

Literatures of the Atlantic World, 1680-1860

ENGL 60

Fall 2025 Section 80 Fully Online 4 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/17/2025

Contact Information

instructor(s):	Dr. Anne F. Walker
office location:	Dr. Walker's 2025 zoom room (Join from PC, Mac, Linux, iOS or Android: https://sjsu.zoom.us/j/88423804462)
email:	anne.walker@sjsu.edu - I prefer email. Please contact me via the sjsu.edu email
student hours:	T/Th 1:15-2pm, and by appointment, in Dr. Walker's 2025 zoom room (Join from PC, Mac, Linux, iOS or Android: https://sjsu.zoom.us/j/88423804462), talk with me in quiet space, or stick around after the class

Course Information

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.

By the end of it you will have some good conversational knowledge (what some academics refer to as 'cocktail party' knowledge) around some period texts, you will have spent some time working with close reading, and will have researched secondary sources for a final project.

This course uses ideas of people being, at their core, creative inventive social beings. It uses this premise in considering Atlantic World texts circa 1680-1860. The course is meant to support your growth as scholars, artists, and inquisitive human beings.

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

a note about questions: It is always best to ask questions openly in class time. If you are thinking a question, chances are that seven other students will benefit from you asking the question out loud in class. Please do ask questions: it helps everyone.

attendance: It just is better for you and the class if you come. Attendance and participation connects you to your peers, your teacher, and the collaborative processing mind of the group. It will offer interesting new ways to learn. I will, also, take attendance. Still...

... if you feel sick: stay home. Get better. Check the week's Canvas page for work. Email me (with a clear subject heading referring to absence) to let me know what's up and how I can help. Coordinate completion of activities and assignments with your peers. Complete work listed online. We are in strange times, let's keep healthy to meet them.

consultations: There are individual consultations. Each consultation is weighted like any of your "participation" assignments. All you have to do is show up. Not only do I look forward to meeting with you, but I'm trying to help you to get comfortable with showing up to office hours. It will help your academic progress in all classes and in professional settings. It's a secret code to success. And (low-stakes) practice helps.

AI/ChatGPT: in many ways, the act of writing is a way to think further on a topic and to organize or clarify those thoughts. The connection between writing and thinking is crucial to your development as a communicator, and it is a skill that will serve you well in all your future endeavors. Using AI to respond to essay prompts is cheating: it is cheating you out of the education you are paying for. If I see that you used AI for any significant percentage of any written assignment, I will not provide feedback, nor will you receive a passing grade for the assignment. Repeated infractions will result in a plagiarism report to the University.

plagiarism: success in this class will be measured by how well you understand the materials as presented in lectures or through class discussion. Repeating material found on secondary sources online is not acceptable, unless you are conducting research and providing proper documentation, and it will result in failure for the assignment, and possible failure in the course. Further action may be taken by the University per [F 15-7](#).

when you have questions: when you have a question I am happy to engage with you. I'm here to help. Please send me the URL with your question and write to me at anne.walker@sjsu.edu. A support video to help you understand how to send the URL is [here](#).

≡ 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 Goals

This course is meant to help you know more about this specific period of literary and cultural history. You will connect this period to the present through identifying your interests and pursuing them.

As a side effect, the is also designed to help you understand how you best receive information, digest it, and express yourself. Your own best practices may change over time. It is meant to help you articulate your own thoughts and put your ideas in conversation with the world around you. We use multiple modalities as well as exploring various ways to approach writing research projects.

Course Learning Outcomes (CLOs)

See 'Program Learning Outcomes (PLO)' in 'Program Information'

Course Materials

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

Editor: D.L. MacDonald

Publisher: Broadview

ISBN: 9781551110516

Oroonoko

Author: Aphra Behn

Publisher: Norton

ISBN: 9780393970142

Frankenstein (1818 Text)

Author: Mary Shelly

Publisher: Penguin Random House

ISBN: 9780143131847

Incidents in Life of a Slave Girl

Author: Harriet Jacobs

Publisher: Dover

ISBN: 9780486419312

Additional works--including the [Shotgun Players](https://tickets.shotgunplayers.org/Online/default.asp?BQparam::WScontent::loadArticle::permalink=triumph-of-love&BQparam::WScontent::loadArticle::context_id=-) 2023 version of Pierre Carlet De Marivaux's 1732 play [The Triumph of Love](https://tickets.shotgunplayers.org/Online/default.asp?BQparam::WScontent::loadArticle::permalink=triumph-of-love&BQparam::WScontent::loadArticle::context_id=-) (https://tickets.shotgunplayers.org/Online/default.asp?BQparam::WScontent::loadArticle::permalink=triumph-of-love&BQparam::WScontent::loadArticle::context_id=-)-by PDF or link.

Adobe Creative Cloud: you have free access to it through SJSU. We will get you signed up and will be using it through the semester.

when to complete readings: Do the reading, and write your reflection, before the date listed in Canvas as the due date. The material is what we will talk about in class the next day. Be prepared to participate.

a note about texts: At times these texts may seem challenging, at times entertaining. Move through them as a form of investigation. You are not expected to master any texts in this class. The anticipation is that you will explore them, and share your findings with your peers.

trigger warning: Please note that sometimes projects and class discussions include material of a sensitive nature. In this course, we may encounter materials that differ from and perhaps challenge your ideas, beliefs, and understanding of reality. Please come and discuss any issues about such material with me.

Course Requirements and Assignments

assignment	PLO	point value
reading reflections	1, 2, 5	30
participation	1, 2, 5	30
mid-term close reading project	2 - 5	10
final research project	2 - 5	10
2 group led discussions (GLDs)	2 - 5	10
feedback to peers	4	10

Grading Information

Like many English teachers at SJSU, I utilize minimum grading. For a description of this philosophy you might check out [Promising Approaches: Grading Scales and Equity in Physics](#). This class also uses low-stakes process-based grading, the idea being, by doing the work you learn and your learning is the focus of this class. Each assignment receives a grade connected to the associated rubric. Often I also add comments in the "Assignment Comments" in Canvas. Canvas calculates your grade. More about my use of low-stakes process-based grading is [here](#).

grading criteria:

- "A" range describes you completing the course work thoroughly and on time. It means you have presented detailed original ideas that clearly responded to the prompts. It reflects you giving yourself the most abundant opportunities of staying in the flow of idea development, enjoying collaboration, and learning through the class. You probably feel really good about the work and learning you did.
- "B" range demonstrates good completion in the same categories as an "A," but it also notes some late, incomplete, or partial work. This means you didn't get as much out of the class as you would have with more engagement, but you were still largely participatory. You probably developed your skills and had some fun.

- “C” range shows you did enough work with prompts and principles to pass, but frequent late work, incomplete participation, and/or missing assignments were likely a barrier to many benefits offered by the curriculum and community.
- “D” range demonstrates minimal engagement.
- An “F” is due to a significant lack of submitted material and participation.

Letter Percentage and Associated Grade: A+ 97-100, A 94-96, A- 90-93, B+ 87-89, B 84-86, B- 80-83, C+ 77-79, C 74-76, C- 70-73, D+ 67-69, D 64-66, D- 60-63, F 0-65. By checking the “Grades” module you should be able to track your progress. Please do ask me for updates any time.

I love assigning A's. Just keep up with the work to get there.

For late work policy and other details please read [extra details about grading](#).

If you use AI in an assignment where we have not discussed and noted it, you may receive a failing grade. Undocumented AI use is a form of plagiarism.

That said, we will explore how AI can be fruitfully used in class through explicit exercises.

Using any idea that is not yours, without noting it's source, is plagiarism. Don't do it. Note your sources.

Criteria

To keep in alignment with low-stakes grading, your major assignments will be graded through multiple smaller assignments that build the larger task.

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

This is a guideline. Things may change. That's life.

week	focus	readings
		to be completed by the week's start if not otherwise noted

<p>Week 1:</p> <p>August 21 – partial week</p>	<p>The Dawn of Everything</p> <p>consultations</p>	<p>syllabus</p> <p>class agreements</p> <p>sign up by going to request access to Adobe Creative Cloud -</p> <p>> Student Adobe Webpage -</p> <p>> complete the form</p>
<p>Week 2:</p> <p>August 26</p>	<p>identifying your interests, social foundation, and digital literacy.</p> <p>consultations</p> <p>speed friending</p>	<p>David Graeber, <i>The Dawn of Everything: A New History of Humanity</i> (pdf in Canvas)</p> <p>"Farewell to Humanity's Childhood Or, why this is not a book about the origins of inequality"</p>
<p>Week 2:</p> <p>August 28</p>	<p>identifying your interests, social foundation, and digital literacy.</p> <p>consultations</p> <p>speed friending and GLD selection</p>	<p>Aphra Behn, <i>Oroonoko</i> [1688], (read until Oroonoko reaches Suriname)</p>
<p>Week 3:</p> <p>September 2</p>	<p>Oroonoko [1668], digital literacy, and 1st library session</p> <p>Jumpstarting Digital Literacy Event</p>	<p>Aphra Behn, <i>Oroonoko</i> [1688], (finish)</p>
<p>Week 3:</p> <p>September 4</p>	<p>Oroonoko [1668], digital literacy, and 1st library session</p> <p>GLD research focus with Peggy Cabrera</p> <p>Embodying and practicing a variation of reception theory.</p>	<p>using <i>Oroonoko</i> as basis for cultural and literary milieu research.</p> <p>For example, what is the history of viewings and genres for this text. How do they change.</p>

<p>Week 4: September 9</p>	<p>setting the stage for the 1700's: ideas of liberty, intercultural exchange, and persuasion</p> <p>practice GLD</p> <p>speed friending and GLD selection</p>	<p>David Graeber, <i>The Dawn of Everything: A New History of Humanity</i> (pdf in Canvas)</p> <p>"Wicked Liberty The indigenous critique and the myth of progress"</p>
<p>Week 4: September 11</p>	<p>setting the stage for the 1700's: ideas of liberty, intercultural exchange, and persuasion</p> <p>thinking through a basis of movement and development of intellectual milieus</p>	<p>Kandiaronk (1703)</p>
<p>Week 5: September 16</p>	<p>The Triumph of Love [1732] - gender fluidity, upholding class values, and interpretations over time</p>	<p>The Shotgun Players 2023 version of Pierre Carlet De Marivaux's [1732] play The Triumph of Love (watch to second intermission)</p>
<p>Week 5: September 18</p>	<p>The Triumph of Love [1732] - gender fluidity, upholding class values, and interpretations over time</p>	<p>The Shotgun Players 2023 version of Pierre Carlet De Marivaux's [1732] play The Triumph of Love (finish)</p>
<p>Week 6: September 23</p>	<p>brewing social upheaval, Burke, and Wollstonecraft</p>	<p>Edmund Burke, from Reflections on the Revolution in France [1790] from <i>The Broadview Anthology of Literature of the Revolutionary Period</i></p>

<p>Week 6: September 25</p>	<p>brewing social upheaval, Burke, and Wollstonecraft</p>	<p>Mary Wollstonecraft, from "A Vindication of the Rights of Men" [1790] in from <i>The Broadview Anthology of Literature of the Revolutionary Period</i></p>
<p>Week 7: September 30</p>	<p>passing the torch and laboring in world of material things, Wollstonecraft, and Blake</p>	<p>Mary Wollstonecraft, and from "A Vindication of the Rights of Women" [1792] from <i>The Broadview Anthology of Literature of the Revolutionary Period</i></p>
<p>Week 7: October 2</p>	<p>passing the torch and laboring in world of material things, Wollstonecraft, and Blake</p>	<p>William Blake, <i>Songs of Innocence</i> [1789], (pp. 265-268); <i>Songs of Experience</i> [1794], (pp. 293-298) from <i>The Broadview Anthology of Literature of the Revolutionary Period</i></p>
<p>Week 8: October 7</p>	<p>aboring in world of material things, transformations and recollections, Blake, and Shelly.</p>	<p>William Blake, <i>Songs of Innocence</i> [1789], (pp. 265-268); <i>Songs of Experience</i> [1794], (pp. 293-298) from <i>The Broadview Anthology of Literature of the Revolutionary Period</i></p>
<p>Week 8: October 9</p>	<p>aboring in world of material things, transformations and recollections, Blake, and Shelly.</p>	<p>Mary Shelly, <i>Frankenstein</i> [1818] preface and volume I</p>
<p>Week 9: October 14</p>	<p>transformations and recollections in Frankenstein [1818]</p>	<p>Mary Shelly, <i>Frankenstein</i> [1818] volume II</p>

Week 9: October 14	transformations and recollections in <i>Frankenstein</i> [1818]	Mary Shelly, <i>Frankenstein</i> [1818] volume III
Week 10: October 21	walk on the wild side, Melville [1855], and Poe [1827-1849]	"Benito Cereno" [1855] by Herman Melville
Week 10: October 23	walk on the wild side, Melville [1855], and Poe [1827-1849]	Edgar Allan Poe 1809 – 1849 (readings TBA)
Week 11: October 28	let me count the ways, Barrett-Browning, [c. 1845–1846] term project research focus with Peggy Cabrera	
Week 11: October 30	let me count the ways, Barrett-Browning, [c. 1845–1846]	"Sonnets from the Portuguese" Elizabeth Barrett Browning [written c. 1845–1846]
Week 12: November 4	narrative and cultural analysis in <i>Incidents in the Life of a Slave Girl</i> [1861]	<i>Incidents in the Life of a Slave Girl</i> [1861] Harriet Jacobs, through to "XX. New Perils"
Week 12: November 6	narrative and cultural analysis in <i>Incidents in the Life of a Slave Girl</i> [1861]	<i>Incidents in the Life of a Slave Girl</i> [1861] Harriet Jacobs, through to "XLI. Free at Last"
Week 13: November 11	Remembrance Day Holiday	

Week 13: November 13	urban poetics, Baudelaire, and prose poetry [c. 1860s]	Baudelaire [1821-1867] (readings TBA)
Week 14: November 18	urban poetics and expression of the public, Baudelaire, and Whitman [c. 1860s]	Baudelaire [1821-1867] & Whitman [1819-1892] (readings TBA)
Week 14: November 20	urban poetics and expression of the public, Baudelaire, and Whitman [c. 1860s]	Whitman [1819-1892] (readings TBA)
Week 15: November 25	expression of the private, Dickinson, and lithe experimental form [c. 1858-1865]	Dickinson [1830-1886] (readings TBA)
Week 15: November 27	Thanksgiving Holiday	
Week 16: December 2 – consultation week	research, reflection, and consultations	readings and activities TBA
Week 16: December 4 – consultation week	research, reflection, and consultations	readings and activities TBA
Week 17: starts December 8	it's a wrap (no classes) no T/Th classes	

December 9	all semester work due by midnight	
December 12	all grades posted in Canvas for student review	
Week 18: December 13-17	student opportunity to seek clarification or correction on Canvas grades	
December 19	final grades submission to the university	