

SIMON FRASER UNIVERSITY

S. 75-69

MEMORANDUM

To..... SENATE.....

From..... SENATE COMMITTEE ON UNDERGRADUATE.....

..... STUDIES.....

Subject..... NEW COURSE PROPOSALS AND
CURRICULUM CHANGES - ENGLISH

Date..... APRIL 16, 1975.....

MOTION 1: "That Senate approve, and recommend approval to the Board of Governors, the new English course proposals and curriculum changes, as set forth in S.75-69."

If the above motion is approved,

MOTION 2: "That the normal two semester time lag requirement be waived in order that ENGL 204, 205, 206, 221 and 226 may be first offered on campus in the Fall semester 1975."

MOTION 3: "That the normal two semester time lag requirement be waived in order that ENGL 010 may be first offered in Mount Currie in the Summer Session 1975 and on campus in the semester 1975."

FALL

(Secretary's Note: When ENGL 204, 205, and 206 are offered, ENGL 202 and 203 will be discontinued. When ENGL 227 is offered, ENGL 225 will be discontinued. When ENGL 010 is approved, ENGL 001 will be discontinued.)

SIMON FRASER UNIVERSITY

MEMORANDUM

To SENATE

From SENATE COMMITTEE ON UNDERGRADUATE STUDIES

Subject NEW COURSE PROPOSALS AND CURRICULUM
CHANGES - ENGLISH

Date 16th April, 1975

At its meeting of 1st April, the Senate Committee on Undergraduate Studies considered the attached new course proposals and curriculum changes for the Department of English. These proposals are forwarded to Senate for its consideration, with the Committee's recommendation that they be approved.

The Committee had earlier initiated discussion of these proposals but had postponed consideration until consultation with the Vice-President, Academic had taken place. This was to enable the Committee to receive Dr. Wilson's comments on the budgetary implications of the courses before undertaking further discussion. The Chairman advised the Committee that the Vice-President had indicated that budgetary questions were still under discussion and had requested that the Committee continue with its deliberations on the academic merits of the proposals.

During discussion of these proposals, the representative of the English Department indicated that, although the new courses involved a considerable reordering of the lower level literature offerings of his department, their objective was to strengthen rather than change the direction of his department's offerings in English literature. The changes were being made in response to a need, on the part of upper level English students, for a more extensive knowledge of a number of basic areas of English literature.

Extensive discussion took place of the proposal to institute English 010. Most members of the Committee applauded the desire of the Department of English to provide undergraduate students with specific tuition in writing skills. The English Department representative indicated that his colleagues had discussed a number of approaches to the problem of declining standards offered in English in the University and had, in view of the clear failure of the present non-credit course on this subject to make any substantial difference to the problem, concluded that the best approach at this point was to institute a lower level credit course which would be assessed on a credit/non-credit basis so that, although the credits obtained for such a course would count towards degree completion, the grade assigned would not be included in calculation of the grade point average. He indicated that the Department also wished, at this time, to make the course optional, merely attempting to encourage departments to refer to it students whose writing skills were below average. The Committee strongly endorsed the need for such a course and, at least on an experimental basis, the approach being taken by the English Department.

.....2

Should the proposals contained in this paper be approved, the Committee also recommends that, in the case of English 010, 204, 205, 206, 221 and 226, the normal two-semester time lag requirement be waived so that it may be offered in the Fall semester, 1975.


I. Mugridge

:ams

att.

SIMON FRASER UNIVERSITY

SCUS 75-18

(See Section A)

MEMORANDUM

Mr. H.M. Evans, Registrar

From: W.A.S. Smith, Dean

Faculty of Arts

Subject: New Course Proposals and
Curriculum Changes, English

Date: March 10, 1975

The Faculty of Arts has approved by referendum ballot the following new course proposals. Would you please place these on the agenda of the next SCUS meeting.

A.

ENGLISH LOWER DIVISION CURRICULUM REVISION

- English 010-3 , Writing
- English 101-3, Introduction to Fiction
- English 102-3, Introduction to Poetry
- English 103-3, Introduction to Drama
- English 204-3, Literature of the Middle Ages and Renaissance
- English 205-3, Literature of the Late Renaissance and Enlightenment
- English 206-3, Literature of the Romantic and Victorian Periods
- English 221-3, Canadian Literature
- English 222-3, American Literature
- English 226-3, Ancient Literature in Translation
- English 227-3, Post-Classical Literature in Translation

B.

- ~~Archaeology 333-3, Special Topics in Archaeology I~~
- ~~Archaeology 365-5, Ecological Archaeology~~
- ~~Archaeology 376-5, Quantitative Methods in Archaeology~~
- ~~Archaeology 410-5, Advanced Archaeometry~~
- ~~Archaeology 411-5, Archaeological Dating~~

C.

- ~~Archaeology 895-5, Special Topics in Archaeology~~

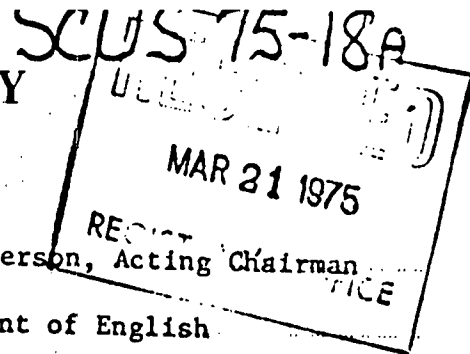
Thank you.



W.A.S. Smith

SIMON FRASER UNIVERSITY

MEMORANDUM



To..... Mr. H. Evans, Secretary
Senate Committee on Undergraduate
Studies - Registrar's Office

From..... Evan Alderson, Acting Chairman
Department of English

Subject.....

Date..... March 20, 1975

In response to your request for clarification of certain aspects of our lower division course change proposals now before SCUS, I would like to make the following points.

1. a) We propose the following relationship between the proposed 204, 205 and 206, the present 202 and 203, and the former 201: both 205 and 206 should not be taken for credit by students who already have credit in more than one of 201, 202 and 203; either one of 205 or 206 may be given credit in addition to two of 201, 202 and 203; 204 will be sufficiently different from earlier courses that it may receive credit regardless of previous courses taken.
- ✓ b) The SCUS course proposal forms for 205 and 206 only; therefore, should be amended. Under "Prerequisites (or Special Instructions)" the following sentence should be added: "Students may take no more than three of English 205, 206 and the former 201, 202 and 203 for credit."
- c) The "Proposed Calendar Entry" which I attached to our proposals for clarification might be changed in two particulars. An entry between the first and second paragraphs of "Lower Division Courses" might read: "(English 201, 202 and 203 are now superseded. For students with previous credit in any of them, the following rule shall govern: students may not count credit in more than three of the courses English 201, 202, 203, 205 and 206, but may take English 204 for credit in addition to all or any of those three.)" Under "Majors in English" item (b) might be amended to read: "All of English 204, 205 and 206 (or any one or two of English 201, 202 and 203 for either or both of English 205 and 206)."
- d) Our rationale for this limited interchangeability of 202, 203, 205 and 206 is that while the typical readings of English 205 and 206 may overlap somewhat with what has previously been taught in 202 and 203, they divide the territory in a different way, and provide a new context for the study of it. Students who have already taken 202 and 203 should not be penalized, nor should they be excessively discouraged from acquiring the additional grounding our new courses offer. One of 205 and 206 in addition to 202 and 203 will not create significant overlap in the whole course of study.

SIMON FRASER UNIVERSITY

MEMORANDUM

Subject... Page 2

From.....

Date.....

2. Our proposed English 100 should be renumbered English 010. Having only recently realized that 000-level courses can be credit-bearing, we feel that this new number will sufficiently distinguish it from our non-credit 001, while indicating that it is the kind of general course expected at the 000-level.

Evan Alderson
Evan Alderson

/bek

cc: Sheila Roberts

MEMORANDUM

To Dr. W. A. S. Smith, Dean

Faculty of Arts

Subject New Program Cost Increases

From Evan Alderson, Acting Chairman

Department of English

Date March 12, 1975

I would like to inform you in greater detail than I previously have of the increased costs which will be entailed by the English Department lower division curriculum recently approved by the Faculty of Arts. I do this for two reasons: first, if the program is eventually approved for implementation this coming September, as I hope it will be, there will be budgetary implications for the Faculty of Arts during this fiscal year. Second, other bodies within the University may deem it appropriate to consider cost factors in approving the program.

In general, changes in cost will be as I have indicated them on the Senate course proposal forms: a larger number of teaching assistants may be required, as enrollment warrants. Our proposed English 010, if it is as popular as we anticipate, may require a substantial number of teaching assistants or sessional lecturers, but since it will be a credit course, this may involve a redistribution of teaching assistant funds more than an increase in the overall budget. There is one area of our new program, however, where genuine increases will be incurred, and where these increases may be compounded by factors which have only recently come to my attention.

As you know, the revised calendar description for English 101, 102, and 103 includes the following sentence: "Each course will involve attention to compositional skills through individual meetings with a tutor." You are aware of much of the background here. Because of the difficulty relatively untrained teaching assistants have in seriously engaging problems in composition during one tutorial hour a week, the Department, with your concurrence, proposed that a teaching assistant in these courses might reasonably be expected to teach only three groups of fifteen students each instead of the normal four, and to spend an average of three hours per week in discussing papers individually with all students two or three times during the semester. We inserted the above sentence in the calendar description in order to fairly guide student expectations. You and I further agreed that it would be desirable to give this system a trial run during this semester, and for that purpose the Department selected six teaching assistants, two in each of the three courses, to undertake the program. We are keeping a watchful eye over this experiment, and will continue to evaluate it carefully, but the information we have to date is in some respects very encouraging: students appreciate the program, and teaching assistants feel it enables them to do a significantly better teaching job. In one respect, however, there have been difficulties: the teaching assistants, in performing as well and conscientiously as the system encourages them to, have discovered that the job simply requires more than I had estimated. They have persuaded both me and the Dean of Graduate Studies that the program imposes an unfair burden on them which is detrimental to their duty as students. Dean Wheatley, with the consent of yourself and the Vice President, Academic, has arranged

MEMORANDUM

To: _____

Subject: New Program Cost Increases - Page 2

From: _____

Date: _____

for the employment of additional teaching assistants for the second half of this semester in order to alleviate their burden. The problem is under control for this semester; its implications for the future should be addressed.

The proposal I have already made to you in this regard is that teaching assistants in these three courses in the future be assigned only two sections, a maximum of 32 students, and have their obligatory series of half-hour sessions with students counted as contact hours, giving each of them a teaching load of 4 1/2 to 5 hours. This is the most promising and fairest proposal we have been able to come up with to engage the urgent matter of student writing skills; it will have significantly increased costs. According to the careful calculations of Ken Conibear, an enrollment in our lower division similar to that in the calendar year 1974 would under the new system require 91 teaching assistants over three semesters as compared to 58 in 1974. This is an increase of about 57%. These calculations cannot be exact, because we cannot anticipate how enrollment will be distributed over our increased number of courses, as well as being unable to forecast total enrollment accurately. I trust, however, I have adequately registered my belief that a substantial increase in English Department teaching assistant costs should be anticipated.


Evan Alderson

/bek

MEMORANDUM

| | | | |
|---------|--|------|---|
| To | Dr. Ross Saunders, Chairman Faculty of Arts Curriculum Committee | From | Charles P. Bouton, Chairman Department of Modern Languages |
| Subject | Danger of overlap. bet. the Eng. Prog. in Lit. in Trans. and our Dpt. Prog. | Date | February 5, 1975 |

Dr. Kirschner, Chairman of our General Literature programme, and myself met with the Chairman of the English Department and his colleagues involved in their programme in Literature in Translation. It has become evident during this meeting that there was no danger of overlap between our programme and the courses of the English Department provided that the two programmes could be coordinated and made complementary.

CPB/og

cc - ✓ Prof. E. Alderson

CPB

SIMON FRASER UNIVERSITY

MEMORANDUM

92-11

Dr. Ross Saunders, Chairman
Faculty of Arts Curriculum Committee
Department of Modern Languages

From Evan Alderson, Acting Chairman
Department of English

Subject Proposed Lower Division
Curriculum Revision

Date January 16, 1975

I am enclosing the documentation for the proposed revisions in the English Department curriculum which I have informed you were forthcoming. I have said nothing in the accompanying documents concerning waiver of the eight-month rule. I presume there will be time for that later.

Evan Alderson
Evan Alderson

/bek

Attachments

[Handwritten signature]

SIMON FRASER UNIVERSITY

MEMORANDUM

To Dr. Ross Saunders, Chairman
Faculty of Arts Curriculum Committee
Department of Modern Languages

From Evan Alderson, Acting Chairman
..... Department of English

Subject Proposed Lower Division
Curriculum Revision

Date January 16, 1975

I am now presenting for the Department of English a series of course and calendar changes which together constitute the Department's proposed revision of its lower division curriculum. The revision follows a careful and thoroughgoing review of our entire curriculum. It precedes and is designed to complement a revision of our upper division course structure which is now well into the planning stages.

Because the Department views the changes as a significant reorientation of our entire program rather than as a series of minor revisions, I am taking the liberty of providing rather extensive introductory comment and relatively brief documentation for each course individually. Although the proposed revision does not essentially alter our lower division course structure, it does embody a redirection in three areas: we wish to give greater attention to the compositional skills of our students; we wish to give our majors a more solid grounding in the discipline at the 200 level; and we wish to provide a greater range of courses which are both useful preparation for the major and also of interest to non-majors.

Most of the changes we propose in the general calendar description of the program (see "Proposed Calendar Entry" attached) are minor. They fit the new course numbers into the presently used language, group courses in accord with the structure of the curriculum, and add prerequisites for a few courses. The most significant change is to increase the number of lower division courses required for the major from five to six, from 15 credit hours to 18. This is made necessary by our expansion of the basic 200 level courses from two to three. One minor change in the prerequisites for a major which may be contentious, although we hope not needlessly so, is our proposal to accept one of two DML courses toward our major. The reasons for this proposal are explained in the "Rationale for English 226 and 227" below.

A number of changes both major and minor are embodied in the descriptions of courses. A rationale for each set of changes follows:

1. Rationale for English 010

The most significant change proposed here is to give university credit for a remedial writing course. There has been substantial pressure for this change from students and from other departments within the university. There has been substantial pressure in the Province of British Columbia, and indeed across North America, for renewed emphasis on compositional skills in both schools and universities.

The argument that a course which is remedial by definition does not deserve university credit is no longer persuasive to this Department, given the clear need to encourage students to improve their writing. We believe

that the time spent in this pursuit should be acknowledged by the university. We do not believe that the credit so obtained should influence a grade point average, nor that the course should become an easy mark for people who write relatively well, and so we propose that the course be graded on a Satisfactory/Unsatisfactory basis. We do not believe that credit for such a course here or elsewhere should substitute for a literature course in preparation for an English major, and so we propose that it will not count toward our major requirements. We do not believe that this course is specifically a humanities course, and so we recommend that the course not count toward the Faculty of Arts Group A requirements.

That the course will not fulfill various lower division requirements does not mean that it cannot be required of individual students. We invite other departments to route students into this course by screening methods of their own devising. The English Department has begun to develop a screening method for its own students through a proposed change in English 101, 102 and 103 described below. The Department hopes that English 010 will become a major service to the university, reaching more students more effectively than our current English 001.

Two changes in the course are proposed in addition to Satisfactory/Unsatisfactory credit. First, the vector pattern will be changed to one hour of lecture and two hours of tutorial, instead of the reverse. Students with writing problems can be expected to gain relatively little from numerous lectures on writing; they can be expected to gain more from work in small groups. The effectiveness of lecturers in the current English 001 depends largely on the relatively small enrollment for the course. The second proposed change is to formalize a situation which now exists in practice with English 001. We plan to offer individual assistance to students not enrolled in the course. This service, which will in all likelihood operate as a referral system among teaching assistants, and which we hope will be performed by teaching assistant trainees, is especially important in conjunction with a credit course, which students must enroll in by a stipulated date.

2. Rationale for Change in Calendar Description for English 101, 102 and 103

The Department has decided that it wishes to maintain these three courses very much as they are at present. It has decided, however, that a general description of the objectives of all of these courses should replace the somewhat redundant calendar descriptions now in use, in order to better guide student expectations. It has also decided that as one part of our renewed attention to writing skills, each course should involve attention to composition through individual meetings with a tutor. Under this system each teaching assistant would meet periodically throughout the semester with each student enrolled in his or her tutorials. Because this places an additional obligation on students, and helps to define the nature of the courses, it seems appropriate to mention this requirement as part of the calendar description.

3. Rationale for English 204, 205 and 206

The introduction of English 204, 205 and 206 is the central change we propose in our lower division major program. The Department has become increasingly dissatisfied with the lower level preparation of our English majors.

This difficulty is the result of several factors, among them the changing pattern of English instruction in secondary schools, but our present 202 and 203 are also partially to blame. These courses, although they do attempt to give some historical grounding, cover such broad areas that they cannot be relied upon to introduce students to any given body of information. We have decided that it is essential to give historically grounded courses which concentrate on individual periods.

Our aim has been to keep the number of such courses few enough that they may all be required, yet teachable in the sense that they do not attempt to cover too much. While we want these courses to fulfill similar objectives each time they are taught, we want to avoid making them "survey" courses in the narrow sense of that term, for which we might compile a list of works which must be taught by every instructor. Again, as our general definition for the courses insists, we do not wish the courses to become either the mechanical placing of works along some invented historical continuum, nor the study of individual texts without reference to historical contexts. The aim of these courses is not to give students a few fixed "classics" which everyone must read, but to give students a reasonable awareness of the English literary tradition. Students taking these courses should be able to begin upper level work at a considerably more sophisticated level than they do now. The intellectual and political context of any writer would be immediately obvious to them, as well as the writer's relationship to his literary heritage and to the changing style of his time.

In order to keep the number of these courses to a minimum the Department has been forced to make some hard choices: we have decided to exclude both Canadian and American literature from the required preparation for the major; we have not been able to insist on as much concentration on Medieval literature as we would like. Our careful and nearly unanimous decision is that as a Department we should emphasize familiarity with the English literary tradition.

4. Rationale for English 221 and 222

The introduction of English 221 and 222 follows from our decision concerning 204, 205 and 206. These courses will make available early study of significant areas of literary study in English which we cannot require for the major. They will enable upper division courses in these areas to move away from a survey format, as will be the case for other upper division courses following the introduction of 204, 205 and 206. In offering a lower division Canadian literature course we are also meeting a need frequently expressed by both students and faculty. English 222, American Literature, may not be as popular a course as English 221, but it has nonetheless an essential place in the design of our curriculum.

5. Rationale for English 226 and 227

The English Department proposes to divide its present English 225--Literature in Translation, into two courses, English 226--Ancient Literature in Translation, and English 227--Post-Classical Literature in Translation. We view this division, together with the concomitant change in course descriptions and prerequisites, as highly desirable in the context of our lower division curriculum revision.

The content of English 225 has varied greatly from semester to semester. The present course is broadly enough defined and refers to such a vast body of material that each instructor must exercise a fairly radical principle of selecting texts whatever emphasis he or she chooses to give it. This has had certain advantages in relation to our present program: faculty members have tended to select material which is made coherent by their interests in comparative literature; the course introduces background material, but also presents a literary methodology pertinent to further study in English.

Although the Department continues to recognize the need for variable content in such a course, we have noted that English 225 tends to be taught with a concentration on either ancient literature or modern European literature. Students find themselves at the disadvantage of being unable to take for credit a course quite different from a course they have previously taken under the same number. There has been substantial pressure from our own students for more frequent offerings of English 225, as well as for courses specifically designated as classics in translation, or biblical literature.

What we propose is one course which may concern itself with either classical or biblical literature, or a combination thereof, in addition to a course which will emphasize more recent literature. We are further limiting the flexibility represented in our English 225 through the calendar definition of both courses. Each course will vary in content, but each will have the avowed objective of introducing students to essential background material for the study of English literature. In the context of our revision of the entire curriculum, in which we are trying to give a much better grounding in the discipline at the 200 level than we have in the past, we view these courses very much as part of the preparation for an English major. In the revision of our upper division major program we are planning to provide opportunity for substantially greater attention to comparative literature than we do now. This is likely to involve the acceptance of some courses in other departments, including a number of DML courses, for credit toward the English major under certain circumstances.

The addition of prerequisites for English 226 and 227 reflects our experience with English 225, that in general students need some literary training at the university level prior to undertaking such a course.

These courses are the only area of our proposed revision in which we foresee any question of overlap with courses elsewhere in the university arising. We believe that the only problem here is between the proposed English 227 and General Literature 140 and 141, offered by the Department of Modern Languages. After careful consultation with the Department of Modern Languages we have taken the following position, in which we believe DML concurs: although it is true that reading lists for English 227 and General Literature 140 and 141 may from time to time include some of the same works, given the vast body of material each course can select from, and given the somewhat different aims of the courses, we believe it highly improbable that the courses will ever be substantially the same. We therefore believe that students who have taken one of these courses should not be excluded from taking another of them for credit. We do, however, acknowledge that the function which English 227 may serve in preparation for an English major might be served by General Literature 140, 141. We therefore propose to include these courses as possible preparation for the English major, in that category of our requirements which includes English

227 and somewhat disparate English courses, as well as transfer credit for some English courses which have no direct equivalent at Simon Fraser University. We see no reason to exclude a DML course from satisfying this requirement, when a similar course given at one of the colleges within an English department might fulfill it.

Evan Alderson
Evan Alderson

/bek

Attachments

Proposed Calendar Entry

Lower Division Courses

The Department's basic lower division courses are English 101, 102, 103, 204, 205, and 206. Credit or advanced standing in any two of English 101, 102 and 103 and any one of English 204, 205, and 206 is prerequisite to entry into upper division English courses.

(English 201, 202 and 203 are now superseded. For students with previous credit in any of them, the following rule shall govern: students may not count credit in more than three of the courses English 201, 202, 203, 205 and 206, but may take English 204 for credit in addition to all or any of those three.)

English 101, 102 and 103 have no prerequisites: they may be taken in any order by any student. English 204, 205 and 206 may not be taken without previous credit or standing in two of English 101, 102 and 103. English 212, 221, 222, 226 and 227 may not be taken without previous credit or standing in two of English 101, 102 or 103, or permission of the instructor.

Majors in English

Normally a Simon Fraser University English Major shall obtain credit or standing in at least six lower division English courses as follows:

- (a) At least two of English 101, 102 and 103;
- (b) All of English 204, 205 and 206 (or any one or two of English 201, 202 and 203 for either or both of English 205 and 206).
- (c) One other course. This may be the third course in (a) above, or English 212, 221, 222, 226 or 227, or transfer credit for some English course which has no direct equivalent at Simon Fraser University. With the permission of the English Department General Literature 140 or 141, offered by the Department of Modern Languages, may count toward the English major under this category. Credit for English 010 or an equivalent course elsewhere will not count toward the major requirements.

DESCRIPTION OF COURSES

Lower Division

010-3 Writing

(1-2-0)

The principles and practice of expository writing. The course is designed to help students improve their effectiveness in written expression. It will be graded on a Credit/No entry basis.

The following three courses will examine representative works of literature, selected primarily from the Twentieth Century, in order to develop a critical awareness of the approaches to experience modern literature reflects and the techniques it employs, and to explore problems of literary evaluation. Each course will involve attention to compositional skills through individual meetings with a tutor.

- 101-3 Introduction to Fiction. (2-1-0)
- 102-3 Introduction to Poetry. (2-1-0)
- 103-3 Introduction to Drama. (2-1-0)

The following three courses undertake the study of individual works in relation to the times in which they were written. The emphasis is on the distinctiveness of literary perception and the relationship of that perception to changing social, historical, and philosophical contexts.

- 204-3 Literature of the Middle Ages and Renaissance. (2-1½-0)
Includes substantial attention to Chaucer and Shakespeare.
- 205-3 Literature of the Late Renaissance and Enlightenment. (2-1½-0)
Includes attention to such figures as Donne, Milton, Dryden, Pope, Swift and Johnson.
- 206-3 Literature of the Romantic and Victorian Periods. (2-1½-0)
Includes attention to a range of figures from the major romantics to the early moderns.
- 212-3 The Study of Language. (2-1-0)
Approaches to the study of the structure and function of the English language.
- 221-3 Canadian Literature. (2-1-0)
An introduction to major figures and themes in Canadian literature, with some attention to the Nineteenth Century.
- 222-3 American Literature. (2-1-0)
An introduction to major figures and themes in American literature, with substantial attention to the Nineteenth Century.
- 226-3 Ancient Literature in Translation. (2-1-0)
An introduction to works of ancient literature which have contributed significantly to the development of English literature.
- 227-3 Post-Classical Literature in Translation. (2-1-0)
The study of works in translation, selected from among those which comprise an essential background to the study of literature in English.

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: English

Abbreviation Code: ENGL Course Number: 010 Credit Hours: 3 Vector: 1-2-0

Title of Course: Writing

Calendar Description of Course:

The principles and practice of expository writing. The course is designed to help students improve their effectiveness in written expression. It will be graded on a credit/no entry basis.

Nature of Course Lecture/tutorial

Prerequisites (or special instructions):

Credit/no entry grading. This course will not count toward the Faculty of Arts Group A requirements.

What course (courses), if any, is being dropped from the calendar if this course is approved: English 001.

2. Scheduling

How frequently will the course be offered? Every trimester.

Semester in which the course will first be offered? 75-3.

Which of your present faculty would be available to make the proposed offering possible? F. Candelaria, G. Elliott, D. Savage.

Objectives of the Course

See "Rationale for English 010," and attached course description.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty Additional Teaching Assistants or Sessional lecturers as enrollment requires.

Staff None

Library None

Audio Visual None

Space As enrollment requires.

Equipment None

5. Approval

Date: Jan 16, 1975

Erin Allerton
Department Chairman

W. G. K.
Dean

Chairman, SCUS

EXPOSITORY WRITING

This is a course in the principles and practices of expository writing. It will concentrate on that form of expository writing most often required in universities-- the essay. There will be one lecture and two tutorials per week. The lectures will deal with such basic matters as punctuation, footnotes, bibliography, planning an essay, the function of opening paragraphs, the middle of the essay, and concluding paragraphs. Students will write paragraphs or a short essay during at least one tutorial per week. They will also write short essays on assignment. In other tutorials, they will practice such things as revision, grammar, and punctuation.

Grading will be on a credit/no entry basis.

No text book will be required.

There will be a final examination.

NEW COURSE PROPOSAL FORM

1. Calendar Information

Abbreviation Code: ENGL Course Number: 101 Department: English
Credit Hours: 3 Vector: 2-1-0
Title of Course: Introduction to Fiction

Calendar Description of Course: English 101, 102, 103: The following three courses will examine representative works of literature, selected primarily from the Twentieth Century, in order to develop a critical awareness of the approaches to experience modern literature reflects and the techniques it employs, and to explore problems of literary evaluation. Each course will involve attention to compositional skills through individual meetings with a tutor.

Nature of Course
Lecture/tutorial

Prerequisites (or special instructions):

What course (courses), if any, is being dropped from the calendar if this course is approved:

None--change in course description only.

2. Scheduling

How frequently will the course be offered?

Semester in which the course will first be offered?

Which of your present faculty would be available to make the proposed offering possible?

3. Purposes of the Course

See " Rationale for change in Calendar Description for English 101, 102, 103. "

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty New definition of TA's duties will require a small additional number
Staff None of Teaching Assistants.

Library None

Audio Visual None

Space None

Equipment None

Approval

Date: Jan 16, 1975

[Signature]
Department Chairman

[Signature]
Dean

Chairman, SCUS

NEW COURSE PROPOSAL FORM

Calendar Information

Department: English

Abbreviation Code: ENGL Course Number: 102 Credit Hours: 3 Vector: 2-1-0

of Course: Introduction to Poetry.

Calendar Description of Course: English 101, 102, 103: The following three courses will examine representative works of literature, selected primarily from the Twentieth Century, in order to develop a critical awareness of the approaches to experience modern literature reflects and the techniques it employs, and to explore problems of literary evaluation. Each course will involve attention to ~~compositional~~ skills through individual meetings with a tutor.

Nature of Course: Lecture/tutorial
Prerequisites (or special instructions):

What course (courses), if any, is being dropped from the calendar if this course is approved: None--change in course description only.

Scheduling

How frequently will the course be offered?

Semester in which the course will first be offered?

Which of your present faculty would be available to make the proposed offering possible?

Objectives of the Course

See " Rationale for change in Calendar Description for English 101, 102, 103. "

Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty New definition of TA's duties will require a small additional number of Teaching Assistants.

Staff None

Library None

Audio Visual None

Space None

Equipment None

Approval

Date: Jan 16, 1975

Eric Allison
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

NEW COURSE PROPOSAL FORM1. Calendar InformationDepartment: EnglishAbbreviation Code: ENGL Course Number: 103 Credit Hours: 3 Vector: 2-1-0Title of Course: Introduction to Drama

Calendar Description of Course: English 101, 102, 103: The following three courses will examine representative works of literature, selected primarily from the Twentieth Century, in order to develop a critical awareness of the approaches to experience modern literature reflects and the techniques it employs, and to explore problems of literary evaluation. Each course will involve attention to compositional skills through individual meetings with a tutor.

Nature of Course
Lecture/tutorial

Prerequisites (or special instructions):

What course (courses), if any, is being dropped from the calendar if this course is approved:

None--change in course description only.

Scheduling

How frequently will the course be offered?

Semester in which the course will first be offered?

Which of your present faculty would be available to make the proposed offering possible?

Activities of the Course

See " Rationale for change in Calendar Description for English 101, 102, 103. "

Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty New definition of TA's duties will require a small additional number of Teaching Assistants.

Staff None

Library None

Audio Visual None

Space None

Equipment None

ApprovalDate: Jan 16, 1975

Eric Allman
Department Chairman

W. C. [Signature]
Dean

Chairman, SCUS

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: English

Abbreviation Code: ENGL Course Number: 204 Credit Hours: 3 Vector: 2-1½-0

Title of Course: Literature of the Middle Ages and Renaissance.

Calendar Description of Course:

English 204, 205, and 206: The following three courses undertake the study of individual works in relation to the times in which they were written. The emphasis is on the distinctiveness of literary perception and the relationship of that perception to changing social, historical, and philosophical contexts. English 204 only: Includes substantial attention to Chaucer and Shakespeare.

Nature of Course

Lecture/tutorial

Prerequisites (or special instructions):

Previous credit or standing in two of English 101, 102, or 103.

What course (courses), if any, is being dropped from the calendar if this course is approved:

English 202 and 203.

2. Scheduling

How frequently will the course be offered? Every trimester.

Semester in which the course will first be offered? 75-3

Which of your present faculty would be available to make the proposed offering possible? P. Delany, S. Delany, H. DeRoo, J. Gallagher, R. Habenicht, A. Lebowitz, J. Mills, A. Rudrum, J. Sandison, M.A. Stouck

Objectives of the Course

See "Rationale for English 204, 205, and 206" and attached course description.

3. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty None

Staff None

Library None

Audio Visual None

Space None

Equipment None

Approval

Date: Jan 16, 1975

Em. Allison
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

LITERATURE OF THE MIDDLE AGES AND RENAISSANCE

The student will read both extensively and closely. He will be introduced to several attempts to describe the world views of the Old English, the Middle English, and the Tudor periods. However, the literature will not be treated only as a reflection of such world views. Emphasis will be given to the particularity of each text: the ranges of experience possible in its particular language.

Required Reading

Beowulf (trans. David Wright)

Chaucer: The Canterbury Tales: General Prologue

(ed. Baugh)

Miller's Tale

Prioress's Tale

Franklin's Tale

Pardoner's Prologue & Tale

Wife of Bath's Prologue & Tale

Sir Gawain and the Green Knight (trans. Marie Borroff)

Sir Thomas Malory, Works Books 20-21

(ed. Vinaver)

Everyman (ed. A.C. Cawley); or alternately The Shepherds' Play (available in paperback and in translation.)

Sir Thomas More Utopia (Selections, ed. H.V.S. Ogen.)

Marlowe, Faustus

Spenser, The Faerie Queene, I (ed. Kirschbaum.)

Shakespeare, King Lear

Midsummer Night's Dream

Henry IV, Part I or Richard II

A selection of lyrics from the period, possibly in mimeograph form, including secular and religious medieval lyrics plus some of Wyatt, Surrey, Sidney (sonnets) and Raleigh.

NEW COURSE PROPOSAL FORM

Calendar Information

Department: English

Abbreviation Code: ENCL Course Number: 205 Credit Hours: 3 Vector: 2-1 1/2-0

Title of Course: Literature of the Late Renaissance and Enlightenment.

Calendar Description of Course: English 204, 205, and 206: The following three courses undertake the study of individual works in relation to the times in which they were written: The emphasis is on the distinctiveness of literary perception and the relationship of that perception to changing social, historical, and philosophical contexts. English 205 only: Includes attention to such figures as Donne, Milton, Dryden, Pope, Swift and Johnson.

Nature of Course Lecture/tutorial

Prerequisites (or special instructions):

Previous credit or standing in two of English 101, 102, or 103. Students may take no more than three of English 205, 206 and the former 201, 202 and 203 for credit toward the degree. What course (courses), if any, is being dropped from the calendar if this course is approved: English 202 and 203.

Scheduling

How frequently will the course be offered? Every trimester.

Semester in which the course will first be offered? 75-3

Which of your present faculty would be available to make the proposed offering possible? C. Banerjee, F. Candelaria, M. Harris, T. Maynard, A. Messenger, G. Newman, K. Paulson, A. Rudrum.

Activities of the Course

See "Rationale for English 204, 205, and 206" and attached course description.

Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty None

Staff None

Library None

Audio Visual None

Space None

Equipment None

Approval

Date: Jan 16, 1975

Department Chairman

Dean

Chairman, SCUS

LITERATURE OF THE LATE RENAISSANCE AND ENLIGHTENMENT

Required Texts:

Norton Anthology of English Literature, Vol. I.

Swift, J. Gulliver's Travels, ed. Pinkus. Macmillan of Canada.

Recommended background texts:

Willey, Basil. The 17th Century Background and
The 18th Century Background.

Penguin Guide to English Literature, Vols. 3 and 4.

Object of the course:

The course will focus on six major authors of the period: Donne, Milton, Dryden, Pope, Swift, and Johnson; some time will be devoted also to the works of their contemporaries. The Norton Anthology, with the addition of one or two special texts, provides ample material for study of the major authors and for selection among other writers, including groups of works on "special topics", namely the lyric, wit in the 17th century, and the "rules" in 18th century criticism. Other material for detailed tutorial study could be mimeographed; one such topic is Donne's 4th Satire and Pope's revision of it, which provides a fine study in the contrasting styles of the two authors, metaphysical and neoclassical. If the Norton Anthology were also used for English 204, in which it would be equally appropriate, students could save some money.

English 205 is designed to demonstrate, through the study of both major and minor writers, how the richness of the Renaissance, with all its medieval heritage, grew into an age of conflicting beliefs in which science and religion were often felt to be at war with each other, an age of growing skepticism on the one hand and Puritan conviction on the other. The relationships between religious and political conviction and social class during the Commonwealth period and the Restoration, followed by their consequences in the 18th century, during which the bourgeoisie gained vastly in numbers and importance, are fully demonstrated in the literature. The concomitant changes in style from what is commonly called "metaphysical" to "neoclassical" and the beginnings of Romanticism will form part of this study.

Proposed schedule of lectures:

1. Introduction.
2. Donne and Metaphysical love poetry.
3. Donne and Metaphysical religious poetry.
4. Selected poems by Herbert, Crashaw, and H. Vaughan: Metaphysical religious poetry.
5. Selected poems by Jonson and Herrick; Cavalier poetry.
6. Milton, selected lyrics and Lycidas.
- 7; 8. Milton, selections from Paradise Lost.
- 9; 10. Dryden and the beginnings of neoclassicism: selected poems and prose.
11. Congreve, The Way of the World: Restoration comedy.
- 12; 13. Swift, Gulliver's Travels.
14. Swift's poems, and "A Modest Proposal."
15. Essays of Addison and Steele.
- 16; 17. Pope: Essay on Man and 18th Century philosophy.
18. Pope, Essay on Criticism and 18th Century criticism.
- 19; 20. Pope, The Rape of the Lock: mock epic.
21. Boswell, selections from the Life of Johnson.
22. Johnson, The Vanity of Human Wishes and tragic satire.
23. Johnson, Rasselas and moral fiction.
24. Johnson, selections from the Preface to Shakespeare and the Lives of the Poets: later 18th century criticism.
25. Sheridan, The School for Scandal and changing manners in the 18th Century.
26. Selections from Thomson, Collins, and Crabbe: the Romantic spirit.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: English

Abbreviation Code: ENGI Course Number: 206 Credit Hours: 3 Vector: 2-1 1/2-0

Title of Course: Literature of the Romantic and Victorian Periods.

Calendar Description of Course: English 204, 205, and 206: The following three courses undertake the study of individual works in relation to the times in which they were written. The emphasis is on the distinctiveness of literary perception and the relationship of that perception to changing social, historical, and philosophical contexts. English 206 only: Includes attention to a range of figures from the major romantics to the early moderns.

Nature of Course Lecture/tutorial

Prerequisites (or special instructions):

Previous credit or standing in two of English 101, 102, or 103. Students may take no more than three of English 205, 206 and the former 201, 202 and 203 for credit toward the degree.

What course (courses), if any, is being dropped from the calendar if this course is approved: English 202 and 203.

Scheduling

How frequently will the course be offered? Every trimester.

Semester in which the course will first be offered? 75-3

Which of your present faculty would be available to make the proposed offering possible? R. Blaser, D. Callahan, J. Curtis, R. Dunham, M. Harris, R. Maud, M. Steig,

J. Zaslove
Co-actives of the Course

See "Rationale for English 204, 205, and 206," and attached course description.

Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty None

Staff None

Library None

Audio Visual None

Space None

Equipment None

Approval

Date: Jan 16, 1975

Eric Allerman
Department Chairman

W. G. A. ...
Dean

Chairman, SCUS

Sample Course Description

English 206

M. Steig

LITERATURE OF THE ROMANTIC AND VICTORIAN PERIODS

Selected Poems by:

Blake

Wordsworth (plus Preface to Lyrical Ballads, 1800)

Coleridge

Keats

Shelley (plus Defence of Poetry)

Carlyle, "Characteristics"

J. S. Mill, Autobiography, on mental crisis.

Emily Bronte, Wuthering Heights

Tennyson, Selected Poems

Browning, Selected Poems

Arnold, Culture and Anarchy, selections

Dickens, Great Expectations or Hard Times

Shaw, Major Barbara

Lawrence, Lady Chatterly's Lover

Eliot, The Wasteland

Description of course:

Since the major fact of English literature from the early nineteenth century is the development of Romanticism, the course is organized around this fact. But the two different trends of Romanticism, conservative-spiritual and radical-social-critical, as exemplified in Wordsworth's Preface and Shelley's Defence, will be kept in view throughout. Thus, Carlyle can be seen as not only a transition between the Romantic Period and the Victorians, but as curiously incorporating both strains, with the tendency toward the conservative; while Mill shows the effect of Romanticism on a rationalism which is in some senses an 18th-century hangover.

Bronte's novel is the extreme form of a Romantic novel, while Tennyson and Browning illustrate the carry-over and change in Romantic poetry during the Victorian era. Arnold, Dickens, and Shaw all exemplify in different ways the Romantic tradition of social criticism as it develops in the second half of the century, while Lawrence and Eliot, respectively, embody the extremes of 20th-century vitalism and 20th-century anti-Romantic reaction.

Note: This is only a possible reading list, and I might well do the course differently; but the basic emphasis on Romanticism and its later developments seems to me, at least, the right one, and one that most lecturers in this course would follow.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: English

Abbreviation Code: ENGL Course Number: 221 Credit Hours: 3 Vector: 2-1-0

Title of Course: Canadian Literature

Calendar Description of Course:

An introduction to major figures and themes in Canadian literature, with some attention to the Nineteenth Century.

Nature of Course Lecture/tutorial

Prerequisites (or special instructions):

Previous credit or standing in two of English 101, 102, or 103

What course (courses), if any, is being dropped from the calendar if this course is approved:

None

2. Scheduling

How frequently will the course be offered? Every other trimester.

Semester in which the course will first be offered? 75-3

Which of your present faculty would be available to make the proposed offering possible? G. Bowering, S. Djwa, G. Elliott, K. Mezei, B. Nesbitt, D. Stouck

3. Objectives of the Course

See "Rationale for English 221 and 222," and attached course description.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty None

Staff None

Library None

Audio Visual None

Space As enrollment requires

Equipment None

5. Approval

Date: Jan 16, 1975

Eric Allman
Department Chairman

W. G. Allen
Dean

Chairman, SCUS

CANADIAN LITERATURE

| | |
|--------------------------|---|
| Thomas McCulloch | <u>The Stepsure Letters</u> |
| Susanna Moodie | <u>Roughing It in the Bush</u> |
| The Confederation Poets | (Lampman, Roberts, Carman and D.C. Scott) |
| Stephen Leacock | <u>Sunshine Sketches of a Little Town</u> |
| Poetry Between the Wars | (Pratt, F.R. Scott, A.J.M. Smith) |
| Sinclair Ross | <u>The Lamp at Noon and Other Stories</u> |
| Ernest Buckler | <u>The Mountain and the Valley</u> |
| Poems of A.M. Klein | |
| Ethel Wilson | <u>The Equations of Love</u> |
| Poems of Margaret Avison | |

This reading list is designed to introduce students to both the historical development of Canadian literature and to some of Canada's major writers. About one third of the reading is taken from the Nineteenth Century, which is roughly proportionate to what is important in a historical survey of Canadian literature. The list is a mixture of major texts and less well-known works by major authors. With the increasing number of Canadian studies courses being offered on campus, students are reading the same three or four Canadian novels again and again. So instead of Haliburton's The Clockmaker I have chosen McCulloch's The Stepsure Letters as an example of nineteenth-century satire originating in the Maritimes; and instead of As For Me and My House I have suggested that students read Ross's short stories which, from an artistic point of view, are equally as good as his classic novel.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Calendar Information

Department: English

Revelation Code: ENGL Course Number: 222 Credit Hours: 3 Vector: 2-1-0

Title of Course: American Literature

Calendar Description of Course:

An introduction to major figures and themes in American literature, with substantial attention to the Nineteenth Century.

Nature of Course Lecture/tutorial

Prerequisites (or special instructions):

Previous credit or standing in two of English 101, 102, or 103

What course (courses), if any, is being dropped from the calendar if this course is approved:

None

Scheduling

How frequently will the course be offered? Every other trimester

Semester in which the course will first be offered? 76-1

Which of your present faculty would be available to make the proposed offering possible?

E. Alderson, S. Black, D. Callahan, S. Cooperman, A. Lebowitz, R. Maud,

K. Paulson, D. Stueck

Objectives of the Course

See "Rationale for English 221 and 222," and attached course description.

Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty None

Staff None

Library None

Audio Visual None

Space As enrollment requires

Equipment None

Approval

Date: Jan 16, 1975

Erin Callahan
Department Chairman

W. G. Brown
Dean

Chairman, SCUS

AMERICAN LITERATURE

The objective of this course will be to introduce students to significant works by major authors. The works selected have in common their contributions to and reflections of qualities, tendencies, limitations and eccentricities of the habits of imagination which define the culture of the United States. The 19th century works selected have in common readability and brevity as well as importance in the matter of establishing the American character. The work of Walt Whitman and Mark Twain might receive particular attention for they define certain ambivalences and ambiguities which are widely visible in a culture which is suffering the effects of massive urbanization and industrialization. The 20th century works selected reflect significant consequences which follow from the great changes of the 19th century. Hemingway tried to devise an ethic for coping with the modern world--the "Hemingway code." Faulkner molded a complex view of historical change to the personal myth he constructed around an imaginary Mississippi county. Eugene O'Neill reflected the extreme turn toward introspection and self-analysis which has been a product of the continual crises of this century. This course would serve to prepare students for further and more mature study of the masterpieces of American literature, but would provide a responsible overview of the field for students who did no further work in the area.

Readings:

| | |
|-----------------|--|
| Irving, W. | <u>The Legend of Sleepy Hollow, Rip van Winkle.</u> |
| Poe, E. A. | <u>Murders in the Rue Morgue, The Fall of the House of Usher, The Cask of Amontillado.</u> |
| Hawthorne, N. | <u>The House of the Seven Gables.</u> |
| Melville, H. | <u>Billy Budd, Bartleby the Scrivener.</u> |
| Thoreau, H. | <u>Civil Disobedience.</u> |
| Emerson, R. W. | <u>Nature</u> |
| Dickinson, E. | <u>Selected poems.</u> |
| Whitman, W. | <u>Selected Poems.</u> |
| Twain, M. | <u>Huckleberry Finn.</u> |
| Crane, S. | <u>The Blue Hotel.</u> |
| Robinson, E. A. | <u>Selected Poems.</u> |
| Frost, R. | <u>Selected Poems.</u> |
| Pound, E. | <u>Selected Poems.</u> |
| Eliot, R. S. | <u>"The Love Song of J. Alfred Prufrock," Sweeney poems.</u> |
| O'Neill, E. | <u>Long Day's Journey into Night.</u> |
| Hemingway, E. | <u>The Sun Also Rises.</u> |
| Faulkner, W. | <u>The Bear.</u> |
| Stevens, W. | <u>Selected Poems.</u> |
| Cummings, E.E. | <u>Selected Poems.</u> |
| Roethke, R. | <u>Selected Poems.</u> |
| Lovell, R. | <u>Selected Poems.</u> |
| Plath, Sylvia | <u>Selected Poems.</u> |
| Welty, E. | <u>Powerhouse.</u> |
| Roth, P. | <u>My Life as a Man.</u> |

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Calendar Information

Department: English

Classification Code: ENGL Course Number: 226 Credit Hours: 3 Vector: 2-1-0

Title of Course: Ancient Literature in Translation

Calendar Description of Course:

An introduction to works of ancient literature which have contributed significantly to the development of English literature.

Nature of Course Lecture/tutorial

Prerequisites (or special instructions):

May not be taken without previous credit or standing in any two of English 101, 102, or 103. May not be taken for further credit toward the degree by students who have previously taken English 225, except with the consent of the department. That course (courses), if any, is being dropped from the calendar if this course is approved:

English 225

Scheduling

How frequently will the course be offered? Once a year.

Semester in which the course will first be offered? 75-3

Which of your present faculty would be available to make the proposed offering possible? R. Blaser, P. Delany, S. Delany, H. DeRoo, J. Gallagher, R. Maud.

Objectives of the Course

See "Rationale for English 226 and 227," and attached course description.

Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

- Faculty None
- Staff None
- Library None
- Audio Visual None
- Space As enrollment requires
- Equipment None

Approval

Date: Jan 16, 1975

[Signature]
Department Chairman

[Signature]
Dean

Chairman, SCUS

ANCIENT LITERATURE IN TRANSLATION

The course will be an introduction to European literature before the Christian era.

The Epic of Gilgamesh
Genesis

Homer, The Odyssey

Aeschylus, The Oresteian Trilogy

Euripides, The Bacchae In Euripides V

Plato, The Symposium

Apuleius, The Golden Ass

Penguin Books

Any edition of the Authorized (King James) version of the Bible.

Translated by Robert Fitzgerald
Anchor Books

Translated by Richmond
Washington Square Press

Washington Square Press
Penguin Books

Translated by Robert Graves
Penguin Books

The course is designed to acquaint students with the classical and biblical traditions that together constitute the intellectual heritage of English literature. Topics to be studied from this perspective include: a) the origins of major literary genres--epic, drama, prose fiction; b) sources of modern Western religion and philosophy; c) Greek and Latin mythology. The guiding premise of the course is that true understanding and appreciation of the major English writers cannot be achieved without some knowledge of the predecessors in antiquity whom they recognised as literary models and moral guides.

Further Bibliography

On Greek civilization in general:

H.D.F. Kitto. The Greeks

Robert Graves. The Greek Myths

Jane Harrison Themis

E.R. Dodds. The Greeks and the Irrational

Bruno Snell. The Discovery of the Mind

W. Jaeger. Paidia

William C. Greene. Moirai

Mary Renault. The King Must Die (Historical novel.)

On Homer:

Rhys Carpenter. Folk tale, Fiction and Saga in the Homeric Epics

G.S. Kirk. The Songs of Homer

W.F.J. Knight. Many-minded Homer

Erich Lessing. The Adventures of Ulysses

G. Steiner, editor. Homer: a Collection of Critical Essays

C.H. Taylor. Essays on the Odyssey

Simone Weil. The Iliad, or, The Poem of Force

C.H. Whitman. Homer and the Heroic Tradition

Further Bibliography (cont.)

On Aeschylus:

H.D.F. Kitto. Greek Tragedy

Marsh H. McCall, ed. Aeschylus (Critical essays)

George Thomson. Aeschylus and Athens

J. de Romilly. Time in Greek Tragedy

R. Kuhns. The House, the City, and the Judge

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: English

Abbreviation Code: ENGL Course Number: 227 Credit Hours: 3 Vector: 2-1-0

Title of Course: Post-Classical Literature in Translation

Calendar Description of Course:

The study of works in translation, selected from among those which comprise an essential background to the study of literature in English.

Nature of Course Lecture/tutorial

Prerequisites (or special instructions):

May not be taken without previous credit or standing in any two of English 101, 102, or 103. May not be taken for further credit toward the degree by students who have previously taken English 225, except with the consent of the department.

What course (courses), if any, is being dropped from the calendar if this course is approved:

English 225

2. Scheduling

How frequently will the course be offered? Once a year

Semester in which the course will first be offered? 76-1

Which of your present faculty would be available to make the proposed offering possible? C. Banerjee, R. Blaser, S. Delany, M. Harris, R. Maud, J. Mills, J. Zaslove.

Objectives of the Course

See "Rationale for English 226 and 227," and attached course description.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty None

Staff None

Library None

Audio Visual None

Space As enrollment requires

Equipment None

5. Approval

Date: Jan 19, 1975

Ernest Alderman
Department Chairman

P. J. C. A. B...
Dean

Chairman, SCUS

POST-CLASSICAL LITERATURE IN TRANSLATION

This course will examine works which attempt to deal with the social and religious problems of the 19th century in terms of the tradition of realism, and then follow the difficulties this tradition encounters in the modern period.

Particular attention will be given to the role of fantasy in Dostoyevsky and Kafka, rational rejection of religious values in Ibsen, Hardy, Zola and Camus, and the aesthetic movement which leads from French symbolist poetry to Nabokov.

Required Reading

Dostoyevsky

Ibsen

Zola

Hardy

A. Flores, ed.

Kafka

Camus

Nabokov

Brothers KaramazovSix PlaysGerminalSelected PoemsAnthology of French Poetry from Nerval to ValeryThe TrialThe StrangerPale FireRecommended Reading

Dickens

Hard Times