

Engl. 5233  
Fall 2011

Prof. E. T. Bannet  
Gittinger 103  
Office Hours: T & R 10:15-11:45  
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### *Transatlantic Women Writers*

*“British” author and friend of Samuel Johnson, Charlotte Lennox, grew up in Albany, New York, published two transatlantic novels in England (1750, 1799), and died in England. But she sent her son back to America and her works were read, reprinted and admired in America well into the nineteenth century. “American” author Susanna Rowson grew up in Massachusetts, was taken to England at the Revolution and published several novels in Britain before returning to America with her husband, where all her novels were reprinted multiple times. Her transatlantic “American” novel, Reuben and Rachel, was reprinted in England, while her transatlantic “English” novel, Charlotte Temple, became a nineteenth-century American classic. Focusing on issues of genre, gender, reading, identity and book history, we are going to explore these and some of the many other ways in which it was possible for women to be transatlantic, and ask ourselves if and/or how being women and being transatlantic changed at the turn of the nineteenth century in the wake of American independence. Since the theory and criticism is relatively slight when it comes to transatlantic women, we’ll also be reading extant theory with a view to theorizing them for ourselves.*

*This course will be run as a seminar. We’ll talk about women’s writings the first hour and a half, and about related criticism/theory (yours and others’) during the second.*

#### **Texts:**

**Janet Schaw, *Journal of a Lady of Quality* (Nabu Reprints)**

***The Female American* (Broadview)**

**Susanna Rowson, *Euphemia* (Broadview)**

**Susanna Rowson, *Charlotte Temple and Lucy* (Broadview)**

***A Woman of Colour: A Tale* (Broadview)**

**Jane Austen, *Mansfield Park* (Broadview)**

**Leonora Sansay, *Secret History and Laura* (Broadview)**

**Cheryl L. Nixon (ed), *Novel Definitions 1688-1815* (Broadview)**

### **Syllabus**

August 23. Introduction

----- 30. I. *Journal of a Lady of Quality*

II. Paul Jay, “Beyond Discipline?: Globalization and the Form of English” and Wei Chee Dimock, “Literature for the Planet” in *PMLA* 116:1 (Jan. 2001); Julia Straub, “Early American Literature: Canon Theory in a Transatlantic Context” *Comparative American Studies* 9:2 (June 2011): 106-18.

Sept 6. I. *The Female American*

II. Louise L. Stevenson, “The Transatlantic Travels of James Thomson’s “The Seasons”, 1730-1870,” *Proceedings of the American Antiquarian Society* 116:1 (April 2006): 121-63; Vaccaro. “‘Recollection...sets my busy Imagination to work:’ Transatlantic Self-Narration, Performance and

Reception of *The Female American*,” *Eighteenth-Century Fiction* 20:2 (Winter 2007-8): 127-50; Gary Dyer, “The Transatlantic Pocahontas,” *Nineteenth-Century Contexts* 30:4 (Dec 2008): 301-22;

----- 13 I. *Euphemia*

II. Amy Kaplan, “Manifest Domesticity,” *American Literature* 70:3 (Sept. 98); Dallett C. Hemphill, “Manners and Class in the Revolutionary Era: A Transatlantic Comparison,” *William & Mary Quarterly* 63:2 (2006): 345-72; Martin Mener, “Women in Eighteenth-Century British Fiction and Transatlantic Politics,” (Review Article), *Eighteenth-Century Life* 32:1 (Winter 2008): 90-5.

-----20 I. *Euphemia*

II. *Novel Definitions*: “The Novel’s Relationship to Fact, Fiction and Truth” (63-75); “The Novel’s Relations to Fact, Fiction and the Real” (142-64); “The Novel’s Structuring of Plot, Character, Style and Morality” (183-202)

----- 27 I. *Charlotte Temple*

II. *Novel Definitions*: “The Novel’s Definition as a Romance, History, Biography or Other Form” (77-98) and (165-82); “The Novel’s Proper Use by Young People” (239-51)

Oct. 4 I. *Reuben & Rachel* (first part)

II. Melissa Homestead, “Susanna Rowson’s Transatlantic Career,” *Early American Literature* 45:3 (2010): 619-54; *Novel Definitions*: “The Novel’s Moral Influence” (224-235); “The Novel’s Power over Women” (258-76)

----- 11 I. *Reuben & Rachel* (2<sup>nd</sup> part)

II. Reading and Research Reports (see Assignments below)

----- 18 I. *A Woman of Colour*

II. Reading and Research Reports

----- 25 I. *Lucy Temple*

II. Reading and Research Reports

Nov. 1 I. *Secret History*

II. Reading and Research Reports

----- 8 I. *Laura*

II. Reading and Research Reports

----- 15 I. *Mansfield Park*

II. Reading and Research Reports

----- 22 I. *Mansfield Park*

II. Reading and Research Reports

THANKSGIVING

----- 29. Draft Term Papers

Dec. 6 Draft Term Papers

## ASSIGNMENTS

*These research assignments are designed to help you develop and hone skills you will need (and be using all the time) both in your graduate studies and, for those of you who plan to stay in the academy, for the rest of your lives. They are “transportable” to other areas and subjects.*

1. One report on secondary material: each student will do a survey of the scholarly literature on the novel/writer whom we are reading that week, report on it to the rest of the class and highlight those arguments/approaches/readings which s/he thinks worthy of consideration and discussion by the class.
2. Preliminary report/s on term-paper project: each student will share with the class a) potential/actual term-paper question/s (this will help you define your topic, see if it's a good one, get help and feedback from others) and b) preliminary research towards writing the term paper as an interim report (formulating what you've got and feedback will keep you on track and enable you to see more clearly what you know and what you might still need to read up on/think about). During the last two classes, we will be reading and discussing your draft term papers, both to learn from each others' research and thinking and to provide constructive feedback towards the final draft.
3. Term-paper DUE at the latest ON EXAM DATE.

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Office Hours: Gittinger 103, T & R 10:15-11:45 and before/after class.

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### ***Further Reading***

**For a start-up bibliography on transatlantic studies, see my university webpage.**

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**Academic Misconduct:** You should be aware that academic misconduct entails severe penalties and incurs the resentment of honest students. Definition: a) Academic misconduct includes cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly effect the evaluation of a student's academic performance or achievement; b) assisting others in any such acts or attempts to engage in such acts" (Student Code Book, p. 21). The most common form of academic misconduct is plagiarism. It is your responsibility as a student to familiarize yourself with the rules of academic citation. Briefly, plagiarism is using words, thoughts, ideas, writings, or artistic works of someone else and passing them off as your own without complete citation in footnotes, endnotes, or internal citations. In our Internet era, it is all too easy to copy text off of the Web. It is also, however, easy for instructors to catch this, so don't do it!

Each student in this class should familiarize himself/herself with the University's policies and procedures involving academic misconduct, grievances, sexual and ethnic harassment, and discrimination based on physical handicap. No behaviors in violation of these policies will be tolerated.

**Students with Disabilities** - If you have any physical, visual, auditory, or learning disability that may impede your ability to understand course material or meet performance requirements, please let me know as soon as possible so that we can explore possible alternative arrangements to meet your needs.**OU Writing Center:** offers free help with your pre-writing, organizing, documenting of sources or revising of other aspects of an assignment. You can make an appointment for a free 45 minute conference by calling 325 2926. But don't wait for the last minute before the paper is due to call The Writing Center is located in Physical Sciences Center, Room 209, and is open 9-8 MTW and 9-5 ThF.