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96-23

3-18-97

4-1-97

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)

☒ **COURSE**

Amer Lit 1820-1880

Suggested 20 character title

☒ **New Course ***

EN 316 American Literature 1820-1880

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

Dr. J. C. Plante 5/10/96
Department Chair

[Signature] 10/30/96
College Curriculum Committee

[Signature] 10/30/96
College Dean

Mark Stanger 11/1/96
+ Director of Liberal Studies (where applicable)

Mark Stanger 11/1/96
*Provost (where applicable)

Course Syllabus

I. CATALOG DESCRIPTION

EN 316 American Literature 1820-1880

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

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

Examines major works and trends in U.S. literature, from the Federalist, Romantic and/or Realistic periods. 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 gain a strong sense of major movements and issues of the period, from immersion in a key movement or group of writers in U.S. literature.

2. Students will develop an appreciation not only of the aesthetics of the writers and works studied, but also of the social contexts within which they operated and to which they reacted.

3. Students will demonstrate an understanding of the cultural and political contexts of U.S. literature of this period.

III. COURSE OUTLINE

- | | |
|--|-----|
| A. Introduction: The Romantic Movement in America | 5% |
| B. James Fenimore Cooper, <u>The Last of The Mohicans</u> | 10% |
| C. Ralph Waldo Emerson, <u>Nature</u> and selected poetry and prose | 10% |
| D. Nathaniel Hawthorne, selected short fiction | 10% |
| E. Edgar Allan Poe, selected fiction and poetry; selections from <u>The Poetic Principle</u> | 10% |
| F. Herman Melville, <u>Moby Dick</u> | 10% |
| G. Henry Thoreau, selected prose | 10% |

- H. The Slavery Issue: 15%
Abraham Lincoln, selected speeches
Harriet Beecher Stowe, Uncle Tom's Cabin
Frederick Douglass, Narrative of The Life of
Frederick Douglass, An American Slave
- I. Walt Whitman, Leaves of Grass and other poems 10%
- J. Emily Dickinson, selected poetry 10%

IV. COURSE REQUIREMENTS

Students will demonstrate mastery of course objectives through successful completion of the following course requirements:

Completion of assigned readings in textbooks.

Participation in class discussion and activities.

Midterm and final examinations, both a combination of factual identifications and essays.

A shorter (5-8 page), original critical essay, due at midterm, on one of the texts read in the course.

A longer (9-15 page) research paper, due at the end of the course, on a topic to be negotiated with the instructor.

V. EVALUATION METHODS

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

10% class participation (10 maximum points)

20% midterm examination (20 maximum points)

20% shorter critical essay (20 maximum points)

20% final examination (20 maximum points)

30% longer critical research paper due at semester's end (30 maximum points)

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

Nina Baym, et.al, eds., The Norton Anthology of American Literature, vol. I (1994)

James Fenimore Cooper, The Last of The Mohicans (1826)

Herman Melville, Moby Dick (1851)

Harriet Beecher Stowe, Uncle Tom's Cabin (1852)

VII. SPECIAL RESOURCE REQUIREMENTS

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

VIII. BIBLIOGRAPHY

Auerbach, Jonathon. The Romance of Failure. New York: Oxford University Press, 1989.

Boone, Joseph. A. "Male Independence and the American Quest Genre: Hidden Sexual Politics in The All-Male Worlds of Melville, Twain, and London," in Judith Spector, ed. Gender Studies: New Directions in Feminist Criticism. Bowling Green: Bowling Green University Press, 1986. 187-217.

Buell, Lawrence. New England Literary Culture: From Revolution through Renaissance. Ithaca: Cornell University Press, 1973.

Cameron, Kenneth W. Emerson among His Contemporaries. Hartford: Transcendental Books, 1967.

Cody, John. After Great Pain: The Inner Life of Emily Dickinson. Cambridge: Belknap Press, 1971.

Dayan, Joan. Fables of Mind: An Enquiry into Poe's Fiction. New York: Oxford University Press, 1987.

Farr, Judith. The Passion of Emily Dickinson. Cambridge: Harvard University Press, 1981.

Fletcher, Richard M. The Stylistic Development of Edgar Allan Poe. The Hague: Mouton, 1973.

Foner, Philip. Frederick Douglass: A Biography. 1964

Gura, Philip F. The Wisdom of Words: Language, Theology, and Literature in The New England Renaissance. Middleton, CT: Wesleyan University Press, 1981.

- Harding, Walter. Thoreau: A Century of Criticism. New York: Columbia University Press, 1954.
- Konitz, Milton R., and Stephen Whicher. Emerson: A Collection of Critical Essays.
- Levin, Harry. Power of Blackness: Hawthorne, Poe and Melville. New York: Knopf, 1958.
- Leyda, Jay. The Years and Hours of Emily Dickinson. New Haven: Yale University Press, 1960.
- Matthiesson, F. O. American Renaissance: Art and Expression in The Age of Emerson and Whitman. London: Oxford University Press, 1968.
- Miller, Edwin H. Walt Whitman's Poetry: A Psychological Journey. Princeton: Princeton University Press, 1968.
- Moers, Ellen. Harriet Beecher Stowe and American Literature. Indiana: Indiana University Press, 1979.
- Paul, Sherman. Emerson's Angle of Vision. Cambridge: Harvard University Press, 1952.
- . The Shores of America: Thoreau's Inward Exploration. Cambridge: Harvard University Press, 1958.
- Pearce, Roy Harvey. The Continuity of American Poetry. Princeton: Princeton University Press, 1961.
- Pohl, Dennis. Architects of The Abyss: The Indeterminate Fictions of Poe, Hawthorne, and Melville. Columbia: University of Missouri Press, 1989.
- Pollack, Vivian. Dickinson: The Anxiety of Gender. Ithaca: Cornell University Press, 1984.
- Robinson, David. Apostle of Culture: Emerson as Preacher and Lecturer. Philadelphia: University of Pennsylvania Press, 1982.
- Sherwood, William R. Circumference and Circumstances: Stages in The Mind and Art of Emily Dickinson. New York: Columbia University Press, 1968.
- Stepto, Robert and Dexter Fisher. Afro-American Literature: The Reconstruction of Instruction. Columbia: University of Missouri Press, 1978.
- Stovall, Floyd. The Foreground of "Leaves of Grass". Chicago: University of Chicago Press, 1974.
- Tolchin, Neal. Mourning, Gender, and Creativity in The Art

of Herman Melville. New Haven: Yale University Press, 1988.

Wagenknecht, Edward. Nathaniel Hawthorne. New York:
Continuum, 1989.

Whicher, Stephen. Freedom and Fate: An Inner Life of Ralph
Waldo Emerson. Philadelphia: University of
Pennsylvania Press, 1953.

Zweig, Paul. Walt Whitman: The Making of the Poet.
Indiana: Indiana University Press, 1984.

EN 316 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:
- SUNY Stonybrook: 19th Century American Literature
SUNY Buffalo: American Renaissance
SUNY Albany: American Literature 1815-1865
Carnegie-Mellon University: American Renaissance
- 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).