

The University of Jordan

Department of the English Language and Literature

Course Title: American Literature in the Nineteenth Century

Course Code: ٢٢٠١٣٣٤

Prerequisite: ٢٢٠١٣٣٤

Course Description:

American Literature in the Nineteenth Century is one of three period courses that closely examines the literary texts written by American authors within their historical context. This course presents a wide range of perspectives through the works of major authors of the nineteenth century. It traces the beginning of the emerging American literature through the works of distinguished writers like Irving, Emerson, Thoreau, Poe, Hawthorne, Melville, Douglass, Stowe, Whitman, Dickinson, Chopin, James, London, and Gilman. In this survey course, the students are acquainted with the literary movements that have affected American literature such as Transcendentalism, Romanticism, Realism, and Naturalism and the reasons that have led to both their emergence and continuities. It also attempts to explore the predominant issues and the major themes that have preoccupied the minds of the literary figures and thinkers in that turbulent century.

Intended Learning Outcomes:

Upon the completion of this course, the students are expected to be able to:

A. Knowledge and Understanding

- identify the different genres that became popular in that century,
- discuss a wide variety of essential facts, principles, and concepts in the American literature,
- describe the text within its historical context and explain the sociopolitical background of the nineteenth century, and
- recognize the literary movement that shaped the American culture.

B. Intellectual /Cognitive/ Analytical Skills

- develop the necessary analytical and critical thinking skills to examine the literary text,
- compare and contrast the works of different writers in the nineteenth century,
- critique ideas and theories, and
- produce coherent, meaningful, and logically constructed essays.

C. Subject Specific Skills

- be able to analyze the role of a literary text in representing and exploring social and cultural change and its interaction with the main transformations of history, and

- discuss the characteristics of each of the following movements and trends: Transcendentalism, Romanticism, Realism, and Naturalism.

D. Transferable Skills

- develop the skill to argue, both orally and in writing, effectively.
- adopt life-long reading habits,
- apply critical thinking skills in real-life situations, and
- employ knowledge about the American culture in interaction with others in an increasingly multi-cultural world.

Textbook:

The Harper Single Volume American Literature. 3rd ed. Longman: 1999.

References from the Main Library:

- Abel, Darrel. *American Literature.* Barron's Educational Series, Great Neck: 1973.
- Berthoff, Warner. *The Ferment of Realism: American Literature, 1880-1919.* Cambridge U. P: 1981.
- Horton, Rod W. *Backgrounds of American Literary Thought.* 3rd ed. Prentice-Hall, Englewood Cliffs: 1994.
- Miller, Perry. *The American Transcendentalists: Their Prose and Poetry.* Doubleday, Garden City: 1907.
- Salzman, Jack (Ed). *The Cambridge Handbook of American Literature.* Cambridge U. P: 1986.

Web Companions:

http://www.wwnorton.com/college/english/naal/vol_B/welcome.htm

http://www.wwnorton.com/college/english/naal/vol_C/welcome.htm

References from the E-library:

- Auerbach, Jonathan. *Romance of Failure: First-Person Fictions of Poe, Hawthorne, and James.* Oxford University Press, Incorporated: 1989.
- Guthrie, James R. *Above Time: Emerson's & Thoreau's Temporal Revolutions.* University of Missouri Press: 2001.
- Hayes, Kevin J. *Cambridge Companion to Edgar Allan Poe.* Cambridge University Press: 2002.
- Isham, Howard F. *Image of the Sea: Oceanic Consciousness in the Romantic Century.* Peter Lang Publishing Incorporated: 2004.

- Keane, Patrick J. *Emerson, Romanticism, and Intuitive Reason: The Transatlantic Light of All Our Day*. University of Missouri Press: 2000.
- Kowalewski, Michael. *Deadly Musings: Violence and Verbal Form in American Fiction*. Princeton University Press: 1993.
- Limon, John. *Writing after War: American War Fiction from Realism to Postmodernism*. Oxford University Press, Incorporated: 1994.
- Martin, Wendy. *Cambridge Companion to Emily Dickinson*. Cambridge University Press: 2002.
- Mills, Bruce. *Poe, Fuller, and the Mesmeric Arts: Transition States in the American Renaissance*. University of Missouri Press: 2000.
- Vogel, Todd. *Rewriting White: Race, Class, and Cultural Capital in Nineteenth-Century*. Rutgers University Press: 2004.
- Walker, Ian M. *American Novelists: Edgar Allan Poe*. Routledge: 1997.
- Wertheim, Stanley. *Stephen Crane Encyclopedia*. Greenwood Publishing Group, Incorporated: 1997.

Global Module:

Some 10-20 students of the American Literature in the Nineteenth Century class will be given the chance to participate in the Global Module program and the rest of the class will be given the chance to write a paper. In March of 2008, these group of students is to be linked with the class of American History from 1860 to Present at Champlain University. They will conduct an online discussion for four weeks. In this global module, they will discuss major conflicts in the years between the Civil War and WWI. Therefore, most of our reading selection is written in the nineteenth century. Only the poems by Robert Frost are written in the twentieth century. Therefore, this overlap in the reading material is due to the participation of the students in this non-traditional experience.

Course Calendar:

Week	Date	Author	Text
1			Orientation
1			<ul style="list-style-type: none"> • “The Literature of the New Republic, 1776-1836” pp 207-273
1		Washington	<ul style="list-style-type: none"> • “Rip Van Winkle”

		Irving	pp 361-378
2			“Literature of the American Renaissance, 1826-1870” pp 461-470
2		Ralph Waldo Emerson	<ul style="list-style-type: none"> • Self-Reliance pp 480-514 pp 537-554
3		Henry David Thoreau	<ul style="list-style-type: none"> • “Resistance to Civil Government” pp 597-601 pp 697-711
3		Edgar Allan Poe	<ul style="list-style-type: none"> • “The Cask of Amontillado” pp 723-727 pp 763-770
4		Nathaniel Hawthorne	<ul style="list-style-type: none"> • “Young Goodman Brown” pp 786-791 pp 804-813
4		Harriet Beecher Stowe	<ul style="list-style-type: none"> • From <i>Uncle Tom’s Cabin</i> pp 964-973
4		Abraham Lincoln	<ul style="list-style-type: none"> • Address Delivered at the Dedication of the Cemetery at Gettysburg • Second Inaugural Address pp 1087-1091
5		Ambrose Bierce	<ul style="list-style-type: none"> • “An Occurrence at Owl Creek Bridge” pp 1600-1608
6			<ul style="list-style-type: none"> • “The Literature of the Expanding Nation, 1870-1912” pp 1289-1300
6		Stephan Crane	<ul style="list-style-type: none"> • “The Open Boat” pp 1811-1830
7		Seattle	<ul style="list-style-type: none"> • “Our People are Ebbing Away” pp 1326-1329
7		Jack London	<ul style="list-style-type: none"> • “The Law of Life” http://www.jacklondons.net/lawoflife.html
8			<ul style="list-style-type: none"> • “Cherokee Oral Tradition” pp 1624-1625
8		Mark Twain	<ul style="list-style-type: none"> • “Corn-Pone Opinions” pp 1333-1338 pp 1351-1354
9		Kate Chopin	<ul style="list-style-type: none"> • “The Story of an Hour” http://www-rohan.sdsu.edu/course/morgris/hour.html#TOP
10		Charlotte	<ul style="list-style-type: none"> • “The Yellow Wallpaper”

		Perkins Gilman	pp 1733-1740
11		Henry James	<ul style="list-style-type: none"> From <i>Daisy Miller</i> pp 1049-1070
12		Henry James	<ul style="list-style-type: none"> From <i>Daisy Miller</i> pp 1049-1070
13		Emily Dickinson	<ul style="list-style-type: none"> "Success is Counted Sweetest" "The Soul Selects Her Own Society" "The Brain Is Wider Than the Sky" pp 1204-1207 p. 1261 p. 1267
14		Walt Whitman	<ul style="list-style-type: none"> "One's Self I Sing" "I Hear America Singing" pp 1147-1152 pp 1160-1166
14			Deadline to withdraw from classes
15		Edwin Arlington Robinson	<ul style="list-style-type: none"> "Richard Cory" "Miniver Cheevy" pp 1800-1808
16		Revision	

Evaluation:

Midterm exam:	30%
Global Module or a Paper:	10%
Quiz:	0%
Final:	50%