

English 610-001
STUDIES IN RHETORIC: The Teaching of the Eighteenth-Century Novel

TR 12:30—1:45
Main Building, Room 003

Professor: Lisa Zunshine
Office Hours: POT 1365, TR 10:55-12:25

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Required Texts and Websites

Aphra Behn, *Oroonoko* (access it via <http://lion.chadwyck.com.ezproxy.uky.edu/>)
Daniel Defoe, *Moll Flanders* (any edition)
Eliza Haywood, *Fantomina* (access via Lion-Chadwyck)
Samuel Richardson, *Clarissa* (Penguin; edited by Angus Ross)
Henry Fielding, *Tom Jones* (Oxford UP; edited by John Bender and Simon Stern)
Jane Austen, *Emma* (any edition)
Handouts of critical readings

PLUS:

One novel of your choice from the following supplementary list:

Charlotte Lennox, *Female Quixote* (available from Lion-Chadwyck, our library, and our bookstore)
Aphra Benh, *Love-Letters Between a Nobleman and his Sister* [caution: this is a long novel]
(available from our library and Lion-Chadwyck)
Delarivier Manley, *New Atalantis* (available from Lion-Chadwyck and our library)
Eliza Haywood, *Love in Excess* (available from Lion-Chadwyck, our library, and our bookstore)
Penelope Aubin, any novel of your choice from Lion-Chadwyck's list
Jane Barker, *A Patch-Work Screen* (available from Lion-Chadwyck and our library)
Mary Davys, *The Reformed Coquette* (Lion-Chadwyck; our library)
Sarah Fielding, *The Countess of Dellwyn*, OR *The Adventures of David Simple*, OR *The History of Ophelia* (Lion-Chadwyck and our library)

In the case of each text we are reading, please consult the recently refurbished **Lion-Chadwyck database**. They feature now not only full versions of numerous primary texts (or several different versions of the same text, e.g., *Clarissa*), but also a useful selection of recent critical works dedicated to those texts. Also, take a look at their “full-text journals” option, and, if the journal you need is not there, check it out via **Project Muse**: <http://muse.jhu.edu.ezproxy.uky.edu/journals/>. You may find both databases helpful for preparing your pedagogical practicums.

Requirements and Grade Breakdown:

- in-class presentation of a supplementary novel. Chose one novel from our list of supplementary novels, read it, research its backgrounds, and present it to the class. Your presentation should include: plot summary (2 min.); discussion of the text's most attractive pedagogical and theoretical aspects (5 min.); description of a course featuring this novel (5 min). **20%**.

- pedagogical practicums (10 min. long). You are responsible for three practicums, at least one of which has to focus on *Clarissa*). **35%**.

• course proposal featuring some novels from our combined list of works, but describing a course distinctly different from ours (be as creative as you wish, for possibilities are truly endless: e.g., a history of the novel course; a women's writing course, a cultural studies course on eighteenth and nineteenth-century novel; epistolary fiction then and now; transatlantic studies course; "representations of lying in the novel"; etc. etc. . . .). Your proposal should include: 1) one-paragraph course description (its subject, its goals, its audience); 2) detailed syllabus; 3) teaching philosophy statement. *Please note that this course description by no means has to correspond to the course that you envisioned in your discussion of a supplementary novel. 45%.*

Read this if you want to construct your course proposal with some far-reaching goal in mind:

Since it is my firm belief that any time-consuming class assignment should play double or even triple duty in your professional development, consider structuring your course proposal so that you may later use it (or parts of it) for one (or all) of the following:

◆ First, you may consider entering it into the "Innovative Course Design Competition" sponsored by the American Society for Eighteenth-Century Studies (ASECS). This is an annual event, and although the deadline for the 2006 competition has not been set yet, you can find all necessary information in the description of the past year's competition (they don't change a whole lot from one year to another) at: <http://asecs.press.jhu.edu/tchgcomp.html>.

◆ Second, you may consider adapting it later for the Cornell University Society for Humanities Postdoctoral Fellowship application (they require a course proposal as part of the application). Their themes change from one year to another, so it can be worth your while to check now and then whether a current year's theme corresponds to something you've been dealing with in your course proposal. You can find information about their program at <http://www.arts.cornell.edu/sochum/>.

◆ Finally, you should certainly consider this course proposal as a possible blueprint for one of course descriptions/syllabi you can bring to your future job interview.

Schedule of Readings:

Jan 13 (R) Introduction

Jan 18 (T) Behn, *Oroonoko* (read the whole novel). If you are using the Lion-Chadwyck database, go to their site and type in *Oroonoko*. This will bring up not only Behn's own text, but also several dramatic adaptations as well as many most recently published, important essays on the novel.

Jan 20 (R) *Oroonoko*. **Pedagogical Practicum**

Jan 25 (T) *Moll Flanders* (read the whole novel)

Jan 27 (R) *Moll Flanders*. **Pedagogical Practicum**

Background readings: John Richetti, from "Defoe: Mapping Social Totality" (*The English Novel in History*); William Warner, "The Rise of the Novel in the Eye of Literary History"; Doody, "The Eighteenth-Century—and Beyond: The Rise of Realism and Escape from It" (handouts)

Feb 1 (T) *Tom Jones*, books 1-5

Feb 3 (R) *Tom Jones*, books 6-7

Background reading: Mikhail Bakhtin, selections from *The Dialogic Imagination*

Feb 8 (T) *Tom Jones*, books 8-12. **Pedagogical Practicum**

Feb 10 (R) *Tom Jones*, books 13-15

Background reading: selections from Michael McKeon, *The Origins of the English Novel*

Feb 15 (T) *Tom Jones*, books 16-18. **Pedagogical Practicum**

Feb 17 (R) Haywood, *Fantomina*

Feb 22 (T) *Clarissa* (to the end of letter 28; pp. 33-135)

Feb 24 (R) *Clarissa* (to the end of letter 44; pp. 136-202)

Mar 1 (T) *Clarissa* (to the end of letter 88; pp. 202-358). **Pedagogical Practicum**

Mar 3 (R) *Clarissa* (to the end of letter 118; pp. 358-451)

Mar 8 (T) *Clarissa* (to the end of letter 187; pp. 451-601). **Pedagogical Practicum**

Mar 10 (R) *Clarissa* (to the end of letter 212; pp. 601-679)

Spring Break: Read *Clarissa* to the end of letter 294; pp. 679-973)

Mar 22 (T) *Clarissa* (to the end of letter 294; pp. 679-973)

Background Readings: William Warner, selections from *Reading Clarissa: The Struggles of Interpretation*; Terry Castle, selections from *Clarissa's Ciphers: Meaning and Disruption in Richardson's "Clarissa."*

Mar 24 (R) *Clarissa* (to the end of letter 326; pp. 973-1041)

Mar 29 (T) *Clarissa* (to the end of letter 409; pp. 1042-1201). **Pedagogical Practicum**

Mar 31 (R) no class. Read *Clarissa* for Tuesday to p. 1404)

Apr 5 (T) *Clarissa* (to the end of letter 502; pp. 1201-1404)

Apr 7 (R) *Clarissa* (to the end of the novel). **Pedagogical Practicum**

Apr 12 (T) On your own: *Watch Dangerous Liaisons* and *Cruel Intentions*. **Pedagogical Practicum**

Apr 14 (R) *Emma* (chapters 1-20)

Apr 19 (T) *Emma* (to the end). **Pedagogical Practicum**

Apr 21 (R) Presentations of Supplementary Novels

Apr 26 (T) Presentations of Supplementary Novels

Apr 28 (R) Presentations of Supplementary Novels

Your course proposal (double-spaced throughout) is due Tuesday, May 3rd in my mailbox in POT 1215.

Selected Bibliography

(marked with an asterisk are the sources of our handouts)

- Alter, Robert. *Fielding and the Nature of the Novel* (Cambridge: Harvard University Press, 1968).
- Amory, Hugh. *Law and the Structure of Fielding's Novels* (Columbia University Ph.D. thesis, 1964).
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- Aravamudan, Srinivas. *Tropicopolitans: Colonialism and Agency, 1688-1804* (Durham and London: Duke University Press, 1999).
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- Barhas, Janine. *Graphic Design, Print Culture, and the Eighteenth-Century Novel* (Cambridge University Press, 2003).
- Barker-Benfield, G. J. *The Culture of Sensibility: Sex and Society in Eighteenth-Century Britain* (Chicago: University of Chicago Press, 1992).
- Battestin, Martin C., with Ruthe R. Battestin, *Henry Fielding, a Life* (London and New York: Routledge, 1989).
- Bender, John. *Imagining the Penitentiary: Fiction and the Architecture of the Mind* (Chicago: University of Chicago Press, 1987).
- Booth, Wayne. *The Rhetoric of Fiction* (Chicago: University of Chicago Press, 1961).
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- Braudy, Leo. *Narrative Form in History and Fiction* (Princeton: Princeton University Press, 1970).
- Brown, Homer Obed. "Tom Jones: The Bastard of History," in *Boundary 2* 7(1979): 201-233.
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- Clarke, Norma. *The Rise and Fall of the Woman of Letters* (London: Pimlico, 2004).
- Cook, Elizabeth Heckendorn. *Epistolary Bodies: Gender and Genre in the Eighteenth-Century Republic of Letters* (Stanford: Stanford UP, 1996).

- Copeland, Edward and Juliet McMaster, eds., *The Cambridge Companion to Jane Austen* (Cambridge University Press, 1997), 211-226.
- Damrosch, Leopold Jr. *God's Plots' and Man's Stories: Studies in the Fictional Imagination from Milton to Fielding* (Chicago: The University of Chicago Press, 1985).
- Davis, Lennard J. *Factual Fictions: The Origins of the English Novel* (New York: Columbia UP, 1983).
- *Doody, Margaret Anne. *The True Story of the Novel* (New Brunswick: Rutgers University Press, 1996).
- Durston, Gregory. *Moll Flanders: An Analysis of an Eighteenth Century Criminal Biography* (Chichester: Barry Rose Law Publishing Ltd, 1997).
- Eagleton, Terry. *The Rape of Clarissa: Writing, Sexuality and Class Struggle in Samuel Richardson* (Oxford: Basil Blackwell, 1983).
- Eaves, T. C. Duncan and Ben D. Kimpel, *Samuel Richardson, A Biography* (Oxford: Clarendon Press, 1971).
- Erickson, Robert A. *The Language of the Heart, 1600-1750* (Philadelphia: University of Pennsylvania Press, 1997).
- . *Mother Midnight: Birth, Sex, and Fate in Eighteenth-Century Fiction (Defoe, Richardson, and Sterne)* (New York: AMS Press, 1986).
- Faller, Lincoln B. *Crime and Defoe: A New Kind of Writing* (Cambridge University Press, 1993).
- Foucault, Michel. *Madness and Civilization: A History of Insanity in the Age of Reason* (New York: Vintage Books, 1988).
- Gallagher, Catherine. *Bedford Cultural Edition of Aphra Behn's Oroonoko; or, the Royal Slave* (Bedford/St. Martin, 1999).
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- Hughes, Derek. "The Masked Woman Revealed; or, the Prostitute and the Playwright in Aphra Behn's Criticism." *Women's Writing* 7.2 (2000): 149-164.
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Markley, Robert. "The Canon and Its Critics." In *The Cambridge Companion to English Restoration Theatre*, ed. Deborah Payne Fisk (Cambridge University Press, 2000). 226-241.

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Zomchick, John P. *Family and the Law in Eighteenth-Century Fiction: The Public Conscience in the Private Sphere* (Cambridge University Press, 1993).

Schedule of Pedagogical Practicums (no more than 4 practicums per meeting)

Jan 20 (R) *Oroonoko*

- 1.
- 2.
- 3.
- 4.

Jan 27 (R) *Moll Flanders*

- 1.
- 2.
- 3.
- 4.

Feb 8 (T) *Tom Jones*

- 1.
- 2.
- 3.
- 4.

Feb 15 (T) *Tom Jones*

- 1.
- 2.
- 3.
- 4.

Mar 1 (T) *Clarissa*

- 1.
- 2.
- 3.
- 4.

Mar 8 (T) *Clarissa*

- 1.
- 2.
- 3.
- 4.

Mar 29 (T) *Clarissa*

- 1.
- 2.
- 3.
- 4.

Apr 7 (R) *Clarissa*

- 1.
- 2.
- 3.
- 4.

Apr 12 (T)

- 1.
- 2.
- 3.
- 4.

Apr 19 (T) *Emma*

- 1.
- 2.
- 3.
- 4.

Schedule for Presenting our Supplementary Novels:

Apr 21 (R)

1.

2.

3.

4.

Apr 26 (T)

1.

2.

3.

4.

Apr 28 (R)

1.

2.

3.

4.