

**New Undergraduate Program (Majors, Minors, Sequences) Proposal  
Illinois State University - University Curriculum Committee**

Program Department EnglishInitiator Susan KalterPhone 438-8660Initiator Department EnglishCoauthor(s) Mark Vegter (mavegte@ilstu.edu), Christopher De Santis (ccedesan@ilstu.edu), Katherine Patterson (keellis@ilstu.edu), Alan Lin (alin@ilstu.edu), Tara Lyons (tlyons@ilstu.edu)Submission Date Tuesday, November 29, 2022Email smkalte@ilstu.eduCampus Address 4240 EnglishVersion 4 ID 294Title of New Program Literary and Cultural Studies SequenceProposed Starting Catalog Year 2024-2025**1. Proposed Action**New Major **Major CIP Code 23.1401**

New Minor

✓ New Sequence

More than 50% of courses in this program are Distance Education

**Sequence Major**

Literary and Cultural Studies

**2. Provide *Undergraduate Catalog* copy for new program.**

Minimum required credit hours: 40

- ENG 100 with grade of C or better
- ENG 102
- ENG 300

**Take 3 credit hours in introductory literary and cultural studies**

- ENG 110
- ENG 124
- ENG/LAN 125
- ENG 130
- ENG 150
- ENG 160
- ENG 165
- ENG 170
- ENG 229
- IDS 121A29

**Take one 3-hour elective from five of the six elective groups:**

- **British literary and cultural studies:** ENG 110, ENG 213, ENG 214, ENG 216, ENG 217, ENG 218, ENG 219, ENG 222, ENG 311, ENG 320, ENG 322, ENG 324, ENG 329, ENG 378
- **American literary and cultural studies:** ENG 130, ENG 165, ENG 231, ENG 232, ENG 233, ENG 234, ENG 236, ENG 265, ENG 266, ENG 267, ENG 332, ENG 365
- **Global literary and cultural studies:** ENG 150, ENG/LAN 206A01, ENG/LAN 206A02, ENG/LAN 206A03, ENG/LAN 206A04, ENG 250, ENG 251, ENG 252, ENG 255, ENG 261, ENG 352
- **U.S. ethnic literary and cultural studies:** ENG 165, ENG 265, ENG 266, ENG 267, ENG 365, IDS 121A29
- **Women's & gender and/or queer & transgender literary and cultural studies:** ENG 160, ENG 260, ENG 261, ENG 262, ENG 360
- **Children's literary and cultural studies:** ENG 170, ENG 271, ENG 272, ENG 370, ENG 372, ENG 373, ENG 374, ENG 375

**Take one 3-hour elective from each of these two elective groups:**

- **Language and linguistics:** ENG 241, ENG 243, ENG 244, ENG 245, ENG 290, ENG 310, ENG 311, ENG 341, ENG 342
- **Advanced writing or rhetoric:** ENG 239, ENG 246, ENG 247A01, ENG 247A02, ENG 247A03, ENG 248, ENG 249, ENG 283, ENG 347A01, ENG 347A02, ENG 347A03, ENG/THE 348, ENG 349, ENG 350, ENG 351, ENG 357, ENG 385

**Take 9 additional hours of literary and cultural studies**

- **African American literary and cultural studies:** ENG 165, ENG 265, ENG 365
- **British literary and cultural studies:** ENG 110, ENG 213, ENG 214, ENG 216, ENG 217, ENG 218, ENG 219, ENG 222, ENG 311, ENG 320, ENG 322, ENG 324, ENG 329, ENG 378
- **American literary and cultural studies:** ENG 130, ENG 231, ENG 232, ENG 233, ENG 234, ENG 236, ENG 262, ENG 332
- **Children's literature:** ENG 170, ENG 271, ENG 272, ENG 370, ENG 372, ENG 373, ENG 375
- **Film studies:** ENG 124
- **General literary and cultural studies:** ENG/LAN 125, ENG 229, ENG 284, ENG 285, ENG 286, ENG 296, ENG 308, ENG 321, ENG 374, ENG 381
- **Global literary and cultural studies:** ENG 150, ENG/LAN 206A01, ENG/LAN 206A02, ENG/LAN 206A03, ENG/LAN 206A04, ENG 250, ENG 251, ENG 252, ENG 255, ENG 261, ENG 352
- **Latinx literary and cultural studies:** ENG 267
- **Native American literary and cultural studies:** IDS 121A29, ENG 266
- **Queer and transgender literary and cultural studies:** ENG 262
- **Theory/research methods:** ENG 355, ENG 384
- **Women's literary and cultural studies:** ENG 160, ENG 260, ENG 261, ENG 262, ENG 360

**Notes**

- **At least 6 credit hours must be in the study of historical texts (pre- 1900):** ENG 150, ENG 213, ENG 214, ENG 216, ENG 217, ENG 218, ENG 222, ENG 231, ENG 232, ENG 250, ENG 251, ENG 252, ENG 310, ENG 311, ENG 320, ENG 324, ENG 378
- At least 24 credit hours of electives must be at the 200- through 300-level
- Appropriate courses under the IDS 121 curriculum may be counted if the syllabus is approved by a faculty mentor in the literary and cultural studies sequence.
- Students should consult an English Department Academic Advisor in choosing their electives.
- Students must complete a minimum of 40 hours with each course only counting one time in the credit hour total.

**3. Provide a description for the proposed program.**

This sequence is designed for students who wish to plan their studies around their interests in Literary and Cultural Studies. Students get a breadth of experiences in literary and cultural studies from the British Isles, from the United States, from other areas of the globe where English-language literary and cultural production is prevalent, from U.S. ethnic perspectives, women's & gender and/or queer & transgender perspectives, and/or in the area of children's literature. The sequence retains English Studies breadth requirements embedded in the Major in English, expanding the choices within those requirements to allow for greatest flexibility for the students to pursue their unique interests.

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**4. Provide a rationale of proposed program.**

Adding this sequence will help recruit students into the major. It will also help retain them in the major by creating a cohort of students with commonly identifiable interests and a sense of community among that cohort.

Both FTIC and transfer students are comparing English programs at various universities with one another; those interested in English Studies, English Education, technical writing and rhetorics, creative writing, and publishing studies are already able to see themselves in our curricular offerings. Students whose primary interest is in literary and cultural studies may not recognize how the general English Studies curriculum can be shaped to fit their interests. They may weigh it negatively against offerings at other institutions that make it clearer for students what is expected in a literary and cultural studies focus and what might be expected toward graduate level work in the area. The Departments of English at all eleven other Illinois publics either emphasize literature in their major or offer a sequence in the area. Among other things, this sequence will better prepare students for graduate level work in literary and cultural studies, library sciences, and other areas by giving them breadth in the geographical sites of production, depth through the study of both past and present traditions, and the ability to specialize in a particular tradition or to adopt a comparative stance.

Students interested in majoring in English often do so because beloved books and other literary and cultural texts have inspired or moved them. Largely, these texts are singular to them, decontextualized as solitary experiences in a classroom or during their own reading. During department open houses, students and parents have one of four interests: creative writing, reading literature, publishing, or teaching. The first two are often expressed through confessions of love – they love to write or they love to read. However, parents and their students are often wary of the career prospects of literary study; a thoughtful formal sequence and an understanding that literary study is now embedded in a broader literary and cultural studies framework will help them visualize the unique skills and content knowledges that the study of literature and culture gives them. It will help them see how a well-planned concentration in literary and cultural studies can provide the foundation for a variety of strong career paths: whether through graduate work leading to an academic appointment in the field or as a researcher in a variety of fields; through professional studies in law or business; as a librarian or archivist in ever-evolving library and museum sciences arenas; in freelance writing, film or series writing and film/television support positions; in positions with social media companies or in social media venues; or in another of the endless possible areas where critical thinking and attention to details foster enriched experiences. Our sequence will enrich that natural love of reading stories, immersing themselves in poetry, and binge-watching films and TV shows with the tools students need to see those texts critically and within (or in opposition to) long traditions.

To acquire a truly learned mind through the study of the history and theory of literature and culture requires knowledge of specific characteristics, priorities, traditions, and methods that distinguish the field from the other disciplines of English Studies and beyond English Studies. This is knowledge that has solidified the place of entire departments devoted to literary study as a commonplace within the academy. Like the other fields of English Studies, it is not a field concerned only with methodology and skills. Within literary and cultural studies, each period and approach operates according to connected yet distinct expectations and standards of rigor. Currently, English Studies students interested in literature and in cultural studies usually receive a degree with limited and often superficial exposure to those expectations and standards. At other institutions, LCS students must take 10-18 courses in the field compared to 2-3 here. This sequence will help students navigate historical contexts, research methods, and genres in an organized and deliberate way, whether chronologically or otherwise. It will give them specific training in the various methods of reading and interpreting texts beyond simply picking up a book (or Googling a spoken word poem, or viewing a 3D online picture of the Franks Casket, or watching noir or Nollywood film, or listening to hip hop, or admiring the graphics of self-expression on a low rider car). Given the way in which we have shaped the curriculum in literary and cultural studies, a sequence will provide important knowledge for students in relationship to cultural, geographical, and historical diversity. The sequence is effectively built around core literacies that we want to promote, such as a working and historical knowledge of various aspects of cultural and literary production, writing effectively about literature and culture, critical and metacritical thinking, and a relationship to diversity and questions of equity. It will also encourage students to see the continuum among children's literary and cultural products and those produced primarily for older audiences. This sequence is also the only specialized one in the department to offer study abroad courses, which abets the University's globalization initiatives.

Making literary and cultural studies a sequence in the major will help create a much stronger sense of community among the students who enter expressing a love for reading literature, viewing film-based media, and interpreting the cultural objects that “write” our worlds. When other major and foundational fields have sequences but one of the key components of English Studies does not, it may appear to students as though literary and cultural studies faculty and their courses are just filler in relationship to those other sequences; they may not recognize them as one of the major foundational pillars of this area of study. We wish to give students who want to focus on literary and cultural studies the ability to define what they do as compared with what students in the other sequences do. LCS students currently describe themselves as “plain old English majors” or not “a special-ized major.” This sequence will help create more community among these students and let all English majors know that the department values this area of English Studies as much as the other sequences. It will enhance student engagement and contribute to the retention of our students who feel “without identity” while simultaneously helping to further define English Studies majors as a specific but distinct cohort from LCS majors.

This sequence will also increase and coordinate students' exposure to research methods that are central in literary and cultural study; for example, using rare books, foundational and emerging theories, and specific databases for periods, regions, and genres (like Early English Books Online, Broadside Ballads, Eighteenth-Century Collections Online, WING and Evans, 19th-Century Newspapers, the Atlantic Slave Trade Database, etc.). It will emphasize student engagement with primary texts and the most credible variants that have been identified by experts. Students will start to trace the conversations that are shaping (and erasing and redrawing) memory of historical periods. They will learn, and learn to question, period divisions and compartmentalization.

Students of pre-1900 literature and culture deal with a limited selection of surviving texts and artifacts, though that corpus has grown significantly since digitization. Our sequence—which requires two courses specifically in pre-1900 literary study as compared to only one course in any pre-1900 area offered through the department—can help them learn the process of discovery and the preservation of literary art and cultural production through the exploration, editing and annotation of texts that deserve republication and the preservation and digital dissemination of artifacts that deserve considered attention. Literature and cultural studies students, too, need to understand the unique consequences of digitization – and any shift in material form – to the history and interpretation of literary and cultural texts and artifacts.

The literary and cultural studies scholars in ISU's Department of English have built a niche of shared strengths even as we focus on different historical and cultural moments and communities: in archival research, new materialisms, ethnic and global studies, media studies, the history of the book, archival research methods and bibliography, translation, histories and theories of sexuality, and feminist studies. Our faculty represent the new generation of literary critic; we value both the historical and the theoretical, the past and the present, the varied material and immaterial forms that texts and artifacts can embody, and we do not see these values as antithetical. We do not believe that in order to work multiculturally and globally we must sacrifice the past, or that if we are to understand the past we can focus only on the West. We all question the aesthetics of value that characterize the traditional, canonical history of literary study, and we productively question the power structures that have defined, redefined, or reinstated those values. We are all committed to maintaining and enhancing a respected position for literary and cultural studies within the English department because of the cultural work that we feel it is our obligation to perform.

Sequence leaders already have goals for the sequence in progress toward sound assessment and program review in the major as a whole.

Respectfully submitted on behalf of the following LCS faculty, several of whom\* contributed to writing this rationale:

Chris Breu\*  
 Ricardo Cruz  
 Chris De Santis  
 Katherine Ellison\*  
 Jeremy Hurley  
 Susan Kalter\*  
 Susan Kim\*  
 Tara Lyons\*  
 Bill McBride  
 Mary Moran  
 Ela Przybylo  
 Brian Rejack  
 Rebecca Saunders  
 Jan Susina  
 Danielle Sutton

Paul Ugor  
Kirstin Zona

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**5. Describe the expected effects of the proposed program on existing campus programs (if applicable).**

The program will direct students to courses already taught within the English department that focus on literary and cultural studies. Therefore, any effects will be only within the English major itself, pulling students from the "regular" major sequence in English Studies into this sequence. We expect that it will grow the major as a whole and increase enrollments in the courses in the sequence, especially the required courses listed prior to the focused 9-credits-of-electives list. We also expect it to increase retention in the major, which is already quite high. Given that we are underenrolled compared to our historical numbers, we will be able to redistribute credit hours within the major without harming the other sequences.

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**6. Provide a sample four-year plan of study that fulfills the following requirements:** 120 hours, 42 senior college hours (200 and 300 level courses), and 39 General Education Program hours or 36 hours with exemption. If the program is a BS program, show the BS-SMT degree requirement. If the program is from CAS, show Foreign Language Requirement (LAN 111/LAN 112). Confirm General Education requirement exemptions on the General Education page of the current Academic Catalog. *4-year plans are not required for minor program proposals.*

Sample Plan of Study

The requirements below pertain to this Undergraduate Catalog year and are intended as a guide for academic planning. Students should consult with their academic advisor to discuss their individual plan of study.

Min. of 120 total credit hours required, including 42 senior level hours (200-300 level)

First Year - Fall Semester (13-14 credit hours)

ENG 101 or COM 110 (General Education) (3)  
ENG 100 (3)  
ENG 102 (1)  
Foreign language course 111-level or University-wide elective (3-4)  
General Education course (3)

First Year - Spring Semester (15-16 credit hours)

ENG 101 or COM 110 (General Education) (3)  
Introductory Literary and Cultural Studies major elective (3)  
Foreign language course 112-level or University-wide elective (3-4)  
General Education course (3)  
General Education course (3)

Second Year - Fall Semester (16 credit hours)

British, American, Global, US ethnic, women's & gender/queer & transgender, or children's literary and cultural studies major elective (3)  
Language & Linguistics major elective (3)  
B.A. language (4)  
General Education course (3)  
General Education course (3)

Second Year - Spring Semester (15 credit hours)

British, American, Global, US ethnic, women's & gender/queer & transgender, or children's literary and cultural studies major elective (3)  
British, American, Global, US ethnic, women's & gender/queer & transgender, or children's literary and cultural studies major elective (3)  
Advanced Writing major elective (3)  
General Education course (3)  
General Education course (3)

Third Year - Fall Semester (15 credit hours)

British, American, Global, US ethnic, women's & gender/queer & transgender, or children's literary and cultural studies major elective (3)  
Senior level LCS sequence elective (3)  
General Education course (3)  
AMALI course or University-wide elective (3)  
Senior level University-wide elective (3)

Third Year - Spring Semester (15 credit hours)

British, American, Global, US ethnic, women's & gender/queer & transgender, or children's literary and cultural studies major elective (3)  
Senior level LCS sequence elective (3)  
Senior level College English major elective (3)  
General Education course (3)  
General Education course (3)

Fourth Year - Fall Semester (15 credit hours)

Senior level LCS sequence elective (3)  
Senior level University-wide elective (3)  
Senior level University-wide elective (3)  
Senior level University-wide elective (3)  
Senior level University-wide elective (3)

Fourth Year - Spring Semester (15 credit hours)

ENG 300 (3)  
Senior level University-wide elective (3)  
Senior level University-wide elective (3)  
Senior level University-wide elective (3)  
University-wide elective (3)

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**7. Describe the expected curricular changes required, including new courses. If proposals for new courses have also been submitted, please reference those related proposals here:**

No curricular changes or new courses are required. We may in the next few years continue to combine already existing courses to reduce the total number needing to be taught each year while broadening the possible approaches that each instructor can take within a particular course number. This will help us keep more current with directions in the national and international field. We would also ask the UCC to allow local decision-making regarding whether always to treat decimalized courses as separate courses under the 4-and-out rule or to allow certain departments to diversify their offerings under a single umbrella course. English 286 Prose, for example, could productively be taught as 286A01 American, 286A02 British, 286A03 African, 286A04 Native American 286A05 Global, 286A06 Comparative or General, alerting students ahead of time to the focus while not stretching the resources of the faculty. We believe that decimalization works differently for the humanities than for nursing or agriculture and that local decision-making and faithfully routine local clean-up of undersubscribed curriculum is preferable to a one-size-fits-all rule.

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**8. Anticipated funding needs and source of funds.**

No additional funds will be needed. Please see attached, signed Financial Implications Form.

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**9. No Does this program count for teacher education?**

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**10. No Is this an Interdisciplinary Studies program?**

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**11. The following questions must be answered.**

- Yes** Have you confirmed that Milner Library has sufficient resources for the proposed program?
- No** Are more than 120 hours required to complete a degree with this major?
- No** Beyond General Education, does the major require more than 66 semester hours?
- No** Does this sequence (if in a major) require more than 55 semester hours of courses in the major department/school?
- No** Does this program stipulate specific general education courses offered in the major department/school as a part of the major requirements only if such courses serve as prerequisites for other courses required by the major?
- No** Does this program stipulate specific course requirements (majors/sequences only) that also satisfy general education and/or IAI requirements?
- No** Is the proposed program intended to be longer than four years (as indicated by the plan of study)?
- N.A.** Have letter(s) of concurrence from affected departments/schools been obtained?  
*A departments/school is affected if it has a program with significant overlap or if it teaches a required or elective course in the program.*

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**12. Routing and action summary for New Program:**

**1. English Department Curriculum Committee Chair**

<u>Susan Kalter (website)</u>	<u>Susan Kalter</u>	<u>1/26/2022 10:44:36 AM</u>
Signature	Print	Date

**2. English Department Chair/School Director**

<u>Christopher De Santis (website)</u>	<u>Christopher De Santis</u>	<u>4/12/2022 5:50:02 AM</u>
Signature	Print	Date

**3. College of Arts & Science College Curriculum Committee Chair**

<u>Christopher Hamaker (website)</u>	<u>Christopher Hamaker</u>	<u>12/6/2022 1:07:20 PM</u>
Signature	Print	Date

**4. College of Arts & Science College Dean**

<u>Rocio Rivadeneyra (website)</u>	<u>Rocio Rivadeneyra</u>	<u>12/6/2022 1:11:16 PM</u>
Signature	Print	Date

**5. University Curriculum Committee Chair**

<u>Mary Califf (website)</u>	<u>Mary Califf</u>	<u>2/20/2023 8:21:53 AM</u>
Signature	Print	Date

All new programs (majors, minors, sequences) are routed by the U.C.C. to the Academic Senate

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**Comments**

**Comments from Version 1 from Julie Jung** ( Department Curriculum Committee Chair):

Continue working with LCS faculty and members of undergraduate curriculum committee to finalize course offerings and scaffolding.

**Comments from Version 2 from Susan Kalter** (English Department Curriculum Committee Chair):

The Undergraduate Studies Committee on 13 October 2021 unanimously approved this new program proposal. We are requesting that Department Council discuss it and place it on a department agenda during 2021-22. The Undergraduate Studies Committee chair will finalize the Financial Implications Form (draft attached) in consultation with the Department Chair.

**Comments from Version 2 from Christopher De Santis** ( Department Chair/School Director):

Returning to Chair of Undergraduate Committee for revision following input from Department and Council.

**Comments from Version 3 from Susan Kalter** (English Department Curriculum Committee Chair):

Revisions made and proposal being resubmitted for discussion at Spring 2022 department meeting and vote following the meeting.

**Comments from Version 3 from Todd Stewart** ( College Curriculum Committee Chair):

Hello. We voted to approve this proposal pending some minor updates. So, while I'm hitting the revise button to allow changes in the system, I am empowered to approve a suitably updated proposal without seeking another vote. The issues we identified are:

- (1) We need an updated Financial Implications Form that includes signatures at all the levels below where I'd sign off as the chair of the CAS CC. I've already alerted Susan Kalter about this.
- (2) In the proposed catalog copy, we think "ENG" should be added in a few places. E.g., you have:

- 3 hours of British literary and cultural studies selected from: ENG 110, 213, 214, 216, 217, 218, 219, 222, 311, 320, 322, 324, 329, 378
- 3 hours of American literary and cultural studies selected from: ENG 130, 165, 231, 232, 233, 234, 236, 265, 266, 267, 332, 365
- 3 hours of Global literary and cultural studies selected from: 150, 206A01, 206A02, 206A03, 206A04, 250, 251, 252, 255, 261, 352
- 3 hours of U.S. ethnic literary and cultural studies selected from: 165, 265, 266, 267, 365, IDS 121A29
- 3 hours of women's & gender and/or queer & transgender literary and cultural studies selected from: 160, 260, 261, 262, 360
- 3 hours of children's literary and cultural studies selected from: 170, 271, 272, 370, 372, 373, 374, 375

Add "ENG" before the course numbers in the last 4 lines, so, e.g., ENG 150... ENG 165... ENG 160... ENG 170...

Also add "ENG" before the course numbers in:

Theory/research methods: 355, 384

That's it. This was a very good proposal overall.

Thanks,

Todd Stewart, Chair, CAS CC

**Comments from Version 4 from Susan Kalter** (English Department Curriculum Committee Chair):

Revisions made and proposal being resubmitted for discussion at Spring 2022 department meeting and vote following the meeting.