1. General Information

1a. Submitted by the College of: ARTS &SCIENCES

   Date Submitted: 2/18/2013

1b. Department/Division: English

1c. Contact Person

   Name: Matthew Giancarlo

   Email: matthew.giancarlo@uky.edu

   Phone: 7-1587

   Responsible Faculty ID (if different from Contact)

   Name: Nazera Wright

   Email: nazera.wright@uky.edu

   Phone: 7-6975

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course?   No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?:   No

2b. Prefix and Number: ENG 337

2c. Full Title: Literature and Genre: (Subtitle required)

 2d. Transcript Title: Lit and Genre: (Subtitle required)

2e. Cross-listing:

2f. Meeting Patterns

   DISCUSSION: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit?   Yes

   If Yes: Maximum number of credit hours: 9

   If Yes: Will this course allow multiple registrations during the same semester?   Yes

2j. Course Description for Bulletin: An advanced course exploring one or two literary genres or formal categories. It focuses on analyzing the parameters and practices of a broad generic category (e.g. the short story; lyric poetry; epic and mock-epic; autobiography; the bildungsroman; protest literature) or a genre specific to a particular period (e.g. mid-century American crime novels; Elizabethan songs and sonnets; Victorian drama). Prerequisite: completion of UK Core Composition and Communication I-II requirement or equivalent. Provides ENG Major Elective credit and ENG minor credit. May fulfill ENG Early Period requirement depending on the course: see departmental listings for different offerings per semester.

2k. Prerequisites, if any: Completion of UK Core Composition and Communication I-II requirement or equivalent. Provides ENG Major Elective credit and ENG minor credit. May fulfill ENG Early Period requirement depending on the course: see departmental listings for different offerings per semester.

2l. Supplementary Teaching Component:

3. Will this course taught off campus?   No

   If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

   Will the course be offered every year?:   No

   If No, explain: the course will be offered at least once every four semesters

5. Are facilities and personnel necessary for the proposed new course available?:   Yes

   If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?:   30

7. Anticipated Student Demand

    Will this course serve students primarily within the degree program?:   Yes

   Will it be of interest to a significant number of students outside the degree pgm?:   No

   If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

   If No, explain:

9. Course Relationship to Program(s).

   a. Is this course part of a proposed new program?:   No

   If YES, name the proposed new program:

   b. Will this course be a new requirement for ANY program?:   No

   If YES, list affected programs:

10. Information to be Placed on Syllabus.

   a. Is the course 400G or 500?:   No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: 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|Dept approval for ZCOURSE_NEW ENG 337|20130110

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE_NEW ENG 337|20130110

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_NEW ENG 337|20130128

ENG 337-001
Literature and Genre: The Black *Bildungsroman*

Instructor:	Dr. Nazera Wright
Office Address:	1321 POT
Email:	nazera.wright@uky.edu
Office Phone:	257-6975
Office hours:	Tuesdays & Thursdays, 1:00-2:00 pm.

Course Description:

An advanced course exploring one or two literary genres or formal categories. It focuses on analyzing the parameters and practices of a broad generic category (e.g. the short story; lyric poetry; epic and mock-epic; autobiography; the bildungsroman; protest literature) or a genre specific to a particular period (e.g. mid-century American crime novels; Elizabethan songs and sonnets; Victorian drama). Prerequisite: completion of UK Core Composition and Communication I-II requirement or equivalent. Provides ENG Major Elective credit and ENG minor credit. May fulfill ENG Early Period requirement depending on the course: see departmental listings for different offerings per semester.

For this class of ENG 337, the focus is on the genre of the *Bildungsroman.*

This course will examine how many texts in the African American literary tradition are coming-of age texts, which are commonly called *Bildungsromane.* The *Bildungsroman* is a literary genre that came into being in late eighteenth –century Europe as a novelistic form that traces the *Bildung* - the formation, education, development, socialization – of a young (white, male) protagonist as he matures and assimilates into the dominant norms of his society. This course will explore how African American authors appropriate the *Bildungsroman* and used the genre as a platform of protest to expose the racial, social and political conditions that robbed protagonists of a happy childhood.

Prerequisites:
Completion of UK Core Composition and Communication I-II requirement or equivalent. Provides ENG Major Elective credit and ENG minor credit. May fulfill ENG Early Period requirement depending on the course: see departmental listings for different offerings per semester.

Student Learning Outcomes:
After completing this course, the student will be able to:
1. Identify the characteristics of the *Bildungsroman* genre.
2. Examine critical strategies and aesthetics in a variety of coming-of-age texts.
3. Discover whether authors accept or challenge the linearity of the genre's conventions.
4. Determine how gender qualifies representations of development.
5. Analyze and interpret African American literature according to its various styles and ideologies.
6. Understand and explain many of the significant cultural and racial influences on the literature of specific periods (e.g. religion, politics, gender roles, work and economics).

7. Publicly present a scholarly summary on a specific topic relating to the course material.
8. Write cogently and argumentatively about the genre's conventions.

Course goals or objectives:
Student course goals and work products will include:

1. Reading a significant amount of canonical and non-canonical African American literature.
2. Reading criticism and scholarship (e.g. journal articles and book chapters) about the genre's conventions.
3. Producing a significant amount of original writing showing critical engagement with the subjects covered in the course.
4. Producing other work (e.g. presentations, reading responses) as described in the syllabus (see below).

Required Materials:
Required textbooks include:

1. W. E. B. DuBois, *The Souls of Black Folk* (1903)
2. Richard Wright *Uncle Tom's Children* (1938)
3. Zora Neale Hurston *Their Eyes Were Watching God* (1937)
4. James Baldwin, *Go Tell it on the Mountain* (1953)
5. Gwendolyn Brooks *Maud Martha* (1953)
6. Toni Morrison, *The Bluest Eye* (1970)

Additionally there will be regular in-class handouts of critical articles and supplementary readings. These will also be posted to Blackboard.

Course Assignments:
Course work and expectations will include:

1. Regular attendance and participation

2. *Two Papers:* Papers must be five full pages each. They must be narrowly focused with a specific thesis and should reveal your attempt to analyze the text. Because you are writing critical analyses, your papers should focus on a text's strategies.

3. *15 Minute Presentation*: Each seminar member is responsible for choosing a primary text and leading the discussion of that text in one class meeting collaboratively with four other students in the seminar. Your presentations should jumpstart our discussion by contextualizing the text and pointing out significant themes and passages.

4. *Final Exam*: Exam will consist of passage identifications. Students will consider the significance of select literary passages from required texts and develop a well-developed, thoughtful paragraph around **one** idea. Students might examine word choice, vernacular, images, tone, metaphors, etc.

Summary Description of Course Assignments:
[short narrative summary.]

Paper Guidelines: Papers are to be typed, double spaced, single-sided, typed in 12-font and **stapled.** Papers must be coherent and well organized, governed by a strong thesis and supported

with specific evidence and direct quotations from the readings. Papers must present an argument – that is, an idea that someone can disagree with – not merely an exploratory summary of the readings.

Presentation Guidelines: Each student will present for 15 minutes. Students are graded individually. Each student will select one area from the choices below. Each choice consists of the following expectations:

a. Provide a **brief bio** of the author(s) and discuss the historical period: What is occurring **socially, politically, and culturally**? **Connect** historical events to the text.
b. Select **four significant passages** that address interpretive problems you have identified in the text and discuss the importance of these passages.
c. Point out **several important themes** in the text and discuss their significance
d. Prepare **four questions** to engage us in a debate of important issues in your text. Connect questions to passages in the text.

Final Exam Guidelines: Identify five out of six passages, and write **a well-developed paragraph** that consists of the following criteria:

- 1). Identify the author and the text.
- 2). Place the passage in the context of the narrative. Explain as much as necessary to clearly identify the passage as it occurs in the text.
- 3). Critically analyze how the passage illustrates a particular theme **or** literary strategy.
- 4). Discuss the significance of the passage as it relates to the text as a whole. Select words or phrases from the passage to illuminate its significance.

Course Grading :
Grading scale for undergraduates:
A = 90–100%; B = 80-89%; C = 70-79%; D = 60-69%; E = 59% or lower.
Unsubmitted work will receive a grade of 0.

Grade components and weights:

Attendance/Class Participation	10%
Presentation	10%
1st paper (5 pages)	30%
2nd paper (5 pages)	30%
Final Exam	20%
Total:	*100%*

Final Exam Information:

[final exam information as appropriate per semester.]

Mid-term Grades:
Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/Registrar/AcademicCalendar.htm)

Course Policies (as per the University of Kentucky, the College of Arts & Sciences, the Dept. of English, and this class):

==Submission of Assignments:==
Assignments are due on the days listed or set in consultation with the instructor. <u>Quizzes cannot be made up without a valid excused absence.</u> Papers may be submitted electronically on the due-dates listed. Students are responsible for the successful transmission and reception of submitted materials, whether via Blackboard or email. Email or computer failures will not be accepted as valid excuses for late work. <u>Late work will be penalized by a full letter grade for each day it is past the deadline.</u>

==Attendance and participation Policies:==
<u>This is an English class in which discussion, listening, and in-class guidance are absolutely central. Full attendance is expected.</u> Students will be allowed one week's unexcused absences (2 class periods) without penalty. ==For each absence beyond that, the attendance grade will be penalized by a half of a letter grade.== After absences totaling 20% of class for any reason (i.e., 6+ absences for 16 weeks), students will fail the class and will be expected to withdraw pursuant to S.R. 5.2.4.1-2.

<u>Student participation is also an important and evaluated component of this course</u>. The class participation grade is based not only on attendance, but also on active contributions to class discussions and activities through completing assignments, completing in-class work (both individual and group), Blackboard activities, and assigned reading prior to class. <u>Students need to be sure to sign in or register for each class and to check blackboard regularly for announcements and discussion threads</u>. Arriving late for class or leaving early will negatively affect your participation grade. Please be sure to discuss any late arrivals or early departures with the instructor. Ungraded assignments will be used in class throughout the semester and will count towards your class participation.

<u>Students are expected to actively participate in the class discussions by</u>:
- Coming to class having completed assigned readings and having prepared to discuss them when appropriate;
- Demonstrating an active interest in the topic being discussed by both verbal and nonverbal behaviors;
- Participating in class discussion vs. engaging in non-relevant side conversations;
- Demonstrating an active commitment to share thoughts and reactions with other students;
- Assuming responsibility for involving other students in all subjects discussed (listening, asking questions, and allowing space for others to contribute);
- Sharing relevant information from one's knowledge base or life experiences with classmates;
- Respecting colleagues and their contributions with polite and tolerant behavior.

Excused Absences:
<u>Students need to notify the instructor of absences prior to class when possible.</u> 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 anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

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. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:
Per university policy (S.R. 6.3.1), 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.

Part II of Student Rights and Responsibilities states that all academic work, written or otherwise, submitted by students to their 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 the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission. Please see the Student Rights and Responsibilities available online: http://www.uky.edu/StudentAffairs/Code/part2.html.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. 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 of information, the student must carefully acknowledge exactly what, where, and how he/she 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 (Section 6.3.1).

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

Accommodations due to disability:
If you have a documented disability that requires academic accommodations, please see the instructor as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide the instructor with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Classroom Behavior:
Good decorum and civil behavior is expected from all students at all times.
1. Please do not leave the classroom during the class period unless there is an emergency.
2. Please turn off your cellular phones before the class begins.
3. It is expected that you will use language that is appropriate and descriptive, and entirely refrain from using offensive language such as racial slurs or profanity.

Other Policies:
1) Essays must be handed in on time. All essays must be handed to me in class on the day they are due. Do not place papers in my mailbox.
2) Hand-written work is not accepted. Do not send papers to the instructor through e-mail or as an attachment.
3) Attendance and punctuality will be considered in determining your final grade. An absence on the day a paper is due will count as two absences.
4) You are required to bring the assigned reading to class with you.
5) **Do not bring your laptop to class. Bring your texts.**
6) **Incompletes will not be granted**. The work of this course is evenly spaced throughout the semester.
7) No cell phones in class. Leaving class to answer your phone will result in an absence.
8) **Computer Problems:** Computer, printer, and disk problems are not legitimate excuses for late work. Please plan ahead and save your work frequently, have a backup, and print early. I will not accept late work because of computer malfunctions!
9) **24 Hour Policy:** I am always happy to discuss graded assignments with you; however, you must wait at least 24 hours after I return an assignment before you can discuss it with me. This time will give you an opportunity to read my comments thoroughly and allow you to bring specific and focused questions to a meeting with me.
10) **Email**: Allow 48 hours for me to respond to email. I do not respond to email after 8pm.

<mark>Course schedule:</mark>
(subject to minor adjustments, in consultation with students)

Week	Date	Reading and work assignments due:
1	T	Introductions; discuss course content, goals and expectations
	Th	DuBois, *Souls of Black Folk,* "The Forethought;" "Of Our Spiritual Strivings"
2	T	DuBois, "Of Booker T. Washington and Others," "Of the Meaning of Progress"
		H: LeSeur, "Introduction" *Ten is the Age of Darkness: The Black Bildungsroman"* pp. 1-17
	Th	DuBois, "Of the Coming of John;" "Of the Passing of the First Born" "Of the Wings of Atalanta "
3	T	Zora Neale Hurston, *Their Eyes,* Read 1-8
	Th	Zora Neale Hurston, *Their Eyes*, Read 8-15
		H: LeSeur, "The Ending is the Starting Out: The Bildungsroman Re/Formed" pp. 18-30.
4	T	Hurston, *Their Eyes,* Read 15-20
		"Introduction: The Voyage In: Fictions of Female Development
	Th	Hurston, *Their Eyes*
		H: Mary Helen Washington, "Zora Neale Hurston: A Woman Half in Shadow"
5	T	Richard Wright, *Uncle Tom's Children,* "The Ethics of Living Jim Crow"
		H: Fanco Moretti, "The Bildungsroman as Symbolic Form"
	Th	Richard Wright, *Uncle Tom's Children*, "Big Boy Leaves Home"
6	T	**Paper #1: Typed Rough Draft Due, Required Peer Critique**
		Richard Wright, *Uncle Tom's Children*, "Down by the Riverside"
	Th	Richard Wright, *Uncle Tom's Children*, "Long Black Song"
7	T	**Paper #1 Due**
		Richard Wright, *Uncle Tom's Children*
		Film: "Long Black Song"

	Th	James Baldwin, *Go Tell it on the Mountain*, Read Part I: "The Seventh Day"
8	T	James Baldwin, *Go Tell it on the Mountain*, Read "Florence's Prayer"
		H: Claudine Raynaud, "Coming of Age in the African American Novel"
	Th	James Baldwin, *Go Tell it on the Mountain*, Read: "Gabriel's Prayer"

Semester mid-term (mid-term grades calculated based on XXX)

9	T	Mid-Semester Break
	Th	Mid-Semester Break
10	T	James Baldwin, *Go Tell it on the Mountain*, Read: "Elizabeth's Prayer"
		H: Farah Jasmine Griffin, "Introduction," *The Migration Narrative*
	Th	James Baldwin, *Go Tell it on the Mountain*, Read: "The Threshing Floor"
11	T	Gwendolyn Brooks, *Maud Martha*, Read 1-10
	Th	Gwendolyn Brooks, *Maud Martha*, Read 11-22
12	T	Gwendolyn Brooks, *Maud Martha*, Read 23-36
		H: Mary Helen Washington, "'Taming All that Anger Down': Rage and Silence in the Writing of Gwendolyn Brooks"
	Th	**2nd Paper Due**
		Gwendolyn Brooks, *Maud Martha*
		H: "The Rise of Maud Martha"
13	T	Toni Morrison, *The Bluest Eye*
		H: LeSeur, "Womanish Girls: African American Female Initiation"101-148
	Th	Toni Morrison, *The Bluest Eye*
14	T	Toni Morrison, *The Bluest Ey*
		H: Rosenberg, "Seeds in Hard Ground: Black Girlhood in *The Bluest Eye*"
	Th	Toni Morrison, *The Bluest Eye*
15	T	Exam Prep
	Th	Exam Prep
16	T	Dead week:
	Th	Dead week:
17	**Finals week:**	**Final Exam**