

UNIVERSITY OF CALIFORNIA, LOS ANGELES

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SANTA BARBARA · SANTA CRUZ

DEPARTMENT OF ENGLISH
149 HUMANITIES BUILDING
BOX 951530
LOS ANGELES, CA 90095 · 1530
(310) 825 · 4173

March 29, 2018

Muriel Mc Clendon, Chair
General Education Governance Committee
Attn: Chelsea Hackett, Program Representative
A265 Murphy Hall
Mail Code: 157101

Attached please find copies of the required GE Information Sheets, CIMS forms, and syllabi for both English 11 and 87. Both courses were approved as new gateway courses for our revised major in American Literature and Culture this past winter, 2018. Please note we are also proposing a new title for the revised major, which we hope will gain FEC approval during spring, 2018. We look forward to having both courses approved for GE credit for the 2018-19 academic year.

Sincerely,

A handwritten signature in black ink, appearing to read "Lowell Gallagher".

Lowell Gallagher, Chair

General Education Course Information Sheet*Please submit this sheet for each proposed course*

Department & Course Number English 11
 Course Title Approaches to American Culture
 Indicate if Seminar and/or Writing II course _____

1 Check the recommended GE foundation area(s) and subgroup(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis X
- Philosophic and Linguistic Analysis X
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis X
- Social Analysis X

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This is a broadly interdisciplinary course, incorporating analysis of literary texts, public documents, films, objects, maps, and visual art. Organized chronologically, it will foreground conceptual tools and forms of expression, and place these into historical context and in relation to social groups.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Christopher Looby (Prof.), Yogita Goyal (Assoc.), King-Kok Cheung (Prof.), Jeff Decker (Adj. Assoc.), Michael Cohen (Assoc.), Marissa Lopez (Assoc.), Uri McMillan (Asst.), Carrie Hyde (Asst.)

Do you intend to use graduate student instructors (TAs) in this course? Yes X No _____

If yes, please indicate the number of TAs 1-4

4. Indicate when do you anticipate teaching this course over the next three years:

2018-19	Fall	<u>X</u>	Winter	<u>X</u>	Spring	_____
	Enrollment	<u>35-40</u>	Enrollment	<u>40-60</u>	Enrollment	_____
2019-20	Fall	<u>X</u>	Winter	<u>X</u>	Spring	_____
	Enrollment	<u>40-60</u>	Enrollment	<u>60-80</u>	Enrollment	_____
2020-21	Fall	<u>X</u>	Winter	<u>X</u>	Spring	_____
	Enrollment	<u>60-80</u>	Enrollment	<u>80-120</u>	Enrollment	_____

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes _____ No X

This course was just approved as a new course for the newly revised major

If yes, provide a brief explanation of what has changed. 18W.

Present Number of Units: 5

Proposed Number of Units: _____

6. Please present concise arguments for the GE principles applicable to this course.

□ General Knowledge	A broad introduction to American culture, society, and history from the early period of settler colonialism through the 20 th century (and perhaps beyond), it will examine a wide variety of multi-media texts and contexts.
□ Integrative Learning	Explicitly interdisciplinary, it will foreground methods and approaches and provide students with practical exercises in using a variety of approaches and methods in a self-conscious way.
□ Ethical Implications	American civic ideals such as freedom, democracy, and the right to dissent will be central to the course. Reform movements such as abolition and environmentalism will be discussed. American “exceptionalism” will be scrutinized.
□ Cultural Diversity	Questions of racial, ethnicity, class, gender, sexual, and religious diversity will be threaded through the course, from the first encounters of European settlers with indigenous peoples to more recent contact and conflict between social groups..
□ Critical Thinking	By foregrounding several critical “keywords” each week, and finally asking students to write their own “keyword” essay, the course will emphasize a self-consciously critical way of thinking.
□ Rhetorical Effectiveness	Lectures will scrutinize and evaluate the rhetorical effectiveness of the many argumentative texts on the syllabus; in turn, students will be supported in their efforts to make their own arguments cogent and persuasive.
□ Problem-solving	Many of the issues covered in the course (e.g., American “exceptionalism”) are intrinsically problematic. While they cannot be <i>solved</i> , exactly, students will learn to take reasoned positions with respect to such problems.
□ Library & Information Literacy	Students will be introduced to various information resources, including library and digital archives (periodicals, maps, artworks, etc.).

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>3</u>	(hours)
2. Discussion Section:	<u>1</u>	(hours)
3. Labs:	_____	(hours)
4. Experiential (service learning, internships, other):	_____	(hours)
5. Field Trips:	_____	(hours)

(A) TOTAL Student Contact Per Week **4** **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

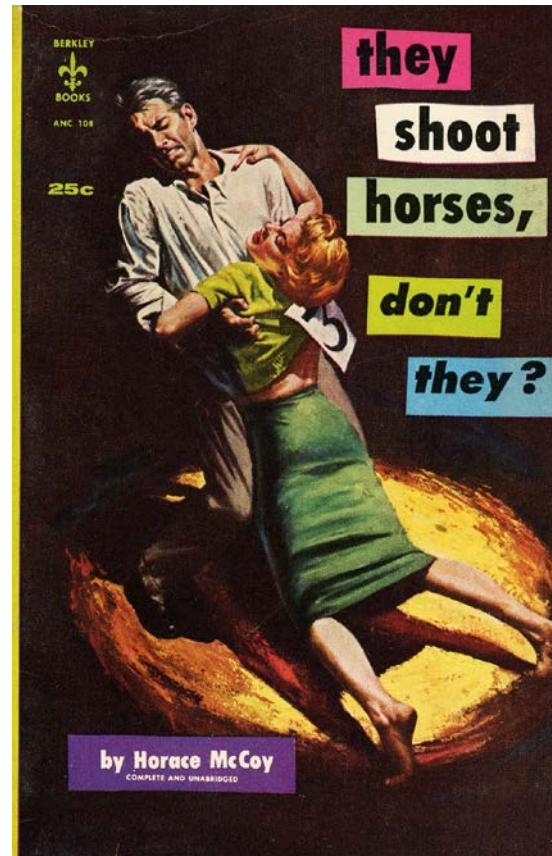
1. General Review & Preparation:	<u>4</u>	(hours)
2. Reading	<u>4-6</u>	(hours)
3. Group Projects:	_____	(hours)
4. Preparation for Quizzes & Exams:	_____	(hours)
5. Information Literacy Exercises:	_____	(hours)
6. Written Assignments:	<u>2-3</u>	(hours)
7. Research Activity:	<u>1</u>	(hours)

(B) TOTAL Out-of-class time per week **11-14** **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week **15-18** **(HOURS)**

Approaches to American Culture

Origins, Sites, and Communities



ENGL 11: Fall 2018 T/R: 10:00-11:15

Instructor: Prof. CHRISTOPHER
LOOBY

Email: clooby@humnet.ucla.edu

Office: Humanities 186

Office Hours: R, 12-3

Overview

This course explores the question of what we mean by “**America,**” and hence what we mean by “American Culture” and “American Studies.” It is a required introduction to the *American Cultures Major* within the English Department, and it is a General Education course open to all interested students. Like the *American Cultures Major*, it addresses concepts of **Origins** (the real or imagined beginnings of cultural formations), **Sites** (the spaces and places of cultural occurrence), and **Communities** (social identities, and groups and alliances of various kinds).

The very word “America” has a complex history and has often been used as a synonym for the United States. But that nationalizing usage is widely contested today. “America” has, in fact, always signified in multiple ways, and within the field of American Studies especially it has recently signified well beyond the one nation-state that has sometimes claimed it as a name. The great diversity of American peoples, geopolitical entities, social formations, intellectual orientations, religious traditions, and other forms of difference may be obscured when subsumed under the term “America.” This course aims to place the singular term “America” and the diversity it encompasses (and sometimes obscures) into a strong critical perspective.

Our exploration works through key moments in the fraught history of “America,” and investigates key critical terms that can guide such exploration. The *keyword*, as a concept, is an important feature of American Studies inquiry, and in this course we will gain a greater understanding not only of specific keywords but also of the keyword as a tool for inquiry.

Each week we will address a significant historical moment when the idea of “America” came under pressure, and each week we will examine two keywords. The course uses dates—sometimes immediately recognizable ones and other times less so—in an attempt to foreground just how complex the question of “America” can be in a given time and place and for one group or another. Just as no single year can account for the changing meanings of “America,” no single media form can testify to such changes. We will explore archives, books, maps, movies, paintings, treaties, sculptures, songs, speeches, material substances, and newspapers, among other forms, with the purpose of modeling robust archival research and adventurous interdisciplinary inquiry.

Weekly Schedule

Week 1: 1490

Keywords: *America, Globalization*

Tuesday

- **Edmundo O’Gorman, *The Invention of America* (1958; trans. 1961),** selections
- Columbus letters from various voyages
- Iroquois Confederacy accounts

Thursday

- **Bartolomé de las Casas, *A Short Account of the Destruction of the Indies* (1552),** selections
- **Archive: Maps from Newberry Digital Collection:**
<https://www.newberry.org/maps-travel-and-exploration>
- **Sculpture: Randolph Rogers, *Columbus Doors* (1855-61),** U.S. Capitol:
<https://www.aoc.gov/art/doors/columbus-doors>

Week 2: 1607**Keywords: Colonial, Indian****Tuesday**

- John Smith, *The Generall Historie of Virginia* (1624), ch. 2
- Thomas Harriot, *A Briefe and True Report of the New Found Land of Virginia* (1588), selections

Thursday

- Film: Terrence Malick, dir., *The New World* (2005)

WEEK 3: 1630**Keywords: Diaspora, Freedom****Tuesday**

- William Bradford, *Of Plymouth Plantation* (wr. 1630-51), selections
- Cotton Mather, *Magnalia Christi Americana* (1702), selections

Thursday

- Nathaniel Hawthorne, “The May-pole of Merry Mount” (1832), “Young Goodman Brown” (1835)

Friday

- SHORT RESPONSE PAPER 1 DUE

WEEK 4: 1740**Keywords: Religion, Secularism****Tuesday**

- Jonathan Edwards, selected sermons

Thursday

- Samson Occom, selections

Week 5: 1787**Keywords: Democracy, Politics****Tuesday**

- The Declaration of Independence (1776)
- The Constitution of the United States (1787)
- *The Federalist Papers* (1788), selections
- Hannah Webster Foster, *The Coquette* (1797)

Thursday

- Foster, *The Coquette* (1797)

WEEK 6: 1803**Keywords: *Environment, Exceptionalism*****Tuesday**

- William Cullen Bryant, selected poems
- Lewis and Clark letters
- Thomas Jefferson, *Notes on the State of Virginia* (1785, 1787), selections

Thursday

- Henry David Thoreau, *Walden* (1854), selections
- Media: Ford P. Kaiser, *Transfer of Upper Louisiana Territory to the United States at St. Louis, Mar. 9, 1804* (c. 1904):
<http://www.loc.gov/pictures/item/2016648616/>

Friday

- ARGUMENTATIVE PAPER DUE

WEEK 7: 1830**Keywords: *Indigeneity, Border*****Tuesday**

- Indian Removal Act (1830), <https://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=004/llsl004.db&recNum=458>
- Newspaper: *The Cherokee Phoenix* (1828-): <http://neptune3.galib.uga.edu/ssp/cgi-bin/tei-news-idx.pl?sessionId=7f000001&type=years&id=CHRKPHNX>
- Supreme Court Decision: *Cherokee Nation v. Georgia* (1831): <http://www.cherokee.org/About-The-Nation/History/Trail-of-Tears/Cherokee-Nation-v-State-of-Georgia>

Thursday

- William Apess, *A Son of the Forest* (1831), selections
- Washington Irving, “Philip of Pokanoket” (1820)

WEEK 8: 1848**Keywords: *Empire, Capitalism*****Tuesday**

- Treaty: Treaty of Guadalupe Hidalgo (1848)
- Henry David Thoreau, “Resistance to Civil Government” (1849)
- John Rollin Ridge, *Life and Adventures of Joaquin Murrieta* (1854), selections

Thursday

- **Ridge, *Life and Adventures of Joaquin Murrieta***
- **Archive: “California As I Saw It,” *Library of Congress American Memory Project* <https://www.loc.gov/collections/california-first-person-narratives/about-this-collection/>**
- **Bret Harte, “Tennessee’s Partner” (1869)**
- **Material: Gold**

Friday

- **SHORT RESPONSE PAPER 2 DUE**

WEEK 9: 1850**Keywords: *Slavery, Abolition*****Tuesday**

- **Frederick Douglass, *Narrative of the Life of Frederick Douglass* (1845)**
- **Herman Melville, “Benito Cereno” (1855)**

Thursday

- **Harriet Beecher Stowe, *Uncle Tom’s Cabin* (1852), selections**
- **Harriet Jacobs, *Incidents in the Life of a Slave Girl* (1861), selections**

WEEK 10: 1929**Keywords: *Interiority, Media*****Tuesday**

- **Horace McCoy, *They Shoot Horses, Don’t They?* (1935)**
- **Franklin D. Roosevelt, “Four Freedoms” (1941)**
- **Norman Rockwell, *Four Freedoms* (1943):**
[https://en.wikipedia.org/wiki/Four_Freedoms_\(Norman_Rockwell\)](https://en.wikipedia.org/wiki/Four_Freedoms_(Norman_Rockwell))

Thursday

- **Film: Sydney Pollack, dir., *They Shoot Horses, Don’t They?* (1969)**

Friday

- **FINAL KEYWORD ESSAY DUE**

Assignments:

- 1) Argumentative Paper (at least 1200 words)

- 2) 2 short response papers (at least 500 words)
- 3) Final Project: *write your own keyword essay* (approx. 2000 words). Consult with the professor to choose a keyword of your own, one that has meant something important to you throughout the quarter. Give a definition and an analysis of the keyword, and support your definition and analysis by making reference to several of the primary texts we have studied. Ideally, your keyword essay will have a multimedia purview (taking in textual, visual, archival and other materials).

Grading

Short Response Papers: 15 per cent each.

Argumentative Paper: 20 per cent.

Keyword Essay: 50 per cent.

Participation: 15 per cent.

Required Texts

- 1) Bruce Burgett and Glenn Hendler, eds., *Keywords for American Cultural Studies*, Second Edition (New York: New York Univ. Press, 2014).
- 2) Hannah Webster Foster, *The Coquette*, intro. Cathy N. Davidson (1797; Oxford Univ. Press, 1986).
- 3) *The Declaration of Independence and the Constitution of the United States*, intro. Pauline Maier (New York: Bantam Books, 2008).
- 4) Frederick Douglass, *Narrative of the Life of Frederick Douglass* (1845)
- 5) Horace McCoy, *They Shoot Horses, Don't They?* (1935; London: Serpent's Tail Classics, 2011).
- 6) Electronic Course Reader available on CCLE

N.B. Assigned films will be available at Powell Library. Assigned media will be available on CCLE under each week's heading.

Policies and Procedures

Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact the Office for Students with Disabilities at (310) 825-1501 to make arrangements. You must notify me *and* OSD to receive academic accommodations.

Plagiarism: Plagiarism is “the presentation of another’s words or ideas as if they were one’s own, including but not limited to: 1) submitting, as your own, through purchase or otherwise, part of or an entire work produced verbatim by someone else; 2) paraphrasing ideas, data, or writing without properly acknowledging the source.”¹ If in doubt, cite. You are expected to compose your own work.

Email: I will answer emails within 24 hours during the week and within 48 hours on the weekend.

Writing Assignments: 12 pt. Times New Roman, double-spaced, 1” margins. Please email me your papers as an attachment. Papers must be in .doc or .docx format (no PDFs). Late papers will be deducted 1/3 of a letter grade per calendar day.

Resources

Undergraduate Writing Center

Humanities A61, Reiber 115, Powell 228

Please schedule an appointment at: www.wp.ucla.edu/uwc

Counseling and Psychological Services (CAPS)

John Wooden Center West

(310) 825-0768

www.counseling.ucla.edu

¹ <http://www.studentgroups.ucla.edu/dos/assets/documents/StudentGuide.pdf>



New Course Proposal

English 11

Introduction to American Cultures

Course Number English 11

Title Introduction to American Cultures

Short Title AMERICAN CULTURES

Units Fixed: 5

Grading Basis Letter grade or Passed/Not Passed

Instructional Format Lecture - 4 hours per week
Discussion - 1 hours per week

TIE Code LECS - Lecture (Plus Supplementary Activity) [T]

GE Requirement Yes

Major or Minor Requirement Yes

Requisites Enforced requisites: English Composition 3 or 3H, English 4W, 4HW, or 4WS.

Course Description Lecture, four hours; discussion, one hour (when scheduled). Requisites: English Composition 3, English 4W or 4HW or 4WS. Exploration of question of what is meant by America, and hence what is meant by American Culture and American Studies. Addresses concepts of origins (real or imagined beginnings of cultural formations), identities (narratives of people and places), and media (creative process as manifest in aesthetic forms, artistic movements, and information systems). P/NP or letter grading.

Justification One of two new required courses for the revised major, "American Cultures," replacing the major in American Literature and Culture, and for the newly proposed minor in American Cultures. English 11 will serve as the primary gateway course to the revised major and new minor, introducing students to the interdisciplinary field of American studies from a literary perspective.

Syllabus File [English 11 sample syllabus 18W.pdf](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information See documents for proposed changes to the Major in American Literature and Culture/American Cultures and proposal for new minor in American Cultures submitted to FEC 1/8/2018.

Grading Structure Short Response Papers: 15%
Argumentative Paper: 20%
Keyword Essay: 50%
Participation: 15%

Effective Date Fall 2018

Instructor Name

Christopher Looby

Title

Professor

Quarters Taught Fall Winter Spring Summer

Department English

Contact Name

JANEL MUNGUIA

E-mail

munguia@english.ucla.edu

Routing Help

ROUTING STATUS

Role: Registrar's Office

Status: Processing Completed

Role: Registrar's Publications Office - Livesay, Blake Cary (BLIVESAY@REGISTRAR.UCLA.EDU) - 61590
Status: Added to SRS on 1/22/2018 10:18:42 AM
Changes: Description
Comments: Course description edited into official version.

Role: Registrar's Scheduling Office - Thomson, Douglas N (DTHOMSON@REGISTRAR.UCLA.EDU) - 51441
Status: Added to SRS on 1/17/2018 6:04:28 PM
Changes: Short Title
Comments: No Comments

Role: FEC School Coordinator - Ries, Mary Elizabeth (MRIES@COLLEGE.UCLA.EDU) - 61225
Status: Returned for Additional Info on 1/16/2018 9:46:53 AM
Changes: No Changes Made
Comments: no changes

Role: FEC Chair or Designee - Tornell, Aaron (TORNELL@ECON.UCLA.EDU) - 41686
Status: Approved on 1/15/2018 9:32:14 PM
Changes: No Changes Made
Comments: No Comments

Role: L&S FEC Coordinator - Ries, Mary Elizabeth (MRIES@COLLEGE.UCLA.EDU) - 61225
Status: Returned for Additional Info on 1/9/2018 9:01:30 AM
Changes: No Changes Made
Comments: no changes

Role: Dean College/School or Designee - Schaberg, David C (DSCHABERG@COLLEGE.UCLA.EDU) - 54856, 50259
Status: Approved on 1/8/2018 9:16:45 PM
Changes: No Changes Made
Comments: No Comments

Role: FEC School Coordinator - Ries, Mary Elizabeth (MRIES@COLLEGE.UCLA.EDU) - 61225
Status: Returned for Additional Info on 1/8/2018 4:00:17 PM
Changes: No Changes Made
Comments: no changes

Role: Department Chair or Designee - Munguia, Janel K Decker (MUNGUIA@ENGLISH.UCLA.EDU) - 51389
Status: Approved on 1/8/2018 3:10:04 PM
Changes: No Changes Made
Comments: Approved by Janel Munguia, designee of current English department chair Lowell Gallagher, on his behalf.

Role: Initiator/Submitter - Munguia, Janel K Decker (MUNGUIA@ENGLISH.UCLA.EDU) - 51389
Status: Submitted on 1/8/2018 3:08:24 PM
Comments: Initiated a New Course Proposal

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