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Spring 2014  
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Hours: T, H 12 – 1:30  
and by appt.

## ENGLISH 321: THE RISE OF THE NOVEL

The novel as we know it did not exist until the early nineteenth century, the end point of this course. Before that, fictional prose narratives circulated in Britain under various labels, including “romance,” “true history,” and “secret history” as well as “novel.” The early novel was disreputable: as the print market grew, adding newly literate readers and middle-class authors, cultural gatekeepers warned against novels as trashy and outright dangerous, especially to the young. What can we learn from reading various types of proto-novels? We'll start with *Robinson Crusoe* and end with *Frankenstein*. Besides Daniel Defoe and Mary Shelley, authors include Samuel Richardson, Henry Fielding, Eliza Haywood, William Godwin and Mary Wollstonecraft (Mary Shelley's parents). **Warning: the reading load is above average for the 300 level.**

**TEXTS (Duck Store): PLEASE GET THESE EDITIONS so that you can follow along in class.**

Daniel Defoe, *Robinson Crusoe* (Broadview); Unca Eliza Winkfield, *The Female American* (Broadview); Samuel Richardson, *Pamela* (Penguin); Eliza Haywood and Henry Fielding, *Anti-Pamela and Shamela* (Broadview); William Godwin, Caleb Williams (Broadview); Mary Wollstonecraft, *Mary and The Wrongs of Woman* (Oxford); Mary Shelley, *Frankenstein* (Broadview)

**Additional readings are posted on course Blackboard site under “Course Documents.”**

**COURSE OBJECTIVES:** by the end of the term, students should be able to:

1. Demonstrate understanding of the early history of the British novel and its formal conventions
2. Be able to situate the early novel in the historical, political and cultural context of 18th-century Britain
3. Write a focused, analytical essay on a novel, supporting interpretive claims with textual evidence

### REQUIREMENTS

30% Essay 1, 5 pp. **minimum length**, due May 13, 2:00 p.m.

30% Essay 2, 5 pp. **minimum length**, due June 5, 2:00 p.m.

10% Book group assignments: précis/response (2 pp.), discussion questions, lead small-group discussion.  
Due on book group due date, 2:00 p.m.

10% Participation and pop quizzes (**quizzes cannot be made up**).

20% Take-home final exam, due June 9, 3:00 p.m.

**Late policy:** I accept one late essay per term; use this option wisely. **Book group assignments must be handed in on time.** If you choose to hand your essay in late, you must inform me before the due date by phone or email or in person. “On time” means 24:00 on the due date. A late paper is due at the next class meeting after the due date, at 2:00. If you take this option for Paper 2, it is due Tuesday, June 10, at 2 p.m. Papers handed in after the specified time will be graded down. **PLAGIARISM WILL RESULT IN AN AUTOMATIC “F” FOR THE COURSE.**

**Attendance and participation:** I will take attendance at every class using a sign-in sheet. It is your responsibility to arrive on time and sign in. I very much appreciate your talking in class, even (especially) if it's an effort for you. Participating in class discussion is also part of your grade (see grade breakdown above) and will help you master the material and get ideas for papers.

**Writing assignments:** I am looking for polished gems: thoughtful, concise, graceful treatments with a clear focus. Every word counts. Plan on writing four drafts, minimum, of each paper: revision is where the *real* writing happens. I'm happy to comment on your drafts, if you can have them ready in time! I deliver comments only in person, though you may email me your draft in advance of meeting.

## SCHEDULE

### 1. THE CASTAWAY

- Apr. 3** Defoe 45-86;  
Richetti, "Intro"; Hunter, "The Novel and Social/Cultural History" (Blackboard).
- 8** Defoe 86-151
- 10** Defoe 151-234
- 15** Defoe 234-305 (finish). **Defoe Group leads small-group discussions.**  
Group reading: Ian Watt, "Robinson Crusoe, Individualism, and the Novel"
- 17** Winkfield 35-155 (whole thing).

### 2. THE PAMELA MEDIA EVENT

- 22** Richardson 31-162
- 24** Richardson 162-278. **Richardson Group 1 leads small-group discussions.**  
Group reading: Nancy Armstrong, "Strategies of Self-Production: *Pamela*"
- 29** Richardson 279-400
- May 1** Richardson 400-516 (finish). **Richardson Group 2 leads small-group discussions.**  
Group reading: William B. Warner, "The *Pamela* Media Event"
- 6** Fielding, *Shamela* (230-276)
- 8** Haywood, *Anti-Pamela*, 51-155
- 13** Haywood, 155-227 (finish). **Haywood Group leads small-group discussions.**  
Group reading: Rivka Swenson, "Optics, Gender, and the Eighteenth-Century Gaze"

**Essay 1 due May 13, 2:00**

### 3. GOTHIC GENERATIONS

- 15** Godwin 55-175
- 20** Godwin 179-294
- 22** Godwin 297-434 (finish). **Godwin Group leads small-group discussions.**  
Group reading: Robert Kiely, "*Caleb Williams*"
- 27** Wollstonecraft 65-123
- 29** Wollstonecraft 124-178 (finish). **Wollstonecraft Group leads small-group discussions.**  
Group reading: (Blackboard): Laura Mandell, "Bad Marriages, Bad Novels"
- June 3** Shelley 47-144
- 5** Shelley 144-247 (finish). **Shelley Group leads small-group discussions.**  
Group reading: (Blackboard): Mary Favret, "The Letters of *Frankenstein*"

**Essay 2 due June 5, 2:00**

**Take-home final due Monday, June 9, 3:00**

