English 410D
Eighteenth-Century Fiction
Winter 2004
Course Syllabus
Instructor: Dr. Shannon Hartling
Email: shartling@rogers.com
Office Hours: Tuesdays 11:30-12:30, HH 245; Thursdays 11:30-12:30 St. Jerome’s 2008A

In *The Rise of the Novel*, Ian Watt asserts that the new literary form, as pioneered by Defoe, Richardson, and Fielding, was characterized by a realism that does not merely invert romance by portraying “life from the seamy side,” but rather “attempts to portray all the varieties of human experience, and not merely those suited to one particular literary perspective.” This course will explore a selection of novels by pivotal eighteenth-century writers in light of this multiplicity of experience.

**Required texts:**
- Daniel Defoe: *Moll Flanders*
- Samuel Richardson: *Pamela*
- Henry Fielding: *Joseph Andrews and Shamela*
- Sarah Fielding: *The Adventures of David Simple* *
- Laurence Sterne: *The Life and Opinions of Tristram Shandy, Gentleman* *
- Jane Austen: *Sense and Sensibility*

**Recommended Text:**
- Jane E. Aaron and Murray McArthur: *The Little, Brown Compact Handbook**

**Method of Instruction**
This course will be taught via lectures and augmented by student presentations and class discussion. All students are required to come to class having read the material assigned for that day and prepared to engage in an informed discussion of that material.

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<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due Date</th>
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<tr>
<td>Presentation</td>
<td>20%</td>
<td>Throughout Term</td>
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<tr>
<td>Major essay</td>
<td>40%</td>
<td>April 1</td>
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<td>Exam</td>
<td>40%</td>
<td>April exam period</td>
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**Presentations**
Student presentations will explore the cultural context in which the texts we study in this course were produced. Students will work in groups and will present their research in a manner which relates the background material to the text being studied. Various aspects of eighteenth-century law, medicine, moral philosophy, aesthetic theory, material culture, are open for study, and you may pursue areas of interest to you so long as you present a proposal to me and I approve that proposal.
**Major Essay**
Topics for the major essay will be handed out in class well in advance of the due date. The major essay will be a research assignment dealing with at least two of the texts studied this term; you may pursue your own topic of interest so long as you present a proposal to me and I approve that proposal. The essays **must** be written and documented in MLA style.

**Exam**
The exam will be held during the exam period in April. It will consist of one or two short answer sections involving identification of quotations and/or definition of terms, and one or two essay questions. Each section of the exam will involve a choice of questions.

**Late Policy**
Late essays will be penalized by 3% per school day unless I grant an extension **prior** to the due date, or appropriate documentation accompanies the extension requirement. Any papers not handed in during class hours must be signed and dated by the English Department secretary before being handed in to my mailbox. Absolutely **no** essays will be accepted, barring agreed-upon extensions or documented emergencies, after April 5.

**Avoidance of Academic Offenses**
*Note on avoidance of academic offences:* All students registered in the courses of the Faculty of Arts are expected to know what constitutes an academic offence, to avoid committing academic offences, and to take responsibility for their academic actions. When the commission of an offence is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offences and types of penalties, students are directed to consult the summary of Policy #71 which is supplied in the Undergraduate Calendar (section 1; on the Web at http://www.uwaterloo.ca/infocal/UW/policy_71.html). If you need help in learning how to avoid offences such as plagiarism, cheating, and double submission, or if you need clarification of aspects of the discipline policy, ask your course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean.

You may also wish to consult the Arts Faculty Web page, “How to Avoid Plagiarism and Other Written Offences: A Guide for Students and Instructors” (http://watarts.uwaterloo.ca/~sager/plagiarism.html)

*For purposes of instruction, it is recommended that you purchase the editions of all of the works for this course currently available at the Bookstore; however, it is essential that you purchase the Penguin Classics edition of *Tristram Shandy* and the U of Kentucky edition of *David Simple* (ed. Peter Sabor), as other editions may depart significantly from these standard editions.

** All proceeds from the sale of *The Little, Brown Compact Handbook* go to the Department of English Scholarship Fund.
Attachments for James Downey

Research Contributions since 1999 (1999 was the year I stood down as President of the University of Waterloo)

(1) Refereed Publications


Guest editor, with an introduction on presidential leadership of Canadian and American universities, *Innovative Higher Education*, Kluwer Academic/Human Sciences Press, Summer 2001. (*IHE* is a journal published out of the University of Georgia, devoted to essays on “current innovations and provocative new ideas” in higher education.)

(2) Non-refereed publications

Report of the Panel on the Use of the Term “Software Engineering“ in the Undergraduate Curriculum,’ published jointly by the Association of Universities and Colleges of Canada and the Canadian Council of Professional Engineers, 2000. (I chaired the panel of inquiry and wrote the report.)


Editor, with introduction, *Innovation: Essays by Leading Canadian Researchers*, Key Porter Books, 2002, pp.250. (This book includes essays in medicine, engineering, science, social sciences, and humanities.)

‘The Consenting University and the Dissenting Academy: Binary Friction,’ essay published by the Association of Universities and Colleges of Canada, 2003. (This is the published version of an invited address given to the spring meeting 2003 of Canadian University presidents.)
‘Schools Are Us,’ essay published by the Council of Ontario Universities, 2003. (This is the published version of an address given on receiving the David C. Smith Award for contributions to scholarship and public policy.)

(3) Most significant career research contributions:

(a) One book authored (Oxford University Press), one book edited (McGill-Queen’s University Press) and several substantive essays on eighteenth-century English literature, all published early in my career (1969-76).

(b) Two government-commissioned reports on school reform, one in New Brunswick (1993), the other, more restricted, in Ontario (2003) were found useful in setting educational policy in those provinces.

(c) Series of essays, reviews, and addresses on university leadership and governance (1983-2003) published in various academic magazines and journals, culminating since 1999 in my role as leader of the annual AUCC seminar for university presidents.

(4) Career interruption

From 1978 to 1999 I was sequentially president of three Canadian universities. This put a serious crimp in my career as a scholar of English literature, but gave me a unique laboratory for the study of education and institutional governance and leadership.

(5) Contribution to training

In my current role as Director of the Waterloo Centre for the Advancement of Co-operative Education, I have an opportunity to focus on some strategic educational issues that have engaged my mind as an academic leader for much of the past quarter century. Many claims are made for the efficacy of university education as a preparation for work, society, the economy, and for life. Only disciplined research can test these claims and inform decisions about teaching and curriculum. The Waterloo Centre for the Advancement of Co-operative Education is especially interested in putting to the test claims made for co-operative education, and comparing results with those for more traditional modalities of higher education. The ultimate desired result would be more accomplished graduates and a more productive and civic society. The kind of research envisaged in this proposal is highly germane to the work of WatCACE.