

FACULTY OF ARTS
DEPARTMENT OF ENGLISH
COURSE OUTLINE

ENGLISH 609.71-S03

Fall 2016

COURSE TITLE: Romantic Women Writers and The Future [Studies in a Literary Period]

M 10:00-12:45 SS 1015

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Office hours: Mondays 1:00-2:00, Wednesdays, 1:30-3:00.

Homepage/course website: Desire2Learn course site

Course description: Faced with permanent war, seemingly immanent revolution, and rapid economic reorganization, a number of important women writers in the British Romantic period—historians, cultural critics, novelists, and poets—began to describe themselves as “future historians,” an oxymoron that suggests a strange relationship between gender and temporality. As male cultural commentators were predicting calamity, these women, including Catherine Macaulay, Britain’s first openly female historian, the feminists Mary Wollstonecraft and Mary Hays, the poets Hannah Cowley, Anna Barbauld, and Charlotte Smith, and the science fiction pioneer Mary Shelley, wrote in fractured temporalities as if they were benevolent visitors from the future, able already to offer the benefit of hindsight. By describing current events from outrageously impossible perspectives, these women were challenging the very meaning of being contemporary, developing a line of argument that put women and gender at the centre of history. As writing from the future became an available discourse to Romantic-era women writers, it enabled those who would otherwise have been marginalized in political debates to challenge many of Great Britain’s most hegemonic institutions, such as imperialism, capitalism, the slave trade, the monarchy, and conjugal heterosexuality.

The project of this seminar will be to figure out how and why they did this, to better theorize the relationship between gender, literature, Romanticism, and temporality. In reading these texts, we will try to understand how a marginalized person can participate in public political debates and how gender can open up new modes of thinking about time and national politics. Questions we might ask include: are women writers “Romantics” and in what sense? Can literary texts intervene in politics? What are the implications of imagining utopia as a time rather than as a place, or of locating that utopia in the here and now? How can the future be immanent in the present? Along with the literature, we will be reading literary criticism and theoretical texts that will help us consider the strange temporalities of these texts.

Texts and readings:

books to buy:

Charlotte Brontë, *The Professor* (Oxford) 9780199536672

Mary Hays, *The Victim of Prejudice* (Broadview) 9781551112176

Mary Shelley, *The Last Man* (Oxford) 9780199552351

electronic primary texts on D2L:

Anna Letitia Barbauld, “Eighteen Hundred and Eleven” and other writings; H. Cowley and R. Merry, *The British Album*; *Gulzāra: A Persian Tale*; Felicia Hemans, “A Spirit’s Return” and other poems; Catherine Macaulay, from *Observations on the Reflections of Burke*; Charlotte Caroline Richardson, *Harvest: A Poem*; Charlotte

Smith, *Beachy Head*; Helen Maria Williams, an assortment of readings; Mary Wollstonecraft, “The Cave of Fancy” and from *A Vindication of the Rights of Woman*.

electronic secondary and theoretical texts on D2L:

Georgio Agamben, “What is the Contemporary?”; Stephen C. Behrendt, from *Royal Mourning and Regency Culture*; Walter Benjamin, “Theses on the Philosophy of History”; Cathy Caruth, from *Literature in the Ashes of History*; Jacques Derrida, from *Specters of Marx* and *Archive Fever*; Michel Foucault, from *The History of Sexuality vol. 1*; Jacques Khalip, from *Anonymous Life*; Emily Rohrbach, from *Modernity’s Mists*; Jacques Lacan, from *Seminar V*; Devoney Looser on “Ithuriel”; Orianne Smith, from *Romantic Women Writers, Revolution, Prophecy*; Gayatri Chakravorty Spivak, “Echo.”

recommended background reading:

Devoney Looser, ed. *The Cambridge Companion to Women’s Writing in the Romantic Period*
Stephen C. Behrendt, *British Women Poets and the Romantic Writing Community*

Assignments and Evaluation:

book review (3-4 pp.): 20%

3 responses to theoretical texts (1-2 pp. x 3): 5% x 3

seminar paper (18–22pp.): 45% (due Dec. 9)

contributions to seminar discussion: 20%

This course is a seminar, meaning that it is driven by your ideas and contributions. At all times, everyone is expected to shape and lead the **discussion**. Your preparedness for class is essential and your willingness to join and shape conversations is paramount. Showing up to class every day and keeping generally mum will earn you a D in “contributions to seminar discussion.” You will earn a B- in participation when you make insightful comments in many discussions but stay uninvolved in others. Earning a “B” in participation means that you have come to class prepared every day, making meaningful contributions and responding to your colleagues; usually the B involves participating heartily almost every day. One earns an A in participation when one consistently offers true insight, rigorous readings and arguments, draws one’s peers into thoughtful discussion in an inviting and considerate way, and fluently situates one’s comments within the larger conversation the class is having. The “A” participator does this in every class.

It is expected, in a graduate course, that you will be present for every class meeting, barring the direst of emergencies. You should let me know in advance, to the extent possible, if you will be missing a class meeting. I do understand that sometimes there are exceptional or unforeseeable circumstances that would prevent either forewarning you or attending classes, and that in such circumstances students should either bring you or the department documentation of crisis, illness, parenting issues, floods, abduction (etc.). It’s not okay to miss two class meetings without some sort of extraordinary and well-documented reason. Keep in mind that we meet only once a week and only twelve times—missing one of our sessions is like missing three meetings of a MWF course. It can be reasonable to miss a session for conference travel, although our Monday timing makes that situation probably unnecessary. Your attendance is crucial because it’s a seminar: your participation in discussion is a necessary component of, and indeed the primary impulse behind, the course. If something extraordinary is going to force you into a second absence, please come to my office hours and talk to me about it.

The book review will be 1000-1200 words long, which is the usual length for a review in a journal. Your job is to select a scholarly book relevant to the course, likely from the list below, and review it, as if for a journal. Unlike with a journal, it needn’t be a really new book, but it should be a study of some current importance to the field and to our course.

List of good options for the book review, in no particular order (but you are free to find your own, too):

Emily Rohrbach, *Modernity’s Mist* (Fordham 2016)

Chris Bundock, *Romantic Prophecy and the Resistance to Historicism* (Toronto 2016)
 Orienne Smith, *Romantic Women Writers, Revolution, and Prophecy* (Cambridge 2015)
 Fiona Price, *Reinventing Liberty* (Edinburgh 2016)
 Jacques Khalip, *Anonymous Life* (Stanford 2009)
 Forest Pyle, *Art's Undoing* (Fordham 2014)
 Khalip and Pyle, eds. *Constellations of a Contemporary Romanticism* (Fordham 2016)
 Nancy Yousef, *Romantic Intimacy* (Stanford 2014)
 Devoney Looser, *Women Writers and Old Age in Great Britain, 1750–1850* (JHUP 2008)
 Andrew Bennett, *Romantic Poets and the Culture of Posterity* (Cambridge 1999)
 Barbara Johnson, *A Life with Mary Shelley* (Stanford 2014)
 Theodore Koditschek, *Liberalism, Imperialism, and the Historical Imagination* (Cambridge 2010)
 Mary Favret, *War at a Distance* (Princeton 2009)
 Devoney Looser, ed., *Cambridge Companion to Women's Writing in the Romantic Period* (Cambridge 2015)
 Stephen Behrendt, *British Women Poets and the Romantic Writing Community* (JHUP 2010)
 Joel Faflak, *Romantic Psychoanalysis* (SUNY 2008)
 Mark Canuel, *Justice, Dissent, and the Sublime* (JHUP 2012)

Or you could choose a theoretical book about time and the political:

Elizabeth Freeman, *Time Binds* (Duke 2010)
 Sean Lantham, *The Art of Scandal* (Oxford 2009)
 Jose Esteban Muñoz, *Cruising Utopia* (NYU 2009)
 Lee Edelman, *No Future* (Duke 2004)
 Jack Halberstam, *The Queer Art of Failure* (Duke 2011)
 Judith Butler, *Notes Toward a Performative Theory of Assembly* (Harvard 2015)
 Cathy Caruth, *Literature in the Ashes of History* (JHUP 2013)
 J. Hillis Miller, *Communities in Fiction* (Fordham 2014)
 Rosenberg and Harding, eds., *Histories of the Future* (Duke 2005)
 Jacques Derrida, *Cinders* (Minnesota 2014)
 Richard Howells, *A Critical Theory of Creativity* (Palgrave 2015)
 Frederic Jameson, *Archaeologies of the Future* (Verso 2007)

The focus should be on the innovations and arguments of the book, how it departs from previous work in the field or the new directions it pioneers. You should discuss how the book contributes to the study of women's writing and the future.

The three responses to theoretical texts are due as you desire through the semester, with no more than one per week per person. Bring these to class when you've got one ready, and (time permitting) we'll get you to read it to the class as a spur to our group discussion. You'll then submit the hard copy for instructor evaluation. So: in a page or two, show how the theoretical text we're reading opens significant questions for our course. You might, for instance, indicate its connections to the primary text we are reading, or show its relevance to other texts we have read, or differentiate it from previous theoretical work we have been reading. You could discuss its overall significance or focus your attention on a crucial passage. The idea is that they will create discussion, show the connections between the theory and our primary texts, and focus our attention on some relevant theoretical features that we might have missed.

The seminar paper should aspire to be a publishable professional article. Not everyone (especially at the M.A. level) will be able to deliver this level of work right away, but that's the goal. It should be 18–22 pages in length. It must make a contestable and original claim, and pursue it until the reader is convinced of its rightness and significance. It must situate that insight within the frame of conversations currently underway in the field. In the process, it must offer a new and compelling reading of one or more of the texts or authors

we are studying together. It would be okay, though, if you want, to write on a text by a different Romantic-era woman writer—any of Jane Austen, Mary Tighe, Isabella Lickbarrow, Joanna Southcott, Mary Meeke, Dorothy Wordsworth might be good candidates, for instance—using the theoretical approaches and critical contexts we’ve been reading together. I’m here to help you: please come to my office hours often as you develop and revise your work. We can talk over interpretive problems, discuss how you’re framing the argument, and think through a reader’s needs in relation to what you’re arguing. You should also be helping each other: do please band together to review and respond to each other’s work-in-progress. With the seminar paper, improper citation style will penalize the assignment by 1/3 of a letter grade. Chicago or MLA styles are equally acceptable.

There is no registrar-scheduled exam for this course. There are no opportunities for extra credit. Students do not need to complete any particular assignment to receive a passing grade for the course. **Late work** will be penalized 1/2 of a letter grade for each calendar day it is late. Extensions are possible only in the most extreme circumstances: the typical “an atmosphere wrapt me in its all-dissolving power” or “my life has for several years been a theatre of calamity” excuses won’t be of use to you here. NB: save your work and back it up!

Cell phones must be turned off during class time. Internet use not pertaining to the course is prohibited. Video and/or audio recording of lecture or discussion is prohibited unless authorized.

Cases of academic misconduct, including plagiarism, will be dealt with as per University regulations. University Calendar, Section K.1: Plagiarism involves submitting or presenting work as if it were the student’s own work when it is not. Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged. Plagiarism includes but is not limited to:

- (a) The work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- (b) Parts of the work are taken from another source without reference to the original author,
- (c) The whole work (e.g., an essay) is copied from another source, and/or,
- (d) A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence.

It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by him or her in a thesis or dissertation.

2. **Cheating** is an extremely serious academic offence. Cheating at tests or examinations includes but is not limited to dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, memorandum, other written material or mechanical or electronic device not authorized by the examiner; writing an examination or part of it, or consulting any person or materials outside the confines of the examination room without permission to do so, or leaving answer papers exposed to view, or persistent attempts to read other students' examination papers.

3. **Other Academic Misconduct** - Other academic misconduct includes, but is not limited to, tampering or attempts to tamper with examination scripts, class work, grades and/or class records; failure to abide by directions by an instructor regarding the individuality of work handed in; the acquisition, attempted acquisition, possession, and/or distribution of examination materials or information not authorized by the instructor; the impersonation of another student in an examination or other class assignment; the falsification or fabrication of clinical or laboratory reports; the non-authorized tape recording of lectures.

4. Any student who voluntarily and consciously aids another student in the commission of one of these offences is also guilty of academic misconduct.

Grading system:

Grades are calculated according to the 4 point scale used in the *Graduate Calendar*.
<http://www.ucalgary.ca/pubs/calendar/grad/current/gs-e-1.html>

Grade	Grade Point	Graduate Description
A+	4.00	Outstanding
A	4.00	Excellent-superior performance showing comprehensive understanding of the subject matter
A-	3.70	Very good performance
B+	3.30	Good performance
B	3.00	Satisfactory performance
B-	2.70	Minimum pass for students in Faculty of Graduate Studies
C+	2.30	All grades below B- are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course
C	2.00	
C-	1.70	
D+	1.30	
D	1.00	
F	0.00	

Although the A+ is solely an honorific that entails no additional points in the four-point system, the course instructor will employ this mark to distinguish superlative work that exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality.

Please note: a B- is considered a minimum pass for students in the Faculty of Graduate Studies.

In the case of Instructors using numerical marks in the grading of term work, the departmental conversion chart applies.

90 + %	A+	4.0
85 – 89 %	A	4.0
80 – 84 %	A–	3.7
77 – 79 %	B+	3.3
74 – 76 %	B	3.0
70 – 73 %	B–	2.7
67 – 69 %	C+	2.3

64 – 66 %	C	2.0
60 – 63 %	C–	1.7
55 – 59 %	D+	1.3
50 – 54 %	D	1.0
0 – 49 %	F	0

Please note that, according to the University Calendar (F.1), instructors may use their discretion when rounding upwards or downwards when the average of term work and exams is between two letter grades.

Plagiarism:

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university. Please refer to the following information and make sure you are familiar with the statement below on plagiarism.

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

English Department Website:

For more information about courses, programs, policies, events and contacts in the Department of English, please go to our website at <http://english.ucalgary.ca/graduate>. Please note that the course outlines posted on the English Department website constitute the official course outline for purposes of appeals. Students should verify any hard copies against this posted version. For courses which employ numerical grades, the official departmental percentage to letter grade conversion scale is also posted on the department website.

Writing support:

The Student Success Centre offers both online and workshop writing support for U of C students.

<http://www.ucalgary.ca/ssc/writing-support>

Library and Research Support:

Christie Hurrell, Interim Librarian for English, offers research support to students, including strategies for finding articles, books, and other library materials. Contact: christie.hurrell@ucalgary.ca.

Find The English Pages research guide here: <http://libguides.ucalgary.ca/english>

Follow the Department of English on Facebook & Twitter:



Academic regulations and schedules:

Consult the Department of English’s graduate website for courses, departmental deadlines, and other related program information at <http://english.ucalgary.ca/node/245>. Consult the Faculty of Graduate Studies Calendar for university and faculty regulations, dates, deadline, fees, and schedules, student, faculty and university rights and responsibilities. The homepage for the Faculty of Graduate Studies Calendar is

<http://grad.ucalgary.ca>.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact the Graduate Office at 403 220 5484 or visit us in Social Sciences Tower 1148 in the first instance.

For program planning and advice, contact the Graduate Program Administrator at enggrad@ucalgary.ca to make an appointment with Dr. Aruna Srivastava, Graduate Program Director.

Grade appeals:

Consult the following University Calendar link and request advice from the English Department office, SS 1152. Please note that “mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision.”

<http://www.ucalgary.ca/pubs/calendar/current/i.html>

Deferral of term work and final examinations:

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an Application of Deferment of Term Work form must be completed. The University also has regulations governing the deferral of final examinations. See Calendar:

<http://www.ucalgary.ca/pubs/calendar/current/g-6.html>,

<http://www.ucalgary.ca/pubs/calendar/current/g-7.html>.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available

at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf.

Emergency Evacuation/Assembly Points:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>;

Freedom of Information and Protection of Privacy Act: <http://www.ucalgary.ca/legalservices/foip/>

“Safewalk” Program:

Campus Security will escort individuals day or night: call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

<http://www.ucalgary.ca/security/safewalk/>

Contact for the Graduate Student Association: <http://gsa.ucalgary.ca/>

Contact for Students Ombudsman’s Office: <http://www.ucalgary.ca/provost/students/ombuds>

Universal Student Ratings of Instruction (USRI):

"At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference - please participate in USRI Surveys."

PLAGIARISM

Plagiarism is an extremely serious offence. Please read the following information carefully. The penalty routinely recommended by the English Department for documented plagiarism is failure of the course in which the offence occurred; academic probation is also routinely applied at the Faculty level. Suspension or expulsion can result from severe or repeated plagiarism.

The University Calendar states:

1. Plagiarism - Essentially plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:

- (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- (b) parts of the work are taken from another source without reference to the original author,
- (c) the whole work (e.g., an essay) is copied from another source, and/or,
- (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs when direct quotations are taken from a source without specific acknowledgement, or when original ideas or data from the source are not acknowledged. Citing your sources in a bibliography is not enough, because a bibliography does not establish which parts of a student's work are taken from other sources. MLA (Modern Language Association) documentation or other recognized forms of citation must be used for this purpose. Advice on adequate documentation can be found at the following web sites:

<http://www.dianahacker.com/resdoc/>

<http://owl.english.purdue.edu/owl/resource/747/01/>

DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT

According to the University Calendar, (<http://www.ucalgary.ca/pubs/calendar/current/j.html>)

“The University of Calgary community has undertaken to be guided by the following statements of purpose and values: to promote free inquiry and debate, to act as a community of scholars, . . . , to respect, appreciate, and encourage diversity, [and] to display care and concern for community”. The Department of English, like the university as a whole, is committed to a “positive and productive learning and working environment.”

This environment is characterized by appreciation and encouragement of diversity and respect for the dignity of all persons: students, support staff, and faculty. The department will not tolerate unacceptable behaviour, such as threatening gestures, threatening or abusive verbal or written communication (including e-mails), or any conduct that “seriously disrupts the lawful education and related activities of students and/or university staff”. Any cases of such misconduct should be reported immediately to the department Head, who, depending on the nature and severity of the incident, may then take further appropriate action.