I. **ASCRC General Education Form**

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 not previously X'ed in this chart. For the semester taught, ANDY request must be submitted to the student's general education status.

<table>
<thead>
<tr>
<th>Group (submit separate forms if requesting more than one general education group designation)</th>
<th>X</th>
<th>V: Literary &amp; Artistic Studies</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Dept/Program</th>
<th>English / Literature</th>
<th>Course #</th>
<th>LIT 211</th>
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<table>
<thead>
<tr>
<th>Course Title</th>
<th>American Literature Since 1865</th>
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<tr>
<th>Prerequisite</th>
<th>N/A</th>
<th>Credits</th>
<th>3</th>
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II. **Endorsement/Approvals**

Complete information below for submission to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Brady Harrison</td>
<td>Feb. 17/14</td>
</tr>
<tr>
<td>Phone/Email</td>
<td><a href="mailto:brady.harrison@mso.umt.edu">brady.harrison@mso.umt.edu</a></td>
<td></td>
</tr>
<tr>
<td>Program Chair</td>
<td>John Hunt</td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td></td>
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III. **Type of Request**

<table>
<thead>
<tr>
<th>New</th>
<th>One-time Only</th>
<th>Renew</th>
<th>XX</th>
<th>Change</th>
<th>Remove</th>
<th>Renewal</th>
</tr>
</thead>
</table>

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<tr>
<th>Reason for Gen Ed inclusion, change or deletion</th>
<th>Renewal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of change</td>
<td>None</td>
</tr>
</tbody>
</table>

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.

http://www.co/faculty/curriculum/handbook/GeneralEducationGroupX.php

LIT 211 provides students—both majors and non-majors alike—with a broad background in American literature from the end of the Civil War to the present. The course, along with other survey courses offered by the literature faculty, are foundational for further study in American, British, and World literatures; for non-majors, the course serves as a one-time immersion in a variety of exemplary American fiction, poems, plays, and films.

V. **Criteria** Briefly explain how this course meets the criteria for the group. See http://www.co/faculty/curriculum/documents/forms/ed22481008.aspx
REQUIRED TEXTS

Chopin, Kate. *The Awakening and Other Stories.* (Oxford.)
Eliot, T.S. *The Wasteland and Other Writings.* (Modern Library.)
Faulkner, William. *Go Down, Moses.* (Vintage.)
Hacker, Diane and Nancy Sommers. *A Pocket Style Manual* 6th Ed. (Bedford/St. Martin’s.)
Hughes, Langston. *Selected Poems.* (Vintage.)
Murfin, Ross C and Supryia M. Ray. *The Bedford Glossary of Critical and Literary Terms* 3rd Ed. (Bedford/St. Martin’s.)
Morrison, Toni. *Beloved.* (Vintage.)
Whitman, Walt. *Leaves of Grass.* (Bantam Classics.)

COURSE DESCRIPTION

LIT 291 explores a limited number of extraordinary American poems and novels (and one film) produced after the Civil War. We’ll situate the texts in their cultural, historical, and especially literary contexts, and explore such major movements as romanticism, realism, regionalism, naturalism, and modernism. The course also involves the advanced study of literary terms and concepts. Over the course of the semester, we’ll work on close reading skills and the (smart) interpretation of literary texts.

COURSE GOALS

The course aims to deepen your knowledge and skills in the following areas:

1. American Literature and American Literary History;
2. Critical and Literary Terms and Concepts; and,
3. The Close Reading and Interpretation of Literary Texts.

GRADING

Essay 1 (3+ pages): 20%
Essay 2 (3+ pages): 20%
Essay 3 (5+ pages): 25% (A REVISION of either Essay 1 or Essay 2)
Final Exam: 25%
Participation: 10% (Includes Course E-Discussion Questions and Responses and Participation in Discussion Sessions)

COURSE REQUIREMENTS

Please note that you must complete all written work to pass LIT 291. You must, in other words, turn in all three essays, take the final exam, and complete the required number of E-Discussion Questions and Responses (E-DQ&R). Essays will be deducted ONE letter grade for EACH class period they are late.

E-Discussion Questions and Responses: Will be due as indicated on the syllabus. By the time
you come to class each Tuesday (or the occasional Thursday), you will have posted a) one discussion question on the course page (Moodle) and b) one response (of approximately 100-150+ words) to one of your classmates’ questions/comments/posts. Discussion questions should engage specific passages from the text(s) to be examined that week. (Nota bene: Always provide page numbers and quotations when engaging particular passages.) Similarly, your responses to your fellow students’ discussion questions/comments should engage at least one passage from the text. (For more information and example questions and responses, see the E-Discussion Questions and Responses entry on the course page.)

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 (including exams) to learn how students in general are progressing through the program. Thus, your professor may choose a copy of one of your papers 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.

Plagiarism: Plagiarism: the use of someone else’s ideas or words as if they were your own. To avoid this contravention of the fundamental values of the academy, you must acknowledge, by citation of name, title, and page number, work that has influenced your thinking. The University’s official warning can be found in the Student Conduct Code (Academic Conduct), available on the web: http://life.umt.edu/vpsa/student_conduct.php

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/ or call (406) 243-2243 (Voice/Text).

SYLLABUS

Tu Aug 27: Introduction
Whitman 1-11
**Essay 1: Assigned**

Tu Sept 3: Lecture: “Whitman’s Armpit, or, The Compendious Self of ‘Song of Myself’”
Whitman 23-76, 77-79, 95, 106
E-Discussion Questions and Responses (E-DQ&R) Due (Before Class!)

Th Sept 5: Discussion Session: Whitman

Tu Sept 10: Lecture: “Late 19th Century America, Realism, and Regionalism (and the American Self)”
Chopin 3-40

_E-DQ&R Due (Before Class!)

Th Sept 12: Lecture: "Edna, Léonce, and the Creoles of Grand Isle (and New Orleans), or, The Sensuality of Water (and Other Things)"
Also: An Exercise in Close Reading (Chopin, Chapter VI, 15-16)
Chopin 40-86

Tu Sept 17: Mini-Lecture: "Literary Naturalism and The Awakening, or, Explaining Edna?"
Chopin 86-128
Discussion Session: Chopin
_E-DQ&R Due (Before Class!)

Th Sept 19: Lecture: "The Modern Age/Modernism (and the American Self)"
Posting on Course Page: Pound: "In a Station of the Metro," "L’Art, 1910,"
"Alba," "A Pact," and from "A Retrospect"
Eliot 12-13

Tu Sept 24: Lecture: "Prufrock"
Eliot 3-7
**Essay 1 Due**

Th Sept 26: Lecture: "High Modernism/The Waste Land, or, Easy, Right?"
Eliot 38-43 (plus appropriate "Notes")
**Essay 2 Assigned**

Tu Oct 1: Lecture: "The Waste Land Continued, or, Are We Having Fun, Yet?"
Eliot 43-51 (plus appropriate "Notes")

Th Oct 3: Discussion Session: Eliot

Tu Oct 8: Lecture: "Faulkner, Yoknapatawpha, and the High Modernist Novel"
Faulkner 3-126

Th Oct 10: Lecture: "Faulkner and Race in America (and the American Self)"
Faulkner 127-78

Tu Oct 15: Lecture: "Reading 'The Bear'"
Faulkner 179-316
_E-DQ&R—on "The Bear"—Due (Before Class!)

Th Oct 17: Lecture: "Reading 'The Bear'" (Cont.)
Faulkner 179-316

Tu Oct 22: Lecture: "Reading Go Down, Moses"
Faulkner 317-71

Th Oct 24: Discussion Session: Faulkner

Hughes 1-46, 107-153
**Essay 2 Due**

Th Oct 31: Lecture: "The New Negro Renaissance, Harlem, and the Blues (and the
American Self)” (cont.)
Hughes 219-297

**Essay 3 Assigned**

Tu Nov 5: Discussion Session: Hughes and “Montage of a Dream Deferred”
E-DQ&R Due (Before Class!)

Th Nov 7: Lecture: “Morrison and Critical Race Studies (and the American Self)”
Morrison 1-86

Tu Nov 12: Discussion Session: *Beloved* (First half only!)
Morrison 87-173

Th Nov 14: Lecture: “The ‘Historical’ Novel/Postmodern Fiction”
Morrison 174-241

Tu Nov 19: Discussion Session: *Beloved*
Morrison 242-324
E-DQ&R Due (Before Class!)

Th Nov 21: Screening: Mamet *Glengarry Glen Ross*

Tu Nov 26: Screening: Mamet *Glengarry Glen Ross* (cont.)

**Essay 3 Due**

Th Nov 28: **No Class: Thanksgiving**

Tu Dec 3: Discussion Session: *Glengarry Glen Ross* (and the American Self)

**Review for Final Exam**

Th Dec 5: **Review for Final Exam**

Exam Week: Final Exam

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.