



# Approval Form

Proposal Title: Literature of the American Renaissance

Sponsor(s) C.T. Donohue Dept.: English Ext. 6001

Catherine Wilcoxson English 6001

Check one:  Course  Specialization  Concentration  Minor  Achievement Certificate  
 Certification Program  Major Program  Minor Change (please name deletion or credit/article/catalog change)

Undergraduate  Graduate 3 Credit Hours

<p><b>Step 1 (Department)</b></p> <p><input checked="" type="checkbox"/> Approved <u>March 3, 1994</u> Date</p> <p><input type="checkbox"/> Not Approved</p> <p><u>Charles T. Donohue</u> Dept. GC Chairperson</p> <p><input checked="" type="checkbox"/> Reviewed <u>March 3, 1994</u> Date</p> <p><u>Matthew C. ...</u> Dept. Chairperson</p>	<p><b>Step 2 (Receipt)</b></p> <p><input type="checkbox"/> SCC# <u>413-17-66</u></p> <p>Proposal Received <b>SENATE</b> Date <u>MAR 10 1994</u></p> <p><b>RECEIVED</b></p> <p>_____ SCC Chairperson</p>	<p><b>Step 3 (School CC)</b></p> <p>Reviewed <u>4/18/94</u></p> <p><input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved</p> <p>Comments:</p> <p><u>Joanne Scott</u> School Curr Comm Chairperson</p>
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**Step 4 (Academic Dean)** **Comments:**

Recommend  
 Not Recommend  
 Conditionally Recommend (see comments)

Reviewed 4/20/94 Date

[Signature]  
Signature, Dean of School

**Step 5 (SCC)**

Open Hearing 5/11/94 Date  Approved by Senate Curriculum Committee 5/16/94 Date

Returned to sponsor(s) for the following reasons:  
Minor changes requested from transcript

**Step 6 (Senate)**

Presented to Senate 5/17/94 Date  Approved  Not Approved

Notification to Executive Vice-President/Provost 5/20/94 Date

[Signature]  
Signature SCC Chairperson

**Step 7 (Executive V.P./Provost)**

Received 6/17/94  
Date

Approved  Yes  No

If no, reasons are as follows:

Student credit hours 3 ch

Faculty load hours \_\_\_\_\_

Equalized credit hours \_\_\_\_\_

Official copy and approval sheet filed \_\_\_\_\_  
Date

[Signature]  
Signature Executive Vice-President/Provost

**Registrar**

Approved course description received 22 Aug 94  
Date

Hegis Taxonomy and Course Number assigned 1502-322

[Signature]  
Signature Registrar

22 Aug 94  
Date

**Notification forwarded:**

- Senate Curriculum Committee Chairperson
- Department Chairperson(s)
- Academic Dean(s)
- Registrar
- Sponsor(s)

Course Proposal  
Literature of the American Renaissance (1502.322)

I. Details:

- A. Course Title: Literature of the American Renaissance
- B. Sponsors: Catherine Wilcoxson, Terry Donahue, Barbara Patrick, Nathan Carb
- C. Credit Hours: 3 S.H.
- D. Course Level: Junior, Senior
- E. Curricular Effect: An upper division English elective for majors, the course will augment the Department's present offerings in American literature.
- F. Prerequisites: None
- G. Suggested Time and Scale of Implementation:  
Fall, 1995, one section; one section every other year thereafter.
- H. Adequacy of present staff, resources, and library facilities: Adequate.
- I. Short-term evaluations: N/A

II. Rationale: At present, the Department offers three upper division courses in American literature beyond the required two semester survey--Modern American Poetry, Modern American Drama, and the American Novel. As the first two classes focus exclusively on twentieth-century literature, and the third class covers the novel since the Civil War, we need a course to explain the earlier nineteenth-century origins of that literature in more depth than the first half of the survey course can provide.

III. Essence of the Course:

A. Course Objectives: Within a context of interactive learning, the student should acquire the ability 1) to identify and explain the major writers of the American Renaissance; 2) to identify and explain the dominant literary movements and tendencies of the period; 3) to read critically in order to identify the major themes and the fictional and poetic methods of a representative selection of these writers and to relate their works to the social and cultural milieu; 4) to demonstrate this understanding in appropriate forms such as reports, essay examinations, and intra-term and end-of-term papers.

B. Typical Course Content Represented As Topical Outline: The following outline lists over 40 writers whose works are represented in the standard anthologies of American literature: James E. Miller, ed., Heritage of American Literature (Harcourt Brace Jovanovich); Paul Lauter, ed., Heath Anthology of American Literature (D.C. Heath and Co.); George McMichael, ed., Anthology of American Literature (Macmillan Publishing Co.); David Levin, ed., America in Literature (John Wiley & Sons); Nina Baym, ed., The Norton Anthology of American Literature (W.W. Norton & Co.); Judith Fetterly, ed., Provisions: A Reader From 19th-Century American

Women (Indiana University Press).

From among the writers listed, all of whom are worthy of study, the teacher should choose a manageable number of authors and works, selecting those most likely to provide the student with a comprehensive introduction to the period and give him or her opportunities as well for a more intensive exploration of several texts of particular merit and relevance. The texts included in the course syllabus will necessarily vary to reflect the changing interests of the instructors who teach the course. But they should be chosen to demonstrate at least the three characteristics of the period covered by the course: 1) the movement from neoclassicism to romanticism in the early writers of the period, giving rise to a new sense of literary nationalism; 2) the development of an American response to continental romanticism, Transcendentalism (as well as other forms of experimental aesthetics); and 3) the approach of realism, already under way in the years preceding the Civil War.

Faculty members teaching this class will want to choose writers and works that cover all the important genres of the period: poetry, essays, short fiction, speeches, and novellas or novels. Consideration should be given to certain vital 19th-century forms that are often overlooked: oratory, which strongly shaped much 19th-century literature; the "Fireside" poets; the autobiographical slave or escape narratives; women's literature; and Native American prose and poetry, which began to be transcribed after 1820. This is also the only place where students can be expected to read an entire novel by Cooper, as well as Melville's Moby-Dick.

I. From Classic to Romantic. Washington Irving (from The Sketch-Book, from The History of New York); William Cullen Bryant ("Thanatopsis," "To a Waterfowl," "Inscription for the Entrance to a Wood," "To Cole, the Painter, Departing for Europe"), James Fenimore Cooper (one of the Leatherstocking novels), Edgar Allen Poe (poems, tales, essays).

II. The American Renaissance: Ralph Waldo Emerson (Nature, "The American Scholar," "The Divinity School Address," poetry, the letter to Walt Whitman); Frederick Douglass (Narrative of the Life of a Slave); Thoreau (Walden, "Resistance to Civil Government," "Walking"); Hawthorne (tales, The Scarlet Letter or The House of Seven Gables or The Blithedale Romance); Herman Melville ("Hawthorne and His Mosses," Moby-Dick); Henry Wadsworth Longfellow; John Greenleaf Whittier; Oliver Wendell Holmes; James Russell Lowell; Jones Very; Frederick Goddard Tuckerman; Margaret Fuller (from Woman in the 19th Century); Elizabeth Cady Stanton ("Declaration of Sentiments" from Seneca Falls Womens' Rights Convention, 1848); Native American tales, poems, and speeches (frequently anthologized pieces include "The Story of My Ancestor Weshgishega," Winnebago; "The White Buffalo Calf Pipe," Teton Sioux; "The Jealous Ghost," Menomoni; work by William Apess (Pequot); John Rollin Ridge (Cherokee); as well as poems, songs, and speeches, including perhaps Black Hawk's "For More Than a

Hundred Winters," Seattle's "The Indians' Night Promises To Be Dark," and Chief Joseph's "I Will Fight No More Forever"; Harriet Beecher Stowe, Uncle Tom's Cabin; Harriet Jacobs (Incidents in the Life of a Slave Girl); Abraham Lincoln ("A House Divided," "Emancipation Proclamation," and "Address Delivered at Gettysburg"); Walt Whitman; Emily Dickinson.

III. The Approach of Realism. The Frontier: selections from Southwest Humorists (including, for instance, Augustus Baldwin Longstreet, George Washington Harris, Thomas Bangs Thorpe, and Johnson Jones Hooper); Caroline Kirkland (from A New Home--Who'll Follow?). Local Color: Harriet Beecher Stowe (stories from Old Town Folks, or selections from The Pearl of Orr's Island); Harriet Prescott Spofford ("Circumstance"); Frances E. W. Harper (dialect poetry). Early responses to the Civil War: Whitman (Drum-Taps); Melville (Battle-Pieces); Louisa May Alcott (Hospital Sketches). The Coming of Industrialization: Rebecca Harding Davis ("Life in the Iron-Mills," 1861).

C. Evaluation and Grading Procedures: Such procedures will be consistent with those followed in all upper-division literature courses taught in the English Department--one or two intra-semester essay examinations, a final examination, and a semester paper of substantial length. At the professor's discretion three or four papers of moderate length may be substituted for the intra-term examinations. Occasional oral reports may also be required, and students will be expected to participate in class discussions.

D. Course Evaluation: 1) Students will complete a written evaluation at the end of the course. 2) Professors who teach American courses will meet periodically for short colloquies to discuss any problems which might arise in this or any newly instituted course.

E. Consultations: All members of the English Department were consulted during the development of this course. The course has been approved by unanimous vote. Members of the Department include: Nathan R. Carb, Ph.D.; Charles T. Donohue, Ph.D.; Minna Doskow, Ph.D.; Jim Haba, Ph.D.; Beverly Horton (Dissertation in Progress); Barbara Patrick, Ph.D.; Cindy Vitto, Ph.D.; Catherine Wilcoxson, Ph.D.; Edward Wolfe, Ph.D.

Catalog Description  
Literature of the American Renaissance  
Catalog Number: 1502.322

This course focuses on the literature of the American Renaissance (1830-1860). The study of works by writers like Cooper, Bryant, Irving, Poe, Emerson, Douglass, Thoreau, Hawthorne, Melville, Longfellow, Whitman, Stowe, Jacobs, and Dickinson will cover the three major characteristics of the period: the movement from classicism to romanticism in the early writers; the development of literary nationalism, and an increasing interest in exploring what it means to be an American; and, finally, the beginnings of literary realism with the approach of the Civil War.