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November 25, 2024

Sanjay Rai, PhD
Secretary
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Secretary Rai:

Enclosed are the narrative, budget, and transfer agreement documents for UMBC's proposal to add a new area of concentration (AoC) in Literature and Culture within its existing Bachelor of Arts in English. The transfer documents include a draft letter of agreement and the articulated pathway between UMBC and CCBC for this AoC (both as appendices to the proposal narrative); and the separate umbrella document, Degrees to Succeed transfer agreement between UMBC and CCBC.

Thank you very much for your review of this proposal.

Sincerely,

Valerie Sheares Ashby
President

Cc: Beth Wells, Director of Academic Administration, Assistant Vice Provost Emerita, UMBC
Yonatan Harris, Executive Administrative Assistant to the Vice Provost for Academic Affairs, UMBC



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Cover Sheet for In-State Institutions New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	UMBC
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Each action below requires a separate proposal and cover sheet.

- | | |
|--|---|
| <input type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input checked="" type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input checked="" type="radio"/> Yes	Payment <input checked="" type="radio"/> R*STARS # 3078382	Payment Amount: 250.00	Date Submitted: 11/25/2024
Submitted: <input type="radio"/> No	Type: <input type="radio"/> Check #		

Department Proposing Program	Department of English		
Degree Level and Degree Type	Area of Concentration within English BA		
Title of Proposed Program	AoC: Literature and Culture		
Total Number of Credits	120		
Suggested Codes	HEGIS:	CIP: 23.1401	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	<input type="radio"/> Fall <input type="radio"/> Spring <input checked="" type="radio"/> Summer Year: 2025		
Provide Link to Most Recent Academic Catalog	URL: https://english.umbc.edu/		

Preferred Contact for this Proposal	Name:	Beth Wells
	Title:	Director of Academic Administration
	Phone:	(410) 455-8907
	Email:	bwells@umbc.edu

President/Chief Executive	Type Name:	Valerie Sheares Ashby
	Signature:	<i>Valerie Sheares Ashby</i> Date: January 17, 2025
	Date of Approval/Endorsement by Governing Board:	

Revised 1/2021

**Concentration in Literature & Culture in the Department of English
University of Maryland Baltimore County
New Concentration**

Executive Summary

The University of Maryland, Baltimore County (UMBC) proposes the following concentration in Literature & Culture (LICU) as part of the bachelor's degree program in English. This proposed concentration represents a substantial revision of the current "Literature" track and, when approved, will function as a discrete, focused, and unique concentration in the English major and in the USM system. With a clearer identity grounded in currents in the discipline of literary and cultural studies, the Literature & Culture concentration foregrounds critical, creative, theoretical, and experiential approaches to the study of literary and cultural contributions across recorded history.

This concentration seeks to achieve the following:

- Convert the current "Literature" track to an approved MHEC concentration in "Literature & Culture"
- Supplement traditional organizing principles of nation-state and time period with a diversity of theories, methods, and archives for literary & cultural studies
- Clarify and streamline course requirements to simplify advising and hasten time to degree
- Improve scaffolding with the addition of more 200-level and 400-level courses in the concentration
- Highlight innovative and inclusive pedagogy to better meet the needs of UMBC's diverse student body

The proposed Literature & Culture concentration reflects the diverse theories and methods that undergird work in the study of literature today. Literary studies is a more interdisciplinary field than it was even a decade ago, with scholars and faculty engaged in work ranging from studies in ecocriticism to critical race theory, disability to print culture, experimental poetry to comparative religion. While the study of literature is still the backbone of this concentration, the title "Literature & Culture" embraces the

array of approaches to literary histories, forms, materialities, genres, contexts and theories that are already represented in the English department's curriculum and faculty areas of expertise.

The two current specializations in UMBC's English major are Communications & Technology (CTEC SPC) and Literature (LITE SPC). The proposed concentrations are Literature & Culture (LICU CON) and Writing, Rhetoric, and Technology (WTRT CON). The proposal for the WTRT concentration will be submitted separately to MHEC.

B.A. in English with a Concentration in Literature & Culture

A. Centrality to Institution Mission and Planning Priorities

1. The proposed concentration in Literature & Culture more fully aligns with the contemporary contours of the English discipline, encourages interdisciplinary work, prepares students for a range of careers, stresses cultural competencies, and exploits faculty areas of expertise. These goals align with the mission of UMBC, which "connects innovative teaching and learning, research across disciplines, and civic engagement." Highlighting the importance of theoretical, textual and methodological diversity, the proposed Literature & Culture concentration is intentionally designed to encourage the study of both canonical and non-canonical texts and to move beyond only text-based approaches to criticism and engage with a range of cultural objects, from visual arts and song to food and film.

Furthermore, the proposed concentration centers understudied and underrepresented authors, texts, movements, and theories. Migrating away from a primarily Western canonical approach to literary studies, the proposed concentration in Literature & Culture reflects UMBC's commitment to "cultural and ethnic diversity, social responsibility and lifelong learning" as well as social justice, as outlined in the mission statement. At a time when disciplines in the Humanities are facing unprecedented scrutiny and censorship, the English Department has designed the proposed concentration in Literature & Culture to stress the study of gender and sexuality, class, dis/ability, race and ethnicity and

other identity categories that are crucial to a critical engagement with literary works ranging from ancient myths to spoken word poems.

The interdisciplinarity of the concentration reflects UMBC's core values as well. The proposed concentration will support students pursuing careers in higher education, secondary English education (for which students are required to be in the Literature & Culture concentration), writing and editing, journalism and content creation, government affairs, public relations, grant writing and non-profit work, law, and library and information science, among other pursuits. As outlined in Section B of this proposal, the proposed concentration in Literature & Culture provides a gateway for students to contribute to the Maryland and broader U.S. economies in a range of vibrant fields. In the concentration, students will particularly benefit from the low student-faculty ratio and the emphasis placed on pedagogical innovation.

2. This proposed concentration in Literature & Culture aligns with the institution's strategic goals and institutional priorities, as outlined in UMBC's 2015 Strategic Plan for Advancing Excellence. These include setting goals in the areas of (1) Collective Impact in Research, Scholarship, and Creative Achievement; (2) The Student Experience; (3) Innovative Curriculum and Pedagogy; and (4) Community and Extended Connections. Through the proposed concentration in Literature & Culture, students will pursue coursework that fosters advanced skills in reading and writing across multiple genres, critical thinking, effective written and oral communication, research methods and, as described above, cultural competencies that prepare students to contribute to a diverse world. In the "Humanities" cluster of the Strategic Framework for Undergraduate Education (2016), one of the core goals is "developing a coordinated program aimed at improving competence across several communication modalities (e.g., writing, public speaking)." This is precisely the work that students in the proposed concentration will pursue.

Specifically, the proposed concentration includes strong curricular scaffolding to enhance student preparedness and clearer guidelines for ease of advising and better time to degree (2). The articulation agreement with the Community College of Baltimore County will pave the way for more community college

students to easily transfer into the proposed concentration and complete their degree in a timely and cost effective way. Culminating in three 400-level courses, the LICU concentration also creates avenues for students to pursue advanced research and creative achievement through seminar work (1). For students pursuing graduate work or entering the workforce, this increased emphasis on independent research is imperative. The proposed concentration also stresses teaching innovation, with courses that incorporate creative, critical, and reflective writing, community partnerships in Baltimore, project-based collaborations on campus and digital humanities work (3 and 4). Faculty in the proposed Literature & Culture concentration are also heavily involved in interdisciplinary work and both on and off campus partnerships with entities such as the Dresher Center for the Humanities, the Special Collections Library, the Folger Library, the Baltimore Museum of Art, and the Lucille Clifton House (4). As such, students will have increased opportunities for internships, for which they can receive credit in the concentration (4).

Faculty in the proposed concentration are also affiliate members of other departments, affinity groups, and working groups including the Language, Literacy and Culture department, Gender, Women's and Sexuality Studies, Medieval and Early Modern Studies minor, the Asian Studies program, the Women's Center, and the Disability Studies working group. These critical intersections thread through the curriculum in the proposed Literature & Culture concentration, aligning with UMBC's core mission to yoke "innovative teaching and learning, research across disciplines, and civic engagement."

3. The proposed concentration in Literature & Culture will entail no new faculty hires. There are ten full-time faculty members who will teach within the proposed Literature & Culture concentration. The necessary faculty, facilities, instructional technology, and administrative support are all currently in place for this concentration to run and thrive.

- 4a. This proposed concentration will be run within the English department over which the Department Chair and Dean of the College of Arts, Humanities, and Social Sciences hold academic leadership. The department currently employs an Accounting Associate and a Program Management Specialist as well as work

study students. The new concentration will not require additional administrative support. Advising responsibilities for majors is handled by faculty within the department, helmed by an elected Advising Coordinator. Technical support for instruction will continue to be managed through the Division of Information Technology.

- 4b. UMBC is committed to providing ongoing administrative, financial, and technical support for the proposed concentration in Literature & Culture. The courses required to complete this concentration and the faculty who teach them are sufficient to serve all students in the proposed concentration.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan

1. The proposed Literature & Culture concentration contributes to the needs of the State of Maryland in the areas of a) the advancement and evolution of knowledge and b) occupational and professional needs relative to job market requirements.

a. First, according to the Modern Language Association's 2018 report, "A Changing Major: The Report of the 2016–17 ADE Ad Hoc Committee on the English Major," "The growth of certain areas, including creative writing and rhetoric and composition, has encouraged many English departments to structure their majors according to tracks and concentrations. The presence of cultural studies has also prompted the organization of courses and course sections by topics. These are all signs of academic vitality."¹ The proposed concentration in Literature & Culture is reflective of the professional trends identified by the field's leading professional body.

Additionally, in the recent Norton Survey of English Majors (2022), students from across several hundred undergraduate institutions were invited to respond to questions related to the major, resulting in 2,013 replies in the first year (April 6, 2021-April 6, 2022). This survey found that 96% of students would major or

¹ADE Ad Hoc Committee on the English Major, "A Changing Major," (2018). <https://www.maps.mla.org/Resources/Reports-and-Other-Resources/A-Changing-Major-The-Report-of-the-2016-17-ADE-Ad-Hoc-Committee-on-the-English-Major>.

minor in English again. The qualities that respondents identified as most valuable were the “exposure to different cultures, cultivation of empathy, expanded worldviews, diversity of perspectives” as well as “development of creativity, writing, and communication skills” among other key characteristics.² 64% of respondents also indicated their desire for an interdisciplinary path; this interest is reflected in the proposed Literature & Culture concentration (see Section G for curricular details). The proposed concentration was developed with these trends, aims, and goals at the forefront, providing students with an updated curriculum that responds to currents in the field and provides a platform for the Humanities’ broader aims, including cultivating critical literacies, fostering engaged citizenship, honing effective communication skills, creating multimodal works of writing and criticism, engaging in robust and informed debate, and modeling inclusive, anti-racist teaching and learning.

b. According to the USM Vision 2030 workforce projections, the state of Maryland anticipates approximately 11,400 jobs in education per year through 2028. The Norton Survey of English Majors (2022), shows that 36% of English majors enter the field of Education in some capacity. Approximately 15% of UMBC’s English majors pursue a secondary education certification at some point; some choose full certification and enter the workforce and others continue toward a Masters degree. Training educators in English contributes to both areas A (the advancement of knowledge) and B (occupational and professional needs relative to job market requirements) and also aligns with the state of Maryland’s strategic plans to train K-12 educators in our state. According to the survey, beyond education, English students are most likely to find jobs in editing/copywriting/technical writing, management, retail/sales, marketing/PR, information science, law, and publishing as well as other fields. 6.5% of respondents also pursued graduate work in English or a related field. Generally, the demand among employers for “soft skills,” such as critical thinking, teamwork, effective speaking and writing, has risen (not fallen) in

² “The Norton Survey of English Majors: A Student Perspective,” (2022). <https://seagull.wwnorton.com/NSEM>.

recent years.³ The proposed Literature & Culture curriculum focuses specifically on these high-demand skills that have wide application across professions.

2. The 2022 Maryland State Plan for Higher Education articulates several key goals that align with the proposed concentration in Literature & Culture. First, Priority 5, “Maintain the commitment to high-quality postsecondary education in Maryland,” includes a recommendation based on students’ desire to specialize in their program of study.⁴ The proposed concentration in Literature & Culture allows students in the English Department to specialize early and across the program so that they are honing particular skill sets within the concentration. Second, the new curricular design for the proposed concentration intentionally focuses on clarity of requirements and ease of advising as well as better alignment with the UMBC registrar’s request for a more consistent set of course offerings in the catalog. This responds to Priority 6, “Improve systems that prevent timely completion of an academic program.” Finally, with a focus on the benefits of a multidimensional liberal arts curriculum built around critical literacies and cultural studies, this English curriculum responds to Priority 7, “Incorporate civic learning and civic engagement into all academic programs,”⁵ which includes, “information technology and computer literacy skills.” Furthermore, the proposed concentration not only focuses on protecting academic freedom, outlined in Maryland law (§10–204), but actively engages in advocacy for the transmission of culture and extension of diverse knowledges to foster a more informed, empathetic, equitable and diverse citizenry.
3. The proposed concentration in Literature & Culture aligns with the USM Vision 2030 with its emphases on research; academic excellence and innovation; diversity, equity, and inclusion; access, affordability, and achievement; and workforce and economic development. Under Priority 1: Academic Excellence

³ Society for Human Resources Management, “Employers Say Students Aren’t Learning Soft Skills in College,” (2019). <https://www.shrm.org/resourcesandtools/hr-topics/employee-relations/pages/employers-say-students-arent-learning-soft-skills-in-college.aspx>

⁴ 2022 Maryland State Plan for Higher Education, <https://mhec.maryland.gov/Pages/2022-MarylandStatePlan-MHEC.aspx>, pg. 51.

⁵ Ibid., pg. 57.

and Innovation, the USM Vision 2030 plan includes in its “Potential Strategies” an effort to “prioritize the recruitment and education of the state’s preK-12 teacher corps,” a core mission to which this concentration contributes.⁶ Workforce projections nationwide anticipate approximately 11,400 jobs in education per year through 2028. As described in Section B.1, Education is a key field into which English majors enter following graduation. Under Priority 2: Access, Affordability, and Achievement, one of the stated goals is to “improve transfer pathways.” The proposed concentration meets that goal with a new articulation agreement with the Community College of Baltimore County.⁷ Under Priority 5: Diversity, Equity, and Inclusion, the plan includes the effort to create research initiatives around “diversity, equity, and justice; globalization; and sustainability that includes an examination of the role that race, identity, and systemic racism may play in these areas.”⁸ The proposed Literature & Culture concentration stresses anti-racist pedagogical methods and the incorporation of underrepresented perspectives, approaches, texts, and methods into the English curriculum. Indeed, the field of English has long focused on understanding literature and culture through non-dominant interpretive and aesthetic lenses.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State

1. There are several employment opportunities and industries in which students with the proposed LICU concentration can work. Graduates with the LICU degree may be a part of the Secondary Education program and find work in the education sector as English or Language Arts Educators and specialists as well as administrators. Graduates will also find work in journalism, professional writing (including creative writing), editing, and publishing. Additionally, Literature & Culture graduates may pursue work in marketing, sales, public relations, information science, and communication. Some students choose graduate work and seek M.A. and/or Ph.D. degrees in the fields of English and in Library Science as well as their J.D. in law.

⁶ University System of Maryland, “Vision 2020,” pg. 10.

⁷ *Ibid.*, 12.

⁸ *Ibid.*, 19.

2. **Table 1** includes data from O*Net OnLine and the Maryland Department of Labor’s Long Term Occupational Projects for the top five areas of employment for graduates in the proposed Literature & Culture concentration, as informed by the recent Norton Survey of English Majors (discussed in section B) and by the professions in which recent graduates have found employment.

Table 1. BLS Outlook and Maryland Labor Statistics

Profession	O*Net OnLine (2031)	Maryland Projection (2030)
Secondary School Teacher	+4-7%	+9.63%
Writers & Authors	+4-7%	+11.52%
Creative Writer	+4-7%	Category N/A
Editor	-2%	+2.10%
Librarians, Curators, & Archivists	+4-7% (Librarians); +11% (curators); +8-10% (Archivists)	+9.37%

3. According to the Maryland Department of Labor’s 2020-2030 Occupational Projections, vacancies for the selected jobs in Maryland are as follows. These positions require a Bachelor's degree, though career advancement may require an M.A., M.S., or Ph.D.:

- Secondary Education: 21,129 to 23,164
- Writers & Authors: 3,586 to 3,999
- Editor: 3,338 to 3,408
- Librarians, Curators, Archivists: 6,199 to 6,780

4. Between fall 2019 and spring 2023, the English Department has graduated 163 majors from the program, averaging about 40 graduates per academic year. UMBC estimates that students in the proposed Literature & Culture concentration will make up approximately 55% of the graduates coming from the English department. The number of graduates from the proposed Literature

& Culture concentration will be approximately 22 per academic year if the enrollments remain steady.

D. Reasonableness of Program Duplication

This proposed concentration is part of the Bachelor of Arts in English and is integral to UMBC's liberal arts program. The proposed concentration does not represent a duplicate program in our region even though every university in the system has an English degree. **Appendix 1** compares the proposed Literature & Culture concentration with Literature tracks or concentrations at other Maryland schools that are not HBIs. **Appendix 2** outlines how the concentration in Literature & Culture compares with other Literature tracks or concentrations at the following HBIs: Bowie State University, Coppin State University, Morgan State University, and University of Maryland Eastern Shore.

When compared with institutions in the region, the proposed concentration in Literature & Culture is unique in its structure, number of requirements, range of topics, and 400-level requirements. The focus that the proposed concentration places on cultivating advanced research and writing skills, exposing students to a range of literary traditions and methods, and scaffolded learning from entry-level courses to upper-level seminars, makes the program distinctive.

E. Relevance to High-demand Programs at Historically Black Institutions

The English major both at UMBC and at HBIs in the region are not high-demand programs. The English Department's proposed Literature & Culture Concentration does not duplicate existing programs at HBIs in the region and is expected to have no impact on them (see **Appendix 2**). None of the HBIs offer a concentration in Literature & Culture, specifically.

F. Relevance to the Identity of Historically Black Institutions

This program does not duplicate existing programs at HBIs and it is expected to have no impact on their identity or mission.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

1. The proposed concentration in Literature & Culture was designed by the English Department's curriculum committee in consultation with the Chair of English, the Scheduling Officer, the Director of the Writing and Rhetoric Division (WARD) as well as faculty input. The curriculum committee shaped the concentration based on data from the Department's 2015 Academic Program Review (APR) report as well as exit interviews with graduating students, reports from the assessment committee, faculty input and broader considerations such as UMBC's strategic plan as well as the Modern Language Association's reports on the state of the field. The proposed concentration in Literature & Culture will be overseen by the Chair of the English Department and facilitated by members of the faculty. Ten full time faculty contribute to required courses in this concentration.
2. The English Department has developed eleven key learning objectives that the department Assessment Committee uses to measure student achievement. See **Appendix 3** for a summary of these objectives. Broadly, the Literature & Culture concentrations fosters students' ability to read, interpret, and write about imaginative works across genres and media forms; identify major movements in literature and other cultural expressions from antiquity to the present; understand and deploy theoretical concepts in written and oral expression; conduct primary and secondary source research in print and digital forms; and explicate works within a range of historical, generic, theoretical, and material contexts.

In the required gateway course, English 204: Foundations of Literature & Culture (see **Appendix 6** for full course description), the student learning outcomes (SLOs) are as follows:

- Adopt and deploy field-specific nomenclature to perform close readings and craft arguments across a wide range of forms and genres.
- Develop skills and techniques in argumentation, comparative analysis, interpretation, and close reading in preparation for English 302: Literary Methodologies and Research.

- Reflect on the writing process through a variety of assignments such as in-class exercises, self-assessments, and response journals.
- Engage with their peers through in-class discussions, small group work, and collaborative projects.
- Cultivate lines of inquiry in literary and cultural studies by engaging with UMBC library resources (e.g., special collections, digital archives).
- Identify and participate in larger critical conversations as literary and cultural studies scholars.
- Actively participate in the intellectual community by attending English or Humanities-related events at UMBC (e.g. Humanities Forum, poetry readings, library gallery events).

The courses that follow from this introduction to the concentration each address some aspect(s) of these SLOs, established early in a student's path through the concentration. The required coursework is also organized to ensure that students achieve familiarity with major movements in British, American, and World literatures across time periods. However, these courses do not aim primarily for historical breadth, but for topical approaches to works of literary and cultural expression.

3. The English Department's bylaws outline procedures for periodic assessment across the curriculum, including the review of 400-level capstone projects to ensure that students have met learning outcomes before graduation. **Appendix 4** shows the rubric used by the department's assessment committee to determine if and how students are meeting the program's learning objectives. **Appendix 5** outlines the procedures by which this committee collects data on student performance, including via exit interviews which are collectives by the Alumni Coordinator, an elected faculty position in the department. Questions used in those exit interviews are included in this appendix.
4. The program requirements for the proposed concentration in Literature & Culture are outlined in **Table 2**. Please note that the complete English major is 39 credits; students can take 9 credits of English electives in any concentration. See G.10 for a breakdown of credits in the degree program. Full course descriptions of all possible courses in this concentration can be reviewed in

Appendix 6. The number of options in each category allows for students to chart their own path through the concentration, within some parameters, as described in section G.2. This is by design, as the curriculum committee recognized that students want flexibility in the curriculum to pursue courses in specialties of interest (e.g. Multi-Ethnic U.S. Literature).

Table 2. Summary of the proposed concentration in Literature & Culture

Proposed Concentration in Literature & Culture (30 Credits)
<p>Required courses (6 credits)</p> <ul style="list-style-type: none"> • ENGL 204: Foundations of Literature & Culture • ENGL 302: Literary Methodologies and Research
<p>Two courses from the following (6 credits)</p> <ul style="list-style-type: none"> • ENGL 304: British Literature: Medieval and Renaissance OR ENGL 334: Medieval Literature • ENGL 305: British Literature: Restoration to Romantic • ENGL 339: Early Modern Literature OR ENGL 351: Studies in Shakespeare
<p>Two courses from the following (6 credits)</p> <ul style="list-style-type: none"> • ENGL 306: British Literature: Victorian and Modern • ENGL 307: American Literature: from New World Contact to the Civil War • ENGL 308: American Literature: The Civil War to 1945 OR ENGL 332: Contemporary American Literature
<p>One course from the following (3 credits)</p> <ul style="list-style-type: none"> • ENGL 310: Topics in Poetry • ENGL 312: Topics in Fiction • ENGL 314: Topics in Drama • ENGL 315: Studies in World Literature • ENGL 316: Literature and the Other Arts • ENGL 317: Literature and Sciences • ENGL 318: Myth and Literature • ENGL 331: Contemporary British Literature • ENGL 336: Medieval and Early Modern Drama • ENGL 340: Major Literary Traditions and Movements • ENGL 345: Topics in Literature and History • ENGL 347: Contemporary Developments in Literature and Culture • ENGL 348: Literature and Culture

- ENGL 349: The Bible and Literature
- ENGL 350: Major British and American Writers
- ENGL 360: The Literature of Minorities
- ENGL 361: Studies in Black Drama
- ENGL 362: Studies in Black Poetry
- ENGL 364: Perspectives on Women and Literature
- ENGL 366: World Literature Written in English
- ENGL 369: Race and Ethnicity in U.S. Literature

Three 400-level LICU courses from the following (9 credits)

- ENGL 401: Methods of Interpretation
- ENGL 405: Seminar in Literary History
- ENGL 410: Seminar in Genre Studies
- ENGL 411: Advanced Topics in Literary History
- ENGL 413: Advanced Topics in Medieval and Early Modern Literature
- ENGL 416: Advanced Topics in Literature and Other Arts
- ENGL 417: Seminar in Literature and Other Arts
- ENGL 419: Seminar in Literature and the Sciences
- ENGL 431: Seminar in Contemporary British and American Literature
- ENGL 448: Seminar in Literature and Culture
- ENGL 451: Seminar in Major Writers
- ENGL 461: Seminar in Minority Literature
- ENGL 464: Studies in Women and Literature
- ENGL 469: Seminar in Race and Ethnicity

Appendix 6 features a table of every course that a student in the proposed LICU concentration could take to fulfill the concentration. English 204 and English 302 are required for all LICU concentrators. There are forty-six other LICU courses in the catalog from which students can choose to complete their concentration, organized into categories, as outlined in Table 2. All of the 400-level courses in the LICU curriculum are taught on a rotating basis among faculty and carry rotating course topics. Topics are announced well in advance of each semester’s enrollment period and students can choose a 400-level course that suits their interests. Many of the 300-level courses are also offered under general umbrella titles with specific course topics. Titles, topics, descriptions, and notes on how each course meets a criteria in the concentration are listed both in the advising guide each semester and in the searchable, online catalog which students consult to make course selections.

5. As stated on UMBC website (<https://gened.umbc.edu>), “UMBC’s General Education Program provides students the opportunity to expand the life of the mind by developing life-long habits of thought and intellectual interests.” The general education program (GEP) requirements (total of 37–45 credits) are distributed across six broad areas of academic inquiry:

- English composition (3 credits), which lays the foundation for the writing, research, and critical thinking skills that students need to succeed and engage thoughtfully with complex issues.
- Arts and Humanities (9 credits). Students explore the human condition and its cultural expression, past and present and consider the ethical and value systems which form the basis of thought, artifacts and individual and collective life.
- Social Sciences (9 credits). Students examine attitudes, beliefs and social behaviors of individuals, groups and institutions, and identify factors that influence them, both past and present.
- Mathematics (3–4 credits). Students develop problem solving abilities, including analytical and logical reasoning skills that prepares them for an increasingly complex and technological world.
- Sciences (7–8 credits, including lab). Students obtain an understanding of the fundamental principles underlying modern scientific thought.
- Culture (6–7 credits). Students examine the global nature of society in the 21st Century, the importance of inter-cultural communication and the need for modern citizens to broaden their horizons.
- Language (0–4 credits). Students study languages beyond English, ranging from ancient to modern, representing most major language groups of the world.

6. The proposed concentration does not require or entail any specialized accreditations or graduate certification requirements.

7. The English Department is not contracted with another institution or organization to offer this concentration.

8. Degree requirements are listed in the UMBC Undergraduate Catalog and on the UMBC and English department websites. Each student is assigned an

academic advisor in the English department. Students and advisors meet every semester to review the student's plans and course registration. A list of course numbers, topic description, and any course values is distributed to students and posted on the website well in advance of the earliest undergraduate enrollment date. Students have access to all resources necessary to succeed in the program, including the Academic Success Center. Students can ask questions about computing and technology, housing, advising and student support, classes and grades, and other topics via the Help ticket system; advisors often assist with these questions as well. Accommodations for disabilities are provided for students qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 who request services. Financial aid information is available on the UMBC website and in recruitment materials, and students applying for aid are assigned a Financial Aid Counselor.

9. Developed for prospective students and family members, current students, and the general public, the English Department's website serves as the department's primary resource for advertising the Literature & Culture concentration. This site, which is maintained by a department-appointed faculty member, presents clear and accurate information about admissions, degree paths, advising, scholarships, the English Honors program and other resources.

10. Requirements to complete the degree in English with the Literature & Culture concentration are as follows:

GENERAL EDUCATION PROGRAM

- English Composition 3 credits
 - Arts & Humanities 9 credits
 - Social Sciences 9 credits
 - Mathematics 3-4 credits
 - Sciences 7-8 credits
 - Culture 6-7 credits
 - Language 0-4 credits
- 37-44 credits**

ADDITIONAL UPPER-LEVEL REQUIREMENTS

9 credits

(to meet minimum 45 Upper-Level credit requirement)

ADDITIONAL CREDITS

(at any level, from anywhere in the curriculum) **28-35 credits**

ENGLISH LICU CONCENTRATION (30 CREDITS)

- Required course credits: 6 credits
- Literary time period credits: 12 credits
- 300-level elective credits: 3 credits
- 400-level courses: 9 credits

Additional English electives in *any* concentration 9 credits

TOTAL CREDITS IN ENGLISH DEGREE: 39 credits

TOTAL CREDITS IN UNDERGRADUATE DEGREE: 120 credits

H. Adequacy of Articulation

The Department of English at UMBC has negotiated an articulation agreement with the Community College of Baltimore County (CCBC) for students transferring to UMBC in the Literature & Culture concentration. See **Appendix 7** for the proposed curriculum map and agreement with CCBC.

I. Adequacy of Faculty Resources

1. All faculty teaching in the English department’s Literature & Culture concentration at UMBC have training and expertise in their specific fields of study as well as advanced degrees in their specialties. Faculty in the Literature & Culture concentration are ranked thus: 4 Full Professors; 3 Associate Professors; 3 Assistant Professors. In scope of expertise and in breadth of pedagogical approaches, the department is fully equipped to staff the proposed LICU concentration. Full time faculty undergo review procedures, outlined in Section M, and receive support from a range of department, college, and university-wide faculty development programs. See **Appendix 8** for a chart describing all full-time teaching faculty in the proposed concentration.

2a. UMBC faculty have several opportunities to enrich their pedagogy. The Dresher Center for the Humanities offers the Humanities Teaching Labs program for faculty interested in innovating their pedagogy towards more inclusive, equitable, and diverse ends. The Faculty Development Center organizes learning communities as well as workshops and special events throughout the academic year centered on pedagogical development. The FDC also offers individual consultation on issues related to teaching. Junior faculty also have faculty mentors that provide teaching support and a structure for classroom observation. Funds like the Hrabowski Innovation Grant and the Collect of Arts, Humanities and Social Sciences Pedagogy and Teaching Award provide financial support for teaching innovation and course transformation. Faculty can also use department funds to travel to or present at professional conferences related to pedagogy.

2b. UMBC faculty use Blackboard as their learning management system and receive support from the Division of Information Technology (DoIT). DoIT provides training on Blackboard and, mostly recently, on the switch to Blackboard Ultra, which will be completed in 2024 campus-wide. DoIT maintains a wiki with dozens of pages, tutorials, FAQs and other resources for faculty. DoIT also provides 3-day trainings for faculty seeking to offer hybrid courses for in-person and remote learning. In addition to offering workshops on using Blackboard Ultra, this division runs Skill Builder workshops, Accessibility and University Design workshops, and other instructional technology workshops. The Technology Support Center also provides assistance for Blackboard troubleshooting as well as other instructional technologies.

J. Adequacy of Library Resources

The library resources for this concentration already exist. The proposed concentrations in the English major at UMBC mirror our existing tracks in the major and will require no additional library resources.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Equipment

The courses in this proposed concentration already exist and the current office spaces, instructional spaces and technology are sufficient to support this concentration. Upon arrival at UMBC, students are given a UMBC email address that they are expected to check on a regular basis. The majority of faculty also make use of Blackboard as their instructional technology platform and Webex for online meetings. UMBC's Division of Information Technology provides sufficient support for students, faculty, and staff in the concentration.

L. Adequacy of Financial Resources with Documentation

UMBC estimates that students in the proposed Literature & Culture concentration will make up approximately 55% of the English majors in the department (we will offer two concentrations). The concentration in Literature & Culture anticipates modest growth over the next five years, culminating in a Year 5 enrollment of 102 students in the LICU concentration, returning to our approximate Literature track enrollment from Spring 2021. As **Appendix 10** illustrates, the program expenditures will not be affected by this change because the English Department already has the faculty, staff, and facilities resources necessary to support this anticipated rise in enrollment. Please see **Appendix 9** for the program resources and **Appendix 10** for program expenditures.

M. Adequacy of Provisions for Evaluation of Program

1. UMBC English uses several mechanisms for evaluating courses, faculty and students. The Department curriculum committee periodically reviews course offerings, develops new course proposals and works closely with the scheduling officer to ensure that course offerings meet the needs of students and correspond with staffing.

Courses are evaluated each semester by students filling out Student Course Evaluations (SCEs), which are also used in faculty review processes and merit allotments. SCEs are also made publicly available on the Institutional Research, Analysis & Decision Support (IRADS) website. Syllabi are also held on file in the English Department main office and are required to contain student learning outcomes for each course. The English Department's assessment committee also assesses its programs on a two-year cycle. The committee uses senior surveys and exit interviews, portfolios of student work, SCE questionnaires, and other

information about classroom practice to assess how they align with ten program objectives outlined in the department's assessment policy document. The Committee is charged with issuing a report to the Chair and to the Dean of the College of Arts, Humanities and Social Sciences (CAHSS). The report highlights areas of success as well as issues of concern.

In addition, the Department's Alumni and Exit Interview Coordinator schedules exit interviews with graduating seniors in their last semester. Every two years, data from the exit interviews are used in the departmental assessment report required by the CAHSS Dean's office. The information gathered in these interviews informs curricular decisions and the adjustment and clarification of student learning outcomes as needed.

Faculty performance is assessed each year through the Faculty Annual Report and merit pay procedures, when relevant. Formal reviews, including Department Promotion & Tenure reviews and Comprehensive reviews, are conducted internally according to the dictates of the Department bylaws. Faculty in both the Tenure Track and Lecturer ranks are subject to reviews, with tenure line faculty assessed in the areas of teaching, research, and service and Lecturers assessed in the areas of teaching and service, per the Department's workload policy.

2. Every seven years, the English department undergoes an extensive Academic Program Review (APR). According to the Office of the Provost's APR guidelines, the review has "five general purposes, as recognized by USM and the Council of Graduate Schools: quality assurance, quality improvement, accountability, identification of strategies for improvement, and providing the institution with information for prioritization of resources." In addition to a robust self-assessment, two external reviewers also assess the Department in the areas of curriculum, faculty profile, teaching quality, service, student advising and research, facilities, climate, budget and other factors. Following the APR, the chair meets with senior administration to develop a strategic plan based on the self-study and then, three years following this report, the Department assesses their interim progress. It is through both this APR and the Dean's semi-annual

reports that the Department assesses the quality of its program vis-a-vis the college and university as well as the discipline.

N. Consistency with the State’s Minority Student Achievement Goals

UMBC is a minority serving institution dedicated to fostering diversity, equity, and inclusion in higher education. UMBC’s vision is, in part, to “advance knowledge, economic prosperity, and social justice by welcoming and inspiring inquisitive minds from all backgrounds.” As of Fall 2022, the self-identified ethnicity of background of enrolled students was as follows: White: 30.6%; Black: 19.6%; Asian 19.3%; Foreign 15.9%, Hispanic/Latinx 7.95; Multi, Non-Hispanic, 4.8%; Unknown 1.6%; American Indian: 0.1% and Native Hawaiian: 0.1%. The percentage of students who transfer from Maryland community colleges is 78.5% of undergraduate enrollees. There are approximately 10,625 undergraduates enrolled and 3,366 graduate students. 46.7% of students are listed as female and 53.3.% as male, though these figures may differ from the ways that students identify their genders.

As of Spring 2023, there are 138 declared English majors and they designate their racial/ethnic identity as follows: 50.0% White; 16.7% Black/African American; 13.8% Asian; 14.5% Hispanic/Latino; 3.6% Two or more; 1.4% Not Specified. The proposed Literature & Culture concentration and the hiring priorities the department has pursued over the last five years reflect a concerted effort to make the coursework and faculty areas of expertise align with the diversity of peoples, texts, and methods in contemporary literary studies and the diversity of the UMBC student body.

This proposed concentration makes an effort towards greater diversity and inclusion in the curriculum. For example, rather than retaining the older survey-based model for literary studies, this concentration retains some period-specific designations while stressing non-canonical, theoretically-informed and diverse texts (including non-literary and non-alphabetic) and approaches. Recent courses have featured such topics as global migrations in minority U.S. literature, early African American print culture, illness and disability in Asian American literatures, and literatures of empire.

O. Relationship to Low Productivity Programs Identified by the Commission

The proposed program is not a low productivity program.

P. Adequacy of Distance Education Programs

Not applicable or relevant to the English concentration in Literature & Culture

Appendix 1: Comparison of proposed Literature & Culture Concentration with other specialties in the state of Maryland

University of Maryland College Park offers a comprehensive program in English with four possible tracks. B.A. students complete an introductory course, 12 credits in historical studies, 12 credits in their track, and 9 credits of electives. The tracks include Literature and Cultural Studies, Language, Writing and Rhetoric, Media Studies, and Creative Writing. In the Literary and Cultural Studies track, students take at least two courses in the areas of Form, Genre, and Poetics as well as National, Transnational and/or Global Literatures. With a very large faculty and dozens of courses on offer, students have a diverse range of courses to choose from. UMBC's concentration in Literature & Culture naturally overlaps with UMCP's curriculum but the tracks at UMCP are a 4-course (12 credit) sequence instead of a full concentration in one area of study; Thus, UMBC's proposed concentration does not duplicate the UMCP program.

University of Maryland Global Campus offers a 33-credit English degree that does not require students to select a concentration. The curriculum centers time-period specific courses in primarily British and American literature. Students are required to take one capstone course in English Literature. There is no explicit emphasis placed on cultural studies and 21 out of the 33 credits are prescribed in the curriculum. UMBC's proposed concentration in Literature & Culture does not duplicate the UMGC English degree program.

Johns Hopkins University offers a B.A. in English. Students are not required to choose a track or concentration in the B.A. Only 18 credits must be taken within the English Department; the remaining credits (at least 18) are taken as general Humanities or Social Sciences classes and towards proficiency in a language other than English. The major stresses literary studies, with time-period specific requirements as well as a range of electives. UMBC's proposed concentration in Literature & Culture does not duplicate the Johns Hopkins's English degree program.

University of Baltimore offers a B.A. in English with the option of taking electives in three areas of focus: Literature and Culture, Creative Writing, and Professional Writing. In the Literature and Culture area of focus, students are encouraged to take literature electives as well as courses in the Arts and Communication Departments, making this an

interdisciplinary path. The curriculum reflects a range of topical approaches to literature and other media and students are not required to take courses in particular time periods, aside from one core required course in “Shakespeare’s Influence.” UMBC’s proposed concentration in Literature & Culture does not duplicate UMB’s focus area in Literature and Culture.

Stevenson University offers a bachelor’s degree in English Language and Literature. Students do not select a specific track but are given flexibility at the 200- and 300-levels to select electives that align with their interests. 26 credits in this major are flexible electives and many of the courses in the curriculum stress creative writing or writing studies, broadly. UMBC’s proposed concentration in Literature & Culture does not duplicate Stevenson’s English Language and Literature program.

Towson University offers a B.A. in English with tracks in Literature and in Writing and a Secondary Education Concentration. The 18-credit Literature track at Towson includes three 200-level foundations courses in British and American literature as well as a research methods course. Shakespeare is also a core requirement. The Literature track also includes required linguistics courses, which the proposed Literature & Culture concentration at UMBC will not require, and a range of time-period specific electives primarily from the British and American literary traditions, though one must be a World literature course. The program culminates with a 3-credit capstone experience, either a seminar, internship, or thesis. The LICU concentration at UMBC requires three seminars or at least two seminars and a 3-credit internship related to the area of study. The proposed LICU concentration does not duplicate Towson’s Literature track.

Loyola University Maryland offers a 39-credit B.A. in English with the majority of the courses centered on literary studies. The program requires two core courses in English, one of which is required for all students at Loyola, and then majors take 11 upper-level courses which are time-period specific and topical. Students also complete two 400-level seminars. Students do not select a concentration or track in the major. The proposed Literature & Culture concentration does not replicate Loyola’s program in English.

Notre Dame of Maryland University offers a 42-credit B.A. in English, a minor in Drama and a Secondary Education Certificate in English. The literary studies curriculum focuses

largely on time-period specific courses in British and American literature as well as creative writing. There is no discernible cultural studies emphasis in the curriculum and NDMU's strengths appear to be in creative writing and drama. The proposed concentration in LICU does not replicate Notre Dame of Maryland's program in English.

Appendix 2: Historical Black Institutions in the Region

Bowie State University (BSU) offers a BA in English with a range of concentrations including one in Language & Literature. The L&L concentration is a 45-credit program and stresses language proficiency and linguistics as well as literary studies. Students are also required to take a Senior Comprehensive Examination. This program is distinctive from the proposed Literature & Culture concentration at UMBC, which does not have a language/linguistics component.

Coppin State University (CSU) offers a 42-credit BA in English with a Literature Concentration. The core courses in the major include 200-level surveys in British and American literature and 200-level courses in critical writing and genre study. Students also take two courses in African American Literatures and 300-level course in writing. Students in the Literature concentration will take 21 credits at the 200-level, which is very different from the way the proposed LICU concentration is structured. The proposed LICU concentration at UMBC does not replicate Coppin State University's Literature concentration in form, structure, or content.

Morgan State University (MSU) offers a BA in English with concentrations in Creative Writing, Language Arts and Literature. The major in English requires a total of 54-60 credits, depending on the student's choice of concentration. Students in the Literature track choose from a range of Literature electives to fulfill the bulk of their requirements. These electives are grouped into three categories: British, European, and African Literature; Literature of the Americas; Writing Studies; and Cultural Studies. UMBC's concentration in Literature & Culture has eliminated the survey structure for time period courses and takes a more topical approach to literary and cultural studies. The proposed LICU concentration does not replicate MSU's concentration in Literature.

University of Maryland, Eastern Shore (UMES) offers a Bachelor's Degree in English, an English Education program and Digital Media Studies Program. The BA in English does not have concentrations and requires students to complete 79 credit hours: 33 credits from core requirements, 18 credits from English electives (300 level or above), 6 credits in a single foreign language, and 22 credits of free electives (not necessarily from the English department). There is no overlap or replication between the proposed concentration in LICU and the English degree program at UMES.

Appendix 3: Learning objectives for the proposed concentration in Literature & Culture

The first six objectives apply to the English degree at UMBC as a whole and objectives 8-9 are specific to the proposed Literature & Culture concentration.

Upon graduation, all English majors should be able to:

1. Demonstrate skills in critical thinking, reading, speaking, and writing, including the ability to analyze texts, to synthesize ideas, and to reflect on these activities.
2. Discuss key ideas derived from texts, generate interpretations, and acknowledge alternate points of view.
3. Write in a variety of genres in ways appropriate to various audiences.
4. Develop research questions and formulate supported arguments with the use of sources that the student locates, evaluates, and integrates effectively using accepted academic documentation styles.
5. Demonstrate basic skills in literary analysis and the study of communication, and give examples of key texts in each area.
6. Engage in inquiry beyond the classroom environment, resulting from experiences working individually or in small groups with faculty and other students, or with student publications and internships.
7. Afford students opportunities to engage in inquiry outside of the classroom by facilitating one-on-one meetings with faculty, group work among students, involvement with student publications and internships.

Students in the Literature & Culture Concentration of the major should be able to:

8. Identify key currents in British, American, and world literatures in English, within their historical contexts.
9. Employ key concepts in literary theory and methodology.

Appendix 4: Rubric for assessing student learning outcomes

Criteria	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Engage in critical thinking, reading, speaking, and writing, including the ability to analyze texts and synthesize ideas. Students should also be able to reflect upon these activities.			
Discuss key ideas derived from texts, generate interpretations, and acknowledge alternate points of view.			
Write in a variety of genres in ways appropriate to various audiences.			
Engage in research with appropriate methodology.			
Exhibit familiarity with basic skills in literary analysis and the study of communication, as well as with key literary texts.			
Exhibit familiarity with theoretical ideas and the ability to apply them appropriately.			

<p>Upon graduation, students in the <u>Literature & Culture Concentration</u> of the major should be able to</p> <p>Exhibit familiarity with key currents in British, American, and world literatures in English, within their historical contexts.</p> <p>Exhibit familiarity with key currents in literary theory and methodology.</p>			
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Appendix 5: Processes for assessing student achievement

The English Department will continue to follow the current assessment procedures, described below from the English Department bylaws, used to evaluate the current Literature and CT tracks, with appropriate adjustments made to consider the new English 204 required course, which serves as the gateway course to the proposed Literature & Culture concentration.

Tools for Assessment

To assess its program objectives, the Department will use senior surveys and exit interviews, portfolios of student work, student course evaluation questionnaires, and other information about classroom practice in the Department. Objectives 1, 3, 4, 5, 6, 7, 8, 9, 10 will be primarily assessed through analysis of portfolios of senior level student work. Objectives 2 and 11 will be primarily assessed through analysis of surveys, exit interviews, student evaluation data and other information about classroom practice in the Department.

Process of Assessment

The Department assesses programs on a three year cycle. An Assessment Committee develops the tools for assessment and to collect data. The Committee generates rules for the sampling of student work, which should be submitted voluntarily. The Committee issues a report to the Chair and to the Dean of the College of Arts, Humanities and Social Sciences. This report will make recommendations for programmatic change based on the committee's analysis of assessment data, which will inform the department's ongoing planning process. The report also catalogs changes in the department's ability to reach its programmatic objectives and will highlight areas of success as well as ongoing issues of concern.

Over the course of two years, the Assessment Committee collects the following data: (1) Papers from 400-level courses, including senior seminars, and (2) exit interviews from graduating seniors. These exit reviews are designed to elicit students' judgments about their acquisition of the English Department's learning objectives for the major. Appendix 4 illustrates the English Department's learning objectives. Exit interview questions can be found below.

The Committee analyzes these data to determine the levels at which students fulfilled the Department's learning objectives. To evaluate the 400-level course papers, three committee members rank each paper at the level it met departmental learning objectives: "exceeds expectations," "meets expectations," and "doesn't meet expectations." The 400-level course papers represent the culmination of students' learning and application of skills developed through their four years.

To analyze the Senior exit interviews, one committee member develops a list to calculate students' responses to interview questions, totally the responses of "yes," "maybe," and "no." These totals give a quantitative measure of how students evaluate their own achievement of departmental learning goals.

Exit Interview Questions for Graduates of the Proposed Literature & Culture Concentration

GENERAL QUESTION

- What do you wish you could have spent more time on? Why?

OBJECTIVE 1: General Skills

- How have your skills in *critical thinking* improved as a result of your studies as an English major at UMBC? Can you provide a specific example?
- How have your skills in *reading* improved as a result of your studies as an English major at UMBC? Can you provide a specific example?
- How have your skills in *writing* improved as a result of your studies as an English major at UMBC? Can you provide a specific example?

OBJECTIVE 2: Comprehension & Analysis Skills

- How well have your courses in the English curriculum prepared you to grasp the meaning of, interpret, and discuss literary or non-literary texts?
- How well did your courses in the English curriculum prepare you to acknowledge alternate points of view in your readings and during class discussion?
- Were you able to take what you learned in class and apply this knowledge to other courses you were taking?

OBJECTIVE 3: Writing Skills

- How have your courses as an English major strengthened your ability to write for a specific audience?
- Have your classes as an English major helped you to understand the difference between stating an opinion and writing an argument? What is the difference?
- How has your coursework in English prepared you to use the writings of others to back up your claims in your own writing?

Required Courses

- What is one specific important thing you felt you learned from English 204 (Foundations of Literature and Culture)? Why?
- What is one specific important you felt you learned from English 302 (Literary Theory and Research Methods)? Why?

Literature & Culture Concentration

- How well did the literature period classes prepare you to understand the key currents in British, American and world literatures in their historical contexts?
- Did your literature period classes build upon or make use of the skills you learned in English 204?
- Did you find it valuable to study theory in English 302? Why?

400-level Courses

- Which 400-level courses did you take, and why did you choose them? How did they build upon or make use of the skills you acquired in your previous classes as an English major?
- In a 400-level course, in general:
 - Were you confident in your ability to conduct an independent research project?
 - What is one specific thing you felt you learned?

Extracurricular Learning

- How accessible were your professors outside of class? Did you meet with them to discuss any questions you had about the course material? If so, were these meetings helpful?
- How much collaborative work did you do as an English major? What was one important thing you felt you learned in collaborating with other students?
- Were you involved in any extracurricular student activities (such as student publications or internships) that contributed to your learning experience as an English major?

OVERALL

- Compared to the way you thought about things before you started college, to what extent and how, if at all, has majoring in English influenced the way you think about things now?

Appendix 6: Description of courses offered in the proposed Literature & Culture concentration

	Course Number	Course Title	Credit Hours	Course Catalog Description
	REQUIRED COURSE ENGL 204	Foundations of Literature & Culture	3	<p>This course prepares students for advanced work in literary studies and serves as the introductory course for the Literature & Culture concentration. Students will learn skills necessary to read, analyze, and write critically about multiple genres using field-specific nomenclature while engaging with methods in literary and cultural studies. They will have opportunities to use UMBC's library resources, such as special collections materials and digital archives, and to explore the role of English studies outside the classroom. In preparation for English 302, students will learn the necessary tools to participate in larger critical conversations as literary and cultural studies scholars.</p>
	REQUIRED COURSE ENGL 302	Literary Methodologies and Research	3	<p>An introduction to contemporary literary theories and methodologies for English majors in the Literature Track. Students</p>

			will acquire an understanding of the basic theoretical concepts underlying contemporary approaches to literature. This course will build upon the skills acquired in ENGL 204, and familiarize students with the process of conducting literary research.
Two courses from the following (6 credits)			
ENGL 304 OR	British Literature: Medieval and Renaissance	3	An examination of selected texts by major British authors from Old English through Milton.
ENGL 334	Medieval Literature	3	A study of the poetry, drama, and/or prose of the medieval period, c. 350-1500. Topics vary each semester taught.
ENGL 305	British Literature: Restoration to Romantic	3	An examination of selected texts by major British authors from the Restoration through the early 19th century.
ENGL 339 OR	Early Modern Literature	3	A study of the poetry and prose of the sixteenth and seventeenth centuries.
ENGL 351	Studies in Shakespeare	3	Studies in Shakespeare's major works. Specific topics will be announced each semester. By focusing on a particular theme or idea, or

			a particular set of plays, etc., this course will provide the English major with an in-depth examination of Shakespeare's times and works. This course is repeatable for credit.
Two courses from the following (6 credits)			
ENGL 306	British Literature: Victorian and Modern	3	An examination of selected texts by major British authors from the Victorian era through the early 20th century.
ENGL 307	American Literature: from New World Contact to the Civil War	3	An examination of selected texts by major American authors from the colonial period through the Civil War.
ENGL 308 OR	American Literature: The Civil War to 1945	3	An examination of selected texts by major American authors from the Civil War period through World War II.
ENGL 332	Contemporary American Literature	3	An examination of selected works in American literature from the 1930s to the present, with emphasis on literary developments since World War II. This course is repeatable for a maximum of 12 credits.
One course from the following (3 credits)			

ENGL 310	Topics in Poetry	3	An examination of poems chosen to represent a particular type of poetry, a given historical period or the works of selected poets. Topics to be announced each semester offered. This course is repeatable for credit.
ENGL 312	Topics in Fiction	3	An examination of works of fiction chosen to represent a particular type, a given historical period or selected writers. Topics to be announced each semester offered. This course is repeatable for credit.
ENGL 314	Topics in Drama	3	An examination of plays chosen to represent a particular type of drama, a given historical period or the works of selected playwrights. Topics to be announced each semester offered. This course is repeatable for credit.
ENGL 315	Studies in World Literature	3	A study of selected literary works from a single nation or from several nations, with the focus on a century, movement, genre, theme or individual writer. Topics are announced each semester offered. This course is repeatable up to 12 credits or 4 attempts.
ENGL 316	Literature and the	3	A study of the relationship

	Other Arts		between literature and music, film and the fine arts, with an emphasis on common concerns, solutions and terminology. Topics to be announced each semester offered. Notes: May be repeated once for credit with permission of the advisor.
ENGL 317	Literature and Sciences	3	A study of the relationship between literature and the social, natural or physical sciences. Topics to be announced each semester offered.
ENGL 318	Myth and Literature	3	Studies in the mythologies of various cultures and in the relationship between myth and literature. Topics to be announced each semester offered. May be repeated once for credit with permission of the advisor.
ENGL 331	Contemporary British Literature	3	An examination of selected works in British literature from the 1930s to the present, with emphasis on literary developments since World War II. This course is repeatable for a maximum of 6 credits.
ENGL 336	Medieval and Early Modern Drama	3	A study of medieval and/or early modern drama, largely excluding Shakespeare.

	ENGL 340	Major Literary Traditions and Movements	3	An examination of works that represent selected literary movements or periods that have shaped British and American literature. Topics to be announced each semester offered. This course is repeatable for credit.
	ENGL 345	Topics in Literature and History	3	This course analyzes literary texts, broadly defined, in their contemporary historical contexts. Topics to be announced every semester offered. Note: May be repeated for credit with permission of the advisor. This course is repeatable for a maximum of 6 credits or 2 attempts.
	ENGL 347	Contemporary Developments in Literature and Culture	3	In this course, we will seek to identify key developments in recent and contemporary culture and the major intellectual and aesthetic influences that help shape our values and actions. This course is repeatable for a maximum of 9 credits or 3 attempts.
	ENGL 348	Literature and Culture	3	A study of the relationship between literature and culture, with emphasis on literature as the product and manifestation of cultural forces. Topics are announced each semester

			offered. This course is repeatable.
ENGL 349	The Bible and Literature	3	A study of the relationship between the Bible and selected literary texts.
ENGL 350	Major British and American Writers	3	An examination of selected works of one or more British and/or American writers. Topics to be announced each semester offered. This course is repeatable for credit.
ENGL 360	The Literature of Minorities	3	Readings in and analysis of the literature of a racial, ethnic, sexual or social group of America or Great Britain. This is not an overall survey, but it focuses on an aspect of the literature of one group; e.g., black-American fiction, American-Indian poetry. Topics to be announced each semester offered. This course is repeatable for a maximum of 6 credits.
ENGL 361	Studies in Black Drama	3	The portrayal of the black experience in plays by primarily black dramatists. Examination of problems encountered in reading or producing plays of black writers. Experiments and new directions in black drama and theatre. Selections will treat a specific historical period,

			<p>theme or group of dramatists from one or more areas of concentration: Africa, the United States, Caribbean and Latin America. Topics to be announced each semester offered. This course is repeatable up to 6 credits.</p>
ENGL 362	Studies in Black Poetry	3	<p>Examination of a theme, group of poets, or historical period in the development and evolution of black poetry. The special contribution of poetry in the development of a black ethos and a black consciousness. Poets may come from one or more of three geographic areas: Africa, the United States, the Caribbean and Latin America. Special selections of black poetry from other areas may be included. Topics to be announced each semester offered. This course is repeatable up to 6 credits.</p>
ENGL 364	Perspectives on Women and Literature	3	<p>Reading and analysis of literature by or about women. The course intends to familiarize students both with major women writers and with ways in which women have been portrayed in literature.</p>

			Particular attention will be paid to issues of canonization, gender and genre, as well as to the development of a female literary tradition. Topics to be announced each semester offered. This course is repeatable for credit.
ENGL 366	World Literature Written in English	3	A study of writers from English-speaking countries (e.g., Canada and Australia) whose works and national literary traditions are not covered in the standard British-American literary curriculum, and of those writers (e.g., Indian and Nigerian) whose native language is not English, but who have chosen to write in it to reach a wide international audience. Some attention is paid to the political implications of such choices and to the distinctive linguistic and rhetorical features of such works. This course is repeatable for a maximum of 12 credits.
ENGL 369	Race and Ethnicity in U.S. Literature	3	This course examines how notions of race and ethnicity are represented, contested, and reconsidered in U.S. fiction of the mid-nineteenth century through

			the present. Special attention will be paid to how race intersects with gender, sexuality, and class. Course readings are drawn from writers of a range of ethnic backgrounds.
Three courses from the following (9 credits)			
ENGL 401	Methods of Interpretation	3	A course on theory and practice of interpretation. ENGL 401 examines contemporary interpretation theories and the ways in which they may be applied to literature. It introduces students to various approaches to interpretation and helps them to locate the values and methods underlying various interpretive practices, including their own.
ENGL 405	Seminar in Literary History	3	An examination of some aspect of literature within a historical framework. Recommended Preparation: ENGL 301* with a grade of C or better and senior standing. Permission of the instructor is required. This course is repeatable for a maximum of 12 credits. *This requirement will be updated in the catalog to reflect the new gateway

				course, English 204
ENGL 410	Seminar in Genre Studies	3		An examination of the forms and developments of literary genres (fiction, poetry, drama, autobiography, etc.) or an intensive study of one or two writers in a given genre. Topics to be announced each semester offered. Recommended Preparation: ENGL 301 with a grade of C or better and senior standing. Permission of the instructor is required. This course is repeatable for a maximum of 12 credits or 4 attempts.
ENGL 411	Advanced Topics in Literature History	3		Topics will be published in the Schedule of Classes
ENGL 413	Advanced Topics in Medieval and Early Modern Literature	3		Study of medieval/early modern literary texts, with focus on theoretical approaches to specific topics. Topics vary each semester offered.
ENGL 416	Advanced Topics in Literature and Other Arts	3		This course is repeatable for a maximum of 12 credits.
ENGL 417	Seminar in Literature and Other Arts	3		An intensive study of the relationships between literature and music, film and the fine arts. Topics to be announced each semester offered. This course is repeatable for a maximum of 12 credits.

	ENGL 419	Seminar in Literature and the Sciences	3	An intensive study of the relationships between literature and some aspect of the physical, natural or social sciences. Topics to be announced each semester offered. Recommended Preparation: ENGL 301 with a grade of C or better and senior standing. Permission of instructor is required. This course is repeatable for credit.
	ENGL 431	Seminar in Contemporary British and American Literature	3	Advanced studies in selected works of modern British and/or American literature. The emphasis is on literary developments since World War II. Topics to be announced each semester offered. Recommended Preparation: ENGL 301 with a grade of C or better and senior standing. Permission of instructor is required.
	ENGL 448	Seminar in Literature and Culture	3	An intensive study of the relationships between literature and culture, with emphasis on literature as a product and manifestation of cultural forces. Topics to be announced each semester offered. Recommended Preparation: ENGL 301 with a grade of C or better and senior standing. Permission of the instructor is required. This

				course is repeatable for a maximum of 12 credits.
	ENGL 451	Seminar in Major Writers	3	An intensive study of one or two major British and/or American writers. Topics to be announced each semester offered. Note: May be repeated for credit with permission of the advisor. Recommended Preparation: ENGL 301 with a grade of C or better and senior standing. Permission of the instructor is required.
	ENGL 461	Seminar in Minority Literature	3	The study of a form, period, major figure or theme in the literature of one ethnic, racial, sexual or social minority group in America or Great Britain. Topics to be announced each semester offered. Recommended Preparation: ENGL 301 with a grade of C or better and senior standing. Permission of the instructor is required.
	ENGL 464	Studies in Women and Literature	3	The study of literature by or about women with an introduction to feminist literary theory and methods. The course will address questions of canonicity and a female literary tradition. It will examine the relationship between gender and genre, identify patterns of gender representation, and

			introduce students to key terms and questions in the scholarly study of gender and sexuality. The course topic will be announced each semester. Also listed as GWST 464. This course is repeatable for a maximum of 9 credits or 3 attempts.
ENGL 469	Studies in Race and Ethnicity	3	A focused study of race and ethnicity in literature and the relevant theoretical frameworks that shape the field. This course is not bound to a specific time period or region and may center on a particular author, genre, literary form, historical moment, or critical methodology. Topics will vary each semester. This course is repeatable for a maximum of 9 credits or 3 attempts.

Appendix 8. Full Time Faculty in the Literature & Culture Concentration

Name	Title	Terminal Degree/Field	Courses Taught/Will Teach
Jessica Berman	Professor, Director of the Dresher Center for the Humanities (Full time)	Ph.D., University of Chicago, Modernist Literature, Transnational Modernisms, Literary Theory, Media	ENGL 204: Foundations of Literature & Culture ENGL 302: Literary Methodologies & Research ENGL 308: American Literature, Civil War to 1945 ENGL 340: Major Literary Traditions & Movements ENGL 448: Seminar in Literature & Culture ENGL 464: Studies in Women & Literature
Kathryn McKinley	Professor (Full time)	Ph.D., University of Delaware, Medieval Literature, Chaucer, Boccaccio, Ecocriticism	ENGL 204: Foundations of Literature & Culture ENGL 206: Introduction to World Literature & History ENGL 302: Literary Methodologies & Research ENGL 315: Studies in World Literature ENGL 336: Medieval & Early Modern Drama ENGL 348: Literature & Culture ENGL 350: Major British & American Writers ENGL 364: Perspectives on Women in Literature ENGL 410: Seminar in Genre Studies ENGL 413: Advanced Topics in Medieval & Early Modern Literature ENGL 451: Seminar in Major Writers

Jean Fernandez	Professor, Chair (Full time)	Ph.D., University of Iowa, Victorian Literature, Empire Studies, Literary Theory	ENGL 204: Foundations of Literature & Culture ENGL 302: Literary Methodologies & Research ENGL 306: British Literature, Victorian & Modern ENGL 364: Perspectives on Women in Literature ENGL 448: Seminar in Literature & Culture
Raphael Falco	Professor (Full time)	Ph.D., New York University, Renaissance Literature, 20th-century Poetry, Myth	ENGL 204: Foundations of Literature & Culture ENGL 304: British Literature, Medieval and Renaissance ENGL 305: British Literature, Restoration to Romantic ENGL 310: Topics in Poetry ENGL 315: Studies in World Literature ENGL 340: Major Literary Traditions & Movements ENGL 405: Seminar in Literary History ENGL 417: Seminar in Literature & Other Arts ENGL 448: Seminar in Literature & Culture ENGL 451: Seminar in Major Writers
Michele Osherow	Associate Professor (Full time)	Ph.D., University of Maryland, College Park, Shakespeare, Renaissance Drama, the Bible as Literature, Jewish American Literature	ENGL 204: Foundations of Literature & Culture ENGL 316: Literature & the Other Arts ENGL 339: Early Modern Literature ENGL 349: The Bible & Literature

			<p>ENGL 351: Studies in Shakespeare</p> <p>ENGL 410: Seminar in Genre Studies</p> <p>ENGL 416: Advanced Topics Literature & Other Arts</p> <p>ENGL 464: Studies in Women & Literature</p>
Orianne Smith	Associate Professor, Director of Graduate Studies (Full time)	Ph.D., Loyal University, Chicago, British Romanticism, Women's Literature	<p>ENGL 204: Foundations of Literature & Culture</p> <p>ENGL 241: Currents in British Literature</p> <p>ENGL 305: British Literature, Restoration to Romantic</p> <p>ENGL 345: Topics in Literature & History</p> <p>ENGL 451: Seminar in Major Writers</p>
Lindsay DiCuirci	Associate Professor (Full time)	Ph.D., The Ohio State University, Early American Literature, History of the Book, African American Literature, Digital Humanities	<p>ENGL 204: Foundations of Literature & Culture</p> <p>ENGL 243: Currents in American Literature</p> <p>ENGL 302: Literary Methodologies & Research</p> <p>ENGL 307: American Literature to the Civil War</p> <p>ENGL 364: Perspectives on Women in Literature</p> <p>ENGL 344: Topics in Textual Studies</p> <p>ENGL 405: Seminar in Literary History</p> <p>ENGL 448: Seminar in Literature & Culture</p>
Keegan Finberg	Assistant Professor (Full time)	Ph.D., University of California, Santa Cruz, Modern and	<p>ENGL 204: Foundations of Literature & Culture</p> <p>ENGL 243: Currents in</p>

		Contemporary Literature, Poetry and Poetics, Literary Theory	American Literature ENGL 302: Literary Methodologies & Research ENGL 308: American Literature, Civil War to 1945 ENGL 332: Contemporary American Literature ENGL 364: Perspectives on Women in Literature ENGL 448: Seminar in Literature & Culture
Sharon Tran	Assistant Professor (Full time)	Ph.D., University of California, Los Angeles, Multi-Ethnic U.S. Literature, Asian American Literature, Disability Studies, Queer Theory	ENGL 204: Foundations of Literature & Culture ENGL 308: American Literature, Civil War to 1945 ENGL 332: Contemporary American Literature ENGL 369: Race and Ethnicity in U.S. Literature ENGL 461: Seminar in Minority Literature ENGL 469: Studies in Race & Ethnicity
Emily Yoon	Assistant Professor (Full time)	Ph.D., University of Maryland, College Park, Multi-Ethnic U.S. Literature, Comparative Racialization, Postcolonial Literature	ENGL 204: Foundations of Literature & Culture ENGL 210: Introduction to Literature ENGL 308: American Literature, Civil War to 1945 ENGL 315: Studies in World Literature ENGL 360: Literature of Minorities ENGL 469: Studies in Race & Ethnicity

Appendix 9

Table 1: Program Resources

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2 . Tuition/Fee Revenue (c + g below)	0	0	0	0	0
a. Number of F/T Students	66	72	81	90	102
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	\$0.0 0	\$0.00	\$0.00	\$0.00	\$0.00
f. Annual Credit Hour Rate	\$0.0 0	\$0.00	\$0.00	\$0.00	\$0.00
g. Total P/T Revenue (d x e x f)	0	0	0	0	0
1. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (add 1-4)	0	0	0	0	0

Appendix 10

Table 2: Program Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	0 ⁹	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total benefits	0	0	0	0	0
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total benefits	0	0	0	0	0
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (add 1-7)	0	0	0	0	0

⁹ The courses required for the proposed concentration in Literature & Culture are already offered by existing English Department faculty. There are no new expenses required to run the program. While enrollment is expected to rise back to Spring 2021 levels, we do not anticipate a meaningful change in revenue compared with recent years.