Language, Philosophy, & Culture - ENGL - 3350

UGRD Course - REVISE existing Core Course <or> Revise existing non-core course to ADD to Core

General Information

Please use this form to:

- **REVISE** a course that is already on the Core course list.

- **ADD** to the Core course list an existing permanent course that is not already on the Core course list

Step One: Turn on Help Text.

Please click on the icon of the 'i' within a blue circle to 'Show Help Text'. It is located at the top-right of this pane within the proposal form.

Course Ownership

Department*	UGRD English - Upper Division

Does the department chosen use a Department Curriculum Committee?*	⦿ Yes ◯ No

Does the college of the department chosen use a College Curriculum Committee?*	⦿ Yes ◯ No

Will the course be cross-listed with another area?*	◯ Yes ⦿ No	If "Yes", please enter the cross-listed course information (Prefix Code Title)

Implementation

Academic Year to begin offering course:*	⦿ 2015 ◯ 2016 ◯ 2017

Term(s) Course will be TYPICALLY Offered:* ☑ Fall (including all sessions within term)

☐ Spring (including Winter Mini all sessions within term

☐ Summer (including Summer Mini and all sessions within term)

Justification for adding/changing course

Justification(s) for Adding Course* **To meet core curriculum requirements**

To reinstate course to inventory

Importing course information for revising existing Core course

You may **IMPORT** the existing catalog information by doing the following:

- Select the blue downward-sweeping arrow located at the top-left of this form to search for automatically import this information into the proposal fields below

- When a pop-up window opens, select the appropriate undergraduate catalog from which to import information.

- Select the drop-down "Filter by field" menu to select the **Prefix** (you know this as Rubric) and enter the existing course prefix into the field that appears.

- Repeat the process to add another field filter and select the **Code** (you know this as the Course Number) field and enter the existing course number into the field that appears.

- After fields are selected and populated, click the "Search Available Curriculum" option. The search result(s) will appear at the bottom of the same window.

- Click the appropriate course to select.

- The next view will be to choose the data you want to import into the proposal. Please select all available fields (default selection is all).

- Finally, click "Import This Item" to enter the existing course data of the academic catalog into your proposal. The pop-up window will automatically close and return you to your proposal.

Please note that not all data, such as CIP code, Grade Options, Short Course Title) that has been previously provided when developing a course has historically been stored in the academic catalog. Moving forward this data will be stored and will load into your proposal when importing data from the catalog. Thank you for your patience as we build a better system for you.

Once you import the existing catalog data, do NOT make changes to the existing information yet.

Please complete the remaining empty required fields and launch your proposal. You will be the first step (next step) in the approval process. At that time you will make changes to the existing information imported from the catalog and the system will track all changes proposed (by all approvers) so that changes can be easily seen by variation of font color.

| Instructional Area/Course Prefix* | ENGL | Course Number* | 3350 |

| Long Course Title* | American Literature to 1865 |

| Short Course Title | AMERICAN LIT to 1865 |

Instruction Type and Student Contact Hours

| Instruction Type* | Lecture ONLY |

Contact Hours

Student Contact Hours are determined by a number of factors, including instruction type, and are used to determine the accuracy of credit hours earned by accrediting agencies and THECB. Please contact your college resource for assistance with this information.

Student Contact Hours must match the instruction type.
Eg: If Lecture ONLY, then Student Contact Hours for Lab must be zero.
Eg: If Lab ONLY, then Student Contact Hours for Lecture must be zero.

| Lecture* | 3 | Lab* | 0 |

Grade Options

| Grade Option* | Letter (A, B, C.....) |

Course Repeatability

| Can this course be repeated for credit?* | ⚪ Yes 🔘 No |

| If Yes, how often and/or under what conditions may the course be repeated? | |

CIP Code

The CIP Code is used by the university and the THECB to determine funding allocated to the course, which means that selecting the most helpful valid code may have an effect on your course.

If assistance is needed with code selection, please contact your college resource.

CIP Code Directory: http://www.txhighereddata.org/Interactive/CIP/

CIP Code must use this format:
##.####.## ##
digit digit period digit digit digit digit period digit digit space digit digit

CIP Code* 23.1402.00 01

Catalog Descriptions

Prerequisite(s):* ENGL 1304 or equivalent.

Corequisite(s)

Course Description* Critical examination of major and selected minor writers from the colonial period through Hawthorne and Melville.

Course Notes

Authorized Degree Program(s)

If this proposal is a <u>change to an existing course (Core or non-Core)</u>, there may be impacts for other courses (ex: using this course as a prerequisite) or programs (incorporating the course into the degree plan, whether required or as an option) that have some dependency on this course.

If this is a change to an existing course, before continuing with this proposal please do the following:

- Navigate to the Reports tab at the top of the window.

- Locate and select "Impact Report"

- Enter the course **prefix** (you know this as the Rubric) and **code** (you know this as the Course Number) into the appropriate fields. EX: ACCT 1301

- Select the external system (catalog) to search for course dependencies.

- When the report is complete there will be a pop-up window with your results. Copy and Paste those results into the field below.

- For courses that may be used in both the Undergraduate and Graduate catalogs, please paste the results from both searches.

Please note: Text is automatically saved as you enter information. When navigating away from this page, you do not need to press a "save" button (as none exists). When you return to this proposal, you will be able to resume where you left off.

Impact Report *

Programs	English, B.A.
	Middle School Teaching and Curriculum, ELA Degree Plan

Core Curriculum Information

For additional guidance when developing course curriculum that will also meet the Core Curriculum requirements, please refer to the Undergraduate Committee website for Core Curriculum:

http://www.uh.edu/undergraduate-committee/doc_2014-core-review.html

Therein you will find a chart for the required and optional competencies based on the Core Component Area (Core Category) selected.

Component Area for which the course is being proposed (select one)	**Language, Philosophy, & Culture**
List the student learning outcomes for the course*	Desired outcomes will be achieved through: • Study of a wide scope of narratives ranging from "discovery" through the Civil War. • Study of literary, historical, and social aspects of the construction of the United States. • Short reading responses, midterm, final exam, and a final essay.
Competency areas addressed by the course*	**Communication Skills** **Critical Thinking** **Personal Responsibility** **Social Responsibility**

Because we will be assessing student learning outcomes across multiple core courses,

assessments assigned in your course must include assessments of the core competencies. For each competency selected above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency.

Provide (upload as attachment) detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

How to upload/attach a document:

- Select the 'Files' icon at the center of this proposal screen. (Appears as a blue-outlined page with a green + symbol)
- In the 'Upload File' screen, 'Browse' to your computer and select the course syllabus.
- When syllabus file is selected, press 'Open' to return to the 'Upload File' screen.
- Press the 'Upload' button to complete the process of adding your syllabus file to the proposal.
- Proceed with remaining steps.

Critical Thinking, if applicable	Class discussions, written assignments based on class readings, a final four-page essay based on a specific theme, topic or scholarly question and a final exam will be used to assess critical thinking.
Communication Skills, if applicable	Class discussions, written assignments based on class readings, a final four-page essay based on a specific theme, topic or scholarly question and a final exam will be used to assess communication skills.
Empirical & Quantitative Skills, if applicable	

Teamwork, if applicable

Social Responsibility, if applicable

Class discussions, written assignments based on class readings, a final four-page essay based on a specific theme, topic or scholarly question and a final exam will be used to assess social responsibility.

Personal Responsibility, if applicable

Class disiscussions, written assignments based on class readings, and a final four-page essay based on a specific theme, topic or scholarly question will be used to assess personal responsibility.

Syllabus

Syllabus*	☑ Syllabus Attached

Will the syllabus vary across multiple section of the course?*	⦿ Yes ◯ No

If yes, list the assignments that will be constant across sections	Tests, Final Essay, and Final Exam.

Important information regarding Core course effectiveness evaluation:

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Additional Information Regarding This Proposal

Comments:	The latter American Literature survey was accepted into the core in 2014. This course should have been accepted then, too. We are rectifying this now.

Proposal Completed?

Scroll back to the top of this pane and click to right-directional triangle" " located

at the top-left of this pane to LAUNCH your proposal.

If any required fields are incomplete, the form will highlight the required fields with a contrasting orange font color. Complete the required fields and again click the "" to LAUNCH your proposal.

As originator, you will be the first approval step, allowing you to make changes to existing text and information. Changes made by any user will be tracked so that all viewers can discern suggestions to changes by person.

ENGLISH 3350: AMERICAN LITERATURE 1 (3 Cr)
University of Houston
Fall, 2014
TuTh 5:30-7:00 P.M./ C 111

Instructor: **Jason Berger**
Office: Roy Cullen, 235D
Office Hours: M 10-12, T/Th 3-5, and by appointment
Email: jberger2@uh.edu
Phone: (713) 743-5834

Course Description
Considering a wide scope of narratives ranging from "discovery" through the Civil War, this survey course will explore literary, historical, and social aspects of the construction of the United States. Since the earliest European excursions into the lands of the Americas, the "new world" was represented as both an opportunity and a problem: a means to garner lands, wealth, and resources, but also a site of complex cultural and social exchange and antagonism. Our approach toward American literature will be to explore the ways it negotiates such sites of crisis and anxiety as the country moves from a network of agrarian colonies into a modern industrial nation state. Through a combination of lecture, discussion, and written assignments, we will interrogate how writers and literary genres—from Anne Bradstreet's poetry to Hawthorne's fiction—respond to tension-wrought aspects of American experience and identity.

Prerequisites: Credit for ENGL 1304 and completion of the TSI Reading requirement.

Required Texts
--*The Norton Anthology of American Literature*, Volumes A & B (Eighth Edition)
--Charles Brockden Brown, *Wieland* and *Memoirs of Carwin the Biloquist* (Penguin)
--Daniel A. Cohen (Ed.), *The Female Marine and Related Works* (Univ. of Massachusetts)

Course Requirements:
There will be short reading responses, a midterm exam, a final exam, and a final essay.

Attendance & Participation:
Although this is a survey course, discussion and collaboration are central components—so if you are not here, we all miss out. Your attendance and *active* participation are, therefore, crucial for this class's success. If you must miss a class, contact me to discuss missed material before the next class meeting (many times details for the next class meeting's assignment are discussed at the end of class). Late arrivals disrupt class; two such occurrences will count as one absence. **Attendance and participation comprise 10% of your final grade. Every unexcused absence after the first two will significantly lower your participation grade. Students with more than six absences should expect to be dropped from the class.**

Readings:
All discussion and writing for this course will be based on class readings. Plan on dedicating time to *careful* and *thoughtful* reading; it is imperative that you arrive at each class meeting having read the assigned material at least once. Since all writing and your exams will be based on this reading, read actively: underline and mark passages, themes, and events that stand out to you; jot down questions and comments in the margins; take notes, recording page numbers so you can easily refer back to sections, etc.

Reading Responses
Over the course of the semester, you will write seven informal response papers (roughly ¾ of a page long, single spaced). Responses must address at least one of the readings assigned during the week the response is due. While you must turn in your response paper on the day that we discuss the material you consider, you are free to choose what piece(s) you would like to respond to across a week's time. Don't think of this paper as a formal essay; instead, consider it a forum to ask questions about a text, reflect on issues that interest you, etc. We will use these papers each class to generate topics of discussion, and they will assist in generating ideas and arguments that you may subsequently develop in your essays. Although these papers are not supposed to be fully developed, revised pieces, they should be well-thought-out, edited, and in MLA format. I will collect and grade all reading responses. These reading responses will comprise 20% of your final grade.

Midterm and Final Exams:
These exams will have two sections: multiple-choice/identification questions and essay questions. The exams are meant to provide a forum for you to build on ideas from readings and class discussion as well as to work toward forming analytical arguments.

Final Essay:
This four-page essay is due by the final exam and should consider a major piece or author from the course through the lens of a specific theme, topic, or scholarly question. You should use this essay as a forum to begin addressing and incorporating American literary and historical scholarship. Detailed directions will be provided. Please keep this closing assignment in mind throughout the semester, noting topics that interest you as we progress through the syllabus. The final essay will be submitted to a dropbox on our course's blackboard page.

Final Grade:
To receive credit for the course, you must fulfill all course requirements—including regular attendance and completion of all exams.

Academic Honesty:
Please familiarize yourself with UH's academic honesty policy. This policy can be found on the university's website:
http://catalog.uh.edu/content.php?catoid=6&navoid=1025.
Any cases of academic dishonesty (such as plagiarism) will be processed via the university's established procedures.

Your final grade will be based on the following:

Reading Reponses: 20%
Midterm Exam: 25%
Final Exam: 30%
Final Essay: 15%
Attendance/Participation: 10%

Course Schedule: (Please Note: This schedule is subject to change)

1. RETHINKING "BEGINNINGS"

Week 1
T 8/26   Introduction to course

Th 8/28   *From Norton A*: "Beginnings to 1700" (2-13); Iroquois Creation Story
                 (21-25); "Native American Trickster Tales" (100-101); Sioux Tales
                 (111-114); Christopher Columbus (34-38); Bartolomé de las Casas (38-
                 42); John Smith (81-99)

2. RETHINKING "BEGINNINGS": FROM EARLY SETTLEMENTS TO THE PURITANS

Week 2   *Reading Response 1 Due This Week*
T 9/2   *E-Book Available via UH Library Catalog*: Sacvan Bercovitch, *The*
                 American Jeremiad, "Introduction: The Puritan Errand Reassessed,"
                 (please read pages 3-27)
                 From Norton: William Bradford (121-122, 131-134, 154-155); John
                      Winthrop (165-177)

Th 9/4   *From Norton*: Anne Bradstreet (207-234); Michael Wigglesworth (238-
                 252—read the rest if you'd like); Cotton Mather (327-333)

3. VOICES FROM THE EARLY REPUBLIC

Week 3   *Reading Response 2 Due This Week*
T 9/9   *From Norton*: Benjamin Franklin (455-57, 471-76, 480-481, 531-545);
                 Judith Sargent Murray (737-747).

Th 9/11   *From Norton:* J. Hector St. John de Crèvecoeur (604-625); Phillis
                      Wheatley (762-773)

4. FEDERALIST-ERA ANXIETIES

Week 4   *Reading Response 3 Due This Week*
T 9/16   *E-Book Available via UH Library Catalog*: Cathy N. Davidson,
                    Revolution and the Word, Chapter 3, "Ideology and Genre"
                From Norton: The Federalist Overview (677-678) & The Federalist, No.
                    10 (681-686)
                From Brown: Jay Fliegelman "Introduction" (READ ONLY [Spoiler
                    Alert] xiii-xxii, xxvii-xxxvi)

Th 9/18   *From Brown*: 3-55

Week 5
T 9/23   *From Brown*: 56-128

Th 9/25   *From Brown*: 129-185

5. FROM NATIONAL ANXIETY TO NATIONAL MEMORY

Week 6
T 9/30   *From Brown*: 186-278

Th 10/2   *From Norton B*: "American Literature 1820-1865" (3-21); Washington
                    Irving (25-27, 29-41, 41-62)

6. CONSTRUCTION OF NATIONAL IDENTITY: SHAPING SOCIAL BORDERS

Week 7   *Reading Response 4 Due This Week*
T 10/7   *From Norton*: Lydia Sigourney (106-121); Lydia Maria
                    Child (180-190, 204-210); William Apess (129-157)

Th 10/9   *From Norton*: "Native Americans: Removal and Resistance" (349); Elias
                    Boudinot (357-360); The Cherokee Memorials (361-366); Ralph
                    Waldo Emerson (366-369); Jane Johnson Schoolcraft (160-167)

Week 8
T 10.14   *From Cohen*: Introduction (1-18); *The Female Marine*, First Part (54-76)

Th 10/16   *The Female Marine*, Parts 2-3 (81-131)

7. THE LITERARY "AMERICAN RENAISSANCE"?

Week 9
T 10/21   *From Norton*: Ralph Waldo Emerson (211-243).

Th 10/23   Finish discussion of Emerson's *Nature*; Review for midterm exam

Week 10
T 10/28   Midterm Exam

Th 10/30   *From Norton*: Margaret Fuller (740-743, 780-786, 743-777)

Week 11   *Reading Response 5 Due This Week*
T 11/4   *From Norton*: Nathaniel Hawthorne (369-373, 386-395, 418-429, 396-
               401)

Th 11/6   *From Norton*: Edgar Allan Poe (629-632, 637-640, 691-695, 701-714).

8. "IN SLAVERY'S SHADOWS"

Week 12   *Reading Response 6 Due This Week*
T 11/11   *From Norton*: Jefferson (788-791); Frederick Douglass (1170-1215, 1230-
               1239, 1251-1254)

Th 11.13   *Book Available via UH Library Catalog*: George Fitzhugh's *Cannibals
               All! Or Slaves Without Masters* (Pages 15-37)
               From Norton: Harriet Jacobs (920-942); William Wells Brown (942-
               948, 957-960)

Week 13   *Reading Response 7 Due This Week*
T 11/18   *From Norton:* William Lloyd Garrison (795-797); Henry David
               Thoreau (961-979, 1155-1170).

Th 11/20   *From Norton:* Thoreau (981-1006); Rebecca Harding Davis (1705-1732)

Week 14
T 11/25   *From Norton*: Herman Melville (1424-1427, 1526-1582)

Th 11/27   No class: Thanksgiving Break

Week 15
T 12/2   Movie discussion/comparison: *Django Unchained* vs. *12 Years a Slave*

Th 12/4   Review for final exam

Final Exam: Th 12/11 8:00-11:00 A.M. Final essay due by exam (submit via blackboard
dropbox).