Matching

New Course to South Bend Request

Indiana University

South Bend Campus

Check Appropriate Boxes: Undergraduate credit [ ] Graduate credit [ ] Professional credit [ ]

1. School/Division [ ] CLAS [ ]

2. Academic Subject Code [ ] ENG [ ]

3. Course Number L 350 (must be cleared with University Enrollment Services) [ ]

4. Instructor [ ] Jeff Rhyne [ ]

5. Course Title [ ] Early American Writing and Culture to 1800

Recommended Abbreviation (Optional) [ ] Early Amer Writing to 1800

(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): [ ] Fall / 2006

7. Credit Hours: Fixed at [ ] 3 [ ] or Variable from [ ] to [ ]

8. Is this course to be graded S-F (only)? Yes [ ] No [ ]

9. Is variable title approval being requested? Yes [ ] No [ ]

10. Course description (not to exceed 50 words) for Bulletin publication: Examination of a range of literary and cultural communications from the period of exploration and colonization of the Americas through the Revolutionary era. Special attention paid to the interactions between rhetoric and history, and to religious, scientific, political, racial, and literary discourses.

11. Lecture Contact Hours: Fixed at [ ] 3 [ ] or Variable from [ ] to [ ]

12. Non-Lecture Contact Hours: Fixed at [ ] [ ] or Variable from [ ] to [ ]

13. Estimated enrollment: 20 of which none percent are expected to be graduate students.

14. Frequency of scheduling: [ ] 3 years [ ] Will this course be required for majors? [ ] no [ ]

15. Justification for new course: see attached sheet

16. Are the necessary reading materials currently available in the appropriate library? [ ] yes [ ]

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

[Signature] Margaret Scarrish [ ] Date [ ]

Department Chairman/Division Director

[Signature] John M. Hilt [ ] Date 4/28/05

Dean

[Signature] [ ] Date [ ]

Chancellor/Vice-President

University Enrollment Services

[Signature] [ ] Date [ ]

Dean of Graduate School (when required)

Approved by:

[Signature] [ ] Date [ ]

University Enrollment Services

Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
10. Catalog Description Taken from Bloomington English Department pages of the online Indiana University Bloomington Bulletin.

L350 Early American Writing and Culture to 1800 (3 cr.) A & H Examination of a range of literary and cultural communications from the period of exploration and colonization of the Americas through the Revolutionary era. Special attention paid to the interactions between rhetoric and history, and to religious, scientific, political, racial, and literary discourses.

<http://www.indiana.edu/~bulletin/iub/coas/eng.html>

15. L350 is the first of four courses in an American Literature survey offered in the IU system. We regularly offer L351 (1800-1865) and L354 (American Literature Since 1914). For many years, we also regularly offered L352 (1865-1914). But we never, as far as I can determine, offered L350.

In our recent discussions of the major, our two new American literature professors pointed out the advantages of offering the full American survey on a regular, predictable basis. Subsequently, the School of Education agreed to change its requirement that students take L351 for English certification to a requirement that they take either L350 or L351 or L352; they will continue to have a choice between L354 and a Twentieth-Century American Fiction courses, L358. This decision makes it practical for us to move to a three year rotation in which we will offer one of the three (L350-L352) every fall. These courses, although not specifically required for our majors, are obviously valuable to them. We hope that some will take advantage of the opportunity to take two or three pre-twentieth century American literature courses instead of being limited to one.

L350 will be a survey that extends from the earliest American literature, the myths and stories of Native American tribes, through the various waves of European exploration to the early years of American Independence. Because the course is a survey, it should include a range of kinds of writing, including non-fiction. Narratives of exploration, the “captivity” narratives of women captured by Indians or of Africans enslaved in the U.S., and other autobiographical material is central to the period. Fiction, poetry, and oratory, much of it caught up in the theological and political controversy of the times, will be included. By the end of the course, students will be reading samples of eighteenth-century fiction and drama.

A generation or so ago, a course like this one would have focused almost exclusively on English-language writing, most of it produced in New England, New York, and Virginia. Most of it would have been writing by men, and political and theological writing would have dominated. With the growth of women’s studies, postcolonial studies, and the interest in African American, Hispanic, and other ethnic literatures, the whole conception of what constitutes early American writing has changed. Now the major publishers have excellent textbooks that include translations from Spanish, French, German, Dutch, and other European languages, as well as Native American material. My own experience teaching some of this material in a first-year class is that students are excited to think about what was happening in, say, California or New Mexico in the
seventeenth century, they benefit from being reminded of how many languages have been spoken in this country, and from seeing that even the most oppressed Americans left eloquent testimonies to their own experience.

The best-selling textbook in this field is probably the *Heath Anthology of American Literature*, ed. by Paul Lauter and Richard Yarborough. (Houghton-Mifflin, 2001). An equally strong competitor is Susan Castillo and Ivy Schweitzer's *The Literatures of Colonial America* (Oxford: Blackwell, 2000). Both are available in trade paperbacks. An instructor might well wish to supplement one of these anthologies with a paperback novel such as Charles Brockden Brown’s *Wieland* (1798) or Susanna Rowson’s *Charlotte Temple* (1794).

This course would be taught, as L.351 and L.354 currently are, with a mix of discussion and lecture. There would be two-three essay exams and two-three papers, one a longer paper requiring research.