**Learning Communities at Bergen Community College**

**Initial Community Proposal: Fall 2015 Implementation**

This proposal must be submitted by February 1, 2015 to Eileen Fitzgerald (efitzgerald@bergen.edu; A-333) or Maria Kasparova (mkasparova@bergen.edu; A-333).

**Community Name** ***European Literature in Historical Context or The History and Literature of the Western World, History & Literature from the Enlightenment to the Modern Era, Revolutions and Evolutions in History and Literature from 1650 to Present***

Instructor 1: \_\_\_\_\_ \_\_\_\_\_\_\_\_\_ Course 1: \_Lit 204\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor 2: \_\_\_\_\_\_\_\_\_\_\_\_ Course 2: \_\_\_\_HIS 102\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Campus: Paramus \_\_\_\_\_\_\_\_\_\_\_ Meadowlands \_\_\_\_\_X\_\_\_\_\_\_\_\_

**Rationale**. ***Briefly explain how your separate courses will be integrated into a Learning Community. Please include the topic, concept, problem, issue and/or skill that you will explore in the context of the linked courses. Feel free to indicate any integrative assignments, activities, and/or readings that you plan to utilize.***

“History without literature can lack the human element that connects the events with real people like ourselves, literature without history is only a story.” We would like to deepen student’s appreciation for the historical context of the 18th-20th c. literature they are asked to read in LIT204 while also heightening students’ emotional engagement in the historical narrative of Western Europe from HIS102 through the use of period literature.

Skills to be emphasized: recognition that literature and other cultural works are primary sources for historians that provide insight into the past, “close reading” and analysis of these primary sources especially works of literature from the time period, ability to contextualize literature with knowledge of the history of the time period, written and oral communication skills, research skills in both historical and literary scholarship and use of appropriate citation methods, ability to construct/defend/and revise a thesis and support it with adequate argument and textual evidence.

Shared Projects and Assignments: Oral presentations with an emphasis on historical context of the piece/author (assigned by Mary and augmented by mentorship and research support from Sarah). Short analysis papers on works of literature and their insight into the historical time period assigned by Sarah with review of literary aspects by Mary. Final research paper (co-assigned and co-graded). Possibility for shared discussions of single works of literature (ie all quiet on the western front or Moliere) (one discussion from lit perspective and one from history perspective or, if schedules allow, both professors in a single class setting)

**Objectives and Outcomes.** **What common SLO(s) will your community address? What student outcomes will you pursue?**

Development of historical empathy through identification with characters in works of literature and application of this empathy to the past.

Exposure to and analysis of a variety of primary sources from philosophers, poets, novelists, and playwrights with emphasis on evaluating their perspective and bias and critiquing them as sources of insight into the past.

Demonstration, in a final research paper, of the ability to consider a diversity of viewpoints, construct and defend a thesis, and revise it effectively as new evidence demands.

Students will demonstrate a command of information literacy through a final research paper using databases and other search options to identify appropriate scholarly sources and properly cite those sources.

Develop students' knowledge of literature and history from the Enlightenment to the Modern era through critical reading, thinking, and writing.

Understand background critical/historical information regarding literatures from a multiplicity of cultures.

Use a variety of methods/apply various literary theories to understand, analyze, and evaluate the literature from various cultures and time periods.

**Resources and Student Support Services*. How will your community integrate student support services and academic support services? What other resources might you desire (smart classrooms, other technology, field trips, speakers, etc.)?***

You give us money for a bus and we’ll take a trip! This was a tremendous success for History students who went to DC’s Holocaust museum last year, but without promise of funding to make it a reality for our students this will remain on the back burner. Since this is a Western World/Modern Europe course, I will continue to promote travel abroad opportunities and encourage our college to consider making a travel abroad option for program credits so that the cost of the trip is compensated through college credits earned.

Use of a Library instruction period to help students develop information literacy and basic research and citation skills.

Use of writing center and designated History tutors

Students will utilize smart classrooms to make group presentations about an author, literary work and its historical context.

Potential for an invited speaker—perhaps an intellectual historian who utilizes literature as his/her primary source material or a novelist who utilizes history to tell a more meaningful story. If possible, a novelist who is a historian (ie a pale imitation of Deborah Harkness whom we cannot afford)

**Co-Curricular & Civic Engagement**. ***How will your community foster connections with the college and civic communities?***

Excellent potential here to do a student exhibit for the Meadowlands campus in the second floor gallery and library and perhaps also the Meadowlands museum (that has partnered with the history students at BCC Meadowlands in the past) on works of literature that provide insight into specific periods of history. This might come out of Mary’s oral presentations and be converted to visual presentations for the rest of the college.

Most certainly could produce research papers that could be submitted to the BCC Honors conference next Spring.