San José State University: Department of English and Comparative Literature

ENGL 60: The Emergence of “British” and “American” Literatures (1680 to 1860)

Section 1, Fall Semester, 2018

Course and Contact Information

Course Code: 47994
Instructor: Allison Johnson
Office Location: FO 105
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Office Hours: T 1:00-3:00
Class Days/Time: T R 9:00-10:15
Classroom: Clark 238
Prerequisites: ENGL 1A

Course Format

Lecture, discussion.

Course Description

Our class will explore the circulation of ideas and people across the Atlantic and the formation of distinctly British and American literary traditions from the late 17th century to the middle of the 19th century. We will pay special attention to the transatlantic slave trade, communication networks, and conceptions of the nation.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (3 hours per unit per week) for instruction or preparation/studying or course related activities. Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments.

NOTE: This course includes the following 1-unit enhancement: Increased course content and collateral readings, including additional research and writing. You will select and read a nineteenth-century novel, develop a research plan, and write a research paper.

Course Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

CLO 1: Read closely in a variety of forms, including poetry, the early novel in English, and the
short story and articulate the value of close reading in the study of literature.

CLO 2: Show familiarity with major British and American literary works and genres from the period of 1680 to 1860.

CLO 3: Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject and in a range of forms, including in-class writings, a proposal, annotated bibliography, and a research-backed interpretive essay.

CLO 4: Develop and carry out an extended research project, locate, evaluate, organize, and incorporate information effectively.

CLO 5: Articulate the relation between particular texts and their cultural, historical, and geographical contexts.

**Required Texts/Readings (Required)**

Jane Austen, *Mansfield Park*


Other Readings:

Nineteenth-century novel of your choice for research project.

All other readings are available on the course website.

**Course Requirements and Assignments**

Explication Assignment, 9/28: 10%

Midterm, 10/9: 20%

Research Proposal and Annotated Bibliography, 10/26: 5%

Research Paper (5-7 pages), 11/30: 25%

Final Exam, 12/13: 20%

Participation & Quizzes: 10%

See Appendix A: Grading Policy for further information

**Paper Regulations**: Write your papers in double-spaced 12pt. Times New Roman font, and format them according to MLA guidelines. The OWL site produced by Purdue (http://owl.english.purdue.edu/owl/resource/557/01/) provides good examples of MLA citations. Late papers will be marked down 1/3 letter grade per day (including weekends).

**Participation**: Every student will come to class prepared for a critical discussion. Every student will read all of the assigned readings, come to every class meeting, engage with the texts and participate in the discussion, offer interpretations, ask and answer questions, and be respectful to
other students. Please email me if you are unable to attend. Detrimental and disruptive behavior (i.e., text-messaging, instant-messaging, snapchatting) will result in the loss of participation credit. **There will be 10 pop quizzes on the reading throughout the semester. You cannot make them up.**

**Office Hours and Email Policies:** I encourage you to meet with me in my office to receive further assistance on assignments and papers, and ask me questions. You can email me if you are unable to come to the office.

**Plagiarism Policy:**
If you plagiarize, you will receive an automatic 0 grade. Please make sure you cite your sources using proper MLA format! See Appendix B: Academic Honesty.

**Paper Proposal and Annotated Bibliography:** Your proposal should describe the question you hope to answer, listing five library resources (academic books or journal articles) in an annotated bibliography.

**Research Paper:** Your research paper, seeking to answer a question about the book you have read, should be five to seven pages in length, and include a “Works Cited” with at least three library sources (academic books or journal articles). It should be written in clear, correct English with logical paragraph breaks, an introduction that frames your argument, and a conclusion. Appropriate use of textual evidence from the novel and from your research are key to successful research papers.

**Week 1:**
8/21 – Tuesday
Introduction

8/23 – Thursday
Phillis Wheatley, “On Being Brought to America”
Find nineteenth-century novel for research project

**Week 2:**
8/28 – Tuesday
Mary Rowlandson, *A True History of the Captivity of Mary Rowlandson*

8/30 – Thursday
Mary Rowlandson, *A True History of the Captivity of Mary Rowlandson*

**Week 3:**
9/4 – Tuesday
Aprha Behn, *Oroonoko*

9/6 – Thursday
Aprha Behn, *Oroonoko*
Week 4:
9/11 – Tuesday
from Thomas Southerne, *Oroonoko*

9/13 – Thursday
Lady Mary Wortley Montagu, selected letters, “Epistle from Mrs. Yonge”
Alexander Pope, “Essay on Man, Epistle 1”

Week 5:
9/18 – Tuesday
Jupiter Hammon, “An Evening Thought: Salvation by Christ, with Penetential Cries,” “An Address to Miss Phillis Wheatley”

9/20 – Thursday
Olaudah Equiano, *Interesting Narrative of the Life of Olaudah Equiano*

Week 6:
9/25 – Tuesday
Mary Prince, *History of Mary Prince*

9/27 – Thursday
Jonathan Swift, from *Gulliver’s Travels*

9/28 – Friday
Explication Assignment due by 11:59 p.m.

Week 7:
10/2 – Tuesday
William Blake, Selections from *Songs of Innocence and Experience* (be sure to read “The Little Black Boy” and “The Chimney Sweeper”), “America: A Prophecy,” “Visions of the Daughters of Albion”

10/4 – Thursday
Hannah More, “Slavery, a Poem”

Week 8:
10/9 – Tuesday
MIDTERM

10/11 – Thursday
Charles Brockden Brown, “The Difference Between History and Romance”
Week 9:
10/16 – Tuesday
Susanna Rowson, *Charlotte Temple*, volume I

10/18 – Thursday
Susanna Rowson, *Charlotte Temple*, volume II

Week 10:
10/23 – Tuesday
Jane Austen, *Mansfield Park*

10/25 – Thursday
Jane Austen, *Mansfield Park*

10/26 – Friday
Research Proposal and Annotated Bibliography due by 11:59 p.m.

Week 11:
10/30 – Tuesday
Film screening: *Mansfield Park*

11/1 – Thursday
Finish *Mansfield Park*

Week 12:
11/6 – Tuesday
William Wordsworth, “Lines Composed a Few Miles Above Tintern Abbey,” “The World is Too Much With Us,” “We Are Seven,” “To Toussaint L’Overture,” “*TO THOMAS CLARKSON*, On the final passing of the Bill for the Abolition of the Slave Trade, March, 1807”
Samuel Taylor Coleridge, from “On the Slave Trade,” “Kubla Khan”
George Gordon, Lord Byron, “So We’ll Go No More a Roving,” “She Walks in Beauty Like the Night”

11/8 – Thursday
William Cowper, “Pity for Poor Africans,” “Sonnet to William Wilberforce, Esq.”, “Light Shining Out of Darkness”
Amelia Opie, “The Black Man’s Lament,” “The Orphan Boy’s Lament,” “To a Maniac”

Week 13:
11/13 – Tuesday
Frederick Douglass, *Narrative of the Life of Frederick Douglass*, chapters 1-5
11/15 – Thursday
Frederick Douglass, *Narrative of the Life of Frederick Douglass*, chapters 6-11

**Week 14:**
11/20 – Tuesday
John Keats, “Ode to a Nightingale,” “Ode on a Grecian Urn,” “On First Looking into Chapman’s Homer,” “La Belle Dame Sans Merci”
Edgar Allan Poe, “The Philosophy of Composition,” “To Helen,” “To Science,” “Ulalume,” “The Raven”

11/22 – Thursday
NO CLASS

**Week 15:**
11/27 – Tuesday
Ralph Waldo Emerson, “The American Scholar,” “Address on Emancipation in the British West Indies”
Henry David Thoreau, “Civil Disobedience,” “Slavery in Massachusetts”

11/29 – Thursday
Herman Melville, “Benito Cereno”
11/30 – Friday
Paper due by 11:59 p.m.

**Week 16:**
12/4 – Tuesday

12/6 – Thursday
Charles Dickens, “A Walk in a Workhouse”

12/13 – Thursday
FINAL EXAM 7:15-9:30 a.m.

**Appendix A: Grading Policy**

The following statement has been adopted by the Department of English for inclusion in all syllabi: *In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog (“The Grading System”). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.*

In written assignments for English 60, this scale is based on the following criteria:

A [90-92=A-, 93-96=A, 97-100=A+] = Excellent: The "A" essay is articulate and well
developed with fluid transitions and a clear and persuasive use of evidence, which is
drawn from the literary text itself, lecture materials (when appropriate), and research
materials. An "A" essay contains a fresh insight that teaches the reader something new
about the subject matter.

**B [80-82=B-, 83-86=B, 87-89=B+] Above average:** The "B" essay demonstrates a
good understanding of its subject, a clear and persuasive use of evidence, a certain
level of ease of expression, and solid organization. However, it usually lacks the
level of originality and creativity that characterizes the insight found in an "A"
essay.

**C [70-72=C-, 73-76=C, 77-79=C+] = Average:** The "C" essay makes a good attempt at
all the assignment's requirements. It has a reasonable understanding of its subject
matter but its ideas are frequently simplistic or over-Generalized. The writing style is
also more bland and repetitive than the style shown by "A" and "B" essays and it often
contains flaws in grammar, punctuation, spelling and/or word choice. It may also use
textual evidence out of context.

**D [60-62=D-, 63-66=D, 67-69=D+] = Below average:** The "D" essay is poorly
organized and generally unclear. It has inappropriate or inadequate examples, is
noticeably superficial or simplistic, and/or contains some serious mechanical and
grammatical problems. A "D" essay may also reveal some misunderstanding of the
assignment requirements.

**F = Failure:** An "F" essay has not addressed the requirements of the
assignment and is unacceptable work in terms of both form and content.

**Appendix B: Academic Honesty**

“San José State University defines cheating as the act of obtaining credit, attempting
to obtain credit, or assisting others to obtain credit for academic work through the
use of any dishonest, deceptive, or fraudulent means.”

“San José State University defines plagiarism as the act of representing the work of
another as one’s own without giving appropriate credit, regardless of how that work
was obtained, and submitting it to fulfill academic requirements.”

For full definition, see http://www.sjsu.edu/senate/docs/F15-7.pdf

**University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such
as academic integrity, accommodations, etc. will be available on Office of Graduate and
Undergraduate Programs’ Syllabus Information web page at
http://www.sjsu.edu/gup/syllabusinfo/