

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> ENGL 344		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> American Literature 1620-1860 <b>Course Short Title:</b> American Literature 1620-1860															
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> English													
<b>Calendar Description:</b> Survey of major American authors from the Colonial era to the eve of the Civil war. May include Edward Taylor, Mary Rowlandson, Benjamin Franklin, Washington Irving, Ralph Waldo Emerson, Nathaniel Hawthorne, Frederick Douglas, Edgar Allen Poe and Walt Whitman. Topics may include the Puritan influence on American culture, race and slavery, colonial settlerism and Indigenous peoples, the American Gothic, and Transcendentalism.															
<b>Prerequisites (or NONE):</b>		Any two 200-level English courses.													
<b>Corequisites (if applicable, or NONE):</b>															
<b>Pre/corequisites (if applicable, or NONE):</b>															
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every other year</b> Maximum enrolment (for information only): <b>25</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>		Lecture/seminar	60									<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	60														
<b>Total hours</b>	<b>60</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
<b>Department approval</b>		<b>Date of meeting:</b> May 6, 2024													
<b>Faculty Council approval</b>		<b>Date of meeting:</b> May 31, 2024													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> December 13, 2024													

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Discuss, with examples, the central themes and concerns of the area of Early American literature and culture covered in the course.
2. Explain the significance of cultural, social, and intellectual issues such as religion, race, slavery, settler culture and colonialism to the literature of the period 1620 to 1860.
3. Evaluate the cultural outlook of Early American authors in relation to trans-Atlantic trends, slavery, Indigenous cultures and the emergence of the nation after 1776.
4. Identify key American authors in the period 1620 to 1860 in order to describe the development of a self-consciously American literature over this time period.
5. Use appropriate scholarly conventions and research methodologies to write literary analyses.
6. Apply appropriate critical frames to literary analysis.
7. Synthesize secondary sources effectively in written and oral work.
8. Analyze how literature evokes affective responses.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Assignments:	75%	%	%
Final exam:	25%	%	%

**Details:**

Assignments:

- Paper #1 (2000 words): 20%
- Research paper (3000 words): 30%
- Presentation: 10%
- In-class assignments: 15%

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, seminars, and oral presentations.

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Levine, Robert S..	<i>The Norton Anthology of American Literature Volume A Beginnings to 1820; Volume B 1820-1865.</i> Tenth Edition. W.W.Norton	2022
2. Textbook	Brown, William Brockden	<i>Edgar Huntly</i> ; Broadview Press (or Project Gutenberg)	2018
3.			
4.			
5.			

**Course Content and Topics**

**Week 1:** Introduction, Puritans: William Bradford, Thomas Morton, Jonathan Wingthrop, Cotton Mather. "Powhatan's Discourse of Peace and War," "King Philip's Speech" (Indigenous leader)

**Week 2:** Anne Bradstreet and Edward Taylor, selected poems.

**Week 3:** Mary Rowlandson *Narrative of the Captivity and Restoration*.

**Week 4:** Jonathan Edwards, Benjamin Franklin, "Autobiography."

**Week 5:** Thomas Paine, Thomas Jefferson, Federalist Papers.

**Week 6:** Charles Brockden Brown, *Edgar Huntly*.

**Week 7:** Washington Irving, midterm exam.

**Week 8:** Ralph Waldo Emerson and Thoreau.

**Week 9:** Nathaniel Hawthorne, short fiction and *The Scarlet Letter*.

**Week 10:** Harriet Beecher Stowe, Harriet Jacobs, William Wells Brown and assorted authors in "Slavery, Race, and the Making of American Literature," *Norton*.

**Week 11:** Frederick Douglass, Olaudah Equiano and Edgar Allan Poe.

**Week 12:** Whitman

**Week 13:** Melville: "Hawthorne and His Mosses," "Bartleby the Scrivener," "Benito Cereno."