

San José State University: Department of English and Comparative Literature
ENGL 254: The American Novel, Beginnings to 1900
Section 1, Fall Semester, 2022

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 1:00 PM – 2:00 PM, and by appointment
Class Days/Time:	T 7:00 PM – 9:45 PM
Classroom:	Online

Course Description

This course charts the development of the novel in the early republic, its growth as a vehicle of social change and forum for marginalized voices and groups, and its portrayal of racial and gender identities.

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.

Course Format

Remote seminar.

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](#) on [Spartan App Portal](#) (<http://one.sjsu.edu>) to learn of any updates.

Program Learning Outcomes:

This course will engage four of the five learning outcomes for the MA program:

PLO 1: Students will demonstrate an appropriate level of expertise in literary history, literary theory, and rhetoric.

PLO 2. Students will demonstrate high-level proficiency in literary research and in the synthesis of research.

PLO 3. Students will demonstrate critical and analytical skills in the interpretation and evaluation of literary texts.

PLO 4. Students will demonstrate a command of written academic English, including the abilities to a) organize and present material in a cogent fashion, b) formulate and defend original arguments, c) employ effectively the language of their discipline and d) write under time constraints.

Course Learning Outcomes:

Upon successful completion of this course, students will

CLO 1: acquire a deeper (if still introductory) understanding of American literature, ethnic American literature, and how form has shaped American literary culture and history as a whole. (see MA PLO 1 and MFA PLO 2)

CLO 2: be able to demonstrate the ability to evaluate sources and perform professional level research in support of their analyses of literary text (see MA PLO 2 & 3 and MFA PLO 3)

CLO 3: demonstrate critical and analytical skills in the evaluation and interpretation of American literary texts (see MA PLO 3 & MFA PLO 4)

CLO 4: demonstrate a command of written academic English, including the abilities to: a) organize and present material in a cogent fashion; b) formulate and defend original arguments; c) employ effectively the language of their discipline. (Verbatim from MA PLO 4 & MFA PLO 5)

CLO 1 will be acquired via the reading assignments and class participation, while CLO's 2-4 will be acquired and demonstrated through each and every one of the written course assignments.

Required Texts/Readings

Books (available via SJSU Bookstore)

William Wells Brown, *Clotel* (1853) ISBN: 978-0142437728

Lydia Maria Child, *Hobomok* (1824) ISBN: 978-0813511641

Frances Ellen Watkins Harper, *Iola Leroy* (1892) ISBN: 978-0143106043

Nathaniel Hawthorne, *The House of the Seven Gables* (1851) ISBN: 978-0486408828

Susanna Rowson, *Charlotte Temple* (1791) ISBN: 978-0140390803

Other Readings

All other readings are available on Canvas.

Library Liaison

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

Course Requirements and Assignments

Research Proposal and Annotated Bibliography, 10/28: 20% [PLO 2-4]

Research Paper, (10-20 pages), 12/10: 30% [PLO 1-4]

Scholarly Article Response Worksheet and discussion leading, 15% [PLO 1-4]

Paper Presentation (10 minutes), 12/6: 5% [PLO 1-4]

Participation: 15% [PLO 1-4]

Discussion Posts: 15% [PLO 1-4]

See Appendix A: Grading Policy for further information

Research Proposal and Annotated Bibliography: Your proposal should describe the question you hope to answer about a **pre-twentieth-century American novel (from the class or not)** and list five peer-reviewed sources in an annotated bibliography. See prompt for more details.

Research Paper: Your research paper should be ten to twenty pages in length and include a “Works Cited” with at least four peer-reviewed sources (academic books or journal articles). Write in clear, correct English and create 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. See the prompt for more details.

Required Posting

Each week, you will post questions about the reading, suggest possible passages for close readings, and/or suggest possible readings of specific passages.

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 254, Fall 2022

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/23	Introduction; sign up for presentations Pre-class reading from Cathy N. Davidson, <i>Revolution and the Word: The Rise of the Novel in America</i>
2	8/30	Rowson, <i>Charlotte Temple</i> , volume 1
3	9/6	Rowson, <i>Charlotte Temple</i> , volume 2
4	9/13	Child, <i>Hobomok</i> , chapters 1-10
5	9/20	Child, <i>Hobomok</i> , finish
6	9/27	Herman Melville, <i>Typee</i> (1846), chapters 1-17
7	10/4	Melville, <i>Typee</i> , finish
8	10/11	Harriet Beecher Stowe, selection from <i>Uncle Tom's Cabin</i>
9	10/18	Brown, <i>Clotel</i> , "The Negro Sale" to "A Free Woman Reduced to Slavery"
10	10/25	Brown, <i>Clotel</i> , finish
10	10/28	Research Proposal/Annotated Bibliography due by 11:59 PM
11	11/1	Hawthorne, <i>The House of the Seven Gables</i> , chapters 1-10
12	11/8	Hawthorne, <i>The House of the Seven Gables</i> , finish
13	11/15	Henry James, <i>Daisy Miller</i> (1878)
14	11/22	Harper, <i>Iola Leroy</i> , chapters 1-17
15	11/29	Harper, <i>Iola Leroy</i> , finish
16	12/6	Paper Presentations
	12/10	Final Paper 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>

Appendix C: 19th-century Novel Suggestions

Mary Shelley, *Frankenstein* (1818)

Charlotte Brontë, *Jane Eyre* (1847)

Nathaniel Hawthorne, *The Scarlet Letter* (1850)
William Wells Brown, *Clotel* (1853)
Charles Dickens, *Great Expectations* (1860-1)
George Eliot, *Silas Marner*
Louisa May Alcott, *Little Women* (1868)
Mark Twain, *The Adventures of Huckleberry Finn* (1885)
Oscar Wilde, *The Picture of Dorian Gray* (1890)
Kate Chopin, *The Awakening* (1899)