Proposal for a New Course

NOTE: (1) All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.
NOTE: (2) If the new course is to be accepted as fulfilling General Education requirements, a separate approval must be done through the General Education Committee.

Contact person Myra Seaman  Email address seamanm@cofc.edu Phone 953-5760

1. Department: English

2. Course number and title: ENGL 462: Senior Seminar in Literature in History 1700-1900
   Number of Credits: 3   Total hrs/week: 3
   Lecture: ☐ Lab: ☐ Recitation: ☐ Seminar: ☑
   For Independent study courses:
     Research: ☐ Field experience: ☐
     Clinical Practice: ☐ Internship: ☐
     Practicum: ☐ Independent Course Work: ☐

3. Semester and year when course will first be offered:
   Fall 2011

4. Catalog Description (please limit to 50 words):
   An advanced study of literature written between 1700 and 1900, focused on a special topic to be determined by instructor. Open to seniors, with permission of instructor.

5. CIP Code: 23.1404 (This code must be determined for new courses. The codes can be found at http://nces.ed.gov/ipeds/cipcode/. If you are not sure what code to use, please consult with the Institutional Research).

6. Check if appropriate: ☐
   This course will be cross listed with:
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

7. a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the History departments)? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed new course and include that note with the proposal.
   no

   b) Please explain overlap with any existing courses.
   N/A
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8. Prerequisites (or other restrictions):
   ENGL 110 or equivalent

9. Rationale/justification for course (consider the following issues):
   
   a) What are the goals and objectives of the course?
      The course provides students the opportunity to study literary texts written by a range of authors within the context of the historical period between 1700 and 1900. In particular, it allows them to study a specific issue as determined by the instructor for which there is currently no suitable course in the catalog. The course is a senior seminar.

   b) How does the course support the mission statement of the department and the organizing principles of the major?
      The course provides students with a capstone experience in the form of a smaller, writing-intensive, and reflexive course at the end of their period of study as English majors.

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
    The course fulfills a requirement of all majors that they have a capstone experience. It will also fulfill the Literature in History 1700-1900 requirement.

    b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
    N/A

11. Method of teaching:
    discussion

12. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
    N/A

    b) Address potential shifts in staffing of the department as it relates to the offering of this course:
    The course will be offered as staffing is available, on a rotating basis.

    c) Frequency of offering:
    each fall: ❑     each spring: ❑
    every two years: ❑     every three years: ❑
    other ✓(Explain): It will be offered when an instructor chooses to offer it; the course is not required for the major, though it does fulfill a major requirement.
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13. Requirements for additional resources made necessary by this course:
   a) Staff:  
     N/A
   
   b) Budget:  
     N/A
   
   c) Library:  
     N/A

14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?  
   a) ☐ yes  ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

15. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).
Proposal for a New Course

16. Signature of Department Chair or Program Director:

______________________________________________________________

Date: ________________________

17. Signature of Dean of School:

______________________________________________________________

Date: ________________________

18. Signature of Provost:

______________________________________________________________

Date: ________________________

19. Signature of Curriculum Committee Chair

______________________________________________________________

Date: ________________________

20. Signature of Faculty Senate Secretary:

______________________________________________________________

Date Approved by Senate: ________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Imperial Fantasies and Fears: Literature of the British Empire

Professor Carens
Office: 26 Glebe St., #302
Hours: T 1–3, W 2–3 and by appointment
Tel: 953-5658
Email: carenst@cofc.edu
Web: http://www.cofc.edu/~carenst/

Course Description

This course focuses on literature produced by England during a period in which the small island nation gradually colonized a “lion’s share” of the habitable world. It is often assumed that England justified its imperial rule in part through forms of imaginative writing. We will test this assumption as we read and discuss the novels, short stories, and poems on the syllabus. These works are always related in some way to the fact of the British empire, but the relationship is often difficult to pin down. If English writers often asserted their right to govern others, they just as often expressed fantasies and fears that called their capacity to do so into question.

Attendance

Attendance is mandatory. I do not distinguish between excused and unexcused absences. Every absence after the third one will lower your grade one “notch” (e.g., from B+ to B). If you arrive after class has begun, I will count it as a half-class absence. You are responsible for keeping track of the number of classes you have missed and for information covered and assignments due. I expect to be able to reach you through the official college email account that you have been issued; you might want to set this account up so that it automatically forwards messages to your personal account.

Course Assignments and Grade Distribution

**Essays.** The course requires one short essay (15%) and one term paper (30%). I will assign topics for the short essay, which will be based on the textual analysis of a short passage. For the long one, which will involve secondary research as well as textual analysis, you will generate your own topic. I will ask you to write a one-page essay proposal which will serve as the basis for a discussion with me about your topic. All essays must be typed (double-spaced, one-inch margins, 12-point type) and conform to MLA citation guidelines. I will consider requests for extensions submitted by the class preceding the due date. Late essays will receive a lower grade.

**Class Reports** (10%). Working in a group of 2-3 students, each of you will help conduct a 15-20 minute class presentation / discussion in which you explore a fruitful connection between a work and its historical, biographical, or cultural context.
Exams. There will be a mid-term (15%) and a final exam (20%), which will be comprehensive.

Participation (10%). Because part of every class will be discussion, it is essential that you come to class with your text, having completed the assigned reading, and prepared for active analysis. Reading quizzes will be factored into the class participation grade.

Plagiarism

If you intentionally incorporate another writer’s words or ideas into your essay without proper citation, you will fail this course. See the Student Handbook (http://www.cofc.edu/about/handbook.pdf) for a standard definition of plagiarism. You must keep a paper copy of a draft of every essay that you write for this class and immediately produce it if I request to see it. If you cannot produce a draft that demonstrates the development of your argument, I reserve the right to fail the essay.

Required Texts

Joseph Conrad, *Heart of Darkness*  
Daniel Defoe, *Robinson Crusoe*  
E. M. Forster, *A Passage to India*  
Freud, Sigmund, *Civilization and its Discontents*  
James, Lawrence, *Rise and Fall of the British Empire*  
Rudyard Kipling, *Kim, Select Poems, Select Stories*  
Bram Stoker, *Dracula*

Schedule of Readings

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<tr>
<th>W Aug 24</th>
<th>Course Introduction</th>
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<tr>
<td><strong>Unit 1</strong></td>
<td><strong>The “Civilizing Mission”</strong></td>
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| M Aug 29 | Daniel Defoe, *Robinson Crusoe* (1-69; 100-130)  
James, Part One, Chapter 2 (16-26) |
| W Aug 31 | Defoe (148-200)  
James, Part One, Chapter 3 (27-36) |
| M Sept 5 | Defoe (201-306)  
James, Part One, Chapter 4 (37-48) |
| W Sept 7 | Thomas Macaulay, “Minute on Indian Education” and “Government of India”  
James, Part 2, Chapter 6 (122-138) and Part 3, Chapter 2 (184-99) |
| M Sept 12 | Rudyard Kipling, “The White Man’s Burden” and *Kim* (49-178)  
James, Part 3, Chapter 4 (217-234) |
<p>| W Sept 14 | Kipling (179-232) |
| M Sept 19 | Kipling (233-338) | Essay #1 due |
| <strong>Unit 2</strong> | <strong>The Harem: Male Fantasy and Feminist Argument</strong> |</p>
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<thead>
<tr>
<th>Date</th>
<th>Reading</th>
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<tbody>
<tr>
<td>W Sept 21</td>
<td>Ingres, Delacroix, and French Orientalism</td>
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<td>W Sept 28</td>
<td>Thomas Moore, selections from “Lalla Rookh”</td>
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<td>W Oct 5</td>
<td>Mid-Term Exam</td>
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**Unit 3: Imperial Nightmares**

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<tr>
<td>M Oct 10</td>
<td>Kipling, stories (1-100)</td>
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<tr>
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<td>James, Part 3, Chapter 3 (200-234)</td>
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<tr>
<td>W Oct 12</td>
<td>Kipling</td>
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<td>W Oct 19</td>
<td>Booth, selections from <em>In Darkest England</em>; selections from opium den journalism</td>
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<td>James, Part 3, Chapter 5 (235-250)</td>
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<td>M Oct 24</td>
<td>Bram Stoker, <em>Dracula</em> (chapters 1-13)</td>
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<td>W Oct 26</td>
<td>Stoker (chapters 14-18)</td>
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<tr>
<td>M Oct 31</td>
<td>Stoker (chapters 19-27)</td>
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**Unit 4: Civilization and Its Discontents**

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<th>Date</th>
<th>Reading</th>
<th>Notes</th>
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<tbody>
<tr>
<td>W Nov 2</td>
<td>Sigmund Freud, <em>Civilization and Its Discontents</em></td>
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<tr>
<td>M Nov 7</td>
<td>Tennyson, “The Lotos-Eaters”</td>
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<td>W Nov 9</td>
<td>Tennyson, “Locksley Hall” and Kipling, “Mandalay”</td>
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<td>M Nov 14</td>
<td>Joseph Conrad, <em>Heart of Darkness</em> (complete)</td>
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<td>James, Part 3, Chapter 7 (269-287)</td>
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<td>W Nov 16</td>
<td>Conrad</td>
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<td>James, Part 3, Chapter 8 (288-306)</td>
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<td>M Nov 21</td>
<td>E. M. Forster, <em>A Passage to India</em> (3-132)</td>
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<td>James, Part 4, Chapter 5 (412-27)</td>
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<td>M Nov 28</td>
<td>Forster (135-233)</td>
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<tr>
<td>W Nov 30</td>
<td>Forster (233-362)</td>
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<tr>
<td>M Dec 5</td>
<td>Review</td>
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<tr>
<td>W Dec 7</td>
<td>Final Exam. 12:00 - 3:00</td>
<td>Term Paper Due</td>
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**Term Paper Proposal Due**

**Term Paper Due**