

English 8173.01
Spring, 2009
T 6-8:45
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Prof. Stevens
Office: 341 Zink
631-2859
Office Hours: WTh 1-1:50

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

Charles Brockden Brown, *Edgar Huntly, or, Memoirs of a Sleep-Walker, with Related Texts*, edited by Philip Barnard and Stephen Shapiro (Hackett, 2006) 978-0-87220-853-7

Samuel Taylor Coleridge: The Major Works, edited by H.J. Jackson (Oxford, 2009) 978-0199537914

Douglas R. Egerton, et al., *The Atlantic World* (Wheeling, IL: Harlan Davidson, Inc., 2007) 978-0-88295-245-1

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

Mary Wollstonecraft, *A Vindication of the Rights of Woman*, 2nd ed, edited by Carol H. Poston (Norton, 1988) 0-393-95572-9

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 *plagiarius* ("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

Fliegelman, Jay, *Declaring Independence: Jefferson, Natural Language, and the Culture of Performance* (Stanford, 1982), Introduction and ch. 1, "Jefferson's Pauses"

Betsy Erkkila, "Radical Jefferson," *American Quarterly* 59.2 (2007): 277-289, MUSE

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

Wheatley, Carretta's intro., 1-65, "America" 75, "On the Death of General Wooster" 92, "LIBERTY AND PEACE, A POEM" 101, "An Elegy on Leaving" 102, letters 139-141, 146, 151-154, 158

Cowper, *The Task*, Book 1

Eric Slauter, "Neoclassical Culture in a Society with Slaves: Race and Rights in the Age of Wheatley," *Early American Studies* 2.1 (2004): 81-122

Suvir Kaul, *Poems of Nation, Anthems of Empire*, ch. 5, "The World of Antislavery Poetry," photocopy

Egerton, ch. 6

February 3

Franklin, *Autobiography*

Fliegelman, *Prodigals and Pilgrims*, Introduction and ch. 4, photocopy

Joseph Chaves, "Polite Mentors and Franklin's 'Exquisite Pleasure': Sociability, Prophylaxis, and Dependence in the Autobiography," *Early American Literature*, 42.3 (2007): 555-571

Egerton, ch. 10

February 10

Barbauld, "On the Expected Rising of the French Nation," "Essay to the Opposers of the Test and corporation Acts," "Sins of Government, Sins of the Nation," "Eighteenth Hundred and Eleven," "Epistle to William Wilberforce, Esq.," and others tba

Deirdre Coleman, "Conspicuous Consumption: White Abolitionism and English Women's Protest Writing in the 1790s," *ELH* 61.2 (1994): 341-362.

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

Murray, "On the Equality of the Sexes," "Observations on Female Abilities," *Story of Margareta*

Paul Lewis, "Attaining Masculinity: Charles Brockden Brown and Woman Warriors of the 1790s," *Early American Literature* 40.1 (2005): 37-55, MUSE

Alex Schulman, "Gothic Piles and Endless Forests: Wollstonecraft between Burke and Rousseau," *Eighteenth-Century Studies* 41.1 (2007): 41-54, MUSE

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

Sarah Knott, "Sensibility and the American War of Independence," *American Historical Review* 109:1 (2004): 19-40. Academic Search Complete

March 3

Emma Corbett, Volume 3

Christopher Flynn, "Dismembering Anglo-America: The Body Politic and the First English Novel about the American Revolution," *Symbiosis: A Journal of Anglo-American Literary Relations* 9.2 (October, 2005): 193-213. Photocopy.

Egerton, ch. 14

March 10

Baillie, *De Montfort, Orra, Witchcraft*

Barbara Judson, "'Sympathetic Curiosity': The Theater of Joanna Baillie," *Tulsa Studies in Women's Literature* 25.1 (2006): 49-70.

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, *Hermesprong*

Amanda Gilroy and Wil Verhoeven, "The Romantic-Era Novel: A Special Issue: Introduction," *NOVEL*, 34.2 The (2001): 147-162.

Burke, *Reflections on the Revolution*, sections, photocopy

Egerton, ch. 8

April 7

Radcliffe, *The Italian*

Robert J. Mayhew, "Latitudinarianism and the Novels of Ann Radcliffe," *Texas Studies in Literature and Language* 44.3 (2002): 273-301
Chaplin, Sue. "Romance and Sedition in the 1790s: Radcliffe's *Italian* and the Terrorist Text." *Romanticism* 7.2 (2001): 177-190.
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

Matt Clavin, "Race, Revolution, and the Sublime: The Gothicization of the Haitian Revolution in the New Republic and Atlantic World," *Early American Studies: An Interdisciplinary Journal* - Volume 5, Number 1, Spring 2007, pp. 1-29, Project MUSE

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