ENGL–2333 Literature of the Western World:
From the Enlightenment to the Present. Fall2019

Dr. Sarah H. Salter                     Section: 002
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Office: 135 Faculty Center             2-3.15pm
Office Hours: Mon/Wed 12-2pm           Center for Instruction 106
                               Thurs. 4-5pm

Course Description. This survey of Western literature moves from texts of the Enlightenment (1750s) to
contemporary fiction and poetry (2014/2015). Over the course of the semester, we will define
important literary periods and genres, discuss a range of texts from those periods and genres, and
connect individual texts and literary movements to one another and to our own experience, interests,
and analyses. In undertaking this survey of Western Literature, we will encounter texts loosely organized
around the representation of waterways: oceans, gulfs, rivers, bays, and other bodies of water.
Waterways have long supported Western economics, imperial expansions, artistic imaginations, and
cultural exchanges. This watery survey will enable us to engage with an array of texts, styles,
perspectives, and concepts while also developing a consistent set of analytic and interpretative
parameters for our learning community in ENGL 2333.

Course Objectives. At the end of the course, students should be able to:

• develop interpretive/analytical positions about texts that account for cultural/historical contexts
  and literary content.
• describe Western histories of imperialism, trade, and cross-cultural contact from the
  Enlightenment to the present.
• contextualize questions of power, access, and environmental ethics through local events and
  examples.
• compose clear sentences, paragraphs, and interpretive arguments in Standardized American
  English across a range of academic genres.

Additionally, students who successfully complete this course will be able to demonstrate awareness of
and abilities in four Core Objectives as defined by the Higher Education Coordinating Board of the State
of Texas. These are:

• Critical Thinking Skills (CT) - creative thinking, innovation, inquiry, and analysis, evaluation and
  synthesis of information
• Communication Skills (COM) - effective development, interpretation and expression of ideas
  through written, oral and visual communication
• Social Responsibility (SR) - intercultural competence, knowledge of civic responsibility, and the
  ability to engage effectively in regional, national, and global communities
• Personal Responsibility (PR) - ability to connect choices, actions and consequences to ethical
  decision-making

For more information, see http://www.thecb.state.tx.us/index.cfm?objectid=427FDE26-AF5D-F1A1-
E6FDB62091E2A507

Required Texts
  ISBN-10: 0142437166
Assignments
Local PSA. 35%
   --Complete Presentation. 15%
   --Research Bibliography. 10%
   --Proposal. 5%
Midterm Exam. 20%
Final Reflective Essay. 20%
Reading/Observing Journal. 15%
Sentence-Level Fridays. 15%

Local PSA. This fall, each student will develop a short public-service/informational update about water access, water history in the city, local water or conservation law, local water problems and solutions, local debates about water/waterways. This presentation might address any one of a number of local matters and debates, but each one must demonstrate a connection to the themes and questions of our course. We will discuss these projects in detail this fall, but each one will include three components: [1] Proposal [2] Research Record/Bibliography [3] Complete Presentation.

Midterm Exam. The midterm exam in this class will consist of quote identification/ explanation and short essays. This exam is intended to assess your engagement with the assigned literature in the course.

Final Reflective Essay. The Final Essay will invite your reflection on the course work you produced and the themes and major ideas from the literature we read.

Reading/Observing Journal. Early in the semester, you will contribute three (3) entries to a Reading/Observing Journal on Bb. Through the journal-entry format, you have the chance to connect our class reading to the world around our campus through attention to bodies of water or waterways.

Sentence-Level Friday (SLF). Throughout the course of the semester, we will have four (4) days designated as “Sentence-Level Fridays.” On those days, you will bring your bluebook or other small notebook to class; you will be prepared to participate in and contribute to our writing workshop for the day. Twice during the semester, I will collect your bluebook/notebook for grading. These days will have reading associated with them, but they will mostly serve as a space to talk about writing, to review/introduce the compositional conventions of Standardized American English (SAE), and to practice composing at the sentence and paragraph levels. You may make up one (1) missed Sentence-Level Friday; after that, absence from Sentence-Level Friday can rapidly and drastically affect your grade.

Class Participation. Success in literary and cultural criticism requires good communication and productive interaction, so attending class and contributing usefully to discussion are important parts of the final grade in this class. It will be difficult, if not utterly impossible, to retain the important aspects of class discussion without some textual marking and active reading practices, so bring the appropriate text to class every day and be ready to write in it. Students who are routinely without hard copies (either
bound books or, when appropriate, printouts) will lose participation points. While you need not contribute to class discussion on every single day we meet, every student should arrive to class prepared by having done the reading and considered a question or two about the text. Asking informed and productive question is as important as answering them!
If you cannot afford the texts in this course, please see me and we can address difficulties about textbook access together.
If you anticipate participation being for you a major source of anxiety please speak with me about some strategies we can employ together.

**Specific Course Policies.**

**Readings.** Studying US literature in a serious way means getting to enjoy the pleasures of beautiful writing and the insights of sophisticated minds. It also means confronting violent histories, especially histories of race, sex, and labor. Our readings include accounts of physical abuses, rapes, and other harms, as well as instances of racist epithets. Indeed, one of the more difficult elements of working with US cultural objects—such as literary texts—is how often they confront us with the prejudices and oppressions that permeate our national culture. We will talk openly about how hard it can be to read this work, but all assigned readings are required. Also important is your willingness to engage thoughtfully, generously, and sympathetically with your peers in this learning community. Please see Professor Salter to discuss any questions or concerns you may have about your own participation in this course.

**Class Attendance.** Students are allowed a maximum of three (3) absences. All absences count equally, irrespective of the cause, and students who exceed 3 absences will be penalized .05 points on their final grade for every absence over the limit.
Additionally:
- Students who participate in university-sanctioned activities should meet with me during the first week of classes.
- If you are unable to attend class, you do not need to email me to explain the circumstances. You should contact another student in class and copy his/her notes.

See TAMU-CC’s “General Academic Policies and Regulations.”
http://catalog.tamucc.edu/content.php?catoid=6&navoid=177

**Communication.** As members of a learning community, everyone is expected to be up-to-date and responsible for any changes or additions to the course schedule. I will be using your TAMU-CC email, through Blackboard, to send messages about readings, assignments, and assorted matters to the class throughout the semester. It is imperative to check email regularly and stay aware of what is happening in and outside of the classroom. I will also take my communication responsibility to you seriously: if I have not responded to an email within 24 hours, do not hesitate to follow up. Be advised that emails sent after 10pm will not be read until the following day.

**Technology.** There will often be required supplementary readings posted to Blackboard; these should be printed out on hard copy, or students can bring a digital reading device, such as a Kindle, to class. The use of laptops in class has been found to lower course grades for the students who use them (see this article, one of several: https://www.washingtonpost.com/news/wonk/wp/2016/05/16/why-smart-kids-shouldnt-use-laptops-in-class/)
Thus, laptops and tablets will not be considered appropriate digital reading device for class; students using laptops, tablets, or cell phones during class will be considered absent for the day.
**Work Policies.** All late work will lose 1/3 of a letter grade each day for as long as the assignment continues to be overdue. Students must complete all major assignments (as listed in the syllabus) to pass the course.

**General Educational Policies.**

**Dropping a Class.** Although I hope we will learn together for the course of this semester, sometimes a student must drop a course. Please see me if you are considering doing so. You must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 8, 2019 is the last day to drop a class with an automatic grade of “W” this term.

**Plagiarism and Academic Misconduct.** TAMU-CC identifies “Academic Misconduct” as “engaging in an act that violates the standards of the academic integrity policy as described in the Student Code of Conduct and Procedure for Academic Misconduct Cases.”

Specifically, academic misconduct includes plagiarism, the act of using someone else’s words and ideas without attribution. The TAMU-CC Student Code of Conduct defines Plagiarism as “Intentionally, knowingly, or carelessly presenting the work of another as one’s own without proper acknowledgement of the source, with the exception of information that is generally accepted as common knowledge. Examples:

- Using another’s work from print, web or other sources without acknowledging the source.
- Quoting from a source without citation.
- Using facts, figures, graphs, charts or information without acknowledgement of the source.
- Using a past assignment the student has completed as a portion of a new assignments, without providing citation. Please note that without instructor permission, this is also considered a multiple submission violation.

We will discuss MLA citation style and the appropriate use of academic sources and conventions throughout the semester. Please do not hesitate to ask me any questions about academic misconduct and academic integrity at anytime. If you are discovered plagiarizing you will automatically receive an "F" for the paper, or depending on the severity, for the class, and will be reported to the appropriate officials for further disciplinary action. See the TAMU-CC Student Code of Conduct for more detail.

http://judicialaffairs.tamucc.edu/studentcofc.html

**Classroom / Professional Behavior.** Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful, and courteous to all people, regardless of ethnic/racial origin, gender identity, religious background, sexual orientation or disability. Behaviors that infringe on the rights of others will not be tolerated.

**Grade Appeals.** As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a
student who believes that he or she has not been held to appropriate academic standards as outlined in
the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade
given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the
appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the
instructor.
For complete details, including the responsibilities of the parties involved in the process and the number
of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01,
Student Grade Appeal Procedures (available
at http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal
procedure.pdf).
For complete details on the process of submitting a formal grade appeal, please visit the College of
Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html. For assistance and/or
guidance in the grade appeal process, students may contact the Associate Dean’s Office.

Basic Needs. Insufficient basic needs—food, a safe living space—can affect your performance in classes
and make your university experience more challenging. If you have difficulty affording groceries or
accessing sufficient food, or you lack a safe and stable place to live, you might consider several resources
on campus.
• Contact the Division of Student Engagement and Success for support. Specifically, the office of
Student Assistance provides consultations, resource management, and institutional support for
“extenuating circumstances.” Their website is here: http://studentaffairs.tamucc.edu/StudentAssistance.html. The Student Assistance Coordinator is Kristeen Gonzalez. UC318, M-F 8AM-5PM. 361-825-2612
• If you do not have access to or cannot afford sufficient food, be aware that “Izzy’s Food Pantry”
provides on-campus access to food. Find more information here: http://seas.tamucc.edu/FoodPantry/
• If you feel comfortable doing so, please talk with me and/or your other professors. We may be
able to assist.

Disabilities Accommodations. The Americans with Disabilities Act (ADA) is a federal anti-discrimination
statute that provides comprehensive civil rights protection for persons with disabilities. Among other
things, this legislation requires that all students with disabilities be guaranteed a learning environment
that provides for reasonable accommodation of their disabilities. If you believe you have a disability
requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi
Hall 116.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the
classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity. In the event of an unforeseen adverse event, such as a major
hurricane, classes could not be held on the campus of Texas A&M University–Corpus Christi. IN such a
circumstance, this course would continue through Blackboard and/or email. The syllabus and class
activities might be modified to allow continuation of the course. Ideally, digital faculties (i.e., emails,
web sites, and Blackboard) would be operational within two days of the closing of the physical campus.
However, students need to make certain that the course instructor has a primary and a secondary
means of contacting each student.

Academic Advising. The College of Liberal Arts requires that students meet with an Academic Advisor as
soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466. It is imperative that all students visit regularly with an academic adviser. Each college within the university has an academic advising center, staffed by full-time, professional advisers to assist students with course selection, degree plans, and other academic matters. To find out how to contact the right adviser, go to: http://www.tamucc.edu/academics/advising.php
Students who have yet to declare a major are advised by the Academic Advising Transition Center. For more information, go to: http://www.tamucc.edu/~aac

Campus Carry. Beginning August 1, 2016, it is legal in the State of Texas for “a handgun license holder to carry a concealed handgun on the campus of an institution of higher education.” As a state institution of higher learning, Texas A&M–Corpus Christi must recognize and abide by the Campus Carry law, which limits concealed carry to those over the age of 21 who hold the appropriate permit. By law, employees of TAMUCC cannot restrict permit holders, under the appropriate circumstances, from carrying a firearm on campus (with the exception of university restricted zones, which are clearly marked). I hope that you will consider participating in our learning community’s safe-space mentality in the classroom and my office. If you have concerns about this law and its effect on your learning experience, you can speak to your professor, a representative of the office of Student Engagement and Success, a employee of Campus Security, or a member of the ICARE community. For more information about this policy, please consult the TAMUCC website at http://campuscarry.tamucc.edu/ and http://www.tamus.edu/campus-carry-rules/

Proposed Schedule.
NB: Instructor reserves the right to make changes to the course schedule as necessary.

Week 1
T 08/27. Introductory
Th. 08/29. Gilroy, Paul. From The Black Atlantic.

Week 2
T 09/03. Equiano. Interesting Narrative. Ch. II & III
Th. 09/05. Equiano. Interesting Narrative. Ch. IV (SLT1)

Week 3
T 09/10. Equiano. Interesting Narrative. Ch. VI & VII
Th. 09/12. SLT2
F 09/14. Journal 1

Week 4
T 09/17. Poe. AG Pym. Preface – Chap. III
Th. 09/19. Poe. *AG Pym*. Ch. IV - IX

Week 5
T 09/24. Poe. *AG Pym*. Ch. X - XIV
Th. 09/26. Poe. *AG Pym*. Ch. XV – XVIII (SLT 3)

Week 6
T 10/01. Poe. *AG Pym*. Ch. XIX - XXI
Th. 10/02. Poe. *AG Pym*. Ch. XXI – end
F 10/04. *Journal 2*

Week 7
T 10/08. Review/Discussion
Th 10/10. *Midterm Exam* (in class)

Week 8
T 10/15. Spike Lee, *When the Levees Broke*.
Th. 10/17. Corpus Christi News, TBD (SLT4: Submit for Final SLT Grade)

Week 9
T 10/22. Gloria Anzaldúa. From *Borderlands/La Frontera*
F 10/26. *Journal 3*

Week 10.
T 10/29. Proposal/Research Workshop
Th. 10/31. Proposal Due

Week 11
T 11/05. Johnson, *Pym*. Ch. I - IV
Th. 11/07. Johnson, *Pym*. Ch. X - XI

Week 12
T 11/12. Johnson, *Pym*. Ch. XII - XV
F 11/16. Research Bibliography Due

Week 13
T 11/19. Johnson, *Pym*. Ch. XX - XXV
Th. 11/21. Johnson, *Pym*. Ch. XXVI - end

Week 14
T 11/26. Workshop

Week 15
T 12/03. Indigenous Water Rights Poetry

Finals Week: Final PSA Presentation Due