Courses submitted for inclusion in the HMVV Curriculum must already exist and/or have been approved by the Undergraduate Council.

**Course title:** Literature and Civilizations II  
**Department and Course Number:** ENGL 20923  
**Instructor:** Steele, Tarver, Parrish, Easterbrook (rotating)

Please indicate below which *Learning Outcomes* and *Student Action Steps* best represent the focus of your course, keeping in mind that your course only needs to meet one of the *Learning Outcomes* to be approved. Using the bulleted instructions on page 2 of this form, please provide examples that explain how students will, through the use of *Student Action Steps*, achieve the *Learning Outcomes* in your course.

**Competency:**  
TCU graduates will demonstrate knowledge of trends, issues, and opportunities that impact the global community.

<table>
<thead>
<tr>
<th>Learning Outcomes: Indicate one or both as appropriate to your course.</th>
<th>Student Action Steps: Indicate which are to be used in your course or add others you will use to reach the selected Learning Outcome(s).</th>
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<tbody>
<tr>
<td>Students will demonstrate critical awareness that problem-solving in the global community requires the integration of a variety of perspectives. [  ]</td>
<td>Students will examine and critique information and argument related to substantive problems that have a global dimension. [  ] Students will learn how to evaluate sources from a variety of perspectives and use those sources to inform their critique of problems in the global community. [  ] Other:</td>
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<tr>
<td>Students will demonstrate the ability to develop informed judgments about global issues. [ x ]</td>
<td>Students will learn to employ discipline-specific skill sets in their analyses of global issues. [ x ] Students will synthesize and balance information in developing appropriate evidence-based conclusions about global issues. [  ] Other:</td>
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</table>

*The *Learning Outcomes* are statements of what we expect our students to know or be able to do upon completion of a course in that category.

**The *Student Action Steps* identify the process(es) that will lead to the intended *Learning Outcome*. As such, *Student Action Steps* must specify an action(s) to be taken by a student to fulfill a specific *Learning Outcome* and be reasonable within the context and time frame of the course. The *Student Action Steps* above are provided as examples of how students might achieve the *Learning Outcomes*. 
Please provide 2 or 3 examples below that explain how students will, through the use of Student Action Steps, achieve the HMVV Learning Outcomes in your course. Although useful, reference to your syllabus does not substitute for a written explanation on this page. To facilitate understanding, please use language accessible both to faculty who might be outside your discipline as well as to students who might see such language in a course syllabus.

Please attach a syllabus as a supporting document for your submission. Syllabi for HMVV courses should reflect the Learning Outcomes and the use of Student Action Steps that correlate with HMVV requirements.

Please attach an additional HMVV course submission form if this course is being submitted for a second HMVV category.

This second semester course is part of an Honors Civilizations Track option exploring the importance of literary, rhetorical, and dramatic expression in the development of cultural ideas, institutions and values. The first semester of this course surveys the foundations of western civilizations, while the second semester examines developments and responses to these inheritances. Each semester of this course is organized around at least four central problems confronting the development of culture, and the ways writers articulate and respond to these problems is traced in key texts and readings.

Three of the central problems considered in the course, comprising at least nine weeks of the syllabus, are Industrialization and After, Colonialism, and Displacement. Conceived of as global problems that arose in the modern era, these themes challenge students to use the tools of literary analysis (such as careful textual analysis, explication, rhetorical summation, and literary argumentation) in order to develop informed judgments about the global effects of industrialization, colonialism, and resulting displacements from the perspective of writers from around the world. For example, in reading Chinua Achebe’s Nigerian novel Things Fall Apart (1958), students explore how fiction functions as a means of expressing and commenting on history. Students also question to what extent the novel is successful in communicating an alternative narrative to the dominant Western history of missionaries in Africa and other colonized societies. In exploring the theme of Displacement, students study Leslie Marmon Silko’s novel Ceremony (1977), in order to consider how change – whether in values, in beliefs, in new knowledge, in war, and in new societies – has impacted the way humanity, in this case a young Pueblo World War II veteran, has thought about his place in the world. Some examples of questions that students will answer follow.

In reading Chinua Achebe’s Nigerian novel Things Fall Apart, how does fiction function as a means of expressing and commenting on history?

To what extent is Things Fall Apart successful in communicating an alternative narrative to the dominant Western history of missionaries in Africa and other colonized societies?

In Leslie Marmon Silko’s novel Ceremony, how does change – whether in values, in beliefs, in new knowledge, in war, and in new societies – impact the way humanity, in this case a young Pueblo World War II veteran, thinks about his place in the world?

Students will demonstrate their ability to use discipline-specific skill sets to analyze global problems by, for example, writing essays that demonstrate close reading skills in literary analysis (explication) and rhetorical summation (précis). Students will also practice (through class discussion) and refine (through formal writing assignments) their analytical skills by situating their literary readings in the social, political, and historical milieu in which the literature is set. These analytical discussions and essays will require students to advance a committed, plausible reading of literature and synthesize individual reading with literary and contextual scholarship on the subject.