

## ***Fall/Winter 2017-2018***

**AP/EN 3555 6.0A (Y)**

### ***18th Century Novel***

**Course Director:**

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**Delivery Format:**

Seminar

**Time:**

Thursdays 8:30-11:30 am

**Description:**

The course examines the development of the novel in English from the sixteenth century to around 1830, but it does so like Walter Benjamin's angel of history, its eyes fixed firmly backward. It begins with Frances Burney's 1796 *Camilla, a Picture of Youth*, which is almost certainly the most ambitious literary novel of the C18th's last two decades. Early 21st-century readers, even those readers who are unfazed by the novel's length and ornate diction, recognize within the text's first ten pages that *Camilla* is not entirely, not wholly, not quite like a novel as we have come to know the genre. The course, however, treats *Camilla* as a kind of summary document, an overview of the development of prose fiction to date. With the aid of sometimes extensive "samples" from earlier texts, the course examines the development of novelistic language, of the models of subjectivity it creates and enables, of those aspects of human existence deemed most appropriate to appearing in novels. The second term employs Walter Scott's *Waverley* and Jane Austen's *Persuasion*, both recognizably novels as *Camilla* is not, as its key texts. Employing again an array of earlier "samples," the course examines the ways in which Scott's recasting of gothic romance and national history creates him as the first pan-European best-selling author. By similar means, though with frequent recourse to both Burney and Scott as precursors, the course explores the ways in which Austen's final completed novel redeploys earlier materials to produce a template for domestic fiction that has persisted for two centuries. Key concepts for the second term include: affect, character, genre, historicism, and domestication.

**Category:**

C

**Area:**

4.2 or 6

**Period:**

2

**Historical Requirement:**

Period II (1700-1900)

**Requirements:**

Close-reading/language exercise: 3 pages (12.5%);

Echoes/intertexts exercise: 3 pages (12.5%);

Discourse-to-discourse translation exercise: 3 pages (12.5%)

Proposal for final assignment: 2 pages (7.5%)

Final exercise: Domesticating/Historicizing/Modernizing 8-10 pages (20%)

Contribution to class (10%)

Final Exam: (20%)

**Reading List:**

Frances Burney, *Camilla* (Oxford); Walter Scott, *Waverley* (Oxford); Jane Austen, *Persuasion* (Oxford).

Plus an on-line reading kit that will include representative samples from such works as: Philip Sidney, *Arcadia*; John Foxe, *Foxe's Booke of Martyrs*; Daniel Defoe, *Journal of the Plague Year*; John Bunyan, *Pilgrim's Progress*; Jonathan Swift, *Gulliver's Travels*; Samuel Richardson, *Pamela and Clarissa*; Henry Fielding, *Tom Jones*; Laurence Sterne, *Tristram Shandy*; Tobias Smollett, *Humphry Clinker*; Horace Walpole, *The Castle of Otranto*; Henry Mackenzie, *The Man of Feeling* and *Julia de Roubigné*; Olaudah Equiano, *Equiano's Travels*; Frances Burney, *Evelina*; Elizabeth Inchbald, *A Simple Story*; Mary Hays, *Memoirs of Emma Courtney*; Ann Radcliffe, *The Mysteries of Udolpho*; Maria Edgeworth, *Castle Rackrent*; Elizabeth Hamilton, *Letters of a Hindoo Rajah*; Sydney Owenson, *The Wild Irish Girl*; Mary Brunton, *Self-Control*; Jane Porter, *The Scottish Chiefs*; Jane Austen, "Plan of a Novel"; Catherine Gore, *The Soldier of Lyons*

**Open To:**

Yr 3,4