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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)

☒ **COURSE** Amer Lit 1880-1940
Suggested 20 character title

☒ **New Course*** EN 317 American Literature 1880-1940
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 Dr. M. Clure 5/10/96
Department Curriculum Committee Department Chair

[Signature] 10/30/96 [Signature] 10/30/96
College Curriculum Committee College Dean

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

Course Syllabus

I. CATALOG DESCRIPTION

EN 317 American Literature 1880-1940

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

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

Examines representative U.S. writers during 1880-1940. Includes traditional figures as well as writers who have recently entered the canon. 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

Students will demonstrate:

1. An understanding of the philosophical basis and general characteristics traditionally associated with realism and naturalism, as well as an appreciation for the sometimes conflicting definitions of the two movements.
2. An understanding of the social, economic and literary forces that produced these two major movements in U.S. fiction.
3. An understanding of the relationship of realism and naturalism to romanticism, which preceded them, and modernism and existentialism, which followed them.
4. An understanding of how local color writing and muckraking relate to realism and naturalism.
5. An appreciation for the role of women and African-American writers in shaping realistic and naturalistic fiction.

III. COURSE OUTLINE

Week 1: an introduction to the philosophical basis and general characteristics of realism and naturalism

Weeks 2, 3, 4, 5, 6: Realism 40%

Representative texts: Mark Twain's Adventures of Huckleberry Finn or Pudd'nhead Wilson, Elizabeth Stuart Phelps' The Story of Avis, Henry James' The American or

Portrait of a Lady or a couple of short novels, William Dean Howells' The Rise of Silas Lapham, Edith Wharton's The House of Mirth or The Age of Innocence, Charles Chesnutt's The Conjure Woman, Sherwood Anderson's Winesburg, Ohio, Zora Neale Hurston's Their Eyes Were Watching God, Willa Cather's O Pioneers! or My Antonia

Weeks 7, 8: Local Color Writing 10%

Representative texts: Sarah Orne Jewett's Country of the Pointed Firs, Mary Wilkins Freeman's short stories, Hamlin Garland's Main-Travelled Roads, a collection of local color fiction

Week 9: Muckraking 10%

Representative texts: Harriet Beecher Stowe's Uncle Tom's Cabin, Upton Sinclair's The Jungle, Frank Norris' The Octopus

Weeks 10, 11, 12, 13, 14: Naturalism 40%

Representative texts: Rebecca Harding Davis' Life in the Iron Mills, Frank Norris' McTeague, Stephen Crane's Maggie or short stories, Jack London's Call of the Wild, Theodore Dreiser's Sister Carrie or An American Tragedy, Kate Chopin's The Awakening, Nella Larsen's Quicksand, John Steinbeck's The Grapes of Wrath, Richard Wright's Native Son

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 identification and essays.

Two short critical papers based on single text read for course and a longer, research paper based on topic approved by instructor and including annotated bibliography.

Completion of at least 10 weekly in-class quizzes.

V. EVALUATION METHODS

The final grade will be an average of the grades earned on

the following projects:

- 25% Weekly quizzes
- 25% Midterm essay exam
- 25% Final essay exam
- 25% One long critical research paper (8-10 pages) or two short critical essays (3-4 pages)

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

Mark Twain, Pudd'nhead Wilson

Henry James, Great Short Works of Henry James

Charles Chesnutt, The Conjure Woman

Sarah Orne Jewett, Country of the Pointed Firs

Upton Sinclair, The Jungle

Rebecca Harding Davis, Life in the Iron Mills

Frank Norris, McTeague

Stephen Crane, Great Short Works of Stephen Crane

Zora Neale Hurston, Their Eyes Were Watching God

Willa Cather, My Antonia

VII. SPECIAL RESOURCE REQUIREMENTS

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

VIII. BIBLIOGRAPHY

Ahnebrink, Lars. The Beginnings of Naturalism in American Fiction. 1961.

Benardete, Jane. American Realism. 1972.

Berthoff, Warner. The Ferment of Realism: American Literature 1884-1919. 1965.

- Cady, Edwin H. The Light of Common Day: Realism in American Fiction. 1971.
- Conder, John J. Naturalism in American Fiction: The Classic Phase. 1984.
- Daugherty, Sarah B. The Literary Criticism of Henry James. 1981.
- Fisher, Philip. Hard Facts: Setting and Form in the American Novel. 1985.
- Geismar, Maxwell. Rebels and Ancestors: The American Novel 1890-1915. 1953.
- Howard, June. Form and History in American Literary Naturalism. 1985.
- Kolb, Harold H. The Illusion of Life: American Realism as a Literary Form. 1969.
- Lee, Brian. American Fiction, 1865-1940. 1987.
- Millgate, Michael. American Social Fiction: James to Cozzens. 1964.
- Pizer, Donald. Realism and Naturalism in Nineteenth-Century American Literature. 1966.
- . Twentieth-Century American Literary Naturalism: An Interpretation. 1982.
- Rideout, Walter. The Radical Novel in the United States 1900- 1954. 1956.
- Robinson, Forrest G. In Bad Faith: The Dynamics of Deception in Mark Twain's America. 1986.
- Sundquist, Eric J. American Realism: New Essays. 1982.
- Walcutt, Charles Child. American Literary Naturalism, A Divided Stream. 1956.

317 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:

UCLA: American Fiction 1912-1945
Stanford University: American Realism and Naturalism
University of the Pacific: American Realism
University of Texas--Austin: American Realism: Major Writers
- 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).