Matching
New Course to IUSB

New Course Request

Check Appropriate Boxes: Undergraduate credit □ Graduate credit X Professional credit □

1. School/Division College of Liberal Arts & Sciences 2. Academic Subject Code ENG

3. Course Number 1653 (must be cleared with University Enrollment Services) 4. Instructor Jake Mattox

5. Course Title American Literature 1800-1900

Recommended Abbreviation (Optional) (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Spring 09

7. Credit Hours: Fixed at ______ 4 ______ or Variable from to ______

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

9. Is variable title approval being requested? Yes _____ No X

10. Course description (not to exceed 50 words) for Bulletin publication: Intensive historical and critical study of all genres from Washington Irving through Frank Norris.

11. Lecture Contact Hours: Fixed at ______ 4 ______ or Variable from to ______

12. Non-Lecture Contact Hours: Fixed at ______ 0 ______ or Variable from to ______

13. Estimated enrollment: ______ 15 ______ of which ______ 100 ______ percent are expected to be graduate students.

14. Frequency of scheduling: every 2 yrs. Will this course be required for majors? no

15. Justification for new course: Needed for core offerings for M.A./M.A.T. program. New course to IUSB.

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. syllabus attached

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

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 Margaret Scanlan

Department Chairman/Division Director

Dean of Graduate School (when required)

Approved by: Dean of College

Chief Academic Officer

Date

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UP 724 University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Department—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
L653/Spring 2007
The American Renaissance and Post-Nationalist American Studies

Description
The past 15 years of American Studies has seen an emphasis on “post-nationalist” approaches that insist upon analyzing the interrelationships among local, national, and global perspectives. As such, these approaches challenge the idea that culture respects the borders of the nation-state. The term “post-nationalist” also implies a rejection of nationalistic assumptions in our study of American literature and an understanding of the constructedness of national borders and national myths. Finally, these perspectives have also rekindled interest in questions of empire as applied to the U.S. context. In this course we will analyze, apply, and critique the main assumptions and techniques of post-nationalist study, paying particular attention to antebellum texts in and around the “American Renaissance” (ca. 1840–1860). As such, we will also gain a familiarity with some of the texts—the traditionally canonical, the recently canonized, and the outright marginal—associated with the period. With specific attention to the U.S.-Mexican War, the Civil War, and a growing U.S. reach around the world, we will read both primary texts and secondary scholarship as they address questions of U.S. cultural and political nationalism, expansionism (both “continental” and overseas), and theories of racial difference. We will conclude with a consideration of recent literature on the topic of “empire.”

Requirements and Grading

1. Attend every seminar. It should go without saying that attendance and active participation at every meeting is essential to graduate study. If for some reason you miss class, make sure you contact me and complete the required work for that week. If you miss more than two classes, you should not expect your final grade to rise above the “C” range unless your reasons are compelling and exceptional and you have been in close communication with me.

2. Complete all of the assigned reading.

3. Participate actively in discussions, drawing from your readings of course materials and academically respectable sources, not simply from personal opinion or anecdote. Although participation is not included formally in the overall course grade, course grades will be negatively affected by a lack of consistent, meaningful participation. You also must visit me at least once in office hours or by appointment during the first three weeks of the semester.

4. Complete oral and written work on time.
   a. Class presentations/discussion starters (15% total).
      i. During weeks three through twelve, students will sign up to present the main arguments of two of the assigned secondary readings and get us started with discussion questions. We will cover these works in the second part of the seminar. I will circulate the sign-up sheet in the second week of class. No more than two students may sign up for any given week. See the presentation handout for more information (10%).
      ii. The second, and shorter, presentations will take place during the final two weeks of class. Each student will, in either week 14 or 15, give a presentation to the class about his or her final paper project (5%).

   b. Weekly reading responses (25%), one page and absolutely no longer than one-and-a-half pages, to be posted on the course site by no later than Monday at noon. A reading response should be as focused and argumentative as possible, or at least it should raise very specific questions about a given text. It should always refer to specific passages. Some weeks I will suggest likely topics,
such as assigning a one-page summary of an academic argument, but other weeks your topic will be up to you. Since you will be posting these on the course website, I strongly suggest you read your classmates’ responses as well, and you might then respond to one of theirs. No response is required during the weeks in which you are giving a presentation, and you may choose one additional week in which to not turn one in.

c. **Mid-term essay (25%)**. This paper, to be no shorter than 6 pages and no longer than 8 pages, will engage with one of the primary authors we have covered thus far in the course. You may choose to analyze a particular aspect of, for example, Poe’s *The Journal of Julius Rodman*, or you may choose an entirely different text written by Poe. You also may suggest an alternate author from the time period, though this must be cleared with me in advance. You may follow up on one of the themes we’ve discussed in class, or you may branch out on your own.

d. **Final research paper (35%)**. This 12-to-15 page argumentative, thesis-driven paper will offer an original argument about a primary text (or texts) of your choice; you may choose one of the texts we’ve discussed or you may choose another author entirely. We will discuss this project in more detail beginning in approximately week 8. The paper is due by noon on Wednesday April 30. In addition, a formal two-page prospectus, including a working bibliography following MLA style, is due in class and posted on the OnCourse site by April 14.

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**Additional Guidelines**

**Accommodations for Religious Observances:**

*The University Statement:* If any student will require academic accommodations for a religious observance, please provide me with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact me after class, during my office hours, or by individual appointment to discuss the issue. If after discussion we reach no consensus, either party or both should seek the advice of the Department Chair or the Dean, and if no consensus is reached, then the advice of the Vice Chancellor of Academic Affairs (“VCAA”). Either the instructor or the student may appeal the VCAA’s decision to the Office of Affirmative Action within ten business days of the determination.

*My Statement:* I follow the above policy, but its language is a little daunting. In short, I will be more than happy to work something out with you, as long as you plan ahead and discuss it with me early in the semester.

**Disabilities:**

*The University Statement:* If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Disabled Student Services (Administration Building, room 149, telephone number 520-4832), as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for Office of Disabled Student Services, [www.iusb.edu/~sbdss/services.shtml](http://www.iusb.edu/~sbdss/services.shtml)

*My Statement:* I follow the above policy, but its language is also a bit cold. In short, I will be more than happy to work something out with you, as long as you plan ahead and discuss it with me early in the semester.

**Plagiarism / Academic Honesty:**

*The University Statement:* It is the responsibility of the student to know of the prohibited actions such as cheating, fabrication, plagiarism, academic, and personal misconduct, and thus, to avoid them. All students are held to the standards outlined in the code. Please reference the entire code for a complete listing.
Any violation may result in serious academic penalty, ranging from receiving a warning, to failing the assignment, to failing the course, to expulsion from the University. 

**My Statement:** Any student caught plagiarizing or cheating will fail the course. No exceptions. In short, if you ever have any questions about what constitutes inappropriate usage of another’s ideas or words, meet me in office hours or make an appointment. I will be glad to offer assistance.

The mid-term paper and the final essay must be turned in both electronically and in paper form. I reserve the right to occasionally check student papers against the online “Turn-it-in.com” service.

**Phones and Computers:** Please turn off and put away your phones for the entire class period. If you have a laptop computer, you are welcome to use it to take notes. If it becomes clear, however, that you are instead using it to send instant messages, or check e-mail, or watch YouTube, you will be asked to leave and will be counted as absent.

**Classroom Behavior:** Students must demonstrate absolute respect to each other in the classroom. This doesn’t mean you can’t disagree with one another; it means a fellow student’s words and ideas will always be received with civility and respect. Disrespectful behavior will not be tolerated, and can include words, body language, or simply not paying attention.

**E-mail:** Use your IUSB account for communications with me; I will also send announcements via Oncourse that will go to your IUSB accounts. If you do not check your IUSB e-mail frequently, set it up so that IUSB e-mail is forwarded to your preferred account. Please check your e-mail and Oncourse frequently for information regarding the course. If you contact me via e-mail, allow at least one to two days for me to respond. You must put the course number and student name in the subject line (example: L650, Jane Doe); otherwise, your e-mails might get deleted as junk mail. Please proofread them and write in full sentences. Do not contact me through the Oncourse site; just e-mail me directly.

**Office Hours:** I schedule several hours per week in which I am sitting in my office, waiting for students to wander in. Please make use of this time. I am also available by appointment if you cannot make my scheduled office hours; just e-mail me and we’ll work something out. It is never an inconvenience when you drop by.

**Required Texts (in order of appearance)**

Benedict Anderson, *Imagined Communities*
Reginald Horsman, *Race and Manifest Destiny*
William Appleman Williams, *Empire as a Way of Life*
Jesse Aleman (Editor), Shelley Streeby (Editor), *Empire and the Literature of Sensation: An Anthology of Nineteenth-century Popular Fiction* (Paperback)
Herman Melville, *Moby-Dick* (Norton Critical Editions), edited by Hershel Parker
CLR James, *Mariners, Renegades, and Castaways: The Story of Herman Melville and the World We Live In*
Martin Delany, *Blake; or the Huts of America*

*Strongly recommended:* A basic college-level U.S. history textbook, such as Paul S. Boyer, et al, *The Enduring Vision*. A lower-cost (used) version is available through many sellers at Amazon.com. Use isbn 0618473092.
**Weekly Schedule**

1/8/08  **Week One: Introduction**

1/15/08  **Week Two: Literature and Post-Nationalist American Studies**

Terry Eagleton, “Introduction: What is Literature?”


1/22/08  **Week Three: The American Renaissance**

Walt Whitman, Introduction to *Leaves of Grass* (1855 edition) and “Song of Myself”:

http://www.whitmanarchive.org/published/LG/1855/whole.html

(Although the entire text printed from the web site would take more than 80 pages, tell your computer to print up through page 52 [which appears to be page 56/57 of the original text]. The final line of the poem is “I stop some where waiting for you.”)

F.O. Matthiessen, “Method and Scope” in *American Renaissance: Art and Expression in the Age of Emerson and Whitman* (1941)

F.O. Matthiessen, from chapter 13, on Whitman, in *American Renaissance*


1/29/08  **Week Four: The Nation**

Ralph Waldo Emerson, “The Young American” and “The American Scholar”

Matthiessen, from chapter on Emerson

Benedict Anderson, *Imagined Communities* (chpts. 1–4, 7–8, 11)

2/5/08  **Week Five: Cultures of Imperialism**

Reginald Horsman, *Race and Manifest Destiny* (selections TBA)

Williams, *Empire as A Way of Life* (chapters 1–3)

Eric Foner, “Fighting for the West”

2/12/08  **Week Six: Manifest Destiny and Empire I**


William Apess, “Eulogy on King Philip” (1836)

William Appleman Williams, *Empire as a Way of Life* (chapters 4–5)

2/19/08  **Week Seven: The U.S. and Mexico**

Frederick Douglass, “War with Mexico” (1848)

Henry David Thoreau,

“Resistance to Civil Government” (1849), at http://www.gutenberg.org/files/71/71-h/71-h.htm

“Walking” (1862), at http://www.gutenberg.org/dirs/etext97/wlkng10.txt

Robert Johannsen, “America’s First Foreign War” in *To the Halls of the Montezumas: The Mexican War in the American Imagination* (1985)
2/26/08  Week Eight: Gender and Empire
Jesse Aleman and Shelley Streeby, eds., “Introduction” and “Bel of Prairie Eden” in Empire and the Literature of Sensation (2007)

3/4/08  Week Nine: Manifest Destiny and Empire II
John Rollin Ridge, Life and Adventures of Joaquin Murieta: The Celebrated California Bandit (1854)

3/11/08: Spring Break

3/18/08  Week Ten: The U.S. and the Americas
Nathaniel Hawthorne, “Rappaccini’s Daughter” and “The Birth-Mark”

3/25/08  Week Eleven: Moby-Dick and 1848 I
Herman Melville, Moby-Dick (chapters 1–41)
CLR James, Mariners, Renegades, and Castaways: The Story of Herman Melville and the World We Live In (p. 3–33)

4/1/08  Week Twelve: Moby-Dick and 1848 II
Herman Melville, Moby-Dick (chapters 42–86)
James, Mariners, Renegades, and Castaways (34–89)

4/8/08  Week Thirteen: Moby-Dick and 1848 III
Herman Melville, Moby-Dick (chapters 87–end)
James, Mariners, Renegades, and Castaways (115–167)

4/15/08  Week Fourteen: Slavery and Revolution
Martin Delany, Blake: or the Huts of America
Presentations: Final Projects (half of class)

4/22/08  Week Fifteen: The New Empire?
*Ashley Dawson and Malini Johar Schueller, eds., Exceptional State: Contemporary U.S. Culture and the New Imperialism (selections)
William Appleman Williams, Empire as a Way of Life (chapters 6–end)
Presentations: Final projects (half of class)

Final papers due in both hard copy form and electronically by noon on Wednesday April 30.
ENG L653 American Literature, 1800-1900 (4 cr.) Intensive historical and critical study of all genres from Washington Irving through Frank Norris. (Fall or Spring)

ENG L655 American Literature since 1900 (4 cr.) Intensive historical and critical study of all genres from Theodore Dreiser to the present. (Fall or Spring)

ENG L660 Studies in British and American Literature, 1900 to the Present (4 cr.) Intensive study of one writer, a group of writers, or a theme or form significant to the period. May be repeated once for credit. (Fall or Spring)

ENG L666 Survey of Children's Literature (4 cr.) A survey of literature written for children and adolescents from the medieval period to the present. (Fall, Spring, Summer I)