Course Overview

This course will explore the literary representations of travel and conquest in the context of eighteenth-century exploration and imagined constructions of “other” nations. In this period, travel became increasingly accessible, leading to the growth of the Grand Tour, domestic tourism, and increasingly adventurous women travelers. At the same time, colonialism and slavery expanded across several continents, along with the emergence of “race” and “nation” as contested concepts. In our discussions of a range of texts, including narratives, journals, and novels, we will consider eighteenth-century discourses of colonialism, cosmopolitanism, and national identity, examining how literary texts construct other nations and races. We will consider the role of gender in constructing women’s experiences of travel, and spend a significant part of the course focusing on eighteenth-century texts by black Atlantic authors writing “back” their histories in a variety of contexts. Our theoretical reading will focus primarily on postcolonial critique. An important part of the course will be an on-going research component, exploring the extensive on-line resources available to us. This will culminate in a symposium or mini-conference towards the end of term.

Required Texts (from UO Bookstore)

Daniel Defoe, *Robinson Crusoe* (1719) – Oxford World Classics
Eliza Unca Winkfield, *The Female American*, (1767) – Broadview Press
Samuel Johnson and James Boswell, *A Journey to the Western Islands of Scotland and The Journal of a Tour to the Hebrides* (1773), Penguin Classics

Packet (from Copyshop on 13th Ave)
Course Requirements:

400-level
1. Regular and active participation in class discussion, including quizzes. 25%
2. A 5-6-page paper discussing an aspect of Robinson Crusoe along with The Female American. 25%
3. A group paper presented to the class during the symposium. Your paper will be 2-3 pages, double-spaced and read out to the class in an engaging manner. It will contain a thesis drawn from your investigations into an aspect of 18th century writing. 20%
4. A 7-8-page comparative paper. Meeting with instructor recommended. 30%

500-level
1. Regular and active participation in discussion, quizzes, and graduate sessions. 20%
2. A group paper presented to the class during the symposium. This will be 2-3 pages, double-spaced and read out to the class in an engaging manner. It will contain a thesis drawn from your investigations into an aspect of 18th century writing. 20%
3. One final term paper 12-15 pages. Meeting with instructor recommended. 60%

Attendance
You are required to attend class meetings and arrive promptly. More than three unexcused absences will result in your final grade being lowered by a third of a letter (eg A- to B+).

Quizzes I will set brief graded quizzes, questions, or tasks at the beginning of every class period to check the class is up-to-speed on the reading. No make-up quizzes.

Academic Honesty
All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. See the Library's website for more information about plagiarism in general, and about specific UO policies:
http://libweb.uoregon.edu/guides/plagiarism/students/
Academic dishonesty will result in an automatic failing grade for this course. For more information about the consequences of academic dishonesty, refer to the Student Conduct Code (especially Articles V.A and XII.A):
http://studentlife.uoregon.edu/programs/student_judi_affairs/conduct-code.htm
Please see me if you have any questions about your use of sources, or about this policy.

Students with disabilities
If you have a disability (physical or learning), or any other issue, which you think may affect your performance in this class, please see me during the first week of term so that we can make arrangements, if necessary, for your full access to all classroom activities.

Formatting essays
** Please use 12-point Times or Times New Roman, with regular margins. Essays with extra-large fonts and wide gaps will be penalized.
Formatting essays contd:

In literary essays, MLA style indicates you need only the page number in parentheses followed by a period. You do not need to cite the author as in other disciplines (eg. Conrad, 87) if this is obvious from the context. You must have a Works Cited page. Longer quotes must be indented, with no quotation marks, with the period coming before the page number.

**Examples of MLA style:**

In *Heart of Darkness*, Conrad describes the company manager as inspiring “neither love nor fear, nor even respect” (87).

Carretta and Gould explain that:

The black writing that appeared during the eighteenth and nineteenth centuries – which included the genres of spiritual autobiography, captivity narrative, travel narrative, public epistle, sea adventure, and economic success story – is a literature of diasporic movement and cultural encounter. Born to enslaved African parents on a ship in the Middle Passage bearing its human cargo from Africa to the Americas and then brought to England, Sancho might serve as an emblem of most of the writers discussed in *Genius in Bondage*. (5)

**Works Cited:**


**Schedule**

**Week 1**

Mon Jan 3 – Introduction


Fri Jan 7 – Internet session in the 2nd floor computer lab in the Knight Library (267B). To examine Eighteenth Century Collections Online (ECCO).

**Week 2**


Wed Jan 12 – *Robinson Crusoe*, 1-60 (to “Journal”).

Fri Jan 14 – *Robinson Crusoe*, 60-133 (to where he sees footprint).
Recommended Graduate Reading: Ian Watt’s chapter on *Robinson Crusoe* in *The Rise of the Novel* (on Blackboard)

**Week 3**
Mon 17 Jan – Martin Luther King Day
Wed 19 Jan – *Robinson Crusoe*, 133-193 (to where he’s now in 27th year of captivity).
Fri 21 Jan – *Robinson Crusoe*, 193-258 (to end)

Recommended Graduate Reading: Peter Hulme’s chapter on *Robinson Crusoe* in *Colonial Encounters* (on Blackboard)

**Week 4**
Mon 24 Jan – Sign up for your project groups by today.
   *The Female American*, 33-82 (end vol 1, chap 9)
Wed 26 Jan – *The Female American*, 83-128 (end vol 2, chap 7)
Fri 28 Jan – *The Female American*, 128-155 (to end)

Recommended Graduate Reading: Homi Bhabha, “Of Mimicry and Man” in *The Location of Culture* (on Blackboard)

**Week 5**
Mon 31 Jan – **Essay #1 due in class (5-6 pages)**
   *Internet session in the 2nd floor computer lab, Knight Library (267B). To examine Eighteenth Century Collections Online (ECCO).*
   Please look up the following words in Johnson’s *Dictionary* (Through ECCO or REF KNIGHT PE1625.J6), you may split this task with a friend or group: Definitions = barbarian, savage, civilize, nation, national, race, tribe, gross, rude, polish(ed), elegance – and oats.
Fri 4 Feb – Johnson’s *A Journey*, 61-88, Boswell’s *Journal* 183-5, 219, 230-2,

Recommended Graduate Reading: chap 2 of Katie Trumpener’s *Bardic Nationalism* (on Blackboard)

**Week 6**
Mon 7 Feb – **Proposal** due for your symposium paper.
   Johnson’s *A Journey*, 88-152
Fri 11 Feb – Lady Mary Wortley Montagu, *Turkish Embassy Letters*, introduction & 1-57

Recommended Graduate Reading: Felicity Nussbaum, chap 6, *Torrid Zones: Maternity, Sexuality, and Empire in Eighteenth-Century English Narratives*

**Week 7**
Mon 14 Feb – Lady Mary Wortley Montagu, *Turkish Embassy Letters*, 57-120
Wed 16 Feb – Lady Mary Wortley Montagu, *Turkish Embassy Letters*, 120-167
Fri 18 Feb – *Unchained Voices*: Briton Hammon’s Narrative 20-6, Gronniosaw’s Narrative 32-58

Recommended Graduate Reading: Jill Campbell, “Lady Mary Wortley Montagu and the Historical Machinery of Female Identity” (on Blackboard) & introduction to *Unchained Voices*. [Graduate students: have your paper abstract prepared by this week]

**Week 8**
Mon 21 Feb – Symposium
Wed 23 Feb – Symposium
Fri 25 Feb – Symposium

[Graduate students: hand in your annotated bibliography]

**Week 9**
Mon 28 Feb – *Unchained Voices*: Cugoano’s Thoughts and Sentiments 145-84
*Unchained Voices*: Equiano’s Interesting Narrative, 185-97.
Fri 4 Mar – *Unchained Voices*: Equiano’s Interesting Narrative, 197-227.

Recommended Graduate Reading: Homi Bhabha, “DissemiNation” from *The Location of Culture*

**Week 10**
Mon 7 Mar – *Unchained Voices*: Equiano’s Interesting Narrative, 227-50.
Fri 11 Mar – *Unchained Voices*: Equiano’s Interesting Narrative, 250-89

**Finals Week**
Wed 16 Mar – 400-level essay (7-8 pages) due in my office by 10am
Thurs 17 Mar – 500-level essay (12-15 pages) due in my office by 10am