**Dr. Katie Sagal Office: South Hall 208**

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**M-F, 9-11 & 1-3 / Block 3 Meet in South Hall 10**

**ENG 328 – Eighteenth-Century English Literature**

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Explore the fiction, poetry, and prose of the eighteenth century through a focus on three trends that characterized the period: sentiment/sentimentality, sexuality, and science. By breaking the course into three separate, yet overlapping units, we will range throughout the century, covering both canonical and non-canonical authors and creators. Each of these three subcategories were central to eighteenth-century British society, appearing in literature as varied as satirical periodical essays, coming-of-age novels, and the visual arts. In a time when science was first emerging as a distinct professional field, where sexuality (especially women’s) was a hotly contested issue, and where sentimentality was simultaneously praised and derided, these organizing concepts are important to truly understanding the social, cultural, and political dimensions of the eighteenth century.

For the duration of this course, you will be asked to read and digest large amounts of material and produce multiple pieces of polished writing. And like real people in the eighteenth century, your reading and writing will be complemented by the keeping of a common-place book, or what we would think of as a journal/scrapbook. You will also be tasked with creating a final project of your own design, engaging with ideas of the course while centralizing a text or texts we did not read as a group.

# **Required Texts (available in the bookstore)\***

*The Woman of Colour*, Anonymous (Broadview, ISBN: 9781551111766)  
*Pamela*, Samuel Richardson (Oxford, ISBN: 9780199536498)  
*Fanny Hill*, John Cleland (Penguin, ISBN: 9780140432497)

**\*Supplemental readings will be available on Moodle**

# **Course Goals**

* To familiarize yourself with basic issues and concerns in eighteenth-century literature.
* To become familiar with a variety of genres of text and print throughout the century.
* To develop cultural literacy and the ability to think across cultures.
* To write and create compelling, critically rigorous, and original projects.
* To engage in ethical research and documentation practices.

# **Educational Priorities**

* **Knowledge:** integrate and apply knowledge from a focused area of study as well as a broad general education which includes disciplinary and interdisciplinary perspectives in the arts, humanities, sciences, and social sciences.
* **Inquiry:** respond to the complexities of contemporary and enduring problems using information literacy tools, research skills, creative thinking, and analysis.
* **Communication:** speak and write clearly, listen and read actively, and engage with others in productive dialogue.
* **Intercultural Literary:** connect with diverse ideas and with people whose experiences differ from their own and that may be separated from them by time, space, or culture.

*This course supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge, inquiry, communication, and intercultural literacy.*

# **Course Policies**

## **Preparation & Attendance**

Come to class prepared to fully particpate in all discussions and activities. I understand that not everyone is comfortable speaking frequently in class, but in such a small classroom environment it is to everyone’s benefit if we all contribute at least once in a while. Please bring all assigned readings to class on the day we will be discussing them so that you can refer to them while we talk. More than four absences from class meetings, individual meetings, or workshops may result in failure of the course.

## **Computers & Technology**

You should plan to bring your computer to class most days, unless you prefer to take notes by hand. Do not use your computer during class time for anything unrelated to class work or research. Turn your cellphone on vibrate and do not text or take calls except in case of emergency.

## **Assignments**

Unless otherwise stated, assignments are due at the beginning of class. Please print all assignments and turn in hard copies unless I have specifically asked you to turn them in via Moodle; I do not want you to e-mail me assignments unless we have discussed this as a case-specific alternative. Staple or paper-clip all assignments of more than one page; I may be mercurial and not accept a random stack of pages. Put your name on the front page of each assignment and page numbers on all inclusive pages. In this course, we will follow MLA formatting for both the paper itself and the works cited page.

## **Academic Honesty**

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading “Academic Honesty.” (<http://www.cornellcollege.edu/student_affairs/compass/academicpolicies.shtml>).

## **Accommodations**

Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>

## **Extensions & Due Dates**

I expect that you will turn in every assignment on the indicated due date on the course calendar, at the beginning of the class meeting. If you are unable to attend class for an excused reason (religious observation, sporting event, etc.), you should plan to turn the assignment in early. I am, however, also willing to be flexible and talk with you about your unique circumstances, so please, *talk to me first* if you feel you will be unable to make a certain deadline – turning in a paper or other assignment late without talking to me first will result in a deduction in your grade. For every day late on a major assignment, I will deduct one full letter grade from the grade it would have earned. For example, if you write a B+ paper, but turn that paper in one day late, I will give you a grade of C+.

## **Meeting Times**

Please reserve the times between 9 and 11 & 1 and 3 for this class. We will not meet the entire time most days, but we will meet within that range every day so it would not be possible for you to schedule work, etc., during those time slots. Because we meet at slightly different times depending upon the day of the week, it is crucial that you carefully consult the syllabus each day to see when we are meeting. I will not send out reminders and rely upon you to be a responsible academic citizen.

## **Special Event**

In this class, we will have one field trip on Monday, October 29. We will spend a few hours at the University of Iowa Special Collections to explore and handle some of their eighteenth-century materials. You are responsible for getting yourselves to Iowa City and for being at the library at the requested time. Please note that this class session is different than our usual meeting times (we’ll be there from 12 noon to 3 pm), so plan accordingly.

## **Grading**

Your final grade in this class will be determined by a number of assignments, completed sequentially throughout the semester.

The break-down of your final grade is as follows:

Class Participation & Readings 15%  
Commonplace Book 20%  
Essay #1 25%  
Essay #2 25%  
Final Project 15%  
  
**Contact Me**

My office hours are Tuesdays and Thursdays, 1:30 – 2:00 in South Hall 208. I am also happy to meet with you after class. I encourage you to get in touch with me early in the block if you’re having any concerns, difficulties, or questions, or if you just want to chat. I can be reached at my college e-mail ([asagal@cornellcollege.com](mailto:asagal@cornellcollege.com)) until about 8 pm at night, and after about 8 am in the morning.

# **Course Calendar \* Please note that this calendar is subject to revision at my discretion.\***

## **Day 1 (Monday 10/22):**

**Morning (9-10):** Go over syllabus; Common Place Book (CPB) introduction   
  
**Afternoon (1-2):** Discuss “Introduction” to *The Culture of Sensibility*, G. J. Barker-Benfield

## **Day 2 (Tuesday 10/23):**

**Morning (9-11):** Meet in discussion groups to talk about *The Woman of Colour* (pp 53-93)

**Afternoon (2-3):** Whole class discussion of *The Woman of Colour*

## **Day 3 (Wednesday 10/24):**

**Morning (9-11):** Whole class discussion of *The Woman of Colour* (pp 94-146)

**Afternoon (1-2):** Discuss “Introduction” to *Sentimental Figures of Empire*, Lynn Festa

## **Day 4 (Thursday 10/25):**

**Morning (9-11):** Whole class discussion of *The Woman of Colour* (pp 147-189)

**Afternoon (2-3):** Discuss “*The Woman of Colour* and Black Atlantic Movement,” Brigitte Fielder

## **Day 5 (Friday 10/26):**

**Morning (9-11):** Whole class discussion & individual lessons on*Tristram Shandy*, vol 1; Turn in CPB  
 **No afternoon session**

## **Day 6 (Monday 10/29):**

**SPECIAL EVENT – Please note different time.**

**Morning:** Essay # 1 due; it should be submitted using the box outside my office by 10:00 am.  
  
**Afternoon (12-3):** Field Trip to the University of Iowa Special Collections: **Meet at the U of I Main Library, 3rd floor, at 11:45**

## **Day 7 (Tuesday 10/30):**

**Morning (9-11):** Meet in discussion groups to talk about *Pamela* (Introduction to 131)  
  
**Afternoon (2-3):** Whole class discussion of *Pamela*

## **Day 8 (Wednesday 10/31):**

**Morning (9-11):** Whole class discussion of *Pamela* (132-259); Read in class and discuss Pope – “Epistle to the Ladies”

**Afternoon (1-2):** Discuss “Faking It: Female Virginity and Pamela's Virtue,” Corrinne Harol

## **Day 9 (Thursday 11/1):**

**Morning (9-11):** Meet in discussion groups to talk about *Pamela* (259-378)  
  
**Afternoon (2-3):** Read in class and discuss *The Spectator* – Beau’s Head & Coquette’s Heart (275 and 281)

## **Day 10 (Friday 11/2):**

**Morning (9-11):** Whole class discussion of *Pamela* (378-end) & selected Rochester poems; Turn in CPB

**No afternoon session**

## **Day 11 (Monday 11/5):**

**Morning (9-11):** Whole class discussion of *Fanny Hill*, Vol 1 / “Harlot’s Progress” / “Rake’s Progress”

**Afternoon (1-2):** Discuss “Introduction” to *Infamous Commerce: Prostitution in Eighteenth-Century British Literature and Culture*, Laura J. Rosenthal

## **Day 12 (Tuesday 11/6):**

**Morning (9-11):** Meet in discussion groups to talk about *Fanny Hill*, Vol 2

**Afternoon (2-3):** Whole class discussion of *Fanny Hill*, Vol 2; Read in class & discuss Swift – “The Lady’s Dressing Room” & “A Beautiful Young Nymph Going to Bed”

## **Day 13 (Wednesday 11/7):**

**Morning (9-11):** Essay #2 due; Coffee shop conversations; discuss individual articles on sexuality in c18 lit or culture  
  
**Afternoon (1-2):** Watch in class selections from *Harlots*

## **Day 14 (Thursday 11/8):**

**Morning (9-11):** Whole class discussion of *The Female Vertuosos*  
  
**Afternoon (1-3):** Individual Meetings about Final Projects (you are only responsible for your meeting time)

## **Day 15 (Friday 11/9):**

**Morning (9-11):** Whole class discussion of excerpts from *Micrographia*; Research in class and discuss, *Transactions of the Royal Society* & Royal Society Charter; Turn in CPB  
  
**No afternoon session**

## **Day 16 (Monday 11/12):**

**Morning (9-11):** Meet in discussion groups to talk about *Gulliver’s Travels*, Book III  
  
**Afternoon: (1-2):** Whole class discussion of *Gulliver’s Travels*, Book III

## **Day 17 (Tuesday 11/13):**

**Morning (9-11):** Whole class discussion of excerpts from *The Female Spectator* & *The Lady’s Museum* and Mary Delany mosaics

**Afternoon (2-3):** Coffee shop conversations; discuss individual articles on c18 science

## **Day 18 (Wednesday 11/14):**

**Morning (9-11):** Final project presentations; Turn in CPB