

Professor Francus  
English 666: 18<sup>th</sup>-Century Survey  
Fall 2016  
G-10 Colson Hall  
Thursdays, 4:00 – 6:50  
Office: 227 Colson Hall  
Office Hours: Tuesdays and Thursdays, 10:00-11:15, and by appointment  
E-Mail: [mfrancus@mix.wvu.edu](mailto:mfrancus@mix.wvu.edu) (alternate: [Marilyn.Francus@mail.wvu.edu](mailto:Marilyn.Francus@mail.wvu.edu))

#### Course Description:

Eighteenth-Century British literature can be broadly categorized into four periods: the Restoration (1660-1700); the Augustan period (1700-1740); midcentury (1740-1770); and the Age of Revolutions (1770-1800). As a survey, this course provides students a sense of the literature within each period, as well as enables students to track the development of genres across periods, and develop a sense of eighteenth-century literature as a whole. English 666 provides the essential framework for eighteenth-century studies, and supports studies in early American literature, Romantic literature, Victorian literature, and early modern British literature.

#### Course Objectives:

- To provide students with guided research and writing experience in 18<sup>th</sup>-century studies.
- To develop an understanding of literature within its cultural and historical context.
- To analyze literature from a variety of critical and theoretical frameworks.
- To analyze the mechanisms of canon formation and the import of canonicity within literary studies.
- To recognize and analyze 18<sup>th</sup>-century British literature within broader literary contexts.

#### Learning Outcomes:

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

- Research and write a scholarly paper.
- Analyze the development of genres in 18<sup>th</sup>-century British literature.
- Analyze 18<sup>th</sup>-century British literature within its cultural and historical context.
- Analyze contemporary scholarship on 18<sup>th</sup>-century British literature.
- Identify and evaluate the mechanisms of canonization.
- Evaluate 18<sup>th</sup>-century British literature in broader contexts (for instance, in light of British literature that precedes and follows it; in the context of early American literature; etc.)

## Course Schedule:

August 18 Introduction

August 25 Restoration Drama

William Wycherley, *The Country Wife*  
William Congreve, *The Way of the World*

Gardener, Kevin J. "Patrician Authority and Instability in 'The Way of the World,'" *South Central Review*, Vol. 19 #1 (2002): 53-75.  
Hume, Robert D. "Jeremy Collier and the Future of London Theatre in 1698," *Studies in Philology*, Vol. 96 #4 (Autumn 1999): 480-511.  
Knapp, Peggy A. "The 'Plyant' Discourse of Wycherley's 'The Country Wife,'" *Studies in English Literature 1500-1900*, Vol. 40 #3 (Summer 2000): 451-72.

September 1 Restoration Poetry

John Dryden: "MacFlecknoe," "Absalom and Achitophel," "Alexander's Feast," "Ode to St. Cecilia," "To the Memory of Anne Killigrew," "To Mr. Oldham," "Annus Mirabilis"  
John Wilmot (Earl of Rochester): "The Imperfect Enjoyment," "Constancy," "Satire on Charles II," "Upon Nothing," "Love (to) a Woman"  
Katherine Philips: "Orinda to Lucasia (on Parting)," "Friendship's Mystery"

Andreadis, Harriet. "Re-Configuring Early Modern Friendship: Katherine Philips and Homoerotic Desire," *Studies in English Literature, 1500-1900 (SEL)*, Vol. 46 #3 (2006): 523-42.  
Ellenzweig, Sarah. "'Hitherto Propertied': Rochester's Aristocratic Alienation and the Paradox of Class Formation," *English Literary History (ELH)*, Vol. 69 #3 (2002): 703-725.  
Pritchard, William H. "Dryden Rules," *The Hudson Review*, Vol. 58 #4 (Winter 2006): 541-67.

September 8 Restoration Novel

Aphra Behn, *Oroonoko*

Kroll, Richard. "'Tales of Love and Gallantry': The Politics of *Oroonoko*," *Huntington Library Quarterly*, Vol. 67 # 4 (December 2004): 573-605.  
MacDonald, Joyce Green. "The Disappearing African Woman: Imoinda in *Oroonoko* after Behn," *English Literary History (ELH)*, Vol. 66 #1 (Spring 1999): 71-86.  
Sills, Adam. "Surveying 'The Map of Slavery' in Behn's *Oroonoko*" *Journal of Narrative Theory*, Vol. 36 #3 (Fall 2006): 314-340.

September 15 Augustan Prose

Eliza Haywood, *Fantomina*  
Selections from Joseph Addison and Richard Steele, *The Spectator* and *The Tatler*

Habermas, Jurgen. Selection from *The Structural Transformation of the Public Sphere*, pp. 27-67.  
Kramnick, Jonathan Brody. "Locke, Haywood, and Consent," *English Literary History (ELH)*, Vol. 72 #2 (Summer 2005): 453-70.

Pollock, Anthony. "Neutering Addison and Steele: Aesthetic Failure and the Spectatorial Public Sphere," *English Literary History (ELH)*, Vol. 74 #3 (Fall 2007): 707-34.

Powell, Manushag N. "See No Evil, Hear No Evil, Speak No Evil: Spectation and the Eighteenth-Century Public Sphere," *Eighteenth-Century Studies*, Vol. 45 # 2 (2012): 255-76.

**First Response Paper Due**

September 22 Augustan Novel

Daniel Defoe, *Robinson Crusoe*

Schmidgen, Wolfram. "Robinson Crusoe, Enumeration, and the Mercantile Fetish," *Eighteenth-Century Studies*, Vol. 35 #1 (2001): 19-39.

Wheeler, Roxann. "Christians, Savages, and Slaves," from *The Complexion of Race: Categories of Difference in Eighteenth-Century British Culture* (2000): 50-89.

September 29 Augustan Poetry

Alexander Pope: "Essay on Criticism," "Essay on Man," "Rape of the Lock," "Epistle to Arbuthnot"

Jonathan Swift: "Verses on the Death of Dr. Swift," "Description of a City Shower," "The Lady's Dressing Room"

Fanning, Christopher. "The Scriblerian Sublime," *Studies in English Literature 1500-1900 (SEL)*, Vol. 45 # 3 (Summer 2005): 647-67.

Hernandez, Alex Eric. "Commodity and Religion in Pope's 'Rape of the Lock,'" *Studies in English Literature 1500-1900 (SEL)*, Vol. 48 #3 (Summer 2008): 569-584.

Marshall, Ashley. "Swift on 'Swift': From *The Author upon Himself* to *The Life and Genuine Character*," *Huntington Library Quarterly*, Vol. 75 #3 (Autumn 2012): 327-63.

October 6 Augustan Drama/Mid-Century Drama

Richard Steele, *The Conscious Lovers*

George Lillo, *The London Merchant*

Freeman, Lisa A. "Tragic Flaws: Genre and Ideology in Lillo's *London Merchant*," *South Atlantic Quarterly*, Vol. 98 #3 (1999): 539-61.

Mazella, David. "'Justly Unpitied and Abhorr'd': Sensibility, Punishment, and Morality in Lillo's *The London Merchant*," *English Literary History (ELH)*, Vol. 68 #4 (Winter 2001): 795-830.

Wilson, Brett D. "Bevil's Eyes: Or, How Crying at *The Conscious Lovers* Could Save Britain," *Eighteenth-Century Studies*, Vol. 45 #4 (2012): 497-518.

October 13 Mid-Century Prose

Samuel Johnson: *The Preface to the Dictionary*; *The Preface to Shakespeare*; Selections from *Lives of the Poets (Milton, Pope, Gray)*

Booth, Mark W. "Johnson's Critical Judgments in *The Lives of the Poets*," *Studies in English Literature 1500-1900*, Vol. 16 #3 (Summer 1976): 505-15.

DeMaria, Jr., Robert and Gwin J. Kolb. "Johnson's *Dictionary* and Dictionary Johnson," *The Yearbook of English Studies*, Vol. 28 (1998): 19-43.

Hamm, Jr., Robert B. "Walker v. Tonson in the Court of Public Opinion," *Huntington Library Quarterly*, Vol. 75 #1 (March 2012): 95-112.

**Editing Assignment Due**

October 20 Class Cancelled

October 27 Mid-Century Novel  
Samuel Richardson, *Pamela*

Straub, Kristina. "Interpreting the Woman Servant: Pamela and Elizabeth Canning, 1740-1760," from *Domestic Affairs: Intimacy, Eroticism, and Violence between Servants and Masters in Eighteenth-Century Britain* (2009): 47-82.

Warner, William B. "The Pamela Media Event," from *Licensing Entertainment: The Elevation of Novel Reading in Britain, 1684-1750* (1998): 176-230.

November 3 Mid-Century Poetry

James Thomson: "The Seasons: Winter," "Rule Britannia"

Christopher Smart: "Jubilate Agno," "A Song to David"

Thomas Gray: "Elegy Written in a Country Churchyard," "Ode on a Distant Prospect of Eton College," "Ode on the Death of a Favourite Cat," "The Bard," "The Fatal Sisters," "On the Death of Richard West"

Ennis, Daniel J. "Christopher Smart's Cat Revisited: 'Jubilate Agno' and the 'Ars Poetica' Tradition," *South Atlantic Review*, Vol. 65 #1 (Winter 2000): 1-23.

Jung, Sandro. "Visual Interpretations, Print, and Illustrations of Thomson's *The Seasons, 1737-1797*," *Eighteenth-Century Life*, Vol. 34 #2 (Spring 2010): 23-64.

Zionkowski, Linda. "Bridging the Gulf Between: The Poet and the Audience in the work of Gray," *English Literary History (ELH)*, Vol. 58 #2 (Summer 1991): 331-50.

November 10 Age of Revolutions Drama and Poetry

Richard Brinsley Sheridan, *The School for Scandal*

Robert Burns: "A Red, Red Rose," "To a Mouse," "To a Louse," "Tam O'Shanter," "Auld Lang Syne," "The Cotter's Saturday Night"

Ann Yearsley: "Addressed to Sensibility," "A Poem on the Inhumanity of the Slave Trade"

Donoghue, Frank. "Avoiding the 'Cooler Tribunal of the Study': Richard Brinsley Sheridan's Writer's Block and Late Eighteenth-Century Print Culture," *English Literary History (ELH)*, Vol. 68 #4 (Winter 2001): 831-56.

Kahn, Madeleine. "Hannah More and Ann Yearsley: A Collaboration Across the Class Divide," *Studies in Eighteenth-Century Culture*, Vol. 25 (1996): 203-223.

Whately, Christopher A. "'It is Said that Burns was a Radical': Contest, Concession, and the Political Legacy of Robert Burns, ca. 1796-1859," *Journal of British Studies*, Vol. 50 # 3 (July 2011): 639-66.

**Second Response Paper Due**

November 17 Age of Revolutions Prose

Selections from Edmund Burke, *Reflections on The Revolution in France*;  
 Selections from Mary Wollstonecraft, *Vindication of the Rights of Woman*

November 24 Thanksgiving Recess

December 1 Age of Revolutions Novel  
 Frances Burney, *Evelina*  
 Maria Edgeworth, *Castle Rackrent*

Cope, Virginia H. "Evelina's Peculiar Circumstances and Tender Relations,"  
*Eighteenth-Century Fiction*, Vol. 16 #1 (October 2003): 59-78.

Egenwolf, Susan B. "Maria Edgeworth in Blackface: *Castle Rackrent* and the Irish  
 Rebellion of 1798," *English Literary History (ELH)*, Volume 72 #4 (Winter  
 2005): 845-69.

Hamilton, Patricia L. "Monkey Business: Lord Orville and the Limits of Politeness in  
 Frances Burney's *Evelina*," *Eighteenth-Century Fiction*, Vol. 19 #4 (Summer  
 2007): 415-40.

O'Donnell, Katherine. "Castle Stopgap: Historical Reality, Literary Realism, and  
 Oral Culture," *Eighteenth-Century Fiction*, Vol. 22 #1 (Fall 2009): 115-30.

December 6 **Conference Length Essay Due**

Course schedule may change at the instructor's discretion.

#### Assignments:

As befitting a 600-level course, "Students should be evaluated through some combination of short assignments designed to foster engagement with the entire range of readings for the course." (Graduate Student Handbook, p. 5)  
 The assignments for this course are as follows:

- Two response papers (~3 pages/750 words each; each 15% of final grade)
- An edition of a short 18<sup>th</sup>-century text (~ 8 pages including commentary; 30% of final grade)
- A conference-length essay (~10 pages/3,000 words; 40% of final grade)
- 1-2 questions for each session (ungraded)
- Peer review of response papers (ungraded)

Response papers: a response paper allows you to work through your ideas in a more formal manner than a discussion question. It's an opportunity to elaborate on an idea that was raised in class—or to pursue an idea that we did not have an opportunity to discuss. Or, if you prefer, think of it as the preliminary articulation and testing of a thesis statement. The purpose of the response papers is to provide evidence of your ongoing engagement with the texts and issues in English 666—and to allow me to give you individualized feedback on a regular basis.

Editing Assignment: You will choose a short 18<sup>th</sup>-century text (preferably from the Rare Book Room in Wise Library), and edit and annotate it. The text should be approximately 4-5 pages long; consult with me if you find a text that compels you that is significantly longer or shorter. The process of editing requires that you determine who your audience is, and the kinds of information that they will need to make sense of the document at hand. (That may include vocabulary; information about the author and the historical context of the document; and so on.) In addition to editing and annotating the text, you will submit a short reflective statement, approximately 3-4 pages, in which you discuss your editorial choices, their implications, and the issues that arose while editing.

Conference-length essay: a thesis-driven essay, reflecting your ideas and research on an 18<sup>th</sup>-century studies topic. It is important to master the conference-length essay—for not only is conference participation expected of academic professionals, but often conference presentations are the basis of publications, which are the academic coin of the realm.

#### Submission of Assignments:

Your papers should be typed (11 or 12 point font), with sufficient space in the margins for comments. (One-inch margins will do). Papers should be double-spaced.

Your papers should reflect careful reading and thinking about your subject. Do not summarize a work, or subsume your voice to another scholar.

You may use either *The MLA Handbook* or *The Chicago Manual of Style* for formatting and documentation—but whichever one you choose, please use it consistently.

It is highly recommended that you keep a copy or a back-up of every assignment that you hand in.

Hand in papers on time. Late submissions will receive a lower grade unless the student has a viable reason (such as illness, familial emergency) for his/her lateness, **and** has notified me within 24 hours of the original due date. Your grade will be lowered a fraction for every day your work is late (ex. B to B- for one day late).

#### 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.

Online Resources (via WVU Library Database System):

*Eighteenth-Century Collections Online* (ECCO) – an archive of over 136,000 digitized eighteenth-century texts in literature, history, geography, theology, philosophy, politics, science, medicine, and law. Primarily British works, but ECCO includes some American, French, and Italian texts as well. Texts are searchable, and can be downloaded. The primary database for scholars in the field.

*Early English Books Online* (EBBO) – an archive of over 125,000 digitized texts published between 1473 and 1700 in Great Britain, in fields including literature, history, philosophy, theology, science, mathematics, and education. Texts are available for downloading, but they are not yet searchable (although they will be soon). For the purposes of our course, this database is most useful for Restoration texts (1660-1700).

*British Periodicals* – an archive of 500+ digitized British periodicals from 1680-1930. For our course, this is most useful for book reviews and theatre reviews, and for a sense of the journalistic milieu of the period.

*Oxford Dictionary of National Biography* (ODNB) – a reliable source for biographies of the famous and not-so-famous in Great Britain. Each entry includes sources, including (when available) relevant archival sources, wills, and portraits.

*Oxford English Dictionary* (OED) – the primary dictionary of the English language, which is not only acclaimed for its precision of definition, but for tracing the meaning of a word through time by providing examples of usage in various time periods.

*JSTOR* – a text-based archive of 1,000+ academic journals, with academic articles available for downloading.

*Project Muse* – a text-based archive of scholarly books and journals published by 120+ presses, which is searchable and available for downloading.

*MLA International Bibliography* (via EBSCO Host) – a comprehensive bibliography of world literature, linguistics, folklore, and film studies. It does not provide texts, although the MLA Bibliography has links to WVU holdings that will guide to you access.

*WorldCat* – a database of 10,000+ libraries worldwide. If our library does not have what you need, WorldCat will guide you to the closest collection with the resource. (Note: our interlibrary loan services are excellent.)

Online Resources (General)

Jack Lynch's Eighteenth-Century E-Texts: <http://andromeda.rutgers.edu/~jlynch/18th/etext.html>

Carnegie Mellon University's Eighteenth-Century Studies Page: <http://18th.eserver.org/>

Voice of the Shuttle Restoration and 18<sup>th</sup>-Century Page: <http://vos.ucsb.edu/browse.asp?id=2738>

American Society for Eighteenth-Century Studies Home Page: <http://asecs.press.jhu.edu/>

### **Academic Dishonesty:**

West Virginia University's definition of academic dishonesty is available in Student Conduct Code (<http://campuslife.wvu.edu/r/download/220286>), pages 6-7:

“Academic dishonesty. The term “academic dishonesty” means plagiarism; cheating and dishonest practices in connection with examinations, papers, and/or projects; and forgery, misrepresentation, or fraud as it relates to academic or educational matters.

1) The term “plagiarism” means the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment, including, but not limited to, the unacknowledged use of materials prepared by another individual engaged in the selling of term papers or other academic materials.

2) The terms “cheating and dishonest practices in connection with examinations, papers, and/or projects” means (i) giving or receiving of any unauthorized assistance in taking quizzes, tests, examinations, or any other assignment for a grade; (ii) depending upon the aid of sources beyond those authorized by the instructor in quizzes, tests, examinations, writing papers, preparing reports, solving problems, or carrying out other assignments; (iii) the acquisition or use, without permission, of tests or other academic material belonging to a member of the University faculty or staff; or (iv) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

3) The terms “forgery, misrepresentation, or fraud as it relates to academic or educational matters” means (i) wrongfully altering, or causing to be altered, the record of any grade or other educational record; (ii) use of University documents or instruments of identification with the intent to defraud; (iii) presenting false data or information or intentionally misrepresenting one's records for admission, registration, or withdrawal from the University or from a University course; (iv) knowingly presenting false data or information or intentionally misrepresenting one's records for personal gain; (v) knowingly furnishing the results of research projects or experiments for the inclusion in another's work without proper citation; or (vi) knowingly furnishing false statements in any University academic proceeding.”

### **WVU Academic Integrity Statement:**

“The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the West Virginia University Academic Catalog at <http://catalog.wvu.edu/undergraduate/coursecredittermsclassification/#academicintegritytext>. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.”

**Inclusivity Statement:**

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. 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 the Office of Accessibility Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>.

**Adverse Weather Commitment:**

In the event of inclement or threatening weather, everyone should use his or her best judgment regarding travel to and from campus. Safety should be the main concern. If you cannot get to class because of adverse weather conditions, you should contact me as soon as possible. Similarly, if I am unable to reach our class location, I will notify you of any cancellation or change as soon as possible, using MIX, Gmail, and/or eCampus to prevent you from embarking on any unnecessary travel. If you cannot get to class because of weather conditions, I will make allowances relative to required attendance policies, as well as any scheduled tests, quizzes, or other assessments.