2014

441-08 Eighteenth-Century British Literature

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English 441-01
Eighteenth-Century British Literature
Fall 2014

11:30 am - 12:45 pm TTh
Location: 201 Cintas
Professor: Dr. Jodi L. Wyett
Office: Hinkle 304
E-mail: wyett@xavier.edu
Office Phone: 745-3158
Office Hours: TR, 1:00-2:15 pm and by appointment

Required Texts:


Some additional materials, marked with an asterisk (*) in the schedule, are posted on Canvas. Please check the syllabus and schedule there for direct links.

Course Description:
This course will explore the literature and culture of the “long” eighteenth century (c. 1660-1800). Emphasizing historical and cultural contexts, we will read poetry, prose fiction, and intellectual prose, and we will look at engravings and paintings. We will also engage with some contemporary critical, theoretical, and historical writing about the eighteenth century. We will not approach the period in strict chronological order, but rather from the perspective of several thematic issues and major cultural concerns such as consumption, urbanization, race, and class, focusing specifically on how these issues intersect with ideas about gender and sexuality. Thus this course also serves as an elective for the Gender and Diversity Studies minor and fulfills 3 credit hours of the Diversity Curriculum Requirement. Note: This course also fulfills the Women Writers requirement for students seeking secondary certification in Integrated Language Arts for this semester ONLY. Those students will be required to focus on one of the women writers on the syllabus for both the short analysis and final paper assignments.

Student Learning Outcomes/Objectives:
By the end of this course, students should be able to:
• read and write more critically, closely, and effectively;
• present ideas orally;
• conduct and evaluate research in the field;
• understand literature in its historical context;
• analyze and apply current theories (including feminist, queer, Marxist/materialist, and postcolonial);
• understand some of the basic concepts of diversity studies;
• connect new approaches to older texts.

Course Requirements:
This course also aims to hone and develop your skills for critical reading, writing and speaking. Thus you will do a great deal of each. You will be expected to give a 2-3
person group presentation on some aspect of eighteenth-century culture (10-15 minutes). A short textual analysis, or close reading, (5 pp.) of one of the literary works will be due before midterm. You will also write a brief critical review of a contemporary critical essay on *Moll Flanders* (2-3 pp.), leading the class discussion of that particular essay in conjunction with peers who have independently reviewed the same piece. A research paper proposal with an annotated bibliography is required in preparation for completing a fully documented and researched critical essay (10-12 pp., for undergraduate credit; 15-20 pp., M.A. credit), due at the end of the semester. Finally, there will be a comprehensive final exam where you will be asked to synthesize your ideas about the texts we have read. Your daily contributions to the class, which may include some informal writing as well as active participation in class discussion, are also vital.

**Attendance and Participation:** Class discussions and in-class activities are essential to this course. Thus if you wish to succeed in this class, you need to attend and participate every day. Participation includes not only coming to class but also arriving **prepared, on time, and ready to contribute** to class discussions and activities. Your contribution will be measured by the “step up/step out” method. That is, you’ll be expected to offer thoughtful comments during discussion (step up), but you should do so without monopolizing the class or blurt out whatever crosses your mind (step out). Also note that for the duration of the class period, you will be expected to disconnect from your personal technology. No phone calls or texts should be coming in or going out during class. Laptops should be stowed unless you have a documentable need for one. Adult comportment is expected of all students.

If you must miss class, consult as soon as possible with a trusted classmate for any notes and announcements. Attendance will also be taken into consideration when calculating participation grades. Sustained habitual absences, defined as missing a week’s worth of consecutive classes, will result in a grade of VF (vanishing failure).

**Grading:**

**You are responsible for your own grade in this course.** You must be actively engaged in claiming an education. I cannot help you with problems in this class if you do not tell me what they are. You are encouraged to make individual appointments to see me, to come to my office hours, to call me at my office, to send me e-mail or Cnavas messages, and, of course, to speak up in class! Be aware that e-mail is not an appropriate venue for discussing certain issues and I do not always check my email on the weekends.

**I do not accept late assignments or e-mail attachments.** Late is defined as anything turned in after the beginning of the class period in which it is due and I must receive a hard copy of your work at that time. Except in the most dire, unavoidable and documentable circumstances, you must have prior approval from me for any late or missed assignments.

**Plagiarism, the use of another person’s words or ideas as one’s own** (yes, this applies to anything you find on the internet, too), will not be tolerated. It is against the law. If you plagiarize, it will result in, at the very least, failure of this course and may result in further academic discipline from the University. Don’t do it.

Everything will be graded on a 100-point scale (e.g., 80-82=B-, 83-86=B, 87-89=B+). Assignments will be weighted as follows:

- Context Presentation — 10 %
Short textual analysis essay — 20 %
Analysis of Criticism Essay/Presentation — 15 %
Research paper proposal and annotated bibliography — 10 %
Research paper — 25 %
Final exam — 10 %
Class participation — 10 %

Tutoring:
A valuable resource for all students is the Writing Center, 400 Conaton Learning Commons, 745-2875. Tutors can help you on an individual basis with any aspect of your writing at any stage in the writing process. They will not write papers for you nor will they proofread.

Students with Disabilities:
Anyone who feels he/she may need an academic accommodation based on the impact of a disability (e.g.: sensory, learning, psychological, medical, mobility) should contact me to arrange an appointment to discuss your needs as soon as possible. I rely on the Disability Services Office for assistance in verifying your eligibility for academic accommodations related to your disability. If you have not previously contacted Disability Services, I encourage you to do so at 513-745-3280 on the Fifth Floor of the Conaton Learning Commons, Room 514 or e-mail Cassandra Jones at jonesc20@xavier.edu, to coordinate reasonable accommodations.

TENTATIVE SCHEDULE
All assignments are to be read or completed for the day on which they are listed. Any changes to the schedule will be discussed and announced in class.

WEEK I
T 8/26 Syllabus, assignments, introductions, some course terminology.
Th 8/28 Introduction to the period. Read the NorAnth (Norton Anthology) Introduction, pp. 2177-207.

WEEK II
T 9/2 Rochester, “The Imperfect Enjoyment” and “The Disabled Debauchee” (1680), NorAnth pp. 2296-300; Behn “The Disappointment” (1680), NorAnth pp. 2307-13.
Th 9/4 Katherine Philips, “Friendship’s Mystery, To My Dearest Lucasia,” “To the truly noble Mrs. Anne Owen,” “To my Excellent Lucasia, on our Friendship” and “Parting with Lucasia,” in Poems (1667)*; Aphra Behn, “To the Fair Clarinda” (1688).*

WEEK III
T 9/9 Presentation: Restoration and eighteenth-century sex and sexuality (could include changes in attitudes toward sexuality after the Restoration, romantic friendship, hetero and homosexuality) _____________________, _____________________; Mary Astell, from Some Reflections on Marriage (1700), NorAnth, pp. 2420-4 and from “A Preface, in Answer to Some Objections to Reflections Upon Marriage” (1706), pp. 3018-22.

WEEK IV
T 9/16 Presentation: Gender roles (could include consideration of family, cultural roots of literary misogyny, differences in education for boys and girls, class distinctions) _____________________, _____________________; “Debating Women” intro., Jonathan Swift, “The Lady’s Dressing Room” (1732) and Lady Mary Wortley Montagu, “The Reasons that Induced Dr. S[wift] to Write a poem Called ‘The Lady’s Dressing Room” (1732-34), Mary Leapor, “An Essay on Woman” (1751), NorAnth pp. 2766-72 and 2783-5.
Th 9/18 Thomas Gray, “Ode on the Death of a Favourite Cat Drowned in a Tub of Goldfishes” (1748), NorAnth pp. 3047, 3050-1 and image on C8; Lady Mary Wortley Montagu, Turkish Embassy Letters (1717), NorAnth pp. 2760-3.

WEEK V
T 9/23 Presentation: The rise of the British Empire (could include overseas travels and the reasons for empire building, including economic and trade ventures) _____________________, _____________________; Alexander Pope, The Rape of the Lock (1714), NorAnth pp. 2665-9, 2685-704.
Th 9/25 Rape of the Lock cont. Presentation: Consumerism (could include or concentrate on fashion, food, china, pets, etc.) _____________________, _____________________.

WEEK VI
T 9/30 “Low People and High People” Intro., NorAnth, pp. 2435-7 and Henry Fielding, “A Dissertation Concerning Low People and High People,” pp. 2437-40; Stephen Duck, from “The Thresher’s Labour” (1730), pp. 2443-4; Mary Collier, from “The Woman’s Labour” (1739), pp. 2445-6. Presentation: Work and the socioeconomic structure (could include urbanization, changes in agricultural practices, enclosures, the Industrial Revolution, prostitution, etc.) _____________________.
Th 10/2 Daniel Defoe, Moll Flanders (1722), pp. 1-103.

WEEK VII
T 10/7 Defoe, Moll Flanders, pp. 103-154. SHORT LITERARY ANALYSIS DUE.
Th 10/9 No class – Fall Break

WEEK VIII
Talk to me about your ideas, however nascent, by Monday 10/13.
T 10/14 Defoe, Moll Flanders, pp. 154-225.

WEEK IX
T 10/21 Moll Flanders—critical essay presentations/REVIEWS DUE on date of presentation:
Backsheider: _____________________, _____________________.
Kibbie: _____________________, _____________________.
McMaster: _____________________, _____________________.
Th 10/23
Novak _____________________, _____________________.
Miller: _____________________, _____________________.
Pollak: _____________________, _____________________.

WEEK X
T 10/28 Presentation: Slavery, the slave trade, the abolitionist movement
___________________, _____________________; Aphra Behn, Oroonoko (1688),
NorAnth pp. 2313-58.
Th 10/30 Oroonoko, cont.

WEEK XI
T 11/4 “Liberty,” NorAnth pp. 3012-13; John Locke, from “Two Treatises of Government”
(1690), NorAnth pp. 3014-18; James Thompson, “Rule, Britannia,” 3022-3; Samuel Johnson,
“A Brief to Free a Slave” (1777), NorAnth pp. 2841-3 and 3032-4; Hannah More, “The Slave
Trade” (1790)*.
Th 11/6 Olaudah Equiano, from The Interesting Narrative of the Life of Olaudah Equiano, or
Gustavas Vassa, the African (1789), NorAnth pp. 3033-43; "On Being Brought from Africa to
America."* PAPER PROPOSALS DUE.

WEEK XII
T 11/11 Mary Wollstonecraft, from A Vindication of the Rights of Woman (1798)*, Edmund
Burke, from Reflections on the Revolution in France (1790).*
Th 11/13 Samuel Johnson, Rambler No. 4 (1750), NorAnth, pp. 2923-6; Frances Burney,
Evelina, author’s prefatory material and Volume I up to p. 102.

WEEK XIII
T 11/18 Evelina, finish Vol. I (pp. 102-33).
Th 11/20 Evelina, start Vol. II (pp. 137-74).

WEEK XIV
Th 11/27 no class—Thanksgiving Break

WEEK XV
T 12/2 Evelina, cont.
Th 12/4 Frances Burney, from her journals, “First Journal Entry,” “Mr. Barlow’s Proposal,”
“Down with Her, Burney,” “Encountering the King,” and “A Mastectomy,” NorAnth pp. 2992-
99 and 3002-11.
WEEK XVI
Th 12/11 View/discuss film: The Madness of King George

Final Exam: 10:30 a.m.-12:20 p.m., Tuesday, December 16th