



Proposal to the Senate Educational Policy Committee

PROPOSAL TITLE: Revision to the BALAS in English (revise and create concentrations), Department of English, College of Liberal Arts and Sciences

SPONSOR: Associate Professor Robert Barrett, Associate Head of English. rwb@illinois.edu

COLLEGE CONTACT: Associate Dean Kelly Ritter, College of Liberal Arts and Sciences. ritterk@illinois.edu

BRIEF DESCRIPTION

The current English major is popular amongst the students who choose it, but its requirements are outdated and unduly restrictive in the story they tell about what a contemporary English major is, or might be. We have thus comprehensively updated the major to offer students more choices in how they plot their coursework, even as we make more legible to students the core investments shared by all corners of the discipline.

An Overview of Major Changes

- The major has been restructured into three concentrations: 1. English, 2. Topics in English, and 3. English Teaching. The English and English Teaching concentrations are revised versions of the extant English major and English Teaching concentration; the Topics in English concentration is entirely new.
- All concentrations share a common core of 3 courses/9 hours, representing the central skills (reading, writing, and critical debate) required for all English majors.
- ENGL 300 (“Writing about Literature, Text, and Culture”) has been renumbered ENGL 350 to better convey its culminating position in the core sequence of ENGL 200/301/350.
- A new senior capstone course will be available to all students as an elective but required for majors in the Topics in English concentration.
- 6 hours of “Supporting Coursework in History and Culture” have been eliminated (previously met by CWL 241 and 242, HIST 141 and 142, HIST 171 and 172, or HIST 255 and 256) because they repeat work done by our in-house survey courses.
- The overall number of required credit hours in English has been slightly reduced for all three concentrations (from 42 to 39), bringing the major more in line with requirements for similar majors across LAS and making it easier for our students to double-major should they desire to do so.

The Design of the Concentrations

The most significant change in this proposal is the addition to the major of a new Topics in English concentration, complementing the current English and English Teaching concentrations. We want to give students a choice between two distinct approaches to English studies: the first, exemplified by the English and English Teaching concentrations, allows students to trace a chronological arc of knowledge across two historical surveys and five required period courses (two pre-1800, one nineteenth-century, one twentieth-century, and one contemporary). The second approach, the Topics in English model, stresses in-depth exploration of specific interdisciplinary clusters; here students take four courses in a cluster of their choice and then conclude their studies with a senior capstone seminar. (As mentioned above, this seminar is open to students in the English and English Teaching concentrations as an elective, but it is required for Topics in English majors.)

English (concentration #1) remains the classic major devoted to the study of literary form and history across time and space. It presents students interested in breadth with an open but chronologically structured space in which to explore literature. The major change to this concentration involves adding two new post-1900 period requirements (twentieth-century and contemporary) to the current requirement of three pre-1900 courses (two pre-1800 and one nineteenth-century). This update reflects both faculty strengths and the state of the discipline, offering students an opportunity to encounter Anglophone and ethnic literatures of any region (not just Britain and America) as well as encouraging them to extend their course of study to alternative areas of the curriculum.

Topics in English (concentration #2) focuses on methodologies other than historically-centered interpretation, giving students a chance to apply themselves to focused study in one of several interdisciplinary clusters—an in-depth commitment that is difficult to achieve while simultaneously pursuing broad chronological coverage. Based on faculty-wide areas of interest, the Topics in English clusters include: 1. Literature and Science (focusing on technology, medicine, neuroscience, and the environmental humanities), 2. Media Cultures (focusing on manuscript and print culture, visual culture, new media, and performance studies), and 3. RIGS (focusing on the study of race, indigeneity, gender, and sexuality).

English Teaching students (concentration #3) fulfill the requirements of the English concentration (concentration #1) in addition to state-mandated requirements for licensure. This concentration is largely unchanged from the current version with the exceptions of a reduction in overall credit hours (to bring English coursework in line with the other two concentrations) and the addition of a revitalized ENGL 485 (“Literature for the High School”) to the list of courses fulfilling the renamed “Language, Composition, and Pedagogy” requirement.

Students in all three concentrations—English, Topics in English, and English Teaching—will share three courses that focus on the fundamental skills of reading, writing, and critical debate (ENGL 200: Introduction to the Study of Literature and Culture; ENGL 301: Introduction to

Critical Theory; and ENGL 350: Writing About Literature, Text, and Culture). This common core methodology grounds the differing methodological approaches of the three concentrations.

RATIONALE

In a recent 2016 program review, external reviewers cited the English department's impressive range of courses and faculty interests as its most distinctive feature but also noted a lack of opportunities for students to take some of our most exciting and popular courses to fulfill English major requirements. Though English is home to world-class teaching in cutting edge research areas, the English major has not kept up with innovations in the field, in large part because periodic curriculum reform has focused on adding and subtracting individual courses and requirements instead of doing the harder but necessary work of imagining holistic, programmatic change.

In response to these conditions, we have comprehensively revised the major, based on both what we believe twenty-first-century students need and what the discipline of English studies looks like today. At the heart of this revision is the belief that English is not a discipline containing a single body of knowledge but is instead home to many different kinds of knowledge. At the same time, however, we have a commitment to language and to the core skills of reading, writing, and critical debate, which are continually emphasized in all three concentrations. Our goal is to allow students to pursue a variety of post-graduate options, including but not limited to teaching, writing, editing, publishing, marketing, law, business, and public service.

Benchmarking

Work on the current proposal began in August 2016, in response to two things: first, the ongoing decline in enrollments that is currently affecting English departments across the United States, and second, the department's external program review, which cited curriculum reform as one of five major areas in which the department might consider self-review and revision. In the two years since then (2016-2018), the department has engaged in a wide-ranging series of public conversations about how to build a better English major, which has included faculty surveys, nuts-and-bolts brown bags, and focus meetings with undergraduates. We also examined curricular models at many of our peer institutions. The most inspiring and innovative of these were the curricula at UCLA, the University of Pennsylvania, and the University of Michigan. Like our proposal, they balance an updated version of the traditional English curriculum organized around a broad range of historical periods, on the one hand, with a "field of study" curriculum that enables students to pursue concentrated coursework on a specific topic, on the other.

BUDGETARY AND STAFF IMPLICATIONS

1) Resources

a. How does the unit intend to financially support this proposal?

No additional resources are needed; the English department can support these revised concentrations with existing faculty, using courses already in our catalog and reallocating faculty

to required courses where needed, and with existing departmental resources. We have already begun future planning for what courses need to be offered, in what quantity, and when, with current resources in mind. We do not anticipate financial constraints.

b. How will the unit create capacity or surplus to appropriately resource this program? If applicable, what functions or programs will the unit no longer support to create capacity?

We do not anticipate any major restructuring of resources in order to offer the revised major. It is possible that the current size of our required literary surveys (ENGL 209: Early British Literature and Culture and ENGL 255: Early American Literature and Culture) may shrink when we implement the new curriculum (since students in the English concentration will now have the option to take one of several of the department's major surveys: 209, 255, 259, or any ethnic literature survey). This shift may affect the number of TAs typically assigned to assist with discussion sections of 209 and 255, but we expect these TAs will then either teach another 200-level course or teach one of our many 100- or 200-level Rhetoric or Business and Technical Writing sections. In time, if enrollments warrant, we will consider turning one of our ethnic literature surveys into a large lecture with TAs and Friday discussion sections (making it structurally consistent with 209 and 255). In any of these scenarios, we do not anticipate the need for significant reallocation of programmatic resources.

c. Will the unit need to seek campus or other external resources? If so, please provide a summary of the sources and an indication of the approved support.

No additional campus or external resources are needed.

d. Please provide a letter of acknowledgment from the college that outlines the financial arrangements for the proposed program.

N/A

2) Resource Implications

a. Please address the impact on faculty resources including the changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

None, other than those possible shifts in enrollment in large lecture courses as outlined in #1, above.

b. Please address the impact on course enrollment in other units and provide an explanation of discussions with representatives of those units.

This proposal eliminates the "Supporting Coursework—History and Culture" requirement found in the current major, which mandated that English majors take one of four 6-hour course sequences from either the Program in Comparative and World Literature or the Department of History: CWL 241 and CWL 242; HIST 141 and HIST 142; HIST 171 and HIST 172; or HIST 255 and HIST 256. We find that our in-house historical surveys (ENGL 209, ENGL 255, and ENGL 259) offer our majors broad overviews similar to those provided by the supporting

courses, and we have therefore decided to remove the Supporting Coursework—History and Culture requirement to enable majors to focus in more depth on coursework within English studies. EOs of the affected units (Lilya Kaganovsky in Comparative and World Literature and Clare Crowston in History) have both been informed of the proposed change, and their email messages acknowledging this have been included below as Appendix F.

c. Please address the impact on the University Library

None.

d. Please address the impact on technology and space (e.g. computer use, laboratory use, equipment, etc.)

With the introduction of a focus in areas like critical gaming studies, new media, and visual culture, we expect heightened use of the department's already existing but still underused new gaming and cinema classroom (English Building 304). There will be no other impact on space or technology.

DESIRED EFFECTIVE DATE: Fall 2019

CLEARANCES:

Signatures:

Robert W. Barrett, Jr.
Unit Representative:

24 September 2018
Date:

Kelly R. H.
College Representative:

10-31-18
Date:

Brenda Clowers Evans
Council on Teacher Education Representative:

11/26/18
Date:

STATEMENT FOR CATALOG:

Overview tab:

<http://www.english.illinois.edu/undergraduate/majors>

**For the Degree of Bachelor of Arts in Liberal Arts and Sciences
Major in English**

<http://www.english.illinois.edu>

Head of Department: Vicki Mahaffey

Department Office: 208 English Building, 608 South Wright, Urbana, (217) 333-2391

English majors at the University of Illinois a minimum of 39 hours in the study of literature, text, and culture. These courses help students develop sophisticated interpretation and composition skills through studying a wide range of cultural materials, historical periods, and literatures. Students must complete at least 15 hours of coursework at the 300-level or above (ENGL 301, ENGL 350, and 9 more hours). Twelve hours of 300- and 400-level courses in the major must be taken on this campus.

General education: Students must complete the [Campus General Education](#) requirements including the campus general education language requirement.

Minimum hours required for graduation: 120 hours. Students will complete 40 hours of upper-division coursework (these hours can be drawn from all elements of the degree).

Departmental Distinction: Students interested in graduating with distinction or high distinction are encouraged to consult the departmental honors adviser. In addition, students interested in the departmental honors program should contact the English department advising office.

The Department of English sponsors three concentrations:

The [English Concentration](#) provides a broad base of instruction in literature in English across a range of historical periods and forms. Students in this concentration will study the methods and critical concepts of literary and cultural study, intensify their language and analytical skills, and to learn more about the historical development of literature in British, American, and global Anglophone contexts from the medieval period to the present day.

The [Topics in English Concentration](#) enables students to pursue intensive study in a focused area of inquiry. This concentration shares a number of required introductory courses with the other two concentrations, after which students complete a suite of courses in their chosen area, culminating in a senior capstone project. Based on faculty-wide research strengths, the Topics in English clusters include: 1. Literature and Science (focusing on technology, medicine, neuroscience, and the environmental humanities), 2. Media Cultures (focusing on manuscript and

print culture, visual culture, new media, and performance studies), and 3. RIGS (focusing on the study of race, indigeneity, gender, and sexuality).

The [English Teaching Concentration](#) leads to a professional educator license to teach in Secondary School. Coursework in this concentration is largely similar to that required in the English Concentration, and it is based on that concentration's primary goals. Students working toward earning a teaching license are guided toward additional coursework focused on language and composition.

The department also offers a major in [Creative Writing](#).

For the Degree of Bachelor of Arts in Liberal Arts and Sciences Major in English

E-mail: englishadvising@illinois.edu

English Concentration

Minimum required major and supporting coursework equates to 39 hours of English Department courses. Students must complete at least 15 hours of coursework at the 300-level or above (ENGL 301, ENGL 350, and 9 more hours).

General education: Students must complete the [Campus General Education](#) requirements.

Minimum hours required for graduation: 120 hours

Departmental Distinction: Students interested in graduating with distinction or high distinction are encouraged to consult the departmental honors adviser. In addition, students interested in the departmental honors program should contact the English department advising office.

Hours	Requirements
9	<p>Core Courses</p> <p>ENGL 200: Introduction to the Study of Literature and Culture (prerequisite for other English courses; can be taken at the same time as a course that satisfies the Composition I requirement)</p> <p>ENGL 301: Introduction to Critical Theory</p> <p>ENGL 350: Writing About Literature, Text, and Culture (fulfills the university's Advanced Composition requirement)</p>
6	<p>Historical Surveys</p> <p>NOTE: Students are encouraged to take these required survey courses as early as possible after completing ENGL 200.</p> <p>Two courses from the following options: ENGL 209: Early British Literature and Culture ENGL 255: Early American Literature and Culture ENGL 259: Early African American Literature and Culture Any ethnic literature survey with a significant pre-1900 focus¹</p>
15	<p>Period Courses¹ (<i>American, British, Anglophone, etc.</i>)</p> <p>6 hours: At least two courses that cover at least two of the following categories: Medieval Literature and Culture (before 1550) Shakespeare Early Modern Literature and Culture (1550-1660, other than Shakespeare) Eighteenth-Century Literature and Culture (1660-1800)</p>

	3 hours: At least one course in Nineteenth-Century Literature and Culture 3 hours: At least one course in Twentieth-Century Literature and Culture 3 hours: At least one course in Contemporary Literature and Culture
9	Elective Coursework ^{1,2} At least three courses chosen from those controlled by or cross-listed with the Department of English (Business and Technical Writing, Creative Writing, and English).
	One course ¹ in Difference and Diaspora. This requirement can be fulfilled by taking an appropriately focused course from among ENGL 350: Writing about Literature, Text, and Culture; the historical surveys; the period courses; or the elective coursework.
39	Total Hours ³

1. Chosen from the list maintained in the Department of English. Note: ENGL 350 can serve as a period course, a cluster course, an elective course, and/or a Difference and Diaspora course only when it is not also being used to fulfill a core requirement. Students who wish to use ENGL 350 in this way must thus take the course a second time (and with a different topic than the first time).
2. Student may count 1 Independent Study course (ENGL 290, ENGL 390 or BTW 290) toward the additional coursework requirement.
3. Students must complete at least 15 hours of coursework at the 300-level or above (ENGL 301, ENGL 350, and 9 more hours), and 6 of these hours must come from two different period areas (see above).

For the Degree of Bachelor of Arts in Liberal Arts and Sciences Major in English

E-mail: englishadvising@illinois.edu

Topics in English Concentration

Minimum required major and supporting coursework equates to 39 hours of English Department courses. Students must complete at least 15 hours of coursework at the 300-level or above (ENGL 301, ENGL 350, and 9 more hours).

General education: Students must complete the [Campus General Education](#) requirements.

Minimum hours required for graduation: 120 hours

Departmental Distinction: Students interested in graduating with distinction or high distinction are encouraged to consult the departmental honors adviser. In addition, students interested in the departmental honors program should contact the English department advising office.

For this concentration, students will complete 12 hours of coursework (4 courses) in one of three cluster areas: Literature and Science, Media Cultures, or Race, Indigeneity, Gender, and Sexuality. These 12 hours will be selected from an approved list of courses for this category, maintained by the English Department. Students can access these lists and a further description of each cluster on the Department of English website:

www.english.illinois.edu/undergraduate/majors

Hours	Requirements
9	<p>Core Courses</p> <p>ENGL 200: Introduction to the Study of English (prerequisite for other English courses; can be taken at the same time as a course that satisfies the Composition I requirement)</p> <p>ENGL 301: Introduction to Critical Theory</p> <p>ENGL 350: Writing About Literature, Text, and Culture (fulfills the university's Advanced Composition requirement)</p>
12	<p>Cluster Courses¹</p> <p>12 hours: Four courses in one of the following clusters, selected from approved lists maintained by the English Department:</p> <ul style="list-style-type: none"> * Literature and Science * Media Cultures * Race, Indigeneity, Gender, and Sexuality
3	<p>Capstone Course: ENGL 400 (guided research in the student's chosen field)</p>
15	<p>Elective Coursework^{1,2} At least five courses chosen from those controlled by or cross-listed with the Department of English (Business and Technical Writing,</p>

	Creative Writing, and English).
	One course ¹ in Difference and Diaspora. This requirement can be fulfilled by taking an appropriately focused course from among ENGL 350: Writing about Literature, Text, and Culture; the cluster courses; or the elective coursework.
39	Total Hours ³

1. Chosen from the list maintained in the Department of English. Note: ENGL 350 can serve as a period course, a cluster course, an elective course, and/or a Difference and Diaspora course only when it is not also being used to fulfill a core requirement. Students who wish to use ENGL 350 in this way must thus take the course a second time (and with a different topic than the first time).
2. Students may count 1 Independent Study course (ENGL 290, ENGL 390 or BTW 290) toward the additional coursework requirement.
3. Students must complete at least 15 hours of coursework at the 300-level or above (ENGL 301, ENGL 350, and 9 more hours), and 9 of these hours (including the capstone) must be taken in the student's chosen field.

For the Degree of Bachelor of Arts in Liberal Arts and Sciences Major in English

E-mail: englishadvising@illinois.edu

English Teaching Concentration

This concentration fulfills state licensure requirements to teach high school (grades 9-12) English Language Arts through the AP/honors level.

Students in this concentration must also complete the Teacher Education Minor in Secondary School Teaching. See the College of Education section for requirements of the minor (38 hours).

Minimum required concentration and supporting coursework normally equates to 78 hours: 39 hours of English Department courses and 39 hours of courses from the Teaching Education Minor in Secondary School Teaching. Twelve hours of 300- and 400-level courses in the major must be taken on this campus.

General education: Students must complete the [Campus General Education](#) requirements including the campus general education language requirement.

Time to degree completion varies. Minimum time to completion is 8 semesters, with some students requiring 10 semesters. Transfer students may need 10 total semesters combined to complete the program. Please see the [LAS section in the transfer handbook](#) for more information.

To remain in good standing in this program and be recommended for licensure, candidates are required to maintain UIUC, cumulative, content area, and professional education, grade-point averages of 2.5 (A= 4.0). Candidates should consult their advisor or the Council on Teacher Education for the list of courses used to compute these grade-point averages.

Departmental Distinction: Students interested in graduating with distinction or high distinction are encouraged to consult the departmental honors adviser. In addition, students interested in the departmental honors program should contact the English department advising office.

Prerequisites to transfer to the English Teaching concentration: students must complete ENGL 200, the two required historical surveys, and ENGL 301 (Intro to Critical Theory). In addition, it is strongly recommended that students complete five additional ENGL courses (chosen in consultation with and English Advisor) appropriate to the English Teaching concentration.

Hours	Requirements
9	Core Courses ENGL 200: Introduction to the Study of Literature and Culture (prerequisite for other English courses; can be taken at the same time as a course that satisfies the Composition I requirement) ENGL 301: Introduction to Critical Theory

	ENGL 350: Writing About Literature, Text, and Culture (fulfills the university's Advanced Composition requirement)
6	<p>Historical Surveys</p> <p>NOTE: Students are encouraged to take these required survey courses as early as possible after completing ENGL 200.</p> <p>ENGL 209: Early British Literature and Culture ENGL 255: Early American Literature and Culture</p>
15	<p>Period Courses¹ (<i>American, British, Anglophone, etc.</i>)</p> <p>3 hours: At least one course in one of the following categories: Medieval Literature and Culture (before 1550) Early Modern Literature and Culture (1550-1660, other than Shakespeare) Eighteenth-Century Literature and Culture (1660-1800)</p> <p>3 hours: Shakespeare</p> <p>3 hours: At least one course in Nineteenth-Century Literature and Culture</p> <p>3 hours: At least one course in Twentieth-Century Literature and Culture</p> <p>3 hours: At least one course in Contemporary Literature and Culture</p>
9	<p>Language, Composition, and Pedagogy Courses</p> <p>6 hours: ENGL 402: Descriptive English Grammar ENGL 481: Composition Theory and Practice</p> <p>3 hours: At least one of the following: ENGL 310: Intro to the Study of the English Language ENGL 311: History of the English Language ENGL 380: Topics in Writing Studies ENGL 482: Writing Technologies ENGL 485: Literature for the High School BTW 490: Special Topics in Professional Writing</p>
	One course ¹ in Difference and Diaspora. This requirement can be fulfilled by taking an appropriately focused course from among ENGL 350: Writing about Literature, Text, and Culture; the historical surveys; or the period courses.
39	<p>Teacher Education Minor in Secondary School Teaching</p> <p>3 hours: EDUC 201: Identity and Difference in Education*</p> <p>3 hours: EDUC 202: Social Justice, School and Society*</p> <p>3 hours: EPSY 201: Educational Psychology* (PSYC 100 is a prerequisite)</p> <p>3 hours: CI 401: Introductory Teaching in a Diverse Society</p> <p>3 hours: CI 403: Teaching a Diverse High School Student Population</p> <p>3 hours: CI 404: Teaching and Assessing Secondary School Students</p> <p>3 hours: CI 473: Disciplinary Literacy</p> <p>3 hours: EPSY 485: Assessing Student Performance</p> <p>3 hours: SPED 405: General Educator's Role in SPED</p>

	<p>12 hours: EDPR 442: Educational Practice in Secondary Education</p> <p>*EDUC 201, EDUC 202 and EPSY 201 can be completed at any time during the degree and are not pre-requisites to apply for the minor.</p>
	<p>The timeline for MINOR courses once the student has been accepted into the program, which begins in the spring term of a student's junior year since students apply to the minor in the previous spring or fall of their sophomore year:</p> <p>Professional Education Courses:</p> <p>Year 1 Spring = 6 hours: CI 401, CI 473 Year 2 Fall = 9 hours: CI 403, EPSY 485, SPED 405 Year 2 Spring = student teaching and graduation term—no on-campus courses 15 hours (off-campus): EDPR 442, CI 404</p>
78	Total Hours ³

1. Chosen from the list maintained in the Department of English. Note: ENGL 350 can serve as a period course, a cluster course, an elective course, and/or a Difference and Diaspora course only when it is not also being used to fulfill a core requirement. Students who wish to use ENGL 350 in this way must thus take the course a second time (and with a different topic than the first time).
2. Student may count 1 Independent Study course (ENGL 290, ENGL 390 or BTW 290) toward the additional coursework requirement
3. Students must complete at least 15 hours of coursework at the 300-level or above (ENGL 301, ENGL 350, and 9 more hours).

Appendix A: Comparative Table of Proposed Changes to the English Concentration

Current Hours	Current Requirements	Proposed Hours	Proposed Requirements
9	<p>Introduction to the Study of Literature, Text, and Culture</p> <p>ENGL 200: Intro to the Study of Lit and Culture (prerequisite for other English courses; can be taken at the same time as a course that satisfies the Composition I requirement)</p> <p>ENGL 209: British Literature to 1800</p> <p>ENGL 255: Early American Literature and Culture</p>	9	<p>Core Courses</p> <p>ENGL 200: Introduction to the Study of Literature and Culture (prerequisite for other English courses; can be taken at the same time as a course that satisfies the Composition I requirement)</p> <p>ENGL 301: Introduction to Critical Theory</p> <p>ENGL 350: Writing About Literature, Text, and Culture (fulfills the university's Advanced Composition requirement)</p>
6	<p>Textual Analysis in Action</p> <p>ENGL 300: Writing about Literature (fulfills the university's Advanced Composition requirement)</p> <p>ENGL 301: Critical Approaches to Literature</p>	6	<p>Historical Surveys</p> <p>NOTE: Students are encouraged to take these required survey courses as early as possible after completing ENGL 200.</p> <p>Two courses from the following options:</p> <p>ENGL 209: Early British Literature and Culture</p> <p>ENGL 255: Early American Literature and Culture</p> <p>ENGL 259: Early African American Literature and Culture</p> <p>Any ethnic literature survey with a significant pre-1900 focus¹</p>
9	<p>Period Courses (<i>American, British, transatlantic, anglophone, etc.</i>) Chosen from the list maintained in the Department of English.</p> <p>6 hours: At least two courses focused on literature, text, and/or culture in</p>	15	<p>Period Courses (<i>American, British, Anglophone, etc.</i>) Chosen from the list maintained in the Department of English.</p> <p>6 hours: At least two courses that cover at least two of the following categories:</p>

	<p>two or more of the following categories:</p> <p>Medieval (before 1550) Shakespeare Early Modern (1550-1660, other than Shakespeare) The Long Eighteenth Century (1660-1800)</p> <p>3 hours: One course focused on literature, text, and/or culture in the category 1800-1900</p>		<p>Medieval Literature and Culture (before 1550) Shakespeare Early Modern Literature and Culture (1550-1660, other than Shakespeare) Eighteenth-Century Literature and Culture (1660-1800)</p> <p>3 hours: At least one course in Nineteenth-Century Literature and Culture 3 hours: At least one course in Twentieth-Century Literature and Culture 3 hours: At least one course in Contemporary Literature and Culture</p>
12	<p>Additional Coursework. Chosen from courses offered by the Department of English (Business and Technical Writing, Creative Writing, and English). Chosen from the list maintained in the Department of English.</p>	9	<p>Elective Coursework: At least three courses chosen from those controlled by or cross-listed with the Department of English (Business and Technical Writing, Creative Writing, and English).</p>
	<p>One course must focus on race/ethnicity/indigeneity/post-coloniality/sexuality. Chosen from the list maintained in the Department of English. This course can be used to fulfill part of the Textual Analysis, Period Courses, or Additional Coursework requirements.</p>		<p>One course in Difference and Diaspora. This requirement can be fulfilled by taking an appropriately focused course from among ENGL 350: Writing about Literature, Text, and Culture; the historical surveys; the period courses; or the elective coursework</p>
6	<p>Supporting Coursework—History and Culture</p> <p>Choose one of the following pairs:</p>		

	CWL 241 and 242: Masterpieces of West Culture I & II HIST 141: Western Civ to 1660 and 142: Western Civ Since 1660 HIST 171, US Hist to 1877, and HIST 172, US Hist Since 1877 HIST 255: British Isles to 1688 and 256: Britain Since 1688		
42	Total Hours	39	Total Hours

Appendix B: Comparative Table of Proposed Changes to the English Teaching Concentration

Current Hours	Current Requirements	Proposed Hours	Proposed Requirements
9	<p>Introduction to the Study of Literature, Text, and Culture</p> <p>ENGL 200: Intro to the Study of Literature and Culture (prerequisite for other English courses; can be taken at the same time as a course that satisfies the Composition I requirement)</p> <p>ENGL 209: British Literature to 1800</p> <p>ENGL 255: Early American Literature and Culture</p>	9	<p>Core Courses</p> <p>ENGL 200: Introduction to the Study of Literature and Culture (prerequisite for other English courses; can be taken at the same time as a course that satisfies the Composition I requirement)</p> <p>ENGL 301: Introduction to Critical Theory</p> <p>ENGL 350: Writing About Literature, Text, and Culture (fulfills the university's Advanced Composition requirement)</p>
6	<p>Textual Analysis in Action</p> <p>ENGL 300: Writing about Literature (fulfills the university's Advanced Composition requirement)</p> <p>ENGL 301: Critical Approaches to Literature</p>	6	<p>Historical Surveys</p> <p>NOTE: Students are encouraged to take these required survey courses as early as possible after completing ENGL 200.</p> <p>ENGL 209: Early British Literature and Culture</p> <p>ENGL 255: Early American Literature and Culture</p>
9	<p>Period Courses (<i>American, British, transatlantic, anglophone, etc.</i>) Chosen from the list maintained in the Department of English.</p> <p>3 hours: At least one course in one of the following categories: Medieval (before 1550) Early Modern (1550-1660, other than Shakespeare) Eighteenth-Century Literature and Culture (1660-1800)</p> <p>3 hours: Shakespeare</p>	15	<p>Period Courses (<i>American, British, Anglophone, etc.</i>) Chosen from the list maintained in the Department of English.</p> <p>3 hours: At least one course from one of the following categories: Medieval Literature and Culture (before 1550) Early Modern Literature and Culture (1550-1660, other than Shakespeare)</p>

	3 hours: At least one course in Nineteenth-Century Literature and Culture		<p>Eighteenth-Century Literature and Culture (1660-1800)</p> <p>3 hours: Shakespeare</p> <p>3 hours: At least one course in Nineteenth-Century Literature and Culture</p> <p>3 hours: At least one course in Twentieth-Century Literature and Culture</p> <p>3 hours: At least one course in Contemporary Literature and Culture</p>
3	Additional Coursework. Chosen from courses offered by the Department of English (Business and Technical Writing, Creative Writing, and English). Chosen from the list maintained in the Department of English.		
	One course must focus on race/ethnicity/indigeneity/post-coloniality/sexuality. Chosen from the list maintained in the Department of English. This course can be used to fulfill part of the Textual Analysis, Period Courses, or Additional Coursework requirements.		One course in Difference and Diaspora. This requirement can be fulfilled by taking an appropriately focused course from among ENGL 350: Writing about Literature, Text, and Culture; the historical surveys; or the period courses.
9	<p>Language and Composition</p> <p>ENGL 402: Descriptive English Grammar</p> <p>ENGL 481: Composition Theory and Practice</p> <p>At least one of the following:</p> <p>ENGL 310: Intro to the Study of the English Language</p> <p>ENGL 311: History of the English Language</p> <p>ENGL 380: Topics in Writing Studies</p> <p>ENGL 482: Writing Technologies</p>	9	<p>Language, Composition, and Pedagogy Courses</p> <p>ENGL 402: Descriptive English Grammar</p> <p>ENGL 481: Composition Theory and Practice</p> <p>At least one of the following:</p> <p>ENGL 310: Intro to the Study of the English Language</p> <p>ENGL 311: History of the English Language</p> <p>ENGL 380: Topics in Writing</p>

	BTW 490: Special Topics in Professional Writing		Studies ENGL 482: Writing Technologies ENGL 485: Literature for the High School BTW 490: Special Topics in Professional Writing
6	<p>Supporting Coursework—History and Culture</p> <p>Choose one of the following pairs:</p> <p>CWL 241 and 242: Masterpieces of West Culture I & II HIST 141: Western Civ to 1660 and 142: Western Civ Since 1660 HIST 171, US Hist to 1877, and HIST 172, US Hist Since 1877 HIST 255: British Isles to 1688 and 256: Britain Since 1688</p>		
38	<p>Teacher Education Minor in Secondary School Teaching:</p> <p>3 hours: EDUC 201: Identity and Difference in Education* 3 hours: EDUC 202: Social Justice, School and Society* 3 hours: EPSY 201: Educational Psychology* (PSYC 100 is a pre-requisite) 3 hours: CI 401: Introductory Teaching in a Diverse Society 3 hours: CI 403: Teaching a Diverse High School Student Population 3 hours: CI 404: Teaching and Assessing Secondary School Students 3 hours: CI 473: Disciplinary Literacy 3 hours: EPSY 485: Assessing Student Performance 3 hours: SPED 405: General Educator’s Role in SPED 12 hours: EDPR 442: Educational Practice in Secondary Education</p> <p>*EDUC 201, EDUC 202 and EPSY 201</p>	38	<p>Teacher Education Minor in Secondary School Teaching:</p> <p>3 hours: EDUC 201: Identity and Difference in Education* 3 hours: EDUC 202: Social Justice, School and Society* 3 hours: EPSY 201: Educational Psychology* (PSYC 100 is a pre-requisite) 3 hours: CI 401: Introductory Teaching in a Diverse Society 3 hours: CI 403: Teaching a Diverse High School Student Population 3 hours: CI 404: Teaching and Assessing Secondary School Students 3 hours: CI 473: Disciplinary Literacy 3 hours: EPSY 485: Assessing Student Performance 3 hours: SPED 405: General Educator’s Role in SPED 12 hours: EDPR 442: Educational</p>

	<p>can be completed at any time during the degree and are not pre-requisites to apply for the minor.</p> <p>The timeline for MINOR courses once the student has been accepted into the program, which begins in the spring term of a student's junior year since students apply to the minor in the previous spring or fall of their sophomore year:</p> <p>Professional Education Courses:</p> <p>Year 1 Spring = 6 hours: CI 401, CI 473 Year 2 Fall = 9 hours: CI 403, EPSY 485, SPED 405 Year 2 Spring = student teaching and graduation term—no on-campus courses, but 15 hours (off-campus): EDPR 442, CI 404</p>		<p>Practice in Secondary Education</p> <p>*EDUC 201, EDUC 202 and EPSY 201 can be completed at any time during the degree and are not pre-requisites to apply for the minor.</p> <p>The timeline for MINOR courses once the student has been accepted into the program, which begins in the spring term of a student's junior year since students apply to the minor in the previous spring or fall of their sophomore year:</p> <p>Professional Education Courses:</p> <p>Year 1 Spring = 6 hours: CI 401, CI 473 Year 2 Fall = 9 hours: CI 403, EPSY 485, SPED 405 Year 2 Spring = student teaching and graduation term—no on-campus courses, but 15 hours (off-campus): EDPR 442, CI 404</p>
78	Total Hours	78	Total Hours

Appendix C: Historical Period Courses for the English and English Teaching Concentrations

* = can fulfill period requirements depending on its specific topic in any given semester

** = can fulfill period requirements only if not being used to fulfill core requirement

Medieval (counts towards the pre-1800 requirement)

*ENGL 199: Undergraduate Open Seminar
ENGL 202: Medieval Literature and Culture
ENGL 216: Legends of King Arthur
*ENGL 261: Topics in Literature and Culture
**ENGL 350: Writing About Literature, Text, and Culture
*ENGL 396: Honors Seminar I
*ENGL 397: Honors Seminar II
*ENGL 398: Honors Seminar III
ENGL 407: Introduction to Old English
ENGL 411: Chaucer
ENGL 412: Topics in Medieval British and Irish Literature
*ENGL 455: Major Authors
*ENGL 461: Advanced Topics in Literature and Culture

Early Modern (counts towards the pre-1800 requirement)

*ENGL 117: Shakespeare on Film
*ENGL 199: Undergraduate Open Seminar
ENGL 204: Renaissance Literature and Culture
ENGL 218: Introduction to Shakespeare
*ENGL 261: Topics in Literature and Culture
**ENGL 350: Writing About Literature, Text, and Culture
*ENGL 396: Honors Seminar I
*ENGL 397: Honors Seminar II
*ENGL 398: Honors Seminar III
ENGL 416: Topics in British Drama to 1660
ENGL 418: Shakespeare
ENGL 421: Renaissance Poetry & Prose
ENGL 423: Milton
*ENGL 455: Major Authors
*ENGL 461: Advanced Topics in Literature and Culture

Eighteenth Century (counts towards the pre-1800 requirement)

*ENGL 199: Undergraduate Open Seminar
ENGL 206: Enlightenment Literature and Culture
*ENGL 261: Topics in Literature and Culture
**ENGL 350: Writing About Literature, Text, and Culture
*ENGL 396: Honors Seminar I
*ENGL 397: Honors Seminar II
*ENGL 398: Honors Seminar III
ENGL 427: Eighteenth-Century Literature
ENGL 428: British Drama, 1660-1800
ENGL 429: Eighteenth-Century Fiction
*ENGL 455: Major Authors
*ENGL 461: Advanced Topics in Lit and Culture

Nineteenth Century (counts towards the Nineteenth-Century Literature and Culture requirement)

*ENGL 199: Undergraduate Open Seminar
ENGL 207: Romantic Literature and Culture
ENGL 208: Victorian Literature and Culture
ENGL 250: Nineteenth-Century American Fiction
*ENGL 261: Topics in Literature and Culture
**ENGL 350: Writing About Literature, Text, and Culture
*ENGL 396: Honors Seminar I
*ENGL 397: Honors Seminar II
*ENGL 398: Honors Seminar III
ENGL 431: Topics in British Romantic Literature
ENGL 435: Nineteenth-Century British Fiction
ENGL 449: American Romanticism
ENGL 450: Becoming Modern: American Literature, 1865-1914
*ENGL 455: Major Authors
*ENGL 461: Advanced Topics in Literature and Culture
*ENGL 462: Topics in Modern Fiction

Twentieth Century (counts toward the Twentieth-Century Literature and Culture requirement)

*ENGL 199: Undergraduate Open Seminar
ENGL 211: Introduction to Modern African Literature
ENGL 213: Modernist Literature and Culture
ENGL 241: Modern Poetry
ENGL 251: The Twentieth-Century American Novel
*ENGL 253: Topics in Literature and New Media
ENGL 260: Modern African American Literature and Culture
*ENGL 261: Topics in Literature and Culture

*ENGL 270: American Film Genres
 ENGL 272: Minority Images in Amer Film
 ENGL 273: American Cinema, 1950-2000
 *ENGL 280: Women Writers
 *ENGL 281: Women in the Literary Imagination
 *ENGL 325: Topics in LGBT Literature and Film
 **ENGL 350: Writing About Literature, Text, and Culture
 ENGL 359: Literary Responses to the Holocaust
 *ENGL 373: Special Topics in Film Studies
 *ENGL 374: World Cinema in English
 *ENGL 396: Honors Seminar I
 *ENGL 397: Honors Seminar II
 *ENGL 398: Honors Seminar III
 ENGL 441: Innovation and Conflict in British and Irish Modernism
 ENGL 451: American Literature in the Age of Modernism
 *ENGL 455: Major Authors
 *ENGL 459: Topics in American Indian Literature
 *ENGL 460: Literature of American Minorities
 *ENGL 461: Advanced Topics in Literature and Culture
 *ENGL 462: Topics in Modern Fiction
 ENGL 470: Modern African Fiction

Contemporary (counts toward the Contemporary Literature and Culture requirement)

*ENGL 199: Undergraduate Open Seminar
 ENGL 242: Contemporary Poetry
 *ENGL 253: Topics in Lit and New Media
 *ENGL 261: Topics in Lit and Culture
 ENGL 265: Introduction to American Indian Literature
 *ENGL 270: American Film Genres
 ENGL 276: Asian Film Genres
 *ENGL 280: Women Writers
 *ENGL 281: Women in the Literary Imagination
 ENGL 285: Postcolonial Literature in English
 ENGL 286: Asian American Literature
 *ENGL 325: Topics in LGBT Literature and Film
 **ENGL 350: Writing About Literature, Text, and Culture
 *ENGL 373: Special Topics in Film Studies
 *ENGL 374: World Cinema in English
 *ENGL 380: Topics in Writing Studies
 *ENGL 396: Honors Seminar I
 *ENGL 397: Honors Seminar II
 *ENGL 398: Honors Seminar III
 ENGL 442: Contemporary British and Irish Literature
 ENGL 452: The Postwar Era and Contemporary American Literature

*ENGL 455: Major Authors
ENGL 458: Latina/o Performance
*ENGL 459: Topics in American Indian Literature
*ENGL 460: Literature of American Minorities
*ENGL 461: Advanced Topics in Literature and Culture
*ENGL 462: Topics in Modern Fiction

Appendix D: Course Lists for the Clusters within the Topics in English Concentration

Courses on these lists fulfill Cluster Course requirements (see above) for students working in the Topics in English concentration, depending on the students' chosen focus areas.

* = can fulfill cluster requirements depending on its specific topic in any given semester

** = can fulfill cluster requirements only if not being used to fulfill core requirement

Literature and Science

The cluster in Literature and Science examines the complex intersections between science and culture, with particular emphasis on the problems of environmental sustainability, bio-ethics, and technology. Courses in this cluster include introductions to science fiction, ecocriticism, climate change, animal studies, and biohumanities. These courses explore the shifting relationships among imaginative texts, the natural world, and various scientific approaches that seek to describe the physical universe.

ENGL 120: Science Fiction

*ENGL 199: Undergraduate Open Seminar

ENGL 220: Literature and Science

ENGL 221: Speculative Futures

*ENGL 261: Topics in Literature and Culture

*ENGL 280: Women Writers

Recent Topic: Women, Animals, and Ecology

ENGL 293: The Anthropocene

**ENGL 350: Writing about Literature, Text, and Culture

Recent Topic: Posthumanism

ENGL 360: Environmental Writing

*ENGL 396: Honors Seminar I

Recent Topic: (How It Feels To Be a) Human, Animal, Vegetable, Mineral, Machine

*ENGL 397: Honors Seminar II

*ENGL 398: Honors Seminar III

*ENGL 412: Topics in Medieval British and Irish Literature

Recent Topic: Nature and the Non-Human in Medieval Britain and Ireland

*ENGL 431: Topics in British Romantic Literature

Recent Topic: Green Romanticism

*ENGL 455: Major Authors

Recent Topic: Weird Writers: Poe, Lovecraft, Vandermeer, Miéville

*ENGL 461: Advanced Topics in Literature and Culture

*ENGL 462: Topics in Modern Fiction

*ENGL 475: Literature and Other Disciplines

ENGL 476: Topics in Literature and the Environment

ENGL 477: Advanced Environmental Writing

ENGL 498: Environmental Writing for Publication

Media Cultures

The cluster in Media Cultures thinks not just about what stories a text tells or when particular texts were written but instead focuses on *how* those stories are packaged in multiple material forms, including manuscript, print, visual culture, film, new media, and live performance. Courses are intended to help students learn about how cultural aesthetics have changed over time with the advent of new art forms and media like print, photography, cinema, software, video games, comic books, and graphic novels, with a strong emphasis on the cultural, political, and societal implications of these different forms and formats.

ENGL 104: Introduction to Film
ENGL 117: Shakespeare on Film
ENGL 121: Introduction to Comics
ENGL 122: Swords, Sorcery & Sex: The Middle Ages in Popular Culture
*ENGL 199: Undergraduate Open Seminar
ENGL 224: Latina/o Popular Culture
ENGL 253: Topics in Literature and New Media
*ENGL 261: Topics in Literature and Culture
ENGL 270: American Film Genres
ENGL 272: Minority Images in American Film
ENGL 273: American Cinema, 1950-2000
ENGL 276: Asian Film Genres
ENGL 325: Topics in LGBT Literature and Film
**ENGL 350: Writing about Literature, Text, and Culture
 Recent Topic: Novels on Film
ENGL 373: Special Topics in Film Studies
ENGL 374: World Cinema in English
*ENGL 380: Topics in Writing Studies
 Recent Topics: Hip Hop Rhetorics; Internet Writing
*ENGL 396: Honors Seminar I
 Recent Topic: Literature, Theory, and Performance; American Cinema and Cityscape
*ENGL 397: Honors Seminar II
*ENGL 398: Honors Seminar III
*ENGL 455: Major Authors
 Recent Topics: The Coen Brothers; Danielewski, Code, and Writing Technologies
ENGL 458: Latina/o Performance
*ENGL 460: Literature of American Minorities
 Recent Topic: Hip Hop as Narrative
*ENGL 461: Advanced Topics in Literature and Culture
*ENGL 475: Literature and Other Disciplines
 Recent Topic: Early American Visual Culture
ENGL 482: Writing Technologies

Race, Indigeneity, Gender, and Sexuality

The cluster in Race, Indigeneity, Gender, and Sexuality places at its center the history and

culture of historically underrepresented groups, exploring the literature of the black diaspora, Asian Americans, indigenous people, LGBTQ peoples, Latinx people, and women. Drawing on the intertwined traditions of critical race theory, postcolonialism, feminism, and queer theory, students will investigate the role of literature in both reflecting and shaping our ideas about these categories of difference, as well as in imagining alternatives to them, with a strong emphasis on intersectional approaches to identity and the structural conditions that produce it.

ENGL 150: Black Literature in America

*ENGL 199: Undergraduate Open Seminar

ENGL 224: Latina/o Popular Culture

ENGL 225: Introduction to Latina/o Literature

ENGL 259: Early African American Literature and Culture

ENGL 260: Modern African American Literature and Culture

*ENGL 261: Topics in Literature and Culture

ENGL 265: Intro to American Indian Lit

ENGL 272: Minority Images in American Film

ENGL 276: Asian Film Genres

ENGL 280: Women Writers

ENGL 281: Women in the Literary Imagination

ENGL 285: Postcolonial Literature in English

ENGL 286: Asian American Literature

ENGL 325 Topics in LGBT Literature and Film

ENGL 330: Slavery and Identity

**ENGL 350: Writing about Literature, Text, and Culture

Recent Topics: U.S. Women Modernists; Afterlives of Slavery; Postracial Fictions

*ENGL 380: Topics in Writing Studies

Recent Topic: Black Freedom Movement Rhetorics

*ENGL 396: Honors Seminar I

Recent Topics: The Woman Reader in British Fiction; Caribbean Writing

*ENGL 397: Honors Seminar II

*ENGL 398: Honors Seminar III

*ENGL 412: Topics in Medieval British and Irish Literature

Recent Topic: Intersectionality in the Medieval British Isles

*ENGL 416: Topics in British Drama to 1660

Recent Topic: Performing Race, Class, and Gender on the Renaissance Stage

*ENGL 455: Major Authors

Recent Topics: Jane Austen and Mary Wollstonecraft; James Baldwin; Richard Wright

ENGL 458: Latina/o Performance

ENGL 459: Topics in American Indian Lit

ENGL 460: Literature of American Minorities

*ENGL 461: Advanced Topics in Literature and Culture

*ENGL 462: Topics in Modern Fiction

*ENGL 475: Literature and Other Disciplines

Appendix E: Course List for Difference and Diaspora Requirement

- * = can fulfill this requirement depending on its specific topic in any given semester
** = can fulfill this requirement only if not being used to fulfill core requirement

ENGL 112: Literature of Global Culture
ENGL 150: Black Literature in America
ENGL 211: Introduction to African Literature
ENGL 222: Jewish American and US Minority Literatures in Dialogue
ENGL 223: Jewish Storytelling
ENGL 224: Latina/o Popular Culture
ENGL 225: Introduction to Latina/o Literature

*ENGL 253: Topics in Literature and New Media
ENGL 259: Early African American Literature and Culture
ENGL 260: Modern African American Literature and Culture
*ENGL 261: Topics in Literature and Culture
ENGL 265: Intro to American Indian Literature
ENGL 272: Minority Images in American Film
ENGL 275: American Indians & Film
ENGL 276: Asian Film Genres
*ENGL 280: Women Writers
*ENGL 281: Women in the Literary Imagination
ENGL 284: Modern Jewish Literature
ENGL 285: Postcolonial Literature in English
ENGL 286: Asian American Literature
ENGL 325 Topics in LGBT Literature and Film
ENGL 330: Slavery and Identity
**ENGL 350: Writing about Literature, Text, and Culture
*ENGL 373: Special Topics in Film Studies
ENGL 374: World Cinema in English
*ENGL 380: Topics in Writing Studies
*ENGL 396: Honors Seminar I
*ENGL 397: Honors Seminar II
*ENGL 398: Honors Seminar III
*ENGL 412: Topics in Medieval British and Irish Literature
*ENGL 416: Topics in British Drama to 1660
*ENGL 435: Nineteenth-Century British Fiction
*ENGL 452: The Postwar Era and Contemporary American Literature
*ENGL 455: Major Authors
ENGL 458: Latina/o Performance
ENGL 459: Topics in American Indian Literature
ENGL 460: Literature of American Minorities
*ENGL 461: Advanced Topics in Literature and Culture
ENGL 470: Modern African Fiction
*ENGL 475: Literature and Other Disciplines

Appendix F: Clearance Emails from the Program in Comparative and World Literature and the Department of History

Comparative & World Literature Clearance Email Exchange

From: Kaganovsky, Lilya
Wed 9/19/2018 8:54 AM
To: Barrett, Robert W

Dear Professor Barrett,

Thank you for notifying us about this curricular change.

We will miss having English majors and minors in CWL 241/242.

Sincerely,
Lilya Kaganovsky
Professor and Director, Program in Comparative & World Literature

Lilya Kaganovsky
Professor of Slavic, Comparative Literature, and Cinema & Media Studies
Director, Program in Comparative & World Literature
University of Illinois, Urbana-Champaign

2090K Foreign Languages Building, MC-160
707 S. Mathews Ave

Urbana, IL 61801 USA

Department homepage: <http://www.complit.illinois.edu/>

On Sep 18, 2018, at 9:52 AM, Barrett, Robert W <rwb@illinois.edu> wrote:

Dear Professor Kaganovsky,

As you know, one of the changes the English Department has made in its new curriculum proposal is the elimination of the six-hour History and Culture requirement. While the majority of English majors satisfying this requirement have usually done so by taking those hours in the History Department, your program's CWL 241/CWL 242 sequence has also counted for the requirement. To complete our proposal revision, we need a letter from you specifying that Comparative and World Literature has been notified of this change to the English major. This letter can be addressed to me as Associate Head of English or to

Professor Vicki Mahaffey, Head of English.

Thank you,

Rob Barrett
Associate Head of English

Robert W. Barrett, Jr.
Associate Professor of English, Medieval Studies, and Theatre
608 S. Wright St.
University of Illinois at Urbana-Champaign
Urbana, IL 61801
(217) 333-1715

History Clearance Email Exchange

From: Crowston, Clare H
Fri 9/21/2018 6:02 PM
To: Barrett, Robert W

Dear Professor Barrett,

On behalf of the History Department, thank you for letting me know of the proposed revision of the English major. The department notes that the revisions include eliminating the requirement that English majors complete a six-hour History and Culture requirement, which majors usually satisfied by taking six courses in the History Department (listed below).

Sincerely,

Clare Crowston

CLARE CROWSTON
Professor and Chair

DEPARTMENT OF HISTORY
University of Illinois at Urbana-Champaign
309 Gregory Hall |MC-466
810 S. Wright Street | Urbana, IL 61801
217-244-2089

From: "Barrett, Robert W" <rw@illinois.edu>
Date: Tuesday, September 18, 2018 at 9:48 AM
To: Clare Crowston <crowston@illinois.edu>
Subject: Clearance Letter for English Department Curriculum Change Proposal

Dear Professor Crowston,

As you know, one of the changes the English Department has made in its new curriculum proposal is the elimination of the six-hour History and Culture requirement. The majority of English majors satisfying this requirement have usually done so by taking the following course sequences: HIST 141/HIST 142, HIST 171/HIST 172, and HIST 255/HIST 256. To complete our proposal revision, we need a letter from you specifying that History has been notified of this change to the English major. This letter can be addressed to me as Associate Head of English or to Professor Vicki Mahaffey, Head of English.

Thank you,

Rob Barrett
Associate Head of English

Robert W. Barrett, Jr.
Associate Professor of English, Medieval Studies, and Theatre
608 S. Wright St.
University of Illinois at Urbana-Champaign
Urbana, IL 61801
(217) 333-1715

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Office of the Provost and Vice Chancellor
for Academic Affairs

Swanlund Administration Building
601 East John Street
Champaign, IL 61820



November 26, 2018

Gay Miller, Chair
Senate Committee on Educational Policy
Office of the Senate
228 English Building, MC-461

Dear Professor Miller:

Enclosed is the updated, corrected version of a proposal from the College of Liberal Arts and Sciences to revise the Bachelor of Arts in Liberal Arts and Sciences in English, including establishment of a new concentration, Topics in English. The previous version had been submitted as EP.19.26 on November 19, 2018; please replace that version with this one.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Kathryn A. Martensen'.

Kathryn A. Martensen
Assistant Provost

Enclosures

c: K. Ritter
A. Elli
B. Clevenger
A. Edwards
E. Stuby



COLLEGE OF LIBERAL ARTS & SCIENCES

Office of the Dean
2090 Lincoln Hall
702 S. Wright St.
Urbana, IL 61801

October 31, 2018

Brenda Clevenger
Council on Teacher Education
505 E. Green, Suite 203 MC-425

Dear Brenda:

The Committee on Courses and Curricula on behalf of the Faculty of the College of Liberal Arts and Sciences has voted to approve the following proposal:

Revision of the BALAS in English (revise and create concentrations)

The Department of English has made revisions to the English Teaching Concentration, in addition to creating a new concentration. The English Teaching Concentration portion is ready for your office's review. Please let us know if you have any questions.

Sincerely,

A handwritten signature in black ink that reads 'Kelly Ritter'.

Kelly Ritter
Associate Dean

enclosure

C: Professor Robert Barrett