

Professor Francus  
English 367W: Eighteenth-Century Literature II  
West Virginia University  
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August 24 Introduction to mid- and late eighteenth-century England  
August 26 Samuel Richardson, *Pamela* (1740)

August 31 Richardson, *Pamela*  
September 2 Richardson, *Pamela*

September 7 Richardson, *Pamela*  
September 9 Richardson, *Pamela*

September 14 Analysis of Published Criticism on *Pamela*  
Discussion of Bibliographic Assignment  
September 16 *Class Cancelled*

September 21 Henry Fielding, *Shamela* (1741)  
**Drafts of Bibliographic Assignment Due**  
September 23 Writing Workshop for Bibliographic Assignment

September 28 John Cleland, *Fanny Hill* (1749)  
**Bibliographic Essay Due**  
September 30 Cleland, *Fanny Hill*

October 5 Charlotte Lennox, *The Female Quixote* (1752)  
October 7 Lennox, *The Female Quixote*

October 12 Discussion of Analytical Essay Assignment  
Laurence Sterne, *Tristram Shandy* (1767)  
October 14 Sterne, *Tristram Shandy*

October 19 Sterne, *Tristram Shandy*  
October 21 Sterne, *Tristram Shandy*

October 26 Sterne, *Tristram Shandy*  
**Drafts of First Analytical Essay Due**  
October 28 Writing Workshop for First Analytical Essay

November 2 *Election Day Recess*  
 November 4 Horace Walpole, *The Castle of Otranto* (1764)  
**First Analytical Essay Due**

November 9 Frances Burney, *Evelina* (1778)  
 November 11 Burney, *Evelina*

November 16 Burney, *Evelina*  
 November 18 Burney, *Evelina*

November 23-25: *Thanksgiving Recess*

November 30 In-Class Editing Exercise  
 December 2 Maria Edgeworth, *Castle Rackrent* (1800)  
**Drafts of Second Analytical Essay Due**

December 7 Writing Workshop for Second Analytical Essay  
 December 9 Conclusion

December 13 **Second Analytical Essay Due**

**Course Description:** English 367W will examine British culture of the second half of the eighteenth century through the narrative lens of the novel, the dominant literary genre of the period. The novels of this time often focus on issues of class, and on the fantasies of upward mobility as well as the anxieties of downward mobility. These novels signal ongoing concerns regarding British economy, property, trade, colonial expansionism, and social revolution. In a period which saw both the American and French revolutions, increased urbanization and industrialization, the establishment of charitable institutions and food riots, the novels show just how conscious the nation was of its accomplishments and failures. These novels also foreground issues of gender, as courtship and contemporary sexual politics often provide the framework of the narrative, while attempting to define manners and behavioral codes. This period marks a rise of domesticity in England, and the status of female power particularly comes under question, and the desire to limit female authority is central to the cultural milieu of the period. Similarly, masculinity is also subject to debate, as sensibility and sentimentalism outline a new profile for the ideal man. Finally, the novels of mid- and late eighteenth century clarify the aesthetic and cultural taste of the period. These novels range from romance (*Pamela* and *Evelina*) to gothic mystery (*The Castle of Otranto*) to scandal literature (*Fanny Hill*) to social satire (*Castle Rackrent*) and comic adventure (*The Female Quixote*)—as variable and expansive as the nation itself. English 367W fulfills the University’s “W” Writing Intensive requirement, and fulfills the upper division elective requirements of the English major and minor.

### Course Objectives:

1. To familiarize students with British literature published between 1740 and 1800.
2. To analyze literature within its historical context, and to evaluate how literature reflects and effects social, political, and economic forces in its period.
3. To provide opportunities for students to learn and use the tools of literary and critical theory.
4. To provide opportunities for students to improve their writing and editing skills through a series of assignments.
5. To provide opportunities for students to improve their oral skills, through class discussion and student presentations.
6. To provide opportunities for students to engage in academic research at an advanced undergraduate level.
7. To provide practice in the critical reading of texts.

**Course Texts:** Available at the WVU Bookstore. Please purchase the textbooks when they arrive at the bookstore, for they return textbooks to the publisher if they remain unsold.

### Course Requirements and Assignments:

1. You will be required to keep pace with the reading assignments in the course. Failing to do so will diminish your learning experience, especially ability to learn from, and contribute to, class discussion.
2. You will be required to check your MIX e-mail account at least twice weekly. Your MIX account is the primary venue for course communication and distribution of essay drafts.
3. You will be required to give one 15-minute class presentation on a person who is not represented on the syllabus. The intent of this assignment is to extend and deepen the knowledge base of every member of the class beyond the parameters of the syllabus, to encourage independent research, and to provide practice in oral presentation skills. You will be allowed to choose among a number of people who were influential in mid- and late eighteenth century culture. Presentations will be scheduled throughout the semester.

Your presentation must include the following:

- A. a handout for the class that provides a brief biography of your subject
- B. an analysis of how and your subject shaped British culture in the period
- C. an analysis of how and why your subject is particularly relevant to the authors and texts on our syllabus.

The evaluation criteria for presentations is as follows:

- Content of Handout (reflecting research) -- 25 points
- Clarity of Handout (layout of material, ease of understanding) -- 15 points
- Analysis of the figure's importance in 18<sup>th</sup>-century society/culture -- 20 points
- Analysis of the figure's relevance to our course -- 20 points
- Voice (volume, diction, etc.) -- 10 points
- Eye Contact -- 5 points
- Timing (staying within the 15 minute limit) -- 5 points

Please feel free to contact me at any time regarding your presentation.

4. A bibliographic essay, 6-7 pages. This assignment provides practice in pursuing academic research, identifying standard reference works, evaluating scholarship, and analytical writing. For your bibliographic essay you should choose one of the authors on the syllabus, and do the following:
  - A. Create a bibliography for your author. Your bibliography should include the standard edition of your author's works, the standard biography, the standard edition of his/her correspondence, the standard concordance (if one exists), and at least 15 critical sources (books or articles) about your author.
  - B. Write an essay in which you analyze one of the current critical articles about your author. This essay should *not* be a summary of the article. In the conclusion of your essay you should comment on the nature of contemporary criticism regarding your author. You will be required to submit a draft of your essay for comments to me and to a group of your peers, and then revise your essay before submission for a grade.
  
5. Two analytical essays, each 7-8 pages. These assignments allow you to develop theses and extended arguments; to evaluate and incorporate scholarship in your work; and to practice analytical writing. I will provide a list of suggested paper topics for each of these assignments; if none of my suggestions intrigue you, please contact me regarding other options. Each essay will require a clearly articulated thesis, and a cogent argument to substantiate it. You will also be required to demonstrate your knowledge of at least three critical sources that are relevant to your topic, through integration of scholarly argument in your essay and proper citation. You will be required to submit a draft of the first of these essays for comments to me and to a group of your peers, and then revise your essay before submission for a grade.  
Please feel free to contact me at any time regarding your research and writing.

### **Submission of Assignments:**

1. All drafts and papers are to be typed, with sufficient space in the margins for comments. Papers should be double spaced.
2. The paper length is a suggested guideline. If your response to a seven-page assignment is six or eight pages, don't panic. On the other hand, straying too far from these guidelines leads to kitchen sink papers (i.e. the twenty-page paper that tries to throw in everything about a text, and is unfocused as a result) or papers that don't say much of anything (i.e. the three-page paper that just begins to grapple with the issues at hand).
3. Research is required for all the assignments in this course. Your papers should reflect careful reading and thinking about your subject. Do not summarize the plot of a work, the argument of an essay, or rephrase your class notes in your papers.
4. It is highly recommended that you keep a photocopy of a back-up disk of every assignment that you hand in.
5. Hand in papers on time. Late submissions will receive a lower grade unless the student has a viable reason (such as illness, familial emergency) for his/her lateness. In other words, an essay that would normally earn a "B" will receive a "B-" if it is one day late, a "C+" if it is two days late, and so on.

**Attendance:** At West Virginia University, class attendance contributes significantly to academic success. Students who attend classes regularly tend to earn higher grades and have higher passing rates in courses.

Excessive absences may jeopardize students' grades or even their ability to continue in their courses. Accordingly, attendance will be taken at the beginning of every class. You are granted a maximum of three absences during the course of the semester. If the limit is exceeded without an acceptable excuse (such as illness, familial emergency), your grade will be lowered one half of a letter grade for each subsequent absence.

Come to class on time.

### **Grading:**

1. The oral presentation will count for 25% of your final grade, and each of the three essays for 25% of your final grade.
2. I do not give grades of "Incomplete" except in extreme circumstances, and then only if a substantial portion of the semester's work has already been completed. If an emergency arises, please contact the Dean of Student Life immediately (293-5611).

### **Grading Scale:**

**A (90-100)** – Excellent work; the assignments for this course have been completed in a professional and timely manner. The written assignments are clearly organized, choose compelling evidence to substantiate the analysis, and engage with the subject at hand in a thoughtful and thought-provoking manner. Written work requires no substantive or stylistic revisions, whether it appears on an exam, a quiz, or in an essay. Oral work is well-researched, and presented in an articulate, easy-to-follow manner, with clearly designed and relevant supporting materials.

**B (80-89)** – Good work; the assignments for the course have been completed in a professional and timely manner. The written assignments show substantial engagement with the subject at hand, but the analysis is either partially incomplete, involving weak evidence, or manifests some difficulty with organization. Written work requires substantive revisions, but few or no stylistic ones. Oral work is well researched and presented in a reasonably organized, if not consistently articulate, fashion; the supporting materials are relevant, with minimal flaws in design.

**C (70-79)** – Average work; the assignments for the course have been completed, but not necessarily in a professional or timely manner. The written assignments show effort by the student, but the analysis is incomplete, includes inappropriate evidence (or a lack of evidence), or shows significant difficulties with organization. Written work, whether on a test, an essay, or a quiz, requires significant substantive or stylistic revisions. Oral work reflects some, but not thorough, research; the presentation is organized, but not presented in an articulate fashion; the supporting materials are relevant, but not complete.

**D (60-69)** - Less than average work; the assignments for the course have not been completed in a professional or timely manner. The written assignments show a lack of effort on the part of the student, and a lack of engagement with the assignment (exam, quiz, or essay). Written assignments lack analysis, evidence, and organization; extensive substantive and stylistic revisions are necessary. Oral work shows minimal effort at research, organization, and design, undermining the student's ability to explain the subject of his/her presentation to the class.

**F (<59)** – Inadequate work; the assignments for the course have not been completed. Written assignments, when submitted, show a significant lack of effort on the part of the student, and a lack of

engagement with the assignment and the subject matter of the course. Such work is marked by the absence of analysis, evidence, and organization; engagement with the course materials is necessary before extensive revisions are even possible. Oral work demonstrates a lack of effort by the student to pursue or organize the research necessary for oral presentation.

**Academic Dishonesty.** The following definitions of Academic Dishonesty are taken from the West Virginia University Academic Integrity/Dishonesty Policy (available online at <http://www.arc.wvu.edu/admissions/integrity.html>):

1. **Plagiarism:** Plagiarism is defined in terms of proscribed acts. Students are expected to understand that such practices constitute academic dishonesty regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed. Plagiarism includes, but is not limited to: submitting, without appropriate acknowledgement, a report, notebook, speech, outline, theme, thesis, dissertation, or other written, visual, or oral material that has been copied in whole or in part from the work of others, whether such source is published or not, including (but not limited to) another individual's academic composition, compilation, or other product, or commercially prepared paper.
2. **Cheating and dishonest practices in connection with examinations, papers, and projects, including but not limited to:**
  - a. Obtaining help from another student during examinations.
  - b. Knowingly giving help to another student during examinations, taking an examination or doing academic work for another student, or providing one's own work for another student to copy and submit as his/her own.
  - c. The unauthorized use of notes, books, or other sources of information during examinations.
  - d. Obtaining without authorization an examination or any part thereof.
3. **Forgery, misrepresentation, or fraud:**
  - a. Forging or altering, or causing to be altered, the record of any grade in a grade book or other educational record.
  - b. Use of University documents or instruments of identification with intent to defraud.
  - c. Presenting false data or intentionally misrepresenting one's records for admission, registration, or withdrawal from the University or from a University course.
  - d. Knowingly presenting false data or intentionally misrepresenting one's records for personal gain.
  - e. Knowingly furnishing the results of research projects or experiments for the inclusion in another's work without proper citation.
  - f. Knowingly furnishing false statements in any University academic proceeding.

Cases of academic dishonesty will result in a grade of "F" for the course and appropriate academic discipline. If you have any questions about academic dishonesty, and how to avoid it, please contact me.

**Social Justice Policy.** West Virginia University is committed to social justice. I concur with that commitment and expect to foster a nurturing learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on

the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with Disability Services (293-6700).