ENG 3903-001: Becoming Jane Austen: Changing Gender Codes in 18th Century Prose

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(TTH 9:30-10:45 Coleman Hall 3170)

Becoming Jane Austen: Changing Gender Codes in 18th Century Prose

You are likely to have read a Jane Austen novel. *Pride and Prejudice*? *Emma*? *Sense and Sensibility*? But have you even heard of Eliza Haywood? And did you know that her novel *Love in Excess* rivaled *Robinson Crusoe* for the top spot on the bestseller list in 1720? If not, why not? Let's use our reading of the prose of the long 18th century to find answers to these and other questions about the relationship between gender and genre, between being female and writing fiction. We will read novels (early radical experiments and the progressive and conservative texts that followed) and other writings by early feminists such as Mary Astell and Mary Wollstonecraft. We will end, of course, with Jane Austen and see how having read the many writers who paved the path for her work affect our readings of this wonderful novelist. The course offers credit in Group 3A for English majors and toward the Women's Studies Minor.

Texts:

- *The Longman Anthology of British* Literature, Volume 1C, 3rd ed
- *Popular Fiction by Women* 1660-1730
- *Oroonoko* (Bedford edition)
- *Anti-Pamela and Shamela* (Broadview edition)
- *Moll Flanders* (Norton edition)
- *Evelina* (Norton edition)
- *Victim of Prejudice* (Broadview edition)
- *Joseph Andrews* (on-line edition)
- *Sense and Sensibility*
- *Persuasion*
Course requirements and grading:

1. Grades:
   - Class participation and discovery writing (20%)
   - Midterm and final exams (20% and 30%)
   - 6-8 page essay (30%)

2. Writing Guidelines:
   - All out-of-class assignments should be typed, use MLA style internal citations, and include a Works Cited page. If you have any questions about this format, please see me or visit the Writing Center or the OWL website. In addition, please turn in all essays on the assigned dates. Unless we have made other arrangements, a late assignment will be graded down a half letter grade per class hour it is late.
   - Plagiarism: Respect for other writers' words and ideas is a core value in our community. We'll discuss intellectual honesty and strategies for achieving it, but here is the official English Department policy that we will follow:
     Any teacher who discovers an act of plagiarism—'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' (Random House Dictionary of the English Language)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

Ethical research writing includes having mastery of distinctions between summary, paraphrase, and quotation (including all appropriate punctuation to distinguish these forms); it also requires providing complete and accurate in-text citations for any ideas as well as language (exact unique words or phrases, sentences, and extended passages) taken from any source (oral, print, or electronic), as well as corresponding Works Cited entries. The MLA style sheet examples offered on the OWL website will be our final authority on appropriate form: http://owl.english.purdue.edu/. Note that it offers updates on the newest 2009 MLA rules. See p. 16 + in the English Department Field Guide to Writing for additional information:
3. Attendance and Class Participation: Being in class is essential to our collective success as a class, as well as to becoming a better, more able, and responsible reader, writer, and collaborator—this includes being fully prepared (actively reading assignments—annotating, taking notes, preparing substantive questions—and completing all writing assignments) and taking a responsible and active part in class discussions and group tasks (being alert, involved, respectful, tactful, and courteous). Taking part in discussion might include asking well-informed questions based on close and critical reading of assignments, responding to questions, and entering into general discussions. Also, please be on time (if you arrive after attendance is taken, it is your responsibility to see that I mark you present); turn your cell phones to vibrate and use only for emergencies; bring the text/s of the day to class; and only pack up after class discussion concludes. In general, if you have a problem, send me an e-mail or come to my office to see me as soon as possible. **More than three unexcused absences will lower your class participation grade to an F.** As outlined in the student catalogue, I will consider an absence excused only for "reasons of illness, emergency, or university activity." It is your responsibility to provide me with appropriate documentation for any absence.

4. Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

5. Office Hours: Please feel free to drop in during my scheduled hours— or to request an appointment. Really. I mean it. I enjoy meeting with you and find that those who visit and take this opportunity to pursue ideas or clear up problems generally do much better in the class. If you have questions, be sure to ask them—in class or after. Chances are that if you have a question, someone else has the same question.
Electronic Writing Portfolio

English 3903 is a writing-intensive course. If you plan to use the formal essay for your Electronic Writing Portfolio (EWP), please talk with me by midterm. Seniors graduating this term should be aware of an early deadline for final semester submissions. We will need to make special arrangements for your essay due dates. Additional information and forms are available at www.eiu.edu/~assess/ewpmain.php.

Research and writing resources:
•  http://owl.english.purdue.edu/
•  http://www.bartleby.com/

English 3903: Getting Started
(DUE TO ME BY 5 P.M. on January 13th)

Using the email account you check most regularly, please send me an email message (lscoleman@eiu.edu) with the following information:
•  Your name, course and section number, major, minor (if any), home and school addresses and phone numbers (including cell if that is what you use most often).
•  Your personal, professional, and content goals for English 3903. I’d also like to know what part you see this course playing in your experience of literature and/or women’s studies—e.g., How do you see your experience as a reader and writer in your major contributing to your approach to this class?
•  An acknowledgement of having read and agreed to the policies in the course syllabus.

If you have any questions, please feel free to ask them in the email, in class, or after class.

Plan to check this account on a regular basis.
Week 1 (January 10 & 12): The Beginnings

T: Introductions [for additional background see Longman 2121-43]; assign introductory email
Th: Gender, Mind and Body--Finch “The Introduction” (2329-31) and Behn “The Disappointment” (2267-72) in Longman
[Reminder: Introductory email due by 1/13/12 at 5 p.m.]

Week 2 (January 17 & 19): Gender and Genre

T: Carlton (3066-69) and Cavendish (2198-2208) in Longman; and Cavendish handout (55-60)
Th: Begin Oroonoko (34 to start of the paragraph at the bottom of p. 40)

Week 3 (January 24 & 226)

T: Oroonoko (40 to middle of p. 69)
Th: Oroonoko (finish the novel and read 21-23)
English 3903--001 Syllabus Part II

Week 4 (January 31 & February 2)

T: Montagu letters (Longman 2706-14 and handout 121-8); “British Recluse” in *Popular Fiction by Women* (153-224)
Th: “Fantomina” in *Popular Fiction by Women* (226-248); Addison (Longman 2472-4)

Week 5 (February 7 & 9)

T: *Moll Flanders* [to end of first marriage]
Th: “Reformed Coquette” in *Popular Fiction by Women* (250-268)

Week 6 (February 14 & 16)

T: “Reformed Coquette” continued (268-320)
Th: *Pamela* (handout and Longman 3099-3108)

Week 7 (February 21 & 23)

T: *Anti-Pamela* (51-87 + 173-227)—in *Anti-Pamela and Shamela*
Th: *Shamela* (229-248)
English 3903--001 Syllabus Part III

Week 8 (February 28 & March 1)

T:  *Joseph Andrews* (Preface in Longman 3113-3116) and to Book I chapter xiv in a e-text or library edition
Th:  Exam #1

Week 9 (March 6 & 8)

T & Th: *Evelina*

SPRING BREAK

Week 10 (March 20 & 22)

T:  *Evelina*; Assign Essay
Th:  Finish *Evelina*

Week 11 (March 27 & 29)

T & Th: *Sense and Sensibility*

Week 12 (April 3 & 5)

T & Th: *Sense and Sensibility*; *See me in conference to discuss paper proposal no later than 4/3*

Week 13 (April 10 & 12)

T & Th: *Victim of Prejudice* and excerpts from Wollstonecraft’s *Vindication* and letters (from *by a woman writt*)

Weeks 14 & 15 (April 17 & 19, April 24-26)

*Persuasion*; Papers due April 24th

Final Examination: Monday April 30th 10:15-12:15