

Professor Francus
English 666: *Origins of Feminisms*
Spring 2011
Thursdays, 4:00-6:50
Office: 227 Colson Hall
Office Hours: Tuesdays and Thursdays, 2:30 – 4:00 and by appointment.
E-Mail: mfrancus@mix.wvu.edu (alternate: Marilyn.Francus@mail.wvu.edu)

- January 13 Introduction
- January 20 Misogyny and Female Advocacy
Oldham, John. “A Satyr Upon a Woman” (1678) (EEBO; ECCO in Oldham’s *Works* (1722))
Gould, Robert. “Love Given Over” (1682; EEBO)
Swift, Jonathan, “The Lady’s Dressing Room” (1732; JL)
Pope, Alexander. “Epistle to a Lady” (1735; JL)
Egerton, Sarah Fyge. Excerpt from “The Female Advocate” (1686; FF)
Drake, Judith. Excerpt from “An Essay in Defence of the Female Sex”

(FF) Excerpt from Nussbaum, Felicity. *The Brink of All We Hate*
- January 27 Expectations and Standards of Women’s Conduct
Halifax, George Savile, Marquis of. *The Lady’s New Year’s Gift* (1688; EBBO; ECCO)
Allestree, Richard. *The Ladies Calling* (1673; Part II, Section I and Section II: Of Virgins, Of Wives; EBBO; ECCO)
Gregory, Dr. John. *A Father’s Legacy to His Daughters* (1761) (ECCO)
Fordyce, James. *Sermons to Young Women* (1766; Sermons VI, VII, and VIII: On Female Virtue, with Domestic and Elegant Accomplishments, and Female Virtue with Accomplishments; ECCO)
Intellectual Kolodny, Annette. “Dancing through the Minefield”
- February 3 Expectations and Standards of Women’s Conduct
Pennington, Sarah. *An Unfortunate Mother’s Advice to Her Absent Daughters* (1761; ECCO)
Chapone, Hester. *Letters on the Improvement of the Mind* (1773; Letters 4, 5, 6, 8; ECCO)
Hemlow, Joyce. “Fanny Burney and the Courtesy Books”
Jones, Vivien. “The Seductions of Conduct: Pleasure and Conduct

Literature”

Showalter, Elaine. “The Female Tradition”

- February 10 Women’s Education: Options and Opportunities
Makin, Bathsua. Excerpt from “An Essay to Revive Ancient Education of Gentlewomen” (FF)
Astell, Mary. *A Serious Proposal to the Ladies* (1694)
Cixous, Helene. “The Laugh of the Medusa”
Response Paper on Women’s Conduct Due
- February 17 Women’s Education: Options and Opportunities
Wollstonecraft, Mary. *Thoughts on the Education of Daughters* (1787; ECCO)
Macaulay, Catherine. Excerpt from *Letters on Education* (1790; FF)
Irigaray, Luce. “Women on the Market,” “The Sex Which is Not One”
- February 24 The Female Intelligensia: The Bluestockings
Talbot,
and
Selected letters from Elizabeth Montagu, Elizabeth Carter, Catherine and others
Montagu, Elizabeth. “On the Drama,” from *An Essay on the Writings Genius of Shakespear* (1769; ECCO)
Excerpt from Guest, Harriet. *Small Change: Women, Learning, and Patriotism*
Excerpt from Rizzo, Betty. *Companions Without Vows*
Jones, Ann Rosalind. “Writing the Body: Towards an Understanding of l’Écriture Féminine”
- March 3 Women, Work, and Economics
Cellier, Elizabeth. *On the College for Midwives* (1688; EBBO)
Collier, Mary. “The Woman’s Labour” (FF)
Excerpt from Hill, Bridget. *Women, Work and Sexual Politics in Eighteenth-Century England*
Skinner, Gillian. “Women’s Status as Legal and Civic Subjects”
Butler, Judith. “Gender Trouble”
Response Paper on Women’s Education Due
- March 10 Writing Workshop/Paper Proposal Day

March 17	Class Cancelled
March 22-24	Spring Break
March 31	Women, Work, and Economics Scott, Sarah. <i>Millenium Hall</i> (1762) Mulvey, Laura. "Visual Pleasure and Narrative Cinema"
April 7	Women, Work, and Economics Hays, Mary. <i>The Victim of Prejudice</i> (1799) Excerpt from Bannet, Eve Tavor. <i>The Domestic Revolution: Enlightenment Feminisms and the Novel</i> De Lauretis, Teresa. "Technologies of Gender"
April 14	The Politics of Womanhood Wollstonecraft, Mary. <i>Vindication of the Rights of Woman</i> (1792) Modleski, Tania. "Postmortem on Postfeminism" Response Paper on Women, Work, and Economics Due
April 21	Next Steps Austen, <i>Mansfield Park</i> (1814)
April 28	Conclusion(s)
May 2	Final Paper Due

JL = Eighteenth-Century E-Texts (<http://andromeda.rutgers.edu/~jlynch/18th/etext.html>)

FF = *First Feminists* (ed. Moira Ferguson)

EBBO = Early English Books Online (available through the WVU Library Database System)

ECCO = Eighteenth Century Collections Online (available through the WVU Library Database System)

Course Description:

While Mary Wollstonecraft has been recognized as one of the founders of the feminist movement in Anglo-American culture, ideas that we would consider feminist (and that Wollstonecraft would have perceived as such) were circulating in Britain long before Wollstonecraft wrote *The Vindication of the Rights of Woman*. In this course, we will trace the

multiple origins and manifestations of feminism in British society: the effort to establish colleges for women; the effort to protect and professionalize “female” professions (like midwifery); the responses to satires against women; the rise of the woman writer; the development of female salons; and empowerment of women through charity and social organizations. In so doing, this course will look not only to recuperate the history of feminism, but also to complicate the vision of feminism within a variety of ideological and socio-economic contexts.

Course Objectives:

- To provide students with guided research and writing experience in 18th-century studies.
- To excavate the origins of feminism(s) as a political, social, and cultural phenomenon.
- To analyze feminist ideologies in a variety of literary genres.
- To analyze the circulation and dissemination of ideas about women in society and culture.
- To analyze the historiography of feminism.
- To provide an introduction to some of the foundational works in feminist theory.

Learning Outcomes:

By the end of this course, students will be able to:

- Define and analyze multiple origins of feminism(s).
- Analyze cultural representations of feminist ideologies.
- Analyze feminist ideologies within their social and historical contexts.
- Analyze the process by which feminist history is determined, written, and rewritten.
- Understand and engage in the conventions of 18th-century research and scholarship.
- Understand and employ concepts from feminist theory.

Course Requirements:

Weekly discussion questions (10%)
Three response papers (30% total)

A paper proposal (20%)
A conference-length final paper (40%)

Weekly discussion questions: please bring two discussion questions (typed) to each class. These questions should reflect your thinking on the readings, and they should be open-ended – as a means to stimulate class discussion, and to allow you to work through your ideas. These questions should enable you to think out loud.

The response papers: a response paper allows you to work through your ideas in a more formal manner than a discussion question. There will be three response papers (on women’s conduct; on women’s education; and on women, work, and economics), each of three to five pages.

The paper proposal: a proposal sets the parameters of your final paper, presents the thesis, and proffers the general line of argument. (Think of it as an abstract for a conference paper). Your proposal should include a brief annotated bibliography.

A final paper: approximately 8-10 pages (double spaced, 11 or 12 point font, one-inch margins) that reflects your engagement with a subject relevant to the course. Your final paper should demonstrate a focused thesis and argument; your research and thinking on your subject; and your knowledge of the conventions of academic writing.

Grading Criteria:

A (90-100) – Excellent work; the assignments for this course have been completed in a professional and timely manner. The written assignments are clearly organized, choose compelling evidence to substantiate the analysis, and engage with the subject at hand in a thoughtful and thought-provoking manner. Written work requires no substantive or stylistic revisions.

B (80-89) – Good work; the assignments for the course have been completed in a professional and timely manner. The written assignments show substantial engagement with the subject at hand, but the analysis is either partially incomplete, involving weak evidence, or manifests some difficulty with organization. Written work requires substantive revisions, but few or no stylistic ones.

C (70-79) – Average work; the assignments for the course have been completed, but not necessarily in a professional or timely manner. The written assignments show effort by the student, but the analysis is incomplete, includes inappropriate evidence (or a lack of evidence), or shows significant difficulties with organization. Written work requires significant substantive or stylistic revisions.

D (60-69) - Less than average work; the assignments for the course have not been completed in a professional or timely manner. The written assignments show a lack of effort on the part of the student, and a lack of engagement with the assignment. Written assignments lack analysis, evidence, and organization; extensive substantive and stylistic revisions are necessary.

F (<59) – Inadequate work; the assignments for the course have not been completed. Written assignments, when submitted, show a significant lack of effort on the part of the student, and a lack of engagement with the assignment and the subject matter of the course. Such work is marked by the absence of analysis, evidence, and organization; engagement with the course materials is necessary before extensive revisions are even possible.

Academic Dishonesty Policy:

See the West Virginia University Student Handbook, the Code of Student's Rights and Responsibilities, Article III, Section B, available online at <http://www.arc.wvu.edu/rightsa.html>.

Social Justice Policy:

West Virginia University is committed to social justice. I concur with that commitment and expect to foster a nurturing environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with Disability Services (293-6700).