

San José State University: Department of English and Comparative Literature
**ENGL 60: The Emergence of “British” and “American” Literatures
(1680 to 1860)**

Section 1, Spring Semester, 2018

Course and Contact Information

Course Code:	27032
Instructors:	Noelle Brada-Williams and Paul Douglass
Office Location:	FO 102, FO 108
Telephone:	408 924-4439 (NBW) or 408-924-4429 (PD)
Email:	noelle.brada-williams@sjsu.edu , paul.douglass@sjsu.edu
Office Hours:	MPD: TH 1-2 PM; NBW: TH 3-4 PM
Class Days/Time:	TTH 1:30-2:45
Classroom:	BBC 004
Prerequisites:	ENGL 1A

Course Format

Lecture, discussion.

Description: The Emergence of "British" and "American" Literatures (1680 to 1860)

ENGL 60 explores the genres and innovations of literature written in English from the Restoration period after the English Civil War up until the American Civil War 180 years later. The class will engage literary texts, literary history, and historical events that shaped the literature. English 60 examines literary innovation in the Neoclassical, Romantic, and early Victorian periods in both Britain and America, with a particular focus on colonialism and the transatlantic slave trade that binds the two sides of the Atlantic together during this era. Prerequisite: ENGL 1A.

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.* Students will select and read a nineteenth-century novel from an approved list (see below), meeting in and out of class with other students reading the same text, and then write a research paper based upon this additional reading and discussion.

Faculty Web Page and MYSJSU

Some course materials, such as the **syllabus** and out-of-class **quizzes**, are found on the [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking the email that you have provided to [MySJSU](#) for messages from the instructors.

Program Learning Outcomes for the English Major:

Students will demonstrate the ability to

- 1) Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.
- 2) Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
- 3) Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
- 4) Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
- 5) Articulate the relations among culture, history, and texts.

How Department Goals are met via English 60 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)

Textbooks: *Norton Package of three books (ISBN: 9780393669800), which includes*

- *Norton Anthology of American Literature*, Shorter 9th ed. Vol. 1.
- *Norton Anthology of English Literature*, 9th ed. Vol. C (Restoration and 18th Century)
- Defoe, Daniel. *Moll Flanders* (Norton Critical Edition).

Other Readings:

- A novel that you choose (please see instructions under “Book Club and Research Paper” below).
- Readings in the British Romantics are indicated in the course schedule, with links embedded in the titles for online access to free texts. Please use these links to access these particular texts.

Library Liaison

The English and Comparative Literature Department’s Library Liaison is Associate Librarian Toby Matoush: toby.matoush@sjsu.edu. She can help with research and information questions.

Course Requirements and Assignments

Participation

Participation will comprise these elements: 1) completion of in-class work and on-line quizzes, 2) active participation in small-group discussions, 3) questions brought up in class by you, 4) responses to questions put forward by the instructors or classmates, 5) other contributions to the class discussions showing engagement with the course readings and topics of discussion. Note: Some quizzes will be required on-line through *Canvas*. The schedule of on-line quizzes appears in the syllabus. There will also be regular in-class quizzes and other impromptu writing activities, including reading responses.

Two Prosody Exercises

Twice during the semester, you will be given an in-class exercise on poetic meter and rhyme, and you will be asked to come back a few days later with a completed scansion and a bit of original verse in that form.

Midterm

The midterm examination will consist of short written analyses of quoted passages, characters, or terms drawn from the reading and lecture material, as well as a comparative essay analyzing two or more major works covered during the first part of the semester.

Final Examinations

The final examination in this class will consist of several short written analyses of quoted passages, characters, or terms drawn from the reading and lecture material from the second part of the semester, as well as a comparative essay analyzing several major works covered during the entire semester.

Research Project

In this class, the 1-unit enhancement will allow you to read an additional novel and to break down the steps of the research process, working in groups and with your instructors:

Book Club and Research Enhancement

Read one of six widely-available nineteenth-century novels listed below. Choose a work you have not already read. We recommend a print version, because reading long digital texts can be challenging. Contact the instructors if you have difficulty finding a print version. You will meet regularly with other members of your book club, turning in brief written assignments as you read and formulate your final research project based on this novel.

- 1) *Ivanhoe*, by Sir Walter Scott.
- 2) *Jane Eyre*, by Charlotte Brontë.

- 3) *Moby Dick*, by Herman Melville.
- 4) *The Scarlet Letter*, by Nathaniel Hawthorne.
- 5) *Sense and Sensibility*, by Jane Austen.
- 6) *A Tale of Two Cities*, by Charles Dickens.

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*. See due date in calendar.

Research Paper

Your research paper, seeking to answer a question about the book you have read for the Book Club, should be six to eight 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 gives your thesis, and a conclusion. Appropriate use of textual evidence from the novel and from your research are key to successful research papers.

Grading Information

Determination of Grades:

Prosody Exercises (CLO 1, 2, 3)	2 scansion with original verse.	3%
Midterm (CLO 2, 3, 5)	3 I.D.’s & one comparative essay	20%
Proposal and Annotated Bibliography (CLO 3, 4)	Proposal (1 page) & 5 annotated sources (600+ words total)	10%
Research Paper (CLO 3, 4)	6-8 page analysis w/ research (2,100-2,800 words)	25%
Final Exam (CLO 1, 2, 3, 5)	5 I.D.’s & 1 comparative essay	25%
Participation— including oral, activities, in-class (and CANVAS) quizzes and assignments (CLO 1, 2, 5)	15 class discussions, quizzes, etc.	17%
Total		100%

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.

Late Papers Policy:

We are well aware that many emergencies and unforeseen events can occur in the average SJSU student's life, so we have a generous extension policy. As long as you give us the request in writing—print or email— (complete with a new deadline) before the paper's due date, most requests for an extension will be granted. If the original deadline has passed, and you did not receive an extension—or if you fail to meet your extended deadline, a penalty of 10% of the total points will be taken off if you turn your paper in within one week. Acceptance of papers later than one week will be at the instructors' discretion. Late papers will be graded as soon as we are able to get to them.

Extra Credit Policy:

You can earn the equivalent of two days of participation credit by attending a literary event on campus and turning in an informal reflection on the experience, including making a connection to reading ideas discussed in class (250-300 words). Deadline for all extra credit work is the final class session of the semester. For a list of major campus literary events, check <http://www.litart.org/>.

Classroom Protocol

Students are expected to arrive for class sessions in a timely manner and stay in class until the session ends. Silence and put away cell phones, attend to lectures and presentations, and engage with your peers in small-group discussions.

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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

ENGL 60: COURSE SCHEDULE

We strongly encourage you to read the introductions and timelines included in your anthologies for each period and the head notes for the assigned authors. Check Canvas for periodic on-line quizzes.

Date	TOPICS, READINGS, ASSIGNMENTS, DEADLINES
Jan. 25	Introduction to the Course Wheatley, “To S. M., a Young African Painter” (NAML 428-9).
Jan. 30	Neoclassicism Dryden, <i>Mac Flecknoe</i> (NAEL 2236-2242). Pope, <i>Essay on Man</i> excerpts from Epistles 1 & 2 (NAEL 2713-2721).
Feb. 1	Looking Across the Atlantic Read through the first two thirds of Behn’s <i>Oroonoko</i> (NAEL 2313-2342).
Feb. 6	Complete <i>Oroonoko</i> (NAEL 2342-2358). Read through the first two acts of Congreve, <i>The Way of the World</i> (NAEL 2359-2382). On-line quiz due by 1:20 PM.
Feb. 8	Restoration Theatre Complete Congreve, <i>The Way of the World</i> (NAEL 2382-2420). Background reading: Hogarth’s <i>Marriage A La Mode</i> (NAEL 2833-2840). NOVEL CHOICE FOR BOOK CLUB & RESEARCH PAPER DUE.
Feb. 13	Religion in the Colonies Mather, “The Wonders of the Invisible World.” (NAML 160-5). Edwards, “Sinners in the Hands of an Angry God” (NAML 192-204). Freneau, “On the Religion of Nature” (NAML 419-20). PROSODY EXERCISE #1 DUE.
Feb. 15	Narrative Satire Swift, <i>Gulliver’s Travels</i> excerpts (NAEL 2489-2531). On-line quiz due by 1:20 PM.
Feb. 20	Swift, <i>Gulliver’s Travels</i> book 2 (NAEL 2531-2573).
Feb. 22	Swift, <i>Gulliver’s Travels</i> book 4 (NAEL 2587-2633). BOOK CLUBS MEET: Bring three good discussion questions in writing.
Feb. 27	The Beginnings of the Novel in English Defoe, <i>Moll Flanders</i> (first 1/3 of your copy, to page 90 in the Norton Critical Edition).
March 1	<i>Moll Flanders</i> (first 2/3 of book, through page 180 in NCE). On-line quiz due by 1:20 PM.
March 6	Complete <i>Moll Flanders</i> (through page 267 in the NCE). On-line quiz due by 1:20 PM.
March 8	Race and Colonization Equiano, excerpts from the <i>Narrative</i> (NAML 370-405).
March 13	American Colonials and American Exceptionalism—see timeline: NAML 26-28 Franklin, “The Way to Wealth,” and Part 2 of the <i>Autobiography</i> (NAML 204-214 & 272-284). Crèvecoeur <i>Letter IX from Letters of an American Farmer</i> (NAML 333-337). Paine, excerpts from <i>Common Sense</i> and <i>The Crisis</i> (NAML 337-351). On-line quiz due by 1:20 PM.

Date	TOPICS, READINGS, ASSIGNMENTS, DEADLINES
March 15	<p>Politics and Identity in America Jefferson, <i>Autobiography</i> and Declaration of Independence (<i>NAML</i> 352-360). Hamilton and Madison, <i>The Federalist</i> numbers 1 and 10 (<i>NAML</i> 360-370). Tecumseh, “Speech to the Osages” (<i>NAML</i> 484-486). Apess, “An Indian’s Looking-glass for the White Man” (<i>NAML</i> 543-550). BOOK CLUBS MEET: Bring three research project ideas (in writing).</p>
March 20	<p>The “Age of Johnson” and British Thoughts on Liberty Johnson, Excerpts from the <i>Dictionary</i> and <i>Lives of the Poets: Pope</i>, (<i>NAEL</i> 2841-2843, 2929-2936, 2956-2959). Read the “Liberty” section of the <i>NAEL</i>, including Locke’s excerpt from <i>Two Treatises of Government</i>, Astell, Thomson’s “Rule, Britannia,” Hume’s “Of Liberty of the Press,” Burke’s “Speech on the Conciliation with the American Colonies” and Johnson’s “A Brief to Free a Slave” (<i>NAEL</i> 3012-3033). RESEARCH PAPER PROPOSAL DUE. BOOK CLUBS MEET: Present your paper proposal to your group before you turn it in.</p>
March 22	<p>Midterm Examination</p>
March 27	<p>Spring Recess</p>
March 29	<p>Spring Recess</p>
April 3	<p>British Romantics—the First Wave Blake, <i>Songs of Innocence</i>, <i>Songs of Experience</i>, and <i>America: A Prophecy (original book with plates)</i>. Listen to America: A Prophecy read aloud. Wollstonecraft, excerpts from “Vindication of the Rights of Woman.” On-line quiz due by 1:20 PM.</p>
April 5	<p>Wordsworth, “Lines Composed a Few Miles above Tintern Abbey,” “I Wandered Lonely as a Cloud,” “Surprised by Joy,” “There Was a Boy,” “The World Is Too Much With Us.” “To a Skylark,” “Observations Prefixed to Lyrical Ballads.” Edmund Burke and the Sublime.</p>
April 10	<p>Coleridge, “Kubla Khan,” “Frost at Midnight,” “Rime of the Ancient Mariner.” BOOK CLUBS MEET: Share your research paper’s first paragraph.</p>
April 12	<p>British Romantics—the Second Wave Byron, <i>Manfred</i>, “We’ll Go No More a’Roving.” On-line quiz due by 1:20 PM.</p>
April 17	<p>Shelley, “A Defence of Poetry,” “Ode to the West Wind,” “To a Skylark.” Keats, “On First Looking into Chapman’s Homer,” “Ode on a Grecian Urn,” “La Belle Dame Sans Merci.” PROSODY EXERCISE #2 DUE.</p>
April 19	<p>American Renaissance—see timeline: NAML 508-509 Hawthorne, “The Birth-Mark” (<i>NAML</i> 651-655 and 694-706). Longfellow, “The Slave Singing at Midnight” (<i>NAML</i> 709-708). BOOK CLUBS MEET: Bring revised first paragraph and outline for your paper.</p>
April 24	<p>Poe, “The Raven” (<i>NAML</i> 731-739); “The Cask of Amontillado” (<i>NAML</i> 785-790) and “The Philosophy of Composition” (<i>NAML</i> 790-798). On-line quiz due by 1:20 PM.</p>

Date	TOPICS, READINGS, ASSIGNMENTS, DEADLINES
April 26	Emerson, excerpts from <i>Nature</i> Chapters 1-5 (NAML 550-570); “The American Scholar” and “Self-Reliance” (NAML 582-613). Thoreau, excerpt from <i>Walden</i> , Ch. 1: “Economy” (NAML 919-933).
May 1	Feminism, Abolitionism, and the American Civil War Fuller, excerpts from “The Great Lawsuit” (NAML 803-814). Jacobs, excerpts from <i>Incidents in the Life of a Slave Girl</i> (NAML 878-899). On-line quiz due by 1:20 PM.
May 3	Douglass, “What to the Slave is the Fourth of July?” (NAML 1066-1069). Read the “Slavery, Race, and the Making of American Literature” section (NAML 815-837). RESEARCH PAPER DUE.
May 8	Whitman, excerpts from <i>Leaves of Grass</i> , sections 1-17 (NAML 1070-1100) and poems about the Civil War (NAML 1144-1154). On-line quiz due by 1:20 PM.
May 10	Dickinson, selected poems (NAML 1246-1256, 1262-1270).
May 16	Final Examination. Time: 12:15 - 14:30 PM.