2019-09 Englit 1175: Nineteenth-Century British Literature  
Notes for covering Week 4

Syllabus for that period: <https://newtfire.org/courses/19cBrit/schedule.html#d2019-09-13>

Students will be working on this **Digital Sound/Video Interpretation I** assignment: <https://canvas.pitt.edu/courses/284/assignments/6040>

* This will be due on Wed. 9/25 after I return.
* The day off on Friday the 13th should help give them some time on their own to browse the texts and consider which ones they want to try.

Students are also regularly annotating and chattering about the online readings before the class on which they are assigned using Hypothes.is. Joining the private hypothes.is group for the class will give you a steady impression of how they are responding and what they’re interested in and confused about. One thing they’re all interested in lately is the various writers’ views of religion, for example. (So, the nonconformist aspect of Coleridge’s writing may be worth discussing in relation to the ending of “The Eolian Harp”.)

How to join Hypothes.is group for our class (from our day 1 on our syllabus):

* [First, create a Hypothes.is account](https://web.hypothes.is/start/) for online annotations, with your pitt userid.
* Then, [join our class’s Hypothes.is annotation group](https://hypothes.is/groups/maEkRo6M/2019-upg-19cbrit)
* Set up Hypothes.is to run in your preferred browser, [following the instructions](https://web.hypothes.is/start/). There is an extension in Google Chrome, or a “bookmarklet” for other browsers.
* Begin annotating the assigned reading for next class. Turn on hypothes.is in your browser window, and change your group setting (at the top of the Hypothes.is panel) from Public to our class annotation group, **2019-UPG-19cBrit**, so you will be part of our class conversation.
* Annotations on passages can raise questions, provide information, point to related resources with links, provide illustrations, and be replied to by me and your peers. We will start a running informative conversation in the margins of our readings this semester.

### Prequel

We’ve been talking about Revolution (see [readings of Monday 9/9](https://newtfire.org/courses/19cBrit/schedule.html#d2019-09-09)), and I gave them a one-page handout of events in class on M 9/9. It may be handy to reference in discussing *Wat Tyler* by Robert Southey. We’re keeping a weather eye on milestone historical events surrounding the readings.

* *Wat Tyler* helps us to mark revolutionary time in a way, to indicate the difference between the 1790s, when Southey first wrote it, and the moment just after Napoleon’s defeat and the rise of English radicalism preceding the events of Peterloo.
* *Wat Tyler* also gives us an opportunity to talk about the radical press and piracy of texts, and the ways that texts outlive their author’s politics and intentions.

### This is the handout:

**FRENCH REVOLUTION CONTEXT  
  
Dates: 1688, Glorious Revolution in England, sends King James II into exile (divine right of kings advocate). Brings in constitutional monarchy: William of Orange and Mary**

--Protestant Dissenters (English Civil War...Puritans of New England...)—challenge the idea of monarch and religious state as representatives of divine authority. God-->individual conscience, morality. Idea of equal access to grace...and forerunner to secular idea of equality under constitutional law...

**1776-1783: American Revolution**

**1788:** founding of **London Revolution Society:** to commemorate 100 years of constitutional monarchy

**1789: July 14:** angry mob of Parisians storms the Bastille and liberates a handful of political prisoners.   
French National Assembly passes Declaration of the Rights of Man

printing presses carried in Paris streets  
October: arrest Louis XVI and queen Marie Antoinette  
(They are later released when they agree to support new constitutional monarchy)

**loyalists vs. radicals**

**end of year 1792—Jan 1793** (overthrow of Fr. Monarchy and guillotine Louis XVI)

**1793—**begins Maximilien de Robespierre’s “Reign of Terror”—no mercy to opponents of Revolution or moderates... **1794:** Execution of Robespierre by guillotine

**EARLY 1790s vs LATER 1790s, and post Napoleon: ENGLAND: repressive political climate  
  
late 1790s:** Napoleon fills power vacuum in France—rise to power through army

**1804: Napoleon Bonaparte crowns himself Emperor of France**—champions revolutionizing...modernizing the state, revolutionary principles of liberty, equality, fraternity, but a study in contradictions as an Emperor!

**1808:** height of Napoleon’s powers over Europe

**1814:** Napoleon exiled to Elba **1815:** Waterloo—decisive defeat...Napoleon exiled to St. Helena **Restoration of Bourbon Monarchy in France, restoration of monarchies across Europe**

**1819: Peterloo Massacre:** in St. Peter’s Field, Manchester England, 16 Aug. 1819: Brit cavalry charge into 60,000-80,000 protestors (led by a popular radical speaker, Henry “orator” Hunt) who wanted Parliamentary reform—a representation in parliament reflecting their population. 15 people killed / ~500? Injured.

**1832: Reform Act of 1832:** Parliament passes sweeping changes to the electoral system—districts by population: Eliminates centuries-old “rotten boroughs” (where ~30 people could elect 2 MPs!)

**1848:** new wave of Revolution in France / Europe

every 10 – 20 years...radical and “bonapartist” uprisings / royal repressions (Paris Commune of 1871/ crushed)

**late 19th- early 20th c:** France republic stabilizes...belle epoque