

**English 3051 WAO: Special Topics in 18th and 19th Century Literatures:  
18<sup>th</sup> Century Women Writers** **Winter 2020**

**Course Location:** OA 2010

**Class Times:** Mondays and Wednesdays 1:00-2:30 p.m.

**Prerequisites:** Two FCEs in English, including at least one half-course at the second-year level, or permission of the Chair of the Department.

**Notes:** English 3051 counts toward fulfillment of the English Area 2 requirement. It is a Type A (Humanities) course.

**To our Students:** Should you require information or documents from our office in another format, please let us know. We are happy to help you. Contact your instructor or our Department of English Administrative Assistant.

### Table of Contents

<b>Instructor Information</b> .....	<b>2</b>
<b>Calendar Description</b> .....	<b>2</b>
<b>Course Overview</b> .....	<b>2</b>
<b>Course Objectives and/or Learner Outcomes</b> .....	<b>2</b>
<b>Course Resources</b> .....	<b>3</b>
Required Course Texts and Website.....	3
Course Website.....	3
<b>Course Schedule</b> .....	<b>3</b>
<b>Assignments and Evaluation</b> .....	<b>6</b>
Assignment Policies.....	6
Details of Assignments.....	7
Recitation/Reading (worth 10%).....	7
Tests (worth 30% in total).....	7
Proposal and Bibliography (worth 10%).....	7
Major Research Essay (worth 25%).....	8
Final Exam (worth 25%).....	9
Marking Standards.....	9
Collaboration/Plagiarism Rules.....	9
<b>Course Policies</b> .....	<b>10</b>
<b>University Policies</b> .....	<b>10</b>

### **Instructor Information**

- Instructor: Dr. Alice den Otter
  - Telephone: 705-330-4008 x 2622
  - Office Hours: Monday to Thursday 11-12 or by appointment
- Office: OA 3011  
Email: adenotte@lakeheadu.ca

### **Calendar Description**

The topic of this course will vary. Students should see the Department of English website for further information about each topic.

### **Course Overview**

This course is a study of selected British women who wrote and published from 1700 to 1800. Whereas only a few upper-class women wrote and even fewer published their works at the beginning of the century, by the end many women from all classes wrote extensively, some of them even earning a living by the pen. Some of these women promote moral respectability, while others express energetic critiques of patriarchy or perceptive suggestions for familial and global equality and freedom. Noting the variances in women's experiences, we will be examining selected contributions to various poetic and prose genres, exploring shifts from satire to sensibility, classicism to domesticity, and elevated verse to gothic romance.

### **Course Objectives and/or Learner Outcomes**

By the end of this course, you will be able to

- articulate and apply various interpretive practices and theoretical approaches to texts studied in the course;
- discuss the historical/cultural/literary context and significance (both for past and present readers) of literature by eighteenth-century women writers;
- identify the author, title, context, and significance of memorable quotations from the literature studied in this course;
- describe the ideological and generic concerns of women writing in the eighteenth century;
- critically analyze eighteenth-century literature in terms of its rhetorical, ideological, and aesthetic strategies;
- compare the conventions of a variety of genres prominent in the eighteenth century, and describe ways in which individual texts work within, or expand the definitions of, such genres;
- identify and assess the social, environmental, and other ethical themes presented in eighteenth century women's texts
- select, introduce, and dramatize a chosen passage from a text on the syllabus so as to help lead class discussion;
- create a viable research question, find and evaluate resources, and develop a strong original argument with respect to one or two texts from our textbooks in essay format;
- compose oral and written ideas effectively and persuasively, with specific support for claims and clear, well-organized, coherent, and grammatically correct prose;

- think independently and critically about eighteenth century women's literature and synthesize the issues raised by their texts.

## Course Resources

### Required Course Texts

Inchbald, Elizabeth. *A Simple Story*. Edited by J. M. S. Tompkins, introduction by Jane Spencer, Oxford UP, 2009.

Lennox, Charlotte. *The Female Quixote: or The Adventures of Arabella*. Edited by Margaret Danziel, introduction by Margaret Anne Doody, Oxford UP, 2008.

Lonsdale, Roger, editor. *Eighteenth Century Women Poets*. Oxford UP, 1989.

Piozzi, Hester. *Thraliana: The Diary of Mrs. Hester Lynch Thrale (later Mrs. Piozzi), 1776–1809*, edited by Katharine C. Balderston, Clarendon Press, 1942. Excerpted and edited by Jack Lynch, Rutgers University, 2009, <http://andromeda.rutgers.edu/~jlynch/Texts/thraliana.html>. Accessed 2 Jan. 2017.

Radcliffe, Ann. *The Veiled Picture: or The Mysteries of Gorgono*. Edited by Jack G. Voller, Valancourt Books, 2006.

Wheatley, Phyllis. "To the Right Honorable William, Earl of Dartmouth." *Poems on Various Subjects, Religious and Moral* 1773; rpt. Poetry Foundation, 2020. <https://www.poetryfoundation.org/poems/47706/to-the-right-honorable-william-earl-of-dartmouth>

## Course Website

Desire2Learn.

## Course Schedule (L= Lonsdale Anthology p.)

- |               |  |
|---------------|--|
| <b>Jan. 6</b> | <b>What Is Remarkable about 18<sup>th</sup> Century Women's Writing?</b><br>Introduction to the course.  |
| <b>8</b>      | <b>How Does Egerton Respond to the 18<sup>th</sup> Century Context?</b><br>Before class read Lonsdale xxi-xlvi; Egerton "The Emulation" L 31-32;               |
| <b>13</b>     | <b>How Does Chudleigh Defend Women?</b><br>Before class read Chudleigh "The Ladies Defence" L 2-3, "To the Ladies" L 3. "The Resolve" L 4.                     |
| <b>15</b>     | <b>How Does Finch Represent Writers?</b><br>Before class read Finch "The Spleen" L 6-7, "A Tale of the Miser and the Poet" L 12-14, "To the Nightingale" L 20. |

- 20 How does Finch Grapple with Beauty, Power, and Peace?**  
Before class read Finch "A Pastoral Dialogue between Two Shepherdesses" L 9-11, "Adam Posed" L 12, "Reformation" L 21, "Enquiry after Peace" L 19, "A Nocturnal Reverie" L 22-23.
- 22 How Does Montagu Resolve to Endure Disappointment?**  
Before class read Montagu "The Resolve" L 56, "The Small-Pox" L 56-58, "A Receipt to Cure the Vapours" L 66-67, "Addressed to \_\_\_\_" L 68-69.
- 27 What Does Montagu Expect from Love?**  
Before class read Montagu "The Lover: A Ballad" L 62-63, "Epistle [to Lord Bathurst]" L 63-65, "Verses Written in a Garden" L 69-70. Test #1.
- 29 How Earthbound or Homely are Leapor's Rhymes?**  
Before class read Leapor "Proserpine's Ragout" L 199-200, "Mira to Octavia" L 200-202, "An Epistle to Artemesia" L 204-206, "Crumble Hall" L 210-211.
- Feb. 3 How Does Lennox Satirize Romance?**  
Before class read Lennox "The Female Quixote" Book 1, Chapters 1-6, p. 5-21.
- 5 How Does Lennox Dramatize Imaginative Misconceptions?**  
Before class read Lennox "The Female Quixote" Book 1, Chapter 7 to Book 2, Chapter 1, p. 22-57.
- 10 How Humorous Are Blamire's Rural Observations?**  
Before class read Blamire "Epistle to Her Friends at Gartmore" L 279-83, "Stoklewath; or, The Cumbria Village" L 283-287, "When Home We Return" L 289.
- 12 How Barbed or Bubbly is Barbould's Verse?**  
Before class read Barbould, "The Rights of Woman" L 305-06, "To a Little Invisible Being Who Is Expected Soon To Become Visible" L 307-8, "Washing Day" L 308-10. Proposal and Bibliography Due.
- 17-19 What Will We Read?** No class. Suggested Reading: Inchbald *A Simple Story*, Radcliffe *The Veiled Picture*.
- 24 How Elevated Are Seward's Affections?**  
Before class read Seward "Sonnet: To Honora Sneyd" L 313, "Sonnet: Ingratitude" L 313-14, "Verses Inviting Stella to Tea on the Public Fast-Day" L 314-15, "Sonnet: To the Poppy" L 318.
- 26 How Melancholy Are Smith's Sonnets and Songs?**  
Before class read Smith "Sonnet Written in the Church Yard at Middleton in Sussex" L 367-68, "Thirty-Eight. To Mrs. H\_\_y" L 368-69, "Sonnet: On

Being Cautioned against Walking on an Headland Overlooking the Sea, because it was Frequented by a Lunatic” L 372. Test # 2.

- Mar. 2 How Witty Are Piozzi’s Social Reflections?**  
Before class read Piozzi “An Ode to Society” L 390-92; *Thraliana* <http://andromeda.rutgers.edu/~jlynch/Texts/thraliana.html>
- 4 How Versatile Are Baillie’s Dramatic Passions?**  
Before class read Baillie “A Winter’s Day” L 430-32, “A Summer’s Day” L 432-34, “Night Scenes of Other Times” L 435-38, “A Mother to Her Waking Infant” L 442-43.
- 9 How Does Inchbald Characterize the Power of a Coquette?**  
Before class read Inchbald *A Simple Story* Volume I, p. 3-93.
- 11 How Does Inchbald Narrate Feminine Rebellion?**  
Before class read Inchbald *A Simple Story* Volume II, p. 94-193.
- 16 How Tyrannical Is Inchbald’s Representation of Religious Patriarchy?**  
Before class read Inchbald *A Simple Story* Volume III, p. 194-276.  
Research Essay Due.
- 18 How Sublime are Inchbald’s Heroic Reconciliations?**  
Before class read Inchbald *A Simple Story* Volume IV, p. 277-338.
- 23 How Instructive Are Alcock’s Poetic Sketches?**  
Before class read Alcock “Instructions, Supposed to be Written in Paris, for the Mob in England” L 452-63, “Modern Manners” L 465-66, “A Receipt for Writing a Novel” L 466-68. Test # 3
- 25 How Intriguing is Radcliffe’s Gothic Fiction?**  
Before class read Radcliffe *The Veiled Picture* p.19-89.
- 30 How Do Wheatley and More Activate Social Change?**  
Before class read Wheatley “To the Right Honorable William, Earl of Dartmouth” <https://www.poetryfoundation.org/poems/47706/to-the-right-honorable-william-earl-of-dartmouth> ; More “Slavery, A Didactic Poem” L 330-31, “The Gin-Shop” 334-35.
- Apr. 1 How Dramatic Are Robinson’s Descriptions?**  
Before class read Robinson “London Summer Morning” L 472-73. Prep for Exam.

## Assignments and Evaluation

Assignment	Due date	Value	Length
Recitation/Reading (14-40 lines)	Throughout term on date when text is scheduled to be discussed.	10%	14-40 lines, plus 2-3 min. introduction
Test #1	January 27	10%	30 minutes
Test #2	February 26	10%	30 minutes
Test #3	March 23	10%	30 minutes
Proposal and Bibliography	February 12	10%	4-7 pages
Major Research Essay	March 16	25%	6-8 pages
Final Exam	TBA	25%	3 hours

### Assignment Policies

- All assignments are individual assignments and cannot be completed collaboratively.
- You may, however, seek assistance with writing skills at the editing phase. Your instructor only has time to look at one page of your essay, so consider consulting with a friend or with the peer-assisted writing center: [writing.sscor@lakeheadu.ca](mailto:writing.sscor@lakeheadu.ca).
- Assignments are due by class time on the dates indicated. If you do not hand in your paper in class, send it as an email attachment to [adenotte@lakeheadu.ca](mailto:adenotte@lakeheadu.ca) and then hand in a paper copy as soon as possible to the instructor's office (OA 3011). Marking will not begin until the paper copy has been submitted. Keep a copy of all papers you submit in case of accidental loss before they are marked. No plastic covers please.
- If you require an extension, you must ask for one BEFORE the due date. Plan ahead, and let the instructor know if time conflicts arise so that we can negotiate a more workable deadline. Be willing to ask for a second extension, if needed.
- Unless you ask for (and receive) an extension, late essays will be penalized by 2% per day. Please talk with your instructor if you wonder whether or not it is still worth handing in an assignment.
- All assignments must be in MLA format, double spaced, with 1" margins, and in 12-point font.
- Internet sources are only permitted from academic journals (listed in academic databases, such as MLA Bibliography or JSTOR or Google Scholar). Any other internet sources used in passing must also be cited using MLA format.

- All sources used for an assignment, even as paraphrases in your own words, **MUST** be acknowledged in the text by placing the source reference in parentheses accompanied by page number(s). All direct material quoted from a text, even a single sentence, phrase, or key word, **MUST** be placed in quotation marks, followed by the source reference in parentheses accompanied by page number(s). See the *MLA Handbook for Writers of Research Papers*. (An excellent source for MLA format may be found online at <https://owl.english.purdue.edu/owl/resource/747/05/>) Failure to properly document sources constitutes plagiarism and will be penalized as per University policies below.
- The final exam must be written on the date scheduled, so do not make travel plans for the exam period until the exam schedule is posted.
- Exceptions to these policies are allowed only with a doctor's note or other appropriate documentation.

## Details of Assignments

### Recitation/Reading (worth 10%)

You will select a passage of 14-40 lines (preferably consecutively, although two small poems instead of a larger piece will be allowed) from the reading list and read or recite it to the class on the day when it is studied. Make the words come alive for the rest of the class! You will preface (or follow) your reading/recitation by introducing your choice. Why is this passage beautiful, intriguing, stimulating, or troublesome? How does it develop our engagement with the topic proposed for that class? If the passage is an excerpt from a larger work, why is this one of the most important passages? Try to refer to particular lines or words when you discuss the passage. Only one person will be permitted to present any particular passage, so you will be signing up for them in the second class. If you pick a text with multiple voices (i.e. a drama), you could choose to work with one or more others in the class, such that each would present 14-40 lines by a particular voice. In this case, the lines do not need to be consecutive, but each of you will be responsible to discuss the lines you read/recite. This assignment will be marked for clarity and style of reading (5%) and for insight, accuracy, and relevant specificity of your oral introduction (5%).

### Tests (worth 30% in total)

There will be three tests, one near the end of each month (January 27, February 26, March 23). These tests will take place at the beginning of class and will each require identification (author, title, context, and significance) of 3 (out of 5) passages. These will be passages discussed in class, so class attendance is highly recommended. Each test will be marked out of 15 (worth 10%) and will be limited to 30 minutes.

### Proposal and Bibliography (worth 10%)

You will be selecting your own essay topic and thesis in relation to your choice of one or two (not more) works from our course textbooks. Please ask for help if you are having difficulty narrowing down your topic. The best place to look for academic articles on your chosen work is the *MLA Bibliography* (found at Lakehead Library, Article Databases) since it is specifically devoted to language and literature studies. If specific

articles are not available on your chosen text, find articles or books discussing the author, the author's other texts, women's issues in the eighteenth century, or other relevant issues in the eighteenth century. Note that some articles will need to be ordered via RACER, which could take approximately 2 weeks to arrive, so begin searching as soon as possible. On February 12, you will be handing in a proposal for this essay, including answers to the following questions (feel free to number them):

1. Why do you personally like this work? This must be included and is the only opportunity for you to write a first person response to the work. Be as specific as you can. Do not include this response in your final research essay.
2. What do five (5) or more academic articles say about the work (preferably in terms of your chosen topic)? For each one,
  - provide bibliographical information (using MLA format). Two articles must be from 2008 to the present; two must be from literary journals; two must be from books. Include FULL MLA documentation for them all. If you cannot find sufficient articles on the work itself, indicate where you looked and how many you found.
  - summarize the main argument and relevant details in one paragraph, including at least one quote from each source to show the flavor of the critic's perspective on the work.
  - explain how this article will be useful for your study and how you plan to provide something fresh that the critic missed in relation to your topic. (For example, the critic discusses one character but not the one you will discuss; or he/she looks at issues regarding women but not men, plants but not animals, style but not historical context, or whatever.) Note that your discussion of missing elements gives you an opportunity to offer an original interpretation of the work.
3. What theoretical basis will you be using to offer a fresh reading of the work (e.g. Feminist, Marxist, Post-colonial, Ecocritical, etc.)? Mention one or two theorists and briefly outline the part of the theory that you find most relevant for your essay.
4. What will be your thesis? More specifically, what is your claim and what three or four elements will you discuss in order to prove that claim?

Length: 4-7 typed, double-spaced pages, 12-point font. Due February 12 at 1:00 p.m.

### **Major Research Essay** (worth 25%)

Write an interesting, well-researched and theoretically-based essay on your chosen text and topic as proposed and approved (possibly with revision). Use essay format, with an introduction, many body paragraphs, and a conclusion. This essay must be persuasive, proving the claim made in your thesis (or revised thesis, if required). Note that all borrowed sources, even of paraphrased ideas, must be documented (using quotation marks for all direct quotes and source references for all direct quotations and paraphrases as per MLA style). This includes internet sources and class notes. When in doubt, ask for help. Length: 6-8 typed, double-spaced pages, 12-point font. Place name, course, instructor, and date in top left corner followed (after space) by centered

(and somewhat creative) title and then (after space) the essay. (Don't include a separate title page.) Due March 16 at 1:00 p.m. Plan ahead. Please see instructor if unexpected circumstances warrant an extension.

### **Final Exam** (worth 25%)

Although the final exam requires you to prove your mastery of the course material, you will be given potential examination questions in advance, from which four will appear on the exam, and from which you will be required to answer two. You will be allowed to take one 8 ½ x 11 inch paper into the examination room, filled (handwritten or typed) both sides with meaningful subheadings and quotations from assigned texts. Margins and font have no restrictions. On this paper, you may **not** write your answers in advance. Include the author of a quotation (not the editor but the person who wrote the words), title, and page numbers for each one. Up to 5 quotations from secondary sources may be included, but are not required. If you choose to include them, include full bibliographical information. The exam is worth 25%. Be as specific as possible.

### **Marking Standards**

- The recitation/reading assignment will be marked for clarity and style of reading (5%) and for insight, accuracy, and relevant specificity of the oral introduction (5%).
- Tests will be marked for accuracy and relevant specific detail. Author and title will be worth a half mark each, context will be worth 2 marks, and significance will be worth 2 marks, equalling 5 marks per quotation. Each test will be marked out of 15 and will comprise 10% of the final mark in the course).
- Proposal and Bibliography will be marked for adherence to instructions, insight, grammatical clarity, accuracy, and relevant specificity. One mark (out of 10) will be given to each of the following components of the assignment: personal reflection, each of 5 annotated bibliographies, format of required sources and MLA documentation throughout, discussion of what critics have missed throughout, theoretical perspective, and thesis.
- The major research essay will be marked in accordance with the [English Department Marking Standards](#) (online).<sup>1</sup>
- The final exam will be marked for insight, accuracy, and relevant specific detail. Each of the two essays will be marked out of 50 points.

### **Collaboration/Plagiarism Rules**

As stated in the English Department Marking Standards, "Plagiarism is the unacknowledged use of someone else's words and/or ideas. Not acknowledging your

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<sup>1</sup> <https://www.lakeheadu.ca/programs/departments/english/marking-standards>

debt to the ideas of a secondary source, failing to use quotation marks when you are quoting directly, buying essays from essay banks, copying another student's work, or working together on an individual assignment, all constitute plagiarism. Resubmitting material you've submitted to another course is also academic dishonesty. All plagiarized work (in whole or in part) and other forms of academic dishonesty will be reported to the Dean, who is responsible for judging academic misconduct and imposing penalties. The minimum penalty for academic misconduct is a 0 on the assignment in question. It might also be subject to more severe academic penalties. See the [Student Code of Conduct - Academic Integrity](#) for more details.”<sup>2</sup>

### Course Policies

- Attendance is required. Please notify your instructor via email if you are unable to attend a class. Undue absence will *seriously* affect both your achievement and your enjoyment in this course. If you find yourself struggling in the course, please talk to your instructor before March 6, which is the last day to drop the course without academic penalty.
- It is imperative that you read the assigned literature *before* the class in which it is being discussed. If for some reason you are unable to prepare for a particular class, please let me know and COME TO CLASS ANYWAYS.
- PowerPoint slides will be posted before class whenever possible so that you can download them and add notes as we move along the material. Note that many of the slides contain primary source material only, so they will not be sufficient on their own for study purposes.
- The university expects everyone to treat students, staff, and instructors with mutual respect and fairness. Differences of opinion are what fuel interesting debate in a classroom, which is strongly encouraged in this course. However, oppressive statements or behaviour based on race, class, gender, sexual orientation, nation of origin, (dis)ability, religion, or any other identity marker are clearly not appropriate and will be dealt with accordingly. If you feel in any way upset by something raised in class, please see your instructor immediately.
- Laptops may be used for note taking, but use of social media during class is not permitted unless it is part of an assignment.

### University Policies

- Students in this course are expected to conform to the [Student Code of Conduct](#) (online).<sup>3</sup>
- Lakehead University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to

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<sup>2</sup> <https://www.lakeheadu.ca/students/student-life/student-conduct/academic-integrity>

<sup>3</sup> <https://www.lakeheadu.ca/students/student-life/student-conduct>

develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the course.

This course outline is available online through the English Department homepage and the Desire2Learn site for the course.