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ENG 5061-001: Gender and Genre: British Novel and Culture, 1720-1860

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English 5061
Gender and Genre: British Novel & Culture, 1720-1860

Our goal will be to investigate how the British novel evolved from the romances and other popular prose forms of the 17th century into its many and varied forms in the 18th and 19th centuries. While one might approach this question from any number of perspectives, we will limit ours to the ways in which emerging and evolving gender roles constructed and were constructed by this essentially modern prose form.

TEXTS
- Paula Backscheider and John Richetti, eds., Popular Fiction by Women 1660-1730
- Daniel Defoe's Moll Flanders (Norton)
- Samuel Richardson's Pamela (Penguin)
- Charlotte Lennox's The Female Quixote (Oxford)
- Mary Hays' The Victim of Prejudice (Broadview)
- Wollstonecraft's Maria. (Norton)
- Jane Austen's Sense and Sensibility (Penguin)
- Charlotte Bronte's Jane Eyre (Norton)
- Dickens' Great Expectations (Bedford)
- Eliot's Mill on the Floss (Houghton Mifflin)

POLICIES AND ASSIGNMENTS
1. First and most importantly, please be fully prepared for each class. This includes having read all assigned material AND having prepared for discussion by completing your pre-class journal entry and by jotting down any additional questions or ideas which the class as a whole might take up. (More than two unexcused absences will reduce your class participation grade to an F.)
2. A critical/exploratory reading journal of 27 entries (two entries per week—min. of 250 words per entry). Before AND after each class, I would like you to explore what for you is ONE central or intriguing question raised by your readings and then by our collective class readings (be sure to focus on a single idea; this is not meant to be review or freewriting). Gender and genre should be your primary concerns, but these can be quite broadly defined. Entries might focus on the texts, the material you have gathered for a report, or a connection you make between or among texts. The goal is to use writing to further your thinking about the class, the readings, the genre, the topic. It is also a place to generate and then to refine ideas for your longer formal essay. I will collect these journals on a random basis—and then at semester's end—so please have all entries up to date and bring them to class each week. Given this process, a notebook you can add pages to might be best. If you keep your journal electronically, just print out your entries and place them in a pocket folder in a numbered/dated order. I do not expect polished, edited prose here; instead, I am looking for focus and for serious, interesting critical thinking.

3. Each student will produce an annotated bibliography. See attached assignment sheet.

4. An 8-10 page essay. Preliminary topics (most likely drawn from journal entries) should be cleared with me by 10/25 at the latest. The essay is due on 12/6. Please use MLA format to produce the final essay. Also, be sure you are familiar with both the University's and the English Department's policies on plagiarism. ALTERNATIVE: If you have another project idea, for example a detailed class plan or a web site, please consult with me well before the 10/25 deadline. PLAN TO CONSULT REGULARLY WITH ME AS YOU DEVELOP AND COMPLETE THIS PROJECT.

5. 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.

6. Grading: Class participation=20%; Journal=20%; annotated bibliography/class presentation=30%; research essay/project=30%
Fall 2000--Expected Sequence of Readings and Assignments
(We may need to adjust from time to time)

8/23--Introductions

8/30-- in Backscheider and Richetti: Manly pp. 45-51, Haywood's The British Recluse and Fantomina, and Davys' The Reformed Coquet

8/26--Moll Flanders

9/13--Pamela

9/20--Pamela
**Library Reserve Reading: Sarah Fielding in Women Critics 1660-1820 pp. 80-95 (PN99.E9W661995)
**Annotated Bibliography Report on Richardson and the Epistolary Novel
by __________________

9/??--Female Quixote; Johnson's Rambler Essay No. 4 (handout); Fielding's "Preface" to Joseph Andrews (will either be a handout or on reserve)
**Library Reserve Reading: Lennox in Women Critics 1660-1820 pp. 125-133 (PN99.E9W661995)

10/4--Female Quixote
**Annotated Bibliography Report on the Picaresque Novel and Charlotte Lennox by __________________

10/11--Victim of Prejudice/Maria
**Library Reserve Reading—INDIVIDUAL ASSIGNMENTS WILL BE MADE ON THESE READINGS: Reeves (pp. 134-143), Seward (pp. 165-173), Barbauld (pp. 174-198) D'Arblay (pp. 231-240), Wollstonecraft (pp. 284-295), and Hays (pp. 296-300) in Women Critics 1660-1820 (PN99.E9W661995)
??Annotated Bibliography Report on Wollstonecraft, Hays, and the Radical Novels of the 1790's by __________________
10/18—Sense and Sensibility
   **Library Reserve Reading: *Edgeworth (pp. 375-78) and Austen (pp.

10/25—Sense and Sensibility
   **Annotated Bibliography Report on Austen and the Novel of Manners by
   __________________________
   Paper Topics due today

11/1—Jane Eyre
   **Additional readings to be assigned

11/8—Jane Eyre
   **Annotated Bibliography Report on the Charlotte Bronte (with some
   reference to the other two Bronte sisters) by ____________________

11/15—Mill on the Floss [*Great Expectations*]
   **Additional readings to be assigned

11/29—Mill on the Floss [*Great Expectations*]
   **Annotated Bibliography Report on Eliot and Dickens
   by ____________________

12/6—PAPERS AND JOURNALS DUE