

English 315-01: 18th-Century Fiction
Fall Semester, 2003
MWF, 1:30 – 2:20pm
King 227

Ben Pauley
Rice 5
775-8332
Ben.Pauley@oberlin.edu
Office hours: Tu 3-5pm; W 10am-12noon; and by
appointment

Eighteenth-Century Fiction

Eighteenth-century Britain witnessed the flourishing of a substantially new variety of prose fiction that we have come to call “the novel.” The import of this new form, with its focus on the more or less realistic representation of the lives of more or less ordinary people, was a source of considerable discussion throughout the period. Near the end of his career as a novelist, for example, Henry Fielding remarked that a careful reading of fiction offered readers valuable instruction in “the art of life.” Other eighteenth-century observers, however, feared that novels threatened to corrupt their readers’ tastes, morals, and understandings. Behind such debates over the status of novel reading lay a number of questions about the nature of human experience, its representation in narrative, and the relationship between readers and what they read. In this course, we will discuss a series of novels from throughout the period in an effort to understand how this avowedly modest form of literary entertainment came to exercise the imaginations of eighteenth-century Britons and, in time, grew to be the pre-eminent literary mode of the modern period.

This course is intended as an advanced introduction to the eighteenth-century novel and will also help students gain fluency in important concepts and methods in literary scholarship. In addition to reading and discussing a variety of eighteenth-century texts, we will engage deliberately with selected modern critical interpretations.

Required Texts (Available at the Oberlin College Bookstore)

Jane Austen, *Emma* (Penguin)
Frances Burney, *Evelina* (Oxford)
Daniel Defoe, *Roxana* (Penguin)
Henry Fielding, *Joseph Andrews* and *Shamela* (Penguin)
Charlotte Lennox, *The Female Quixote* (Oxford)
Samuel Richardson, *Pamela* (Oxford)

COURSE POLICIES

Please Note: It is Oberlin College's policy to make reasonable accommodations for persons with disabilities. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please let me know as soon as possible. You will also need to contact Jane Boomer, Coordinator of Services for Students with Disabilities, as her office coordinates all arrangements with instructors. Instructors are not obliged to provide accommodations to students whose need for accommodations has not been documented with Ms. Boomer's office.

Assignments

The major written assignments for the class are a short (five-page, double-spaced) interpretive paper and a longer (ten-page, double-spaced) research paper. The first paper will be due on Monday, September 22, as noted on the schedule below. **The final paper will be due Thursday, December 18 at 9am** (this is the time the Registrar's office has reserved for a final exam). **No extensions will be granted for the final paper.**

In addition to these papers, you will also hand in brief (one-page, single-spaced) responses to three of the seven critical readings we will discuss over the course of the semester. These responses will consist of two parts: In the first place, you will provide a one- to two-paragraph summary explaining the critic's major thesis and the key characteristics of his or her argument. Secondly, after providing a concise summary of the critic's argument, you will articulate some thoughts in response to the reading. You might, for example, reflect on: particular strengths of the reading (what does this reading help us to see about the text?); blind spots in the critic's treatment of the text (what does this reading prevent us from seeing?); or potential implications of the critic's argument that were not explicitly developed in the reading (where might this line of thought take us?). Although "Dude, I did not get this article *at all*" is not an adequate response for these assignments, you may find it useful to articulate questions that you still have about the reading: what don't you understand? what parts of the argument don't you understand? what information do you think you would need to understand the parts that seem obscure to you?

Along the same lines, in conjunction with your final research paper, you will produce an annotated bibliography presenting five sources related to your research topic. For each source, you will provide proper bibliographical documentation, and a one-paragraph précis of the author's argument. This assignment is meant to help you gain perspective on the criticism you find as you prepare your research paper. In the research paper, you are entering a critical conversation and taking a position in that conversation; part of staking out your own position is understanding where you stand in relation to others who have handled the same question.

Over the course of the semester, I may make additional brief assignments to promote the smooth running of class discussions.

Written Work

- I am happy to accept papers printed out double-sided.
- Written work will be collected in class the day it is due.
- Any requests for extensions must be made at least 48 hours in advance.
- Late papers, if no extension has been arranged, will be received for reduced credit (lowered one full letter grade, e.g. from B to C).
- I will not accept papers that are more than two weeks late, except upon special arrangement in view of extraordinary circumstances (e.g. serious illness, death in the family).

Attendance and Participation

In a seminar-style class, the “form” of the discussion—the give-and-take of ideas—is at least as important as the “content” of that discussion (the ideas given and taken). Your active participation in the conversation is a constitutive part of this class. It is essential that you read the texts carefully and come to class prepared to talk about them with your classmates.

It’s impossible to participate in a discussion at which you are not present. More than two absences will begin to erode the participation portion of your grade. If you miss six classes, you will **forfeit** consideration of participation in your final grade. I don’t distinguish between “excused” and “unexcused” absences—if you aren’t in class, you aren’t in class. However, if you’re faced with extraordinary circumstances (e.g. serious illness, a death in the family, religious observance, etc.), please come talk to me so we can figure out accommodations.

Grading

Your final grade for the course will be *no lower than* the grade arrived at using this formula:

Summaries:	15%
Paper 1:	20%
Annotated Bibliography:	15%
Research Paper:	25%
Course Participation:	25%

In calculating grades, I use the “quality point” scale published in the College’s 2003-04 catalogue (i.e. A+ = 4.33; A = 4.0; A- = 3.67; B+ = 3.33; B = 3.0; B- = 2.67; C+ = 2.33; C = 2.0; C- = 1.67). In some cases, an assignment may receive a “slashed” grade, which will be interpreted as falling midway between the two grades on the quality point scale (e.g. “B-/B” would equal 2.835). In the event that a paper earns a grade below C-, I will continue Oberlin’s quality point scale downward (i.e. D+ = 1.33; D = 1.0; D- = 0.67; F = 0); final grades of lower than C- will, of course, be recorded as “No Entry.”

SCHEDULE

Week 1	W	9/3	Introductions
	F	9/5	Haywood, <i>Fantomina</i>
Week 2	M	9/8	Haywood, <i>Fantomina</i> Croskery, “Masquing Desire” ASSIGNMENT DUE: SUMMARY OF CROSKERY READING
	W	9/10	Hunter, from <i>Before Novels</i> ASSIGNMENT DUE: SUMMARY OF HUNTER READING
	F	9/12	Defoe, <i>Roxana</i> , pp. 33-92 (“but that some Accident, which he made a long Story of, had prevented him”)

Week 3	M	9/15	Defoe, <i>Roxana</i> , p. 93 (“By the concurrence of Ladies and others”) – p. 201 (“But I go back to my immediate Circumstances at that Time.”)
	TU	9/16	ADD/DROP DEADLINE FOR FULL SEMESTER COURSES
	W	9/17	Defoe, <i>Roxana</i> , p. 201 (“I got over the absence of my honest Merchant”) – p. 306 (“and besides this, I had about eight thousand Pounds reserv’d in Money, which I kept back from him, to provide for my two Daughters, of whom I have yet much to say.”)
	F	9/19	Defoe, <i>Roxana</i> , p. 306 (“with this Estate, settl’d as you have heard, and with the best Husband in the World, I left <i>England</i> again”) – end Secondary reading to be announced ASSIGNMENT DUE: SUMMARY OF SECONDARY READING
Week 4	M	9/22	Meeting with Ed Vermue, Oberlin College Library Preservation Librarian Meet in Mudd 443 ASSIGNMENT DUE: PAPER 1
	W	9/24	Richardson, <i>Pamela</i> , pp. 1-98 (Preface – Letter XXXI)
	F	9/26	Richardson, <i>Pamela</i> , pp. 98-219 (Letter XXXII – end of Volume I)
Week 5	M	9/29	Richardson, <i>Pamela</i> , pp. 221-299 (beginning of Volume II – “... to bless him, and his Daughter”)
	TU	9/30	CREDIT/NO ENTRY DEADLINE FOR FULL SEMESTER COURSES
	W	10/1	Richardson, <i>Pamela</i> , pp. 300-378 (“SATURDAY” – “... for I am poor in every thing but Will.”) Armstrong, from <i>Desire and Domestic Fiction</i> ASSIGNMENT DUE: SUMMARY OF ARMSTRONG READING
	F	10/3	Richardson, <i>Pamela</i> , pp. 378-503 (“TUESDAY Morning” – end)
Week 6	M	10/6	NO CLASS (YOM KIPPUR)
	W	10/8	Fielding, <i>Shamela</i> (pp. 5-43) Fielding, <i>Joseph Andrews</i> , pp. 49-118 (Book I)
	F	10/10	Fielding, <i>Joseph Andrews</i> , pp. 119-199 (Book II)
Week 7	M	10/13	Fielding, <i>Joseph Andrews</i> , pp. 201-334 (Books III and IV)
	W	10/15	Warner, <i>Licensing Entertainment</i> , ch. 5 ASSIGNMENT DUE: SUMMARY OF WARNER READING
	F	10/17	Warner, <i>Licensing Entertainment</i> , ch. 6 ASSIGNMENT DUE: SUMMARY OF WARNER READING

Week 8	FALL BREAK		
Week 9	M	10/27	Johnson, <i>The Rambler</i> , no. 4 Knox, "On Novel Reading"
	W	10/29	Lennox, <i>The Female Quixote</i> , pp. 5-76 (Book I, ch. i – Book II, ch. v)
	F	10/31	Lennox, <i>The Female Quixote</i> , pp. 77-153 (Book II, ch. vi – Book IV, ch. iii)
Week 10	M	11/3	Lennox, <i>The Female Quixote</i> , pp. 153-252 (Book IV, ch. iv – Book VI, ch. x)
	W	11/5	Lennox, <i>The Female Quixote</i> , pp. 252-321 (Book VI, ch. xi – Book VIII, ch. iv)
	F	11/7	Lennox, <i>The Female Quixote</i> , pp. 322-383 (Book VIII, ch. v – Book IX, ch. xii) Secondary reading to be announced ASSIGNMENT DUE: SUMMARY OF SECONDARY READING
Week 11	M	11/10	Research Methods Seminar
	W	11/12	Smith, <i>The Theory of Moral Sentiments</i> , Part I, Section I
	F	11/14	Smith, <i>The Theory of Moral Sentiments</i> , Part III, chs. 1-4
Week 12	M	11/17	Burney, <i>Evelina</i> , pp. 1-84 (Prefatory matter; Volume I, letters i-xx)
	W	11/19	Burney, <i>Evelina</i> , pp. 85-166 (Volume I, letter xxi – Volume II, letter viii)
	F	11/21	Burney, <i>Evelina</i> , pp. 166-254 (Volume II, letters ix-xxv)
Week 13	M	11/24	Burney, <i>Evelina</i> , pp. 254-323 (Volume II, letter xxvi – Volume III, letter x)
	W	11/26	Burney, <i>Evelina</i> , pp. 323-406 (Volume III, letters xi-xxiii) Gallagher, from <i>Nobody's Story</i> ASSIGNMENT DUE: SUMMARY OF GALLAGHER READING
	F	11/28	NO CLASS (THANKSGIVING)
Week 14	M	12/1	Austen, <i>Emma</i> , 5-106 (Volume I, chs. i-xv [Chapters 1-15])
	W	12/3	Austen, <i>Emma</i> , pp. 106-181 (Volume I, ch. xvi – Volume II, ch. viii [Chs. 16-26])
	F	12/5	Austen, <i>Emma</i> , pp. 181-260 (Volume II, ch. ix – Volume III, ch. ii [Chs. 27-38])

Week 15	M	12/8	Austen, <i>Emma</i> , pp. 260-340 (Volume III, chs. iii-xiii [Chs. 39-49])
	W	12/10	Austen, <i>Emma</i> , pp. 340-381 (Volume III, chs. xiv-xix [Chs. 50-55]) Johnson, from <i>Equivocal Beings</i> ASSIGNMENT DUE: SUMMARY OF JOHNSON READING
	F	12/12	Conclusions ASSIGNMENT DUE: ANNOTATED BIBLIOGRAPHY