

University of Arkansas - Fort Smith

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Graduate Studies General Syllabus

ENGL 57843 19th Century American Literature

Credit Hours: 3

Lecture Hours: 3

Laboratory hours: 0

Prerequisites: Admission to the M.Ed. program.

Effective Catalog: 2019-2020

I. Graduate Course Information

A. Catalog Description

A reading intensive and focused study of the literature and print culture of nineteenth-century American literature. Students will engage in the process of critical analysis as they study nineteenth-century American texts.

B. Additional Information - None

II. Student Learning Outcomes

A. Subject Matter

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

1. Analyze major works, genres, and literary movements from 1800 to 1900 in America.
2. Review key writers, theorists, and scholars of nineteenth-century literature and culture.
3. Interpret literary features, structure, style, and key issues in analyzing the literature of the period.
4. Explore the basics of archival research, with a focus on current trends in research and criticism.
5. Develop a critical approach to nineteenth-century literature through class discussion, written assignments, and/or presentations. The critical approach should be drawn from twentieth-century scholarship and cultural studies, such as Gender and Sexuality studies; Race studies; Class or Economic Studies; Periodical studies; and/or Colonial and Post-Colonial studies.
6. Create focused critical, scholarly arguments which explicate, analyze, and evaluate the works studied in innovative and scholarly ways.

B. Program Learning Outcomes:

The M.Ed. program bases Program Learning Outcomes on the National Board for Professional Teaching Standards (NBPTS). The NBPTS establishes and upholds rigorous expectations for what expert teachers should know and do. This graduate course enhances student abilities in the following areas:

Commitment: Teachers believe that all students can learn and meet high expectations. Teachers are committed to all learners and are passionate about teaching. They develop relationships with students in a variety of educational settings. Teachers create learning experiences that differentiate instruction to meet the needs of all students. They understand their subjects and how to teach those subjects to students.

Responsibility: Teachers facilitate and supervise student learning. Teachers embrace a variety of methods to increase student success. They establish social norms within a variety of dynamic grouping options. They motivate and engage students while assessing student performance.

Systematic Thinking: Teachers critique their practices and learn from experience. Teachers evaluate their practices and expand their learning based on best practices, current research, evolving technologies, and student data.

Leadership: Teachers demonstrate leadership that fosters excellence, effectiveness, and collaboration with colleagues, families, and the community. Teachers approach their work with a team mentality. They collaborate with all stakeholders sharing vital information and planning a course of action that will improve the effectiveness of the school.

III. Major Graduate Course Topics

- A. Nineteenth-century American periodization, including Romanticism, Transcendentalism, Regionalism, Realism, Naturalism, and Popular Fiction
- B. Antebellum literature and the Civil War
- C. Race and American literature
- D. Gender theory and sexuality
- E. Class and economic theory
- F. Periodical literature