

1	<b>Course title</b>	American Literature in the 19th Century
2	<b>Course number</b>	2201334
3	<b>Credit hours</b>	3
	<b>Contact hours (theory, practical)</b>	3
4	<b>Prerequisites/corequisites</b>	American Literature until 1800 (2201234)
5	<b>Program title</b>	Bachelor's Degree in English Literature
6	<b>Program code</b>	010
7	<b>Awarding institution</b>	University of Jordan
8	<b>School</b>	School of Foreign Languages
9	<b>Department</b>	Department of English Language and Literature
10	<b>Level of course</b>	Third Year
11	<b>Year of study and semester (s)</b>	2021/2022, Second Semester
12	<b>Final Qualification</b>	BA
13	<b>Other department (s) involved in teaching the course</b>	-
14	<b>Language of Instruction</b>	English
15	<b>Teaching methodology</b>	<input checked="" type="checkbox"/> Blended <input type="checkbox"/> Online <input type="checkbox"/> Face to face
16	<b>Electronic platform(s)</b>	<input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	<b>Date of production/revision</b>	February 2022

**18 Course Coordinator:**

Name: Barkuzar Dubbati

Office number: 84

Phone number: 5355000 ext. 24771

Email: [bhdubhati@gmail.com](mailto:bhdubhati@gmail.com)

Office Hours: Mon&Wed: 2:30-4:00 or by appointment (on Teams)

## 19 Other instructors:

Name:

Office number:-

Phone number:

Email:

Name:

Office number:

Phone number:

Email:

## 20 Course Description:

The nineteenth century in the United States has been dubbed the era of American Renaissance with the emergence of literary voices that defined the American intellectual identities. The monumental event of the Civil War gave further urgency and relevance to the literary works and philosophical thoughts during the century.

This course examines selected texts by major authors of the nineteenth century with heightened awareness of contemporary political and social events. It explores the literary response to slavery, abolitionism, artistic originality, among other major events and concepts. Focusing primarily on Romanticism, Realism, Naturalism, as well as abolitionism, it attempts to define these-isms through a close reading of the works and authors that represent them.

## 21 Course aims and outcomes:

## A- Aims: (PLOs)

- 1- Analyze major literary works, genres, periods, and critical approaches to British, American, and World literature.
- 2- Develop English language skills by engaging students in a wide range of communicative tasks and activities in academic and non-academic contexts.
- 3- Analyze critically literary works based on essential facts, historical contexts, literary theories and principles, and critical approaches to British, American and World literature.
- 4- Describe and discuss characteristics of literature in English from diverse literary periods and cultures, applying correct terminology for literary genres.
- 5- Discuss general issues concerning the nature and function of natural human language and language acquisition including the domains of phonetics, phonology, morphology, syntax, semantics, discourse analysis and pragmatics.
- 6- Analyze the grammatical system of natural human languages, with special focus on English, based on the domains of Phonetics, Phonology, Morphology, Syntax, Semantics, Pragmatics and Discourse Analysis.
- 7- Show respect of cultural diversity, ethics, and professional behavior through interacting with and demonstrating appreciation of different literary works from a variety of cultures.
- 8- Utilize key concepts and theories in literary criticism to generate original analysis of texts.
- 9- Utilize scientific research methodologies, higher order thinking skills, critical thinking, and creativity in analyzing and observing issues related to the knowledge and skills of the English language and literature.
- 10- Use information and communication technology to access databases and international information to develop knowledge, skills, and to generate new knowledge in English literary and linguistic texts.

## B- Intended Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

No.	Course Learning Outcomes	Program Outcomes	Assessment Tools
-----	--------------------------	------------------	------------------

		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	11	12
1	Identify the different genres that became popular in that period,			X	X							X	X	X								X	
2	Describe the text within its historical context and recognize the literary movements that shaped the American culture	X		X	X							X	X	X								X	
3	Compare and contrast the works of different writers in the nineteenth, critique ideas and theories	X								X		X	X	X								X	
4	Define the characteristics of each of the following movements and trends: Realism, Naturalism, Romanticism, and abolitionism	X							X		X	X	X									X	

- **Teaching methods include:** Synchronous lecturing/meeting; Asynchronous lecturing/meeting, discussion, and forums.
- **Assessment methods include:** 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 6. presentation, 7. filed study 8. term papers, 9. student portfolio, 10. final exam, 11. Case study

## 22. Topic Outline and Schedule:

Week	Lecture	Topic	Course Learning Outcomes	Teaching Methods*/platform	Evaluation Methods**	References
1	1.1	Orientation	1-10	Face to face	In-class tasks	Reader Moodle/ MT
	1.2	What is the Antebellum period? (video)	1-10	Face to face	In-class tasks	Reader 1
	1.3	“Hawthorne and his Mosses”- Melville	1-10	Online/Microsoft Teams		“Hawthorne and his Mosses”- Melville
2	2.1	“Hawthorne and his Mosses”- Melville	1-10	Face to face	In-class tasks	“Hawthorne and his Mosses”- Melville
	2.2	“The American Scholar” Emerson	1-10	Face to face	In-class tasks	“The American Scholar” Emerson
	2.3	“The American Scholar” Emerson	1-10	Blended (flipped classroom)/		“The American

				E-Learning Platform		Scholar” Emerson
3	3.1	I’m ‘Wife’— I’ve Finished that—” - Dickinson	1-10	Face to face	In-class tasks	I’m ‘Wife’— I’ve Finished that—” - Dickinson
	3.2	I’m ‘Wife’— I’ve Finished that—” – Dickinson	1-10	Face to face	In-class tasks	I’m ‘Wife’— I’ve Finished that—” - Dickinson
	3.3	Songs of myself- Whitman	1-10	Blended (flipped classroom)/ E-Learning Platform	In-class tasks	Songs of myself- Whitman
4	4.1	Songs of myself- Whitman	1-10	Face to face	Quizzes	Songs of myself- Whitman
	4.2	Songs of myself- Whitman	1-10	Face to face	In-class tasks	Songs of myself- Whitman
	4.3	Transcendentalism <i>Nature</i> -Emerson	1-10	Blended (flipped classroom)/ E-Learning Platform	In-class tasks	Transcendentalism <i>Nature</i> - Emerson
5	5.1	Self- Reliance - Emerson	1-10	Face to face	In-class tasks	Self- Reliance - Emerson

	5.2	“Resistanceto Civil Government” - Thoreau	1-10	Face to face	Quizzes (moodle)	“Resistanceto Civil Governme nt” - Thoreau
	5.3	“Resistanceto Civil Government” - Thoreau	1-10	Blended (flipped classroom)/ E-Learning Platform	In-class tasks	“Resistanceto Civil Governme nt” - Thoreau
6	6.1	Budrus	1-10	Face to face	Quizzes (moodle)	Budrus
	6.2	The GreatLawsuit - Fuller	1-10	Face to face	In-class tasks	The Great Lawsuit - Fuller
	6.3	The GreatLawsuit - Fuller	1-10	Blended (flipped classroom)/ E-Learning Platform	Quizzes (moodle)	The Great Lawsuit - Fuller
7	7.1	<i>Walden</i> -Thoreau	1-10	Face to face	In-class tasks	<i>Walden</i> - Thoreau
	7.2	<i>Walden</i> - Thoreau	1-10	Face to face	Quizzes (moodle)	<i>Walden</i> - Thoreau
	7.3	MidtermExam	1-10			Reader 1
8	8.1	Dark Romanticis m Melville’s <i>Moby Dick</i>	1-10	Face to face	Quizzes (moodle)	Melville’ s <i>Moby Dick</i>
	8.2	Melville’s <i>Moby Dick</i> Hawthorne’s “Young Goodman Brown”	1-10	Face to face	In-class tasks	Melville’ s <i>Moby Dick</i>

	8.3	Hawthorne's "Young Goodman Brown"	1-10	Online/Mic rosoft Teams	In-class tasks	Hawthorn e's "Young Goodman Brown"
9	9.1	BeecherStowe's <i>Uncle Toms Cabin</i>	1-10	Face to face	Quizzes (moodle)	Beecher Stowe's <i>Uncle Toms Cabin</i>
	9.2	Jacobs' <i>Incidents in the Life of a Slave Girl</i>	1-10	Face to face	In-class tasks	Jacobs' <i>Incidents inthe Life of a Slave Girl</i>
	9.3	<i>The TwoHarriets</i>	1-10	Blended (flipped classroom)/ E-Learning Platform	Quizzes (moodle)	<i>The Two Harriets</i>
10	10.1	<i>Narrativeof the Life of Frederick</i>	1-10	Face to face	In-class tasks	<i>Narrative of the Life of Frederick</i>
	10.2	<i>Narrativeof the Life of Frederick</i>	1-10	Face to face	Quizzes (moodle)	<i>Narrative of the Life of Frederick</i>
	10.3	<i>Douglass – Douglass</i>	1-10	Blended (flipped classroom)/ E-Learning Platform	In-class tasks	<i>Douglass –Douglass</i>



11	11.1	Lincoln's "The Gettysburg Address"  The Civil War  Postbellum Reconstruction Era	1-10	Face to face	In-class tasks	Lincoln's "The Gettysburg Address"
	11.2	Style, context and register	1-10	Face to face	Quizzes (moodle)	Reader 1
	11.3	Accommodation theory	1-10	Blended (flipped classroom)/ E-Learning Platform	In-class tasks	Reader 1
12	12.1	Realism (video)  Naturalism (video)  Darwinism(video)	1-10	Face to face	In-class tasks	Reader 1
	12.2	Speech functions: politeness and cross-cultural communication	1-10	Face to face	Quizzes (moodle)	Reader 1
	12.3	<i>Birth of a Nation</i> (Film)	1-10	Blended (flipped classroom)/ E-Learning Platform	In-class tasks	<i>Birth of a Nation</i> (Film)
13	13.1	Excerpts from <i>Huckleberry Finn</i> – Twain	1-10	Face to face	Quizzes (moodle)	<i>Huckleberry Finn</i>

	13.2	Excerpts from <i>Huckleberry Finn</i> - Twain	1-10	Face to face	In-class tasks	<i>Huckleberry Finn</i>
	13.3	Excerpts from <i>Huckleberry Finn</i> - Twain	1-10	Blended (flipped classroom)/ E-Learning Platform	Quizzes (moodle)	<i>Huckleberry Finn</i>
14	14.1	Excerpts from <i>Huckleberry Finn</i> - Twain	1-10	Face to face	In-class tasks	<i>Huckleberry Finn</i>
	14.2	Excerpts from <i>Huckleberry Finn</i> - Twain	1-10	Face to face	Quizzes (moodle)	<i>Huckleberry Finn</i>
	14.3	Excerpts from <i>Huckleberry Finn</i> - Twain	1-10	Blended (flipped classroom)/ E-Learning Platform	In-class tasks	<i>Huckleberry Finn</i>
15	15.1	Excerpts from <i>Huckleberry Finn</i> - Twain	1-10	Face to face	In-class tasks	<i>Huckleberry Finn</i>
	15.2	Excerpts from <i>Huckleberry Finn</i> - Twain	1-10	Face to face	In-class tasks	<i>Huckleberry Finn</i>
	15.3	Excerpts from <i>Huckleberry Finn</i> - Twain	1-10	Online/Microsoft Teams	Quizzes (moodle)	<i>Huckleberry Finn</i>

## 23 Evaluation Methods:

Opportunities to demonstrate achievement of the SLOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	SLOs	Period (Week)	Platform
Assignments	10	All	All	All	Classroom +MT
Quizzes	10	All	All	All	JU exams
Midterm	30	1-10	All	1-10	On campus
Final	50	11-15	All	11-15	On campus

## 24 Course Requirements

**Students should have a computer, internet connection, webcam, and account on a Microsoft Teams.**

## 25 Course Policies:

### A- Attendance policies:

As per the University Regulations.

### B- Absences from exams and submitting assignments on time:

As per the University Regulations.

### C- Health and safety procedures:

Please attend all exercise and follow the safety instructions on the walls and the student's booklet.

### D- Honesty policy regarding cheating, plagiarism, misbehavior:

As per the University Regulations.

### E- Grading policy:

As explained above in 23.

### F- Available university services that support achievement in the course:

Please ask me or your academic advisor for any help or support.

## 26 References:

A- Required book(s), assigned reading and audio-visuals:

Reader 1

B- Recommended books, materials, and media:

Videos on Moodle and MT.

Montón, Elena Ortells. *American Literature from Its Origins to the Nineteenth Century: A Reader*. JPM, 2016.

McFarlane-Harris, Jennifer, and Emily Hamilton-Honey. *Nineteenth-Century American Women Writers and Theologies of the Afterlife*. Routledge, Taylor & Francis Group, 2022.

Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press. 2010

-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: 2005.

-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: 2005.

-Tadjibayev, Musajon, Alla Shegay, and Galina Krivosheeva. "The development of realism in American literature." *European Journal of Research and Reflection in Educational Sciences* 8.10(2020): 145-150.

-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.

## 27 Additional information:

Name of Course Coordinator: -----Signature: -----  
Date: -----

Head of Curriculum Committee/Department: ----- Signature: -----  
-----

Head of Department: ----- Signature: -----  
-----

Head of Curriculum Committee/Faculty: ----- Signature: -----  
-----

Dean: ----- Signature: -----  
-----