Writing Revolution in the British Atlantic World, 1776-1808

This course will examine the literary response to three revolutions in the late eighteenth-century Atlantic world: the American, the French, and the Haitian. We will read a variety of texts spanning genre, region, and literary movement, incorporating non-fictional pamphlets, political documents, and sermons by Thomas Paine, Edmund Burke, poetry by Phillis Wheatley, Timothy Dwight, and William Wordsworth, and novels by Leonora Sansay, Robert Bage, and Charles Brockden Brown. Literary movements and styles such as sentimentalism, Romanticism, and the gothic will be considered in relation to the circulation of revolutionary ideas and ensuing paranoia or conservative backlash.

Required readings:

Robert Bage, Hermsprong, or Man as He Is Not (Kessinger, 2004) 978-1419123573 [all critical editions seem to be out of print. If you can find a used copy of one, such as Stuart Tave’s from 1982, Penn State, please do so.]
Joanna Baillie, Six Gothic Dramas, edited by Christine A. Colon (Valancourt, 2007), 978-0979233203
Anna Letitia Barbauld: Selected Poetry and Prose, edited by William McCarthy and Elizabeth Kraft (Broadview, 2001) 978-1551112411
Benjamin Franklin, The Autobiography and Other Writings, ed. Kenneth A. Silverman (Penguin Classics, 2003), 0142437603
Judith Sargent Murray, Selected Writings, edited by Sharon M. Harris (Oxford University Press, 1995) 0-19-510038-7 [This is out of print but used copies are available on Amazon]
Thomas Paine, Common Sense, Rights of Man, and Other Essential Writings of Thomas Paine (Signet, 2003) 0-451-52889-1
Ann Radcliffe, The Italian, edited by Frederick Garber and E. J. Clery (Oxford, 2008), 0199537402
Leonora Sansay, Secret History: or, The Horrors of St. Domingo, edited by Michael J. Drexler (Broadview, 2007), 978-1551113463
Phillis Wheatley, Complete Writings, edited by Vincent Carretta (Penguin, 2001) 0-14-042430-X
Requirements and Course Grade:

**Weekly Response Papers:** By 4:00 p.m. every Monday, please send a response of no more than 250 words to the WebCT page for this class. I will open new discussion threads for each week’s reading. These papers should be informal, in that they may deploy an informal or chatty tone, asking questions or making brief observations. They should, however, contain the polished, proofread writing that I expect in your final papers, with page references (where appropriate) to the reading for the week.

**Class Presentation:** Each of you will begin one class with a presentation on the week’s reading. This presentation should provide an opening for discussion, summarizing which issues you found most interesting and asking several questions to which your classmates and I can respond. You also will distribute a brief, annotated bibliography of about five titles on scholarship related to the book and the issues you are addressing.

**Book Review:** You will write a 750-1200 word review of a recent scholarly publication relating to the course topic. This review should be of publishable quality, summarizing the book’s main argument, explaining how it relates to current scholarship, considering who its audience might be, and pointing out its strong and weak points. You are welcome to select a text that relates to your own specific academic interests, and/or find a book that relates to your final paper topic. I also will give you a list of possible texts.

**Papers:** You have the choice of writing one long (13-15 page) paper or an annotated bibliography oriented to a specific topic (13-15 pages single spaced).

**One Long Paper:** If you choose to write one long paper, on November 1 you will turn in a prospectus, describing in as much detail as possible the topic and structure of your final paper. This final paper should be 13-15 pages long, it should involve some research of secondary and/or historical sources, and it should set out to argue a particular and precise theory about one or two texts we have studied this term.

**Annotated Bibliography:** This should begin with a paragraph-introduction with general topics on the state of scholarship on the bibliography’s topic. Entries should be accompanied by 2-3 sentences of summary. Grading will assess the extensiveness and depth of research as well as insightfulness of summary commentary.

**Special Needs:**

Students with disabilities should contact the Center for Student Academic Support to self-identify their needs in order to facilitate their rights under the Americans with Disabilities Act. The Center is located in 210 Lorton Hall. All students are encouraged to familiarize themselves with and take advantage of services provided by the Center for Student Academic Support such as tutoring, academic counseling, and developing study skills. The Center provides confidential consultations to any student with academic concerns as well as to students with disabilities.

**Plagiarism and Academic Integrity:**
I expect all students in this class to adhere to the standards of academic integrity as defined in the University of Tulsa’s Student Handbook. If I find any evidence that a student has cheated on an examination or plagiarized a paper, I will fail the particular assignment immediately. I will then forward the case to my department Chair and college Dean for further disciplinary action. Most likely I will give the student a failing grade for the semester and recommend suspension from the university.

The handbook of the Modern Language Association defines plagiarism as follows: “Derived from the Latin word plagiarus (“kidnapper”), plagiarism refers to a form of cheating that has been defined as the false assumption of authorship: the wrongful act of taking the product of another person’s mind, and presenting it as one’s own (Alexander Lindey, Plagiarism and Originality [New York: Harper, 1952]2). To use another person’s ideas or expressions in your writing without acknowledging the source is to plagiarize” (Joseph Gibaldi, MLA Handbook, 4th ed., [New York: MLA, 1995]26).

It often is difficult to determine where the line is between being influenced by a text or person, and taking words or ideas from that text or person. Confusion can arise easily when one is doing extensive research or collaborating with other people. If you have any questions about whether or not you should give credit to a source in your work, I suggest that you always cite that source to be safe. Please also see me if you are uncertain about whether or how to cite a course, or consult the Modern Language Association Handbook.

Please note that as part of a general effort to combat plagiarism I will be submitting randomly selected papers from all of my classes to a plagiarism detection service. I also will be using this service to screen any paper that I suspect is plagiarized.

Finally, while not technically a form of plagiarism I do consider it a breach of academic integrity for a student to submit the same paper for credit in more than one class. If you wish to develop some ideas or revise some work you have done in an earlier class, please consult with me first to determine whether such work would fill the requirements for this class. If I discover that a student has submitted work for my class and another class, that student will be likely to fail the class.

Office Hours and Contacting Me:

I will be available to meet with all students from 1:00 to 1:50 on Wednesdays and Thursdays. If my office hours conflict with your schedule I will be happy to make an appointment with you at another time. Please note that because I will not hold regular office hours on March 4-5, March 26, or April 23.

The best way to contact me outside of office hours is through email, which I try to check daily. My email address is laura-stevens@utulsa.edu. My mailbox is in the main office of the English department, 365 Zink Hall. You may also leave me voice mail or call my office at 631-2859, but if you are calling me over a holiday keep in mind that these messages will be erased automatically after 3 days.
Reading and Assignment Schedule

January 13, Introduction
Sign up for Class Presentations
Declaration of Independence
Egerton, ch. 1

January 20
Paine, Common Sense, The Crisis, Rights of Man
Edward Larkin, Thomas Paine and the Literature of Revolution (Cambridge, 2005), intro. and ch. 1 (photocopy)
Samples of eighteenth-century newspapers, photocopy
Egerton, ch. 9

January 27
Cowper, The Task, Book 1
Egerton, ch. 6

February 3
Franklin, Autobiography
Fliegelman, Prodigals and Pilgrims, Introduction and ch. 4, photocopy
Egerton, ch. 10

February 10
Daniel E. White, “The ‘Joineriana’: Anna Barbauld, the Aikin Family Circle, and the Dissenting Public Sphere,” Eighteenth-Century Studies 32.4 (1999): 511-533 MUSE and JSTOR
Burke, Reflections on the Revolution, sections, photocopy

Book Review Due
Egerton, ch. 11
February 17
Wollstonecraft, *Vindication*
Backgrounds, Astell, 199-202, Catharine Macaulay, 204-210
The Wollstonecraft Debate, Godwin, 231-35

February 24
Lecture by Professor Eve Tavor Bannett, University of Oklahoma
Samuel Jackson Pratt, *Emma Corbett; or, the Miseries of Civil War. Founded on Some Recent Circumstances which Happened in America* (Bath and London, 1780) copy available through TUCopy, volumes 1 and 2

March 3
*Emma Corbett*, Volume 3
Egerton, ch. 14

March 10
*Baillie, De Montfort, Orra, Witchcraft*

March 17 Spring Break, no classes

March 24
*Paper or Bibliography Proposal due in class*
Coleridge, *Fears in Solitude, France. An Ode, Frost at Midnight*, others tba
Paul Magnuson, “The Politics of Frost at Midnight,” in *Reading Public Romanticism*, photocopy

March 31
*Bage, Hermsprung*
Burke, *Reflections on the Revolution*, sections, photocopy
Egerton, ch. 8

April 7
*Radcliffe, The Italian*
Katherine McGee presentation

**April 14**
Brockden Brown, *Edgar Huntly*
Wil Verhoeven, “‘This blissful period of intellectual liberty’: Transatlantic Radicalism and Enlightened Conservatism in Brown’s Early Writings.” In *Revising Charles Brockden Brown*, edited by Philip Barnard, Mark Kamrath, and Stephen Shapiro (University of Tennessee Press, 2004) 7-40. (photocopy)

**Works Cited List for Paper due in class**

**April 21** Sansay, Editor’s Introduction and *The Secret History*
From Sansay edition: Contextual documents, 270-314

**Final Paper or Annotated Bibliography due Thursday, April 30, at 4:00 p.m. in my mailbox**