METRO STATE UNIVERSITY

Undergraduate Course Proposal Form

Last Updated September 21, 2023

For more information about the course proposal process, please refer to [University Procedure #251](#).

This form is used for …

- Undergraduate courses
- Faculty-designed independent studies (FDISs)
- Theory seminars
- Group internships

1. Course pre-fix and number: WRIT

2. Course title: Editing for Publication

3. Number of credits: 4

4. College/School CLA

   Department/Program Writing, Literature, and Language (WLL)

5. Individual (name, title, email) proposing the course: Suzanne Nielsen, Associate Professor
   Suzanne.nielsen@metrostate.edu

6. First Semester/year that the course was offered or is to be offered: Spring, 2025 or earlier

7. Provide a course description to be included in the official university catalog.

This course explores the various worlds and portals of Black, Indigenous, Latinx, and Asian American futurism and the multiverse created in speculative, fantasy, and science fiction work. We "travel" through the enchantment of art as portals to analyze culture, race, and racism. This course also examines the worlds built from diverse artist imaginations in various kinds of works from the realms of fantasy, gothic, science fiction, magic-academy, and horror-fantasy. We will explore music, film, literature, museum exhibits, and art of all of types for futuristic elements that include the multi- dimensional folds of time; technological

wonders; dystopias and utopias; wars and struggles against oppression and racism, the intergalactic and diaspora; culturally-based science, conjure, magic, miracles, monsters, and the supernatural.

Students critical thinking and creative skills will be nourished through the visuals and narratives used in the course that may remain with them after the course ends. Student ethnoracial identities will be affirmed and uplifted with the course materials and assignments in the course. A focus on futurism will help students think about the blending of past, present, and future in their lives and in their community and multi-generational experiences. A futuristic focus and learning about ways artists and writers from diverse communities portray futures, fantasy worlds, and parallel universes would help students with innovation, ethical thinking, creativity, metaphoric thinking, problem-solving, and consideration of panoramic possibilities.

8. List the learning outcomes, both theoretical and practical, that students will gain through completion of this course. *Proposers are encouraged to consult one or more taxonomies of learning and use learning verbs that align with the level of the course*

Learning Outcomes:
1. Learn how the words you choose can change the decisions people make.
2. Use syntax strategically
3. Write with originality and produce sentences that nobody else can write
4. Arrange a complex set of information in a reader-friendly way
5. Analyze the elements of ethnoracial futurism and fantasy world building in terms of race, racism, anti-racism, ethnicity, and culture.
6. Explain the differences and similarities of themes highlighted for different communities in futuristic works, such as dimensions of time; technologies; wonders; monsters; the multiverse; and parallel universes; and how race and culture are foregrounded or nuanced as part of these themes.
7. Examine diverse elements of culture, oppression, race, racism, and anti-racist world-building in fantasy and science fiction.
8. Defend ethnoracial futurism and fantasy as a way of re-imagining and deploying enchantment in narratives about and against oppression and provoking thought about the ethics of possible futures, contemporary moments, and past social issues.

1. Identify the instructional strategies that will be used to accomplish these learning outcomes.

Student will be assigned:
Analyses of art, literature, and music through papers
Research on events, themes, and actions depicted in specific works of art, music, and literature
Responses to art, literature and music through own creative works
Online or in-class discussions of themes and course materials
Application of concepts related to diverse futurism in writing and presentations

Field-trips to pertinent places

2. How will the course learning outcomes, topics, and/or the instructional strategies contribute to the University's vision and mission of building an anti-racist learning community and providing high-quality education with continued emphasis on underserved groups, including communities of color and other marginalized communities? *Proposers should draw upon proposed course content and/or pedagogical techniques when answering this question.*

   This course content is focused on anti-racism and anti-oppression in the creative work of diverse artists, writers, and musicians who work in genres related to fantasy, futurism, and science fiction. The art work uses unique ways of writing about racism, thriving and flourishing, and the experiences of ancestors, present-day communities, and future communities.

3. How will the course learning outcomes, topics, and/or the instructional strategies contribute to the University's vision and mission of promoting life-long learning, enabling students from diverse backgrounds to achieve their goals? *Proposers should draw upon proposed course content, pedagogical techniques, and/or serving student curricular needs when answering this question.*

4. Analyze the elements of ethnoracial futurism and fantasy world building in terms of race, racism, anti-racism, ethnicity, and culture.

5. Explain the differences and similarities of themes highlighted for different communities in futuristic works, such as dimensions of time; technologies; wonders; monsters; the multiverse; and parallel universes; and how race and culture are foregrounded or nuanced as part of these themes.

6. Examine diverse elements of culture, oppression, race, racism, and anti-racist world-building in fantasy and science fiction.

7. Defend ethnoracial futurism and fantasy as a way of re-imagining and deploying enchantment in narratives about and against oppression and provoking thought about the ethics of possible futures, contemporary moments, and past social issues.

8. Describe how this course is important to and meets the needs of the University, the department/program and the college/school, the students and/or the discipline(s):

   This course expands the electives and core-comparative courses in Ethnic Studies for Ethnic Studies minors and majors.

9. Explain the course placement in relation to other courses in the department/program in regard to academic level and sequencing?

   The 300-level course will fit better into the current program of Ethnic Studies in how the major

is set-up. The core-comparative courses are better enrolled at this juncture of the Program.

10. Describe other reasons to add this course to the departmental/program offerings, including, but not limited to the following (check all that apply):

    ☒Required as part of a major program of study OR
    ☐An Elective
    ☐Part of existing or proposed major; indicate major: Ethnic Studies
    ☐Part of existing or proposed minor; indicate minor: Ethnic Studies
    ☐Part of existing or proposed concentration; indicate concentration: Click or tap here to enter text.
    ☐Part of existing or proposed certificate program: indicate program: Click or tap here to enter text.
    ☒Proposed GELS goal area(s): Goal 6: The Humanities and Fine Arts Goal 9: Ethical and Civic Responsibility
    ☒Proposed RIGR course

    Note: GELS *and RIGR* approval *are **separate processes** that must follow the completion of the course proposal process and final approval of the course by the Academic Affairs Committee*.

11. List and identify all prerequisites and co-requisites for this course:

    30 credits of undergraduate work

12. What additional library resources will be needed to support this course? A consultation with your academic unit's liaison librarian is strongly encouraged, and may be documented along with the other consultations.

    This is an email form November 13, 2023 from Prof. Alec Sonsteby the Library Liaison for Ethnic Studies:

Thanks, Margaret, you may consider this email documentation of our consultation.

I agree with you [the library contains resources for this course], but having said that, I am going to order some relevant titles that I've identified this afternoon. Christine and I are also going to be checking another source that might give us the lead on some recommended titles.

If there were bibliographies that were useful to you in developing this course proposal, I would be curious to see them so I can determine what other ways we can ensure our collection is useful to you and your students.

Kind regards,
Alec

13. Explain how the course differs from other courses currently being offered *within the university in*

other departments and units that cover the same or similar topics.

> This course is different from other courses currently being offered within the university in other departments and units because it deals with futurism and fantasy worlds from the perspective of diverse communities.

14. Overlap Consultations: Attach documentation of evaluations by or consultations with other departments/programs, faculty, and/or committees. Please use the Consultation Log.

Submit the following items as the course proposal packet:

1. Course Proposal Form
2. Syllabus and/or a bibliography of current works that support the content and/or instructional strategies associated with the course (e.g., books, articles, journals, course readings, consulted works, etc.):
    - If required by your department/program and/or college/school, the syllabus and /or bibliography should be submitted at the departmental and college curriculum committee level
    - **Prior to forwarding to the IFO Academic Affairs Committee, the syllabus and/or bibliography should be removed from the course proposal packet.**
3. Consultation Log, if applicable
4. Proposal Action Log, signed, by the appropriate individuals

The steps of a successful course proposal are as follows:
1. Obtain department/program approval of the course.
2. Obtain the signature of the Department/Program Chair or designee on the *Proposal Action Log*.
3. Send the proposal packet to the chair of your IFO College/School Curriculum Committee.
4. Once approved by your IFO College/School Curriculum Committee, the committee chair signs the Proposal Action Log and forwards the proposal package to the IFO Academic Affairs Committee.
5. The course proposer or their designee is strongly encouraged to attend the IFO Academic Affairs Committee meeting.
6. When approved by the IFO Academic Affairs Committee, the proposal package is forwarded to the appropriate dean
7. The dean notifies the Provost, and the Department/Program and forwards the Proposal Action Log to the Scheduling Coordinator in order to have the course included in the next course catalog.
8. College Scheduling Coordinator provides Academic Scheduling Coordinator with approved Course Proposal Form/Action Log (in e-Word format); original packet and signature pages are sent to Academic Scheduling Coordinator.
9. Academic Scheduling Coordinator adds course to department's approved curriculum inventory and

sends confirmation e-mail to scheduler and chair.

10. *Note: If faculty wishes to have the course designated as meeting a General Education Liberal Studies (GELS) goal, the faculty/academic unit must apply to the IFO GELS committee the course*

Undergraduate Course Action Log

Department/Program Review:

☐ Forwarded or forwarded upon receipt of minor changes

☐ Returned to proposer with recommendations for revisions

☐ Rejected and returned to proposer

Comments:

Department/Program Chair or designee: _____

(signed)

Date: _____

Print Name: _____

IFO College/School Curriculum Committee Review:

☐ Forwarded or forwarded upon receipt of minor changes

☐ Returned to proposer with recommendations for revisions

☐ Rejected and returned to proposer

Comments:

IFO College/School Curriculum Committee Chair: _____

(signed)

Date: _____

Print Name: _____

Note: syllabus and/or bibliography should be removed at this stage of the proposal process.

IFO Academic Affairs Committee Review

☐ Forwarded or forwarded upon receipt of minor changes

☐ Returned to proposer with recommendations for revisions

☐ Rejected and returned to proposer

Comments:

IFO Academic Affairs Committee Chair: _____

(signed)

Date: _____

Print Name: _____

College Dean Authorization for Implementation:

☐ Implementation authorized   Date: _____

      ☐ Notified the Provost   Date: _____

      ☐ Notified the Department/Program   Date: _____

      ☐ Forwarded to Academic Scheduler   Date: _____

      (original signature page and e-word version of proposal)

      ☐ Returned to department/program   Date: _____

Comments:

College Dean: _____

(signed)

Date: _____

Print Name: _____

Received by Academic Scheduling Coordinator: _____

(signed)

Date: _____

Date printed in Class Schedule: _____