

HUMN555

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : HUMN555 **Title :** The 19th Century: Romantic and Industrial Revolutions

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: In this course students will explore diverse representations of nineteenth century literature. Students will seek to critically identify and analyze literary meanings from interdisciplinary perspectives. They will question how the works discussed reflect and impact a range of cultural issues in the nineteenth century-- a time of radical social change. Through the lens of literature students will look at social upheaval in terms of national identities, urbanization, science, music, class, popular culture, gender, industry and, in the U.S, slavery.

Course Scope:

The course scope is broad in terms of geography, genre and interdisciplinary critical theory. We will examine French, Russian, American, Native American and English authors; sentimental writing, slave narratives, the gothic, poetry, fiction and psychological works. Students are asked to develop scholarly competency in standard nineteenth century literature-- works that reflect transcendentalism in the US, or the development of psychoanalysis in Europe for example. But also students will become competent in analyzing diverse discourses that represent other voices--slave narratives for example, or works initially censored in the nineteenth century. Students will develop appreciations for 'great' literature and also identify meanings implicated by that cannon. What do the heard voices of authority tell us about the nineteenth century and what do some of those works conceal?

Objectives

- CO-1: Analyze diverse representations of nineteenth century literature
 - CO-2: Synthesize interdisciplinary approaches to a range of literary genres from the nineteenth century
 - CO-3: Extrapolate complex cultural issues and themes from literary examples
 - CO-4: Apply competent writing skills in short, researched, multi-modal compositions with an aim to present and/or publish related work.
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Outline

Week 1: Coleridge and Mandatory Intro from students

Course Objectives

Discuss political and philosophical ideas from this time period.

Appraise characteristics of romantic poetry and how romantics responded to social change.

Reading and Resources

Week 1 Lesson

Week 1 Reading and Resources

Assignments

Week 1 Introduction

Week 1 Forum

Week 2: Mary Shelley

Course Objectives

Critically analyze gothic tropes found in Frankenstein.

Articulate cultural influences and the impact of industrialization and medical developments on this novel.

Discuss literary ideas about the dangers of technology and tampering with life.

Reading and Resources

Week 2 Lesson

Week 2 Reading and Resources

Assignments

Week 2 Forum

Week 3: Sandra Perkins- Gilman

Course Objectives

Reflect on the nineteenth century medical model and impact on women.

Analyze and discuss ideas about sanity and insanity in this week's text and in nineteenth century America.

Apply critical theory (Foucault) to this week's reading.

Reading and Resources

Week 3 Lesson

Week 3 Reading and Resources

Assignments

Week 3 Forum Mult-Modal Character Sketch

Week 3 Forum Feminist Perspectives

Week 3: Multi-Modal Character Sketch

Week 4: Nathanael Hawthorne

Course Objectives

Assess Hawthorne's Utopian vision.

Discuss the cultural forces that Hawthorne reacts to in his novel

Analyze the effect of Coverdale's voyeuristic point of view.

Reading and Resources

Week 4 Lesson

Week 4 Reading and Resources

Assignments

Week 4 Forum

Week 4: Critical Review Essay

Week 5: Winnemucca

Course Objectives

Analyze the author's points of view—including those points of view that have resulted in critiques of her selling out.

Assess and discuss the complex issues of cultural identity from this weeks' reading

Reading and Resources

Week 5 Lesson

Week 5 Reading and Resources

Assignments

Week 5 Forum

Week 6: Zola and Tolstoy

Course Objectives

Synthesize the ways that evolutionary themes are apparent in Nietzsche

Examine Tolstoy's ideas about life and death as expressed in this story Identify ways that Tolstoy uses metaphor and symbolism to explore universal themes

Argue for or against the idea that "The Death of Ivan Ilych" lacks ambiguity

Reading and Resources

Week 6 Lesson

Week 6 Reading and Resources

Assignments

Week 6 Forum

Week 6: Multi-Modal Project

Week 7: Jacobs

Course Objectives

Discuss the impact of slavery on nineteenth century fiction.

Compare the different uses of 'voice' and assess ideas about the appropriation of voice in this week's text, Diary of a Slave Girl

Reading and Resources

Week 7 Lesson

Week 7 Reading and Resources

Assignments

Week 7 Forum

Week 8: Chopin

Course Objectives

Research nineteenth century ideas about parenting and family in The Awakening.

Assess the significance of diversity and multi culturalism in our readings and responses.

Discuss the symbolic value of domestic objects in this novel.

Reading and Resources

Week 8 Lesson

Week 8 Reading and Resources

Assignments

Week 8 Forum

Week 8: Call for Proposals/Annotated Bibliography

Evaluation

Grading:

Name	Grade %
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Materials

Book Title: There are no required books for this course.

Author:

Publication Info:

ISBN: NTR

Course Guidelines

Citation and Reference Style

- Students will follow MLA format as the sole citation and reference style used in written assignments submitted as part of coursework to the Humanities Department.
- Please note that no formal citation style is graded on forum assignments in the School of Arts & Humanities—only attribution of sources (please see details regarding forum communication below).

Tutoring

- [Tutor.com](#) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

School of Arts & Humanities Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes, and assignments. ***Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.***

Turnitin

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.
- It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of a particular group or class.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- "Substantive" means comments that contribute something new and important to the discussion. Thus a message that simply says "I agree" is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
- Students must post a response to the weekly forums prompt and post the required number of replies to other students – refer to the grading rubric and/or forum instructions for specific expectations on number of replies and word count requirements.
- The main response to the forum is due mid-week – refer to the grading rubric and/or forum instructions for specific expectations. Late main response posts to a forum may not be accepted without prior instructor approval.
- Replies must be posted in the week due and replies after the end of the each week may not be graded.

Quizzes and Exams

- Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your quiz. Weekly quizzes must be submitted by midnight Eastern Time, Day 7 of the assigned week. Late quizzes or exams will not be accepted without prior instructor approval.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)

- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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