A Cultural History of American Art and Literature  
ENGLISH 386  
4 credits

Rationale for conversion: The conversion will promote learning-intensive, integration of digital resources for the study of the American Art and Literature, such as online archives on writers, movements, and text variants. At least one assignment added will focus on integration of digital scholarship.

The four credit version will:
- add a written assignment focusing on integration of digital scholarship appropriate to the multi-disciplinary focus of the course;
- add instruction in research appropriate to cultural history of art and literature.

The core syllabus represents the three credit version recently taught.

Course Description:
The first course in an interdisciplinary sequence of courses that examines the development and interrelationships of American art and literature from contact to the present. ENG 386. Conquest to Civil War; ENG 387. Civil War to Harlem Renaissance; ENG 388. Great Depression to Postmodernity. CROSSTLISTED as ART 386, ART 387, ART 388. **PREREQS:** Sophomore standing.

Learning Outcomes
- Students should leave the class with the ability to recall and describe key elements in the foundations of the American experience.
- Students will demonstrate a detailed knowledge of the art and literature of pre-Civil War American society.
- Students will be able to identify and explain in writing the importance of major figures and movements in American literature and art of the period.
- Successful students will a) be able to articulate the critical relation between literary language, visual imagery, and b) become able to synthesize this knowledge with their own cultural experience in order to enhance and explain their own understandings of American culture.
- Search, access, and integrate digital scholarship in the study of the American art and literature and its relation to history and culture.

Evaluation of student performance: two 10-12 page essays (33% each) , at least one of which incorporates digital scholarship and/or online archival material on gender in the study of American Art and Literature; final exam (33%)

Statement Regarding Disability Access Services:  
Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the
term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

Link to Statement of Expectations for Student Conduct:
http://oregonstate.edu/admin/stucon/achon.htm

Required Texts:
Readings on E-Reserve and at the library reserve desk.

SCHEDULE OF ASSIGNED READINGS

Course Schedule
(all readings to be completed by date indicated)

Week 1 - By Way of Introduction: "The Indian Burying Ground" and The Falls of the Kaaterskil.
Art and Conquest: The Spanish in the Americas.
(Read Pohl, 13-41)

Week 2 - Art and Conquest: The Spanish in the Americas.
(Read, on E-Reserve, Bernal Diaz del Castillo, from The True History of the Conquest of New Spain; "The Massacre in the Main Temple during the Fiesta of Toxcatl" [from The Broken Spears: The Aztec Account of the Conquest of Mexico, ed. Miguel Leon-Portilla])
Art and Conquest: North America.
(Read Pohl, 41-69)

Week 3 - Captivity: The Threat of Chaos.
(Read A True History of the Captivity and Restoration of Mrs. Mary Rowlandson, in Colonial American Travel Narratives)
Neoclassicism: The Promise of Order.
(Read: Pohl, 74–104)

Week 4 - Order and Chaos.
(Read The Secret History of the Line, in Colonial American Travel Narratives)
Order and Chaos in Art.
(Read J. Hector St. John De Crèvecoeur, Norton, Letter 3, "What is An American?" from Letters from an American Farmer)
Week 5 - Order and Chaos: Art and the American Revolution.
(Read Crèvecoeur, Norton, letter 9, "Description of Charles-town," from *Letters from an American Farmer* and Phyllis Wheatley, Norton, "On Being Brought from Africa to America" and "To the Right Honorable William Earl of Dartmouth" and "To His Excellency General Washington")

Order and Chaos: The Example of Washington Irving.
(Read, in Norton, "Rip Van Winkle" and "The Legend of Sleepy Hollow")

Week 6 – Read on E-Reserve, from William Bartram, *Travels*.
Toward an American Painting: Washington Allston and Samuel F. B. Morse
(Read Pohl, 104-128 and begin reading James Fenimore Cooper, *The Pioneers*)

Week 7 - The Hudson River Painters, Thomas Cole, and the American Landscape
(Read Pohl, 130-146; Thomas Cole, on E-reserve, "The Bewilderment")

Cole continued.

Week 8 – James Fenimore Cooper, *The Pioneer*.
James Fenimore Cooper, *The Pioneers*.

Week 9 - The Luminist Painters and the American West.
(Read Pohl 146-184)
The Luminist Painters and the American West.

Week 10 - The Great Unknown: *Moby Dick*.
(Read selections from Herman Melville's *Moby Dick* in Norton)
The West as Idea in Literature.
(Read Henry David Thoreau's “Walking,” in Norton)