

University of Nottingham

School of American and Canadian Studies

Q43007

**American Enlightenment/  
American Gothic**

(20 Credits; Level 3)

Spring 2010

Module Convenor:  
Matthew Pethers

## American Enlightenment/American Gothic

Module Code: Q43007

Credits: 20

Level: 3

Semester: Spring 2010

Pre-requisites: None

**Convenor:** Matthew Pethers

**Seminar Tutor:** Matthew Pethers

**Email:** Matthew Pethers: [matthew.pethers@nottingham.ac.uk](mailto:matthew.pethers@nottingham.ac.uk)

**Office Hours:** To be announced

**Description:** The aim of this module is to introduce students to a range of key texts and debates from the early national period. American thought and culture between 1776 and 1820 has often been viewed through the lens of the Enlightenment, with its emphasis on rational inquiry, political liberation and social equality, but during the same decades there were also apparently contradictory themes and ideas at play which emphasized the irrational and the oppressive. These impulses found their most striking articulation in the ghostly figures, murderous villains and pervasive paranoia of the form we now call the Gothic. Through primary sources from a number of different disciplines we will explore the relationship between these two traditions, considering how the idealistic aims of the Enlightenment were formulated and expressed, the limitations and contradictions of these aims, and the ways in which America's continuing divisions of class, race and gender were dealt with through the lurid imagery of the Gothic.

Subjects covered on this module are likely to include: Benjamin Franklin's *Autobiography*; Crèvecoeur's *Letters from an American Farmer*; architecture, painting and museums of the late eighteenth century; early slave narratives; the supernatural fiction of Charles Brockden Brown; the hysteria over the Illuminati conspiracy; representations of the French Revolution; American responses to the Haitian Revolution; the autobiography of the con-man Stephen Burroughs; Washington Irving's Romanticization of the Gothic in "Rip Van Winkle" and "The Legend of Sleepy Hollow."

**Objectives:** 1) to introduce students to various aspects of/issues in American thought and culture between 1776 and 1820; 2) to examine a variety of different cultural forms (fiction, autobiography, essay, art, etc.) in context; 3) to encourage the application historically and theoretically informed approaches to the study of individual texts; 4) to develop a broad understanding of the political, cultural and intellectual life of the era, and the interrelationship of different movements

**Assessment:** You will be required to develop organizational and conceptual planning skills in order to complete the essay and prepare for the examination. In seminars, you will be expected, for the benefit of yourself and others in the group, to demonstrate the care with which you have read the assigned texts, and to show that you have succeeded in making links with lectures. The overall aim of your participation in the course will be to develop and refine your written and verbal skills in conjunction with subject-based knowledge and the practice of intellectual and cultural history.

**Disability Awareness:** The School of American and Canadian Studies is fully committed to equal opportunities for disabled students and invites those students who have a disability to contact the School's Disability Liaison Officer, Jean Darnbrough. Such consultations are entirely confidential.

Alternatively, or in addition, those students may consult the module tutor.

# American Enlightenment/American Gothic

## Timetable

- Lectures:** One 50-minute lecture per week  
MONDAYS: 9-10am, TRENT C7
- Except** for week commencing 3<sup>rd</sup> May, when the Lecture will be on Tuesday 4<sup>th</sup> May in TRENT B65
- Seminars:** One 50-minute seminar per week (sign up via NEXUS)  
TUESDAYS: 4-5pm, PORTLAND D138

## Teaching Methods

**Lectures** are designed to familiarise students with the intellectual, cultural and historical contexts of significant developments in American thought and culture. They will also provide a broad chronological framework for the development of ideas from settlement to the early twentieth century.

**Seminars** are designed to allow students a more in-depth look at specific primary texts relating to lectures. Students are required to prepare in advance by reading specific designated texts.

**Tutorials:** You can make use of your seminar tutor's office hours for consultation about any questions or problems that may arise.

## Assessment

One mark will be returned for this 20-credit module, composed of the following elements:

- Coursework: 1 x 3500-4000 word essay (45%)  
Examination: One 2-hour examination (45%)  
Seminar Assessment: Continuous throughout semester (10%)

**Seminar assessment** is based on regular attendance, evidence of preparation, and level of engagement in class discussion. School-wide criteria for marking seminar participation will be employed. This is reproduced below on p., along with details of the School's attendance policy. Please read the latter carefully.

**The examination** is a two-hour written test which assesses your knowledge of the module as a whole through a range of questions.

**The coursework essay assignment** is to write an essay building on the texts discussed in lectures and seminars. *Please see page 10.*

## READING PACK

PLEASE NOTE THAT MUCH OF THE MATERIAL YOU WILL NEED TO READ FOR YOUR SEMINARS WILL BE AVAILABLE FOR YOU IN A READING PACK, WHICH YOU WILL NEED TO BUY FROM THE SCHOOL OFFICE.

THESE READING PACKS WILL BE AVAILABLE FROM THE BEGINNING OF JANUARY AND YOU SHOULD PURCHASE ONE **AS SOON AS POSSIBLE**. TURNING UP TO YOUR FIRST SEMINARS WITHOUT THE READING PACK IS UNACCEPTABLE.

# Lecture and Seminar Program

Please note that all the material assigned for discussion in seminars will be available in the Reading Pack - see above - unless indicated, in which case you will need to purchase your own copy of the text. Details of recommended editions can be found on p.9.

## Unit 1: Contextualizing the Enlightenment and the Gothic

### Week One (w/c 25<sup>th</sup> Jan)

**Lecture:** What is Enlightenment?/What is the Gothic?

**Seminar:** Immanuel Kant, "What is Enlightenment?" (1784) – [Reading Pack]  
John Adams, "A Dissertation on the Canon and Feudal Law" (1765) – [Reading Pack]  
Thomas Paine, Excerpt from *Common Sense* (1776) – [Reading Pack]  
Edmund Burke, Excerpt from *A Philosophical Enquiry into the Origin of the Beautiful and Sublime* (1757) – [Reading Pack]  
Abraham Panther, "An Account of a Beautiful Young Lady" (1787) – [Reading Pack]  
Joseph Dennie, "On Gothicism" (1803) – [Reading Pack]

## Unit 2: The Enlightenment

### Week Two (w/c 1<sup>st</sup> Feb)

**Lecture:** Self-Making and the Circulation of Knowledge in the Age of Enlightenment

**Seminar:** Benjamin Franklin, *Autobiography* (1771-90) – {Purchase Own Copy}

### Week Three (w/c 8<sup>th</sup> Feb)

**Lecture:** Revolution, Equality, and the Promise of America

**Seminar:** J. Hector St. John de Crevecoeur, *Letters from an American Farmer* (1782) –  
{Purchase Own Copy}

### Week Four (w/c 15<sup>th</sup> Feb)

**Lecture:** Natural History, Classification, and the Visual Representation of America in the  
Late 18<sup>th</sup> Century

**Seminar:** Paintings and drawings by Charles Willson Peale and other early American artists  
– [See file on WebCT]  
Thomas Jefferson, Excerpt from *Notes on the State of Virginia* (1783) –  
[Reading Pack]  
Charles Willson Peale, *A Scientific and Descriptive Catalogue of Peale's Museum* (1796)  
– [Reading Pack]

## Unit 3: The Limits of Enlightenment

### Week Five (w/c 22<sup>nd</sup> Feb)

**Lecture:** Gender and the American Enlightenment

**Seminar:** Judith Sargent Murray, “On the Equality of the Sexes” (1790) and “Observations  
on Female Abilities” (1798) – [Reading Pack]  
Charles Brockden Brown, “Alcuin: A Dialogue” (1798) – [Reading Pack]  
Benjamin Silliman, Excerpt from *The Letters of Shabcoolen* (1802) – [Reading Pack]

### Week Six (w/c 1<sup>st</sup> March)

**Lecture:** Race and the American Enlightenment

**Seminar:** Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano* (1789) –  
{Purchase Own Copy}

### Unit 4: The Gothic

### Week Seven (w/c 8<sup>th</sup> March)

**Lecture:** The Gothic Novel in America

**Seminar:** Charles Brockden Brown, *Wieland: or The Transformation* (1798) – {Purchase Own  
Copy}

### Week Eight (w/c 15<sup>th</sup> March)

**Lecture:** America and the French Revolution

**Seminar:** Thomas Paine, Excerpt from *The Rights of Man* (1791) – [Reading Pack]  
Noah Webster, Excerpt from “The Revolution in France” (1794) –  
[Reading Pack]  
William Cobbett, *The Bloody Buoy, Thrown Out as a Warning* (1796) – [Reading Pack]  
Timothy Dwight, *The Duty of Americans at the Present Crisis* (1798) – [Reading Pack]

### Week Nine (w/c 22<sup>nd</sup> March)

**Lecture:** Crime and Punishment in the Early Republic

**Seminar:** Excerpt from Stephen Burroughs, *Memoirs of the Notorious Stephen Burroughs* (1798)  
– [Reading Pack]

### Week Ten (w/c 29<sup>th</sup> March)

**Lecture:** America and the Haitian Revolution

**Seminar:** Abraham Bishop, "The Rights of Black Men" (1791) – [Reading Pack]  
Leonora Sansay, *Secret History, or the Horrors of St. Domingo* (1808) – [Reading Pack]  
Condy Raguet, "Memoirs of Hayti" (1809-12) – [Reading Pack]

### **SPRING BREAK – 5<sup>th</sup> April to 4<sup>th</sup> May**

### Unit 5: Beyond the Enlightenment

#### Week Eleven (w/c 4<sup>th</sup> May)

**Lecture:** The Emergence of Romanticism in Early 19<sup>th</sup> Century American Culture

[Please note that this lecture will take place on Tuesday rather than Monday, in TREN'T B65]

**Seminar:** Washington Irving, *The Sketch Book of Geoffrey Crayon* (1819) – {Purchase Own Copy}

## RECOMMENDED EDITIONS

In regard to those texts which you are required to purchase yourself I would recommend the following editions:

1. *Autobiography and Other Writings* by Benjamin Franklin, ed. Ormond Seavey (Oxford University Press, 2008), paperback, **ISBN10:** 0199554900
  
2. *Letters From an American Farmer* by J. Hector St John de Crevecoeur, ed. Susan Manning (Oxford University Press, 2009), paperback, **ISBN10:** 0199554749
  
3. *Wieland, or The Transformation* by Charles Brockden Brown, ed. Emory Elliott (Oxford University Press, 2009), paperback, **ISBN10:** 0199538778
  
4. *The Interesting Narrative and Other Writings* by Olaudah Equiano, ed. Vincent Carretta, (Penguin, 2003), paperback, **ISBN10:** 0142437166
  
5. *The Sketch Book of Geoffrey Crayon, Gent.* by Washington Irving, ed. Susan Manning (Oxford University Press, 2009), paperback, **ISBN10:** 0199555818

These are all available from Blackwells on campus, see here:

<https://owa.nottingham.ac.uk/exchweb/bin/redirect.asp?URL=http://www.readinglists.co.uk/rsl/student/sviewlist.dfp?id=31573>

You will also be able to find cheap, second-hand editions at [www.amazon.co.uk](http://www.amazon.co.uk) and [www.abebooks.co.uk](http://www.abebooks.co.uk)

**You should endeavor to purchase these texts as soon as possible.**

## COURSEWORK ASSESSMENT

Your coursework assignment is to write an essay of 3500-4000 words, based on the options below. The essay is due in on **Wednesday 5 May by 12 noon**.

You have two options for how to approach your essay. You can either write a critical analysis of an American text we haven't studied on the module OR write a comparative analysis of a text we have studied and a European equivalent. More information on these options is set out below, but you can, of course, ask me for any guidance or information. You may write a critical analysis or comparative study of a text not listed below, but you should approve your choice with me first, and may be penalized if you do not do so.

OPTION 1. Choose ONE of the following American texts and discuss how it relates to some of the ideas and arguments you've encountered on the module.

Benjamin Franklin, *Experiments and Observations on Electricity* (1751)  
John Singleton Copley, Paintings from 1754 to 1800  
Mark Catesby, *The Natural History of Carolina, Florida, and the Bahama Islands* (1771)  
Phillis Wheatley, *Poems on Various Subjects* (1773)  
John Trumbull, *The Progress of Dulness* (1773)  
John Dickinson, *Letters from a Farmer in Pennsylvania* (1774)  
Madison, Hamilton, and Jay, *The Federalist Papers* (1787-88)  
Thomas Jefferson, *Autobiography* (1790)  
Mercy Otis Warren, *Poems: Dramatic and Miscellaneous* (1790)  
William Bartram, *Travels Through North and South Carolina* (1791)  
Hugh Henry Brackenridge, *Modern Chivalry* (1792-1815)  
Gilbert Imlay, *The Emigrants* (1793)  
Noah Webster, *Effects of Slavery on Morals and Industry* (1793)  
Joel Barlow, *Advice to the Privileged Orders* (1793)  
Timothy Dwight, *Greenfield Hill: A Poem in Seven Parts* (1794)  
Thomas Paine, *The Age of Reason* (1794)  
Whiting Sweeting, *A Remarkable Narrative of Whiting Sweeting: Who Was Executed for Murder* (1794)  
Herman Mann, *The Female Review, or Memoirs of an American Young Lady* (1797)  
Hannah Webster Foster, *The Coquette* (1797)  
Benjamin Rush, *Essays: Literary, Moral, and Philosophical* (1798)  
Susanna Rowson, *Reuben and Rachel* (1799)  
Charles Brockden Brown, *Edgar Huntly* (1799)  
Charles Brockden Brown, *Ormond, or The Secret Witness* (1799)  
William Cobbett, *Detection of a Conspiracy Formed by the United Irishmen* (1799)  
S.S.B.K. Wood, *Julia and the Illuminated Baron* (1800)  
Thomas Cooper, *Political Essays* (1800)  
Washington Allston, Paintings from 1800 to 1820  
Bryan Edwards, *An Historical Survey of the Island of St Domingo* (1806)  
William Dunlap, *Fontainville Abbey: A Tragedy* (1807)  
Alexander Wilson, *American Ornithology* (1808-14)  
Washington Irving, *A History of New York* (1809)  
Mason Locke Weems, *The Life of George Washington* (1809)  
Alexander Graydon, *Memoirs of a Life* (1811)  
Benjamin Rush, *Medical Inquiries and Observations Upon Diseases of the Mind* (1812)  
James Nelson Barker, *Marmion* (1812)  
William Cullen Bryant, Poems and essays from 1812 to 1820

OPTION 2. Choose ONE of the following European texts and discuss how it relates to ONE of the texts you've studied on the module.

John Locke, *Two Treatises of Government* (1690)  
John Locke, *Some Thoughts Concerning Education* (1693)  
Bernard Mandeville, *The Fable of the Bees* (1714)  
Joshua Reynolds, Paintings from 1740 to 1793  
Henry Fielding, *Jonathan Wild* (1743)  
Montesquieu, *The Spirit of the Laws* (1748)  
Hans Sloane and the establishment of the British Museum in the 1750s  
Jean-Jacques Rousseau, *Discourse on Inequality* (1755)  
Voltaire, *Candide* (1759)  
Jean-Jacques Rousseau, *The Social Contract* (1762)  
Cesare Beccaria, *Essay on Crimes and Justice* (1764)  
Horace Walpole, *The Castle of Otranto: A Gothic Story* (1764)  
Comte de Buffon, Volume 5 of *Natural History* (1766)  
Henry Fuseli, Paintings from 1770 to 1800  
Abbe Raynal, Volume 4 of *A Philosophical and Political History of the East and West Indies* (1776 edition in 4 volumes)  
Ignatius Sancho, *Letters of the Late Ignatius Sancho, an African* (1782)  
Jean-Jacques Rousseau, *Confessions* (1782)  
Ottobah Cugoana, *Thoughts and Sentiments on the Evil of Slavery* (1787)  
Catherine Macaulay Graham, *Letters on Education* (1790)  
Edmund Burke, *Reflections on the Revolution in France* (1790)  
Toussaint L'Ouverture, *The Haitian Revolution* (1790s – collection of speeches, ed. Nick Nesbitt)  
Mary Wollstonecraft, *A Vindication of the Rights of Woman* (1792)  
Joseph Priestley, *Letters to the Philosophers and Politicians of France* (1793)  
William Godwin, *Caleb Williams; or Things as They Are* (1794)  
Anne Radcliffe, *The Mysteries of Udolpho* (1796)  
Matthew Lewis, *The Monk* (1796)  
John Robison, *Proofs of a Conspiracy Against All the Religions and Governments of Europe* (1797)  
William Godwin, *Memoirs of the Author of a Vindication of the Rights of Woman* (1798)  
Wordsworth and Coleridge, *Lyrical Ballads* (1800 edition)  
Marcus Rainsford, *An Historical Account of the Black Empire of Hayti* (1805)  
Sir Walter Scott, *Waverley* (1814)  
Mary Shelley, *Frankenstein* (1818)

The majority of the texts above are available from the library, but if you can't find a text you're interested in there then you should search the following databases:

ECCO (Eighteenth Century Collections Online): <http://find.galegroup.com/ecco>

Literature Online: <http://lion.chadwyck.co.uk/>

Google Books: <http://books.google.co.uk/books>

The first two of these databases can also be accessed through the university's eLibrary Gateway, and whichever way you enter them you will have to sign in using your Nottingham email username and password.

If you're still having trouble finding a text just let me know and I'll do my best to assist.

## COURSEWORK GUIDANCE

In preparation for the coursework essay assignment, you should start thinking early about a topic that interests you, from any part of the module. **In your seminar during Week Ten (w/c 29 March), you must hand in a brief essay proposal.** The proposal should contain your name, the name of the text or texts you'll be studying, and a proposed title for your essay which indicates your focus. The essay should not be just a descriptive summary, but offer its own analysis and interpretation along with a consideration of historical context. You will have to formulate your own essay title to include on your book review proposal, which should reflect your critical approach.

Some example essay titles for Option 1 are:

“An analysis of the influence of the French Revolution on Charles Brockden Brown’s *Ormond*” or “How do 18<sup>th</sup> century ideas of race influence Noah Webster’s *Effects of Slavery on Morals and Industry*?”

Some example essay titles for Option 2 are:

“The presentation of the self’s relation to society in Franklin’s *Autobiography* and Rousseau’s *Confessions*” or “What does the figure of the criminal-hero suggest about 18<sup>th</sup> century culture in Fielding’s *Jonathan Wild* and Burroughs’ *Memoirs*?”

Now that you’ve chosen your topic and chosen a title, how are you to go about writing your essay?

Remember that with both essay options you have two tasks, corresponding to the two skills the module is designed to teach you. While it is not necessary that strictly 50% of the review be given over to each task, each is given equal weight in the assessment.

(1). You must provide an analysis of the text, explaining what the text means and how the author conveys her/his meaning. The focus here is on the arguments and style of the book itself. You must effectively capture in your own words what you see as the key elements of the text, rather than simply paraphrasing or summarizing.

(2). You must place the text in a historical context. How does it fit into a larger understanding of the period we’re studying? There are several ways that you may contextualize your book. Here are some of the most obvious:

- Relate the text to other texts written by the author (How does it carry forth themes from earlier works, presage later works, or indicate a shift in her/his writings?)
- Relate the text to other texts written by other authors, written by historical contemporaries or by earlier or later writers who belong in a similar tradition
- Relate the text to historical events to which the author was responding
- Investigate how the text was received by audiences at the time (Was it controversial? Which groups of people read it? Who agreed and who disagreed?)

To contextualize the book, you may draw on the knowledge you have gained in this module in lecture, reading, or seminar discussion, or on knowledge that you have gained in other modules. However, it is likely that in order to contextualize the work effectively, you will have to conduct independent research using biographies and other secondary historical works. The bibliography at the end of this document offers a useful starting place.

While both essay options demand a similar methodological approach there are some important distinctions to be made:

With Option 1 you should principally be thinking about how your chosen American text connects with the other texts and contexts we've studied in the module.

With Option 2 you should principally be thinking about how your chosen European text throws new light on or helps us to understand the American texts and contexts we've studied in the module. While this requires a comparative approach you should be aware that differences may be as important as similarities, and that the American context should be your primary focus.

While you are writing a critical or comparative analysis, which has a more flexible structure than a persuasive essay, it is nevertheless important for you to follow the basic rules of essay writing. In particular, your essay should have a thesis or main argument which relates to a theme that you carry throughout the text. It need not be original, but it should reflect your own perspective.

You must also be sure to follow established referencing practices in your essay, taking care to provide footnotes for all direct quotations or indirect use of material. The essay must have a full bibliography including all sources consulted. See the School essay guidelines for further details.

**Remember, the essay is due in by 12 noon on Wednesday 5<sup>th</sup> May.**

Please read the *Essay Guidelines* booklet provided to you by the School of American and Canadian Studies. **YOU ARE RESPONSIBLE FOR ADHERING TO THE INFORMATION THAT IT CONTAINS.** This includes details of: submission procedures, penalties for late submission of work, extenuating circumstances, proper documentation of source material, essay structure, and presentation. You will be penalised for failure to follow the guidelines provided.

### **Guidelines for Submission**

All assessed coursework for the School of American & Canadian Studies **must** be submitted in **two** ways:

1. By electronic submission, through Turnitin.
2. ONE paper copy to be handed in, either at the School Office, during Office opening hours or, in the case of core modules, in Trent B76, at designated times, together with the Turnitin submission receipt and a completed essay coversheet.

Both **electronic and paper submission** must take place **by 12.00 noon** on the deadline date. The Turnitin receipt **must** be printed out and submitted **with** the paper copy. The paper ID number from the receipt **must** be recorded on the essay coversheet. The paper copy will **NOT** be accepted without a copy of the Turnitin receipt.

### **Penalty for late submission:**

The usual penalty for lateness (5 marks per working day) will be applied to all coursework which is not submitted **both** electronically to Turnitin and in paper form by the deadline. Emailed coursework is not acceptable.

NB. Computer failure is not a valid reason for late submission of coursework.

### **Plagiarism**

The University regards cheating and plagiarism as **serious academic offences**. A mark of ZERO is immediately awarded for the assessed work in question, and more serious consequences can follow, including formal disciplinary action, and ultimately, dismissal from the University.

Plagiarism is clearly defined in the Undergraduate Handbook for American & Canadian Studies as:

“The **substantial unacknowledged** use of other people's work and the submission of that work **as though it were your own is regarded as plagiarism and will be penalised heavily** (see *Essay Guidelines*). This does not mean you cannot make legitimate use of other resources. Essays generally involve the citation of passages from books, articles, or other sources, either published or unpublished. But whenever such a passage is **quoted or paraphrased**, acknowledgement must be made in an appropriate manner. Also, collaboration with others must be acknowledged. You are required to sign a statement (cover sheet) that you have acknowledged any assistance or substantial use of the work of others when you submit all your written work.” The “other sources” include websites and internet information. You should check with module tutors as to which websites are appropriate for your research. Please note that **cutting and pasting passages from websites** constitutes plagiarism.

### **School Attendance Policy**

The School operates a strict attendance policy which is enforced on **ALL** modules across **ALL** year groups. Seminar attendance is **compulsory** in this School. Failure to attend, without notifying the module tutor and giving a valid reason (illness or exceptional personal circumstances) **BEFORE** the class, wherever possible, may (if repeated) result in a mark of zero for the module. Mistaking the time and venue of a seminar, deadlines for other modules, problems with transport, and family holidays, are **NOT** valid excuses.

**Our procedures are as follows:**

- 1) Any student who fails to attend either 2 consecutive seminars or 3 seminars in total on any module, will be contacted by the module tutor and asked to provide a valid reason and supporting documentation for their absences.
- 2) Any student who fails to respond within 7 days or to provide a satisfactory explanation with supporting evidence, will be asked to see the Senior Tutor for a meeting. Failure to provide an explanation and supporting evidence at this stage will merit a final warning that any further absences will result in a zero for the module.
- 3) Any student who misses **5 classes in total** without supporting documentation will be **awarded a mark of zero** for the module for failing to fulfil their commitments to the course. At this stage, a letter will be sent to the student's term-time and home addresses informing them of the School's decision. Students who wish to appeal the decision will have 14 days from the date of this letter to produce supporting documentation for their absences. No other forms of appeal will be accepted.

The implications of receiving a mark of zero for a module are very serious. Students will **NOT** be offered a resit in the September period. They will be required to **resit with residence** the following year before progressing to the next stage of their degree (thus adding another year to their degree).

**PLEASE NOTE:** Students will be contacted about attendance matters in the first instance via email. Failure to check these messages is not an acceptable reason for failing to respond. If students have missed classes and have email problems then they must come into the School to see the module tutor.

**Module Feedback**

Feedback on all modules in the School is an ongoing and two-way process.

Feedback from your tutor(s) will include:

- Informal feedback, advice and ideas in seminar discussions
- Individual feedback, advice and ideas during appointments in office hours
- Individual written feedback on coursework (normally within three weeks of submission)
- Response to email enquiries (normally within seven days)
- Generic feedback on exam performance communicated via the portal

If there are questions or concerns – or things that you really like – about the module you can raise these in the following ways:

- Contact the module convenor (if appropriate)
- Contact your personal tutor
- Contact the student ombudsman
- Pass your concerns to your SSFC rep
- The module may also be subject to SET/SEM evaluation, in which case you will have the opportunity to complete a detailed, anonymous evaluation at the end of the semester.

**SCHOOL OF AMERICAN & CANADIAN STUDIES GENERIC  
ASSESSMENT CRITERIA FOR BOTH COURSEWORK AND  
EXAMINATIONS.**

**(TUTORS MAY ADAPT THESE CRITERIA TO THEIR SPECIFIC  
WRITTEN ASSESSMENT TASKS).**

<b>Learning outcomes</b>	<b>Argument and understanding</b>	<b>Sources and evidence</b>	<b>Written communication</b>
85	A work of genuine cogency and originality	Little additional research needed to warrant publication	A rare combination of intellect and elegance
80 Exemplary standard	Insightful; perceptive; intellectual vigour; considerable originality; depth of understanding directly addressed to the question; very coherent synthesis of ideas; very high level of subject mastery; critical and thorough understanding of key concepts	A very wide range of sources consulted, demonstrating excellent search skills; sources used with discrimination; excellent judgement shown in assessment of evidence; sophisticated use of examples; independence of judgement	Exemplary typography and layout; felicitous expression; no errors of grammar; sophisticated vocabulary; structured appropriately to the purposes of the assignment; exemplary citation and bibliography according to a standard convention
75 Excellent standard	Insightful; perceptive; some originality; depth of understanding directly addressed to the question; coherent synthesis of ideas; critical and thorough understanding of key concepts	A wide range of sources consulted; sources used with discrimination; sound assessment of evidence; sophisticated use of examples	Excellent typography and layout; lucid expression; no errors of grammar; sophisticated vocabulary; structured appropriately to the purposes of the assignment; exemplary citation and bibliography according to a standard convention
70	Well argued and well considered but lacking originality	Well selected range of sources with some signs of sophistication in their selected use	Good to excellent typography with some stylistic infelicities; exemplary citation practice
65-69 Proficient standard	Good understanding directly addressed to the question; good synthesis of ideas; good understanding of key concepts	Well selected range of sources consulted; careful assessment of evidence; good use of examples	Good typography and layout; good expression; few errors of grammar; appropriate use of vocabulary; well-structured; accurate and full citation and bibliography
60-64	This answer would develop a logical argument with perception, expository skill, balance, and a degree of insight which lifts it above the sound and competent level which, in general, characterises a 2.2 answer.	This answer would show a good ability to handle concepts as well as a good range of sources consulted but could be extended further to provide evidence of additional connections and independent research.	Good typography and layout; in general, good expression but there maybe some unnecessary errors of grammar as well as perhaps some inconsistencies with structure. A good and thorough use of the bibliography.

55-59 Majority at a competent standard	Competent understanding addressed to the question; fair understanding of key concepts; some weaknesses of understanding and knowledge but not in significant areas	A range of sources consulted; some careful assessment of evidence; some appropriate examples	Adequate typography and layout; expression such that the meaning is generally understandable; few serious errors of grammar; inconsistent citation and bibliography with significant omissions
50-54	This answer would display a satisfactory level of relevance and knowledge but is often weakened by a lack of focus.	Some good source material which is not analysed in great depth and with limited use of appropriate examples	Acceptable typography and layout; some grammatical errors and loose or wordy expression.
45-49 Acceptable standard	Only partly addressed to the question; lacking in synthesis of ideas; tendency to description rather than analysis; limited understanding of key concepts	Restricted range of sources consulted; only basic understanding of evidence; limited range of examples, sometimes inappropriate ones	Poor typography and layout; considerable number of grammatical errors; limited vocabulary; inaccurate citation and bibliography with significant omissions
40-44	This answer would adopt a descriptive approach based on superficial knowledge	Very limited use of sources consulted; inconsistent understanding of evidence; inclusion of none to few examples; some irrelevant material	Inadequate typography and layout; errors of organisation so that the essay has very little obvious focus or argument; ambiguously written so its main area of discussion remains unclear.
35 Marginal	Weak structure; largely irrelevant to set question; considerable misunderstanding of key concepts	Minimal range of sources consulted; very limited understanding of evidence; minimal range use of examples; little use of sources beyond direct paraphrase of lectures, easily available texts or web pages	Poor presentation; numerous and significant grammatical errors; significantly restricted vocabulary; inadequate citation and bibliography
30 Below standard	Substandard and misconceived in its approach	Highly derivative	Poor presentation; significant grammatical errors; highly restricted vocabulary; little or no citation and incomplete bibliography
20-29 Well below passable standard	Only marginally addresses the question; fundamental misunderstanding of key concepts; mostly irrelevant; no line of argument	Little attempt to support any assertions; no use of sources beyond direct paraphrase of lectures or easily available texts or web pages;	Poor grammar and vocabulary makes it difficult to decipher any intended meaning; no citation; no relevant bibliography

10-19 Very few learning outcomes met	Few relevant elements; only fragmentary arguments; only slight evidence of understanding of key concepts	No attempt to support assertions; some plagiarism and/or collusion	Poor grammar and vocabulary makes it very difficult to understand the intended meaning
1-10 Far from meeting any learning outcome	No evidence of learning anything from the unit, although there may be elements derived from general knowledge	Considerable plagiarism and/or collusion	Short answer; note form; mostly incomprehensible
0	No work submitted or extensive plagiarism and/or collusion		

**SCHOOL OF AMERICAN AND CANADIAN STUDIES**  
**MODE OF SEMINAR ASSESSMENT (08/09 version – subject to modification)**

1	more than two unexplained absences
2	1-2 unexplained absences
3	1-2 unexplained absences and preparation OR full attendance
4	1-2 unexplained absences, preparation and some contributions OR full attendance and preparation
5	1-2 unexplained absences, preparation and regular contributions OR full attendance, preparation and some contributions
6	1-2 unexplained absences, preparation and frequent contributions OR full attendance, preparation, and regular contributions
7	1-2 unexplained absences, preparation, frequent contributions and an ability to enable other students OR full attendance, preparation and frequent contributions
8	1-2 unexplained absences, preparation, frequent contributions, an ability to enable other students and active initiation of group discussions OR full attendance, preparation and an ability to enable other students
9	1-2 unexplained absences and a continual and outstanding contribution to the seminar group as a whole OR full attendance, preparation, frequent contributions, an ability to enable other students and active initiation of group discussions
10	full attendance, and a continual and outstanding contribution to the seminar group as a whole

## **BIBLIOGRAPHY**

What follows is by no means a complete list of possible sources for your research into the American Enlightenment and the American Gothic. It is, however, meant to provide you with a selection of texts that will enable you to begin and/or continue your research. Following the first two sections, which list general studies relevant to the two main themes of the module, each section corresponds to the specific topics you will be studying week by week, and includes broad historical studies relevant to the issues raised in the lecture as well as texts more specifically relevant.

This list includes some journal articles on these topics but you can find more by going to JStor ([www.jstor.org](http://www.jstor.org)) or Project Muse ([www.muse.jhu.edu](http://www.muse.jhu.edu)).

### **The Enlightenment**

Adorno, Theodor and Max Horkheimer. *Dialectic of Enlightenment*.

Cassara, Ernst. *The Enlightenment in America*.

Commager, Henry Steele. *The Empire of Reason: How Europe Imagined and America Realized the Enlightenment*.

Downes, Paul. *Democracy, Revolution, and Monarchism in Early American Literature*.

Ellis, Joseph. *After the Revolution: Profiles of Early American Culture*.

----- . "Habits of Mind and an American Enlightenment," in *American Quarterly* 28 (1976).

Ferguson, Robert A. *The American Enlightenment, 1750-1820*.

----- . *Reading the Early Republic*.

Fliegelman, Jay. *Prodigals and Pilgrims: The American Revolution Against Patriarchal Authority*.

Fox, Christopher and Roy Porter. (Eds.) *Inventing Human Science: 18<sup>th</sup> Century Domains*.

Gay, Peter. *The Enlightenment: An Interpretation*.

Himmelfarb, Getrude. *The Roads to Modernity: The British, French, and American Enlightenments*.

Holmes, David L. *The Faiths of the Founding Fathers*.

Israel, Jonathan. *Radical Enlightenment: Philosophy and the Making of Modernity, 1650-1750*.

Koch, Adrienne. *Power, Morals, and the Founding Fathers: Essays in the Interpretation of the American Enlightenment*.

Kramnick, Isaac. (Ed.) *The Portable Enlightenment Reader*.

Lemay, J. A. Leo. (Ed.) *Deism, Masonry, and the Enlightenment*.

May, Henry. *The Divided Heart: Essays on Protestantism and the Enlightenment in America*.

----- . *The Enlightenment in America*.

McDowell, Garry and Johnathan O'Neill. (Eds.) *America and Enlightenment Constitutionalism*.

Meyer, D. H. "The Uniqueness of the American Enlightenment," in *American Quarterly* 28 (1976).

Outram, Dorinda. *The Enlightenment*.

Porter, Roy. *The Enlightenment*.

Ruffin, J. Rixey. *A Paradise of Reason: William Bentley and Enlightenment Christianity in the Early Republic*.

Safier, Neil. *Measuring the New World: Enlightenment Science and South America*.

Schmidt, James. (Ed.) *What is Enlightenment?: 18<sup>th</sup> Century Answers and 20<sup>th</sup> Century Questions*.  
 Shalhope, Robert. *The Roots of Democracy: American Thought and Culture, 1760-1800*.  
 Torre, Jose R. (Ed.) *The Enlightenment in America, 1720-1825*.  
 Walters, Kerry. *The American Deists: Voices of Reason and Dissent in the Early Republic*.  
 Wills, Garry. *George Washington and the Enlightenment*.  
 Withers, Charles. *Placing the Enlightenment: Thinking Geographically About the Age of Reason*.  
 Wood, Gordon S. *The Radicalism of the American Revolution*.  
 Yolton, John. (Ed.) *The Blackwell Companion to the Enlightenment*.  
 Ziff, Larzer. *Writing in the New Nation: Prose, Print, and Politics in the Early US*.

### **The Gothic**

Bruhm, Steven. *Gothic Bodies: The Politics of Pain in Romantic Fiction*.  
 Byron, Glennis and David Punter. (Eds.) *Spectral Readings: Toward a Gothic Geography*.  
 Clery, E. J. *The Rise of Supernatural Fiction, 1762-1800*.  
 Crow, Charles L. (Ed.) *American Gothic: An Anthology*.  
 Davidson, Cathy N. *Revolution and the Word: The Rise of the Novel in America*.  
 Dawes, James. "Fictional Feeling: Philosophy, Cognitive Science, and the American Gothic," in *American Literature* 76 (2004).  
 Ellis, Kate Ferguson. *The Contested Castle: Gothic Novels and the Subversion of Domestic Ideology*.  
 Gibbons, Luke. "Ireland, America, and Gothic Memory: Transatlantic Terror in the Early Republic," in *boundary 2* 31 (2004).  
 Goddu, Teresa A. *Gothic America: Narrative, History, and Nation*.  
 Gross, Louis S. *Redefining the American Gothic: From Wieland to Day of the Dead*.  
 Halttunen, Karen. *Murder Most Foul: The Killer and the American Gothic Imagination*.  
 Hogle, Jerrold E. (Ed.) *The Cambridge Companion to Gothic Fiction*.  
 Isenberg, Nancy and Andrew Burstein. (Eds.) *Mortal Remains: Death in Early America*.  
 Lloyd-Smith, Allan and Victor Sage. (Eds.) *Gothick Origins and Innovations*.  
 Markman, Ellis. *The History of Gothic Fiction*.  
 Myron, Martin. (Ed.) *The Gothic Reader: A Critical Anthology*.  
 Norton, Rictor. (Ed.) *Gothic Readings: The First Wave, 1764-1840*.  
 Pencak, William. (Ed.) *Riot and Revelry in Early America*.  
 Punter, David. (Ed.) *A Companion to the Gothic*.  
 Ringe, Donald A. *American Gothic: Imagination and Reason in 19<sup>th</sup> Century Fiction*.  
 Samuels, Shirley. "Infidelity of Contagion: The Rhetoric of Revolution," in *Early American Literature* 22 (1987).  
 Watt, James. *Contesting the Gothic: Fiction, Genre, and Cultural Conflict, 1764-1832*.  
 White, Ed. "The Value of Conspiracy Theory," in *American Literary History* 14 (2002).

### **Benjamin Franklin and the Circulation of Knowledge**

- Breen, T. H. *The Marketplace of Revolution: How Consumer Politics Shaped American Independence*.
- Brown, Richard D. *Knowledge is Power: The Diffusion of Information in Early America*.  
----- *Strength of a People: The Idea of an Informed Citizenry in America*.
- Cohen, I. Bernard. *Benjamin Franklin's Science*.
- Cremin, Lawrence. *American Education: The Colonial Experience*.
- Delbourgo, James. *A Most Amazing Scene of Wonders: Electricity and Enlightenment in Early America*.
- Frasca, Ralph. *Benjamin Franklin's Printing Network: Disseminating Virtue in Early America*.
- Houston, Alan. *Benjamin Franklin and the Politics of Improvement*.
- Isaacson, Walter. *Benjamin Franklin: An American Life*.
- Jaffee, David. "The Village Enlightenment in New England, 1760-1820," in *William & Mary Quarterly* 47 (1990).
- Jennings, Francis. *Benjamin Franklin: Politician*.
- Levy, Leonard W. *Emergence of a Free Press*.
- Longaker, Mark Garrett. *Rhetoric and the Republic: Politics, Civic Discourse, and Education in Early America*.
- Middlekauf, Robert. *Benjamin Franklin and his Enemies*.
- Morgan, Edmund S. *Benjamin Franklin*.
- Oberg, Barbara and Harry Stout. (Eds.) *Benjamin Franklin, Jonathan Edwards, and the Representation of American Culture*.
- Schiffer, Michael Brian. *Draw the Lightning Down: Benjamin Franklin and Electrical Technology in the Age of Enlightenment*.
- Shields, David. *Civil Tongues and Polite Letters in British America*.
- Waldstreicher, David. *Runaway America: Benjamin Franklin, Slavery, and the American Revolution*.
- Warner, Michael. *The Letters of the Republic: Publication and the Public Sphere in 18<sup>th</sup> Century America*.
- Wood, Gordon S. *The Americanization of Benjamin Franklin*.

### **Crevecoeur, Travel Narratives, and the American Social Order**

- Bauer, Ralph. *The Cultural Geography of Colonial American Literatures: Empire, Travel, Modernity*.
- Carlson, David. "Farmer Versus Lawyer: Crevecoeur's *Letters* and the Liberal Subject," in *Early American Literature* 38 (2003).
- Cook, Elizabeth Heckendorn. *Epistolary Bodies: Gender and Genre in the 18<sup>th</sup> Century Republic of Letters*.
- Ferguson, Robert A. *Law and Letters in American Culture*.
- Fichtelberg, Joseph. "Utopic Distresses: Crevecoeur's *Letters* and Revolution," in *Studies in the Literary Imagination* 27 (1994).
- Grabo, Norman S. "Crevecoeur's American: Beginning the World Anew," in *William & Mary Quarterly* 48 (1991).

- Iannini, Christopher. "The Itinerant Man: Crèvecoeur's Caribbean, Raynal's Revolution, and the Fate of Atlantic Cosmopolitanism," in *William & Mary Quarterly* 61 (2004).
- Imbarrato, Susan. (Ed.) *Colonial American Travel Narratives*.
- Jehlen, Myra. "Crèvecoeur: A Monarcho-Anarchist in Revolutionary America," in *American Quarterly* 31 (1979).
- Knott, Sarah. *Sensibility and the American Revolution*.
- Kupperman, Karen Ordahl. (Ed.) *America in European Consciousness, 1493-1750*.
- Larkin, Edward. "The Cosmopolitan Revolution: Loyalism and the Fiction of an American Nation," in *Novel* 40 (2006).
- Pratt, Mary Louise. *Imperial Eyes: Travel Writing and Transculturation*.
- Rice, Grantland S. *The Transformation of Authorship in America*.
- Saar, Doreen Alvarez. "Crèvecoeur's 'Thoughts on Slavery': *Letters from an American Farmer* and Whig Rhetoric," in *Early American Literature* 22 (1987).
- Schueller, Malini and Edward Watts. (Eds.) *Messy Beginnings: Postcoloniality and Early American Studies*.
- Ziff, Larzer. *Return Passages: Great American Travel Writing*.

### **Jefferson, Peale, Natural History, and Painting**

- Bennett, Tony. *The Birth of the Museum: History, Theory, Politics*.
- Bjelajac, David. *Washington Allston, Secret Societies, and the Alchemy of Anglo-American Painting*.
- Brigham, David. *Public Culture in the Early Republic: Peale's Museum and its Audience*.
- Commager, Henry Steele. *Jefferson, Nationalism, and the Enlightenment*.
- Dilworth, Leah. (Ed.) *Acts of Possession: Collecting in America*.
- Doggett, Rachel. (Ed.) *New World of Wonders: European Images of the Americas, 1492-1700*.
- Fliegelman, Jay. *Declaring Independence: Jefferson, Natural Language, and the Culture of Performance*.
- Gaeghtens, Thomas W. (Ed.) *American Icons: Transatlantic Perspectives on 18<sup>th</sup> and 19<sup>th</sup> Century American Art*.
- Gordon-Reed, Annette. *Thomas Jefferson and Sally Hemmings: An American Controversy*.
- Gronim, Sara Stidstone. *Everyday Nature: Knowledge of the Natural World in Colonial New York*.
- Hedeon, Stanley. *Big Bone Lick: The Cradle of American Paleontology*.
- Jackson, Donald. *Thomas Jefferson and the Stony Mountains: Exploring the West from Monticello*.
- Judd, Richard W. *The Untilled Garden: Natural History and the Spirit of Conservation in America*.
- Kornfield, Eve. "Encountering 'the Other': American Intellectuals in the 1790s," in *William & Mary Quarterly* 52 (1995).
- Lovell, Margaretta M. *Art in a Season of Revolution: Painters, Artisans, and Patrons in Early America*.
- MacGregor, Arthur. *Curiosity and Enlightenment: Collectors and Collections from the 16th to the 19th Century*.
- Miles, Ellen G. *American Paintings of the Eighteenth Century*.
- Miller, Lillian B. and David C. Ward. (Eds.) *New Perspectives on Charles Willson Peale*.
- Parrish, Susan Scott. *American Curiosity: Cultures of Natural History in the Colonial British Atlantic World*.

Regis, Pamela. *Describing Early America: Batram, Jefferson, Crèvecoeur, and the Influence of Natural History*.

Richardson, Edgar P. *Charles Willson Peale and His World*.

Rigal, Laura. *The American Manufactory: Art, Labor, and the World of Things in the Early Republic*.

Robinson, Joyce Henri. "An American Cabinet of Curiosities: Jefferson's Indian Hall at Monticello," in *Winterthur Portfolio* 30 (1995).

Sheehan, Bernard W. *Seeds of Extinction: Jeffersonian Philanthropy and the American Indian*.

Ward, David C. *Charles Willson Peale: Art and Selfhood in the Early Republic*.

Wilkins, Roger W. *Jefferson's Pillow: The Founding Fathers and the Dilemma of Black Patriotism*.

Wollen, Peter and Lynne Cooke. (Eds.) *Visual Display: Culture Beyond Appearances*.

### **Judith Sargent Murray and Republican Womanhood**

Bloch, Ruth. *Gender and Morality in Anglo-American Culture, 1650-1800*.

Brown, Chandos Michael. "Mary Wollstonecraft, or The Female Illuminati: The Campaign Against Women and Modern Philosophy in the Early Republic," in *Journal of the Early Republic* 15 (1995).

Desiderio, Jennifer. "The Periodical as Monitorial and Interactive Space in Murray's *The Gleaner*," in *American Periodicals* 18 (2008).

Eldred, Janet Carey. "Persuasion Dwelt on Her Tongue: Female Civic Rhetoric in Early America," in *College English* 60 (1988).

Godbeer, Richard. *Sexual Revolution in Early America*.

Gundersen, Joan. *To Be Useful to the World: Women in Revolutionary America*.

Hoffman, Ronald and Peter J. Albert. (Eds.) *Women in the Age of the American Revolution*.

Kelley, Mary. "The Need of Their Genius: Women's Reading and Writing Practices in Early America," in *Journal of the Early Republic* 28 (2008).

Kerber, Linda K. *Toward an Intellectual History of Women: Essays*.  
----- *Women of the Republic: Intellect and Ideology in Revolutionary America*.

Lyons, Clare A. *Sex Among the Rabble: An Intimate History of Gender and Power in the Age of Revolution*.

Norton, Mary Beth. *Liberty's Daughters: The Revolutionary Experience of American Women*.

Rust, Marion. *Prodigal Daughters: Susanna Rowson's Early American Women*.

Schiff, Karen. "Objects of Speculation: Early Manuscripts on Women and Education by Judith Sargent Murray," in *Legacy* 17 (2000).

Schloesser, Pauline. *The Fair Sex: White Women and Racial Patriarchy in the Early American Republic*.

Skemp, Sheila L. *First Lady of Letters: Judith Sargent Murray and the Struggle for Female Independence*.

Smith-Rosenberg, Carol. "Subject Female: Authorizing American Identity," in *American Literary History* 5 (1993).

Weyler, Karen. *Intricate Relations: Sexual and Economic Desire in American Fiction, 1789-1814*.

Zagarri, Rosemarie. *Revolutionary Backlash: Women and Politics in the Early American Republic*.

### **Olaudah Equiano and Abolitionism**

- Carey, Brycchan. *British Abolitionism and the Rhetoric of Sensibility: Writing, Sentiment, and Slavery, 1760-1807*.
- Carretta, Vincent. *Equiano, the African: Biography of a Self-Made Man*.
- and Philip Gould. (Eds.) *Genius in Bondage: Literature of the Early Black Atlantic*.
- Davis, David Brion. *Inhuman Bondage: The Rise and Fall of Slavery in the New World*.
- Eze, Emmanuel Chukwudi. (Ed.) *Race and the Enlightenment: A Reader*.
- Gellman, David. "Race, the Public Sphere, and Abolition in Late 18<sup>th</sup> Century New York," in *Journal of the Early Republic* 20 (2000).
- Gould, Philip. *Barbaric Traffic: Commerce and Antislavery in the 18<sup>th</sup> Century Atlantic World*.
- Jordan, Winthrop. *White Over Black: American Attitudes Toward the Negro, 1550-1812*.
- Mackenthum, Gesa. *Fictions of the Black Atlantic in American Foundational Literature*.
- Newman, Richard S. *The Transformation of American Abolitionism: Fighting Slavery in the Early Republic*.
- Pethers, Matthew. "Talking Books, Selling Selves: Rereading the Politics of Olaudah Equiano's *Interesting Narrative*," in *American Studies* 48 (2007).
- Pudaloff, Ross. "No Change Without Purchase: Olaudah Equiano and the Economies of Self and Market," in *Early American Literature* 40 (2005).
- Saillant, John. "The American Enlightenment in Africa," in *Eighteenth-Century Studies* 31 (1998).
- Schama, Simon. *Rough Crossings: Britain, the Slaves and the American Revolution*.
- Thomas, Helen. *Romanticism and Slave Narratives: Transatlantic Testimonies*.
- Walvin, James. *Britain's Slave Empire*.
- Wright, Donald R. *African Americans in the Early Republic*.
- Zafar, Rafia. *We Wear the Mask: African Americans Write American Literature*.

### **Charles Brockden Brown and the Early American Novel**

- Barnard, Philip and Mark Kamrath. (Eds.) *Revising Charles Brockden Brown: Culture, Politics, and Sexuality in the Early Republic*.
- Cahill, Edward. "An Adventurous and Lawless Fancy: Charles Brockden Brown's Aesthetic State," in *Early American Literature* 36 (2001).
- Christopherson, Bill. *The Apparition in the Glass: Charles Brockden Brown's American Gothic*.
- Crain, Caleb. *American Sympathy: Men, Friendship, and Literature in the New Nation*.
- Galluzzo, Anthony. "Charles Brockden Brown's *Wieland* and the Aesthetics of Terror," in *Eighteenth-Century Studies* 42 (2009).
- Kafer, Peter. *Charles Brockden Brown's Revolution and the Birth of the American Gothic*.
- Korobkin, Laura. "Murder by Madman: Criminal Responsibility, Law, and Judgment in *Wieland*," in *American Literature* 72 (2000).
- Layson, Hana. "Rape and Revolution: Feminism, Anti-Jacobinism, and the Politics of Injured Innocence in Brown's *Ormond*," in *Early American Studies* 2 (2004).

Looby, Christopher. *Voicing America: Language, Literary Form, and the Origins of the United States*.

Manning, Susan. "Enlightenment's Dark Dreams: Two Fictions of Henry Mackenzie and Charles Brockden Brown," in *Eighteenth-Century Life* 21 (1997).

Samuels, Shirley. "Wieland: Alien and Infidel," in *Early American Literature* 25 (1990).

Schreiber, Andrew J. "'The Arm Lifted Against Me': Love, Terror, and the Construction of Gender in *Wieland*," in *Early American Literature* 26 (1991).

Shapiro, Steven. *The Culture and Commerce of the Early American Novel: Reading the Atlantic World-System*.

Stern, Julia. *The Plight of Feeling: Sympathy and Dissent in the Early American Novel*.

Warfel, Harry. *Charles Brockden Brown: American Gothic Novelist*.

Waterman, Bryan. *The Republic of Intellect: The Friendly Club of New York City and the Making of American Literature*.

Watts, Steven. *The Romance of Real Life: Charles Brockden Brown and the Origins of American Culture*.

### **The French Revolution, Thomas Paine, and His Enemies**

Branson, Susan. *These Fiery Frenchified Dames: Women and Political Culture in Early National Philadelphia*.

Davis, David Brion. *Revolutions: Reflections on American Equality and Foreign Liberations*.

Durey, Michael. *Transatlantic Radicals and the Early American Republic*.

Foner, Eric. *Tom Paine and Revolutionary America*.

Hodson, Jane. *Language and Revolution in Burke, Wollstonecraft, Paine and Godwin*.

Horn, James P. and Jan Lewis. (Eds.) *The Revolution of 1800: Democracy, Race, and the New Republic*.

Kerber, Linda K. *Federalists in Dissent: Imagery and Ideology in Jeffersonian America*.

Klaits, Joseph and Michael Haltzel. (Eds.) *The Global Ramifications of the French Revolution*.

Little, Nigel. *Transoceanic Radical: William Duane, National Identity, and Empire*.

Miller, John C. *Crisis in Freedom: The Alien and Sedition Acts*.

Nash, Gary. "The American Clergy and the French Revolution," in *William & Mary Quarterly* 22 (1965).

O'Brien, Conor Cruise. *The Long Affair: Thomas Jefferson and the French Revolution*.

O'Neill, Daniel. "John Adams Versus Mary Wollstonecraft on the French Revolution and Democracy," in *Journal of the History of Ideas* 68 (2007).

Sharp, James Roger. *American Politics in the Early Republic: The New Nation in Crisis*.

Stauffer, Vernon. *New England and the Bavarian Illuminati*.

Tise, Larry E. *The American Counterrevolution: A Retreat from Liberty, 1783-1800*.

Waterman, Bryan. "The Bavarian Illuminati, the Early American Novel, and Histories of the Public Sphere," in *William & Mary Quarterly* 62 (2005).

Wilson, David A. *Paine and Cobbett: The Transatlantic Connection*.

### **Stephen Burroughs and Crime**

- Ashton, Susannah. "A Corrupt Medium: Stephen Burroughs and the Bridgehampton, New York, Library," in *Libraries and Culture* 38 (2003).
- Bullock, Steven. "Tom Bell, Colonial Confidence Man," in *William & Mary Quarterly* 55 (1998).
- Cohen, Daniel. *Pillars of Salt, Monuments of Grace: New England Crime Literature and the Origins of American Popular Culture, 1674-1860*.
- Hirsch, Adam Jay. *The Rise of the Penitentiary: Prisons and Punishment in Early America*.
- Jaros, Peter. "Personating Stephen Burroughs: The Apparitions of a Public Specter," in *Early American Literature* 44 (2009).
- Kann, Mark. *Punishment, Prisons, and Patriarchy: Liberty and Power in the Early American Republic*.
- Kaplan, Catherine. "Theft and Counter-Theft: Joseph Plumb Martin's Revolutionary War," in *Early American Literature* 41 (2006).
- Kidd, Thomas. "Passing as a Pastor: Clerical Imposture in the Colonial Atlantic World," in *Religion and American Culture* 14 (2004).
- Little, J. I. "American Sinner/Canadian Saint?: The Further Adventures of the Notorious Stephen Burroughs," in *Journal of the Early Republic* 27 (2007).
- Lindberg, Gary. *The Confidence Man in American Literature*.
- Meranze, Michael. *Laboratories of Virtue: Punishment, Revolution, and Authority in Philadelphia, 1760-1835*.
- Mihm, Stephen. *A Nation of Counterfeiters: Capitalists, Con Men, and the Making of the US*.
- Rothman, David. *The Discovery of the Asylum: Social Order and Disorder in the New Republic*.

### **The Haitian Revolution**

- Clavin, Matt. "Race, Revolution, and the Sublime: The Gothicization of the Haitian Revolution," in *Early American Studies* 5 (2007).
- Dain, Bruce. *A Hideous Monster of the Mind: American Race Theory in the Early Republic*.
- DuBois, Laurent. *A Colony of Citizens: Revolution and Slave Emancipation in the French Caribbean, 1787-1804*.
- Garrigus, John. *Before Haiti: Race and Citizenship in French Saint-Domingue*.
- Goudie, Sean. *Creole America: The West Indies and the Formation of Literature and Culture in the New Republic*.
- Gould, Eliga and Peter Onuf. (Eds.) *Empire and Nation: The American Revolution in the Atlantic World*.
- Hunt, Alfred. *Haiti's Influence on Antebellum America: Slumbering Volcano in the Caribbean*.
- James, C. L. R. *The Black Jacobins*.
- Kachun, Mitchell. "Antebellum African Americans, Public Commemoration, and the Haitian Revolution," in *Journal of the Early Republic* 26 (2006).
- Krise, Thomas. (Ed.) *Caribbeana: An Anthology of English Literature of the West Indies*.
- Nesbitt, Nick. *Universal Emancipation: The Haitian Revolution and the Radical Enlightenment*.
- Stinchcombe, Arthur. *Sugar Island Slavery in the Age of Enlightenment: The Political Economy of the Caribbean World*.

### **Washington Irving and the Origins of American Romanticism**

Brodwin, Stanley. (Ed.) *The Old and New World Romanticism of Washington Irving*.

Burstein, Andrew. *Original Knickerbocker: The Life of Washington Irving*.

------. *Sentimental Democracy: The Evolution of America's Romantic Self-Image*.

Douglas, Ann. *The Feminization of American Culture*.

Dowling, William C. *Literary Federalism in the Age of Jefferson*.

Eberwein, Jane D. "Transatlantic Contrasts in Irving's *Sketch Book*," in *College Literature* 15 (1988).

Gravil, Richard. *Romantic Dialogues: Anglo-American Continuities, 1776-1862*.

Hedges, William L. *Washington Irving: An American Study, 1802-1832*.

Matthews, Jean V. *Toward a New Society: American Thought and Culture, 1800-1830*.

McLamore, Richard V. "The Dutchman in the Attic: Claiming an Inheritance in *The Sketch Book*," in *American Literature* 72 (2000).

Murray, Laura J. "The Aesthetic of Dispossession: Washington Irving and the Ideologies of (De)Colonization in the Early Republic," in *American Literary History* 8 (1996).

Ringe, Donald A. *The Pictorial Mode: Space and Time in the Art of Bryant, Irving, and Cooper*.

Simpson, David. *Romanticism, Nationalism, and the Revolt Against Theory*.