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AUG 19 2016

OFFICE OF THE
SENATE COUNCIL**Course Information**

Date Submitted: 6/9/2016

Current Prefix and Number: ENG - English , ENG 251 SURVEY OF AMERICAN LITERATURE I

Other Course:

Proposed Prefix and Number: ENG 251

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: ARTS & SCIENCES

b. Department/Division: English

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Pearl James

Email: pearl.james@uky.edu

Phone: 257-6978

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: No OR Effective Semester: Fall 2016

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: SURVEY OF AMERICAN LITERATURE I

Proposed Title: SURVEY OF AMERICAN LITERATURE I

c. Current Transcript Title: SURVEY OF AMERICAN LITERATURE I

Proposed Transcript Title: SURVEY OF AMERICAN LITERATURE I

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 2

DISCUSSION: 1

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. **Current Course Description for Bulletin:** A survey of American literature from its colonial origins to the Civil War, with emphasis on different genres, periods, and cultural characteristics of the American Colonies and antebellum United States. The course explores both the social conditions in which authors lived and wrote?such as conflicts over land with Native Americans, slavery, and the emergence of women?s rights?as well as the key developments in literary form during this period, such as the rise of the novel, the slave narrative, and the changing shape of poetry. Texts and authors covered may include Susanna Rowson, Herman Melville?s Moby Dick, Frederick Douglass? Narrative, short stories by Edgar Allen Poe, the poetry of Walt Whitman and Emily Dickinson, and more. Lecture. Fulfills ENG major Historical Survey Requirement and Early Period requirement. Provides ENG minor credit. Credit will not be given to students who already have credit for ENG 334.

Proposed Course Description for Bulletin: A survey of American literature from its colonial origins to the Civil War, with emphasis on different genres, periods, and cultural characteristics of the American Colonies and antebellum United States. The course explores both the social conditions in which authors lived and wrote?such as conflicts over land with Native Americans, slavery, and the emergence of women?s rights?as well as the key developments in literary form during this period, such as the rise of the novel, the slave narrative, and the changing shape of poetry. Texts and authors covered may include Susanna Rowson, Herman Melville?s Moby Dick, Frederick Douglass? Narrative, short stories by Edgar Allen Poe, the poetry of Walt Whitman and Emily Dickinson, and more. Lecture or Lecture with discussion. Fulfills ENG major Historical Survey Requirement and Early Period requirement. Provides ENG minor credit. Credit will not be given to students who already have credit for ENG 334.

2j. Current Prerequisites, if any:

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|JACLYM3|Jeffory A Clymer|ENG 251 CHANGE Dept Review|20160120

SIGNATURE|ACSI222|Anna C Harmon|ENG 251 CHANGE College Review|20160323

SIGNATURE|JMETT2|Joanie Ett-Mims|ENG 251 CHANGE Undergrad Council Review|20160819

Course Change Form

<https://myuk.uky.edu/sap/bc/soap/ffc?services=>

Generate R

Open in full window to print or save

Attachments:

Browse...

Upload File

	ID	Attachment
Delete	6120	Major Course change proposal for ENG 251.docx
Delete	6881	ENG 251 sample syllabus.docx

First | 1 | Last

NOTE: Start form entry by choosing the Current Prefix and Number
 (*denotes required fields)

Current Prefix and Number: ENG - English ENG 251 SURVEY OF AMERICAN LITERATURE I		Proposed Prefix & Number: (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	ENG 251
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, except 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in course content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, check the areas that apply: <input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
1. General Information			
a. Submitted by the College of:		ARTS & SCIENCES	
		Submission Date: 6/9/2016	
b. Department/Division:		English	
c.* Is there a change in "ownership" of the course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? <input type="text" value="Select.."/>			
e.* Contact Person Name:		Pearl James Email: pearl.james@uky.edu Phone: 257-6978	
* Responsible Faculty ID (if different from Contact):		Email: Phone:	
f.* Requested Effective Date:		<input type="checkbox"/> Semester Following Approval OR <input type="checkbox"/> Specific Term: ² Fall 2016	
2. Designation and Description of Proposed Course.			
a. Current Distance Learning(DL) Status:		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed change will not affect DL delivery.			
b. Full Title:		SURVEY OF AMERICAN LITERATURE I	
		Proposed Title: * SURVEY OF AMERICAN LITERATURE I	
c. Current Transcript Title (if full title is more than 40 characters):		SURVEY OF AMERICAN LITERATURE I	
c. Proposed Transcript Title (if full title is more than 40 characters):		SURVEY OF AMERICAN LITERATURE I	
d. Current Cross-listing:		OR	

	<input checked="" type="checkbox"/> N/A	Currently ² Cross-listed with (Prefix & Number):	none
Proposed – ADD ³ Cross-listing (Prefix & Number):			
Proposed – REMOVE ^{3,4} Cross-listing (Prefix & Number):			
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern			
Current:	Lecture 3	Laboratory ⁵	Recitation
			Discussion
			Indep. Study
	Clinical	Colloquium	Practicum
			Research
			Residency
	Seminar	Studio	Other: _____ Please explain: _____
Proposed: *	Lecture 2	Laboratory ⁵	Recitation
			Discussion 1
			Indep. Study
	Clinical	Colloquium	Practicum
			Research
			Residency
	Seminar	Studio	Other: _____ Please explain: _____
f. Current Grading System:		ABC Letter Grade Scale	
Proposed Grading System:*		<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale	
g. Current number of credit hours:	3	Proposed number of credit hours:*	3
h.* Currently, is this course repeatable for additional credit?			<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be repeatable for additional credit?			<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES:	Maximum number of credit hours:		
If YES:	Will this course allow multiple registrations during the same semester?		<input type="radio"/> Yes <input checked="" type="radio"/> No
i. Current Course Description for Bulletin:			
A survey of American literature from its colonial origins to the Civil War, with emphasis on different genres, periods, and cultural characteristics of the American Colonies and antebellum United States. The course explores both the social conditions in which authors lived and wrote?such as conflicts over land with Native Americans, slavery, and the emergence of women?s rights?as well as the key developments in literary form during this period, such as the rise of the novel, the slave narrative, and the changing shape of poetry. Texts and authors covered may include Susanna Rowson, Herman Melville?s Moby Dick, Frederick Douglass? Narrative, short stories by Edgar Allen Poe, the poetry of Walt Whitman and Emily Dickinson, and more. Lecture. Fulfills ENG major Historical Survey Requirement and Early Period requirement. Provides ENG minor credit. Credit will not be given to students who already have credit for ENG 334.			
* Proposed Course Description for Bulletin:			
A survey of American literature from its colonial origins to the Civil War, with emphasis on different genres, periods, and cultural characteristics of the American Colonies and antebellum United States. The course explores both the social conditions in which authors lived and wrote?such as conflicts over land with Native Americans, slavery, and the emergence of women?s rights?as well as the key developments in literary form during this period, such as the rise of the novel, the slave narrative, and the changing shape of poetry. Texts and authors covered may include Susanna Rowson, Herman Melville?s Moby Dick, Frederick Douglass? Narrative, short stories by Edgar Allen Poe, the poetry of Walt Whitman and Emily Dickinson, and more. Lecture or Lecture with discussion. Fulfills ENG major Historical Survey Requirement and Early Period requirement. Provides ENG minor credit. Credit will not be given to students who already have credit for ENG 334.			
j. Current Prerequisites, if any:			
* Proposed Prerequisites, if any:			
* Proposed Prerequisites, if any:			
k. Current Supplementary Teaching Component, if any:			<input type="radio"/> Community-Based Experience

	<input type="radio"/> Service Learning <input type="radio"/> Both	
<i>Proposed Supplementary Teaching Component:</i>	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change	
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
If YES, enter the off campus address:		
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
If YES, explain and offer brief rationale:		
5. Course Relationship to Program(s).		
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
If YES, identify the depts. and/or pgms:		
b.* Will modifying this course result in a new requirement ² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
If YES ² , list the program(s) here:		
6. Information to be Placed on Syllabus.		
a.	<input type="checkbox"/> Check box if <u>changed to</u> 400G or 500.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and you <i>must include the differentiation</i> between under and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grad in the course for graduate students. (See SR 3.1.4.)

¹See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to the appropriate academic Council for normal processing and contact person is informed.

²Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

⁶You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷In order to change a program, a program change form must also be submitted.

Major Course change proposal for ENG 251:

ADDING option of DISCUSSION.

ENG 251 is a survey course offered by the English Dept. In the past few years we have been offering it to larger groups of students. We propose to give faculty teaching the course the option of offering the class as a lecture with a discussion section.

For instance, in the proposed syllabus, the course meets as a lecture on Mondays and Wednesdays for an hour. On Friday, the class is divided into smaller groups of students who meet with either the professor or a teaching assistant for one hour. During that hour, students may ask questions about the lectures and class assignments. The professor and teaching assistant will facilitate discussion and group work that will allow the students to become more active learners of the course material.

Some professors may choose to continue to offer the course as a lecture. This change would offer them the option—but not compel them—to offer the course in a 2 hour lecture, one hour discussion format.

The change does not affect student learning outcomes or any other aspect of the course.

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ENG 251 SURVEY OF AMERICAN LITERATURE I.

10:00-10:50 MWF / 246 WHITEHALL CLASSROOM BUILDING

MS. OSBORN'S FRIDAY 10-10:50 DISCUSSION SECTION MEETS IN 246CB.
DR. CLYMER'S FRIDAY 10-10:50 DISCUSSION SECTION MEETS IN 242CB

COURSE DESCRIPTION

A survey of American literature from its colonial origins to the Civil War, with emphasis on different genres, periods, and cultural characteristics of the American Colonies and antebellum United States. The course explores both the social conditions in which authors lived and wrote?such as conflicts over land with Native Americans, slavery, and the emergence of women?s rights?as well as the key developments in literary form during this period, such as the rise of the novel, the slave narrative, and the changing shape of poetry. Texts and authors covered may include Susanna Rowson, Herman Melville?s Moby Dick, Frederick Douglass? Narrative, short stories by Edgar Allen Poe, the poetry of Walt Whitman and Emily Dickinson, and more. Lecture or lecture with discussion. Fulfills ENG major Historical Survey Requirement and Early Period requirement. Provides ENG minor credit. Credit will not be given to students who already have credit for ENG 334.

STUDENT LEARNING OUTCOMES

- Students will be able to identify and assess major authors associated with pre-1865 American literature and become familiar with the development of "American" literature
- Students will be able to integrate the development of American literature with the historical phenomenon of the pre-1865 period
- Students will be able to discriminate between and generalize about the developments in the key genres and literary forms of the pre-1865 period

REQUIRED BOOKS

The Norton Anthology of American Literature, Vol. B, 1820-1865 (7th ed.)
Hannah Webster Foster, *The Coquette*
James Fenimore Cooper, *The last of the Mohicans*
William Wells Brown, *Clotel; or, The President's Daughter*

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E-RESERVES

Some readings are available only through E-Reserves, as indicated in the reading schedule.

Course Requirements

Attendance. I expect that you will attend all of the lectures and discussion sections, and that you will arrive punctually. Exams and discussion sections will be based on the lectures and the reading assignments. Unexcused absences (more than 3) will lower your final grade by 1/3 letter for each two absences in excess of three. Attendance will be taken each day, at the beginning of class.

Excused Absences: Students need to notify the instructor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor. Students who miss class for excused reasons will have a week (or other mutually agreed upon time) to make up any missed work.

Verification of Absences: Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. I require excuses from a medical professional in the case of illness.

Academic Integrity (boilerplate)

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their

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instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability (boilerplate)

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Participation. This is a relatively large class, and I will do a goodly amount of lecturing. In discussion sections, there will be ample opportunities for class discussion and active learning.

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Prepare for this class—and for your all your literature courses—by being an active reader; jot down questions and observations—and bring them to class. Show up with the text in hand, ready to engage with it and participate with energy and intelligence.

Daily Blog Questions. You will be assigned to one of four groups (ABCD). Every fourth class period (five times during the semester), each member of a specified group must by 10:00AM post to our course blog (“Daily Questions Blog” on our blackboard shell) a comment, curiosity, or question that s/he has regarding that day’s reading. You also may be called on for class discussion on the day your group posts. The quality of your questions and participation will determine this portion of your grade.

Discovery Project. This project asks you to be both an historical sleuth and an interpreter of literature—at the same time. You will choose a specific novel and to learn about it as an artistic object that comes from a particular time and place; this means thinking about a book as more than an isolated island unto itself. I will ask you to reconstruct elements of a book’s social context, and to learn how “thinking historically” can provide insight into that book’s ideas, themes, and characters. Therefore, the goal for this project is not to figure out what a book “really” means, but, instead, to build a web of cultural artifacts around the novel and to draw thematic, social, political, or biographical connections between the book and your collection of artifacts.

A concrete way to think about this project is to imagine yourself as:

1. an archeologist who has to do the historical detective work; and,
2. as a museum curator who has to explain what has been found.

RESEARCH PROCEDURE:

1. Choose a particular novel--any one of the books we’re reading in this class
2. Isolate a particular theme or idea within the book to which you will anchor your historical investigation.
3. Start sleuthing.
4. Choose 6 artifacts around which to build your project.

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WRITTEN ASSIGNMENT:

5. Write 1-2 pages explaining your research process (how you found artifacts, how you chose which to keep or discard).
6. Write a 6-8 page narrative (like a museum exhibition catalogue) interpreting the artifacts; explaining how they relate to each other; explaining what they individually and collectively reveal about the novel; and suggesting how your novel's themes or ideas might, in turn, help us understand the historical artifacts (for this last part, you might think about how your book's representation of your theme seems different or even at odds with the historical artifacts. How might your book have been intervening in or trying to reshape the social discussions that are represented in your artifacts?)
7. The discovery project will be graded on the effort, organization, and imagination it reflects, the thoughtfulness that went into it, the research that informed it and helped you to design it, the sophistication of analysis reflected in your writing, and the cohesiveness of the project as a whole.

Exams. The best preparation for this course's exams is careful reading and note-taking, both in class and on your own. You will be expected to identify passages, authors, and dates from assigned reading as well as to comment upon significant themes and formal features of these works. **The final exam will occur during exams week according to the official university schedule.**

Midterm Grades. All students will receive a mid-term grade in accordance with University policy.

Electronics Policy. Laptop computers and notebooks are acceptable only for note-taking. Cell phones should be off, except in case of emergency, in which case please set them to vibrate.

GRADING

- 30% Discovery Project/Digital Documentary: The Shape of Knowledge Over Time
- 20% Mid-Term Exam
- 30% Final Exam
- 10% Daily Blog Questions
- 10% Discussion Section Attendance and Participation

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Numerical Grading Scale: 100-90=A; 80-89=B; 70-79=C; 60-69=D; lower than 60=E.

READING SCHEDULE

I. *NARRATIVES OF EXPLORATION AND EMPIRE*

01/13 Introduction

01/15 Christopher Columbus, Bartolomé de Las Casas, Bernal del Castillo, Álvaro Núñez Cabeza de Vaca [*available via E-Reserve*]

01/18 No Class—Martin Luther King, Jr. Holiday

01/20 Thomas Harriot, Samuel de Champlain [*available via E-Reserve*]

01/22 Discussion Section

II. *COLONIAL WRITERS*

01/25 William Bradford and Thomas Morton [*available via E-Reserve*]

01/27 John Smith [*available via E-Reserve*]

01/29 Discussion Section

III. *LITERATURE OF THE REVOLUTIONARY AND EARLY REPUBLICAN PERIODS*

02/01 The Declaration of Independence and US Constitution
[available at http://avalon.law.yale.edu/18th_century/declare.asp and
http://avalon.law.yale.edu/18th_century/usconst.asp]

02/03 The Federalists and Anti-Federalists [*available via E-Reserve under "D. Wooten"*]
Federalists #1, 6, and 10
Anti-Federalist essays

02/05 Professor Clymer's section's Library Day

02/08 Hannah Webster Foster, *The Coquette*, Letters I-LII

02/10 *The Coquette*, finish the novel

02/12 Ms. Osborn's section's Library Day

NATIVE-AMERICAN—WHITE CONTACT ZONES

02/15 James Fenimore Cooper, *The Last of the Mohicans*, chapters 1-14

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02/17 *Mohicans*, chapters 15-18
02/19 Discussion Section

02/22 *Mohicans*, chapters 19-28
02/24 *Mohicans*, finish the novel
02/26 Discussion Section

03/01 William Apess, "An Indian's Looking-Glass for the White Man" [NAAL 1051-58]
"Native Americans: Removal and Resistance" [NAAL 1252-68]

03/03 **Mid-Term Exam**
03/05 No Class

THE LITERATURE OF SLAVERY AND ABOLITION

03/08 William Wells Brown, *Clotel; or, the President's Daughter*, Preface (pp. 46-47),
and chapters 1-19
03/10 *Clotel*, finish the novel
03/12 Discussion Section

SPRING BREAK

03/22 Herman Melville, *Benito Cereno* [NAAL 2405-61]
David Brion Davis, "The Amistad Test of Law and Justice," from *Inhuman Bondage*
[available via E-Reserve]
03/24 Harriet Jacobs, *Incidents in the Life of a Slave Girl* [NAAL 1808-29]
03/26 Discussion Section

03/29 Frederick Douglass, *Narrative of the Life* [NAAL 2060-97]
03/31 *Narrative* [NAAL 2097-2129]
04/02 Discussion Section

THE DEVELOPMENT OF PSYCHOLOGICAL LITERATURE

04/05 Edgar Allen Poe, "The Fall of the House of Usher" [NAAL 1553-66]
Poe, "The Masque of the Red Death" [NAAL 1585-89]
Poe, "The Cask of Amontillado" [NAAL 1612-17]

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04/07 Edgar Allen Poe, "Ligeia" [NAAL 1543-53]
Poe, "The Black Cat" [NAAL 1593-99]
Poe, "William Wilson" [NAAL 1566-79]

04/09 Discussion Section

04/12 Nathaniel Hawthorne, *The Scarlet Letter*, chapters 1-9 [NAAL 1377-1421]

04/14 *The Scarlet Letter*, chapters 10-16 [NAAL 1421-53]

04/16 Discussion Section

04/19 *The Scarlet Letter*, finish the novel [NAAL 1454-93]

04/21 Herman Melville, *Moby-Dick* [NAAL 2320-63]

04/23 Discussion Section

04/26 Walt Whitman, selected poetry from NAAL

04/28 Emily Dickinson, selected poetry from NAAL

04/30 Discussion Section

Exams Week: **Final Exam** will occur during exams week according to the University schedule for exams. It will be a full two hour, cumulative exam consisting of identification of passages, authors, and dates from assigned reading, and essay questions that ask you to comment upon significant themes and formal features of works from the syllabus.