

English 8133.01
Spring, 2008
M 6-8:45
Zink 354
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Prof. Stevens
Office: 341 Zink
631-2859
Office Hours: MW
10-10:50 & by appt.

**Graduate Seminar Description:
Women and Writing in the British Atlantic before 1800**

The colonization of the Americas thrust women – European, African, and Native American – into situations, experiences, and roles for which there was little precedent. It provided writers of many literatures and languages with subject-matter ranging from the marvelous to the terrifying, and it presented a dramatically enlarged geographic arena for the circulation of texts and ideas to audiences placed in positions of dialogue with and spectation on each other. In this course will consider one aspect of these highly significant changes, as we examine the role of women in the transatlantic literary culture of Britain and its colonies before 1800. We will study women as both authors and objects of writing, focusing on the ways in which transatlantic contact altered textual treatments of women. It has three primary goals: 1) to impart a richer awareness of the breadth, variety, and significance of women's writing in English before 1800; 2) to prompt consideration of the impact that the British colonization of North America had on the lives, imaginations, and writings of women, whether those women be New England colonists, metropolitan Londoners, Native Americans, or African slaves; and 3) to call attention to the complex ways in which images of women catalyzed transatlantic conversations about matters ranging from theology to politics, including the foundation of the United States.

Requirements and Course Grade:

Weekly Response Papers: By 5:00 p.m. every Sunday, please email to me a 2-3 page response to the week's reading. If possible send me an attachment in Word, with the response paper double-spaced. I will use these responses to structure the next day's class. 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. We will schedule these meetings on the first day of class.

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). Both projects are due on Wednesday, April 30.

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 be based on an assessment of 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 Holmes Student Center Room 59. 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 10 to 10:50 on Mondays and Wednesdays. If these hours become crowded with undergraduates, I will set up an office hour for graduate students only. If my office hours conflict with your schedule I will be happy to make an appointment with you at another time.

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.

Required Texts:

Margaret Cavendish, *The Blazing World and Other Writings*, ed. Kate Lilley (Penguin, 1994) 978-0140433722

Kathryn Zabelle Derounian-Stodola, *Women's Indian Captivity Narratives* (Penguin, 1998) 978-0140436716

Daniel Defoe, *Moll Flanders* (Oxford, 1971) 0-19-283403-7

Frank Felsenstein, *English Trader, Indian Maid: Representing Gender, Race, and Slavery in the New World: An Inkle and Yarico Reader* (Hopkins, 1999) 978-0801861062

Sarah Kemble Knight, *The Journal of Madame Knight*, ed., George Winship (Kessinger, 2004), 978-1417967964

Judith Sargent Murray, *Selected Writings of Judith Sargent Murray*, ed. Sharon H. Harris (Oxford, 1995), 0195100387

Susannah Rowson, *Charlotte Temple*, ed. Cathy N. Davidson (Oxford, 1987) 978-0195042399

Leonora Sansay, *Secret History and Laura*, ed. Michael Drexler (Broadview, 2007) 978-1-

55111-346-3

Phillis Wheatley, *Phillis Wheatley, Complete Writings*, ed., Vincent Carretta (Penguin, 2001) 978-0140424300

Unca Eliza Winkfield, *The Female American*, ed. Michelle Burnham (Broadview, 2000) 978-1551112480

Recommended: Douglas R. Egerton, et al., *The Atlantic World: A History, 1400-1888* (Harlan Davidson, 2007) 978-0882952451

Reading and Assignment Schedule

January 14, Introduction

Douglas R. Egerton, et al., "Conceptualizing the Atlantic World," in *The Atlantic World: A History, 1400-1888*, pp. 9-38, hand-out

David Armitage, "Three Concepts of Atlantic history," in *The British Atlantic World, 1500-1800*,

David Armitage and Michael J. Braddick, eds. (Palgrave, 2002), 11-27, hand-out

Sign up for Class Presentations

January 21, Martin Luther King Jr. Day, no classes

January 28 Women and the Rhetoric of Exploration

Christopher Columbus, from *A Letter to Lord Raphael Sanchez* (1493) (hand-out)

Amerigo Vespucci, from *Mundus Novus* (1503) (hand-out)

Sir Walter Raleigh, from *The Discovery of Guiana* (1595) (hand-out)

John Smith's letter to Queen Anne, 1616, <http://members.aol.com/mayflo1620/pocahontas.html>

Mario Klarer, "Cannibalism and Carnavalesque: Incorporation as Utopia in the Early Image of America," *New Literary History* - Volume 30, Number 2, Spring 1999, pp. 389-410, Project MUSE

February 4 Cavendish, *The Blazing World*

Sujata Iyengar, "Royalist, Romancist, Racialist: Rank, Gender, and Race in the Science and Fiction of Margaret Cavendish," *ELH* - Volume 69, Number 3, Fall 2002, pp. 649-672, Project MUSE

February 11 narratives of Rowlandson, Dustan, Hanson, Panthar, and Howe in Derounian-Stodola

Teresa Toulouse, "The Sovereignty and Goodness of God in 1682: Royal Authority, Female Captivity, and "Creole" Male Identity," *ELH* 67, Number 4, Winter 2000, pp. 925-949, Project MUSE

Book Review Due

February 18 Mourning Women

James Fitch, *Peace, the end of the perfect and upright demonstrated and usefully improved in a sermon preached upon the occasion of the death and decease of that piously affected and truly religious matron, Mrs. Anne Mason*, (1672) EEBO

John Glascock, *Mary's Choice, or, The Choice of the Truly Godly Person Opened, and Justified, in a Sermon Preached at the Funeral of Mrs Anne Petter, Late Wife of Mr. John Petter, Pastor of the Church at Hever in Kent. April 26. 1658* (1659) EEBO

Laurel Thatcher Ulrich, "Vertuous Women Found: New English Ministerial Literature, 1668-1735," *American Quarterly* 28 (1976), 20-240.

February 25 Aphra Behn and the Transatlantic movements of Women

Oroonoko (1688), use any available version. There is one in the most recent editions of the Norton anthology. Come see me if you don't already own a copy.

The Widdow Ranter (1690) EEBO

Visconsi, Elliott, "A Degenerate Race: English Barbarism in Aphra Behn's *Oroonoko* and *The Widow Ranter*," *ELH* - Volume 69, Number 3, Fall 2002, pp. 673-701, Project MUSE

March 3 Women and Trade: *Moll Flanders*

Jacques Sohier, "Moll Flanders and the Rise of the Complete Gentlewoman-Tradeswoman," *Eighteenth-Century Novel*, 2002; 2: 1-21, photocopy

March 10 Women and Trade, II

Sarah Kemble Knight, *The Journal of Madam Knight*

Julia Stern, "To Relish and to Spew: Disgust as Cultural Critique in the Journal of Madame Knight," *Legacy* 14.1 (1997): 1-12, photocopy

March 17 Spring Break, no classes

March 24 Winkfield, *The Female American*

Wheeler, Roxann, "The Complexion of Desire: Racial Ideology and Mid-Eighteenth-Century British Novels," *Eighteenth-Century Studies* - Volume 32, Number 3, Spring 1999, pp. 309-332, Project MUSE

March 31 Slavery and Sentiment

Felsenstein, pages tbd

Nicole Horejsi, "'A Counterpart to the Ephesian Matron': Steele's 'Inkle and Yarico' and a Feminist Critique of the Classics," *Eighteenth-Century Studies* - Volume 39, Number 2, Winter 2006, pp. 201-226, Project MUSE

Paper or Bibliography Proposal due in class

April 7 Phillis Wheatley

Helen M. Burke, "The Rhetoric and Politics of Marginality: The Subject of Phillis Wheatley," *Tulsa Studies in Women's Literature*, 10 (Spring, 1991), 31-45. JSTOR

April 14 Judith Sargent Murray + excerpts from Wollstonecraft, pages tbd

Karen L. Schiff, "Objects of Speculation: Early Manuscripts on Women and Education by Judith Sargent (Stevens) Murray," *Legacy* - Volume 17, Number 2, 2000, pp. 213-228, Project MUSE

April 21 Rowson, *Charlotte Temple*

Excerpts from *Clarissa* (hand-out)

Tennenhouse, Leonard, "The Americanization of *Clarissa*," *The Yale Journal of Criticism* - Volume 11, Number 1, Spring 1998, pp. 177-196, Project MUSE

Works Cited List for Paper due in class

April 28 Sansay, Editor's Introduction and *The Secret History*

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