

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: English _____

Course No. LI 523

Title of Course: Studies in American Literature _____

Date: 8/10/16 _____

Please check: New
 Revision

I. Catalog Description (Credit Hours of Course):

This variable topics course emphasizes foundational and traditional texts, genres, authors, and themes of American literature from their origins and foundations, possibly including subsequent variations and derivations. Trends, topics, themes, or genres that are the focus of an individual class may concentrate on a specific time period or may instead trace through multiple iterations and variations over time. (3)

II. Co- or Prerequisite(s):

Prerequisites: EN140 (or equivalent), and any 200-level literature course or graduate student status.

III. Purposes or Objectives of the Course (optional):

- A. To study the historical foundations of American literature by concentrating on a specific genre, topic, theme, or time period, or by using a survey-style format by tracing how a topic, theme, or genre has evolved over time.
- B. To access, synthesize, and respond to scholarship on American literature by applying research skills required for literary and cultural studies.
- C. To demonstrate close textual reading / analytical abilities.
- D. To write analytically in both research and non-research contexts about American literature.

IV. Student Learning Outcomes (Minimum of 3):

- A. Students will demonstrate the capability for critical thinking and reasoning. They will be able to evaluate, analyze, and synthesize information measured through exams and essays.
- B. Students should demonstrate public speaking, critical thinking, and organizational skills through the design and delivery of an oral presentation or similar assignment.
- C. Students should be able to identify and analyze the influences and intersections of literature, history, and culture studied under the course topic as measured on essays and exams.

V. Optional departmental/college requirements: N/A

VI. Course Content or Outline (Indicate number of class hours per unit or section):

Because of the nature of this course, the topic will be very different each time it is taught in order to allow instructors to offer creative and interesting course content. General outline:

- A. Primary works (novels, short stories, poems, etc.) (24)
- B. Biographical readings (3)
- C. Relevant criticism and scholarship (6)
- D. Historical and cultural readings (9)
- E. Oral presentations (3)

Please Attach copy of class syllabus and schedule as an example

Signature: _____
Chair

Date: _____

Signature: _____
Dean

Date: _____

American Gothic

LI523: Studies in American Literature

Southeast Missouri State University

Instructor:

ppflueger@semo.edu

Dr. Pennie Pflueger

Phone: 651-2627

and

E-mail:

Office: Grauel 318 L

Hrs: MWF 10:00 – 10:50

by appointment

Course Description: This section of Studies in American Literature will focus on American Gothic as a vital and persistent sensibility that evokes fear and anxiety not only of monsters, vampires and others perceived as different but of deeper anxieties concerning progress, change, exploration of frontiers both acknowledged and unacknowledged. The course takes as its foundation the cultural, aesthetic, and social contributions that enabled the gothic to emerge and flourish in early American literary history, beginning with the Salem witch trials but quickly turning to late 18th and early 19th century writers such as Brown, Hawthorne, Irving, and Poe. Other 19th century writers of the gothic may include Neal, Wharton, Bierce, Wynne, Peattie, and James. We will then investigate the malleable ways in which the gothic continues to find expression in more contemporary literature of the 20th century such as Shirley Jackson, Stephen King and Anne Rice.

Semester Hours: 3

Prerequisites: EN140, any 200-level literature course

Objectives:

1. To identify and describe the distinct literary, cultural, and historical characteristics of American Gothic literature
2. To display a working knowledge of the thematic concerns as well as historical and cultural context of American Gothic literature from the puritan era to the 20th century
3. To locate / access and synthesize scholarship on American Gothic literature by applying research skills required for literary and cultural studies
4. To write analytically in both research and non-research contexts about American Gothic literature and its thematic concerns using MLA guidelines
5. To effectively communicate ideas related to the literary works in assignments and forum discussions
6. To demonstrate close textual reading / analytical abilities

Required Texts:

- * Charles L. Crow, editor, *American Gothic: From Salem Witchcraft to H.P. Lovecraft*
- * Shirley Jackson, *The Haunting of Hill House*
- * Anne Rice, *Interview with the Vampire*
- * Stephen King, *The Shining*
- * Supplemental readings that will be available on the course page or linked to the web.

These

may include primary works of literature as well as secondary research material. The research material may be included as part of the short reading response assignments, forum prompts as well as exam-based questions. Research material is not limited to readings; it may also include video links, prezi links, and other visual references.

STUDENT LEARNING OUTCOMES

Student Learning Outcomes (Minimum of 3)

1. Students will demonstrate the ability for critical thinking and reasoning. They will be able to evaluate, analyze, and synthesize information measured through exams and essays.

Measurement: (pass/fail): Students should satisfactorily ($\geq 60\%$) demonstrate critical thinking and reasoning skills of assigned readings through evaluation, analysis, and synthesis.

2. Students should demonstrate public speaking, critical thinking, and organizational skills through the design and delivery of an oral presentation or similar assignment.

Measurement: (pass/fail): Students should satisfactorily ($\geq 60\%$) demonstrate public speaking ability along with critical thinking and organizational skills through design and delivery of an oral presentation.

3. Students should be able to identify and analyze the influences and intersections of literature, history, and culture studied under the course topic as measured on essays and exams.

Measurement: (pass/fail): Students should satisfactorily ($\geq 60\%$) demonstrate the ability to analyze literature and its relationships to wider culture on exams and essays.

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Susan Kendrick, English Department Chairperson.

BASIS FOR EVALUATION

Exams (2 @ 60 pts. each)	120 pts.
Short Reading Responses (6 @ 10 pts. each)	60 pts.
Participation	120 pts.
Annotated Bibliography	20 pts.
Presentation	30 pts.
Research-based Paper	100 pts.

	450 pts.

Grading Scale

A = 90 – 100% B = 80 – 89% C = 70 – 79% D = 60 – 69% F = 59%
*NOTE: overall grade of D not available for graduate students and
below

STUDENTS WITH DISABILITIES

The University will make reasonable accommodations for persons with documented disabilities. Students should contact the [Learning Assistance Programs & Disability Support Services](#) in 302 University Center, and notify their instructors of any special needs. Instructors should be notified the first day of class, or as soon thereafter as possible. *Accessibility statement:*

<http://www.semo.edu/ds/facultyinfo.html>,
http://www.semo.edu/pdf/old/ds_working_with_studentsS2.pdf

CIVILITY STATEMENT

The learning environment for this class is one that is based on mutual respect, cooperation, tolerance, and civil behavior. Students are expected to adhere to the university's policy on civil behavior that can be found at this location: *Civility statement*

http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf

ACADEMIC HONESTY STATEMENT

The University regards plagiarism and dishonesty as serious matters and treats these offenses accordingly. Any effort to obtain an advantage not given to all students is dishonest *whether or not the effort is successful*. Any intention to deliberately deceive will be handled on a case-by-case basis, but in general can carry the following penalties: an "F" on the assignment, an "F" for the course. Students should refer to the University's policy on Academic Honesty as listed in the *Southeast Missouri State University's Undergraduate Bulletin* or in the *Responsible Redhawks Guide*. *Academic honesty statement link*

<http://www.semo.edu/facultysenate/handbook/5d.html>.

American Gothic

LI523: Studies in American Literature

Instructor: Dr. Pennie Pflueger

Semester: Fall 2015

Meeting times: MWF 9:00 – 9:50

Meeting location: Grauel 233

e-mail: ppflueger@semo.edu

Reading Schedule

Page references are from *American Gothic: From Salem Witchcraft to H.P. Lovecraft* unless otherwise stated.

Week One

Introduction to the Gothic, pp. 1 – 2

Cotton Mather, “The Trial of Martha Carrier,” pp. 8-10

“A Notable Exploit” [The Narrative of Hannah Dustan], pp. 10-11

Charles Brockden Brown, “Somnambulism: A Fragment,” pp. 24-35

Week Two

John Neal, “Idiosyncracies,” pp. 55-72

Edgar Allan Poe, “The Cask of Amontillado,” pp. 100-104

“The Facts in the Case of M. Valdemar,” pp. 104-109

Week Three

Poe cont’d “The Fall of the House of Usher,” pp. 110-121

Joyce Carol Oates, “Introduction,” pp. 1 – 9 in *American Gothic Tales*
(in Resources section on course Moodle page)

Week Four

Nathaniel Hawthorne, “Young Goodman Brown,” pp. 80 – 88

Shirley Jackson, *The Haunting of Hill House*

Week Five

Shirley Jackson, *The Haunting of Hill House*

Week Six

Ambrose Bierce, “The Death of Halpin Frayser,” pp. 217-226

Henry James, *The Turn of the Screw*

Week Seven

Henry James, *The Turn of the Screw*
Garrett, "Introduction," pp. 1 – 29 in *Gothic Reflections: Narrative Force in
Nineteenth-Century Fiction* (in Resources section)

Week Eight

Henry James, *The Turn of the Screw*
Martin Scofield, "Implied Stories: Implication, Moral Panic, and *The Turn of the
Screw*" (can be accessed via Kent Library, *MLA International Bibliography* or via the link
on our course page)
Midterm Exam #1

Week Nine

H.P. Lovecraft, "The Outsider," pp. 505-509
Paul Bowles, "Allal" (link in Resources section)

Week Ten

Interview with the Vampire

Week Eleven

Interview with the Vampire
Annotated Bibliography Due
Madeline Yale Wynne, "The Little Room," pp. 304-311

Week Twelve

Elia Wilkinson Peattie, "The House That Was Not," pp. 403-405
The Shining

Week Thirteen

The Shining
Steven Bruhm, "The Contemporary Gothic: Why We Need It," pp. 259 – 276
in *The Cambridge Companion to Gothic Fiction* (in Resources section)

Week Fourteen

The Shining
Presentation Due

Week Fifteen

Paul Laurence Dunbar, "The Lynching of Jube Benson," pp. 483 – 487

Anonymous, "Talking Bones," p. 367
Submit Critical Research Paper

The **Final Exam** will be Dec. 15, 10:00 – 12:00 Grauel 233