heart of Darkness* (vol. I)
T	Sept 11	Joseph Conrad *Heart of Darkness* (finish); **Presentations begin**
R	Sept 13	**Unit II: Writing Back and Resistance** • Chinua Achebe "An Image of Africa in Conrad's *Heart of Darkness*" (CP) • Wolye Soyinka "Telephone Conversation" (CP) • Chinua Achebe *Things Fall Apart*
T	Sept 18	Chinua Achebe *Things Fall Apart*
R	Sept 20	Tayeb Salih *Season of Migration to the North*
T	Sept 25	• Tayeb Salih *Season of Migration to the North* (complete) • Ngũgĩ wa Thiong'o "The Language of African Literature"
R	Sept 27	Aimé Césaire *Notebook of a Return to My Native Land* **Assign Literary Analysis Paper**
T	Oct 2	• Aimé Césaire "Discourse on Colonialism" • Léopold Sédar Senghor "Negritude: A Humanism of the Twentieth Century"
R	Oct 4	**FALL BREAK**

T	Oct 9	- Derek Walcott *Pantomime* (CP) - Derek Walcott "The Caribbean: Culture or Mimicry?" - Homi K. Bhabha "Of Mimicry and Man: The Ambivalence of Colonial Discourse"
R	Oct 11	- Fredric Jameson "Third-World Literature in the Era of Multinational Capitalism" (CP) - Salman Rushdie *Shame*
T	Oct 16	Salman Rushdie *Shame*; **Assign Final Paper**
R	Oct 18	- Salman Rushdie *Shame* (finish) - Leila Ahmed "The Discourse of the Veil"
T	Oct 23	**Literary Analysis Due** - Gayatri Chakravorty Spivak "Can the Subaltern Speak?" (CP) - Salman Rushdie "Out of Kansas" (CP) - Oyèrónké Oyêwùmí "Colonizing Bodies and Minds: Gender and Colonialism"
R	Oct 25	**Unit III: Cultural Imperialism and the Neocolonial World** Edward Said *Covering Islam* (Chapter 1)
T	Oct 30	- Edward Said *Covering Islam* (Chapter 2) - James Cameron's *True Lies* (1994) (screen outside of class) **Final Paper Proposal Due**
R	Nov 1	- Edward Said *Covering Islam* (finish) - Simon Gikandi "Globalization and the Claims of Postcoloniality"
T	Nov 6	- Danny Boyle's *Slumdog Millionaire* (2008) (screen outside of class) - Arif Dirlik "The Postcolonial Aura: Third World Criticism in the Age of Global Capitalism"
R	Nov 8	J.M. Coetzee *Disgrace*
T	Nov 13	J.M. Coetzee *Disgrace*
R	Nov 15	- Banjo Paterson "The Man from Snowy River" (CP) - Patrick White "Miss Slattery and Her Demon Lover" (CP) - Jack Davis "The First-Born," "The Black Tracker," and "Walker" (CP) - Pan Ahluwalia "When Does a Settler Become a Native?: Citizenship and Identity in a Settler Society"
T	Nov 20	Zadie Smith *White Teeth*
R	Nov 22	Zadie Smith *White Teeth*
T	Nov 27	Zadie Smith *White Teeth*
R	Nov 29	**THANKSGIVING**
T	Dec 4	- Zadie Smith *White Teeth* (finish) - Stuart Hall "Thinking the Diaspora: Home-Thoughts from Abroad" - Jean Bernabé, Patrick Chamoiseau, and Raphaël Confiant "In Praise of Creoleness"
R	Dec 6	- U.S. Congress "Apology Bill: Public Law 103-150" - Alexander Payne's *The Descendants* (2011) (screen outside of class)

		Final Paper Due
F	**Dec 14**	**Final Exam**

Appendix I: Assessment Rubric

	4. EXCELLENT	3. GOOD	2. NEEDS WORK	1. POOR
1. Analyze issues on local and global scales	Provides detailed analysis of how literary texts and postcolonial theory relate to global concerns and apply to specific local communities, including the writer's own.	Outlines local and global connections in literary and theoretical texts with general application to various local communities.	Shows understanding of connections between the local and global to course material, but analysis lacks specificity and connections to theory.	Demonstrates little understanding of connections between the global and local or the nuance of local connections to postcolonial issues or individual texts. Little, if any, theory connection.
2. Examine the local and global interrelationships of one or more issues	Closely examines interrelationships between postcolonial issues and various local contexts based on critical analysis of literary texts, theory texts, and academic secondary sources.	Takes into consideration how postcolonial issues interrelate to various local contexts in a general way that integrates critical analysis of literary texts, some theory texts, and academic secondary sources.	Shows understanding of connections between postcolonial issues and local communities, but does not fully integrate theory and individual contexts into examination of issues and interrelationships.	Shows little evidence of applying postcolonial theory to local concerns and lacks sufficient analysis and integration of literary, theoretical, and secondary academic sources to identify interrelationships.
3. Evaluate the consequences of decision-making on local and global scales	Integrates various sources to articulate consequences of past global political and cultural policy decisions while advocating a cogent policy for a localized community.	Shows general understanding of consequences of past global political and cultural policy decisions and applies them to a policy for a localized community.	Identifies connections between course material and past global political and cultural policy decisions, but offers vague application to policy for a localized community.	Lacks connections between course material and global policy decisions and offers unfeasible policy for a localized community.