**Oct. 29, 2021**

**English 433 Essay #2**

**30%**

**Length: 2500-2750 words**

**Due: Thursday, Dec. 2, 2021**

Write a **concise, well-organized, analytical research essay with a clear, fully-developed, logical argument and a sharply-focused thesis** and **close reference to the texts** involved on one of the following topics, including reference to **at least four scholarly secondary materials (scholarly books, ebooks or articles in academic journals), of which at least two must be books or ebooks**. While providing a critical framework for your discussion and staying close to the various texts, keep in mind that you want to demonstrate as far as possible the significance of your analysis for a broader understanding of the 18th-century novel and its cultural, historical, and critical contexts.

**Review the statement on plagiarism** on the course outline. Keep **paragraphs** to at least six sentences. **Introduce, integrate, and cite all quotations carefully**, **and include a list of works cited using MLA style**. Write about historical material in the past tense, but **use present tense for writing about literature**. Give your essay an **effective title (see the topic sheet for essay #1)**. **The thesis** usually is placed at the end of the first paragraph, and it clearly states the paper’s argument (its position or stance on the assigned topic), and sets out the main steps or stages of this argument’s development within the essay. In addition, the thesis should at least hint at the broader significance of the paper’s analysis for an understanding of the period, the field or genre, or the texts under analysis etc. The thesis functions like a mini-abstract of the entire essay in one or at most two sentences. **Revise, edit, and proofread your writing very carefully**, striving to correct any particular problems noted in essay #1.

Keep in mind that **an essay covering two or more primary texts is still a single essay** and must be treated as such. As a general rule, when writing about two texts in one essay, there are two methods: discuss one text first, in approximately half of the essay, and then discuss the second text, making sure to make occasional cross-references within the discussions of both individual texts, and making certain that the introduction, thesis, and conclusion fully integrate the discussion of the two or more texts. The other usual method of handling two or more texts in one essay is to provide an overall structure divided into 2-4 categories, and then within each category, first handle one text and then the other, alternating throughout the essay. The second method works best if there are striking connections between the two texts.

**Integrate references to secondary critical sources in your essay, situating your own argument in relation to published critical opinion**. **Don’t simply cite quotations as established fact or allow them to float on their own**. **Evaluate this critical opinion fairly and briefly indicate its relationship to your own position** (they say/I say: agree, disagree, or a combination). **Follow longer quotations with some commentary**, such as, for example, “In this passage, we see…” or “Smith’s argument here stresses….” **Avoid referring to quotations as “quotations” or the colloquial “quotes” in your essay**; instead, refer to a critic’s passage, line, sentence, or phrase etc. Secondary critical opinions on a subject (sometimes called a literature review) are often integrated into a paragraph following the introductory paragraph and the thesis statement to indicate the critical context of your essay’s position. However, they may also be raised in the course of the essay.

**Marks** will be based on the content and insight of the essay as it relates to the topic; the quality of the essay’s explication and understanding of the texts; the effectiveness of the paper’s use of secondary materials; the clarity of the essay’s structure and organization; the unity, coherence, and development of paragraphs; and the strength of the writing in terms of grammar, expression, and mechanics. **Submit a double-spaced, single-sided copy of your essay with your name in 12 pt type size in the portal on Canvas.**

1. Examine the representation of pregnancy and childbirth, as it relates to midwifery and myths of motherhood (maternal impressions etc.), in *Joseph Andrews* and *Tristram Shandy*.

2. Examine the treatment of medieval elements (such as, for example, chivalry, knights, gothic architecture, the mock heroic, medicine etc.) in *Joseph Andrews*, *The Castle of Otranto*, and *Tristram Shandy*.

3. Examine the metafictional elements in *Joseph Andrews* and *Tristram Shandy*.

4. Examine the representation of trauma in *Tristram Shandy* and *The Castle of Otranto* through textual disruption, gaps, and symbols, for example.

5. Examine the different treatments of incest in *Joseph Andrews* and *The Castle of Otranto*.

6. Examine the importance of space and place in *The Castle of Otranto* and *Pride and Prejudice*. Consider interior and exterior space/place in houses and landscapes, in light of psychogeography.

7. Examine the treatment of the intersection of marriage, money, and family status in *Joseph Andrews*, *The Castle of Otranto*, and *Pride and Prejudice*.

8. Examine the developing climate of professionalism as represented in the treatment of lawyers and the law in *Joseph Andrews* and doctors/midwives in *Tristram Shandy*.

9. Examine the different types of travel narrative in *Oroonoko* and *Tristram Shandy*’s vol. 7.

10. Examine the representation of the 18th-century ideal of retirement from the world in *Joseph Andrews*, *Tristram Shandy* vol. 9, and *Pride and Prejudice* as a commentary on the nature of society.

Essay 1 Feedback:

This is quite a good paper. Its **title might be clearer** (of what Morality?) and **use caps consistently**. The **thesis needs to make concrete exactly what theme is being considered and to clarify its “historical deconstructive lens.”** Defoe makes clear that he writes as a warning and also to offer advice for those who might very soon be encountering another plague. Defoe objects to mandatory quarantine because it is cruel (exposing the healthy to direct contact with sick family members etc), but also because it is almost made to be violated; Covid 19 “quarantine” in virtually every instance is enforced on the “honour” system. Defoe does advocate for people to escape from the scene of infection and/or to collect supplies to enable them to exist in isolation.

We **need Defoe’s full name on first reference**, “Plague” needs to lose its capital letter, and **some compounds need to be either distinguished or eliminated** (state and civil, mortality and infection, navigated and administered, quarantining versus shut ups). As a rule, **avoid shifts in pronoun reference in formal writing** (the reader...they [vs he or she]). Quotations, which mostly come from the first third of the novel, are not always effectively or smoothly integrated. For example, the quotations on pg. 3, 4 lines up from the bottom, and in the 1st sentence of the 2nd paragraph on pg. 5 position produces a comma splice. Refer to the editions chosen for the course for citations in essays, and correct slips in citations in the list of works cited.