

LSC Use Only
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Number: 96-23
Submission Date: 3-18-97
Action-Date: 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 Regional Lit English
Suggested 20 character title

New Course* EN 386 Regional Literature in English
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)

<u>Virginia Pedue May 6, 1996</u> Department Curriculum Committee	<u>Dr. McPherson 5/10/96</u> Department Chair
<u>[Signature] 10/30/96</u> College Curriculum Committee	<u>[Signature] 10/30/96</u> College Dean
<u>[Signature] 11/1/96</u> + Director of Liberal Studies (where applicable)	<u>[Signature] 11/1/96</u> *Provost (where applicable)

Course Syllabus

I. CATALOG DESCRIPTION

EN 386 Regional Literature in English

3 credits
3 lecture hours
0 lab hours
(3c-01-3sh)

Prerequisite: EN 202 and at least two courses from this list: EN 210, 211, 212, 213

Additional prerequisites for BA English majors: EN 210, 211, 212, 213

Examines the contributions of a particular region to national literature. The focus of the course might be any of the following: Appalachian writers, local color writers, New England writers, Southern writers, writers of the American West, or Canadian writers.

II. COURSE OBJECTIVES

Students will gain:

1. an understanding of the characteristics that make regional writers unique.
2. an understanding of the factors that produced regional literature.
3. an appreciation of the variety and depth of regional writing.
4. an understanding of the differences between different generations of regional writers.
5. an appreciation for the significant role of women in regional literature.

III. COURSE OUTLINE [for sample topic: Southern Writers]

Specific description: Southern Writers explores the unprecedented range and variety of writing, especially fiction, that blossomed in the South during the Southern Renaissance (ca. 1930-1960) and continues to the present. Special attention is paid to the father (William Faulkner) and mother (Eudora Welty) of Southern writing.

Week 1: an introduction to the course, general characteristics of southern writing, background on the Southern Renaissance

Weeks 2, 3, 4: two William Faulkner novels: The Sound and the Fury or As I Lay Dying or Light in August and The Hamlet or Go Down, Moses or Absalom, Absalom

Week 5: Eudora Welty's Thirteen Stories or The Optimist's Daughter

Week 6: Robert Penn Warren's All the King's Men

Week 7: Carson McCullers' Ballad of the Sad Cafe

Week 8: Tennessee Williams' A Streetcar Named Desire or Cat on a Hot Tin Roof

Week 9: Flannery O'Connor's A Good Man Is Hard to Find or Everything That Rises Must Converge

Week 10: Alice Walker's In Love and Trouble or Meridian or The Color Purple

Week 11: Anne Tyler's Dinner at the Homesick Restaurant

Weeks 12, 13, 14: stories from Ben Forkner and Patrick Samway's Stories of the Modern South

IV. COURSE REQUIREMENTS

Students will:

- 1) Complete all reading assignments.
- 2) Participate in class discussion and activities.
- 3) Present summary of the critical essay.
- 4) Develop a bibliography of Southern Writers.
- 5) Complete an in-class mid-term and final exam.

V. EVALUATION METHODS

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

- * Weekly quizzes: 25%
- * Midterm essay exam: 25%
- * Final essay exam: 25%
- * Critical research paper: 25%

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

William Faulkner, The Sound and the Fury and Go Down, Moses

Eudora Welty, Thirteen Stories
Robert Penn Warren, All the King's Men
Carson McCullers, Ballad of the Sad Cafe
Tennessee Williams, A Streetcar Named Desire
Flannery O'Connor, Three by Flannery O'Connor
Alice Walker, In Love and Trouble
Anne Tyler, Dinner at the Homesick Restaurant
Ben Forkner and Patrick Samway, Stories of the Modern South

VII. SPECIAL RESOURCE REQUIREMENTS

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

VIII. BIBLIOGRAPHY

Bloom, Harold. William Faulkner. 1986.
Brodhead, Richard H. Faulkner: New Perspectives. 1983.
Core, George. Southern Fiction Today. 1969.
Holman, C. Hugh. The Roots of Southern Writing. 1972.
Humphries, Jefferson. Southern Literature and Literary Theory. 1990.
King, Richard H. A Southern Renaissance. 1980.
Prenshaw, Peggy W. Women Writers of the Contemporary South. 1984.
Rubin, Louis D. William Elliott Shoots a Bear. 1975.
Skaggs, Merrill. The Folk of Southern Fiction. 1972.
Spivey, Ted R. Revival: Southern Writers in the Modern City. 1986.
Westling, Louise. Sacred Groves and Ravaged Gardens. 1985.

386 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 C (Alternative Literatures). 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: Literature of California and the American West
Stanford University: Modern Southern Writers
University of the Pacific: Literature of the American South
Univ. of Texas--Austin: Life and Lit. of the Southwest
- 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).