

San José State University: Department of English and Comparative Literature
English 162: American Literature Before 1865

Section 1, Fall Semester, 2021

Course and Contact Information

Instructor:	Allison Johnson
Office Location:	FOB 105 (no in-person office hours)
Email:	allison.johnson@sjsu.edu
Office Hours:	T, Th 3:00 PM – 3:50 PM
Class Days/Time:	T, Th 9:00 AM – 10:15 PM
Classroom:	Online

Course Description

Examination of a polyvocal and multiethnic American literary tradition, including indigenous oral expressions, assertions of national identity in the New Republic, narratives of bondage, and competing visions of Americanness.

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 3-unit course, students can expect to spend a minimum of nine hours per week preparing for and attending classes and completing course assignments.

Course Format

Remote lecture, discussion.

Canvas and MYSJSU Messaging

All course materials are on the course homepage on Canvas. You are responsible for regularly checking with the messaging system through [MySJSU](http://one.sjsu.edu) on [Spartan App Portal](http://one.sjsu.edu) (<http://one.sjsu.edu>) to learn of any updates.

Program Learning Outcomes (PLO)

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.

PLOs 1, 2, and 5 will be acquired via the reading assignments and class participation, while CLOs 2-5 will be acquired and demonstrated through each and every one of the written course assignments.

Required Texts/Readings

Books

Norton Anthology of American Literature: Beginnings to 1865 (ISBN: 9780393264524)

Neil Gaiman, *Marvel 1602* (ISBN: 1904159435) (available on Amazon and as a Kindle eBook)

All other readings are available on Canvas (C)

Library Liaison

Cabrera, Peggy, Email: peggy.cabrera@sjsu.edu

Course Requirements and Assignments

Print Culture Presentation: 10% (PLOs 1-5)

Midterm, 10/14: 20% (PLOs 1, 2, 3, 5)

Analytical Paper (5-7 pages), 11/20: 25% (PLOs 1, 2, 3, 5)

Commonplace Book Assignment, 12/2: 15% (PLOs 1, 4, 5)

Final Exam, 12/? : 20% (PLOs 1, 2, 3, 5)

Participation: 10% (PLO 3)

See Appendix A: Grading Policy for further information

Print Culture Presentation

Each student will present for 5-10 minutes on an author of their choice. Using the *Chronicling of America* website, you will find articles published between 1777 and 1865 relating to the author and then report back to the class. See prompt for more details.

Commonplace Book Assignment

After reading about the practice of creating commonplace books (basically old-fashioned, literature-focused scrapbooks), you will create your own using poetry you find in nineteenth-century newspapers and periodicals. See prompt for more details.

Classroom Protocol

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.

Remote education requires flexibility; in order to facilitate an active and productive learning environment, please follow these guidelines: 1. If you have a webcam, please have it turned on. 2. Use the chat to ask and answer questions. 3. Use your microphone to ask and answer questions.

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).**

Office Hours and Email Policies

I encourage you to meet with me during my virtual office hours to receive assistance on assignments and papers, and ask me questions. You can email me if you are unable to meet me during my designated hours.

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.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

ENG 162, Fall 2021

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/19	Introduction
2	8/24	Native American Oral Literature (29-44)
2	8/26	William Bradford, from <i>Of Plymouth Plantation</i> (73-91)
3	8/31	John Winthrop, "A Model of Christian Charity" (93-103); Roger Williams, from <i>Key into the Language of America</i> (106-112)
3	9/2	Neil Gaiman, <i>Marvel 1602</i>
4	9/7	Anne Bradstreet, selected poems (112-129)
4	9/9	Phillis Wheatley, selected poems (420-430)
5	9/14	Judith Sargent Murray, "On the Equality of the Sexes" (408-415)
5	9/16	Benjamin Franklin, <i>Autobiography</i> part I (221-268)

Week	Date	Topics, Readings, Assignments, Deadlines
6	9/21	Benjamin Franklin, <i>Autobiography</i> part II (268-283)
6	9/23	Samson Occom, <i>A Short Narrative of My Life</i> (287-291); William Apess, "An Indian's Looking Glass for the White Man" (545-549)
7	9/28	Washington Irving, "The Author's Account of Himself," "Rip Van Winkle" (513-526)
7	9/30	Ralph Waldo Emerson, "Nature" (553-581), "The American Scholar" (582-595), "The Poet" (613-627)
8	10/5	Henry David Thoreau, "Resistance to Civil Government" (903-919)
8	10/7	Lydia Maria Child, "The Lone Indian," "Chocorua's Curse" (C); Elias Boudinot, from the <i>Cherokee Phoenix</i> (639-); "Memorial of the Cherokee Council" (643-)
9	10/12	Review
9	10/14	Midterm due via Canvas by 11:59 PM
10	10/19	Edgar Allan Poe, "Annabel Lee" (738), "Ligeia" (739-), "The Fall of the House of Usher" (749-), "The Purloined Letter" (772-)
10	10/21	Harriet Beecher Stowe, from <i>Uncle Tom's Cabin</i> (840-877)
11	10/26	Sojourner Truth, "Speech to the Women's Rights Convention" (832-); Frederick Douglass, "What to the Slave is the Fourth of July?" (1066-)
11	10/28	Nathaniel Hawthorne, "The May-Pole of Merrymount" (678-684), "The Minister's Black Veil" (685-693)
12	11/2	Herman Melville, "Bartleby, the Scrivener" (1157-1183)
12	11/4	Harriet Jacobs, from <i>Incidents in the Life of a Slave Girl</i> (878-899)
13	11/9	Newspaper poetry (C)
13	11/11	Veteran's Day: NO CLASS
14	11/16	Walt Whitman, selected poems (1070-1153)
14	11/18	Emily Dickinson, selected poems (1246-1271)
	11/20	Analytical Paper due by 11:59 PM
15	11/23	Frances Ellen Watkins Harper, selected poems (1242-1245)
15	11/25	Thanksgiving: NO CLASS
16	11/30	Rebecca Harding Davis, "Life in the Iron Mills" (1275-1303)
16	12/2	Review; Commonplace Book due by beginning of class
	5/21	Final Exam due via Canvas by 11:59 PM

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>

