

**Carleton University
Department of English
Fall 2009**

**Seminar
ENGL 5408: Studies in Romanticism
Course Topic: Women, Revolution, and the Novel in 1790's Britain**

**Schedule: Mondays, 10am-1pm
Location: 1816 DT**

**Professor Julie Murray
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Office: 1821 Dunton Tower
Office Hours: Thursday, 1pm-3pm; or by appointment**

Course Description:

This course takes as its focus novels written by women during the revolutionary decade of the 1790's in Britain. Following Nicola Watson's suggestion that the novel of sensibility or "sentimental seduction" comes to be seen as both "fomenting revolution and perfectly figuring its logic" by "seducing its readers into infidelity on all levels," we will consider questions, posed by these novels, about virtuous feminine domesticity, female education, concerns in the period about female novel-reading, political reform, and revolution. Paying particular attention to what Watson calls the "politicization of sentimental discourse," which "generated a range of new narrative models in response," we will explore the ways in which these novels connect the ubiquitous figure of the male seducer to malevolent aristocrats and feudal landowners, on the one hand, and New Philosophers or revolutionaries, on the other. From rakish revolutionaries to patriotic femininities, from distressed virtue to full-blown seduction and abandonment, from romance-reading to circulating libraries, we will examine the novel in the 1790's in its full historical, cultural, and political context.

Required Texts:

Jane Austen, *Northanger Abbey* (Broadview)
Elizabeth Hamilton, *Memoirs of Modern Philosophers* (Broadview)
Mary Hays, *The Victim of Prejudice* (Broadview)
Memoirs of Emma Courtney (Broadview)
Elizabeth Inchbald, *A Simple Story* (Broadview)
Nature and Art (Broadview)

Mary Robinson, *The Natural Daughter* (Broadview)

Mary Wollstonecraft, *A Vindication of the Rights of Woman* and *The Wrongs of Woman* (Longman)

Books are available at Mother Tongue Books, 1067 Bank Street, at the corner of Bank and Sunnyside.

Course Requirements:

Seminar Presentation (20%)

Annotated Bibliography (15%)

Research Essay (40%)

Commentaries/Participation (25%)

NOTE: The course assignments are mandatory. You must complete all of them in order to receive a grade in the course.

Seminar Presentation (20%):

Seminar presentations will constitute a crucial aspect of the course. They are an opportunity for you to bring your particular questions and interests into the class. You will devise the topic for your presentation based on the assigned readings for the week, discuss your topic with me at least three days in advance of your presentation, and will attempt to offer a sense of what is at stake in the texts under study. **You will give a 20 minute oral presentation, followed by 10 minutes of class discussion, which you will lead. You must include with your presentation a 1-page handout that outlines the main argument of your presentation, the major points you will make, and a list of the sources you consulted.** You can either email your handout to me the evening before the day of your presentation, and I will make copies for the class, or you can make the copies yourself. A variety of presentation styles are acceptable, ranging from a formal conference-paper presentation, to a more informal presentation. In each case, however, your presentation must be well-organized, focused, and coherent. As a point of reference, a 20-minute presentation is equivalent to roughly 8-10 double-spaced pages. **At the end of the class, you will submit an 8-10 page written copy of your presentation.**

Annotated Bibliography (15%):

Due: October 19th, 2009

For this assignment you are to come up with 10 secondary sources (scholarly articles, book chapters, books, review essays, etc) that pertain to your research essay topic, and provide a brief summary or annotation (100 words maximum) of each item.

Research Essay (40%):

Due: December 7, 2009

Length: 15-20 pages

You will come up with a topic that interests you, and discuss it with me at least two weeks in advance of the due date. Essays with topics that haven't been approved by me in advance will automatically lose 5%. Your essay must deal with **two** of the texts

from the reading list, and develop points of connection with the related critical and theoretical frameworks we used in class. Because this is a research essay, you must use at least **three secondary sources** that aren't ones we read in the course (although you can use these too, just don't count them as one of your three).

Essay format: Your essay should conform to the MLA style, as laid out in the *MLA Handbook for Writers of Research Papers*. The *MLA Handbook* (in various editions) is available in the reference section and in the stacks of the library. Or check out the website at www.mla.org.

Among the key MLA essay guidelines are the following:

- *typed, double spaced, 11 or 12 point font
- *one inch margins on all sides
- *number your pages (excluding page one) with a header that includes your last name (e.g., Murray 3).
- *on the first page include in the top left corner: your name, the course number, my name, and the date. Centred just below the identifying information, include a thoughtful title for your essay that relates to your specific thesis.
- *document your sources according to the *MLA* style, which employs a Works Cited, as opposed to footnotes or endnotes.

Note: Remember to keep a copy of your assignment when you submit any piece of work.

Class participation and commentaries (25%)

Commentaries: Before each class you will be asked to write a paragraph-length response (no more than 1 page, typed) to the readings for that day. Your commentary can raise questions that you have about the week's reading, or refer to points of interest in the texts that you may want to discuss in class. You do not need to submit a commentary the week in which you are giving your seminar presentation.

We will begin each class with a roundtable discussion, in which each member of the class will read/discuss his or her commentary. I will collect the commentaries at the end of each class and they will contribute to the overall participation grade in the course. Only commentaries submitted and discussed in class will be accepted.

Your class participation mark will be assigned at the conclusion of the course, and will be based in part on your preparation for, and willingness to participate in, class discussions. In order to be considered duly prepared for class, you will need to have completed the required reading, have the relevant texts with you in class, and be ready to discuss them. Therefore, if you attend class regularly, come to class having done the assigned reading, have questions and responses to the seminar presentations, and

engage in class discussion in a thoughtful and respectful manner, you can reasonably expect to do very well in this aspect of the course.

Finally, we are very fortunate to have a couple of Romantic-related events happening in our department this fall. John Barrell, a major scholar of Romanticism, will be the FASS visiting scholar for two weeks in September and early October. As part of his visit, our department is hosting a Day Conference on Romantic Literature and Culture, with several leading scholars of Romanticism, as well as a public talk by Barrell. In order for us to take advantage of this opportunity to see internationally-renowned Romanticists in action, I am building into the class participation component of the course mandatory attendance at both of these events.

A Note about Attendance:

I take attendance very seriously in a course that only meets once a week. If you cannot make it to class due to illness or something very serious, please let me know. If you miss more than **two** classes without a valid reason (medical, family emergency, etc), you will lose 10% of your participation grade.

Note on Plagiarism:

The University defines plagiarism as “using and passing off as one’s own idea or work the ideas or work of others without expressly giving credit to those others.” The most common forms of plagiarism include unacknowledged copying from secondary sources, purchasing papers on-line or from “essay services,” or having another person write a paper for you. Plagiarism is a serious academic offence with severe penalties, and constitutes an Instructional Offence at Carleton. Please consult the statement on Instructional Offences in the Undergraduate Calendar.

Late Assignments Policy:

The penalty for late assignments will be 2% per day, 10% per week. In the case of illness or some other emergency, medical documentation will be required.

Email Etiquette:

The most efficient way to contact me is in person. Email communication should be used for brief messages only. I will respond to email messages as promptly as possible, but please anticipate that I may take a couple of days to respond. If you have questions about your work or any other aspect of the course, I encourage you to come and see me in my office.

Academic Accommodations:

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is

known to exist.

Students with disabilities requiring academic accommodation in this course must register with the Paul Menton Centre for Students with Disabilities for a formal evaluation of disability-related needs. Registered PMC students are required to contact the Centre, 613-520-6608, every term to ensure that I receive your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test requiring accommodations.

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://carleton.ca/equity/accommodation>

Students requiring academic accommodation on the basis of religious observance should make a formal, written request to me for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event.

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment with me to discuss her needs at least two weeks prior to the first academic event in which it is anticipated that accommodation will be required.

Other Services at Carleton:

Contact the Academic Writing Centre and Writing Tutorial Service, 520-2600 ex 1125 (room 404 MacOdrum Library), for assistance with essay-writing; and Student Academic Success Centre and Learning Support Services, (offers a variety of programs to assist in the development of academic skills).

Course Schedule

Sept 14	Introduction to course; course requirements
Sept 21	Primary: Wollstonecraft, from <i>A Vindication of the Rights of Woman</i> , chapters 1-5, 7-11, 13 Secondary: Armstrong, "The Rise of the Domestic Woman" (course binder)
Friday Sept 25	Romantic Literature and Culture: A Day Conference (attendance mandatory)
Sept 28	Primary: Wollstonecraft, <i>The Wrongs of Woman</i> Secondary: Neill, "Civilization and the Rights of Woman: Liberty and Captivity in the work of Mary Wollstonecraft" (WebCT)
Friday Oct 2	John Barrell Lecture (attendance mandatory)
October 5	Primary: Inchbald, <i>A Simple Story</i> Secondary: Wahrman, "On Queen Bees and Being Queens" (course binder)
October 12	THANKSGIVING – NO CLASS
October 19	Primary: Hays, <i>The Victim of Prejudice</i> Secondary: Ty, "The Imprisoned Female Body in Mary Hays's <i>The Victim of Prejudice</i> " (course binder) Annotated Bibliography due
October 26	Primary: Inchbald, <i>Nature and Art</i>

- Secondary:** Jones, "Placing Jemima: women writers of the 1790's and the eighteenth-century prostitution narrative" (WebCT)
- November 2 **Primary:** Robinson, *The Natural Daughter*
Secondary: Rooney, "Belonging to Nobody: Mary Robinson, *The Natural Daughter*, and Rewriting Feminine Identity" (WebCT)
- November 9 **Primary:** Hays, *Memoirs of Emma Courtney*
Secondary: Green, "Fiction and Autobiography in Mary Hays's *Memoirs of Emma Courtney*" (WebCT)
- November 16
volume 1 and 2 **Primary:** Hamilton, *Memoirs of Modern Philosophers*,
Secondary: Binhammer, "The Persistence of Reading: Governing Female Novel-Reading in *Memoirs of Emma Courtney* and *Memoirs of Modern Philosophers* (WebCT)
- November 23 **Primary:** *Memoirs of Modern Philosophers*, vol 3
Secondary: Guest, "The Neutral Situation of Domesticity" (course binder)
- November 30 **Primary:** Austen, *Northanger Abbey*
Secondary: Erickson, "The Economy of Novel Reading: Jane Austen and the Circulating Library" (WebCT)
- December 7 **Research essays due**