

Carleton University  
Fall 2022  
Department of English

ENGL 4401A/5402F: Studies in Eighteenth-Century Literature

Topic: Being Human and Human Being in Eighteenth-Century Britain

Wednesdays 2:35pm-5:25pm

Location: *confirm on Carleton Central*

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**Important note:**

For information on deadlines for withdrawal from courses, please consult the Academic Year section of the University Calendar (<https://calendar.carleton.ca/academicyear/>).

**Please note: The information in this course outline may be subject to change in response to evolving public health guidelines related to the COVID-19 pandemic.**

**Course Description:**

Does literature “make us human”? Since the eighteenth century, such a sentiment has grounded justifications of literature’s exceptional status, and its distinction from other kinds of writing. In this course we will explore how eighteenth-century readers and writers understood their relationship to books and to reading, and how the act of reading a book made readers *feel* something, or made them “feel human.” We will also consider how eighteenth-century writers explored the question of the “human” or “humanity” precisely by paying close attention to the non-human: to animals and inanimate objects. From gothic fiction, to the harrowing spectacle of London after the Great Plague of 1665, to “it-narratives” in which bank notes figure as central characters in a society transformed by commercial modernity, to horses that speak, to dogs that narrate their heroic adventures, to “monsters” that learn to read, we will examine the fluid boundaries between literary animals, literary humans, and eighteenth-century readers. We will also consider the cultures of feeling and affect, sentiment and sympathy, by and through which they are formed and unformed.

**Learning Outcomes:**

To improve your ability to write and speak persuasively, to engage directly with different ideas, and to express yourself in clear, effective language.

To improve your ability to analyze literary texts and make coherent and well-supported arguments.

To gain experience in giving oral presentations and to gain confidence in public speaking.

**Required Texts:**

Aphra Behn. *Oroonoko* (ARES)

Jonathan Swift. *Gulliver's Travels* (Broadview Press)

Daniel Defoe. *Journal of the Plague Year* (Penguin)

Francis Coventry. *The History of Pompey the Little* (Broadview)

Horace Walpole. *The Castle of Otranto* (Broadview)

Thomas Bridges. *The Adventures of a Banknote* (ARES)

Olaudah Equiano. *The Interesting Narrative of the Life of Olaudah Equiano* (Broadview Press)

Anon. *The Woman of Colour* (Broadview Press)

Mary Shelley. *Frankenstein* (Broadview Press)

All of the editions are from Broadview Press, except where noted. Books are in stock and available for purchase at Octopus Books, which is located at 116 Third Ave (in the Glebe). Ph: 613-233-2589. Website: [www.octopusbooks.ca](http://www.octopusbooks.ca)

If you want to purchase e-book versions of these titles, go to <https://broadviewpress.com/>

**Course Requirements and Evaluation:**

Note: the course requirements are the same for 4000-level and 5000-level students, but I will expect the 5000-level students to engage more fully and deeply with the theoretical and secondary material we are reading, whether in the asynchronous seminar presentation or in the research essay. Details of all assignments will be posted on Brightspace.

Asynchronous Seminar Presentation (20%)

Four Responses Posted to Brightspace (5% x 4 = 20%)

Research Essay Proposal and Annotated Bibliography (10%) (due Nov 2)

“Frankenstein’s Afterlife” Assignment (5%) (see presentation dates on weekly schedule)

Research Essay (40%) (due Dec 9)

Participation (5%)

**Asynchronous Seminar Presentation (20%)**

One of the objectives of our course is to help you write and speak persuasively, engage directly with different ideas and points of view, and express yourself in clear, effective language. To that end, we will devote a portion of almost every class to student-led seminar presentations and discussions. The presentations will give you the opportunity to bring your own interests to the course material and shape our discussion of the text in question.

**Presentation selection**

I will ask you to submit your top 3 choices of texts to present on, and I will do my best to give everyone one of their choices, subject to demand. Please give some thought before our first class to which texts interest you so we can finalize a presentation schedule quickly.

### Format

The asynchronous presentation will be 15 minutes long (maximum) and can be recorded either as a video or a slide presentation with voice-over narration optional. Please upload it to Brightspace by **5 pm on the day before your scheduled presentation** so that we can watch/listen to it before class the next day. The first part of class will be devoted to discussing the seminar presentation and the responses to it that will have been posted on Brightspace (see details below, “Four Responses Posted to Brightspace”)

Video vs slide presentation: choose whichever format appeals to you more and will allow you to present your analysis of the text in an engaging manner. If you choose the slide presentation format, please include a minimum of 20 slides that contain text (quotes from primary or secondary material, for example). This is to ensure that your presentation is sufficiently based in textual analysis.

If you choose a slide presentation, you may also want to record an accompanying narration that we will listen to as we watch your slides. Your slides should include key points in your analysis, relevant quotations from the text, eye-catching images, or any other information that will help us to follow along. If you choose to add voice-over narration it should expand on the content of your slides: elaborate your ideas, discuss key passages, draw conclusions.

If you choose to make a video, please use a format that we can all access (whether a video file or YouTube link). As with the slide presentation, you need to develop an analysis that is grounded in specific features of your text, but you have lots of leeway about how you present that analysis audio-visually. Ideally you want to do more than read a prepared text in a monotone. And feel free to show images, add multimedia features or text, or otherwise make your video presentation dynamic and engaging. As with the slide presentation format, be sure to focus on textual analysis and interpretation of your chosen text (as opposed to information-sharing, description, etc).

### Topic

You're welcome to focus your presentation on any aspect of the text that interests you and engages with the main concerns of the course. Your objective is to help us all come to a new understanding of some feature of the text: a key passage, a significant character, a social or political issue the text explores, some important historical context, a feature of the narration, or anything else form- or content-related. Your analysis should not try to deal with the entire text; focus on a specific feature or issue and explain its significance. In order to promote new insight into the text, you will need to develop an analysis and make an argument – though it doesn't have to be stated in a formal thesis statement like in your research essay. The main thing is to persuade us of how and why the feature you've focused on is interesting and important and how it might change our understanding of the text in question. Important caveat: your presentation should not simply provide biographical info about your author or general background about the historical period.

**Please note: The oral presentation cannot be replaced by other assignments and there will be no extensions on seminar presentations.** Presentations are tied to specific texts and the course schedule is fixed so a presentation cannot be postponed. Students who do not complete their presentations and post them by the deadline (5 pm the day before) or who do not attend

class the next day to lead the discussion will receive a grade of zero for the assignment, which is worth 20% of the final grade. Students unable to present because of serious illness or other documented circumstances must notify me as soon as possible and provide authorized documentation of their circumstances; if there are available spots on the schedule, they may be allowed to present on a different text at a later date.

**Four Responses (posted to Brightspace) (4 x 5% each = 20%):**

Choose **four** weeks (not the one in which you are doing an asynchronous seminar presentation) and post a 250-300 word reflection to Brightspace that engages with the seminar presentation that was posted for that week. Your response should demonstrate a thoughtful and respectful engagement with the posted seminar presentation. Are there particular questions or issues about the text(s) that the presentation raised for you? If the presentation focused on a particular passage of the text, what was your own response to that same part of the text? What questions remain for you, after having watched/listened to the seminar presentation of your classmate? **Responses are due on Brightspace by 11am on Wednesdays, before our 2:30pm class.**

**Research Essay Proposal and Annotated Bibliography (10%)**

**Due: Nov 2, 2022**

You will write a 2-page (double-spaced) proposal for your research essay which establishes the topic of your paper, sketches out the argument or thesis you will pursue, and generally lays out the parameters of what you will cover. In addition to your proposal, you will include an annotated bibliography of 5 secondary sources (critical articles, book chapters, etc). Each entry (approx. 150-200 words each) should clearly summarize the argument of the article or chapter and suggest how it might be useful for you in thinking about your own argument.

**“Frankenstein’s Afterlife” Assignment (presentations Nov 23, Nov 30, and Dec 7) (5%):**

Mary Shelley’s *Frankenstein* has had an enormous afterlife, and has spawned countless adaptations (film, theatre, graphic novel, comics, etc), sequels, and inspired forms of cultural production the world over. Find an example of this afterlife and bring it to class (if possible, post it on Brightspace), explaining what it is and how it connects to Shelley’s original. Write a one-page summary (also posted to Brightspace) that explains/describes your example and use this as the basis of your 5- minute presentation to the class. Details forthcoming on Brightspace.

**Research Essay (40%)**

**Due: Dec 9, 2022**

**Length: 10 pages** (approx. 3000 words) (double-spaced, 12-point Times New Roman font, 1-inch margins)

Your essay must deal with one or two text(s) from the reading list and develop the critical and theoretical frameworks we used in class. Because this is a research essay, you must use and cite at least **four secondary sources** (these can be either course readings or chosen from the course bibliography). The 5000-level students in the course are encouraged to cite from more than four sources, or up to approx. six in total.

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](http://www.mla.org).

Among the key MLA essay guidelines are the following:

- \*typed, double spaced, 12 point font, Times New Roman
- \*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 an electronic copy of your assignment when you submit any piece of work.

### **Attendance and Class Participation (5%)**

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

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 in advance if possible.

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

### **PLAGIARISM**

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” According to the Department examples of plagiarism include the following:

- any submission prepared in whole or in part, by someone else;
- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;

- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a form of intellectual theft. It is a serious offence that cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include failure of the assignment, failure of the entire course, or suspension from a program. For more information please go to: <https://carleton.ca/registrar/academic-integrity/>

### **Statement on Student Mental Health**

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

#### **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

#### **Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

### **Information on Pandemic Measures**

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

**Feeling sick?** Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton's [symptom reporting protocols](#).

**Masks:** Carleton has paused its mandatory mask mandate as of June 25, 2022. Even though masks will no longer be mandatory, we continue to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. For more information please visit <https://carleton.ca/covid19/policies-and-protocols/mask-policy/>.

**Vaccines:** While proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).

### **Requests for Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** 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. For accommodation regarding a formally-scheduled final exam, you must complete the [Pregnancy Accommodation Form](#).

**Religious obligation:** 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. For more details [click here](#).

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting

accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/focus/sexual-violence-prevention-survivor-support/>

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>