

**ENGL 5314 – Major Themes in British Literature 18thC – Present
“Gender and Sexuality in the Long Eighteenth Century”**

Dr. Ula Klein

W 5:30-8:30pm – Spring 2016

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Office Hours: M, 2:30-3:30p & 5-6p; W, 11:00a-12:00p; W 4-5pm

Course Description: This course focuses on introducing students to literary readings and analysis of eighteenth-century literature through the theories of gender and sexuality. This course will give students both depth and breadth in their understanding of the literature of the 18th century, from plays and novels to poetry and print culture, from high culture to erotic novels. Further, students will apply feminist, queer, and gender theories to the texts of this time period, drawing on various theorists, including Michel Foucault, Eve Kosofsky Sedgwick, Judith Butler, Jack Halberstam, and Terry Castle

What is needed for this course:

Required Texts:

1. Austen, Jane. *Emma*. New York: Penguin Classics, 2003. ISBN: 978-0141439587
2. Behn, Aphra. *Oroonoko, The Rover, and Other Works*. New York: Penguin Classics, 1999. ISBN: 978-0140433388
3. Defoe, Daniel. *Roxana, or the Fortunate Mistress*. Oxford: Oxford Paperbacks, 2008. ISBN: 978-0199536740
4. Sheridan, Robert Brinsley. *The School for Scandal and Other Plays*. Oxford: OUP, 2008. ISBN: 978-0199540099
5. Cleland, John. *Fanny Hill; or Memoirs of a Woman of Pleasure*. New York: Penguin Classics, 1986. ISBN: 978-0140432497
6. Inchbald, Elizabeth. *A Simple Story*. Oxford: Oxford Paperbacks, 2009. ISBN: 978-0199554720
7. Online PDFs
8. All students must have a working TAMIU e-mail address.
9. Access to a computer and the internet for writing essays and submitting assignments electronically.

Recommended Text:

1. Modern Language Association. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: MLA, 2009. ISBN: 978-1603290241

Student Learning Outcomes (SLOs): Upon successful completion of this course, students will be able to:

1. demonstrate their knowledge of literary theory and criticism as it applies to gender and sexuality.
2. employ a range of literary tools to identify, analyze, and synthesize literary genres.
3. demonstrate the ability to write at a sophisticated level that meets the standards of most graduate English programs.
4. demonstrate understanding of particular literature and literary form(s) that is deep and shows potential to develop into expert or specialist level.
5. show an understanding in their writings of how language is to be properly used, and, where appropriate, its history.

Important Dates:

First Class Day: February 10 (graduate courses)

Mid-point of the Semester: March 4

Last Day to Drop Without Record: February 4

Last Day to Drop a Course or to Withdraw from the University: April 14

Spring Break: March 7-12

Last Class Day: May 9
Reading Day: May 10
Final Exam: TBA
Final Grades DUE: May 20

Course Expectations and Policies:

The course will be run as a seminar-style class which functions best when students come to class having read and thought about the materials ahead of time. Students should be prepared to volunteer their thoughtful opinions about the texts, should ask questions about issues that arise that are unfamiliar or difficult to parse, and should participate actively throughout the class meetings, including by taking copious notes.

All course readings and assignments are due in class on the date listed in the syllabus. If anything on the syllabus changes, I will announce the changes to you both in class and via class messages on Blackboard.

Evaluation: The following will allow students to have a basis for how grades will be calculated in this course.

1. 10% –Response paper #1
2. 15% – Response paper #2
3. 10% – Annotated Bibliography
4. 25% – Final Paper
5. 15% - Presentation (including bibliography, hand-out, & PowerPoint or Prezi)
6. 15% -- Final Exam
7. 10 % -- Weekly Responses & In-Class Participation (it will be extremely difficult to participate in class discussions if students do not do the homework)

****If any component of the required coursework is missing, it will be impossible for students to pass this course.****

Required Coursework:

● Essays:

Response Papers: Response papers are brief papers that address either a specific section of the text (anywhere from 1-5 sentences/lines) or a specific theme/motif/symbol in the text. The response paper is essentially a close reading of a text and thus it should highlight your ability to take very small amounts of text and to analyze them closely, while still making an argument about how to read/interpret the text. In Response Paper #2 you will be expected to also respond to one **significant** piece of scholarly criticism on the text you have chosen to write about. The response papers should be 3-4 pages long, using standard MLA formatting.

Final Research Paper: The final paper will be a literary research paper of 10-12 pages in length, which should draw on a minimum of 4 scholarly critical sources relating to the primary text, the time period, history of sexuality, etc. The paper should deal with a single text from the course, in-depth, while making an argument about the text, its themes, its role in literary history, and/or gender and sexuality studies. Close reading of specific sections of text will function as evidence for your claims. Outside sources should be used in order to expand, complicate, argue with, or supplement your claims rather than to simply show “I am right.” The paper should use correct MLA formatting with attention paid to detail.

● Exams: COAS mandates that every class end with a comprehensive final exam. Our exam will comprise of a course mini-conference in which students will present a 5-7 minute version of their final paper, read out loud to the class, on a panel with 2-3 other students (I will choose the panels). After each panel reads their papers, the class will engage in a Q&A with the speakers. Presenting a paper (which you

will also turn in as the “written” component of your exam) and participating in the Q&A discussions will count towards the final exam. Students are encouraged to prepare a visual element for their presentation.

- **Presentation:** Each student will research a particular aspect of eighteenth-century life relating to issues of gender and sexuality from a pre-approved list of choices. Students will present on these topics after Spring Break. Presentations should be informative, lasting 5-7 minutes, and they should be delivered in a practiced, prepared, and professional manner. Oral presentations should be accompanied by a visual presentation (PowerPoint or Prezi) and an accompanying handout that includes a bibliography of relevant works. Students are strongly urged to meet with the instructor prior to presenting. Possible topics include: clothing and hair for men or for women; prostitution; molly houses and homosexual male subculture; romantic female friendships; courtship and marriage practices of working classes, middle classes, and/or upper classes; midwives, pregnancy, abortions, and/or contraceptives; etc.

- **Participation:** Due to the seminar style of our weekly meetings, students will be expected to make significant contributions to class discussion at each and every meeting. Students should come prepared (with laptop or pen and notebook for taking notes, relevant books/handouts/readings); should have read the assigned texts ahead of time; and should raise their hand and contribute actively to course discussions. **Participation in class discussions is a requirement of the course.**

- **Weekly Response:** Students are expected to bring a one-page discussion of the text for every class that includes a quotation for discussion and a critical question for class discussion. The weekly response will be turned in on paper to the instructor at the end of class. **NO LATE RESPONSES** will be accepted.

Other Policies:

Office Hours: You are welcome and encouraged to visit me as frequently as you wish during office hours. Appointments generally last for 15 minutes. I do expect you to come prepared to speak to me about something specific (part of the text you’re having problems with, questions about a class discussion, a specific issue with a paper or paper draft), and I expect students to come with all class notes, relevant paper/books, as well as a pen/pencil/laptop and notebook for taking notes during our meeting. If you cannot see me during office hours, email me to set up a time that is more convenient for you.

Email: Our primary way of communicating out of class will be via Blackboard messages. That said, I strongly encourage students to see me in my office in person for questions regarding the text or clarifications about assignments. You may also come to my office during regularly-scheduled office hours.

Help with Papers: You are strongly encouraged to meet with me before papers are due AND after you receive your graded papers. I expect improvement with each paper, so if you are unclear on how to improve, do not wait—please see me.

Paper Formatting: All papers should use proper MLA formatting. Use the Purdue OWL website, the Hacker handbook, and/or the MLA Handbook for formatting rules.

Phones: **I do not allow the use of cellphones in my class for any reason whatsoever.**

Food: I do not allow food in class. Drinks are allowable if they are in a container that has a lid or cap.

A Word on Paper Grades & Expectations:

In a hard-working class, most papers will receive the perfectly respectable grade of a “B.” “B” papers will engage the text(s) and make a clear claim about it/them. The paper will make a case from the text(s) to support that claim and demonstrate careful reading. “B” papers will be neatly typed and relatively free of mechanical errors.

“C” papers may be judged below par in one or more of many different categories (see also rubrics). Mostly likely, “C” papers will not have a sufficiently clear main idea, will have used too little textual reasoning, or will not have been written in a collegiate level of clarity or mechanical competence. The latter is often the case. Please discuss any writing issues you have with me during office hours.

“F” papers demonstrate little effort or do not meet the page length requirement. I rarely give “D” grades.

“A” papers are really something special. They meet the requirements of “B” entries but are markedly excellent in some area or areas (they need not and should not be longer than “B” papers). Possibly they will be written beautifully. Or they may discern some especially telling nuance of the text, thus demonstrating a particularly careful reading or analysis. Or they may excel at integrating bits of the text into the argument as convincing proofs. Suffice it to say that “A” entries will be relatively rare.

An “A” paper usually contains all of the following:

- Clear focus throughout
- Fresh insight
- Compelling reasons for the reader to care about your analysis
- Quotations that have been woven in expertly with your own language, demonstrating your control over the ideas you present
- Clarification after each quotation of how each idea in the quotation supports your claims
- Clear sentence structure, spelling, grammar, etc.
- Perfect MLA formatting

Evaluation: The most important consideration for all essays is content (argument, structure, secondary sources, primary source explication); however, grammar and usage are also important because 1) a person’s literacy is often judged according to the number of distracting sentence errors that appear in writing, and 2) if writers have too many grammatical, mechanical, or usage errors, they will fail to communicate effectively. Therefore, students will need to have achieved control of Standard American Academic English. If a student has too many major grammatical errors (more than 4 errors per page), it will be difficult to earn a grade higher than a C.

- **Final Grades:** Grades in this class are based upon the usual A, B, C, D, or F scale. The final exam will be worth 10% of the grade. Essays will be evaluated using a rubric, which is available on Blackboard, under “Content.”
- **Late Papers:** Regardless of the assignment, deadlines are deadlines. NOTE: It is better for a student to turn-in an assignment late than not at all, for a missing assignment at the end of the semester will result in failure to complete the course requirements. Since most of the writing in this course will be submitted electronically, there really is no excuse for late or missing work due to absence unless there is an extreme circumstance—or a sudden, serious situation—that prevents a student from meeting a deadline. In such cases, the student should communicate with the instructor so that a solution to the problem can be found. **A student may request an extension** by communicating with the instructor, in person or via e-mail, **a MINIMUM of 24 hours in advance**, but the granting of an extension is dependent upon the circumstances. If an essay is turned in late without prior, approved negotiation, the essay will be lowered a letter grade for each weekday’s delay, and a student has up to three (3) days (including weekends) to present the late work.

***The instructor reserves the right to add additional assignments as needed and to modify all assignments and the reading schedule as needed.**

Attendance and Tardiness: If there are extreme circumstances—or a sudden, serious situation—that prevents a student from arriving to class on time, the student should communicate with the instructor so that a solution to the problem can be found.

Tardiness: If students are more than 5 minute late to class, this will count toward attendance. Two (2) “tardies” equal one (1) absence.

Absences: If students have excessive, unexcused absences from class, they will fail this course. “Excessive unexcused absences” are determined as follows: two (2) or more in a once a week course. See my policy above for making up classes. **NB: All absences are unexcused until and unless written proof has been given to the instructor for the necessity of the absence AND the student has made up the absence in my office.**

If students have missed the respective number of classes before the final date of withdrawing from courses, then they must initiate their own withdrawal from the course in the Registrar’s Office to avoid earning an “F” in the course. Instructors do not drop students. NOTE: By Texas law, students may not withdraw from (or receive a “W” in) more than 6 total courses unless they qualify for certain exemptions to the law.

OTHER COAS POLICIES:

All absences are considered unexcused until and unless the student persuades the instructor that the absence merits being excused. Instructors may require documentation. Acceptable excuses include, but are not limited to:

1. Participation in University sponsored activity at the request of University Authorities;
2. Death or major illness in a student’s immediate family;
3. Illness of a dependent family member;
4. Participation in legal proceedings or administrative procedures that require a student’s presence;
5. Religious holy days;
6. Required participation in military duties;
7. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; and
8. Doctor visits that cannot be rescheduled or that require travel.

If a student misses class, it is the student’s responsibility to meet with the instructor to discuss anything that was missed. If a student misses class when an assignment is due, the student must still submit the work (see “Late Papers” policy above).

Attendance Policy for Students Involved in University Events: Often students who participate in sporting events, musical programs, or other university sanctioned activities miss class more than the required number of absences allowed for other students. These students must produce written documentation prior to leaving class for such events. All assignments are still due on the dates assigned in the syllabus. Students with documented “excused” absences due to university sanctioned events must notify and negotiate due dates for any other writing assignments done in-class. This policy is in effect to maintain equity among students.

Early Alert: The “Early Alert” system allows faculty members to notify the Advising and Mentoring Center when students miss an excessive number of classes or assignments, exhibit unusual or disruptive behavior, or are failing to meet the course requirements. Students should know that this system is in place to help them through difficulties and is a confidential means of communication between the faculty member, the student, and the advisors.

Classroom Behavior

The College of Arts and Sciences encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The College will always tolerate diverse, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a

university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action, which may include being involuntarily withdrawn from the class.

Plagiarism and Cheating

Plagiarism is the presentation of someone else's work as your own. 1) When you borrow someone else's facts, ideas, or opinions and put them entirely in your own words, you must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism. 2) When you also borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism. 3) When you present someone else's paper or exam (stolen, borrowed, or bought) as your own, you have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2010, sixth edition of the *Manual of The American Psychological Association (APA)*:

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. *Each* time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text.

The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications. (pp. 15-16)

Consult the Writing Center or a recommended guide to documentation and research such as the *Manual of the APA* or the *MLA Handbook for Writers of Research Papers* for guidance on proper documentation. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

Use of Work in Two or More Courses: You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course.

Penalties for Plagiarism: Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse.

Caution: Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will not be accepted.

Caution: Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.

Penalties for Cheating: Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Under no circumstances should a student who deserves an "F" in the course be allowed to withdraw from the course with a "W."

Student Right of Appeal: Faculty will notify students immediately via the student's TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member's charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member's e-mail message to the student. The *Student Handbook* provides details

UConnect, TAMIU E-Mail, and Dusty Alert

Personal Announcements sent to students through TAMIU's UConnect Portal and TAMIU E-mail are the official means of communicating course and university business with students and faculty – not the U.S. Mail and not other e-mail addresses. Students and faculty must check UConnect and their TAMIU e-mail accounts regularly, if not daily. Not having seen an

important TAMIU e-mail or UConnect message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action. Students, faculty, and staff are encouraged to sign-up for *Dusty Alert* (see www.tamtu.edu). *Dusty Alert* is an instant cell phone text-messaging system allowing the university to communicate immediately with you if there is an on-campus emergency, something of immediate danger to you, or a campus closing.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment.

Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as an article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodations.

Student Attendance and Leave of Absence (LOA) Policy:

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.24) and the Student LOA Rule (Section 3.25), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook ([URL: http://www.tamtu.edu/studentaffairs/StudentHandbook1.shtml](http://www.tamtu.edu/studentaffairs/StudentHandbook1.shtml)).

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted a leave of absence (LOA) for as long as the student's physician deems the absence medically necessary. As a TAMIU faculty member, we must:

- (1) allow a pregnant/parenting student to submit work after a deadline that was missed because of a LOA due to pregnancy or childbirth,
- (2) if grading is based in part on class attendance or participation, allow a pregnant/parenting student to earn the credits missed so that the student can be reinstated to the status held before the LOA, and
- (3) at the conclusion of the LOA, allow the pregnant/parenting student to return to the same academic and extracurricular status held when the LOA began.

If we receive a request from a student for a LOA, including pregnant/parenting students, we will promptly report it to and seek guidance from the Office of Student Affairs at ext. 2282.

Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a "W." To qualify for an "incomplete" and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a "W", and the student must be passing the course;
2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
3. The student must sign an "Incomplete Grade Contract" and secure signatures of approval from the professor and the college dean.
4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the "I" to automatically be converted to a "F"; extensions to this deadline may be granted by the dean of the college.

This is the general policy regarding the circumstances under which an "incomplete" may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

Student Responsibility for Dropping a Course

It is the responsibility of the STUDENT to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the *Student Handbook* and the *Faculty Handbook*.

Final Examination

Final Examination must be comprehensive and must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.

Final Note: As students enter the university, they are also entering a research community where faculty and students are studying not only the world outside of the university, but also the teaching and learning that occurs inside of the university. This community's goal is to improve individual teaching and the design of this course so that they work as effectively as possible in preparing all students for academic and professional success. Therefore, any writing that a student passes in this semester may be read by other faculty members here at TAMIU but without names so that the student, as the writer, remains anonymous. Also, on occasion, other faculty members may observe classes in order to provide feedback to the faculty member about the course activities.

**ENGL 5314 – Major Themes in British Literature 18thC – Present
“Gender & Sexuality in Eighteenth-Century Literature”**

Tentative Reading Schedule

Note: The following is our schedule of activities and due dates for this course; however, we will consider it “tentative,” which means that we may have to make some adjustments to it depending upon our progress throughout the semester. Any changes that are made will be given well in advance in class. *The assigned readings for each class period should be done before coming to class.*

Please see instructions on Blackboard for how to prepare the weekly response. The weekly response is due in class, on paper, each week.

GRAD COURSE 5314.263

Weeks 1- 3– No meeting

Week 4: Restoration Comedy

2/10 - *Widow Ranter*

Week 5: The Early Novel & The History of Sexuality

2/17 – *Roxana*; Foucault PDF

Week 6: Female Bonds

2/24 - *Roxana* & Mary Wortley Montagu; Woolf PDF

Week 7: Performing Femininity

2/29 - “Rape of the Lock” and “The Fair Jilt”; Butler PDF

Week 8 SPRING BREAK

Week 9: Female Masculinity

3/16 - “The Female Soldier” & “The Female Husband; Halberstam PDF

Week 10: Female Sexuality vs Phallogentrism

3/23 - *Fanny Hill*; Irigaray & Sedgwick PDFs

Week 11: Performance Revisited

3/30 - *The School for Scandal*

Week 12: Apparitional Lesbians

4/6 - *A Simple Story*; Castle PDF

Week 13: Gothic Desires

4/13 - *A Simple Story*; Haggerty PDF

Week 15: Romantic Friendships

4/20 – *Emma*; Moore PDF

Week 16

4/27 - *Emma*

Week 17

5/2 – Visual culture of the eighteenth-century

Final Exam: TBA