

LSC Use Only  
Number: \_\_\_\_\_  
Submission Date: \_\_\_\_\_  
Action-Date: \_\_\_\_\_

UWUCC USE Only  
Number: 96-23  
Submission Date: 3-18-97  
Action-Date: 4-1-97

**CURRICULUM PROPOSAL COVER SHEET**  
University-Wide Undergraduate Curriculum Committee

**I. CONTACT**

Contact Person Jim Cahalan Phone X2262  
Department English Email: Jim Cahalan or JCAHALAN

**II. PROPOSAL TYPE (Check All Appropriate Lines)**

**COURSE** Lit Brit Enlightenment  
Suggested 20 character title

**New Course\*** EN 303 British Enlightenment Literature  
Course Number and Full Title

**Course Revision** \_\_\_\_\_  
Course Number and Full Title

**Liberal Studies Approval +** \_\_\_\_\_  
**for new or existing course** Course Number and Full Title

**Course Deletion** \_\_\_\_\_  
Course Number and Full Title

**Number and/or Title Change** \_\_\_\_\_  
Old Number and/or Full Old Title  
\_\_\_\_\_  
New Number and/or Full New Title

**Course or Catalog Description Change** \_\_\_\_\_  
Course Number and Full Title

**PROGRAM:**  Major  Minor  Track

**New Program\*** \_\_\_\_\_  
Program Name

**Program Revision\*** \_\_\_\_\_  
Program Name

**Program Deletion\*** \_\_\_\_\_  
Program Name

**Title Change** \_\_\_\_\_  
Old Program Name  
\_\_\_\_\_  
New Program Name

**III. Approvals (signatures and date)**

<u>Virginia Perdue</u> <u>May 6, 1996</u> Department Curriculum Committee	<u>Dr. McPurse</u> <u>5/10/96</u> Department Chair
<u>[Signature]</u> <u>10/30/96</u> College Curriculum Committee	<u>[Signature]</u> <u>10/30/96</u> College Dean
<u>Mark [Signature]</u> <u>11/1/96</u> +Director of Liberal Studies (where applicable)	<u>Mark [Signature]</u> <u>11/1/96</u> *Provost (where applicable)

## Course Syllabus

### I. CATALOG DESCRIPTION

EN 303 British Enlightenment Literature

3 credits  
3 lecture hours  
0 lab hours  
(3c-0l-3sh)

Prerequisites: EN 202, 210, 211, 212, 213

British Enlightenment Literature refers to the imitation of the Greek and Roman authors of antiquity. The course begins with the assumptions and goals of neoclassical literature and integrates the intellectual debates and contemporary politics (patriarchy, nascent capitalism, empire, slavery, class divisions) that flourished along side of (and that shaped the emergence of) new genres (the slave narrative, the novel, gothic tales, the periodical essay). Rather than survey the period comprehensively, the purpose here is to focus closely on particular aspects or writers as selected by the instructor.

### II. COURSE OBJECTIVES

1. Students will be able to recognize the major genres, literary styles, and interests of Eighteenth-Century British literature.
2. Students will gain a clear understanding of the diverse literatures and authors of the eighteenth century and the way that authors wrote in response to pressures of genre, the reading public, social conventions of propriety, and the way that culture and politics influenced choices of subject matter.

### III. COURSE OUTLINE

- A. British: Enlightenment 20%
1. Assumptions about humans, society, nature, education, and aesthetics that underpin Neoclassical Literature.
  2. Poems and essays by Dryden, Pope, Swift, and Johnson
  3. Satire
  4. Women writers and satire
- B. Literature of Civil Society and Polite Manners 10%
1. Selections from The Spectator, The Tatler, The

Female Spectator

2. Moral essays on education, behavior, civil society, the family
  3. Excerpts from conduct books
- C. The Emergence of the Novel 20%
1. The early novel
  2. The novel after 1770
- D. The Emergence of the Slave Narrative 10%
- E. Literature of Revolution and Social Change 20%
1. Working class poetry
  2. Abolitionist poetry
  3. Feminist poetry or prose
- F. The Exotic, Gothic, and Sentimental: the Underbelly of British: Enlightenment 20%
1. The "Man of Feeling" or literature of sentiment
  2. Gothic fiction
  3. Oriental tale
  4. Travel literature

IV. COURSE REQUIREMENTS

Students will demonstrate mastery of course objectives through successful completion of the following course requirements:

Completion of assigned readings in textbooks.

Participation in class discussion and activities

Midterm and final examinations through essay writing.

A group research presentation on a significant aspect of eighteenth-century society and literature.

Three short critical analyses (2-3 pages) of primary or secondary readings.

A research analysis that unites the research presentation with an interpretation of an individual text.

V. EVALUATION METHODS

The final grade for the course will be determined as follows:

- 20% midterm examination
- 20% group research presentation

20% final examination  
20% research analysis paper  
20% short critical analyses

Grading Scale:

A 92-100 points  
B 83-91 points  
C 74-82 points  
D 65-73 points  
F 0-64 points

VI. REQUIRED TEXTBOOKS

Abrams, M.E. et al, eds. The Norton Anthology of English Literature. 6th edition. vol.1. New York: Norton, 1993.

Uphaus, Robert and Gretchen Foster. The Other Eighteenth Century: English Women of Letters 1660-1800. East Lansing: Colleagues Press, 1991.

Gates, Henry Louis Jr. The Classic Slave Narratives. New York: Mentor Books, 1987.

Burney, Fanny. Evelina (1778)

Fielding, Henry. Tom Jones (1749)

VII. SPECIAL RESOURCE REQUIREMENTS

Only the listed texts and materials for writing/note taking are required. No special resources will be needed.

VIII. BIBLIOGRAPHY

Armstrong, Nancy and Leonard Tennenhouse. The Imaginary Puritan: Literature, Intellectual Labor, and the Origins of Personal Life. Berkeley: University of California Press, 1992.

Armstrong, Nancy. Desire and Domestic Fiction: A Political History of the Novel. Oxford University Press, 1987.

Brewer, John. "Commercialization and Politics." The Birth of a Consumer Society; The Commercialization of Eighteenth-Century England. Eds. Neil McKendrick et al. Bloomington: Indiana University Press, 1982.

Brown, Laura. Alexander Pope. Oxford: Basil Blackwell, 1985.

- \_\_\_\_\_. *Ends of Empire: Women and Ideology in Early Eighteenth-Century English Literature*. Ithaca: Cornell University Press, 1993.
- Colley, Linda. *Britons: Forging the Nation 1707-1837*. New Haven: Yale University Press, 1992.
- Conant, Martha. *The Oriental Tale in England in the Eighteenth Century*. New York: The Columbia University Press, 1908.
- Davidoff, Leonore and Catherine Hall. *Family Fortunes: Men and Women of the English Middle Class, 1780-1850*. Chicago, The University of Chicago Press, 1987.
- Ferguson, Moira. *Subject to Others: British Women Writers and Colonial Slavery, 1670-1834*. New York: Routledge, 1992.
- Gallagher, Catherine. *Nobody's Story: The Vanishing Acts of Women Writers in the Marketplace, 1670-1820*. Berkeley: University of California Press, 1994.
- Humphreys. *The Augustan World: Society, Thought, Letters in Eighteenth Century England*. 1954. New York: Harper & Row, 1963.
- Jones, Vivien, ed. *Women in the Eighteenth Century: Constructions of Femininity*. New York: Routledge, 1990.
- Johnson, Claudia. *Equivocal Beings: Politics, Gender, and Sentimentality in the 1790s*. Chicago University Press, 1995.
- McKeon, Michael. *The Origins of the English Novel 1600-1740*. Baltimore: Johns Hopkins University Press, 1987.
- Newman, Gerald. *The Rise of English Nationalism: A Cultural History 1740-1830*. London: Weidenfeld and Nicolson, 1987.
- Novak, Maximillian and Edward Dudley, eds. *The Wild Man Within: an Image in Western Thought from the Renaissance to Romanticism*. Pittsburgh: University of Pittsburgh Press, 1972.
- Novak, Maximillian. *Defoe and the Nature of Man*. Oxford: Oxford University Press, 1963.
- \_\_\_\_\_. *Economics and the Fiction of Daniel Defoe*. New York: Russell & Russell, 1976.

- Nussbaum, Felicity and Laura Brown. *The New Eighteenth Century: Theory, Politics, English Literature*. New York: Routledge, 1987.
- Nussbaum, Felicity. "The Other Woman: Polygamy, Pamela, and the Prerogative of Empire." *Women, "Race," and Writing in the Early Modern Period*. NY: Routledge, 1994. 138-62.
- \_\_\_\_\_. *The Autobiographical Subject: Gender and Ideology in Eighteenth-Century England*. Baltimore: The Johns Hopkins University Press, 1989.
- \_\_\_\_\_. "The Other Woman: Polygamy, Pamela, and the Prerogative of Empire." Eds. Patricia Parker and Margo Hendricks. *Women, Race, and Writing in the Renaissance*. New York: Routledge, 1994. 138-62.
- \_\_\_\_\_. *Torrid Zones: Maternity, Sexuality, and Empire*. Baltimore: The Johns Hopkins University Press, 1995.
- Pocock, J.G.A. *Virtue, Commerce, and History: Essays on Political Thought and History, Chiefly in the Eighteenth Century*. Cambridge: Cambridge University Press, 1985.
- Porter, Roy. *English Society in the Eighteenth-Century*. 2nd edition. Cambridge University Press, 1992.
- Schiebinger, Londa. *Nature's Body: Gender in the Making of Modern Science*. Boston: Beacon, 1993.
- Sekora, John. *Luxury: The Concept in Western Thought, Eden to Smollett*. Baltimore: The Johns Hopkins University Press, 1977.
- Spenser, Jane. *The Rise of the Woman Novelist*. London: Basil Blackwell, 1986.
- Stallybrass, Peter and Allon White. *The Politics and Poetics of Transgression*.
- Williams, Raymond. *The Country and The City*. Oxford University Press, 1973.

## EN 303 Course Analysis Questionnaire

### Section A: Details of the Course

- A1 This course is intended for B.A. English majors. It is one of the courses that can fulfill Category A (Period Courses). It is not currently being proposed as a Liberal Studies elective.
- A2 This course does not require changes in content of any other existing courses or programs in the department.
- A3 This course has not been offered at IUP before.
- A4 This course is not intended to be a dual-level course and will accommodate only undergraduates.
- A5 This course may not be taken for variable credit.
- A6 Other higher education institutions currently offering a similar course include these ones:  
  
SUNY Stonybrook: Neoclassical Literature in English  
California Univ. of Pa.: The Age of Pope  
Bucknell University: Restoration and Neoclassical Literature  
Allentown College of Saint Francis de Sales: 18th Century British Literature
- A7 Relevant accrediting agencies (such as the Association of Departments of English) recommend but do not require this course.
- A8 The content and skills of this course are not required by a professional society, accrediting authority, law, or other external agency. No other existing course focuses on the material covered in this course.

### Section B: Interdisciplinary Implications

- B1 This course will be taught by one instructor.
- B2 This course does not overlap with any course in any other department in the university.
- B3 One or more seats will be reserved in this course for students from the School of Continuing Education.

### Section C: Implementation

- C1 No additional faculty resources are required to teach this course.
- C2 Current resources are adequate to teach this course.

- C3 No resources for this course are funded by a grant.
- C4 This course will be offered in our rotation so that at least one (or more than one) section in the category of courses into which this course fits (see summary table at the beginning of our program revision document) will be offered every semester, making sure that students can get the courses they need.
- C5 One section of the course is anticipated each semester the course is offered.
- C6 We plan to accommodate a maximum of twenty-five students in a section of this course (though twenty would be a better size). This number is not limited by the availability of resources but by the nature and complexity of the material, which will require quite a bit of class discussion, writing, and conferencing.
- C7 ADE Guidelines for Class Size and Work Load for College and University Teachers of English: A Statement of Policy of the Association of Departments of English (1993): "College English teachers should teach no more than thirty-five students in a literature course and no more than twenty-five in a writing-intensive course" (2).