

Curriculum and Academic Planning Committee (CAP)
Report to Faculty Senate on the "Language and Literature" Degree
April 2, 1993

Background

In the spring of 1992 two programs, English Language Studies (ELS) and Comparative Humanities, presented literature proposals for consideration by the CAP Committee. At the time (April 2, 1992) the Committee concurred with the need for a Language and Literature degree and agreed that each proposal had promising components for a degree. The Committee therefore called for cooperation between Comparative Humanities and ELS to shape a joint proposal which would take advantage of the special interests and talents of ELS within the framework described by Comparative Humanities. For example, ELS could provide an important 12-credit specialization option in literacy, rhetoric, "new voices," or some other specialized area anchored in a specific cultural tradition. Similarly, American Studies and/or Modern Languages could offer upper-division clusters that would make the major even more attractive.

At the urging of CAP, Prof. Collett of the Comparative Humanities Program last April contacted in writing American Studies, English Language Studies, and Modern Languages for "advice and contributions" regarding the literature proposal. There were no responses.

Soon afterwards, the Academic Vice President (AVP) submitted a "Language and Literature" proposal to Albany, and it was registered in January 1993 by SUNY/Central and the State Education Department. The title suggested the formal registration for degree status of an older, interprogram concentration with the same name. The AVP had indeed stated his intention to register the concentration, along with several others which had recently been disallowed by the SED. However, the Committee saw the proposal in February/March 1993, only after its approval and discovered that it was quite different from the original "Language and Literature" concentration described in the 1987-89 college catalog.

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The CAP Committee carefully reviewed the "Language and Literature" proposal on March 10, 1993 and has concluded once again that while there are definite contributions that the ELS Program can provide to a literature degree, the difficulties with the present proposal make approval impossible. A number of conceptual problems as well as simple omissions and errors undermine the proposal in fundamental ways. A detailed analysis follows, but in summary form the larger issues include:

- The new degree is not based on the former Language and Literature interprogram concentration.

- There is a serious mismatch between courses and the degree description.
- The administration of the degree is misplaced. Thirty of the forty courses listed lie outside the ELS Program.
- A curriculum impact analysis is absent.
- The degree is narrow, with boundaries that exclude authors who do not write in English. As a consequence, the multiculturalism embodied in the proposal is too restrictive.

Analysis of the Proposed Degree Requirements for "Language and Literature"

Focussing exclusively on literature written in English across various cultures, the proposed degree is distinctive for its combination of the traditional (American and English/European) with the "new voices emanating from African-American, Indian, Native-American, Asian-American, Latino, and women writers." Required courses in "language arts" and in "literary analysis/interpretive methods" provide methodological support for the degree. In addition, students take a course on a "major figure" and do a two-semester senior seminar with a thesis. Thus, the "Language and Literature" degree has six components:

- A. Language Arts
- B. Methods of Literary Interpretation/Analysis/Research
- C. Common Traditions: Survey of English Literature and/or Survey of American Literature
- D. New Literary Perspectives
- E. Major Figure
- F. Senior Seminar

A. Language Arts has no stated rationale. Of the five courses listed, two are required, although it is not clear whether there is a distribution requirement (there are two distinct groups of courses listed). The second group includes only courses on speech while the first group consists of "Introduction to Language" (CH2421), and "Structure of English" (CH3302).

B. Methods of Literary Interpretation/Analysis/Research seeks to "teach methods of inquiry and techniques of interpretation and analysis." There are two groups of courses, but it is not clear whether the two-course requirement must be split between them.

In group one there are three very different courses. "Reading Poetry" (CH4320) and "Approaches to Literature" (CH3952) are advanced studies of stylistics and literary analysis while "Introduction to Literature" (CH2310) develops the students' personal responses to literature and avoids any study of abstract methods of analysis.

The second group contains several apparently inappropriate courses, including "Expresion y analisis de los generos literarios" (ML4400, but listed in the proposal as ML4470 and with the title translated into English), offered only in Spanish. The course does involve a discussion of the principal literary forms, but all the literature is of course in Spanish. Also problematic are: "Survey of European Literature" (CH2452) with much of its literature in translation and "Writing and Research in the Humanities" (CH3910), a broad-based introduction to the Comparative Humanities major which also satisfies the Program's "writing in the discipline" requirement.

The last course in group two is listed as "Interpretive Analysis" (EL3243); it is absent from the current catalog and no syllabus is attached to the proposal. The Committee assumes this will be developed.

C. Common Traditions requires courses in traditional American and/or English literature. In group one, American literature, the courses in "contemporary" (AS4642) or "modern" (AS4682) American literature naturally reflect considerable contributions from the authors properly included in New Literary Perspectives, Section D. And according to the catalog, even the "Introduction to U.S. Literature" (AS2602, listed in proposal as AS3602) includes minority and female writers, as well as the traditional names. Thus, the traditional American literature available is quite restricted.

The second Common Traditions group, "English & European Literature," is no less problematic than the first. "Europe in the Middle Ages" (CH3021) is a history course which may use some literature, although its extent and nature will vary according to the instructor. "Survey of European Literature" (CH3452), now appearing for the second time (see Section B, group 2), contains mostly works in translation. "Shakespeare" (CH4325) does indeed fit the bill, but it also does double-duty as the single offering under Major Figure. It would seem odd to have a course used twice to satisfy requirements within the same degree. The last course in group two, "Modern English Literature" (CH4381), may work but only to the extent that "traditional" does not mean old.

After subtracting courses that are clearly inappropriate, there is actually very little to choose from under Section C.

D. New Literary Perspectives features literature by women, African-Americans, Asian-Americans, Hispanic-Americans, Native Americans, and Caribbean and Indian authors.

At least two of the courses offer literature in translation: "Epic: East and West" (CH4982) and "African Literature" (CH3462). A number of the courses from English Language Studies writing courses will have to be "upgraded" to fit into the proposal and thus will in effect constitute new courses; included here is "Women Writers" (EL4501) which apparently duplicates "Women Writers" (AS4652, noted as AS4562 in proposal). "Reading Poetry" (CH4320) appears for the second time in the proposal under this section (see Section B as well).

E. Major Figure (Section "D" in the Proposal) includes only "Shakespeare" (CH4325) along with a proposed new course, "Major Figures" (EL4800). However, the narrative promises students a "broad range of choices from either common traditions (Chaucer, Milton, Shakespeare) or new literary perspectives (Morrison, Baldwin, Chopin, Rhys)."

F. Senior Seminar is intended to be a "forum for students to synthesize their program of study." The first semester would "focus on theory/background," and students would write a thesis during the second semester. There is no other information available in the proposal; the planning on this important part is clearly incomplete.

Conclusions

The current proposal would place the administration of a major in one program and the courses to satisfy that major in other programs. It is not clear that there is a single existing course in the English Language Studies Program that could be part of the degree. Even if money is made available to implement the courses proposed for ELS, thirty of the forty listed courses lie outside the ELS Program. Without control or coordination of faculty or courses, the administration of the degree would be extremely difficult for the ELS Program. This is an inherently unworkable situation, given the number of courses involved.

The present Language and Literature proposal requires one program (ELS) to develop a substantial number of literature courses, while at the same time literature courses in a different program (Comparative Humanities) would remain outside the proposed degree. Under any circumstances this is an inefficient use of resources, but in a period of budget stringency it is simply unthinkable. Faculty and courses already exist to create a literature degree, but the proposal ignores many of them and

requires new support for a decidedly more narrow degree than what we can offer with no new courses or dislocations to the curriculum.

Although the title suggests a broad-based study of literature and language, the proposal narrative clearly restricts the degree to literature written in English. Yet a number of the courses contain much in translation, and still other listed courses are not appropriate for different reasons. There are at least eight or nine duplicate or inappropriate courses in the proposal, and if one adds courses listed but not developed, the number would perhaps double. Regardless of the administration of this degree, the existing coursework support for it is meager.

Since 100% of the funds to support this program will come from "internal reallocation," the Committee is vitally interested in how implementation of this program would impact other parts of the existing curriculum. One obvious concern are the consequences for the writing program on campus. A number of ELS courses which now allow students to meet their writing requirements for General Education would be upgraded to serve the new major. In addition, the proposal implies the creation of completely new courses such as a two-semester senior seminar and new "major figure" courses. The internal impact analysis is completely absent.

The rationale appeals to the current interest in multicultural education, yet this is not a study of different cultures as much as a study of English-speaking writers in different cultures. The proposal does indeed include "new voices" but, at least for countries other than America, it misses the larger chorus, the mix of voices that defines with some integrity the literary expression of a culture. The English-only brand of multiculturalism is a linguistic and literary abstraction too far removed from the underlying cultures.

A number of omissions and errors in the presentation mar the proposal. Relevant vitae (Wolfe, Bishop, Collett) are missing, and superfluous ones are present in abundance (entire Modern Languages program). There is no numerical analysis of faculty on page 2. There are no syllabi for proposed new courses, nor is there a presentation of how courses would be sequenced from semester to semester.

Recommendations

The CAP Committee urges strongly that any literature degree at Old Westbury be faithful to the following principles:

1. It must take maximum advantage of existing courses in literature.

2. The degree should be truly multicultural--able to embrace a wide range of literature from any culture.
3. The degree should offer opportunities for interdisciplinary contributions.
4. There should be a natural alignment between the administration of the degree and the program that contributes the bulk of resources for it.

The degree pre-proposal submitted by the Comparative Humanities Program and endorsed by the CAP Committee best meets these criteria. It is extremely flexible, interdisciplinary, and offers students a wide range of courses from a genuinely multicultural perspective. The Comparative Humanities pre-proposal parallels in significant ways the original Language and Literature concentration and would permit a significant contribution from ELS at the upper division level. With by far the largest concentration of literature courses on campus, (twenty-five courses or nearly one-third of its total offerings), the Comparative Humanities Program is the logical home for a degree in Literature. The degree requires no new college resources and only one new course in the Comparative Humanities Program; implementation would be immediate.

Resolutions

Whereas a detailed analysis of the approved proposal has been performed by the Committee on Curriculum and Academic Planning;

Whereas Kathryn Van Arnham (Office of Academic Programs and Research at SUNY/Central), after hearing concerns about the degree from four members of CAP, advised the faculty to make revisions in the degree;

Whereas the CAP Committee has already determined that the literature degree should be a world literature degree;

Whereas the CAP Committee has already made a curricular decision that the "Comparative Humanities Program go forward to develop a full pre-proposal for a major in literature" and that the "ELS Program go forward to work out a component in language and literacy that could be incorporated into the literature major as one of the upper division 'specializations' envisioned in the outline submitted by Comparative Humanities." (CAP Memo of April 2, 1992);

Whereas the degree proposal was submitted without any consultation with CAP and the Academic Vice President would not provide CAP with a copy of the proposal until it was approved by SUNY/Central and the State Education Department.

BE IT RESOLVED THAT:

1. The administration of the Language and Literature degree be housed in Comparative Humanities.
2. The approved (SUNY and SED) proposal for a degree in Language and Literature be revised substantially according to the four principles recommended by CAP (pages 5-6).
3. The Comparative Humanities faculty consult as well with faculty from American Studies and Modern Languages to expand the options for upper-division specializations, as provided for in the preproposal.

APPENDICES

State University of New York / College at Old Westbury

Old Westbury
Long Island, New York 11568
Telephone (516) 876-3000

M E M O R A N D U M

TO: Comparative Humanities
English Language Studies

FROM: Committee on Curriculum and Academic Planning *Erin J. Jentz*

DATE: April 2, 1992

RE: Curriculum Planning for a New Degree

Two years ago, after reviewing all the data then available, CAP concluded that the foremost objective of the College's academic planning efforts in the current period should be the restoration of an appropriate balance between liberal arts and professional programs. To accomplish this objective, CAP identified a number of possible strategies, one of which was the development of new degree options in the liberal arts.

CAP finds there is considerable interest in the faculty in the development of a degree option in the area of literature/language. (Both ELS and Comparative Humanities have submitted proposals for CAP's consideration.) The Committee has concluded, after reviewing all the documents, that pursuit of a new degree option in this area would be appropriate.

CAP's criteria for the development of new degrees is that they should be: (1) grounded within existing programs; (2) constructed as much as possible out of existing resources; (3) designed to offer opportunities for multi-cultural perspectives; and (4) designed to offer the possibility of interdisciplinary contributions.

Applying these criteria to the idea of a new degree in the area of literature/language, CAP has reached the following conclusions:

- A. That of all the possibilities, a major in literature housed within Comparative Humanities would best fulfill CAP's general criteria for development of new degrees;
- B. That the outline Comparative Humanities has submitted for a literature degree offers a promising foundation on which to proceed;
- C. That three other programs - American Studies, ELS and Modern Languages - could contribute courses to a literature degree;

- D. That ELS in particular could offer an important component in language and literacy that could take the form of an upper division specialization within the literature major.

Based on these conclusions CAP is writing to request the following:

1. That the Comparative Humanities Program go forward to develop a full pre-proposal for a major in literature in consultation with American Studies, ELS and Modern Languages;
2. That the ELS Program go forward to work out a component in language and literacy that could be incorporated into the literature major as one of the upper division "specializations" envisioned in the outline submitted by Comparative Humanities.

Please let CAP know how you intend to proceed. We would like to be as helpful as possible in bringing this project to a successful conclusion.

jlh

cc: American Studies
Modern Languages
Faculty Council

PRE-PROPOSAL FOR A MAJOR IN LITERATURE
Comparative Humanities Program

A. *Program Identity: Comparative Humanities*

1. *Proposed Title: Literature*
2. *Proposed Award: Bachelor of Arts*
3. *Anticipated Beginning Date: As soon as possible*

B. *Program Content*

1. *Curriculum Objectives*

- a. to give students a broad understanding of literature in a multi-cultural setting and also the opportunity to focus on the literature of a particular cultural tradition.
- b. to integrate the disciplinary study of literature into an interdisciplinary framework. The literature major would begin and end with an interdisciplinary seminar and requires an interdisciplinary cultural traditions course in coordination with electives.
- c. to educate students in analysis, reasoning, and judgment, as well as encourage the development of imagination and creative talent.
- d. to prepare students for appropriate careers (teaching, publishing, advertising, etc.) and appropriate graduate and professional school programs.

2 and 3. *Proposed Courses and Number of Credits:*

The major requires a total of 10 courses (40 credits). Up to 16 credits of work (with a grade of "C" or better) may be accepted as transfer credit for the Foundation courses.

Course Outline for a Major in Literature:

1. *Introductory Course (4 credits)*

The newly designed "Writing and Research in the Humanities" course, starting in Fall, 1992, will be taken by all majors in the Comparative Humanities Program. This course will focus on how the various disciplines in the humanities interrelate and will introduce basic writing and research skills needed for study in the humanities. It also satisfies the upper-division "writing in the discipline" General Education requirement. At least one three-week unit

on literary research and writing (use of primary and secondary sources, sample topics to be explored, etc.) will be included in the course.

2. Foundations (16 credits)

a. Two semester survey of literature.

Either:

1. European literature (currently offered as a two-semester sequence, CH 3452 and 3453)
2. non-western literature, organized by some guiding principle, like colonialism and responses to it. CH 2362: Survey of World Literature.

Or:

A two-semester survey of English lit. Would be a new course and could be developed by either CH faculty or other faculty with a background in English literature. (Currently offered: CH 4381: Modern English Literature)

c. American literature (one from a number of survey courses offered by American Studies).

d. Language: Either CH 2421: Introduction to Language (upgraded), CH 3302: The Structure of English, or CH : The Politics of Language.

3. Methodology (4 credits)

CH 4952: Approaches to Literature

Raises basic questions about literature: What is it? How is it conditioned by the society and culture in which it is produced? What kinds of themes and techniques does it use? How does it differ, if at all, from other kinds of discourse?

4. Specialization (12 credits): Upper-division electives

To reinforce the ties between literature and the interdisciplinary and multi-cultural perspective of the CH program, students would organize their upperdivision work on the basis of cultural traditions. They would take an interdisciplinary CH culture course and then take two electives in literature related to it. Courses from other programs--American Studies, English Language Studies, and Modern Languages--could be included. A creative writing concentration is an option. This selection must be worked out with a faculty adviser.

- a. An interdisciplinary Comparative Humanities core course in a cultural tradition (these course all incorporate literature, history, philosophy, religion and the arts):

Western (one of the four core courses: CH 3002: Rise of Reason, CH 3011: Foundations of the Judeo-Christian Tradition, CH 3021: Europe in the Middle Ages, or CH 3030: From God to the Machine: Europe from Sixteenth to the Eighteenth Centuries)

American* (either CH 4422: American Myths and Values, or CH 3610: America's African Heritage)

World Perspectives (either Asian (CH 3080: Asian Cultures); African (CH 3091: African Cultures); or Hispanic** (CH 3102: The Hispanic World)

- b. Then two elective courses related to the chosen cultural tradition. For example, a student could take a core course in the Western tradition and then choose from a variety of courses like Greek Drama, Shakespeare, the Modern Novel, etc. Or a student could take a world cultures core course, e.g. African Culture, and then take African Literature and a survey of African-American Literature. This sequence is to be worked out carefully with an adviser to ensure cultural and thematic links among the elective courses.

5. Senior Seminar (4 credits)

A Senior Seminar based on a single theme and requiring a research project. All Comparative Humanities majors would be required to take this seminar, but Literature majors would be expected to organize their project around a literary theme or topic.

4. Proposed Resources

Our current program offering of 24 courses in literature and linguistics, supplemented by courses in American Studies, Modern Languages, and English Language Studies, are sufficient to meet the needs of the new major.

*Students wanting a program that views American literature in a broader American context should be encouraged to major in the American Studies Program, with a concentration in "Culture and Communications."

**These would be courses in Hispanic literature in English. A student wanting a fuller course of study in Hispanic language, culture, and literature should be encouraged to major in Modern Languages.

Only one new course is envisioned: a Survey of English Literature.

C. Impact on Old Westbury

The Literature major being proposed by Comparative Humanities:

1. Requires no additional College resources. Literature has been one of the major components of the CH curriculum since its inception some twenty years ago. The proposed Literature major primarily involves the repackaging of existing Comparative Humanities courses to offer students greater variety and flexibility in their choice of major in the humanities at the College. The major does not require any additional lines or resources, including library holdings, although such additions would be welcome.

2. Offers a *new* major. There is currently no "Literature" major offered at the College, with the exception of the Modern Language's Hispanic Literature and Culture degree. The Literature major should be especially appealing to Teacher Education majors who as of 1993 must have at least 36 credits in a content area.

3. Offers a *unique* major because it is integrated into an existing interdisciplinary program. Current CAP guidelines call for the development of disciplinary offerings within the interdisciplinary programs. At the introductory and senior project level and during the upper-division specialization part of the major, Literature students will be integrated with other Comparative Humanities majors in interdisciplinary courses.

4. Offers excellent preparation for graduate and professional programs and careers. The Literature major would prepare Old Westbury students for graduate programs and professional schools, from the Masters in Fine Arts (creative writing) or Business Administration or Journalism to more traditional graduate programs in literature. It is particularly important that students from the kinds of historically underrepresented groups present at the College be encouraged to enter such graduate fields. Students choosing a career in teaching, publishing, public relations, advertising, law, and writing have often majored in Literature as undergraduates.

5. Offers a multi-cultural course of study. The Literature major has a genuinely global perspective, in keeping with Old Westbury's commitment to enhancing cross-cultural study and understanding. In the major the study of literature is embedded in a cultural, rhetorical context, rather than set apart from cultures by the objective, formalist theory dominant in colleges until recently. The foundation courses in the major will introduce students to a wide variety of cultural traditions and the major offers the possibility of a focus in specialized

courses in one of these traditions. The Comparative Humanities major currently offers students a multi-cultural major in an interdisciplinary context. The Literature major opens the possibility of multi-cultural study within the framework of a single discipline.

6. Will be attractive to transfer students. Part of Old Westbury's mission is to serve transfer students from Nassau and Suffolk Counties. These students, who have studied or specialized in literature at their two-year colleges, may consider Old Westbury a more attractive option if we offer this single-discipline major which would readily accept transfer credits.

LITERATURE COURSES IN COMPARATIVE HUMANITIES

CH2310 Introduction to Literature

CH2362 Survey of World Literature

CH2421 Introduction to Language

CH3302 Structure of English

CH3452 Survey of European Literature I

CH3453 Survey of European Literature II

CH3462 African Literature

CH3480 Masterpieces of Hispanic Literature

CH3611 Survey of African American Literature

CH3901 Introduction to Creative Writing

CH3902 Playwriting I

CH3952 Approaches to Literature

CH4311 Greek Drama

CH4320 Reading Poetry

CH4325 Shakespeare: Select Plays

CH4380 Modern Novel

CH4381 Modern English Literature

CH4402 Sin and Sexuality in Literature

CH4420 Don Quixote

CH4910 Modern Drama & Theatre

CH4940 Reading and Writing the Short Story

CH4--- Playwriting II

CH4--- Television and Film Writing

CH4955 Forms of Poetry

CH4980 The Afro American Novel

CH4981 Afro American Poetry and Plays

CH4982 Epic: East and West

STATE UNIVERSITY OF NEW YORK
COLLEGE AT OLD WESTBURY
OLD WESTBURY, NEW YORK 11568

PROGRAM PROPOSAL
FOR
LANGUAGE AND LITERATURE

APRIL 1992

State University of New York

Academic Program Proposal

PROGRAM SUMMARY

Campus: SUNY/College at Old Westbury

Proposed Program Title: Language and Literature

Proposed Degree/Certificate: Bachelor of Arts

HEGIS Classification Number: 4903

Department(s) or Academic Unit(s) that will Offer Program: English

Proposed Beginning Date: September 1992

Give a brief summary (250 words or less) of proposal describing purpose, academic content, structure, credits, etc. Attach additional sheets if necessary.

The Language and Literature degree brings together existing resources to constitute a degree program. Courses will be drawn from: American Studies, Comparative Humanities, Modern Languages, Communicative and Creative Arts, and English Language Studies. The degree would meet student demand for students wishing to pursue this area of study for academic and professional reasons, such as a preparation for teaching and/or graduate studies.

ENROLLMENT	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
Projected number of students in program/major					
Total headcount	50	75	75	75	75
Full-time	50	75	75	75	75
Part-time	0	0	0	0	0
Total Annual Average FTE	50	75	75	75	75
Anticipated Student/Faculty Ratio in Program Courses	10.1	15.1	15.1	15.1	15.1

FACULTY

Characteristics of exist-
faculty to be used in
the initial year of the
program

	NUMBER				
	Full- time	Part- time	Ad- junct	Regular (tenured)	Regular (untenured)
Professor					
Associate Professor					
Assistant Professor					
Instructor					

What percentage of funds to support this program will be from internal reallocation?
100 percent

If program will led to certification or licensure, in what field or specialty? N.A.

If special accreditation will be sought, by what group(s)? By what date(s)? N.A.

If this program or any constituent courses will be offered off-campus, where? N.A.

Identify existing programs on your campus in related and supporting disciplines:

Program Title	NUMBER	
	Students	Faculty
English Language Studies	235.64 FTE	22
American Studies	250.93 FTE	11
Comparative Humanities	244.00 FTE	15
Modern Languages	91.20 FTE	7

BACKGROUND

Proposed as the College at Old Westbury's first degree in Languages and Literature, the Bachelor of Arts in Language and Literature brings together existing resources to constitute a degree program. Presently, courses in Language and Literature are offered in five of the College's programs: American Studies, Comparative Humanities, English Language Studies, Communicative and Creative Arts, and Modern Languages. Language and Literature courses in the interdisciplinary programs - American Studies and Comparative Humanities - are part of the interdisciplinary degrees offered by those programs. Courses also exist in the Modern Languages Program which offers such courses as part of its degree program in Spanish Language and Literature and in French Language and Literature. Part of the College's Communicative and Creative Arts Program, the Maguire Theatre has a number of selections which would have a place in the proposed degree. Finally, while not a degree granting program, English Language Studies, a writing program responsible for the College's English proficiency requirements, offers courses in rhetoric and composition courses with a literary focus, both of which have a place in the projected degree program, which would be housed in English Language Studies.

The proposed program would make available an interdisciplinary degree for students desirous of pursuing this course of study. It would build on the renewed interest at both the undergraduate and graduate levels. Growing out of the College's dual mission to serve traditional and non-traditional students, the degree would focus on multicultural English Literature taught in the context of the common tradition embodied in the English and American Literature canons. Reflecting multiple perspectives and common traditions, the degree would appeal to both the College's constituencies and continue this College's tradition of synthesizing the historical and the modern. The multicultural emphasis is consonant with "the high priority attached by both the State University and the State Education Department to encouraging and making it possible for persons from historically underrepresented groups to enter and complete academic programs which will enhance their opportunities in this society."

Call for the integration of existing resources, the proposed degree would enhance the intellectual life of the College in significant dimensions:

- fulfil a long-standing gap in the liberal arts with the introduction of a major which is central to the liberal arts.

- create a cadre of majors whose activities would enhance the climate of literacy and from whose ranks peer tutors and other key intellectual student models would be forthcoming.

- prepare students for graduate study and for entering a field which anticipates severe shortages in this decade.

- contribute to the retention of minority students by offering a course of study of special appeal to this population.

- train students from underrepresented groups for graduate studies and subsequent entry into college teaching, a project which has been described

as "the challenge of the nineties," a period which will witness the retirement of an entire generation of African-American scholars in English.

- establish a field of study which can satisfy the new State Education regulations for teacher education students and for a multicultural curriculum.

- bring the English Language Studies Program to degree status.

- serve as model for a new form of literary studies, which embraces both the tradition and the modern.

Impact of Proposed Program on Area Institutions

As the only public, four-year institution located in Nassau County, Old Westbury would serve as a feeder college for graduates of local community colleges. A recent study conducted by the Admissions Office suggests that the availability of a Language and Literature degree at Old Westbury would increase applications from Nassau and Suffolk Community Colleges, and SUNY Technical College at Farmingdale. Currently such graduates must change majors at the transfer level, pursue degrees at expensive private colleges, or leave the area for another SUNY campus which does offer similar programs. Acknowledging that its staff was "very excited" about plans to pursue the development of a Language and Literature degree at Old Westbury, Old Westbury's Admissions Office reports that "over the years the Admissions Office has received inquiries from prospective students interested in pursuing an English major at our campus." Old Westbury's Center for Academic Testing and Placement (CAAT), which counsels undeclared majors, reveals that a clientele for the major also exists among first-time-to-college students: "On a average per semester the CAAT receives approximately 30 requests for a major in English." Distanced from the areas served by Old Westbury, SUNY/Stony Brook, which is seeking students with the kinds of training put forth in this Letter of Intent, would serve as a prime resource for graduates of Old Westbury who wished to pursue graduate studies. Currently revising its undergraduate curriculum to reflect the new emphasis on multicultural studies, Stony Brook is now experiencing a demand for graduate students with cross-cultural preparation, such as the College envisions in the innovative English Language Studies Bachelor of Arts.

External Arrangements

At its inception, the Language and Literature degree does not necessitate new external instruction or internships. Students pursuing the degree in order to teach would be directed to existing resources in the Teacher Education Program for practice teaching arrangements.

Anticipated Clientele for the Language and Literature Degree

Clientele for the proposed program will be drawn from the existing student population at Old Westbury and from graduates of community colleges on Long Island. Old Westbury's culturally diverse student body contains a sizeable number of potential majors from historically underrepresented groups: 26.9 percent African-American; 10 percent Hispanic; 5.6 percent Asians. Additionally, underrepresented

in the humanities, especially in the discipline of English, these groups constitute a prime clientele for the new major. Women students, who make up 93.3 percent of the enrollment in Teacher Education, historically have shown a preference for Language and Literature. The degree has taken into consideration the new State Education Department regulations regarding a multicultural curriculum and anticipates interest from potential teachers who are preparing to enter schools with large multicultural, multiracial student bodies. Reflecting the national need for increasing the number of minority teachers in Language and Literature, the National Council of Teachers of English, noted that the scarcity of minority students is particularly troubling in the English/Language and Literature.

External Need for A Language and Literature Degree

In an incisive article entitled "Incorporating Minorities into English Programs: The Challenge of the Nineties," Bettina J. Huber surveys the minority presence as students in English undergraduate and graduate programs and as faculty in English Departments across the United States. Projecting an increase in English and the retirement of minority faculty who entered college teaching in the sixties, Huber states "there appears to be little question that academic opportunities will begin to expand rapidly by the mid-1990s" and concludes that the decade "will provide an opportunity to incorporate minorities into college and university faculties in substantial numbers." Substantiating Huber's claim, MacArthur Foundation Scholar Henry Louis Gates, Jr. has issued a passionate plea for the development of a new generation of African-American literary scholars to carry forth the ground breaking achievements begun by African-American English scholars in the decades of the seventies and the eighties. Envisioning African-American literary studies as a potent retention tool for minority students, Professor Gates calls for the incorporation of African-American literature into the curriculum, a project embodied in the proposed multicultural track of the degree.

A host of new research by eminent scholars and from national English organizations echoes the voices of Gates and Huber. In recent years, College English has carried numerous articles whose titles - "Dealing With the Demands of an Expanding Literary Canon" and "Problems Defining Cultural Literacy" - suggest the widening opportunities in English and the need for newly trained talent to enter these fields. Similarly, a survey of books published in the recent past indicates the growth of multiculturalism in English and American literary study and a concomitant expansion in both perspective and personnel. Bercovitch's Reconstructing American Literary History, Lauter's Reconstructing American Literature, Ward's and Ruoff's The New American Literary History reflect recent reconceptualizations of literary study, note the need for newly trained professionals, and invite new students to prepare for an exciting new future.

In addition to the existing and future need in the field of English, evidence suggests the renewed demand for English graduates in other areas. Following a decade that witnessed the popularity of the undergraduate degree in Business, major industrial corporations are again seeking students prepared in English. Issued by the Modern Language Association, the publication "English: The Preprofessional Major," refutes the fallacy that "the English major is predestined to pedagogy" and concludes that "graduates with this scholastic background have a distinct edge over graduates with other preparations," not only in industry, but also in legal, medical, and governmental careers.

Consonant with new trends in the State University of New York, the projected degree with its special emphasis on a field attractive to a culturally diverse student body responds to SUNY's call to prepare members of historically under-represented groups for participation as active members of the State and the region. Envisioning Language and Literature as a "preferable degree" in the Humanities, our program dovetails with the Executive Summary of "A Preferable Future for SUNY and the State" and engages issues addressed by Chancellor D. Bruce Johnstone in "The Faculty and the Academy." In the timeliness of this development and in its appeal to an ethnically diverse population, the projected Language and Literature program answers SUNY's call for "services accessible to the full diversity of New Yorkers" and "develops and implements campus plans for the education and recruitment of new faculty to replace the large number who may retire in five to ten years and increase substantially the pluralism of our faculty, staff and student body."

In its multicultural thrust, the proposed degree seriously engages Chancellor Johnstone's question regarding education's need to "recognize, for the sake of substantive as well as symbolic truth, the increasing importance to our students, our society, and our future of the cultural contributions of ... the great, venerable and important non-European world." Proposing a major new degree without the need for new resources, our program answers the Chancellor's query for ways and means to "meet what is clearly a social, and even a moral, imperative ... to increase the numbers of African-Latino- and Native-American graduates with our existing level of resources ..." Moreover, in its emphasis on preparing students for graduate training the proposed degree suggests ideas for meeting the Chancellor's challenge to SUNY faculty to "replenishing your ranks in the coming decade" and especially responds to the "need for minority faculty" as SUNY experiences what the UUP has termed "graying of academia" which includes the retirement of the first generation of minority faculty in English.

Finally, support for the development of a degree was registered by Middle States Accreditation Team following its recent visit to the campus. Its 1991 report recommended that "the English Language Studies Program be elevated to degree status as soon as possible." New planning initiatives in SUNY/Albany, which link new program development with accreditation recommendations, underscore the timeliness of the Language and Literature proposal.

Student Demand for Language and Literature

Already, the New York State Education Department regulations for specialization in a discipline and for a multicultural curriculum have begun to affect local campus influence on students' preferences for a Language and Literature degree. A questionnaire distributed to Teacher Education majors during Fall 1990 indicated that some 135 students expressed interest in an English major for preparation as teachers. Consultations with faculty in the College's Teacher Education Program confirm the importance of Language and Literature as a field for that department's students. Distributed additionally to students in English classes in the English Language Studies Program and to various classes in American Studies, the questionnaire reflected high student interest in these two programs: an additional 245 students expressed desire for an English Degree leading to preparation for graduate school, teaching, or publishing. Consultation with faculty in American Studies suggests keen support among faculty and students for the proposed major. Additionally, frequent telephone calls and personal visitations to the offices of the English

Language Studies Program, student inquiries to the Admissions Office, and to the Center for Advising and Testing, serve as a gauge for further measuring the intense student demand for the degree.

ARTICULATION PROGRAMS

The State University of New York/College at Old Westbury has articulation and joint admissions programs with SUNY/College of Technology at Farmingdale, Nassau Community College, and Suffolk Community College. In addition, Old Westbury has implemented the SUNY policy of guaranteed admission to graduates with an Associate Arts or Associate in Science from SUNY and CUNY institutions. The table on Student Profile shows that Old Westbury has a high percentage of students who transfer from these colleges.

PROGRAM QUALITY

At SUNY/College at Old Westbury the Curriculum and Academic Planning Committee has responsibility for reviews of all academic programs. Recent efforts on the campus to strengthen faculty governance by the creation of a Senate model and greater accountability of the standing committees will result in systematic and thorough review of the quality of courses and programs. In addition, the Associate Vice President for Academic Affairs has responsibility for ensuring that reviews such as Stated Education and Middle States, as well as SUNY Policies will receive prompt and comprehensive response. Beyond this, the College has developed a comprehensive assessment plan as part of the SUNY-wide initiative. The assessment plan mandates an ongoing review of all academic programs. (See appendix A.)

As designed, the assessment process will lead to stronger institutional effectiveness in areas such as teaching, curriculum development, student learning, and student development. (See appendix B.)

ADMISSIONS AND DIVERSITY IN THE PROGRAM

Consistent with the College's mission:

To assure the broadest possible access to higher education to all constituents of our society, including persons from a variety of cultural, racial, and ethnic backgrounds, and those who are economically or otherwise disadvantaged.

The Admissions office has placed a high priority on recruiting students from a variety of backgrounds, especially those from traditionally underrepresented groups. The Student Profile By Enrollment Status Fall 1991 reflects the diversity of the student body not only across the campus, but also in departments such as Business and Management, Computer Science, and Mathematics. (See Appendix C.)

The College intends to pursue the same policies regarding diversity in attracting students to this program.

Testing, Placement, Advisement

All students admitted to college for the first time are tested to determine their proficiency in English and in mathematics. Depending on the performance of these tests, they are placed into developmental courses or credit courses appropriate to the levels. In addition, the College provides supplementary support services through learning centers, academic tutors, and students who are experiencing difficulty are referred by the Office of Academic Affairs. Beyond the college-wide services, departments will be provided with resources to provide supplementary instruction to assist students enrolled in that departments courses to enable them to successfully complete the courses.

Advising. Each major is assigned to an adviser in his/her academic department. Undeclared majors receive advising through the Center for Academic Advising and Testing. Advisement at this level is provided by trained professionals and faculty from the academic program.

COURSE OF STUDY

The required courses are offered every semester as these also meet the requirements for majors in other academic programs.

Catalog descriptions are included in Appendix D.

The General Education (G.E.) Program

The General Education Program consists of 44 credits. It comprises seven clusters, each organized around an intellectual perspective.

Cluster 1. Writing/Reasoning Skills, is required. Students may choose four of the six remaining clusters to fulfill the G.E. requirements. In each cluster, they must take two courses. Only two courses from a student's major may count toward G.E. credit.

A master list of General Education courses by cluster is included in Appendix B. Each semester a General Education section in the class schedule lists available G.E. courses.

The Cluster Requirements (a brief description of each cluster is in Appendix A; a full description is contained in "General Education: Phase Two," cited above.

1. Writing and Reasoning Skills

A three-course writing requirement with two courses of lower-division work in English Composition and one course in the upper division called "Writing in the Disciplines" taken in the major.

2. Creativity and the Arts

Two courses from the areas of music, art, dance, theater, literature, and film.

3. Modes of Enlightenment: Ideas and Ideology

Two courses: One from Part I: the history of Ideas, Philosophy, and social theory;

One from Part II: ideology and ideological institutions such as racism, sexism and issues of social class.

4. **International, Cross-Cultural Perspectives**

Two courses from the areas of international studies, non-Western cultures, and comparative or cross-cultural analyses.

5. **U.S. Society, History and Culture**

Two courses dealing with United States society, history or culture.

6. **The Science Cluster**

Two courses drawn from the physical or life sciences. Students will be given a choice between the following two options:

Option A: A course in physical science and a course in life science.

Option B: A one-year sequence in either physical or life sciences.

7. **Foreign Languages**

Two courses in a language other than English. Lower-division language courses must constitute a sequence (Basic Spanish I & II or Basic French I & II).

I. CONCEPTUAL FRAMEWORK FOR A LANGUAGE AND LITERATURE DEGREE

A. Overview: Toward A New Model of English Literary Studies

The distinctive achievement of the proposed B.A. in Language and Literature resides in its addressing both common traditions and new perspectives in literary study, thus getting around the deadlock debate on Afrocentricity versus Eurocentricity, old versus new - innovation versus tradition. All disciplines must contain balanced elements of both tradition and innovation: tradition to illustrate "the best that has been said;" innovation to allow space for the best that continues to be created. Years ago, the traditional "British-centered" English Literature curriculum underwent reorientation to make way for the then radical inclusion of "upstart" American Literature. Today, the firmly established English and American literary canons stand to be enriched and enlightened by the energy and excellence of the new perspectives in literature written in English as embodied in the new voices emanating from African-American, Indian, Native-American, Asian-American, Latino, and women writers. The degree in Language and Literature would reconcile old and new by including both, as parts of the same heritage: the new perspectives growing out of common traditions. It would require two semesters of intellectual/historical perspective in a survey of either English or American Literature. Intellectual/historical foundations would be followed by two semesters of literary study in "new perspectives." Other requirements include two semesters of language arts; two of literary interpretation; one semester in a major figure. The course of study would be synthesized in a two-semester senior seminar.

1. Literary Analysis

In addition to merging past and present, English Language Studies also sees the need to ground its students in those habits of mind power that support critical and disciplined literary thought and that empower students to express ideas clearly and effectively. Two foundation courses in literary analysis would teach methods of inquiry and techniques of interpretation and analysis.

2. Language Arts Core Courses

English Language Arts requirements of two semesters above and beyond EC II would supply linguistic and rhetorical foundations for majors.

3. Major Figure

The sequence of literary methods, language arts, common traditions followed by new perspectives would prepare the way for a one-semester study of a major figure, which allows students to explore the life and work of one author in depth. A junior year colloquium would focus on major authors, giving students a broad range of choices from either common traditions (Chaucer, Milton,

Shakespeare) or new literary perspectives (Morrison, Baldwin, Chopin, Rhys).

4. Senior Seminar

A two-semester senior seminar would provide a forum for students to synthesize their program of study. The first semester of senior seminar would focus on theory/background with students selecting a thesis topic for completion in the second term of the senior year.

II. COURSE DISTRIBUTION FOR BACHELOR OF ARTS IN LANGUAGE AND LITERATURE

2 courses	Language Arts
2 courses	Methods of Literary Interpretation/Analysis/Research
2 courses	Common traditions: Survey of English Literature and Survey of American Literature
2 courses	New Literary Perspectives
1 course	Major Figure
<u>2 courses</u>	<u>Senior Seminar</u>

11 courses - 44 credits

III. EXISTING AND PROPOSED NEW COURSES FOR BACHELOR OF ARTS IN LANGUAGE AND LITERATURE

A. Language Arts Requirements (2 courses)

1. Existing

CH 2421 - Introduction to Language

CH 3302 - Structure of English

2. VA 1050 - Speech Communication

PA 2001 - Public Speaking

PA 2022 - Voice and Diction

3. New Resources

None required.

B. LITERARY ANALYSIS/INTERPRETIVE METHODS REQUIREMENT (2 courses)

1. Existing

CH 2310 - Introduction to Literature

CH 4320 - Reading Poetry

CH 3952 - Approaches to Literature

2. Offered as 3200 sections
CH 3452 - Survey of European Literature
CH 3910 - Wri & Res Humanities
ML 4470 - Expression and Analysis
EL 3243 - Interpretive Analysis
 3. New Resources
None required.
- C. COMMON TRADITIONS: TWO SEMESTER SURVEY OF ENGLISH OR AMERICAN LITERATURE OR A COMBINATION THEREOF (2 courses)
1. American Literature
 - a. Existing
AS 3602 - Introduction to US Literature
AS 4612 - Early American Literature
AS 4642 - Contemporary American Literature
AS 4682 - Modern American Literature
 - b. Proposed
None.
 - c. New Resources
None required.
 2. English & European Literature
 - a. Existing
CH 3021 - Europe in the Middle Ages
CH 3452 - Survey of European Literature
CH 4325 - Shakespeare
CH 4381 - Modern English Literature
 - b. New Resources

Two adjuncts to replace English Language Studies faculty.

D. NEW LITERARY

1. Existing

AS 3532 - Literature of Black Women

AS 4562 - Women Writers

AS 3612 - African-American Literature

AS ---- - Sex, Race, and Class in Literature

CH 3462 - African Literature

CH 3611 - Summary of African-American Literature

CH 4980 - The Afro-American Novels

CH 4981 - Afro-American Poetry and Plays

2. The following English Language Studies courses will be upgraded to 4000*

+EL 4500 - Native American Perspectives

*EL 4501 - Women Writers

*EL 4502 - Caribbean Literature

*EL 4503 - The Harlem Renaissance

*EL 4504 - Indian Literature in English

CH 4320 - Reading Poetry

+EL 4505 - New American Voices: Asian-American/Hispanic-American Authors

CH 4982 - Epic: East and West

D. MAJOR FIGURE

1. Existing

CH 4325 - Shakespeare

2. Proposed

EL 4800 - Major Figures