

**PROGRAM IN COMPARATIVE LITERATURE AND CULTURE
(CMPL)**

University of San Francisco

I. MISSION AND HISTORY

A. Mission

The Comparative Literature and Culture program looks to the past to a tradition of a broad liberal arts training in literary study, languages, and the humanities, and at the same time anticipates the growing attraction for interdisciplinary and cross-cultural programs of study. The CMPL program educates students in the rich intellectual and creative values embodied in literary works, while bridging the division between national cultures and today's global world.

The CMPL program responds to the growing demand for international and trans-cultural studies, and through the study of world literatures and cultures advances the Mission Statement of the University of San Francisco to "prepare men and women to shape a multicultural world with creativity, generosity, compassion, and change the world from there." The University's ethical mission is both complemented and reinforced by the program's goals and objectives to prepare students for the increasing interdependency of the global economy, which concretely impacts the professional fields in which they place: education, journalism, international media, communication, publishing, tourism, diplomacy, or other professions requiring translation and analytical skills, as well as knowledge of intercultural and international relations.

The CMPL program's emphasis on "post-disciplinarity" follows recent discourse in the field of Comparative Literature - nowadays often redefined as "World Literature," which suggests a paradigmatic switch from the emphasis on nation, period, and genre as defining elements of textual analyses, to the focus on *trajectory*, *life cycle*, and *function*. The goal of viewing literatures not as entities within cultural, historical, or aesthetic boundaries, but discussing them in their global interconnectedness, contributes to a deeper understanding of human developments and the processes of change. This approach takes into account the wide variety of backgrounds, interests, and professional ambitions of our students, and fosters a critical engagement beyond the field of literary studies.

The CMPL program is hosted by the Department of Modern and Classical languages, and unreservedly promotes language acquisition as a requirement for the accomplishment of its objectives. Learning a foreign language introduces students to the inner workings of languages in general, including their own, provides a point of departure for the development of proficiency adequate to academic and professional needs, and promotes the multidisciplinary study of cultures and societies whether outside of the U.S. or within our multicultural communities. Whether as a tool to investigate the past, analyze the present, or forecast the future, knowledge of languages and cultures provides USF students with intercultural access they would otherwise lack.

B. History

The CMPL program was created in response to an increasing demand by students for a Humanities based program offering literary and cultural studies, with a comparative focus, and an interdisciplinary perspective.

The CMPL program was created in 2006 and has not gone through program review in the past.

Based on its interdisciplinary nature, the CMPL program fosters excellent work relationships with other programs and departments at USF. The CMPL program relies heavily on the offerings of other departments and interdisciplinary programs for its electives courses. These programs are: African Studies, Architecture and Design, Asian Studies, Classical Studies, English, Environmental Studies, European Studies, Filipino Studies, Film Studies, Honors program, Judaic Studies, Gender and Sexualities Studies, International Studies, Latin American Studies, Performing Arts, Social Justice, and Urban Studies as well as the various language, literature and culture offerings of the Department of Modern and Classical Languages.

By design the CMPL program fosters collaboration between the MCL Department, where it is hosted, and the English department through implementation of a common Core requirement for all English and CMPL majors and minors.

The CMPL program entertains good relationships with the different language programs. With its comparative focus and a post national approach to the study of world literatures and cultures, the CMPL program bridges the gap between the different language programs whose literatures and cultures may not be offered in the curriculum of their Minors, and otherwise not studied together: Arabic, Chinese, Greek, Hebrew, Italian, Japanese, Latin, Portuguese, Russian, Tagalog, and Swahili. The Comparative approach of the CMPL program also brings together the larger language programs (French, German, Spanish) whose literature and culture courses were taught in isolation within their own curricula.

Recently, Shawn Doubiago, a CMPL adjunct faculty member started a research group on Women and Violence whose goals and objectives are to develop and advance research on the topic, as well as foster collaborative work among faculty members across disciplines. This research group reaches out to students and the USF community, who are invited to attend informal faculty presentations of their work, film screenings as well as a Reading group hosted by the Gender and Sexualities Center in UC.

The morale and atmosphere within the CMPL program is enthusiastic, supportive, and collaborative. Instructors work very hard for large numbers of students. They are passionate about the content of their courses, and are always open to discuss ways to improve the curriculum, introduce new readings in their courses, and/or exchange valuable teaching tips with each other.

The amount of work that is asked of adjunct faculty members on a daily basis is however discouraging, and often weighs heavily on them. Their wages are not commensurate with their

responsibilities, qualifications and dedication to students. Moreover, their contributions go unnoticed by the administration.

If the present ratio of one full time faculty to three adjunct faculty members persists over time, the morale and atmosphere will deteriorate, and the program will suffer.

C. Goals

The CMPL program is designed to give students the opportunity to study literature and other expressions of cultural identity in a wide variety of regional, national, and linguistic contexts. It provides a global perspective on cultural manifestations and developments, and thus founds the basis for a deeper understanding of trans-national discourses, a skill, which has become increasingly essential for any engagement as world citizens.

The program's anticipated Learning Outcomes are therefore twofold: in terms of content, the focus lies on creating greater awareness of cultural movements across a wide spectrum of space and time, thus fostering an understanding of differences and similarities in consideration of students' own positioning; in terms of analytical skills, CMPL strives to provide students with the tools necessary to gain access to ideas expressed in a variety of cultural manifestations, and to be able to reflect on these critically with consideration of significant interdisciplinary theories, including, but not limited to, Colonialism or Post-Colonialism, Social justice, Immigration, Exile, Animal studies, Violence and Trauma, Gender and Sexualities studies. With completion of the Major in CMPL, students are prepared to take on the challenges of global engagement in a broad variety of disciplines, be it Medicine, Law, Politics, Economics, or Education.

In order to reach these objectives, CMPL's class offerings and curricula are designed to be inclusive of a wide range of perspectives, and therefore attract a particularly diverse student body within our university; this is apparent in its class compositions in general, as well as its Majors. Our faculty reflects this diversity in their backgrounds and specific research interests. Our goal is to increase the visibility of the program and its benefits for so many fields of study, and thereby attract more students to pursue the CMPL Major. For this purpose, more administrative support in terms of faculty hiring, class size, and promotion of the program is essential.

The CMPL program was designed to appeal to students eager to define their own area of concentration within a discipline or a subject matter for comparative studies. Areas of concentrations in the study of literature, culture, art and performing arts include a great diversity of origins, time periods and/or regions of the world.

Through the study of literature and culture, the CMPL program invites students to reflect and analyze critically timely issues such as, but not limited to, Colonialism or Post-Colonialism, Social justice, Immigration, Animal studies, Violence and Trauma, Gender and sexualities studies, etc.

The CMPL program was created for students seeking to embrace the challenges of today's multicultural world in an international study program with a focus in the arts.

II. CURRICULUM

A. General

The CMPL program offers a Baccalaureate Degree in Comparative Literature and Culture (B.A.), and a Minor in Comparative literature and Culture.

The Comparative Literature and Culture program offers a major and a minor designed to be completed within four years. Students choose between three emphases: Literature, Culture and Language, based on an area of concentration for comparative studies.

The major offers a flexible curriculum allowing students to concentrate on a particular discipline for comparative studies, and develop an individual topic for their senior theses.

Requirements for the Major in CMPL (44 units):

- **Introduction to Comparative Studies (One course: 4 units):**

CMPL 200: *Introduction to Comparative Studies: Cultures in Conflict*

CMPL 200: *Introduction to Comparative Studies: Literatures of the Body*

CMPL 195: FYS: *The Beauty of the Beast in Literature and Art*

CMPL 195: FYS: *Literature of the Child: Trauma and Healing*

CMPL 200 or CMPL 195 as its equivalent is the first literature and culture course required for all CMPL majors and minors.

FYS CMPL 195 is offered to 1st year students only.

CMPL 200 and CMPL 195 examine and analyze one or several related themes through a wide variety of cultures and literatures of different genres, periods and regions of the world. The course also introduces theoretical concepts and tools for practicing literary analyses.

- **Two Foreign Language Courses (fourth and fifth semester) (Two courses: 8 units):**

The CMPL major requires that students take a fourth semester of a foreign language (French 202, Spanish 202...), and a fifth semester at the 300-level (French 320, 324, or Spanish 310, 350...) in the same foreign language. These courses are taught in the target language for language proficiency, exposure to the literatures and cultures associated with that language, and one or more regions of the world.

- **CMPL 299: *Critical Analysis* (pre-requisite CMPL 200 or CMPL 195) (One Course: 4 units):**

Critical Analysis is cross-listed with ENG 299. It is the second required course for all CMPL majors and minors (sophomore or junior year).

This course is a core requirement for English and CMPL majors. The common Core requirement enriches students' experience in, and perspective on their respective majors and disciplines. Critical Analysis offers an in-depth study of more advanced theoretical concepts and tools for literary analyses on a variety of themes. It prepares students for conducting research on a topic of their choice.

- **Six (6) Electives to be chosen among the offerings of various departments and interdisciplinary programs (Six Courses: 24 units):**

- a) **Electives for the Majors with a Literature or a Culture Emphasis:**

Each elective must be carefully selected by students to support their emphasis in Literature or Culture, and an area of concentration, which ultimately prepares them for writing their senior thesis.

- b) **Electives for the Major with a Language Emphasis:**

Each of the six (6) electives for the Language emphasis must be taken in the target language of the first and second foreign languages selected by the student. A minimum of two (2) electives must be completed at the 300-level or above in the target language of the student's second foreign language.

- **The Capstone Seminar: *Political Fictions* (One course: 4 units):**

The Capstone seminar is the third literature and culture course required for all CMPL majors and minors. Students majoring in CMPL enroll in the Capstone Seminar in the last semester of their senior year, upon completion of all other requirements for the major, including the language requirement, and their six (6) electives.

The capstone seminar serves as bookend for the major. It synthesizes the various ideas, concepts, approaches, and languages studied throughout the student's program. It prepares students to graduate studies research and requires writing a senior thesis (18-25 pages).

Requirements for the Minor in CMPL (24 units):

- **Introduction to Comparative Studies: (One Course: 4 units)**

CMPL 200: Introduction to Comparative Studies: *Cultures in Conflict*

CMPL 200: Introduction to Comparative Studies: *Literatures of the Body*

CMPL 195: FYS: *The Beauty of the Beast in Literature and Art*

CMPL 195: FYS: *Literature of the Child: Trauma and Healing*

CMPL 200 or CMPL 195 is the first literature and culture course required for all CMPL majors and minors.

CMPL 195 is offered to 1st year students only.

CMPL 200 and CMPL 195 examine and analyze one or several related themes through a wide variety of cultures and literatures of different genres, periods and regions of the world. The course also introduces theoretical concepts and tools for practicing literary analyses.

- **Two Foreign Language Courses (fourth and fifth semester) (Two Courses: 8 units)**

The CMPL minor requires that students take a fourth semester of a foreign language (French 202, Spanish 202...), and a fifth semester at the 300-level (French 320, 324, or Spanish 310, 350...) in the same foreign language. These courses are taught in the target language for language proficiency, exposure to the literatures and cultures associated with that language, and one or more regions of the world.

- **CMPL 299: *Critical Analysis* (pre-requisite CMPL 200 or CMPL 195) (One Course: 4 units):**

Critical Analysis is the second required course for all CMPL majors and minors (sophomore or junior year). This course is a core requirement for English and CMPL majors as well. The common Core requirement enriches students' experience in, and perspective on their respective majors and disciplines. Critical Analysis offers an in-depth study of more advanced theoretical concepts and tools for literary analyses on a variety of themes. It prepares students for conducting research on a topic of their choice.

- **One elective to be chosen among the offerings of various departments and interdisciplinary programs. (One Course: 4 units)**

The elective must be carefully selected by students to prepare them for writing a major paper.

- **The Capstone Seminar: *Political Fictions* (One Course: 4 units)**

The Capstone seminar is the third literature and culture course required for all CMPL minors. Students enroll in the Capstone Seminar in the last semester of their senior year, upon completion of all other requirements for the major, including the language requirement, and their elective.

The capstone seminar serves as bookend for the minor. It synthesizes the various ideas, concepts, approaches, and languages studied throughout the student's program. It prepares students to writing a major paper (12-15 pages).

b. Course Descriptions:

CMPL 195 First Year Seminar: Literature of the Child: Trauma and Healing

This first year seminar introduces students to literary representations of childhood trauma with a focus on ethnic, class, gender, power, and globalization issues. Students will investigate the difficulties inherent to certain childhood experiences and traumas in different cultures and societies. Theories and representations will be related to real-world issues through dialogue and focus on 21st century childhood experience in both Western and non-Western literatures, films, and cultures.

CMPL 195 First Year Seminar: The Beauty of the Beast in Literature and Art

Humans' connections to the realm of animals can be of symbolic, symbiotic, and/or anthropomorphic nature but recent studies reveal the importance and urgency of re-examining the implications of such concepts. Let's explore the intricacies of the Human-Animal relation to understand the moral, social and political implications of selected works of literature, films, and cultures, and how the topic has evolved today. Theories and representations will be related to real-world issues through dialogue and focus on 21st century in both Western and non-Western literatures, films, and cultures.

CMPL 200 Introduction to Comparative Studies: Literatures of the Child: Trauma and Healing

The goal of this course is to develop critical and creative reading, thinking, and writing skills through discussion and analysis of selected texts representing childhood trauma with a focus on ethnic, class, gender, power, and globalization issues. Students will investigate the difficulties inherent to certain childhood experiences and traumas in different cultures and societies. Theories and representations will be related to real-world issues through dialogue and focus on 21st century childhood experience in both Western and non-Western literatures, films, and cultures. (Although the title is the same, some of the requirements in this 200 course are different from the 195 FYS).

CMPL 200 Introduction to Comparative Studies: Cultures in Conflict

The goal of this course is to develop critical and creative reading, thinking, and writing skills through discussion and analysis of selected texts from world literature that represent conflict in various social and cultural contexts. The poems, plays, short stories, novels, essays, and films chosen for this class share a number of themes, which we will discuss throughout the semester, but each work is also the product of a unique cultural and historical experience. From an ancient Western epic on war to works on political violence and global inequalities in the twentieth-century, we will discuss various representations of conflict expressed in literature: gender, power, nation, ethnicity, sexuality, class, language, etc. We will trace these issues in both Western and non-Western literature, film, and culture.

CMPL 200 Introduction to Comparative Studies: Literatures of the Body

The goal of this course is to develop critical and creative reading, thinking, and writing skills through discussion and analysis of selected texts from world literature that represent the Body. The books, plays, short stories, poems, essays, and films chosen for this class share a number of themes in common, which we will discuss throughout the semester, but each work is also the product of a unique cultural and historical experience. We will begin with ancient Western views that indicate our long-standing problematic relationship with the Body, be it symbolic or literal. Comparing Western views with non-Western views, we will discuss the different roles the Body plays in such topics as morality, social acceptance, fashion, gender and sexualities, self-image, images of war, memory and loss.

CMPL 299 Critical Analysis

This course is now required for lower division majors in the Literature Track and Comparative Literature; in light of this, the course number has been changed from English 390 to English 299 and CMPL 299. With the exception of those who have not already taken it because they are fulfilling their courses according to a previous curriculum, sophomores should take this course. Our primary objective is to examine problems that seem too simple to waste time on: What is the discipline of English? What is literature? What is difference? What is a story? What is an author? What is interpretation? What is desire? These questions lead to the nature of language itself, and how words, or signs, serve both as elements in a symbolic system and, in Augustine's words, things: "Thus every sign is also a thing, for that which is not a thing is nothing at all; but not every thing, [as is true of words], is also a sign." As the title suggests, central to this course is the practice of analyzing texts. We will, in fact, look at a few literary texts, but we will return to them over and over again, examining them through several different lenses so that we can see the different parts of literature that come into focus as we discuss these deceptively simple questions and the various literary theories that scholars have tested. We will be reading classic theoretical texts that provide tools for interpreting literature as well as a few literary texts. "Literature is the question minus the answer." – Roland Barthes

CMPL 400 Capstone Seminar: Political Fictions

We are faced with a multitude of fictions every day: fictions of advertising, politicians, sitcoms, novels, relationships, movies, histories, media reports, religions, and fictions of life itself. In modern society, we have come to associate the term "fiction" with untruth or myth, but the word has its roots in the act of forming or creating. It comes from the Middle English *ficcoun*, which derives from *fictus*, the past participle of *ingere*, which means "to form."

Thus, like the true definition of the term, "fiction" is an assemblage of connotations linked with creating, shaping or telling. In this seminar, we will look at a variety of fictions: novels, short stories, poems, and films in an attempt to discern how they have both shaped and been shaped by the modern political landscape—perhaps itself a collection of fictions.

The Capstone seminar will synthesize the various ideas, concepts, approaches, and languages studied throughout the student's program and introduce students to graduate-level research methods and theoretical approaches. The Capstone seminar will serve as a bookend for the

major in Comparative Literature and cap off the student's undergraduate education with writing a senior thesis.

Distinguished Features of the Program

a) Emphases:

A distinguished feature of this academic program is the opportunity to declare an emphasis within the Major. Students may choose between a Literature, Culture or Language emphasis.

Although the Core requirements for all three emphases are the same, students who choose the Literature emphasis will focus on the study of literature and literary texts, with a comparative approach and methodologies to explore and advance their topic of choice for writing their senior theses.

Students who choose the Culture emphasis will focus on the study of material relevant to disciplines including, but not limited to, literature, history, politics, sociology, arts or performing arts to explore and advance their topic of choice for writing their senior theses.

Students who choose the Language emphasis will focus on the study of two foreign languages, their literatures and cultures to explore and advance their topic of choice for writing their senior theses.

b) Electives:

Another distinguished feature of the CMPL Baccalaureate degree is the opportunity for students to choose six electives among the offerings of all interdisciplinary programs and departments at USF. Students greatly gain from the exposure to learning from different material and methodologies across disciplines, a diversity of instructors, their research fields, and teaching methodologies.

c) Senior Thesis

The Capstone seminar, which serves as bookend of the CMPL degree with the opportunity for students to write a supervised senior thesis, is another distinguished feature of the USF CMPL program. The senior thesis prepares students for graduate research; it gives them the opportunity to work on a topic that reflects their personality, personal goals, and endeavor. Theses are often used in support of their applications for graduate school or as writing sample for a job.

C. Number of Majors

The following tables present the numbers of declared majors and minors since inception of the program in 2006 (updated on November 15th, 2011).

Numbers include all students enrolled every semester until graduation.

ACADEMIC PERIOD	CLASS				Grand Total
	Freshman	Soph.	Junior	Senior	
Fall 2006		1	2	1	4
Spring 2007			3	3	6
Fall 2007	1	1	4	6	12
Spring 2008		2	6	6	14
Fall 2008	1	2	3	4	10
Spring 2009		2	2	5	9
Fall 2009	1	3	2	5	11
Spring 2010	1	2	5	4	12
Fall 2010	3	2	3	6	14
Spring 2011	3	3	2	5	13
Fall 2011		3	5	4	12
Grand Total	10	21	37	49	117

D. Number of degrees awarded

The following tables illustrates the number of Comparative Literature and Culture Majors awarded since inception of the program in 2006 (updated November 15th, 2011)

ACADEMIC PERIOD	GENDER	ETHNICITY				Grand Total
		African American	International	Native American	White	
Spring 2008	M				1	1
	F	1	1		2	4
Spring 2008 Total		1	1		3	5
Spring 2009	M				1	1
	F				2	2
Spring 2009 Total					3	3
Fall 2009	M				1	1
Fall 2009 Total					1	1
Summer 2010	F				1	1
Summer 2010 Total					1	1
Fall 2010	F				1	1
Fall 2010 Total					1	1
Spring 2011	M			1		1
	F	1				1
Spring 2011 Total		1		1		2
Grand Total		2	1	1	9	13

E. Enrollments and projections

Although the CMPL program enrolls few majors every year, it has had a steady enrollment averaging 2 or 3 majors each year since inception in 2006. Because of its curriculum diversity and flexibility, the CMPL program has great potential for enrollment growth.

At a time of economic downturn, with record high tuition rates in the state system on one hand, and reductions or cancellations of class offerings, students who come to USF do so to maximize their college experience. The CMPL degree provides the flexibility that allows students to focus on developing a broad basis of knowledge from which they will benefit in any future academic or professional endeavors.

It is hard to project an enrollment increase in the next 5 to 10 years however, unless the program receives the appropriate means and support to increase its visibility and growth.

F. Curricular content

Curricular content of the core courses for the major and minor is determined each year through meetings and discussions with the faculty members teaching in the program. Themes are based on current and timely research of the faculty's and the students' interests in today's society and the global world.

Syllabi, reading assignments, number of exams, end of semester class projects, class presentations, all other course requirements and class policies are common across sections of the same course with some variations at the instructors' discretion based on their individual preferences, and research specialties.

G. Curriculum and other similar programs

This CMPL curriculum is similar to most undergraduate programs in CMPL nationally and internationally with the advantage of its location in San Francisco. The CMPL program at USF attracts a more diverse student population with increased interest and sensitivity to a multicultural population, its social and cultural diversity, bringing awareness to issues of social justice, and the fight against discrimination, as reflected in the goals and mission statement of the University. Additionally, the CMPL program takes its strength from its foreign language base.

H. Program philosophy with regard to core and service courses

The philosophy has been to offer multiple sections of service courses in the Core for Literature to attract majors and minors in the CMPL program. However, this philosophy has not proved to be an efficient recruitment tool. The student population in these courses is mostly composed of seniors who take the course to fulfill their literature requirement. Moreover, the large enrollment of 40 per class defeats individual attention, which would facilitate recruitment and promotion of the program.

The CMPL program includes only three core required courses at three different levels: introduction to Comparative Studies, Critical Analysis, and the Capstone seminar. The first required course is also a service course, which enrolls large numbers of students in each of its multiple sections making CMPL the principal provider of service courses for the Literature core in the College of Arts and Sciences. The second course, Critical Analysis, is common to CMPL and English majors. The Capstone seminar has been run as directed studies because of low enrollments in the major.

The pre-requisite for Critical analysis (CMPL 299) is Introduction to Comparative Studies (CMPL 200). The pre-requisite for the Capstone seminar (CMPL 400) is CMPL 299; The pre-requisite for a fifth and sixth semester of a foreign language is the first three semesters of that same language. The pre-requisite for graduation is completion and approval of six elective courses, and a senior thesis.

Students take their six electives at the 300 level, which is the intermediate high, or low advanced level, depending on the structure of the different programs and their numbering systems. Although offered at a more advanced level, some of these courses are also College core requirements with an enrollment cap at 40 students per class. While prioritizing their area of concentration, we recommend that students choose their elective courses with a preference for classes with lower enrollment caps, but it is not a rule that can be enforced. Overall, CMPL majors fulfill the majority of their electives in smaller classes with a cap at 25.

Foreign language classes have a cap at 22. First, second and third semester are often filled to capacity at 22. However enrollments decrease dramatically in fourth, fifth and sixth semester courses, which enroll International Studies, CMPL, and language majors and minors only.

The CMPL program greatly contributes to the College Core Literature requirement and the Cultural Diversity requirement by offering: one First Year Seminar (CMPL 195) each semester; 3 or 4 sections of Introduction to Comparative Studies (CMPL 200) each semester including one section in the summer.

We would like to think that our offerings of core literature courses increase our visibility on campus and help us recruit students into the CMPL major and minor. However, we consider the high enrollment ceiling set at 40 to be a serious obstacle to sound pedagogy in a literature program. Enrollments in the Core hover at the ceiling in virtually every section, and sometimes exceed the limit. Lack of individual attention in these large classes also works against promoting our program.

The proportion of non-majors in CMPL 200 classes ranges from 39 to 1 or less, and does not foster a suitable learning environment for CMPL majors, not does it make them feel at home in these courses. The first year seminars are a much better option but they are open only to first year students. We are hoping that the creation of seminars for transfer students will help develop a sense of belonging in the CMPL major.

The First Year Seminars (CMPL 195) count toward the Literature Core and the Cultural Diversity requirements. Their enrollment ceilings set at 16 are designed for students in their first or second semester at USF. The FYS provides a good setting for recruitment to the CMPL major and minor. The FYS program at USF is only four years old, and was until recently restricted to full-time faculty offerings. The rationale for the restriction was due to a trial period for developing curricula, and implementation of the new program; restrictions on a stipend (\$50 per student enrolled) for extra-curricular activities, and the requirement of increased contact hours with students for off campus and extra-curricular activities.

However the program was recently open to selected part time adjunct faculty members. Shawn Doubiago was solicited to develop a FYS seminar to be offered for the first time in the spring 2012. Our plan is to increase offerings of FYS every semester.

While continuing to contribute to the College Core Curriculum, the development and implementation of FYS can offset the high enrollments of CMPL 200.

We are committed to developing more reasonable minimum and maximum enrollment caps in our courses because it affects the quality of our teaching as well as students' learning outcomes. The maximum enrollment in our 200 courses set at 40 is too high. Conversely, we have to resort to teaching the Capstone Seminar as directed studies because enrollments are fewer than 7. Students in a class of 40 do not get the attention needed for a course with an intensive reading and writing component. Students who have to resort to Directed Studies when a class is cancelled do not get the class experience and the contact hours they need to achieve their learning goals. Faculty members are averse to teaching very large classes, as well as multiple directed studies, which represent an extraordinary amount of time in addition to their regular teaching loads.

Large enrollment caps in CMPL core courses have been used as bargaining tools by the French language program in particular to keep its low-enrolled upper-division courses running. The CMPL program increases enrollments in fourth and fifth semesters of foreign language courses and promotes minors in language programs. Although collegiality among the language programs and CMPL is good, the MCL department has not contributed significantly to promoting the CMPL program in return. The MCL program primary focus is on recruiting majors for their own as well as offering enough courses in the target language for their majors and minors. Each program also has a limited offering of literature and culture courses taught in English and open to the core but the balance in the offerings of core courses by MCL in comparison to CMPL is uneven.

i. Coherence in major and minor requirements:

The major and minor requirements are coherent and consistent in sequence and number:

Introductory level: (CMPL 200) Introduction to Comparative Studies or CMPL 195 First-Year Seminar;

Intermediate level: (CMPL 299) Critical Analysis (pre-requisite CMPL 200 or 195)

Advanced level: (CMPL 400) Capstone seminar and senior thesis (pre-requisite CMPL 299, and completion of electives and foreign language requirement).

Choice of six electives is supervised through mandatory advising sessions each semester during pre-registration. Each elective must be chosen at the 300-level or above (advanced intermediate level) and petitioned for approval, according to the student's emphasis and the topic of his/her senior thesis.

Introduction to Comparative Studies (CMPL 200) has evolved over the past five years. It started with the theme "Literatures of the body," a new theme "Cultures in Conflict" has been implemented. The theme "Literature of the Child: Trauma and Healing" was offered for the first time in Spring 2012.

The themes of the course are broad and sometimes include fictional works that were offered in previous semesters in one or more sections of the course. However, the diversity of the curriculum and the comparative nature of the course as primary goal always brings forth new perspectives of analyzes among the chosen works.

Weekly reading and writing assignments and exams are consequently updated from semester to semester according to new reading lists and themes. Some assignments are different across sections to discourage students from sharing homework from section to section or semester to semester. Yet, there is uniformity in terms of course requirements: 9 reflective entries, 2 midterms, one class presentation, and an end of the year project are common requirements across the board.

Instructors do not have readers or teaching assistants. They read, comment, and grade all papers submitted by students throughout the semester.

Although FYS have the opportunity to have a student assistant to attend their class and serve as resource person for both the instructor and the students, the CMPL 200 classes of 40 do not have student assistants.

Students learn about the discipline of Comparative Literature and Culture, its historical roots and developments at the introductory level in CMPL 200 and 195. Trends and directions, tools and methodologies are further explored and applied in CMPL 299 (Critical Analysis). Students are expected to demonstrate knowledge and understanding of theoretical concepts, apply tools and methodology to fictional works they analyze in their senior thesis.

Faculty's collaborative work, consultation and mutual support have been very useful and instrumental in advising students, helping them identify and define their research project, as well as in supervising their senior thesis on different topics. Students are occasionally referred to a faculty member whose specialty is more suitable to advance their research topics.

Core required courses CMPL 195, 200, 299 are offered to students every semester. CMPL 400, Capstone seminar is offered every spring to graduating seniors. However, we have had students who needed to graduate in the fall and took CMPL 400 as directed study in the fall.

First, second, third and fourth semester of most foreign languages are offered every semester. Students are encouraged to take their language requirements in consecutive semesters. Language programs offering Minor degrees only, sometimes must offer fifth and sixth semester courses as directed studies. So far, most students have chosen French, Spanish or German as their foreign language and scheduling of their upper-division foreign language courses has not been an issue.

Faculty members in CMPL are involved in research in the field of Comparative Literature and Culture. They present papers at international conferences (ACLA) and publish scholarly articles keeping up with new perspectives in their field, incorporating new ideas and knowledge in their course content as well as with regard to methodologies of teaching. Themes for CMPL core courses are evaluated and reconsidered from semester to semester, sometimes discontinued or improved with new material. New reading assignments are introduced, and so are emerging authors as per the various syllabi you will be provided with during your campus visit.

The CMPL program involves undergraduates in research through the Capstone seminar and writing their senior theses. Upon completion of their senior thesis, and during the end of the year presentation of their theses, several of them have expressed the desire to go to graduate school, and pursue the research they undertook for their B.A. at USF. Typically, students who have completed their undergraduate degree in CMPL hold a teaching job in an emerging country and/or their country of origin. Others have gone to graduate school. Graduates who responded to inquiries about their past and current occupations were all working in education and holding a job for which their undergraduate degrees in Comparative Literature and Culture prepared them.

J. Admission and Transfer Policies

There is no special transfer policy for students entering the CMPL program and declaring a major or minor. Students are admitted on the basis of general admission requirements for the College of Arts and Sciences at USF.

All students declaring a major or a minor in CMPL must fulfill the three core requirements for CMPL outlined in this document, as well as satisfy all other College requirements.

If transfer students have completed literature course work in a previous institution, they may transfer up to 12 units of electives to their CMPL degree, provided that such courses be at the 300 level or equivalent, and course work be comparable in requirements and content to electives they would otherwise take at USF. Students must petition for transferring these courses as electives and provide the syllabi and a major paper for each course to count toward the CMPL major or minor.

In addition, students must take a foreign language placement test, which will determine their level of proficiency. If students score above the level of proficiency required by the College, they must complete the fourth and fifth semester of the same foreign language (300 or 400 level courses taught in the target language) required of all majors and minors in CMPL.

Students who study abroad may also transfer up to 12 units into the CMPL major at USF. Typically students who go abroad have acquired proficiency equivalent or above the fourth semester and transfer one or two advanced foreign language courses at the 300 level.

Students who study abroad in Ecuador in a Service Learning programs have petitioned for transferring experiential learning. Such transfers are petitioned based on submission of a journal and other major papers written for the program. The course transferred counted toward an elective for the CMPL degree.

So far, students transferring into the CMPL program have not experienced any particular difficulties, nor do they graduate later due to CMPL requirements.

K. Advising

Students must consult with the CMPL advisor every semester during pre-registration time to discuss their progress, their choice of elective courses for the upcoming semester, and plan the remainder of their student career. Students are prompted by an email from advisor to make an appointment two weeks prior to pre-registration. In addition, juniors and seniors are informed that they must schedule advising sessions to discuss their area of concentration and identify their topic for their senior theses.

Advising relies on one full-time faculty member entirely, and is not rewarded by the department or the administration. In addition to advising CMPL majors and minors, the faculty member is an advisor for the French language program. Advising sessions for CMPL majors and French majors include review of foreign language placement tests, processing waivers and substitution forms, information about course content at the different levels of CMPL courses and French language courses, information about study abroad programs, unit transfers, etc.

Advising procedure has been improved and better implemented for CMPL majors in light of the first Assessment report (see appendix). Such procedure was developed to better address students needs, keep track of their progress, and insure that they fulfill all requirements to graduate on time. Advising procedure has not been evaluated by other faculty members in the department. Occasionally, part time adjunct faculty members refer students to the full-time faculty member for advising. The full-time faculty member in charge contributes to summer advising for newly admitted students, and has received advising training sessions. Faculty member has been an advisor for many years.

Advisees can consult with faculty member during bi-weekly office hours, or make an appointment at other times throughout the semester. Students can communicate with advisor through email as well.

Senior students are invited to attend an individual advising session at the end of the fall semester of their senior year to prepare for the Capstone seminar, and anticipate research for their senior theses in the spring. Students are asked to submit an outline of their topic for their senior theses before the holidays. This advising session has proven to be very efficient for students who have not yet determined the topics of their theses. Few have taken additional time to research their topics through the beginning of the spring semester at the end of January.

Because the program is small, students have multiple opportunities for one-on-one interactions with advisor, or informal meetings before or at the end of classes, during MCL events, the Major/Minor fair events, and other campus events. The program advisor understands that an increase in the number of majors beyond her capacity to advise them would be problematic.

L. Overall Academic Quality

The CMPL major promotes academic excellence through challenging curricula at the different levels of its required Core courses. Students who complete the B.A. in CMPL will be able to engage knowledgeably, and critically in reading literary works, and writing about literature, embrace the rich diversity of literary traditions and critical theories, mature as critical readers, thinkers and writers about issues of diversity and social justice.

Our students graduate from our program with skills in critical analysis, in conducting research, draft editing, and with a sensitivity to social justice. Because students enroll in a Capstone seminar during their last semester of study, they devote themselves to research and writing a senior thesis. In the process, they acquire strong work ethics, organizational skills, self-discipline and motivation, as well as teamwork skills through peer-editing and writing workshops.

The faculty in CMPL believes the academic quality of the program in comparison to other programs at USF to be very good. Because of the small number of faculty and majors, consultation regarding any issue arising with regard to class schedules, curriculum content and development, or any student related issues, can be addressed and resolved promptly.

The small program, (major / faculty ratio), provides ample opportunities for majors to excel and thrive, as well as to receive a well-rounded education throughout their student careers. Yet, students have unlimited access to other programs to develop their own specialty or focus, and are not limited by the offerings of a small program. Students' senior theses further demonstrate high requirements and expectations as set for graduates in the CMPL program.

III. ASSESSMENT

The College mandated that all baccalaureate degree programs were to have assessment plans in place beginning in Fall 2008. Departments were then to assess a third of their learning goals each academic year as part of a three-year assessment cycle. We are currently in the middle of the third year. The CMPL assessment plan is included in Appendix. The second year assessment report for the CMPL program will be postponed until the end of Spring 2012.

Please report to section **D. Advising** which states the procedure now implemented for advising students to help them with identifying their area of concentration, choosing their electives and overall enhances their experience as CMPL major at USF.

Additional information relevant to improving learning outcomes and the creation of first year seminars can be found **H. Program philosophy with regard to core and service courses**

IV. FACULTY

A. Demographics

Anne Mairesse

Professor (1992-present)

Professor, Teaches French and Comparative Literature and Culture, and is Program Director. Studied Columbia University and graduated from the University of Paris VII – Denis Diderot. She received her Doctorate and Post-Doctoral Accreditation to Direct Research (HDR) in 2000. Her research specialty is 20th/21st Century French and Comparative Literature, Poetry, and Film studies.

Shawn Doubiago

Adjunct Professor (2008-present)

Shawn Doubiago received her Ph.D. in Comparative Literature from UC Davis with two designated emphases: Feminist Theory and Research and Critical Theory.

Susanne Hoelscher

Adjunct Professor (2008-2009)

Adjunct Professor, is the MCL German Coordinator. She completed her Ph.D in the German Program at the University of California, Davis, with an emphasis in Critical Theory. In addition to receiving two teaching credentials and an M.A. in German from San Francisco State University, she also completed the Erste Staatsexamen at the Westfälische Wilhelms Universität Münster, Germany, with a major in German and History.

Annabel Lee**Adjunct Professor (2011-present)**

Adjunct Professor, graduated from the University of San Francisco with a B.A. in French Literature in 2001 where she was part of programs such as Erasmus and study abroad in Paris. After finishing her M.A. in French Literature at San Francisco State University, she moved to Paris to pursue a D.E.A. (Diplôme d'Etudes Approfondies) at the Université de Paris VIII and the Ecole Normale Supérieure. Since Paris, Annabel has been teaching French and pursuing her PhD at the University of California Davis. Her interests are in music and 20th century French literature.

Luis Ramos**Adjunct professor (2010-2011)**

Luis was appointed Assistant professor at NYU in fall 2011.

Ana Raquel Rojas**Ana is currently teaching Critical Analysis (Spring 2012)**

2011-2012 - Term Assistant Professor in the Department of Rhetoric and Languages at the University of San Francisco. Before joining the faculty at USF, she was an Assistant Professor in the Department of English and Theatre at the University of Scranton, in Pennsylvania, where she taught composition, literature, feminist, gender and sexuality studies, and Ignatian pedagogy & the first-year student experience. She earned her B.A. in Comparative Literature at the University of California, Irvine, and her M.A. and Ph.D. in Comparative Literature from Cornell University, where she specialized in Decadent literature in English, French, and Italian. Her focus was the study of the figure of the *femme fatale* in *fin-de-siècle* literature. Her most recent article, "The Mustachioed Woman, or The Problem of Androgyny In Victoria Cross' Six Chapters of a Man's Life," recently appeared in the October issue of *Cahiers Victoriens et Édouardiens*.

Ruth Starkman**Adjunct Professor (2006-2009)**

PhDs in Comparative Literature and Philosophy from SUNY/Buffalo and Berkeley, respectively. She taught Comparative Literature at USF, Utah, UCLA, Berkeley and Stanford. In addition to her articles on literature, film and literary theory, she is the author of three books, *Der Germanische Hobbes* 1991, *Martin Buber and the One State Solution* 1997, a collection of essays, *Transformations of the New Germany*, 2006 and has forthcoming book, *Hannah Arendt and the Rhetoric of Brotherhood*, 2012.

Elizabeth Wing-Paz**Adjunct Professor (2010-present)**

Elizabeth Wing-Paz has a PhD in Comparative Literature from UC Davis, an MA in Spanish from the University of Cincinnati, and a BA in English and Spanish from the University of San Francisco (Class of '90!). Elizabeth currently enjoys teaching Intro to Comparative Studies for the Program in Comparative Literature and Culture at USF. In addition to being an adjunct instructor at USF, she teaches introductory courses in Humanities and Philosophy for Berkeley City College.

Shanley Jacobs

Program Assistant (2011-present)

Shanley Jacobs studied creative writing and literature at Drake and Oxford University. She holds an MFA in Poetry from Virginia Commonwealth University and a CELTA certificate in ESL instruction. She has taught ESL in Korea and is currently the Program Assistant for the Department of Modern and Classical Languages at the University of San Francisco. Her poems and book reviews have appeared in the *Helen Burns Poetry Anthology: New Voices from the Academy of American Poets' University and College Prizes, 1999-2008, Gulf Coast, Periphery, and Blackbird*.

B. Teaching

The following tables show student credit hours, number of faculty members teaching in CMPL, and credit hours per faculty for each semester since inception of the program in 2006. Adjunct part time faculty members are limited to teaching two courses per semester. There is only one full-time faculty in the CMPL program. This faculty member teaches one course in CMPL and one course in the French program each semester. This faculty member was the only one authorized to teach a First Year Seminar until 2010, when selected adjunct part-time faculty members were allowed to submit proposals. This explains the difference in enrollment figures between CMPL 195 starting in 2009 with 16 students, and CMPL 200, which enroll 40 students.

Sum of SCH	TERM																				
FAC_NAME	06F	07I	07SP	07SM	07F	08I	08SP	08SM	08F	09I	09SP	09SM	09F	10SP	10SM	10F	11SP	11SM	11F	12SP	Total
Doubiago, S											164		324	304	160	312	324	152	328	248	2316
Hoelscher, S					156		176		160		12										504
Lee, Al																			156		156
Mairesse, A										2	152		68	52		64			36	148	522
Nickels, J			140																		140
Ramos, L																	156				156
Starkman	168	140	184	104	188	4	172	116	172		168	104	172						4		912
Wing-Paz, E														160		156	164		168	164	812

C. Faculty Workload and the Curriculum

The number of faculty in the CMPL program is not adequate considering the high number of students enrolled in our Core Literature courses (250 students or more each year). There is only one full-time faculty member acting as director of the program. This faculty member also work for the French program and splits her teaching load between French and CMPL, teaching one course in each program every semester.

The CMPL program is in great need of another full-time faculty to teach CMPL courses exclusively, and attend to all tasks related to the program. The current ratio part-time to full-time faculty is 3 to 1 and needs to be reduced to a minimum of 2 and 2, or better. The addition

of one full-time faculty member would help with student advising, a strategic plan for curriculum development, and implementation of on-campus and extra-curricular activities that would bring visibility of the program.

D. Faculty Diversity and Contributions to other programs

The CMPL program's diversity starts with its faculty. CMPL faculty members come from different linguistic and cultural backgrounds (France, Germany, Latin America, USA). Their academic specialty and research interests are rich and diverse, which enable them to implement timely topics reflecting current academic research in the field of Comparative Literature and Culture and the remapping of today's global world. Subject matters include: the Human-Animal Relation; Women and Violence; Literatures of the Child: Trauma and Healing; Cultures in Conflict; Literatures of the Body. Ultimately, students in CMPL benefit from the diversity of its faculty, and their multiple teaching interests versed in literary works from different origins and regions of the world, -- keeping in with the mission statement of the University, and a Jesuit Institution.

Assignment of courses to adjunct faculty is regulated by the teaching load allotment to part-time faculty, as well as the program's needs. Part-time adjunct faculty members are limited to a teaching load of two courses maximum per semester. For economic reasons, adjunct faculty members secure additional employment at other teaching institutions. Their involvement and dedication to the CMPL program is limited by their part-time status and commitments outside of USF. According to seniority and teaching effectiveness, one adjunct faculty member was invited to develop a FYS. It is our hope that faculty involvement in the CMPL program can be further enhanced with the opening of a full-time position, whether it is a Term appointment of a tenure line position.

E. Relationship with Other Departments and Programs:

One full-time faculty member in CMPL contributes to the French program, the Film Studies program, and The European Studies program. Annabel Lee, a new hire for the French program also contributes one course to CMPL. Elizabeth Wing-Paz, also a part-time faculty member for CMPL teaches one course in the St Ignatius Institute. In the past, Susanne Hoelscher, part-time instructor and coordinator of the German program has taught in the CMPL program. Ruth Starkman used to teach in CMPL and the Philosophy program. Luis Ramos taught CMPL and Spanish courses for one year.

V. STUDENTS

Although the CMPL program enrolls few majors every year, it has had a steady enrollment averaging 2 or 3 majors each year. Retention of CMPL majors is excellent. All but one student over the years failed to graduate. A few students who declared a major in CMPL were double

majors and decided to focus on their primary major other than CMPL in order to graduate on time.

Several declared CMPL majors are transfer students who welcome the flexibility of the CMPL program to pursue a discipline or area of study in which they were already engaged in their previous institution. Over the last three years, more students have join USF after studying in Junior or Community colleges, where they had completed a minimum of two or more years of study. Typically, such students are older and more engaged in defining their personal goals for their college education. They choose the CMPL major because it allows them to concentrate on the courses that matter most to them to optimize their college experience.

Several students have declared a CMPL majors after switching from an English major. Typically, such students seek greater diversity of research topics in world literatures and cultures, and are interested in comparative studies across disciplines. These students are in their junior year, and have completed several literature courses in the English department, which transfer as electives toward the CMPL degree program without postponing their graduation date.

The great majority of students who declare a CMPL major are mature individuals or independent thinkers interested in developing, and researching a topic of their own choosing. Hence, student's retention, and student's completion of the degree in CMPL are not an issue

a. Diversity and Internalization

Enrollment in the CMPL program reflects the diversity of the university student population with an overall majority of female students, and fewer male students. Our student population has been largely White, but has also included African American, Native American, European, and other international students as shown below:

ACADEMIC PERIOD	ETHNICITY							Grand Total
	African American	Asian	Hispanic or Latino	Intl	Native American	Unknown	White	
200640	1			1			2	4
200720	2			1			3	6
200740	2	1		2		1	6	12
200820	2		2	2			8	14
200840	2		1	1			6	10
200920	2		1	1			5	9
200940	2	1	2	1	1		4	11
201020	3	2	2	1	1		3	12
201040	2	2	2	2	1		5	14
201120	2	1	4	1	1		4	13
201140	2	1	4	1			4	12
Grand Total	22	8	18	14	4	1	50	117

b. Student Data: Foreign Language; Emphasis and Title of Senior Thesis

Class of 2012

[Name Redacted] : French; Culture Emphasis

(Title not yet available)

[Name Redacted] : Spanish; Literature Emphasis

(Title not yet available)

[Name Redacted] : French; Literature Emphasis

(Title not yet available)

[Name Redacted] : Spanish; Literature Emphasis

(Minor in CMPL)

Class of 2011:

[Name Redacted] : Spanish; Literature Emphasis;

Title of Senior Thesis: "Unamuno and Machado against the state"

[Name Redacted] : Spanish; Literature Emphasis

Title of Senior Thesis: "El Precio de Sangre Y Silencio fue el Costo de mi Vivir: A Salvadoran Civil War Narrative"

[Name Redacted] : Spanish; Culture Emphasis;

Title of Senior Thesis: "Empirical Emphasis in Rap Music"

Class of 2010:

[Name Redacted] : Spanish; Literature Emphasis

Title of Senior Thesis: "Cultural and Artistic Influences in the Politics of Latin-America"

[Name Redacted] : Spanish; Literature Emphasis

Title of Senior Thesis: "The Relevance of Borges in Latin American Literature"

[Name Redacted] : French; Literature Emphasis

Title of Senior Thesis: "Colonialism in the Francophone literature of Africa"

Class of 2009:

[Name Redacted] : German; Literature Emphasis

Title of Senior Thesis: "Literature of Identity"

[Name Redacted] : French; Culture Emphasis;

Title of Senior Thesis: "The Interplay of Gender, Value, and Existence in Myths, Folktales and Fairytales"

[Name Redacted] : French; Literature Emphasis;

Title of Senior Thesis: “Identity of *the Stranger* in Albert Camus”

[Name Redacted] : French; Culture Emphasis

Title of Senior Thesis: “Cultural Identity and Gender/Sex Roles in French Colonialism”

[Name Redacted] : French; Literature Emphasis

Title of Senior Thesis: “Spiritual Commensality and Cosmic Order”

VI. PROGRAM GOVERNANCE

The CMPL program is hosted in the MCL department, but MCL does not make decision regarding governance of the program. Decisions are made by Anne Mairesse, director of the program in consultation with the adjunct faculty.

The chairs or co-chairs of the MCL department hold one meeting a month each semester. The department’s full-time members are expected to attend, but the adjuncts are not so obligated. By comparison, CMPL adjunct faculty members have a much greater participation to MCL department meetings than adjunct faculty members in Languages.

a. Governance structure of the CMPL program:

The CMPL program as a whole meets a minimum of once per semester.

Anne Mairesse, director of the CMPL program holds one meeting before the beginning of each semester with all adjunct faculty members. Shawn Doubiago who teaches two CMPL courses par semester and Anne Mairesse, are in contact once or twice a week to discuss matters relevant to the program. Other adjunct faculty members who teach only one CMPL course and do not have the flexibility to meet on a regular basis communicate either individually or collectively by email during the semester. Adjunct faculty members who no longer teach in the program are also consulted, when by choice, they remain involved in the program.

During these meetings, reading lists for the different sections of CMPL 200 are discussed and revised. Additionally, Anne Mairesse meets with the instructor who teaches the Capstone seminar at the beginning of the spring semester to discuss and revise the reading list. Although the theme of the Capstone remains Political Fictions, the syllabus takes into account the student’s topics for their theses, and new reading material is introduced to best suit their needs.

Adjunct faculty members are very much a part of the success of the CMPL curriculum and its governance. Adjunct faculty members have contributed tremendously to its livelihood, and to implementing attractive timely topics in its curriculum. Adjunct faculty members collaborate on changes made to syllabi and reading assignment lists each semester. They share tips and collaborate on teaching methodologies as well. Adjunct faculty members are often solicited on various subjects related to the workings of the program, as well as for curriculum changes based of their personal research and interests. The collaboration among faculty members teaching in the CMPL program is supportive, yet communication can be too limited due to their commitments outside of the university.

b. Staff

There is one full-time program assistant for the department of Modern Languages, Shanley Jacobs. She has two student assistants working under her Monday to Friday between the hours of 12:00 and 3:00pm. The Program Assistant oversees projects for the CMPL program in addition to the MCL department.

Collage and Ektron webpage updating
Language Placement exam scores
Bulletin Board
The Mailroom and main office
Graduation center updates
Faculty and Students needs
Processing of language waivers and substitutions

The turnover rate for the program assistant position has not been high in the past. Before Shanley Jacobs was hired in 2011, the previous program assistant had been working in the position for four years. However, the student assistant positions have a much higher turnover rate due to student graduation. On average, there are two student assistants hired and trained in the MCL department every three to four semesters. The Program Assistant strives to hire assistants who are in the first or second year of their studies so as to limit frequent turnover. Hiring of first year students for even minor tasks can be problematic. Although very willing to help, they have no formal training with performing office work, filing, formatting, or even writing. In addition they are not familiar with the USF environment. Very little help has been requested over the years and since inception of the CMPL program from assistant and/or student assistants. The CMPL program does not rely on the MCL department office for the everyday workings of its program.

The CMPL program would like to receive assistance from the departmental office through hiring a student assistant dedicated to CMPL for a couple of hours a week. Under supervision of the program assistant, the student would maintain the CMPL web page and contribute to other needs specific to the program.

c. Technology and Informational Resources

For most language and literature classes, students are required to have general computer skills, such as knowledge of Microsoft Word, Power Point, and Blackboard in order to type their papers and perform their class presentations.

All instructors in CMPL resort to USFconnect/Blackboard for posting course documents, , grading papers in the grade center, and communicating with their classes throughout the semester.

All students use Blackboard for communication with their instructor, BB/Turnitin for on-line submission of their papers, and exchanging ideas on the Discussion Board. Paper submissions have been eliminated to maximize class-time and be eco-friendly. Other features on Blackboard including Syllabi posting and other announcements, Course documents, Blogs, Wikis, etc are commonly used by all and in all CMPL courses.

Blackboard is also commonly used in Smart classrooms as teaching methodology for power points, video projections, and other teaching resources made available through the portal.

d. Facilities

Since the opening of Kalmanovitz Hall in Fall 2008, office space for full-time faculty and the MCL Department office has been satisfactory. Office space for part-time faculty, which represents the majority of the faculty teaching in CMPL, is highly problematic. Currently adjunct part-time faculty members in CMPL share cubicles on the fourth floor of the Library with other adjuncts from several other departments and programs. Students do not have access to the fourth floor unless their instructor is expecting them and lets them in.

Access to computers is very limited. Space is cramped and loud at times, and not sufficiently private for office hours, conversations with students, or class preparation.

CMPL part-time faculty members who also teach in other programs (French, St Ignatius Institute, Spanish) share a different office space, and their paths may never cross.

Not having one office dedicated to the CMPL program prevents faculty from interacting freely, but also from keeping advising documents and other files pertaining to students in the program all in one place.

CMPL adjunct faculty members also share the same mail slot (one slot) in the mailroom of Kalmanovitch with all the other adjuncts of the MCL department (47 of them!) even though their office space is either in the library, the St Ignatius Institute, or a different building.

Two conference rooms on the third floor of Kalmanovitz are of adequate size for small gatherings and meetings, but not always available. These rooms are very often used as classrooms. There is no dedicated space for MCL such as a lounge of any sort, which could also be accessible to the CMPL program.

e. The Writing Center

Students have access to the Learning and Writing Center (LWC) for support with their writing. The real problem is the cap of 40 in our core classes, which is too high to follow up on referrals made for them at the LWC. Unless students request tutors on their own, and are diligent about securing appointments, and work at the LWC to improve their writing skills, they can only be encouraged to go. Often times, students do not take advantage of this opportunity. A great majority of students in need of support with writing are students for whom English is a foreign language. Typically, they do not come forward asking for help. Their grade expectation for a core required course in a class of 40 is not high, and not always considered essential for their academic success at USF.

f. Classroom Equipment

The university has greatly increased the number of “smart classrooms” that are fully equipped with computer and Internet access. When these particular rooms are available, our needs are met. Unfortunately classroom shortage has worsened overtime and many faculty members have been greatly inconvenienced in their teaching. They are routinely asked to change their schedule to less desirable times, and/or have to resort to teaching in a classroom with limited or no computer equipment.

Several rooms have fixed desks and chairs, which severely limits options for student interactions and participation.

Other large classrooms which accommodate our Core Literature classes with a cap of 40 students are equipped with large heavy tables and chairs, which do not allow for possible room reconfiguration. These classrooms are less than adequate for teaching literature. They promote teacher-centered teaching styles. They prevent small group discussion, and greatly restrict the already difficult task of implementing student’s interactions and participation in class discussions.

Finally the location of classes is a particular challenge for instructors who teach two classes back-to-back. The 10 minutes in-between classes is not enough time to get from one end of campus to another, much less to boot up and shut down computers, projectors and other media equipment used for teaching effectiveness. The current “room crisis” often does not

permit the same instructor to teach different classes at the same location on campus, let alone in the same building.

Finally, the frequencies in which computer failures, audio-visual malfunctions, and lack of support occur while in a classroom are high. There is virtually no support after 4:45pm for any evening class. When contact with Instruction Technology Services can be established while requested in a classroom, help can be a no show, or a “can’t help.” Instructors are strongly inconvenienced when they cannot complete their lesson plan because of computer equipment malfunction.

VII. COMPREHENSIVE PLAN FOR THE FUTURE

The CMPL degree program would like to address the following issues in the future:

- Goals for the Major: develop strategies for recruitment, and visibility.
- Strengthen ties and develop stronger collaboration with inter or post-disciplinary programs of post national structure at USF.
- Share the program needs for electives that promote post national literatures and cultures, all components, and include analytical, critical reading and writing.
- Request a full-time position whether it is term or tenure line to insure full collaboration, participation and dedication of one faculty member to the program.
- Work more closely with the department of Rhetoric and Composition and develop cross-curriculum courses to incorporate topics for writing with a comparative focus; writing critical, analytical or interpretative analyses.
(A new RHET course with a focus on writing literary analyses is currently submitted to the Curriculum Committee to be offered in fall 2012).
- Focus on First Year Seminars to recruit CMPL majors and minors.
- Increase number of FYS each semester and develop new topics.
- Develop and implement Transfer Student Seminars as recruitment tool.
- Organize information sessions on CMPL degrees.
- Outreach to Community colleges to advertise our program.

- The CMPL curriculum offers great flexibility for students to define their area of concentration and identify the topic of their senior thesis. However, we have identified the difficulty students sometimes encounter in having too many choices, or feeling isolated from one another when focusing on their individual topics.

We need to organize social gatherings for majors and minors so they can meet and communicate on a regular basis. Seniors are gathered in the Capstone seminar during their last semester at USF, but some did not have the opportunity to meet one another until then. Information meetings may be another way to increase students' interactions among themselves and with CMPL faculty, foster a sense of community, and increase our visibility.

- Establish personal contacts and increase communication with faculty members who teach courses that are often chosen as Electives by CMPL majors. Open communication with the faculty will contribute to enhancing the students' learning experience in their classes, and better achieve their goals. Student's sense of belonging will increase if his/her major is better known and recognized by the instructors of other departments and programs from whom he takes his/her electives.

- Co-sponsor events with other programs such as, for example: The High tea event; The Film series, creative special lectures, etc.)

- Talk to other likely programs and advisors about the desirability of a CMPL major in conjunction with theirs. Explore connections with graduate comparative literature programs. Publicize our program for hiring perspectives of our graduates in the Bay area but also for international employment.

APPENDICES

Original Document of Assessment Plan for the Program in Comparative Literature and Culture (created 2009)

Goal: To engage in comparative analysis of literary texts and other cultural artifacts that seek to enhance our understanding of cross-national cultural commonalities and differences

Defined: To demonstrate a basic critical ability to identify, evaluate, and compare the ideas and formal features of major artistic works and figures, the contexts in which they are produced, and the perspectives they represent.

Measurable Outcomes:

- a. Apply analytical skills to the interpretation of a wide spectrum of cultural phenomena, including literature, art, music, film and popular media.
- b. Identify and compare major artistic and cultural figures of different regions of the world, showing sensitivity to the plurality of meanings they offer.
- c. Situate the Arts in the context of their historical, cultural, and aesthetic traditions, while recognizing the limitations of such categorizations

Performance Rubrics:

	Very Poor Achievement of Outcome	Average Achievement of Outcome	Very Good Achievement of Outcome
a.	Students still struggle when trying to analyze complex material; a dependence on book report versus argument and an inability to develop their own thesis when asked to write or discuss independent ideas.	Students can evaluate and compare texts through a range of critical approaches and can apply analytical strategies (learned through literary analysis) to non-literary texts of a designated region or part of the world, including news media, film, advertisements, visual arts, performance, etc. Students can develop and carry out independent reading and research beyond the knowledge and understanding provided in the classroom.	Students can evaluate the function of different stylistic devices within a text and can uncover nuanced and multilayered meanings and complexities of a text (or artistic work) through various modes of inquiry. They can begin to assess competing claims of interpretation of a text or other work or art independently and with confidence.
b.	Students have only the most cursory understanding of essential works and figures relative to a region of the world, within a genre, or relative to a theme. Mistake in differentiating between cultures occur often.	Students demonstrate an understanding of major artistic works and figures as well as the essential characteristics that enables to compare trends, periods, movements or names within an intellectual tradition of a country or region of the world that influence them. .	Students demonstrate a depth of knowledge and breadth to compare major artistic works and figures of a country or region of the world.

c.	Students blur essential distinctions between cultures of different regions of the world. A lack of sophisticated thought is often linked to sloppiness, disinterest and repetitive errors in argument.	Students recognize key terms specific to a culture and region of the world. They can compare and contrast artistic works from different eras, including those that represent important trends and movements from the same period, while also demonstrating knowledge of the significant events that have impacted a culture or region of the world across the centuries. They are aware by now that conventions and canons may be questioned.	Students regularly show a command of recognizing particularities of individual intellectual traditions within a culture or region of the world.
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Possible measurement methods:

- a. Course embedded assignments: weekly writing samples, term papers, midterm and final exams (short and essay questions) and in-class oral presentations (CMPL 200, ENG 390, and CMPL 440). Substantive research papers (ENG 390). A Senior Thesis for the Capstone seminar (CMPL 440).
- b. Terminology and critical approaches are introduced in CMPL 200 and reinforced subsequently in ENG 390 and the Capstone Seminar CMPL 440.
- c. Syllabi Analyses
- d. Petitions for electives to count toward the CMPL major.

At this time no particular issues indicate that the existing three core courses required for the Major in Comparative Literature and Culture need to be revised or improved upon. It is clear, however, that Introduction to Comparative Studies (CMPL 200), which enrolls 40+ students in each section, does not promote individual attention to students.

A freshman seminar as a substitute to CMPL 200 would be an excellent recommendation for entering students who declare a CMPL major in their first semester.

The CMPL major draws on the existing strengths of the College of A&S faculty in a variety of international fields. It opens up the study of literary, artistic, and visual texts to broader, more inclusive approaches. Rather than confining the study of literary texts, films or Arts to one country or one language, the program promotes connections across disciplines, genres, languages, and regions of the world.

In addition to their three core courses, CMPL majors take a minimum of six elective courses, carefully chosen across the disciplines to which comparative methods of analysis can be applied. Courses have a cross-cultural focus on one or more regions of the world, within a time period, or a genre.

To ensure that all CMPL majors make the appropriate choices to build a strong in their area of concentration, mandatory advising sessions will be implemented at the beginning and end of

each semester, every academic year until graduation. Choice of electives must be petitioned for approval before the student can enroll in any given course for his/her electives. Instructors of the course need to be informed of the student's intent to enroll, and corroborate that course objectives are appropriate for his or her area of research. Instructors in their own expertise are invited to contribute, when possible, in helping our majors establish connections between course assignments, and his or her designated area of research. Coordination between instructors and students enrolled in the CMPL major would greatly improve the student's learning experience, as well as contribute to further advancing his or her ability to conduct independent research. This will allow us to assess our goals more efficiently.

Who will conduct the assessment?

To this end, full-time faculty members of the Committee in CMPL meet twice during the fall 2008: first, to discuss a procedure to implement advising sessions and coordinate each student's individual research topics in their area of concentration, and a second time to approve the new procedure, and make the necessary amendments to this assessment plan.

How will data be used to improve the program or revise curricula?

A careful review of course-embedded assignments required of our majors and graduates will allow us to determine much more clearly what path we ought to take to improve the classroom-learning environment.

Some possible solutions include: emphasizing specialized training for our adjunct faculty as we strive for similar student learning outcomes among sections of Introduction to Comparative Studies.

Careful review of the petition forms submitted by students for approval of their choice of electives.

Review of students' declared emphases, their area of concentration in relation to the topic of their Senior Thesis. Review of Senior theses, content and form.

x-x-x

Goal: To communicate in a foreign language both orally and in writing

Defined: To achieve a common minimum of Intermediate Mid (for language production i.e. speaking (a) and writing (b)), and a minimum of Intermediate High in language comprehension, i.e. listening (c), and reading (d) on the ACTFL Proficiency Guidelines.

Measurable Outcomes:

- a. Speaking: Graduates will express information and opinion in a foreign language in a variety of contexts and situations.
- b. Writing: Graduates will write coherently in a foreign language using the disciplinary conventions and methodology that constitute effective literary and cultural analysis.

- c. Listening: Graduates will understand connected oral discourse on a variety of issues produced by native speakers from different places and times.
- d. Reading: Graduates will demonstrate a critical competence to identify, interpret, and evaluate the main ideas and formal features of literary texts and formal artifacts from all periods and genres, showing some sensitivity to the plurality of meanings they offer.

Performance Rubrics:

	Very Poor Achievement of Outcome	Average Achievement of Outcome	Very Good Achievement of Outcome
a. Speaking	Students can participate in simple conversations on topics beyond the most immediate needs. Pronunciation is strongly influenced by first language and fluency may still be strained but can generally be understood by sympathetic interlocutors.	Student can interact with native speakers but there is a strong interference from English, and misunderstandings are frequent. Students feel most comfortable talking about personal matters.	Student can initiate sustain and conclude conversations on personal cultural and academic matters with native speakers in their own communities (either abroad, through service learning, or in informal encounters on and off campus) Their speech may contain pauses, reformulations and self-corrections as they search for the adequate words.
b. Writing	Student is able to meet practical writing needs within the scope of limited language experience Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization.	Student’s writing often shows lack of fluency due to frequent grammatical errors, misuse of words, and spelling mistakes. Syntax is poor consisting of recombinations of learned vocabulary and structures into simple sentences.	Students can frame and sustain an argument that includes both the exposition and explanation of information, even when there is only partial control of complex structures. They are attentive to questions of structure and style in their written work, but transitions and cohesive devices are still limited.
c. Listening	Student understands sentence-length utterances in face-to-face conversations. Repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.	Students’ understanding is uneven which causes them to often miss main ideas when interaction is not face-to-face and on familiar topics.	Students can synthesize the main ideas of extended conversation on reasonably familiar topics, and follow audiovisual materials, and academic lectures.
d. Reading	Student can read consistently with increased understanding of simple, connected texts describing concrete situations and straightforward opinions.	Students need guidance to understand literary excerpts and longer texts from a variety of sources.	Students are able to read and understand texts from a variety of sources and understand literary texts from different genres.

Possible measurement methods:

- a. Course embedded assignments: weekly writing samples, oral presentations, compositions, tests (with and without oral component), journals and/or blogs, conversation groups, class discussions and homework.
- b. Discussions in the classroom are conducted exclusively in the target language. Readings, writing assignments and exams are also all in the target language.
- c. Extracurricular activities such as Conversation Tables, tutoring through the French Writing Center (FWC) or the Spanish Writing Center (SWC) help reinforce spoken interaction and writing techniques, respectively. Peer tutoring is available in Chinese, Japanese, German, Italian, Russian, and Tagalog.

The foreign language component of our CMPL program is essential to its strength, and needs to be assessed as such. Student's course work in fourth and fifth semester could be better integrated into their curricula to inform their research topic or area of concentration. Such improvements would be made through advising and establishing coordination between MCL language and CMPL instructors.

We believe that new online Placement Exams should be available for each of the foreign languages available for students enrolled in the CMPL Major. The exams will serve several purposes: as placement tests for incoming students, as entry tests for students enrolling in the fourth and fifth semester of their language requirement, and as measurements of the goals we have set for our graduates. Many of the current placement tests do not fully evaluate reading comprehension, listening, and writing. Current exams lack the necessary rigor for evaluating the overall communication skills of our students at the different levels described.

Who will conduct the assessment?

The Coordinators of each language program will coordinate this process for all of our incoming students. In addition, every student that declares a major in CMPL will meet with his or her advisor after taking the Placement Exam to discuss future coursework and/or needed improvements in pertinent areas (speaking, writing, listening and reading) before signing for the fourth and fifth semester of their language requirement. Finally, all graduates will be required to take the placement exam in the last semester of their Senior year, initially for the sake of assessing the language component of the CMPL program, though perhaps as an exit exam in the future. A faculty member (on a rotating basis) will then write a summary of the results and inform those in CMPL of the improvements that should be made.

How will data be used to improve the program or revise curricula?

After the new Placement Tests have been implemented, all incoming students and declared majors will have been tested at the beginning and end of each semester for a full academic year. A careful review of the scores and proficiency levels of our majors and graduates will allow us to determine more clearly what path we should take to improve the classroom learning environment. Some possible outcomes include: adding one semester of language instruction to the CMPL major; developing more language-intensive courses in immersion;

recommending a 400-level seminar to students whose language proficiency allow them to conduct research on a special topic; emphasizing specialized training of our adjunct faculty as we strive for establishing similar learning outcomes for all sections of a given course. In addition, we may need to adjust the desired proficiency levels of our graduating seniors in CMPL.

Goal: To respect difference and diversity, both in the context of their own culture and globally

Defined: To demonstrate a basic understanding of, and respect toward one or more of the many cultures of different regions of the world in their varied dimensions (social, historical, political, religious, economic, linguistic and artistic).

Measurable Outcomes:

- a. Demonstrate an awareness of the linguistic, ethnic, racial, religious, cultural and social diversity of a country or region of the world other than one’s own, and the US.
- b. Recognize and respect differences by engaging the perspective of Others to better understand and critically reflect on a more complex worldview.
- c. Discuss contemporary issues related to one or more countries or region of the world in their historical contexts.

Performance Rubrics:

	Very Poor Achievement of Outcome	Average Achievement of Outcome	Very Good Achievement of Outcome
a.	Students are unaware of the principal customs, patterns of thought, beliefs and values that reflect a culture other than their own; indifference is an ongoing problem and challenge.	Students show an awareness of relationships between ethnicity, race, religion, culture, history, politics, and economics in the production of artistic works.	Students demonstrate a detailed knowledge and clear understanding of one or more cultures different from their own.
b.	Students show a lack of tolerance for, much less interest in, examining controversial aspects of cultures other than their own.	Students can reflect upon how cultural values can be traced across time and how these values shape perceptions, practices and texts. They can consider issues of colonization, globalization, race and ethnicity in the context of another country or region of the world, and in relation to the US.	Students appreciate intellectually and esthetically some of the beliefs or values of a culture or cultures associated with another country or region of the world, and may have assimilated them; they can discuss moral issues pertaining to these various cultures and their complex, interwoven histories.
c.	Students show little interest or knowledge of contemporary issues associated with another country or region of the world.	Students recognize the points of contact between a country or region of the world in relation to their own and the US. They act with informed awareness of contemporary issues in their historical contexts.	Students can effectively compare the various levels and realms within one or several cultures and region of the world in relation to the US and their own.

Possible measurement methods:

- a. Course embedded assignment: multiple writing assignments; term papers, midterm and final exams, and in-class oral presentations. Substantive research papers for ENG 390. Senior thesis for Capstone Seminar CMPL 440.
- b. Curricular embedded distribution requirements cover multiple subject matters including the Arts, Culture and Society of one or more regions of the world and those regions in relation to the EU
- c. Study abroad is strongly recommended for majors.
- d. Number of majors enrolled in International Study programs, in Service learning courses, involved in service or research with Bay Area Minority Community Outreach.

The location of our university in such a culturally diverse setting makes this goal basic to the CMPL as a multicultural and interdisciplinary program. Languages other than English are constantly and increasingly heard, seen and spoken in the US, particularly in San Francisco and the Bay Area. Students can be exposed to, and participate in many of these enriching cultural and social activities associated with the variety of languages and cultures represented in the Bay Area. Such activities and gatherings contribute to a better understanding of the diverse and multicultural identity as proposed in Goal 3 of this assessment, which is to prepare our students to be global citizens.

Who will conduct the assessment?

Faculty members of the Advisory Committee in Comparative Literature and Culture should meet during the upcoming academic year to review and make the necessary amendments to this assessment plan.

How will data be used to improve the program or revise curricula?

All electives should emphasize the cross-cultural inquiry and multiple subject matters that the three core courses of the program already encompass.

x-x-x

Goal: Develop an intellectual engagement, introspection and reflective sensibility that will contribute to life-long learning

Defined: To focus systematically on the principles of how the discipline of comparative literature and culture, critical analysis, interpretative, and creative thinking may be applied to a variety of career paths, and the world at large.

Measurable Assessment:

- a. Reflect upon how the analysis of artistic works within their cultural contexts encourages creative thinking.

- b. Adapt the knowledge and skills they have learned to new experiences and learning opportunities.
- c. Develop an appreciation for, and a life-long interest in foreign languages, literature and cultures.

Performance Rubrics:

	Very Poor Achievement of Outcome	Average Achievement of Outcome	Very Good Achievement of Outcome
a.	Graduates do not pursue careers or lifestyles that utilize or expand any of the analytical skills learned.	Graduates demonstrate how their acquired skills allow them to engage in intellectual discussions and work that is connected to the appreciation of cultures and literatures other than their own.	Graduates conduct research and participate in the cultural conversation of ideas within a wide variety of academic and professional fields.
b.	Graduates lose their interest and proficiency in the foreign language, literature, and culture they studied. Intellectual curiosity is not sustained with any enthusiasm or rigor.	Graduates are able to apply language proficiency and knowledge of comparative literature and culture to enhance competency in other disciplines, as well as advance professionally.	Graduates obtain advanced degrees as well as teaching positions or jobs that serve the disciplines of comparative studies, foreign languages, literatures and cultures.
c.	Graduates show a general disinterest in the literature, culture or region of the world they studied. They rely on cultural clichés as opposed to individual experience to inform themselves about the world.	Graduates embrace a multicultural global environment, and remain appreciative of, and sophisticated about cultures other than their own throughout their lives.	Graduates become actively involved in educational institutions, NGO’s, community-based organizations or local groups to promote cross-cultural understanding among people in their communities and across nations.

Possible measurement methods:

- a. Embedded assignments: research papers, reflection papers, journals.
- b. Number of students who obtain advanced degrees, teaching positions or jobs that serve a multilingual or multicultural population in the US or abroad. Number of students who remain involved in service or research in community-based organizations or local groups promoting cross-cultural understanding among people within the US or abroad. Number of recipients of International grants or internships after graduation.
- c. Online surveys or questionnaires*

*Online surveys or questionnaires would be designed with our exiting students and our alumni in mind, to determine the level of attainment of each goal within the major.

Who will conduct the assessment?

Two faculty members from the Advisory committee in CMPL (on a rotating basis) will review the surveys or questionnaires annually and will then write a summary of the results for those in the program, as well as the revisions that should be made.

How will data be used to improve the program or revise curricula?

Surveys or questionnaires are the preferred assessment tools when reviewing new curricula.

Time Frame

June 30, 2008	All Department/Program representatives will have completed initial 4-hour workshop.
August 22, 2008	All Department/Program representatives will have edited/developed program goals and learning outcomes, completed a curriculum map, appropriate rubrics, and written a complete assessment plan.
September 15, 2008	All Department/Program representatives will have completed second workshop.
September 30, 2008	All faculty in each Department/Program will have discussed the assessment plan, determine assessment methods and implement the first year of the plan.
May 15, 2009	All Departments/Programs will have assessed 1/3 of their program outcomes, made a determination as to whether the learning outcomes have been attained, met as a department to discuss the assessment results, and will have developed a plan for improvement in order to meet benchmark standards if necessary.
May 15, 2010	All Departments/Programs will have assessed the second 1/3 of their program outcomes, made a determination as to the attainment of the outcomes and developed a plan for improvement for meeting the desired levels.
May 15, 2011	All Departments/Programs will have assessed the final 1/3 of their program outcomes, made a determination as to the attainment of the outcomes and develop a plan for improvement for meeting the desired level. Report on progress

**MAJOR IN COMPARATIVE LITERATURE AND CULTURE (CMPL)
LANGUAGE EMPHASIS (44 UNITS)
REQUIREMENTS CHECKLIST**

Name:	ID #:
Expected Graduation Date:	

CMPL Core Required Courses: Titles and Numbers	Waiver/Substitution	Semester	Units
Introduction to Comparative Studies - Core C1, CD (4 units)			
<i>CMPL 200 Intro to Comp. Studies: Cultures in Conflict</i>			
<i>CMPL 200 Intro to Comp. Studies: Literatures of the Body</i>			
<i>FYS CMPL 195: The Beauty of the Beast</i>			
<i>FYS CMPL 195: Literatures of the Child: Trauma and Healing</i>			
<i>(FYS CMPL 195 available to first-year students only)</i>			
CMPL 299 Critical Analysis (4 units)			
First Foreign Language (8 units)			
<i>Foreign Language 4th Semester (FRN 202, SPA 202,...)</i>			
<i>Foreign Language 5th Semester (300-level in target language)</i>			
SIX LANGUAGE, LIT. AND CULT. ELECTIVES (24 Units)			
<i>Elective 1:</i>			
<i>Elective 2:</i>			
<i>Elective 3:</i>			
<i>Elective 4:</i>			
<i>Elective 5:</i>			
<i>Elective 6:</i>			
CMPL 400 CAPSTONE SEMINAR: Political Fictions (4 units)			
Total Units for the Major = 44		Total Units=	

COMMENTS:

FYS: CMPL 195 The Beauty of the Beast (offered in fall to first-year students only)
FYS: CMPL 195 Literature of the Child: Trauma and Healing (offered in spring to first-year Students only)
CMPL 200 Introduction to Comparative Studies: Cultures in Conflict (offered every semester to all Majors)

•Offerings of Fourth and Fifth Semesters of a Foreign Language vary depending on the language

•Offerings of 300-level Elective courses in Foreign Languages, Literature and Culture vary from semester to semester. Consult with MCL Department, and Interdisciplinary Programs.

•Capstone Seminar in CMPL 400: Political Fictions (offered in spring to graduating seniors only)
 Guidelines for Capstone Seminar and Senior Thesis are available for consultation on the CMPL webpage.

•Students will select their Language, Literature and Culture Electives in the first and second foreign language of their choice. A minimum of two electives must be taken at the 300-level in the student's second foreign language, and include a strong linguistic, literature and culture component. Before enrolling in electives, students must petition for these courses, and demonstrate how they contribute to their area of concentration and/or their research topic for their senior thesis. Note that only two upper-division foreign language electives can be applied to the CMPL major in addition to a Foreign language minor or major.

•Petition forms for Electives are available on the CMPL webpage or Dpt. Modern Languages (KA328).

**MAJOR IN COMPARATIVE LITERATURE AND CULTURE (CMPL)
LITERATURE EMPHASIS (44 UNITS)
REQUIREMENTS CHECKLIST**

Name:	ID #:
Expected Graduation Date:	

CMPL Core Required Courses: Titles and Numbers	Waiver/Substitution	Semester	Units
Introduction to Comparative Studies - Core C1, CD (4 units)			
<i>CMPL 200 Intro to Comp. Studies: Cultures in Conflict</i>			
<i>CMPL 200 Intro to Comp. Studies: Literatures of the Body</i>			
<i>FYS CMPL 195: The Beauty of the Beast</i>			
<i>FYS CMPL 195: Literatures of the Child: Trauma and Healing</i>			
<i>(FYS CMPL 195 available to first-year students only)</i>			
CMPL 299 Critical Analysis (4 units)			
Foreign Language (8 units)			
<i>Foreign Language 4th Semester (FRN 202, SPA 202,...)</i>			
<i>Foreign Language 5th Semester (300-level in target language)</i>			
SIX 300-LEVEL ELECTIVES IN LIT. & CULT. (24 Units)			
<i>Elective 1:</i>			
<i>Elective 2:</i>			
<i>Elective 3:</i>			
<i>Elective 4:</i>			
<i>Elective 5:</i>			
<i>Elective 6:</i>			
CMPL 400 CAPSTONE SEMINAR: Political Fictions (4 units)			
Total Units for the Major = 44		Total Units=	

COMMENTS:

FYS: CMPL 195 The Beauty of the Beast (offered in fall to first-year students only)
FYS: CMPL 195 Literature of the Child: Trauma and Healing (offered in spring to first-year Students only)
CMPL 200 Introduction to Comparative Studies: Cultures in Conflict (offered every semester to all Majors)

- *Offerings of Fourth and Fifth Semesters of a Foreign Language vary depending on the language*
- *Offerings of 300-level Elective courses in Literature and Culture vary from semester to semester. Consult with Departments or Interdisciplinary Programs.*
- *Capstone Seminar in CMPL 400: Political Fictions (offered in spring to graduating seniors only)*
Guidelines for Capstone Seminar and Senior Thesis are available for consultation on the CMPL webpage.
- *Students will select their elective courses at the 300-level or above from the offerings of various departments and interdisciplinary programs. Electives must have a strong emphasis in one or more literatures and cultures of the world, and must be relevant to the student's area of concentration for comparative studies.*
Before enrolling in electives, students must petition for these courses, and demonstrate how they contribute to their area of concentration and/or their research topic for their senior thesis. Please note that only two electives can count toward the CMPL major in addition to another major or minor.
- *Petition forms for Electives are available on the CMPL webpage or Dpt. Modern Languages (KA328).*

**MAJOR IN COMPARATIVE LITERATURE AND CULTURE (CMPL)
CULTURE EMPHASIS (44 UNITS)
REQUIREMENTS CHECKLIST**

Name:	ID #:
Expected Graduation Date:	

CMPL Core Required Courses: Titles and Numbers	Waiver/Substitution	Semester	Units
Introduction to Comparative Studies - Core C1, CD (4 units)			
<i>CMPL 200 Intro to Comp. Studies: Cultures in Conflict</i>			
<i>CMPL 200 Intro to Comp. Studies: Literatures of the Body</i>			
<i>FYS CMPL 195: The Beauty of the Beast</i>			
<i>FYS CMPL 195: Literatures of the Child: Trauma and Healing</i>			
<i>(FYS CMPL 195 available to first-year students only)</i>			
CMPL 299 Critical Analysis (4 units)			
Foreign Language (8 units)			
<i>Foreign Language 4th Semester (FRN 202, SPA 202,...)</i>			
<i>Foreign Language 5th Semester (300-level in target language)</i>			
SIX 300-LEVEL ELECTIVES IN LIT. & CULT. (24 Units)			
<i>Elective 1:</i>			
<i>Elective 2:</i>			
<i>Elective 3:</i>			
<i>Elective 4:</i>			
<i>Elective 5:</i>			
<i>Elective 6:</i>			
CMPL 400 CAPSTONE SEMINAR: Political Fictions (4 units)			
Total Units for the Major = 44		Total Units=	

COMMENTS:

FYS: CMPL 195 The Beauty of the Beast (offered in fall to first-year students only)
FYS: CMPL 195 Literature of the Child: Trauma and Healing (offered in spring to first-year Students only)
CMPL 200 Introduction to Comparative Studies: Cultures in Conflict (offered every semester to all Majors)

- Offerings of Fourth and Fifth Semesters of a Foreign Language vary depending on the language
- Offerings of 300-level Elective courses in Literature and Culture vary from semester to semester. Consult with Departments or Interdisciplinary Programs.
- Capstone Seminar in CMPL 400: Political Fictions (offered in spring to graduating seniors only)
Guidelines for Capstone Seminar and Senior Thesis are available for consultation on the CMPL webpage.
- Students will select their elective courses at the 300-level or above from the offerings of various departments and interdisciplinary programs. Electives must have a strong emphasis in one or more literatures and cultures of the world, and must be relevant to the student's area of concentration for comparative studies.
Before enrolling in electives, students must petition for these courses, and demonstrate how they contribute to their area of concentration and/or their research topic for their senior thesis. Please note that only two electives can count toward the CMPL major in addition to another major or minor.
- Petition forms for Electives are available on the CMPL webpage or Dpt. Modern Languages (KA328).

**MINOR IN COMPARATIVE LITERATURE AND CULTURE (CMPL)
REQUIREMENTS CHECKLIST**

Name:	ID #:
Expected Graduation Date:	

CMPL Core Required Courses: Titles and Numbers	Waiver/Substitution	Semester	Units
Introduction to Comparative Studies - Core C1, CD (4 units)			
<i>CMPL 200 Intro to Comp. Studies: Cultures in Conflict</i>			
<i>CMPL 200 Intro to Comp. Studies: Literatures of the Body</i>			
<i>FYS CMPL 195: The Beauty of the Beast</i>			
<i>FYS CMPL 195: Literatures of the Child: Trauma and Healing</i>			
<i>(FYS CMPL 195 available to first-year students only)</i>			
CMPL 299 Critical Analysis (4 units)			
Foreign Language (8 units)			
<i>Foreign Language 4th Semester (FRN 202, SPA 202,...)</i>			
<i>Foreign Language 5th Semester (300-level in target language)</i>			
ONE 300-LEVEL ELECTIVES IN LIT. & CULT. (4 Units)			
<i>Elective 1:</i>			
CMPL 400 CAPSTONE SEMINAR: Political Fictions (4 units)			
Total Units for the Minor = 24 units	Total Units=		

COMMENTS:

FYS: CMPL 195 The Beauty of the Beast (offered in fall to first-year students only)
FYS: CMPL 195 Literature of the Child: Trauma and Healing (offered in spring to first-year Students only)
CMPL 200 Introduction to Comparative Studies: Cultures in Conflict (offered every semester to all Majors)

- Offerings of Fourth and Fifth Semesters of a Foreign Language vary depending on the language
- Offerings of 300-level Elective courses in Literature and Culture vary from semester to semester. Consult with Departments or Interdisciplinary Programs.
- Capstone Seminar in CMPL 400: Political Fictions (offered in spring to graduating seniors only)
Guidelines for Capstone Seminar are available for consultation on the CMPL webpage.
- Students will select their elective course at the 300-level or above from the offerings of various departments and interdisciplinary programs. The elective must have a strong emphasis in one or more literatures and cultures of the world, and must be relevant to the student's area of concentration for comparative studies.
Before choosing their elective, students must petition for this course, and demonstrate how it contributes to their area of concentration and/or the topic for their major paper.
- Petition forms for electives are available on the CMPL webpage or Dept. Modern & Classical Languages (KA328).