I. ASCRC General Education Form (revised 2/8/13)
Use to propose new general education courses (except writing courses), to change or renew existing general education courses and to remove designations for existing general education courses.
Note: One-time-only general education designation may be requested for experimental courses (X91-previously X95), granted only for the semester taught. A NEW request must be submitted for the course to receive subsequent general education status.

| Group (submit separate forms if requesting more than one general education group designation) | II. Mathematics | VII: Social Sciences |
| III: Language | VIII: Ethics & Human Values |
| III Exception: Symbolic Systems * | IX: American & European |
| IV: Expressive Arts | X: Indigenous & Global |
| X | XI: Natural Sciences |
| V: Literary & Artistic Studies | w/ lab ☐ w/out lab ☐ |
| VI: Historical & Cultural Studies |

*Courses proposed for this designation must be standing requirements of majors that qualify for exceptions to the modern and classical language requirement.

| Dept/Program | English (Literature) | Course # | LIT 291 |
| Course Title | The American Novel for Non-Majors and Pre-Majors |
| Prerequisite | None | Credits | 3 |

II. Endorsement/Approvals
Complete the form and obtain signatures before submitting to Faculty Senate Office.

| Instructor | Brady Harrison |
| Phone / Email | brady.harrison@mso.umt.edu |
| Program Chair | Beverly Chin |
| Dean | Jenny McNulty |

**Please type / print name** | **Signature** | **Date** |
---|---|---|
| | 3/1/15 |
| | 3/3/15 |
| | 3/4/15 |

III. Type of request

| New | One-time Only | X (F and Sp 2015-16) | Change | Remove |

Reason for Gen Ed inclusion, change or deletion:
A course for non-majors interested in literature—especially the American Novel—and literary analysis.

Description of change:
A new course that we hope will become part of our regular rotation of lower division Literature courses.

IV. Description and purpose of the general education course: General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students' future lives: See Preamble:
http://umt.edu/facultysenate/archives/minutes/gened/GE_preamble.aspx
LIT 291: The American Novel for Non-Majors and Pre-Majors seeks to draw as many students as possible from across the campus and disciplines who are readers, or would like to be readers, or are curious about literary studies and American fiction. The course, aimed at non-specialists (but at the same time, at smart, agile-minded scholars), will introduce students to a limited number of extraordinary American novels published between 1865-present. This course qualifies as “foundational” according to the principles of General Education at UM: the students need not have an extensive background in reading or literary studies; rather, we are looking for students who are curious about American literature, especially the novel, and who would like to try out an English class either before they declare a major or after they have declared a major in a field or discipline other than English. In addition to offering lectures that set individual works in their historical, cultural, and especially literary contexts, the course will provide students with experience in close reading literary texts and engage them in the study of literary terms and concepts. It thus addresses the primary objectives of both Perspective V (Literary and Artistic Studies) and Perspective IX (American and European Perspectives). The course can work either as a one-time, toe-dip into literary studies, or lead to more courses in English. Crucially, the course provides a working, solid background in American literature and literary history since the Civil War.

V. Criteria: Briefly explain how this course meets the criteria for the group. See: http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx

<table>
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<tr>
<th>V. Literary and Artistic Studies</th>
<th>The course involves the close reading and detailed study and analysis of a limited number of American novels from 1865-present. By situating these works within their cultural context, and cultivating student understanding of their literary technique, this course addresses both of the course goals for Perspective V.</th>
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<td>1. analyze works of art with respect to structure and significance within literary and artistic traditions, including emergent movements and forms; and</td>
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<td>2. develop coherent arguments that critique these works from a variety of approaches, such as historical, aesthetic, cultural, psychological, political, and philosophical.</td>
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<th>IX. American and European Perspectives</th>
<th>The course reads a range of well-known, recovered, or deserves-to-be-more-widely-known gems of American literature, and it does by way of using literature to develop an informed and reasoned understanding of American literature. It thus meets both goals of Perspective IX.</th>
</tr>
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<tbody>
<tr>
<td>1. Demonstrate informed and reasoned understanding of American and/or European historical and contemporary behavior, ideas, institutions, and culture; and</td>
<td></td>
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<tr>
<td>2. Analyze and evaluate what is distinctive and significant about the American and/or European experience and legacy.</td>
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VI. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx
V. & IX.

1. Students will understand some of the literary, critical, historical, and cultural contexts of the American novel.

2. Students will understand the major characteristics of the American novel and utilize those characteristics to analyze individual examples.

3. Students will be able—while drawing on appropriate critical terms and concepts—to state clearly the central themes, concepts, and ideas governing works of literature and then, as a separate but related act, to evaluate their literary importance and/or cultural significance.

VII. Justification: Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered above the 200 level), provide rationale for exception(s).

A long-standing issue in our program and department: how to offer English/literature courses to non-majors? The reading and study of amazing works of literary art should not be restricted or only available to majors. We want to reach a broader audience; the US needs smart, educated readers and thinkers. This course has no pre-reqs and is “foundational,” preparing those students who wish to go on to advanced literary study, but not assuming that will be the primary student population.

VIII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

LIT 291:
The American Novel
(For Non-Majors & Pre-Majors)

Professor Harrison
Office: LA 114
E-mail: brady.harrison@mso.umt.edu
Hours: TuThs 2:00-3:30 & by appt.

REQUIRED TEXTS
Davis, Rebecca Harding. *Life in the Iron Mills*.
Davis, Richard Harding. *Soldiers of Fortune*.
Ellison, Ralph. *Invisible Man*.
Pynchon, Thomas. *The Crying of Lot 49*.
Faulkner, William. *As I Lay Dying*.
Twain, Mark. *A Connecticut Yankee in King Arthur's Court*.

**COURSE DESCRIPTION**

LIT 291 studies a limited number of exemplary American novels in their historical, cultural, and, especially, literary contexts. Along the way, we'll have occasion to consider such major movements in American literary history as realism, naturalism, modernism, and postmodernism, and take up such genres as adventure and fish-out-of-water tales. The course also involves the study of literary terms and concepts.

**COURSE OUTCOMES** (Adapted from the Department of English’s 2010 Assessment Report)

1. Students will understand some of the literary, critical, historical, and cultural contexts of the American novel.
2. Students will understand the major characteristics of the American novel and utilize those characteristics to analyze individual examples.
3. Students will be able—while drawing on appropriate critical terms and concepts—to state clearly the central themes, concepts, and ideas governing works of literature and then, as a separate but related act, to evaluate their literary importance and/or cultural significance.

**GRADING**

*Note: Exams will consist of a combination of Identifications, Short Answers, and Essays.*

Exam 1: 30%
Exam 2: 30%
Exam 3: 30%
Attendance: 10%

**COURSE REQUIREMENTS**
Please note that you must take all THREE exams to pass LIT 291.

**Attendance Policy:** The best way to do well in this course is to keep up with the reading and to be in class. Each class period, you will be required to sign-in via the Attendance Sheet.

**DEPARTMENT AND UNIVERSITY POLICIES**

**Department Assessment:** The Department of English’s ongoing process of assessing its curriculum requires a committee of professors to read student papers and/or exams to learn how students in general are progressing through the program. Thus, your professor may choose a copy of one of your papers and/or exams (or ask for an electronic version of it) to use in this assessment process. (All identifying information—such as name or ID number—will be removed and no evaluation of student work outside the boundaries of the course will play any role in determining a student’s grade.) If you do not want your work used in such a way, please inform your professor and she or he will not forward it to the Assessment Committee. Otherwise, we appreciate your tacit consent.

**Disability Accommodation:** Students with disabilities will receive reasonable accommodation for coursework. To request accommodation, please contact the professor as soon as possible in the semester. For more information, visit the Disability Services website at [http://www.umt.edu/dss/](http://www.umt.edu/dss/) or call (406) 243-2243 (Voice/Text).

**SYLLABUS**

Weeks 1 and 2
Introduction, Lectures on Realism and Naturalism, and *Life in the Iron Mills*

Weeks 3 and 4
Lectures on the Rise of the American Empire, Literature and Empire, the Anxiety of Influence, and *Soldiers of Fortune*

Weeks 5 and 6
Lectures on Twain, the Fish-Out-of-Water Tale, Literature and Empire, and *Connecticut Yankee*
Exam 1

Weeks 7 and 8
Lectures on Wharton, New York Society, Naturalism, Art and Literary Naturalism, and *House*

Weeks 9 and 10
Lectures on Faulkner, Yoknapatawpha, Modernism, and *As I Lay Dying*

Weeks 11 and 12
Lectures on Critical Race Theory, African American Intellectual and Literary Traditions, and *Invisible Man*
Exam 2
Weeks 13 and 14
Lectures on Pynchon, the Postmodern Age and Postmodernism, Paranoia, and Lot 49

Weeks 15 and 16
Lectures on Erdrich, Native American Literary Studies, Race in America, and The Round House

Final Exam Week
Exam 3

Please note: Approved general education changes will take effect next fall.

General education instructors will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.