



HAMILTON HOLT SCHOOL INDEPENDENT STUDY PROPOSAL

HOLT SCHOOL USE ONLY:

- Submitted on/before deadline. Date: _____
- *If no, do not accept. Student must appeal in writing.
- Reflects all signatures. *If no, return paperwork to student.
- Paperwork complete. Registration form and payment received.
- Staff Initials: _____ Date: _____

for fall 2010

RESEARCH

Working under the close supervision of a faculty sponsor, students read primary and secondary material and/or work in a laboratory or studio setting. The evaluation usually focuses upon a paper or an examination or both. An independent study cannot normally duplicate a course that is regularly offered. Students with fewer than 30 earned Holt School-semester hours are not eligible to do research projects. Students may take no more than three independent study courses (research and/or internship), of which no more than two will count in the BA major or AA concentration area.

Student Name: Eric Hengstebeck SS or R#: _____

DIRECTIONS: PLEASE READ AND FOLLOW CAREFULLY

- Select a faculty sponsor. The faculty member you select should have expertise in the focus area of your project. Design your project in consultation with your sponsor. Write a working draft of pages two and three so that revisions suggested by your sponsor may be incorporated in the final proposal.
- Type (or print very clearly) your proposal on this form. You may attach additional pages as appropriate for clarification.
- Secure the faculty sponsor's signature.
- You or your faculty sponsor must obtain the signature of the sponsor's academic department chair. The Holt School will not accept or process incomplete forms.
- Make certain to retain a copy of the final proposal form for yourself and your faculty sponsor. The Holt School will not make copies to forward to students and/or instructors.
- Submit the **original** proposal to the Holt School Office. Submission deadlines reflect the final date that the signed and approved proposal form may be submitted to the Holt School Office. **SUBMISSION DEADLINES ARE STRICTLY ENFORCED.**
- You must register for the project at the time that you return the completed proposal. Full tuition payment is due at the time of registration.

Please check the term of this independent study:

Summer 2010	Submission Deadline:	May 17, 2010
Fall 2010	Submission Deadline:	August 23, 2010
Spring 2011	Submission Deadline:	January 10, 2011

Submission deadlines are strictly enforced. Proposals received after the published deadline will be considered for the subsequent semester. Exceptions must be appealed in writing and include the written support of the academic department. Proposals received after the first week of classes will NOT count toward course load calculations for financial aid.

THE FOLLOWING INFORMATION SHOULD BE COMPLETED BY THE STUDENT:

Student Address: _____ City: Mount Dora____ State/Zip: 32757
Phone Home: _____ Work: N/A E-mail: _____
Major: English Minor: N/A

Number of semester hours completed at Rollins at time of this proposal? 56 Note: Must have minimum of 30 Semester Hours).

Term: Fall 2010

How will this project be used in fulfillment of your degree requirements?

- Overall elective course Elective Course in my major or minor
- Other Explain: _____

Note: Independent study courses may not be used to fulfill general education requirements or major/minor core courses.

Name of Faculty Sponsor: Dr. Paul Reich

PROJECT TITLE: The abbreviated title provided will appear on your student transcript. Do NOT exceed the spaces provided, one box per character, including punctuation/spacing.

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Unabbreviated academic title: American Literature: Nature and Art in the Romantic 19th Century

PURPOSE OF THE STUDY:

1) Explain in detail the purpose, objective, and specific goals of your project.

See attached document.

2) Describe how this project furthers your course of study. Include an explanation of your qualifications to undertake the project, and specific courses you have completed that prepare you for the work.

See attached document.

REQUIRED ACADEMIC TIME: It is assumed that most projects will earn **four (4) semester hours** of credit. This necessitates a student commitment of at least 9 to 12 hours per week during the fifteen-week term, 18 to 24 hours per week during the eight-week summer semester. Students may opt to complete a project for two or six semester hours.

Please indicate below if you prefer two or six hours of credit; otherwise, four semester hours of credit will be assigned to the project.

- Two semester Hours of Credit: 7 – 9 Hours per fifteen-week term, 14 – 18 per eight-week term
 Six semester Hours of Credit: 15 – 18 Hours per fifteen-week term, 30 – 36 per eight-week term

PRELIMINARY BIBLIOGRAPHY: Which books, periodicals, journals, primary documents, and other sources will you explore? Attach a separate sheet if necessary.

FOLLOWING SECTION SHOULD BE COMPLETED BY FACULTY SPONSOR:

ACADEMIC LEVEL OF THIS PROJECT: Please note that Holt School independent study projects end with "98".

- 298 398 498 Other Explain: _____

MEANS OF EVALUATION: Indicate the criteria upon which the student's grade will be based. Please indicate the percentage of each category that applies to the study and provide a brief (but specific) description of each (e.g. a 50-page paper, ten journal entries of 250 words, nine laboratories, seven finished sculptures, etc.)

40 % Paper: 10-page critical research paper

40 % Journal: Weekly 500 word responses to the literature

 % Lab/Studio: _____

 % Exam: Oral or Written: _____

20 % Other (Explain in detail): Bi-Montly meetings with faculty sponsor to discuss the literature

Eric Hengstebeck

Rollins College

Independent Study Proposal

American Literature: Nature and Art in the Romantic 19th Century

(1) In this independent study I will read and respond to a wide range of texts associated with Romanticism in nineteenth-century America, focusing primarily on how the writers of this era expressed their sense of the relationship between nature and art. The purpose of my study is to create a critical reading project that engages as many texts as possible from within a concentrated spectrum of writers who were primarily active in the antebellum period. This emphasis will allow me to explore texts that were not offered in the ENG 303 survey course, due to time constraints, and are not often offered in other classes, but which are nonetheless significant. My objective is to gain extensive familiarity with some of the most fundamental literary achievements of this era, as preparation for graduate school, where I intend to focus my research on nineteenth-century American literature. In accomplishing my objective I will achieve two basic goals. First, I will trace the general outline of the Romantic style in American literature, beginning with Charles Brockden Brown's *Wieland* (1798) and continuing up to John Greenleaf Whittier's "Among the Hills" (1868). Prominent texts from eleven key authors within this time period will be read in depth, and I will record a weekly journal of my responses to the readings, concluding with a critical research paper that addresses a relevant scholarly topic. To facilitate my first goal I will engage with critical secondary sources considered essential reading in the field. Second, in my journal responses to the primary and secondary material and in my critical research paper, I will answer the following: How did American Romantic writers express their relation to nature in art, and what does this say about the relation of their art to nature?

(2) This project will further my course of study by greatly expanding my knowledge of the American authors active within the time period outlined above—roughly, 1800-1870—as well as the literary style known as American Romanticism. Accordingly, it will help me develop the background familiarity and interpretive skills necessary for studying nineteenth-century American literature in graduate school. The courses and accomplishments that have prepared me to undertake this project include the following: ENG 303 Historical Approaches to American Literature, where I wrote a research paper on the dialectic of faith and skepticism in Nathaniel Hawthorne’s “Young Goodman Brown,” a paper I’m currently revising and expanding to submit for publication; ENG 429B American Literature: Race, where I wrote a fifteen-page research paper on Herman Melville’s *Benito Cereno*, which I recently expanded to twenty pages, with the guidance of Dr. Reich, to submit for publication and use as a writing sample; REL 490 Postmodernism, another senior seminar I completed last semester with a twenty-page research paper that I’ve submitted for presentation at a conference in the Fall. Each of these classes has provided me with invaluable experience in producing a strong research project. In addition to my research and writing qualifications, I also have a record of leadership at Rollins: for the past two semesters I’ve worked as a writing consultant in the Writing Center and tutored for two English classes, ENG 380 Language Studies and ENG 202 Major English Writings II, serving as a course liaison for the latter. I’ve also helped organize the English Theory Group since Summer 2009, an English department club that meets bi-weekly during the Spring and Fall semesters to foster critical thinking through philosophical engagement with literature and cinema. Finally, I’m a member of *Sigma Tau Delta*, the International English Honor Society, and have been selected to the President’s list every semester, since I became eligible, at Rollins. These qualifications give me the confidence and experience necessary to complete this independent study.

Eric Hengstebeck

Rollins College

Independent Study Proposal

Bibliography

Primary Texts:

Brown, Charles Brockden. *Wieland*

Bryant, William Cullen. "Inscription for the Entrance to a Wood," "To a Waterfowl," "The Burial-Place," "Green River," "A Winter Piece," "The Rivulet," "Summer Wind," "Autumn Woods," "After a Tempest," "Sonnets: Midsummer, October, November," "The Prairies," "The Fountain," "To Cole, the Painter, Departing for Europe"

Cooper, James Fenimore. *The Last of the Mohicans*

Davis, Rebecca Harding. "Life in the Iron Mills"

Dickinson, Emily. Selected poems

Emerson, Ralph Waldo. *Nature*, "The Snow-Storm"

Hawthorne, Nathaniel. "Rappaccini's Daughter"

Melville, Herman. *Moby Dick*, "The Paradise of Bachelors and The Tartarus of Maids"

Poe, Edgar Allan. "The Raven," "Maelstrom," "The Philosophy of Composition"

Thoreau, Henry David. "The Inward Morning," "Walk to Wachusett"

Whitman, Walt. *Leaves of Grass*, *Democratic Vistas*, "Passage to India," "Pioneers," "When Lilacs Last in the Dooryard Bloom'd"

Whittier, John Greenleaf. "Snow-Bound," "Among the Hills," "Telling the Bees," "What the Birds Said"

Secondary Texts:

Packer, Barbara. *The Transcendentalists*

Smith, Henry Nash. *Virgin Land: The American West as Symbol and Myth*