

COURSE IMPLEMENTATION DATE: COURSE REVISED IMPLEMENTATION DATE: COURSE TO BE REVIEWED: (Four years after implementation date) [] [September 2003] [September 2007]

OFFICIAL COURSE OUTLINE INFORMATION

Students are a	dvised to keep course outlines in personal files for future use.
Shaded headings are subje	ect to change at the discretion of the department and the material will
7	- see course syllabus available from instructor

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English 245 COURSE NAME/NUMBER FORME Indian	Applied Arts/English ER COURSE NUMBER Literature in English SE DESCRIPTIVE TITLE	
CALENDAR DESCRIPTION:		
	n in English in its social and historical contexts. The anadian authors, but course materials may include works in other genres (e.g., autobiographies,	
PREREQUISITES: Any two first-year English courses COREQUISITES:		
SYNONYMOUS COURSE(S) (a) Replaces:	SERVICE COURSE TO:	
(Course #)	(Department/Program) urther credit.	
(Course #)	(Department/Program)	
STRUCTURE OF HOURS: LENGTH	G DAY-BASED INSTRUCTION I OF COURSE: PER DAY:	
MAXIMUM ENROLLMENT: EXPECTED FREQUENCY OF COURSE OFFERINGS: WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: 36		
AUTHORIZATION SIGNATURES:		
Course Designer(s): Susan Fisher	Chairperson: Jim Andersen (Curriculum Committee)	
Department Head:	Dean:	
Jim Andersen PAC Approval in Principle Date:	Virginia Cooke PAC Final Approval Date: April 30, 2003	

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

The purpose of this course is to introduce students to the cultural and historical contexts of Indian literature in English. In addition, students will consider how the conventions of fiction and the vocabulary and syntax of English have evolved in the Indian context. The course materials will enable students to understand the role of forces such as colonialism, modernization, and nationalism in the shaping of contemporary India. The emphasis on Indo-Canadian works will assist students in understanding the role of Indo-Canadians in the cultural life of Canada.

METHODS:

Lecture discussion, small group work, oral presentations, writing and research assignments

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR

METHODS OF OBTAINING PLAR:

Portfolio; written exam; interview

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Fiction:

Narayan, R.K. A *Tiger for Malgudi* Rushdie, Salman. *Midnight's Children* Mistry, Rohinton. *A Fine Balance* Badami, Anita Rau. *The Hero's Walk*

English 254 course pack containing short works/interviews/essays by Kipling, Mistry, Rushdie, and local Indo-Canadian writers such as Kuldip Gill)

Film:

Mehta, Deepa. Earth

COURSE NAME/NUMBER

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

1 short essay	10%
Midterm exam	20%
Quizzes/participation	20%
Research essay	25%
Exam	25%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

Week 1: Introduction to modern history of India

"Lispeth" by Rudyard Kipling

A Tiger for Malgudi

Week 2: Background on religious and linguistic diversity in India

A Tiger for Malgudi

Week 3: Introduction to contexts of Midnight's Children

Weeks 3 to 6: Midnight's Children

Film: Earth

Week 7: Midterm Exam – Intro to *A Fine Balance*

Weeks 7 to 10: A Fine Balance

Weeks 11 to 14: *The Hero's Walk* Works by local Indo-Canadian writers