

ENGLISH 3220-003: Observing and Recording the Eighteenth Century

Winter 2018 | Dr. Peiser

THE VERTUE OF THE Coffee Drink.

The Grain or Berry Called *Coffee*, groweth upon little Trees, only in the Deserts of *Arabia*.

T It is brought from thence, and drunk generally, throughout all the Grand Seigniors Dominions.

It is a simple, Innocent thing, compos'd into a Drink by being dried in an Oven, and Ground to Powder and Boyled up with Spring Water, and about halfe a Pint of it to be Drunk, Fasting an hour before, and not eating an hour after, and to be taken as hot as possibly can be endured; the which will never fetch the Skin off the Mouth, or raise any Blisters, by reason of that Heat.

The Turks drink at Meals, and other times, is usually Water, and their Diet consists much of Fruit; the crudities whereof, are very much corrected by this Drink.

The quality of this Drink is cold and dry; and thought to be a dryer, yet it neither Heats, nor Inflames more than hot Posset.

It so closeth the Orifice of the stomach, and fortifies the heat within, that it is very good to help digestion, and therefore of great use to be taken about three or foure of the Clock in the Afternoon, as well as in the Morning.

This Drink will very much quicken the spirits, and make the heart lightfome.

It is very good against sore Eyes, and the better, if you hold your head over it, and take in the Steam that way.

It suppresseth fumes exceedingly, and therefore good against the Headach, and will very much stop any defluxion of Rhumes, that distill from the Head upon the Stomach, and so prevent, and help Consumptions, the Cough of the Lungs, Fitts of the Mother, Convulsions, Vapours, &c.

It is excellent to prevent and cure the Dropic, Gout, and Scurvy. It is known by experience to be better than any other drying Drink for people in years, or Children that have any running Humors upon them, as the Kings-Evill, &c.

It is very good to prevent Miscarrying in Child-bearing Women. It is a most excellent remedy against the Spleen, Hypochondriack Windes, and the like.

It will prevent Drowfinesse, and make one fit for businesse, if one have occasion to watch; and therefore you are not to Drink of it after Supper, unlesse you intend to be watchfull, for it will hinder sleepe for three or foure houres.

It is observed, that in *Turkey*, where this is generally drunk, they are not troubled with the Stone, Gout, Dropic, or Scurvy; and that their Skinnes are exceeding cleare and white.

It is neither Laxative nor Restraining.

There are many Thousands in *London* who have received much benefit by this Drink.

It is to be sold by James Bouch at m^{rs} Suzys a Taylor
by Queens Cott. Coleridge Green: Derby: A: 1860

What do we observe in the world around us? Whose observations matter, and what does that privilege in our cultural memory? How do our observations of our world change when adapted for various genres? This course will consider how writers observed and recorded the changing world during the English Enlightenment, tracing their interpretations across traditional literary genres like prose fiction and poetry, and also across diaries, periodicals, letters, broadsides, and songs.

WHEN | MW 3:30-5:17pm

WHERE | S. Foundation 266

WHO | Dr. Megan Peiser

Office Hours

MW 2-3pm

or by appointment

TEXTBOOKS

The Broadview Anthology of British Literature: Restoration and Eighteenth-Century vol. 3. 2nd Ed Ed. Joseph Black, 2015. ISBN: 9781554810475

Woman of Color: A Tale. Broadview Press. ISBN: 9781551111766

COURSE DESCRIPTION

The study of prose, poetry and drama from 1660 to the Romantic Revolutions.

Prerequisite(s): ENG 2100 or equivalent with a grade of 2.0 or higher and English major or minor standing.

LEARNING OBJECTIVES

- ✓ Learn basic literary traditions from and history of Eighteenth-Century England
- ✓ Exercise close reading skills
- ✓ Practice using MLA formatting
- ✓ Deploy close reading and critical thinking skills to make arguments about literature
- ✓ Become familiar with textual editing theories and practices

COURSE MATERIALS

- Required textbooks, and additional readings provided on Moodle. Students should *always* have copies of the day's reading with them in class—preferably hard copies.
- Place to take notes, note-taking utensils or materials
- A flash-drive or cloud account to back up your work

LEARNING ASSESSMENTS

A BRIEF OUTLINE OF ASSIGNMENTS

*Specific details for each assignment available on Moodle

- Participation: This is not a lecture course. Most of our class time will be spent in discussion—which takes place between all class members. Dr. Peiser will act as a guide and facilitator, but the quality of each day's class depends on you and your classmates. You are expected to be an active participating member of class every day. This means: having completed the assigned reading thoughtfully and with care, bringing questions/ideas/interests concerning the reading to our discussion, contributing verbally and as a listener during class discussion, bringing required texts to class *every day*, and preparing your own writing for peer review days. Sometimes you just have “a day” and will struggle to participate—that's ok. Drop a note with Dr. Peiser as you leave class to let her know, so that she can be sure that your one or two “off days” don't negatively influence your participation grade in this class.
- Response Essays (3): On your assigned dates, you will write a short response essay to one of the texts we are reading for our class meeting. These essays will include a close reading, and pose a series of questions or problems for the class to consider. These response papers will propel our class discussion. On days when you write a response essay, you will be encouraging your classmates to enter into dialogue with you. On days when you do *not* have a response essay due, it is your assignment to engage with the questions, problems and ideas that your classmates propose. Response essays also serve as a reading check, and can be accompanied by quizzes at any point in the term should Dr. Peiser gauge the class's overall reading practices to be lacking.
- Coffee House Days: Coffee house days are heightened class discussion days, where YOU are responsible for providing one of the texts that the class reads. These assignments will teach you basic research skills, critical thinking skills, and put the power of shaping our class discourse in YOUR hands. These assignments require you to select appropriate texts and provide them to our

class to read, write response essays and response questions about your own and your peers' texts, AND participate heartily in our Coffee House activity.

- Final Project: Textual Edition of a rare text in Special Collections: For the final project in this course, you and a partner (or small group) will create a modern edition of a short, rare text which Kresge Library holds a copy of. You will be responsible for creating the following parts:
 - An Introduction—your introduction will outline what the text is, its history, why it is important, what historical or contextual information a reader will need to productively engage with the text.
 - A note on the text—an outline of how you put together your edition.
 - The Text—you will transcribe and edit the eighteenth-century text that you choose.
 - Annotations—other readers will need help with the text that you choose. You will decide what needs annotations, conduct research for and then write those annotations.

- Final Reflection: Due on the date of our final exam, your final reflection will consider both the texts we have read and analyzed across the term, and the growth of your writing skills. This is an opportunity for you to reflect on your development as a writer, and how you plan to employ your skills in the future.

ASSIGNMENT WEIGHTS

Class participation	10%
Response Essays (3)	30%
Coffee House Assignments (2)	30%
Edited Edition	25%
Final Reflection	5%

DAILY WORK AND HOMEWORK

- All students must remain in class for the full class period to receive credit for their presence on that day and also for the participation and daily work completed in that class.
- Homework and work done outside of class will be completed in full and turned in at the beginning of class unless otherwise specified.

LATE ASSIGNMENT POLICY

Late assignments are unacceptable in this course, where the development of your learning continuously builds on each assignment. Late assignments will receive a zero. In order to turn in an assignment late and receive a grade, students must have my previous approval. In light of extenuating circumstances (e.g., medical emergency, death) exceptions and provisions will be made on a case-by-case basis at my discretion. If you cannot come to class the day an assignment is due you may: 1) submit it early, 2) turn it in via my mailbox in O'Dowd 501, 3) send it to class with a classmate (if it is an in-person submission).

However, you must complete all assignments in order to be eligible to pass this course. Therefore, you must submit every assignment, even if it is late and therefore you will not receive a grade for it. There will be no curve at the end of the semester. You must earn your grade by submitting high quality work on time, attending all class meetings, and participating in class discussions and exercises. Extra credit is not available in this course.

GRADES

Letter grades correspond with percentages according to the scale below:

A	94-100%	C+	77-79%
A-	90-93%	C	73-76%
B+	87-89%	C-	70-72%
B	83-86%	D+	67-69%
B-	80-82%	D	60-66%
		F	59 or below

* On Grading: A “C” grade reflects average work and is earned when you simply give the minimum effort required to complete this course. You earn a grade of “B” or “A” by your willingness and effort to improve your learning on the subject-matter, excellence in your assignments, zeal in your class participation, and generosity with your classmates.

Final grades will be converted to the OU numeric grading scale as follows:

98-100%	4.0	79%	2.9	68%	1.8
96-97%	3.9	78%	2.8	67%	1.7
94-95%	3.8	77%	2.7	66%	1.6
92-93%	3.7	76%	2.6	65%	1.5
90-91%	3.6	75%	2.5	64%	1.4
88-89%	3.5	74%	2.4	63%	1.3
86-87%	3.4	73%	2.3	62%	1.2
84-85%	3.3	72%	2.2	61%	1.1
82-83%	3.2	71%	2.1	60%	1.0
81%	3.1	70%	2.0	59%	0
80%	3.0	69%	1.9		

COURSE POLICIES

ATTENDANCE

As this class discussion based, it is imperative that you attend each class meeting. This is not a lecture course. You will be engaging in discussion every day, which is important to your ability to understand and master the core concepts of this course. For these reasons there are no “excused” absences. Instead, you may miss 4 classes for any reason—doctor’s appointment, travel, illness, or other emergency. Students who miss more than 4 course meetings are not eligible to pass the course. If you miss more than 4 classes, I reserve the right to drop you from the course, but do not promise to do so. It is your responsibility to track your own attendance. Exceptions will be made in extreme cases at the instructor’s discretion.

If your commitment to a University activity (athletics, music) requires travel, you must provide Dr. Peiser with your schedule of missed class dates, and University letters excusing you during the first week of classes (and as the letters are provided to you). You are still responsible for submitting your work *on time* as per the syllabus due-dates, even when participating in University travel.

CLASS BEHAVIOR AND DISCUSSION

Be on time. Excessively arriving late will cause you to be counted as absent, or asked to leave. Be respectful of your peers' class time. Electronics should not be a distraction to you while in class. Keep them tucked away if they are too tempting. If your electronics or internet usage is off-task, you will be asked to leave, and will be counted absent for the day. You will bring your assigned text to class with you every day. Failing to bring your assigned text may result in your being counted absent.

In this course we will discuss a myriad of difficult topics: social class, race, gender, sexuality, nationality, cultural norms and values, religion, and more. You will treat your classmates with respect when listening to and responding to their contributions. Any harassment, rude behavior, off-color comments, or otherwise toxic behavior will not be tolerated. The study of literature encourages discussion of provocative topics. If your presence or contributions violate the safe nature of our classroom, you will be asked to leave and/or to withdraw from the course.

EMAIL POLICY

****the best way to communicate with Dr. Peiser is by coming to her office during office hours (or making an appointment). Face-to-face conversations help us better understand one another, and help Dr. Peiser find an answer suited to *your* needs.****

- NO work will be accepted by email for any reason.
- You are an adult addressing your English professor, and should correspond accordingly. I do not respond to emails that lack a proper greeting, your name, or complete sentences.
- In order to best preserve Dr. Peiser's time and resources, she will not respond to emails which ask questions to which the answer can be found on the syllabus, on Moodle, in other class materials, or was provided in class.
- If you have a last-minute question about an assignment, please use Moodle to consult a classmate, as you will likely get a response more quickly.
- I make every effort to check my email regularly and respond promptly, but will generally not answer emails after 5pm.
- When emailing me, please place your full name and course #-section# in the subject line. E.g. Smith, Jane 3220-003.
- Your email should include a clear question to which I can respond. If your needs require lengthy response, I will advise you to meet me during office hours.

UNIVERSITY POLICIES AND STATEMENTS

EMERGENCY PREPAREDNESS

In the event of an emergency arising on campus, the instructor will notify you of actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation and "lockdown" guidelines to follow when an emergency is declared. These simple steps are a good place to start:

- OU uses an emergency notification system through text, email, and landline. These notifications include campus closures, evacuation, lockdowns and other emergencies. Register for these notifications at www.oakland.edu/uts/emergencynotification
- If an emergency arises on campus, call the OUPD at 248-370-3331. Save this number in your phone, and put it in an easy-to-find spot in your contacts.
- Review protocol for evacuation, lockdown, and other emergencies via the classroom's red books (hanging on the wall) and www.oakland.edu/prepared.

ACADEMIC HONESTY

Oakland University's academic honesty policy is as follows: All members of the academic community at Oakland are expected to practice and uphold standards of academic integrity and honesty. An instructor is

expected to inform and instruct students about the procedures and standards of research and documentation required of students in fulfilling course work. A student is expected to follow such instructions and be sure the rules and procedures are understood in order to avoid inadvertent misrepresentation of his work. Students must assume that individual (unaided) work on exams and lab reports and documentation of sources is expected unless the instructor specifically says that is not necessary.

Academic integrity means representing oneself and one's work honestly. Misrepresentation of one's work is cheating and takes two forms. The first of these is claiming credit for ideas and work which are actually not one's own and thereby trying to get a grade one has not actually earned. The second is submitting work for a course one is presently taking which one has actually completed for a course taken in the past or is, in fact, also completing for another present course. Students with questions concerning how to correctly represent their work, or cite the work of others should seek help from their instructor, a librarian, or appropriate citation style manuals.

ADA

Please provide me with your ADA letter as soon as possible, so that together we can ensure you have the right tools to succeed in this class. Students with disabilities who may require special accommodations should make an appointment with campus Disability Support Services, 106 North Foundation Hall (284.370.4215). For academic help, such as study and reading skills, contact the Academic Skills/Tutoring Center, 103 North Foundation Hall (248.370.4215).

RESOURCES

WRITING CENTER

The Writing Center, located in Kresge Library, offers FREE writing support to all students at Oakland University. Tutors come from all majors and are familiar with a variety of writing styles and formats. Although tutors are not editors, they can help with any stage of the writing process, from initial brainstorming, to major structural revisions, to putting the finishing touches on a final draft. For more information about how to make an appointment visit <https://www.oakland.edu/ouwc/top-links/schedule/> or call (248) 370-3120.

TITLE IX

Oakland University prohibits all forms of sex or gender discrimination, including sex-based violence. If you or someone you know has experienced sex discrimination or been harassed or assaulted, you can get help at the Violence & Abuse Resource Consortium (VARC), a confidential resource, at varc@oakland.edu or go to <https://oakland.edu/varc>.

Semester Calendar (subject to change)

Wk	Date	Reading- Lit	In class	Assignment DUE
1	Wednesday, January 3, 2018	Broadview History	Intro, video on coffee houses,	Info Sheet, Syllabus Agreement
2	Monday, January 8, 2018	BV: "The Restoration & Eighteenth Century" pp. XXXV-LXXI; From <i>The Spectator</i> : BV pp. 533-539; no. 18 pp.657; no. 69 pp. 914; no.119 pp.928 from <i>The Tatler</i> : BV no. 224 pp. 661; from <i>The Female Tatler</i> pp. 917-918; on coffee houses pp.919-920 Look at original copies of texts on MOODLE	how to read periodicals as literature, for cultural elements Assignment Sheet for Response Essays	
	Wednesday, January 10, 2018	BV: Samuel Pepys' diary pp. 112-138; in Context pp. 138-142 MOODLE: Franes Burney, excerpts from letters and diaries	Pepys vs Burney-- what describes, what traditional elements of literature can we see in diaries	Group A Response Papers
3	Monday, January 15, 2018	MLK NO CLASS	MLK NO CLASS	MLK NO CLASS
	Wednesday, January 17, 2018	BV: Eighteenth-Century Periodicals and Prints pp. 668-707; Fielding, "A Modern Glossary" from <i>The Covent-Garden Journal</i> (MOODLE); Look at original copies of texts on Moodle		Group B Response Papers
4	Monday, January 22, 2018	BV: Aphra Behn pp. 196-197; <i>Oroonoko</i> pp. 201-219	point of view, reliable narrator? Behn in the text, ways she is making sense of Oroonoko	Group C Response Papers
	Wednesday, January 24, 2018	BV: <i>Oroonoko</i> pp. 219-237	Bring various modern editions of <i>Oroonoko</i> to class to study their parts	Group D Response Papers
5	Monday, January 29, 2018	Open ECCO Assignment Document on Moodle and follow directions there to watch videos and explore ECCO	Library Research Day-- how to find primary sources in ECCO, EEBO, periodicals, etc Assign Coffee House 1- students practice looking for text	ECCO ASSIGNMENT DUE

Wk	Date	Reading- Lit	In class	Assignment DUE
	Wednesday, January 31, 2018	Woman of Color: Intro and first letter (pp. 53-93)		Group A Response Papers
6	Monday, February 5, 2018	Woman of Color (packet 2,3,4) pp. 94-146		Group B Response Papers
	Wednesday, February 7, 2018	Woman of Color (packet 5-end) pp. 147-189		Group C Response Papers
7	Monday, February 12, 2018	MOODLE: from Newton's <i>A Slave Trader's Journal</i> ; from Quobna Ottobah Cugoano, <i>Thoughts and Sentiments on the Evil and Wicked Traffic of the Slavery and Commerce of the Human Species</i> (1787); William Wilberforce "Speech to the House of Commons"; Anna Letitia Barbauld "Epistle to William Wilberforce, Esq."; Barbauld "A Mouse's Petition"; Mary Robinson's Poems on Slavery		Group D Response Papers Post your Coffee House Text to the forum on Moodle by 5:17pm
	Wednesday, February 14, 2018	Read 5 texts posted by your peers to our Moodle Page	COFFEE HOUSE	Coffee House Assignment I due in class
		WINTER RECESS		
8	Monday, February 26, 2018	BV: <i>From Female Tatler</i> pp.672; <i>The Nonsense of Common-Sense</i> pp.681; <i>from The Female Spectator</i> pp.684; <i>Rambler</i> entries pp. 686-695 MOODLE: Haywood's <i>Spectator</i> Book I; Johnson's <i>Rambler</i> , & <i>Idler</i> (all from BV expansion online)		Group A Response Papers
	Wednesday, February 28, 2018	Scholarly Article from MOODLE: Mallipeddi, Ramesh "Spectacle, Spectatorship, and Sympathy in Aphra Behn's <i>Oroonoko</i> "	TRACE handout, How to Read a Scholarly Article	
9	Monday, March 5, 2018	<i>CLASS MEETS IN KRESGE LIBRARY</i>	Library Research Day: Secondary sources: articles, books on literature and history, look up historical events and people	
	Wednesday, March 7, 2018	BV: Mary Astell pp. 355-356; Astell <i>A Serious Proposal to the Ladies</i> pp. 356-361; Astell <i>Reflections upon Marriage</i> pp. 362-372 Look at original copies of texts on MOODLE		Group B Response Papers

Wk	Date	Reading- Lit	In class	Assignment DUE
10	Monday, March 12, 2018	BV: Behn's "The Disappointment" pp. 197-199; John Wilmont pp. 290-291, Wilmont's "The Disabled Debauchee"; Lessons of Rochester's Life pp.301; Lady Mary Wortley Montagu <i>Spectator</i> , account of Smallpox, and Letters Letters pp. 608-629		Group C Response Papers
	Wednesday, March 14, 2018	BV: Jonathan Swift pp. 373-374; Swift's "The Lady's Dressing Room" pp. 379-381; Lady Mary Wortley Montagu pp.602-603; Montagu's "The Reasons that Induced Dr. S. to Write a Poem Called The Lady's Dressing Room" pp. 605-606		Group D Response Papers Article for Coffee House day DUE to MOODLE
11	Monday, March 19, 2018	Read 3 articles posted by your classmates to our Moodle page for our coffee House day	COFFEE HOUSE	Coffee House Assignment II due in class
	Wednesday, March 21, 2018	MOODLE: excerpts from <i>Textual Editing</i>	NO FORMAL CLASS MEETING	Complete MOODLE discussion posts
12	Monday, March 26, 2018	MOODLE: look over scans of some of the texts for Special Collections Day	Class Meets in Special Collections	
	Wednesday, March 28, 2018	BV: Samuel Johnson pp. 759-760; Johnson's <i>The Rambler</i> pp. 766-776; from <i>Dictionary</i> pp.783-786 Find these entries in johnsonsdictionaryonline.com , view full page images and prepare to discuss difference between textbook and original page	Edition Exercise, sample with software in class	CLASS MEET IN LIBRARY COMPUTER CLASSROOM?
13	Monday, April 2, 2018	CLASS MEET IN LIBRARY COMPUTER CLASSROOM?	Final assignment discussion, sample software	
	Wednesday, April 4, 2018	Class Meets in Kresge Library	Special Collections choose text	Special Collections choose text
14	Monday, April 9, 2018	work day	CLASS MEET IN LIBRARY COMPUTER CLASSROOM?	
	Wednesday, April 11, 2018	work day	CLASS MEET IN LIBRARY COMPUTER CLASSROOM?	
15	Monday, April 16, 2018	MOODLE: Anna Letitia Barbauld's "Eighteen-Hundred and Eleven"; work day		

STUDENT COPY

Syllabus Agreement

I, _____, acknowledge that I have read and understood the Winter 2018 syllabus for English 3220: Observing and Recording the Eighteenth Century. I recognize that throughout the semester I should refer to my syllabus first for answers to questions about course policies, assignments, and schedules. I understand that it is my responsibility to follow the policies of the syllabus. I recognize that my grades in this course are earned through the merit of the work that I accomplish and that this syllabus is designed to empower me in taking responsibility for my own learning.

_____ (Student Signature)

_____ (Date)

INSTRUCTOR COPY

Syllabus Agreement

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_____ (Student Signature)

_____ (Date)