

## 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 348		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> American Literature 1865-1910 <b>Course Short Title:</b> American Literature 1865-1910															
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> English													
<b>Calendar Description:</b> Survey of American authors from the Civil War to the eve of World War I. May include Walt Whitman, Emily Dickinson, Mark Twain, Henry James, Theodore Dreiser, Kate Chopin Frank Norris, Zitkala Sa, Gertrude Simmons Bonnin, Booker T Washington and W.E.B. Dubois. Topics covered may include realism and naturalism in fiction, responses to industrialization and urbanization, the Gothic, colonial settlerism and Indigenous peoples in the expanding nation, and women's experience.															
<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" style="width: 100%;"> <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> <i>(See <a href="#">bctransferguide.ca</a>.)</i> 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 late 19<sup>th</sup> century American literature and culture covered in the course.
2. Explain the significance of cultural, social, and intellectual issues such as the literary movements of realism and naturalism, responses to urbanization, religion, slavery, and settler colonialism in the expanding nation, to the literature of the period 1865 to 1910.
3. Evaluate the cultural outlook of 19<sup>th</sup> century American authors in relation to trans-Atlantic trends, slavery, the Civil War, and Indigenous cultures.
4. Describe the development of modernist American literature over this time period, and the development of social criticism with reference to key American authors in the period 1865 to 1910.
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, student seminar presentation, and class discussions are planned.

**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. General Editor	<i>The Norton Anthology of American Literature Volume C 1865 - 1914</i> Tenth ed. W.W.Norton	2022
2. Textbook	Dreiser, Theodore	<i>Sister Carrie</i> ; Project Gutenberg	1995
3. Textbook	Norris, Frank	<i>McTeague</i> ; Project Gutenberg	2018
4. Textbook			
5. Textbook			

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

**Week 1:** Introduction

**Week 2:** Whitman, "Crossing Brooklyn Ferry"; Ralph Waldo Emerson: "Nature" and "Language" (handouts)

**Week 3:** Emily Dickinson.

**Week 4:** Mark Twain, *The Adventures of Huckleberry Finn*.

**Week 5:** Short Fiction: Kate Chopin, Edith Wharton, Stephen Crane, Jack London, Zitkala Sa (GERtrude Simmons Bonnin).

**Week 6:** Midterm, Henry James, "Daisy Miller."

**Week 7:** Henry James, literary criticism and "The Beast in the Jungle," "The Turn of the Screw"

**Week 8:** Theodore Dreiser, *Sister Carrie*.

**Week 9:** Theodore Dreiser, *Sister Carrie*.

**Week 10:** Frank Norris, *McTeague*.

**Week 11:** Frank Norris, *McTeague*, W.E.B DuBois, *The Souls of Black Folks*

**Week 12:** Carl Sandburg and E.A. Robinson (poems, handouts).

**Week 13:** Eugene O'Neill, *The Hairy Ape*.