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96-23

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CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Jim Cahalan Phone X2262

Department English Email: Jim Cahalan or JCAHALAN

II. PROPOSAL TYPE (Check All Appropriate Lines)

X **COURSE** American Lit to 1820
Suggested 20 character title

X **New Course*** EN 315 American Literature to 1820
Course Number and Full Title

 Course Revision _____
Course Number and Full Title

 Liberal Studies Approval + _____
for new or existing course Course Number and Full Title

 Course Deletion _____
Course Number and Full Title

 Number and/or Title Change _____
Old Number and/or Full Old Title

New Number and/or Full New Title

 Course or Catalog Description Change _____
Course Number and Full Title

 PROGRAM: Major Minor Track

 New Program* _____
Program Name

 Program Revision* _____
Program Name

 Program Deletion* _____
Program Name

 Title Change _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

Virginia Perdue May 6, 1996
Department Curriculum Committee

David McClure 5/10/96
Department Chair

[Signature] 10/30/96
College Curriculum Committee

[Signature] 10/30/96
College Dean

[Signature] 11/1/96
+ Director of Liberal Studies (where applicable)

[Signature] 11/1/96
*Provost (where applicable)

Course Syllabus

I. CATALOG DESCRIPTION

EN 315 American Literature to 1820

3 credits
3 lecture hours
0 lab hours
(3c-0l-3sh)

Prerequisites: EN 202, 210, 211, 212, 213

The beginnings of American literary cultures from sixteenth century pre-Columbian indigenous contacts with European explorations, through diverse colonializations (Hispanic, French, and British) including the importation of African slaves, up to the American Revolution and emergent U.S. literary nationalism in the first decades of the nineteenth century. Rather than survey the period comprehensively, the purpose here is to focus closely on particular aspects or writers as selected by the instructor.

II. COURSE OBJECTIVES

1. Students will familiarize themselves with indigenous cultures as well as diverse European colonization efforts, in order to better understand the emergence of Anglo-American literary culture during the seventeenth, eighteenth, and early nineteenth centuries. Particularly important will be attention to distinctively American discourses, literary conventions and genres, and literary nationalism amidst early U.S. pluralism.
2. Students will consider literary texts as part of important historical, social, ecological, political and cultural processes, as well as expressions of aesthetic value.
3. Students will read canonical and noncanonical, literary and documentary primary sources, as well as selected secondary sources in order to familiarize themselves with the theoretical issues within the period, including the interrelationship between literary and documentary texts.
4. Students will practice both oral and written articulation of their own explicit and applied theoretical positions.

III. COURSE OUTLINE

Week One: Pre-Columbian Cultures and European
Explorations

Cabeza de Vaca, Relation; Bartolome de las Casas, The
Devastation of the Indies. Selected short readings

7%

from Norse, French, and British discovery and promotion texts on reserve.

- Week Two: The Politics of Language, Church, and Colonization 7%
Selections from The Puritans in America
- Week Three: Conscience, Jeremiad, Mission, and Genre 7%
Selections from The Puritans in America
- Week Four: Providence and Indian Captivity Narratives 7%
Mary Rowlandson in Journeys in New Worlds: Early American Women's Narratives
Other Narratives on reserve from Puritans among the Indians
- Week Five: Women's Travel Narratives: Genre and Gender 8%
Women's travel narratives in Journeys in New Worlds Early American Women's Narratives
- Week Six: Frontier and Wilderness 7%
Crevecoeur, Letters from an American Farmer
Selections: Sketches of Eighteenth-Century America
- Week Seven: New World/Old World Debates 7%
Jefferson, Notes on the State of Virginia and selected letters
- Week Eight: The Public Sphere, Print Culture, Republicanism 7%
Revolutionary and Political selections in The Rising Glory of America
- Week Nine: Representing Virtue: The Republican Novel 7%
Franklin's Autobiography
Rowson, Charlotte Temple
- Week Ten: Slavery and Democracy 8%
Equiano's Travels
Selected early abolitionist texts on reserve
- Week Eleven: Regional Realities: Society and Class 7%
William Byrd, The History of the Dividing Line
- Week Twelve: Regional Realities: Nature 7%
Bartram's Travels
- Week Thirteen: Landscape and the American Novel 7%
Charles Brockden Brown, Edgar Huntley
- Week Fourteen: The Literary Marketplace and the Canon 7%
Cooper, Pioneers and The Leatherstocking Tales

IV. COURSE REQUIREMENTS

Successful reading of all assigned texts and the ability to express both orally and in writing the comprehension of these readings.

Participation in class discussion, small group and collaborative work, and other diverse projects.

Mastery of written expression in diverse writing tasks such as journals, learning logs, and response, process, and critical papers

One short paper (5-8 pages) that enunciates a theoretical position, due at midterm

One longer paper (9-15 pages) that treats one or more texts relying on the theoretical orientation articulated in the shorter paper

One midterm exercise chosen from the following:

- a. a midterm essay and factual identification exam prepared collaboratively by students and instructor, and administered by the latter
- b. a collaborative, group presentation to the class about texts and contexts of the students' own choice but with instructor advice and approval, using visual aids (slides, maps, charts, video, material artifacts, etc.)

One final exam: oral or written upon instructor discretion

V. EVALUATION METHODS

The final grade for the course will be determined as follows:

One short paper: 15%
One longer paper: 25%
Midterm exercise: 20%
Final Exam: 25%
Participation: 15%

Grading scale: A 92-100 total points
 B 83-91 total points
 C 74-82 total points
 D 65-73 total points
 F 0-64 total points

VI. REQUIRED TEXTBOOKS

Andrews, William L. and Sargent Bush, Annette Kolodny, Amy Schrager Lang, and Daniel Shea, eds. Journeys in New Worlds: Early American Women's Narratives. (Madison, WI: University of Wisconsin Press, 1990).

Brown, Charles Brockden. Edgar Huntley. Introduction by Norman S. Grabo. (New York: Viking Penguin, 1988).

Cooper, James Fenimore. The Pioneers. (New York: Viking Penguin, 1988).

de las Casas, Bartolome. The Devastation of the Indies: A Brief Account trans. Herma Griffaut, Introduction by Bill M. Donovan (Baltimore: Johns Hopkins UP, 1992).

de Crevecoeur, J. Hector St. John, Letters from an American Farmer and Sketches of Eighteenth-Century America, Albert E. Stone, ed. (New York: Viking Penguin, 1983).

Equiano, Olaudah. Equiano's Travels. Paul Edwards, ed. (New York: Heineman, 1967).

Franklin, Benjamin. The Autobiography and Other Writings. Ormond Seavey, ed. (OUP, 1993)

Jefferson, Thomas. Notes on the State of Virginia and selected letters in The Portable Jefferson. Merrill Peterson, ed. (New York: Viking Penguin, 1977)

Heimert, Alan, and Andrew Delbanco, eds. The Puritans in America: A Narrative Anthology Cambridge MA: Harvard UP, 1985).

Cabeza de Vaca, Alvar Nunez. Relation. (Houston, TX: Arte Publico Press, 1993).

Rowson, Susanna. Charlotte Temple. Cathy Davidson, ed. (OUP, 1987)

Wood, Gordon, The Rising Glory of America, 1760-1820 (New England University Press, 1990)

VII. SPECIAL RESOURCE REQUIREMENTS

Only the listed texts and materials for writing/note taking are required. No special resources will be needed.

VIII. BIBLIOGRAPHY

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- Axtell, James. Beyond 1492: Encounters in Colonial North America. New York: Oxford UP, 1992.
- Bercovitch, Sacvan. "America's Canon and Context: Literary History in a Time of Dissensus." American Literature. 58 (1986): 99-108.
- Berkhofer, Robert F., Jr. The White Man's Indian. New York: Vintage Books, 1978.
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- Bonomi, Patricia. Under the Cope of Heaven: Religion, Society, and Politics in Colonial America. New York: Oxford UP, 1986.
- Brotherston, Gordon. Image of the New World: The American Continent Portrayed in Native Texts. London: Thames and Hudson Ltd., 1979.
- Bruns, Roger, ed. Am I Not a Man and a Brother: The Antislavery Crusade of Revolutionary America 1688-1788. New York: Chelsea House, 1983.
- Butler, John. Awash in a Sea of Faith: Christianizing the American People. Cambridge MA: Harvard UP, 1990.
- Casteneda, Pedro de. The Journey to Colorado. Trans. George Parker Winship. New York: Dover Reprint, 1990.
- Conkin, Paul. Cane Ridge: America's Pentecost. U of Wisconsin P, 1991.
- Cronon, William. Changes in the Land: Indians, Colonists, and the Ecology of New England. New York: Hill and Wang, 1983.
- Drimmer, Frederick, ed. Captured by Indians: Fifteen Firsthand Accounts, 1750-1870. New York: Dover Publications, 1961.
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- Franklin, Wayne. Discoverers, Explorers, Settlers: The

- Diligent Writers of Early America. Chicago: University of Chicago Press, 1979.
- Gates, Henry Louis, Jr. "The Master's Pieces: On Canon Formation and the African-American Tradition." South Atlantic Quarterly. 89 (1990): 89-112.
- Giroux, Henry A. "Liberal Arts Education and the Struggle for Public Life: Dreaming About Democracy." South Atlantic Quarterly. 89 (1990): 51-68.
- Gura, Philip. A Glimpse of Sion's Glory. Middletown CT: Wesleyan UP, 1984.
- Hall, David. Worlds of Wonder, Days of Judgement: Popular Religious Belief in Early New England. New York: Knopf, 1989.
- Hatch, Nathan. The Democratization of American Christianity. New Haven: Yale UP, 1989.
- Hatch, Nathan, and Harry S. Stout. Jonathan Edwards and the American Experience. New York: Oxford University Press, 1988.
- Heimert, Alan, and Perry Miller. The Great Awakening: Documents Illustrating the Crisis and Its Consequences. Indianapolis: Bobbs Merrill Educational Publishing, 1967.
- Henretta, James A. The Evolution of American Society, 1775-1815. Washington: Heath, 1973.
- Herrera-Sobeck, Maria, ed. Reconstructing a Chicano/Literary Heritage: Hispanic Colonial Literature of the Southwest. Tucson AZ: University of Arizona P, 1993.
- Huth, Hans. Nature and the American. Lincoln NE: University of Nebraska Press, 1972.
- Jacobs, Wilbur R. Dispossessing the American Indian: Indians and Whites on the Colonial Frontier. Norman OK: University of Oklahoma Press, 1972.
- Jane, Cecil, ed. and trans. The Four Voyages of Columbus: A Reprint of the Hakluyt Society Edition 1929-1932, Two Volumes in One. New York: Dover, 1981.
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- Kessel, John L., et al, eds. Letters from the New World:

- Selected Correspondence of don Diego de Vargas to His Family, 1675-1706. U of New Mexico P, 192.
- Kessey, John L., and Rick Hendricks, eds. By Force of Arms (French Jesuit Narratives).
- Kolodny, Annette. "The Integrity of Memory: Creating a New Literary History of the United States." American Literature. (1985): 291-307.
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- Larkin, Jack. The Reshaping of Everyday Life, 1790-1840. Harper Collins, 1989.
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- Olson, Lester C. Emblems of American Community in the Revolutionary Era: A Study in Rhetorical Iconology. Blue Ridge Summit PA: Smithsonian Institution Press, 1991.
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- . The Rising Glory of America, 1760-1820. New England UP, 1990.
- Young, Alfred, et al. We the People: Voices and Images of the New Nation. Temple UP, 1992.
- Ziff, Larzer. Writing in the New Nation: Prose, Print, and Politics in the Early United States. New Haven: Yale University Press, 1991.

EN 315 Course Analysis Questionnaire

Section A: Details of the Course

- A1 This course is intended for B.A. English majors. It is one of the courses that can fulfill Category A (Period Courses). It is not currently being proposed as a Liberal Studies elective.
- A2 This course does not require changes in content of any other existing courses or programs in the department.
- A3 This course has not been offered at IUP before.
- A4 This course is not intended to be a dual-level course and will accommodate only undergraduates.
- A5 This course may not be taken for variable credit.
- A6 Other higher education institutions currently offering a similar course include these ones:

University of Pittsburgh: American Literature to 1860
West Chester Univ. of PA: Colonial & Revolutionary Amer. Lit.
Penn State University: American Literature to 1865
Duquesne University: Early American Literature
- A7 Relevant accrediting agencies (such as the Association of Departments of English) recommend but do not require this course.
- A8 The content and skills of this course are not required by a professional society, accrediting authority, law, or other external agency. No other existing course focuses on the material covered in this course.

Section B: Interdisciplinary Implications

- B1 This course will be taught by one instructor.
- B2 This course does not overlap with any course in any other department in the university.
- B3 One or more seats will be reserved in this course for students from the School of Continuing Education.

Section C: Implementation

- C1 No additional faculty resources are required to teach this course.
- C2 Current resources are adequate to teach this course.
- C3 No resources for this course are funded by a grant.

- C4 This course will be offered in our rotation so that at least one (or more than one) section in the category of courses into which this course fits (see summary table at the beginning of our program revision document) will be offered every semester, making sure that students can get the courses they need.
- C5 One section of the course is anticipated each semester the course is offered.
- C6 We plan to accommodate a maximum of twenty-five students in a section of this course (though twenty would be a better size). This number is not limited by the availability of resources but by the nature and complexity of the material, which will require quite a bit of class discussion, writing, and conferencing.
- C7 ADE Guidelines for Class Size and Work Load for College and University Teachers of English: A Statement of Policy of the Association of Departments of English (1993): "College English teachers should teach no more than thirty-five students in a literature course and no more than twenty-five in a writing-intensive course" (2).