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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** Topics in Amer Lit
Suggested 20 character title
- New Course*** EN 462 Topics in American Literature
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 Feidus May 6 1996</u> Department Curriculum Committee	<u>D. M. P. 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 462 Topics in American Literature

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

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

Examines major works of a particular topic in American literature by focusing on its cultural and literary contexts. Topic to be announced in advance.

II. COURSE OBJECTIVES

1. Students will discern similarities and differences within and between fictional and non-fictional texts.
2. Students will be able to identify the social and philosophical factors that produced literature at a particular time in American history.
3. Students will detail the prevalent features (and marginalized ones) of American literature in order to formulate a critical description of it.
4. Each student, with two or three colleagues, will focus on three or four authors in this field and explore in depth the research available and assess their current critical status.
5. Collectively, students will arrive at a revised critical history of the chosen topic in American literature as a guide to the study of subsequent literature in this area.

III. COURSE OUTLINE [Sample Topic: Travel Narratives]

- | | |
|--|-----|
| A. Washington Irving, <u>The Sketch Book</u>
Mark Twain, <u>The Innocents Abroad</u> | 20% |
| B. Richard Henry Dana, <u>Two Years Before the Mast</u>
Herman Melville, <u>Typee</u> | 20% |
| C. - Caroline Kirkland, <u>A New Home! Who'll Follow?</u>
Susanna Moodie, <u>Roughing It in the Bush</u>
Susan Shelby Magoffin, <u>Down the Sante Fe Trail</u> | 25% |
| D. Washington Irving, <u>A Tour on the Prairie</u> | |

Francis Parkman, <u>The Oregon Trail</u>	20%
E. Mark Twain, <u>Roughing It</u>	
Andrew Garcia, <u>Tough Trip Through Paradise</u>	15%

IV. COURSE REQUIREMENTS

Students will demonstrate mastery of course objectives through successfully fulfilling the following course requirements:

Timely completion of reading assignments.

Participation in class discussion and activities.

Research paper on topic negotiated with instructor to be read in class (length: 8-10 pp.) and then handed in.

Group presentations on materials assigned by instructor that will include reading assignments for the rest of the class and annotated bibliographies.

Take-home final based on journal materials accrued during the semester on travel literature.

V. EVALUATION METHODS

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

30% Group work (30 maximum points)

40% Research paper presentation (40 maximum points)

20% Take-home final (20 maximum points)

10% Class participation/discussion (10 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

Dana, Richard Henry. Two Years Before the Mast. New York: New American Library, 1981.

Garcia, Andrew. Tough Trip Through Paradise. San

Francisco: Comstock Editions, 1976.

Irving, Washington. A tour on the Prairies. Norman: University of Oklahoma Press, 1985.

_____. The Sketch Book of Geoffrey Crayon, Gent. New York: Penguin Classics, 1988.

Kirkland, Caroline. A New Home! Who'll Follow? Albany: New York University Press, 1965.

Magoffin, Susan S. Down the Sante Fe Trail and Into Mexico. Lincoln: University of Nebraska Press, 1982.

Melville, Herman. Typee. New York: Everyman's Classic Library, 1933.

Moodie, Susanna. Roughing It in the Bush. Toronto: McClelland and Stewart, Inc., 1989.

Parkman, Francis. The Oregon Trail. New York: Penguin Classics, 1982.

Twain, Mark. The Innocents Abroad. New York: NAL, 1966.

_____. Roughing It. New York: Viking Penguin, 1981.

VII. SPECIAL RESOURCE REQUIREMENTS

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

VIII. BIBLIOGRAPHY

Barbarese, J.T. "Landscapes of the American Psyche," Sewanee Review, 100 (1992), 599-626.

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

Fairbanks, Carole. Prairie Women: Images in American and Canadian Fiction. New Haven: Yale University Press, 1986.

Goluboff, Benjamin. "The Problems of the Picturesque: Nineteenth Century American Travelers in Britain," New Orleans Review, 18, ii (1991), 5-16.

Martin. The Great American Adventure: Adventure, Manliness,

- and Nationalism. Boston: Beacon Press, 1984.
- Greenfield, Bruce. The Romantic Explorer in American Literature, 1790-1855. New York: Columbia University Press, 1992.
- Gross, Robert A. "Much Instruction from 'Little Reading': Books and Libraries in Thoreau's Concord," Proceedings of the American Antiquarian Society, 97, pt. 2 (1987), 129-188.
- Gross, Robert A. 'Reconstructing Early American Libraries: Concord, Massachusetts, 1795-1850," Proceedings of the American Antiquarian Society, 97, pt. 2 (1987), 331-452.
- Jehlen, Myra. American Incarnation. Boston: Harvard University Press, 1986.
- Kolodny, Annette. The Land Before Her: Fantasy and Experience of the American Frontiers. Charlottesville: University of North Carolina Press, 1984.
- Lutwack, Leonard. The Role of Place in Literature. Syracuse: Syracuse University Press, 1984.
- Mulvey, Christopher. Anglo-American Landscapes: A Study of Nineteenth-Century Anglo-American Travel Literature. Cambridge: Cambridge University Press, 1983.
- Mulvey, Christopher. "Anglo-American Fictions: National Characteristics in Nineteenth-Century Travel Literature," in F. A. Bell and D. K. Adams, eds., American Literary Landscapes: The Fiction and the Fact. Vision, 1988, pp. 61-77.
- Stout, Janis. The Journey Narrative in American Literature: Patterns and Departures. New York: Greenwood, 1984.
- Tuska, Jon, and Vicki Pierkarski, eds. The Frontier Experience: A reader's Guide to the Life and Literature of the American West. Jefferson, NC: McFarland, 1984.

462 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 be taken as a free elective within our program. 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:
UC Berkley: Special Topics in American Literature
UCLA: Interdisciplinary American Studies
NYU: Colloquium: The Modern American Writer
USC: Literatures of America: Cross-Cultural perspectives
- 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).