

Literatures of the Atlantic World, 1680-1860

Section 01

ENGL 60

Spring 2025 In Person 4 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/14/2025

Contact Information

Email: allison.johnson@sjsu.edu

Course Information

Tuesday, Thursday, 10:30 AM to 11:45 AM, Sweeney Hall 413

Course Description and Requisites

Examination of literatures arising out of the circulation of ideas and people across the Atlantic, with particular focus on the formation of distinctly British and American literary traditions within a global context.

Prerequisite(s): ENGL 1A.

Letter Graded

Classroom Protocols

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. **There will be 6 quizzes on the reading throughout the semester. You should take them before class on Canvas. You cannot make them up.**

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) (<http://one.sjsu.edu>) to learn of any updates.

Required Watching and Posting

I will post all lecture videos to Canvas. Before class, watch the video lecture about the text(s) for that day and then post to the discussion board (you can ask a question about the lecture or the text(s), make an observation, or respond to another student). Quizzes will cover information from lecture videos and from the readings. **Just watching the lectures does not constitute participation in the course; you must come to in-person classes. If you miss more than 10 in-person classes, you will receive a 0 participation grade.**

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! **If you use AI to write your paper, you will receive an automatic 0 grade.** You are not allowed to submit papers you have already submitted to other classes.

“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>

Program Information

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.

Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a +(plus) or -(minus) grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

Program Learning Outcomes (PLO)

Upon successful completion of an undergraduate degree program in the Department of English and Comparative Literature, students will be able 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, including structures of power.

Department Information:

Department Name: English and Comparative Literature

Department Office: FO 102

Department Website: www.sjsu.edu/english (<https://www.sjsu.edu/english>)

Department email: english@sjsu.edu (<mailto:english@sjsu.edu>)

Department phone number: 408-924-4425

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.

CLOs 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.

Course Materials

All books available at SJSU Bookstore.

The Broadview Anthology of Literature of the Revolutionary Period, 1770-1832

- **Author:** D.L. MacDonald
- **Publisher:** Broadview
- **ISBN:** 9781551110516

Oroonoko

- **Author:** Aphra Behn
- **Publisher:** Norton
- **ISBN:** 9780393970142

Charlotte Temple

- **Author:** Susannah Rowson
- **ISBN:** 9780195042382

Other Readings

Nineteenth-century American or British novel of your choice for research project. See Appendix C for list of suggestions.

All other readings are available on Canvas.

Library Liaison

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

Course Requirements and Assignments

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 American or British novel, develop a research plan, and write a research paper.**

Explication Assignment, 3/2

5% [CLOs 1-3, 5]

Midterm, 3/13

15% [CLOs 1-3, 5]

Research Proposal and Annotated Bibliography, 4/13

20% [CLO 3-4]

Your proposal should describe the question you hope to answer about a **nineteenth-century American or British novel we didn't read in class** and list five peer-reviewed sources in an annotated bibliography. See prompt for more details.

Research Paper (5-7 pages), 5/14

25% [CLO 3-5]

Final Exam, 5/19

15% [CLOs 1-3, 5]

Your research paper (**about a nineteenth-century American or British novel we didn't read in class**) 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. See the prompt for more details.

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)

Discussion Board Posts

5% [CLOs 1-2, 5]

Participation

10% [CLOs 1-2, 5]

Quizzes

5% [CLO 2]

✓ Grading Information

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.

University Policies

Per [University Policy S16-9 \(PDF\)](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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Publication dates listed in brackets; page numbers listed in parentheses.

| When | Topic | Notes |
|--|-----------------------------------|---|
| Week 1 01/23/2025 10:30 AM - 11:45 AM | Introduction to Course | |
| Week 2 01/28/2025 10:30 AM - 11:45 AM | Introduction to Course Content | Editorial Preface (xxxii-xxv, skip acknowledgements) Phillis Wheatley, "On Being Brought from Africa to America" [1773] (p. 218) |
| Week 2 01/30/2025 10:30 AM - 11:45 AM | Rowlandson | Mary Rowlandson, <i>A True History of the Captivity of Mary Rowlandson</i> [1682], First Remove to Tenth Remove |
| Week 3 02/04/2025 10:30 AM - 11:45 AM | Rowlandson | Mary Rowlandson, <i>A True History of the Captivity of Mary Rowlandson</i> [1682], Finish |

| When | Topic | Notes |
|--|------------------------------------|---|
| Week 3 02/06/2025 10:30 AM - 11:45 AM | Behn | Aphra Behn, <i>Oroonoko</i> [1688], (read until Oroonoko reaches Suriname) |
| Week 4 02/11/2025 10:30 AM - 11:45 AM | Behn | Aphra Behn, <i>Oroonoko</i> [1688], (finish) |
| Week 4 02/13/2025 10:30 AM - 11:45 AM | Southerne | from Thomas Southerne, <i>Oroonoko</i> [1696] |
| Week 5 02/18/2025 10:30 AM - 11:45 AM | Montagu and Pope | Lady Mary Wortley Montagu, selected letters, "Epistle from Mrs. Yonge" [1724] Alexander Pope, "An Essay on Criticism" [1711] |
| Week 5 02/20/2025 10:30 AM - 11:45 AM | Hammon and Wheatley | Jupiter Hammon, "An Evening Thought: Salvation by Christ, with Penetential Cries" [1760], "An Address to Miss Phillis Wheatley" [1778] Phillis Wheatley, from <i>Poems on Various Subjects</i> [1773], (pp. 218-220) |
| Week 6 02/25/2025 10:30 AM - 11:45 AM | Equiano | Olaudah Equiano, <i>Interesting Narrative of the Life of Olaudah Equiano</i> [1789], (pp. 140-148) |
| Week 6 02/27/2025 10:30 AM - 11:45 AM | Reactions to the French Revolution | Edmund Burke, from <i>Reflections on the Revolution in France</i> [1790], (pp. 22-32) Mary Wollstonecraft, from <i>A Vindication of the Rights of Men</i> [1790], (pp. 375-384) |
| Assignment Week 6, 3/2 | Explication Due | Submit via Canvas by 11:59 pm |
| Week 7 03/04/2025 10:30 AM - 11:45 AM | First Nations | Pontiac, Speech [1763] Samson Occom, "A Short Narrative of My Life" [1768] Red Jacket, Speech to the U.S. Senate [1805] |

| When | Topic | Notes |
|---|---------------------|--|
| Week 7 03/06/2025 10:30 AM - 11:45 AM | Wollstonecraft | Mary Wollstonecraft, from <i>A Vindication of the Rights of Woman</i> [1792], (pp. 385-428) |
| Week 8 03/11/2025 10:30 AM - 11:45 AM | Midterm Review | |
| Week 8 03/13/2025 10:30 AM - 11:45 AM | Midterm | No class. Midterm due by 11:59 PM via Canvas. |
| Week 9 03/18/2025 10:30 AM - 11:45 AM | Blake | William Blake, <i>Songs of Innocence</i> [1789], (pp. 265-268); <i>Songs of Experience</i> [1794], (pp. 293-298) |
| Week 9 03/20/2025 10:30 AM - 11:45 AM | Mary Prince | Mary Prince, <i>History of Mary Prince</i> [1831], (pp. 1131-1142) |
| Week 10 03/25/2025 10:30 AM - 11:45 AM | Conducting Research | Watch Annotated Bibliography how-to video |
| Week 10 03/27/2025 10:30 AM - 11:45 AM | The Romantics | William Wordsworth, From <i>Lyrical Ballads</i> [1798]: "Advertisement" (p. 618), "Goody Blake, and Harry Gill, a true story" (p. 619), "We Are Seven" (pp. 623-624), "The Idiot Boy" (p. 629), "Lines Composed a Few Miles Above Tintern Abbey" (pp. 638-640). From <i>Lyrical Ballads</i> [1800]: "Preface" (pp. 640-51), "Lucy Gray" (p. 653) |
| Week 11 04/01/2025 10:30 AM - 11:45 AM | Spring Break | |
| Week 11 04/03/2025 10:30 AM - 11:45 AM | Spring Break | |

| When | Topic | Notes |
|---|--|---|
| Week 12 04/08/2025 10:30 AM - 11:45 AM | The Romantics | John Keats, "On First Looking into Chapman's Homer" [1816], (p. 1338), "La Belle Dame Sans Mercy" [1820], (p. 1340), "The Eve of St. Agnes" [1819], (pp. 1351-1357), "Ode to a Nightingale" [1819], (pp. 1357-1359), "Ode on a Grecian Urn" [1819], (p. 1359) |
| Week 12 04/10/2025 10:30 AM - 11:45 AM | Early American Fiction | Charles Brockden Brown, "The Difference Between History and Romance" [1800], "The Memoirs of Mary Selwyn" [1799] |
| Assignment Week 12, 4/13 | Research Proposal/Annotated Bibliography | Submit via Canvas by 11:59 p.m. |
| Week 13 04/15/2025 10:30 AM - 11:45 AM | Early American Fiction | Susanna Rowson, <i>Charlotte Temple</i> [1791], volume I |
| Week 13 04/17/2025 10:30 AM - 11:45 AM | Early American Fiction | Susanna Rowson, <i>Charlotte Temple</i> [1791], vol. II |
| Week 14 04/22/2025 10:30 AM - 11:45 AM | Douglass | Frederick Douglass, <i>Narrative of the Life of Frederick Douglass</i> [1845], chapters 1-5 |
| Week 14 04/24/2025 10:30 AM - 11:45 AM | Douglass | Frederick Douglass, <i>Narrative of the Life of Frederick Douglass</i> [1845], chapters 6-11 |
| Week 15 04/29/2025 10:30 AM - 11:45 AM | American Fiction | Nathaniel Hawthorne, "Roger Malvin's Burial" [1846], (pp. 1492-1502), "Young Goodman Brown" [1835] |
| Week 15 05/01/2025 10:30 AM - 11:45 AM | American Fiction | Edgar Allan Poe, "The Philosophy of Composition" [1846], "To Science" [1829], (p. 1508), "To Helen" [1831], (p. 1513), "The Raven" [1845], "The Black Cat" [1843] |

| When | Topic | Notes |
|---|----------------------|--|
| Week 16 05/06/2025 10:30 AM - 11:45 AM | American Fiction | Herman Melville, "Benito Cereno" [1855] |
| Week 16 05/08/2025 10:30 AM - 11:45 AM | Final Exam Review | |
| Assignment | Research Paper, 5/14 | <div style="border: 1px solid black; padding: 5px; display: inline-block;">Submit via Canvas by 11:59 p.m.</div> |
| Assignment | Final Exam, 5/19 | Submit via Canvas by 11:59 PM |