University Studies
Cluster Proposal Cover Sheet
2005-2006

Cluster: American Studies
Title of course: Topics in American Literature
Course Number: EN6 367 U
Proposing Faculty: Susan Danielson
Cluster Coordinator: Becky Bosch

Cluster Course to New Cluster
New Course to Cluster
Removal

Other clusters this course is assigned to:
PROPOSING FACULTY: Susan Danielson

COURSE TITLE AND NUMBER: ENG 367 topics in American Literature

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OBTAIN CHAIR AND CLUSTER COORDINATOR SIGNATURES BEFORE SUBMITTING TO UNIVERSITY STUDIES OFFICE

DEPARTMENT CHAIR(S): W. Tracy Dicks. DATE: 10/28/04

CLUSTER COORDINATOR: ________________________________ DATE: __________

All changes to Clusters must be approved by PSU's Senate Curriculum Committee.

THE ORIGINAL + 12 COPIES OF THE PROPOSAL MUST BE RECEIVED AT UNIVERSITY STUDIES (CH 163) BY NOVEMBER 1, 2004

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COURSE APPROVED FOR CLUSTER INCLUSION

CHAIR, CLUSTER COORDINATORS: ____________________ DATE: __________
University Studies
Cluster Course Addition
Adding a previously unapproved course to a cluster

(When addressing questions, please attach a separate sheet)

PROPOSING FACULTY Susan Danielson

1. THE COURSE

A. ENG 367 Topics in American literature: this course will focus on a more in depth study of a theme or genre emerging from the study of American Literature.

B. DEVELOPMENT
   This is a new course under development

C. AVAILABILITY
   This will be offered regularly – until now we have used numerous Eng 306 or Eng 308 but with this new course designation we can begin to focus on using 367 for 300 level literature courses with a cultural bent for example Immigrant Experience in American Literature and film and Literature and Medicine

D. PREREQUISITES
   List any course prerequisites beyond the cluster Sophomore Inquiry course.

2. COURSE OUTLINE
   Provide a detailed outline of the proposed course, also including its preliminary reading list, and the name(s) of instructor(s) committed to teaching the course. Depend son the course

3. GENERAL EDUCATION GOALS.

   A. COURSE CONTENT & SUITABILITY FOR CLUSTER
      Discuss the course content in relationship to the thematic focus of the cluster.

   B. UNST GOALS
      Materials and assignments will address those University Studies goals appropriate to the course content and cluster theme (the goals are Inquiry and Critical Thinking, Communication, Diversity of Human Experience, and Ethical Issues & Social Responsibility).

   C. CLASSROOM ENVIRONMENT
      Teaching strategies employed in the course will be student-centered, active-learning strategies characteristic of University Studies courses.
University Studies
Cluster Course Addition
Adding a previously unapproved course to a cluster
(Revised September 9, 2002)

PROPOSING FACULTY: Susan Danielson, ENG

1. THE COURSE
A. COURSE TITLE, NUMBER, AND CATALOG DESCRIPTION:
ENG 367U: AMERICAN REALISM, NATURALISM, AND REGIONALISM

Analysis of the cultural and aesthetic genesis of three literary modes that develop in late 19thc American literature and continue to the present.

In this course we will examine the literary and philosophical assumptions and literary strategies associated with each of three literary modes, realism, naturalism, and regionalism as they developed in the United States. After placing these three within their cultural, artistic, and critical contexts, we will interrogate several short stories and novels considered to be representative to discover the ways in which the writing and the themes intersect and support one another.

B. Course Development:
This course is a new course but is based on topics courses that I have taught at the 400 level in previous years.

C. Availability: This course will be one of a number of TOPICS courses offered each year using this number.

D. PREREQUISITES: none

2. COURSE OUTLINE.
INSTRUCTOR: SUE DANIELSON
PRELIMINARY READING LIST: Henry James, The Art of Fiction, excerpts
William Dean Howells, excerpts
Frank Norris, excerpts
Emile Zola, “The Experimental Novel”
Theodore Dreiser, Sister Carrie
Richard Wright, Native Son
Louisa May Alcott, Work
Don DeLillo, White Noise
Hamlin Garland, Main Traveled Roads
Wallace Stegner, Angle of Repose

Week I: Overview – Setting the stage for understanding the emergence of realism, naturalism and regionalism – 19th c Theoretical Perspectives
Week II-IV From Romanticism to Realism
Week V-VII From Sentimentalism to Naturalism
Week VIII-X Race, Place and Gender – The Emergence and Return of Regionalism

3. GENERAL EDUCATION GOALS.

A. COURSE CONTENT & SUITABILITY FOR CLUSTER
American Studies takes as its focus the analysis of texts within their cultural, intellectual, and critical contexts. "Realism, Naturalism, and Regionalism" offers an opportunity to question the ways in which the American experience provided material that challenged and modified literary modes developing in Europe at the close of the 19th c. Furthermore, it provides an opportunity for students to articulate connections between late 19th century and 20th c American Fiction.

B. UNST GOALS
1. Inquiry and critical thinking
   a. Reading

   My pedagogical style involves preparing broad discussion questions which are designed to lead the students into the heart of a text—to understand its major theme or argument, the literary strategies it uses to develop that theme or argument, and finally why it does so. The why is explored by situating the text in a larger context, both literary and cultural. In this case, there will be two contexts: the theoretical debates surrounding the place of literature in interrogating the American experience and the social/cultural milieu into which the text was introduced.

   While critical reading is important for literary analysis, I repeatedly emphasize that these reading skills are important to the students in a more general sense: on the one hand, to enable them to function more critically in the world around them, and on the other hand, to assist them in becoming lifetime learners.

   b. Writing

   This course will have a variety of written assignments: weekly reading Response papers (non-graded) designed to help students explore written expression without the stress of grades; several critical summaries and evaluations of secondary literature in order both to expose students to the secondary literature and teach them to read critically and write precisely; a final term paper.

2. Communication:

   Written and Oral communication writing are stressed. Students spend one class period performing peer review of the first paper. I collect both copies of the papers, and evaluate the help offered by the peer reviewer. In this way, students learn more about the writing process. I will encourage them to find a writing partner for the rest of the term. Oral communication skills are also worked on in this course. Students must be prepared to present their reading response to the class—I will call on different students on different days. Students will also be expected to do a presentation on a cultural analogue to the various literary modes we will be exploring.

3. Diversity of Human Experience

   Each of these novels takes as it subject diverse peoples confronted with issues that challenge them in new ways. Our reading should help us to uncover something of our own responses to similar situations.

4. Ethical issues and social responsibility:

   Each of these novels raises ethical issues and social responsibility, from the exploration of sexual and workplace exploitation, racism, industrialization, etc.

C. CLASSROOM ENVIRONMENT

   I consider myself to be a student-centered teacher; my goal is to create an environment in which students feel comfortable taking risks and sharing insights. I rarely lecture, but when I do it is
Response papers designed to help students explore written expression without the stress of grades; several critical summaries and evaluations of secondary literature in order both to expose students to the secondary literature and teach them to read critically. Their final paper will be a reflection on their final class project.

2. Communication:

Oral and written communication are stressed. Students spend one class period performing peer review of the first paper. I collect both copies of the papers, and evaluate the help offered by the peer reviewer.

Oral communication skills: Students develop and present a research project involving illness and culture. This year students conducted ethnographies with caregivers, explored artistic representations of illness, examined critically the chart notes of an intensive care unit nurse. These projects are about 20 minutes in length and are graded for their intellectual content as well as the presentation skills involved.

3. Diversity of Human Experience

Illness and culture emphasizes the individual nature of the illness experience, despite the scientific paradigms developed to contain that experience. In striving to hear the voices of both patients and caregivers, the literature under consideration invites analysis of professional roles and ethics.

4. Ethical issues and social responsibility:

Each of these novels raises ethical issues and social responsibility, from the ways in which the ill are treated to the capacity of individuals to give witness to their own experience. Medical practitioners, from allopathic to alternative healers, are represented in ways that reflect cultural values around the issues of health and dying and disease.

C. CLASSROOM ENVIRONMENT

I consider myself to be a student-centered teacher; my goal is to create an environment in which students feel comfortable taking risks and sharing insights. I rarely lecture, but when I do it is usually a mini-lecture that has a group component. We will use in class writing to generate ideas and use techniques such as text rendering and read-around-groups to encouraged them to read with care and develop their own critical rubric as they approach a text.
OBTAIN CHAIR AND CLUSTER COORDINATOR SIGNATURES BEFORE SUBMITTING

DEPARTMENT CHAIR(S): ___________________________ DATE: ______________

CLUSTER COORDINATOR: ___________________________ DATE: ______________

All changes to Clusters must be approved by PSU’s Senate Curriculum Committee.

THE ORIGINAL + 12 COPIES OF THE PROPOSAL MUST BE RECEIVED AT UNIVERSITY STUDIES (CH 163) BY OCTOBER 31, 2002

PROPOSING FACULTY: ____________________________

COURSE TITLE AND NUMBER: _______________________

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COURSE APPROVED FOR CLUSTER INCLUSION

CHAIR, CLUSTER COORDINATORS: ____________________ DATE: ___________

CHAIR, UNST COMMITTEE: ___________________________ DATE: ___________