

American Literature 1

Section A: Headline Information	
Module title	American Literature 1
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Dr Simon Workman
Parent programme(s)	BA (Honours) in English and History
Stage of parent programme	2
Semester (semester1/semester2 if applicable)	2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, tutorials, web facilitated learning
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 1 of the programme or equivalent is required.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators must have a minimum Level 9 qualification in English.
Maximum number of learners per module	35
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2.33
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, small group-work Room, IT facilities and library.
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:15	4	1:15				97: Tutorial Prep: 8 Research, contribution to, and commentary on recorded group review: 20 hours Exam Prep 25 hours Self-directed Reading 45 hours			125 hours
Allocation of marks (within the module)										
		Continuous assessment		Supervised project		Proctored practical examination		Proctored written examination		Total
Percentage contribution		40%						60%		100%

Section B: Module Descriptor

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs

This module will introduce learners to the remarkable flourishing of literature which occurred in North America throughout the course of the 19th century. It will examine how the political, intellectual and artistic energies of this period combined to generate an original and authentically American voice in literature.

It will reinforce competencies and knowledge developed in the (Stage 1) 'Introduction to Literature' course and build on the social/ intellectual themes and cultural concepts already explored in the 'Europe and the Americas 1763-1877' History module (Stage 2 term 1). Through its exploration of seminal works of American poetry and fiction, it will also extend the learner's comprehension of those

	<p>literary genre; this will productively build on a knowledge base established in the 'Virtues of Poetry' and 'Introduction to Fiction' modules.</p> <p>The module will also provide a comprehensive basis for further study of American Literature in the (Stage 3/4) 'Twentieth-Century U.S. Literature' module, which is designed to develop themes and concepts covered in this module.</p> <p>Learners' contribution to the recorded discussion for the module will advance their digital and communication skills and develop competencies which will be of relevance to certain aspects of the Career practice modules.</p>
Module Aims and Objectives	<p>This module aims to develop an understanding of the relationship between American literature and the politico-economic, social, religious, and (indigenous and transatlantic) intellectual and literary contexts governing its production, including: national politics and democracy; slavery, religion, and theories of race;(proto)Feminism and evolving gender identities; Puritanism, European Romanticism and transcendentalism; the Southern Gothic; naturalism; the origins of American modernism. Learners will pursue these themes through encountering a wide range of American authors and their cultural background. The module also aims to introduce learners to a variety of critical responses to the texts under discussion, and thereby develop awareness of advanced scholarship in American literary studies.</p>
Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a critical awareness of the works of major American writers from the nineteenth century and discuss how they contributed to a new and distinctly American mode of writing. (MIPLO 1, 2, 3, 4) 2. Analyze the prescribed texts in relation to key concepts and movements within American literature, culture and society, e.g. Transcendentalism, Abolitionism, Naturalism etc. (MIPLO 3, 4) 3. Identify and critically evaluate seminal and transformative developments in both poetry and prose in the literature of this period. (MIPLO 1, 3, 4) 4. Fully engage with core themes of the course through classroom discussion and debate, and critically reflect upon their own ideas and arguments. (MIPLO 3, 6, 7, 8)
Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Content, Organisation and Structure	<p>Lectures and seminars will be organized in thematic blocks centred around the history, theorization, and critical interpretation of key texts of nineteenth- century American Literature. The module will begin by examining the origins of modern</p>

	<p>American cultural identity focusing on the influence of early colonisers who brought with them a sense of the 'New World' as a place of unparalleled potential and opportunity in which self, soul and society could be perfected. The module will move forward to discuss the central role of the Transcendentalists (particularly Emerson and Thoreau) in establishing a new spirit and direction in American literature in the 1830s. It will proceed to discuss Walt Whitman's magisterial <i>Leaves of Grass</i>, the poetry and short stories of Edgar Allan Poe, Nathaniel Hawthorne's <i>The Scarlet Letter</i> (1850), Harriet Jacobs' <i>Incidents in the Life of A Slave Girl</i> (1861), the poetry of Emily Dickinson, and Kate Chopin's <i>The Awakening</i>.</p> <p>Each theme/text will be discussed in a lecture and a seminar. Lectures will provide relevant historical, cultural, and critical context. Seminars will offer greater opportunity to engage in detailed critical analysis of primary texts and will encourage the exploration of a range of interpretative positions of the literature under discussion. Tutorials will also provide the opportunity for close text analysis and for further exploration of pertinent critical positions and themes regarding relevant texts.</p>
<p>Module Teaching and Learning Strategy</p>	<p>The maximum number of learners taking this module will be 35; this will allow for a good balance of small and large group discussion as well as occasional one-to-one feedback. Lectures will be conducted using Microsoft PowerPoint and supplemented with digital resources to facilitate learning outside the classroom.</p> <p>Seminars and tutorials will be less formal than lectures and Learners will be required to participate fully in discussion and debate in both.</p> <p>The course will provide ample opportunity for Learners to practice detailed textual analysis so that, by the end of the course, they will have developed a detailed knowledge of the distinctive aesthetics of key writers of this period</p> <p>For the recorded group discussion, Learners will be divided into groups of four and tasked with developing a question(s) linked to a course text; then they will record a short discussion originating from this question. This discussion will be uploaded onto the Moodle class page where all Learners will have access to it. This activity will be workshopped in one of the tutorials. Learners will write up a report of the discussion and reflect on their position with regard to the key question(s).</p>
<p>Work-Based Learning and Practice-Placement</p>	<p>N/A</p>
<p>E-Learning</p>	<p>Learners will access class notes, PowerPoints, and relevant articles and documents on Moodle, which will act as the digital interface for the course. Essays will be returning digitally using Turnitin feedback system.</p> <p>Moodle interface will be used to upload digital recording of Group discussion assignment.</p> <p>A range of weblinks will also accessible through Moodle, including documentaries, archival recording, and links to other primary sources of relevance to the course. This will facilitate learning outside the classroom and encourage learners to develop their sense of cultural context for the texts being considered.</p>
<p>Specifications for Module Staffing Requirements</p>	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 35 learners</p>

	<p>Staffing requirements: 1 lecturer and 1 tutor</p> <p>The maximum tutor:learner ratio is 20</p> <p>However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.</p>
<p>Module Summative and Formative Assessment Strategy</p>	<p>Summative: Exam (MIMLO, 1,2,3,)</p> <p>Proctored written examination (60%) A two-hour exam in which learners answer two questions. Questions will be designed to encourage learners to think across the broad sections of the course (60%)</p> <p>Continuous Assessment (MIMLO, 2,4) Recorded Group Debate: (20%) Learners curate and participate in a 15-20min group discussion which develops a theme/question highlighted in lectures.</p> <p>Report on Group debate: (20%) Learners write a 500-750 word report in which they reflect on their contribution to the group debate and the form of the debate in general.</p> <p>Formative: Learners must workshop their Group discussion in a tutorial and send an outline of the central questions/themes that they intend to engage with in the debate to the lecturer, who will then provide feedback.</p>
<p>Sample Assessment Materials</p>	<p>Sample Exam Question</p> <ol style="list-style-type: none"> 1. Why should not we also enjoy an original relation to the universe? Why should not we have a poetry and philosophy of insight and not tradition...’ (Ralph Waldo Emerson) In light of this statement, evaluate to what extent Emerson’s writing and ideas impacted upon the work of any one or more authors on the course. 2. Analyze the ways in which any one or more poets on the course challenged conventional poetic practices in the American literary tradition? In your answer you may wish to consider innovations in of form, subject matter and perspective. <p>Recorded Group Discussion Marks awarded as follows:</p> <ul style="list-style-type: none"> • Collective development of central question(s) and plan for group discussion. (30%) • Level of research and appropriateness of material for discussion (30%) • Clarity and sophistication of individual argument and level of relevant knowledge displayed. (30%) • Proficiency in recording and uploading discussion onto Moodle interface (10%) <p>Report on Group debate Marks awarded as follows:</p>

	<ul style="list-style-type: none"> • Precision and conciseness in summarising overall group discussion (40%) • Clarity in analysing Learner's own critical position within the discussion (40%) • Accuracy of analysis overall (20%)
Reading Lists and Other Information Resources	<p>Essential Reading: Chopin, Kate, <i>The Awakening</i> (Edinburgh: Canongate, 2014)</p> <p>Jacobs, Harriet Ann, <i>Incidents in the Life of a Slave Girl</i> (Oxford: Oxford University Press, 1990)</p> <p>Levin, Roberts S. and Arnold Krupat (eds) <i>The Norton Anthology of American Literature, Volume B (1820 -1865)</i> (New York and London: W.W. Norton and Co, 2007)</p> <p>Other Reading:</p> <p><u>The list below will be supplemented with articles relevant to individual texts/themes</u></p> <p>Bell, Michael David, <i>American Realism: Studies in the Cultural History of a Literary Idea</i> (Chicago, London: University of Chicago Press, 1993)</p> <p>Bercovitch, Sacvan (ed) <i>Reconstructing American Literary History</i> (Cambridge, Mass., London: Harvard University Press, 1986)</p> <p>Bradbury, Malcolm and Richard Rutland, <i>From Puritanism to Postmodernism: A History of American Literature</i> (London: Routledge, 1991)</p> <p>Chase, Richard, <i>The American Novel and its Tradition</i> (Baltimore, London: Johns Hopkins U.P., 1983)</p> <p>Cunliffe, Marcus <i>The Literature of the United States</i> (New York: Viking; Harmondsworth: Penguin, 1986)</p> <p>Donoghue, Denis <i>The American Classics</i>, (New Haven, Conn London: Yale University Press, 2005)</p> <p>Gray, Richard, <i>A History of American Literature</i> (Malden, MA, Oxford: Blackwell Pub., 2004)</p> <p>Lawrence, D.H., <i>Studies in Classic American Literature</i> (Harmondsworth: Penguin, 1971)</p> <p>Matterson, Stephen, <i>American Literature: The Essential Glossary</i> (London: Arnold, 2003)</p> <p>Matthiessen, F.O., <i>American Renaissance</i> (London: Oxford U.P., 1980)</p> <p>Roy Harvey Pearce, <i>The Continuity of American Poetry</i> (Princeton, Guildford: Princeton University Press, 1977)</p>

	<p>Reynolds, David S., <i>Beneath the American Renaissance</i> (Harvard: Harvard University Press, 1989)</p> <p>Relevant Websites: https://iwp.uiowa.edu/whitmanweb/en/writings/song-of-myself/about http://www.openculture.com/2015/10/walt-whitman-emily-dickinson-william-carlos-williams-get-animated-by-harvards-neuroscience-department.html</p>
Module Physical Resource Requirements	Medium/Small sized room for lectures/seminars and tutorials. Relevant IT equipment (Projector, computer, speakers etc.) and WIFI; digital audio recording equipment.