

English 70583: American Literature in a Global Context
English 80453: British Literature of the Victorian Period
Meetings: Reed 125; Wednesdays, 4:00-6:40

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This team-taught offering, fall 2013:

19th-Century Literature in a Trans-Atlantic Perspective

This seminar will examine the interactive relationship between literary texts, authorial careers, reading practices, and literary production in the United States and Great Britain during the long nineteenth century. Emphasizing the ongoing exchange of print culture that spanned this period, students' reading and research will situate American and British literature in a vibrant international context.


Breakdown of Course Grade

Element included in the Course Grading	Percentage
Editing Project—Due October 2 (a and b); October 23 (c) a) Edited text for one chapter of <i>Teaching Transatlanticism</i> , including careful attention to editorial conventions within the text and draft memo to chapter author; b) Written reflection on your editing process c) Revised memo to the chapter's author and updated copyedits [See separate assignment description provided in class.]	20
Oral report based on periodicals study (author, text, issue/theme, and/or publications venue analysis)— due October 9	10
Set of example teaching materials for potential submission to <i>TT</i> website (e.g., primary transatlantic text with notations and introduction; sample "unit" for teaching; overview and rationale for an undergraduate transatlantic course; detailed assignment directions for a student project)- due Nov 20 [See separate assignment description provided in class.]	20
Participation (in class conversations throughout the term)	10
Online response writing: 5 original postings and 2 responses to classmates [Note: 3 postings and 1 response due by September 18 ; final 2 postings and final response due no later than November 13]	10
Portfolio a) one online posting updated, revised, and edited as a candidate for inclusion on the <i>TT</i> website; b) one 3-4 page reflective personal statement about transatlantic scholarship and/or teaching as you see its place within your own future work; and c) an 8-10 page paper , based on research consistent with course themes/content and suitable for conference presentations- Due Dec 9	30
Total	100



Student learning outcomes:

- Recognize and analyze ways that literature, networks, and print culture cross national boundaries;
- Demonstrate an ability to interpret U.S. and British national literatures comparatively and within an international and/or border-crossing theoretical and historical framework;
- Develop skills for researching literary production and circulation in a trans-national context.

Note: See policies on attendance and related topics at end of syllabus.

	<p>Texts to Purchase (required): Susanna Moodie, <i>Roughing It in the Bush</i>, ed. Michael Peterman. New York: Norton Critical Edition, 2007.</p> <p>“Anonymous.” <i>The Woman of Colour: A Tale</i>, ed. Lyndon J. Dominique. Broadview, 2008. [originally published 1808]</p> <p>Susanna Rowson. <i>Charlotte Temple</i>, ed. Marion L. Rust. Norton, 2010. [originally published 1791 in England]</p> <p>Frances Hodgson Burnett, <i>Little Lord Fauntleroy</i> [originally published serially in 1885 in <i>St. Nicholas</i>] Note: We will use this edition, with illustrations: Everyman's Library Children's Classics, 1995. ISBN-10: 1857159381</p> <p>Mary Prince, <i>The History of Mary Prince, a West Indian Slave (Related by Herself)</i>. ed. Sara Salih. New York: Penguin, 2001. [originally published 1831]</p> <p>Charles Dickens, <i>Hard Times</i> [originally published serially in Dickens's magazine Household Words, April-August 1854]. Oxford UP, 2008.</p> <p>Please note several additional recommended texts within the schedule portion of the syllabus. Those readings are also available online.</p>
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Schedule of Assignments and Activities

	<p><i>Some notes on using this schedule:</i> For each class meeting date listed, you should have <i>completed</i> the writing and/or reading listed for that day before you come to class. Often, included with a designated reading, you'll find some indicators of topics to be discussed during class: think about those before, during and after your reading. Check e-college regularly for any adjustments!</p>
	<p>Assignments (whether writing or reading) are due at the beginning of class. If you don't have an assigned piece of writing ready to turn in at the start of class, you should come ahead to class on time so as not to lose the opportunity to participate in shared learning activities. The late penalty will apply for any written work turned in after start-up of class, whether during class on the assigned due date or at the beginning of the next class meeting.</p>

Schedule of Readings and Due Dates for Major Assignments

I. Transatlantic Authorship—Dickens and Rowson

August 21: Dickens in America and America on/in Dickens; Framing the “Transatlantic”

Excerpt from Dickens, *American Notes* (1842), Chapters 9, 11, 12

<http://xroads.virginia.edu/~HYPER/DICKENS/dkstc.html>

Dickens, "The Perils of Certain English Prisoners" (1857), Parts 1 & 3 (available at <http://ebooks.adelaide.edu.au/d/dickens/charles/d54pc/complete.html>)

Mark Twain, "The Approaching Epidemic"
http://gutenberg.net.au/ebooks09/0900821h.html#TOC3_687

Secondary scholarship:

Meredith McGill, "Charles Dickens, Reprinting, and the Dislocation of American Culture," Chapter 3 from *American Literature and the Culture of Reprinting, 1834-1853* (Philadelphia: University of Pennsylvania Press, 2007), 109-140. [on course website as PDF]

Amanda Claybaugh, "Toward a New Transatlanticism: Dickens in the United States," *Victorian Studies* 48.3 (2006): 439-60. [available online in Project Muse database]

Susan M. Griffin. "On Not Knowing Any Better." From Hughes/Robbins collection

Hughes and Robbins, "Introduction: Tracing Currents and Joining Conversations," *Teaching Transatlanticism*

August 28: Anglo Authors in the Early Republic and Trans-Atlantic Criticism Today

Susanna Rowson. *Charlotte Temple*. Edited by Marion L. Rust. Norton, 2010. 3-90.

Additional primary text readings from the Norton edition:

Susanna Rowson, "Preface to *Trials of the Human Heart*," 356-359.

[You may also want to skim page 364, one section from the Preface to *Rebecca*, as it includes another reflection from Rowson on her efforts to balance her British and American identities.]

Benjamin Rush, excerpt from *Thoughts upon Female Education*, 125-131.

SKIM while being on the look-out for distinctions Rush makes between female education in America and female education in Great Britain.

Susanna Rowson, "Rights of Woman," 138-140.

[Note: Like a number of other texts included in this edition, this poem would have been performed by a student at Rowson's school for young (American) ladies.]

Mary Wollstonecraft, excerpt from the introduction to *A Vindication of the Rights of Woman*, 131-135.

William Godwin, *Memoir of Mary Wollstonecraft* (1798), chp. 7: 1792-1795

(http://dwardmac.pitzer.edu/Anarchist_Archives/godwin/memoirs/chapter7.html) and

chp. 8: 1795-1796 (http://dwardmac.pitzer.edu/Anarchist_Archives/godwin/memoirs/chapter8.html)

Secondary scholarship:

Paul Giles, *Atlantic Republic: The American Republic in English Literature* (Oxford: Oxford University Press, 2006), pp. 1-11, 21-30. [Introduction and section on Richard Price and Susanna Rowson]

From the Norton edition—

Camryn Hansen, “A Changing Tale of Truth: Charlotte Temple’s British Roots.” 183-190.

Lauren Coats, “Grave Matters: Susanna Rowson’s Sentimental Geographies,” 327-349.

Additional in-class discussion:

Introduction of editing assignment; overview of website goals and content

Presentation by Tyler Branson and Marie Martinez

II. Social Reform in a Transatlantic Context

September 4—Abolition as a Global Enterprise

Mary Prince, *The History of Mary Prince, a West Indian Slave (Related by Herself)*. ed. Sara Salih. New York: Penguin, 2001. [first published 1831, edited by Susanna Strickland]

Note: Read the narrative itself and the appendices.

Elizabeth Barrett Browning, “The Runaway Slave at Pilgrim’s Point,” (Boston) *Liberty Bell*, 1848

[http://loki.stockton.edu/~kinsellt/projects/runawayslave/storyReader\\$10.html](http://loki.stockton.edu/~kinsellt/projects/runawayslave/storyReader$10.html) or

<http://classiclit.about.com/library/bl-etexts/ebbrowning/bl-ebbrown-runaway-1.htm>

Secondary scholarship:

Baumgartner, Barbara. “The Body as Evidence: Resistance, Collaboration, and Appropriation in ‘The History of Mary Prince.’” *Callaloo* 24.1 (Winter 2001): 253-75.

Marjorie Stone, “Elizabeth Barrett Browning and the Garrisonians: ‘The Runaway Slave at Pilgrim’s Point’, the Boston Female Anti-Slavery Society, and Abolitionist Discourse in the *Liberty Bell*.” *Victorian Women Poets*. Ed. Alison Chapman. Cambridge: D. S. Brewer, 2003. 33-55. This text is available on e-college.

Alan Rice, “Dramatising the Black Atlantic: Live Action Projects in Classrooms,” from Hughes and Robbins, *TT*

Marjorie Stone, “Frederick Douglass, Maria Weston Chapman, and Harriet Martineau: Atlantic Abolitionist Networks and Transatlanticism’s Binaries,” from Hughes and Robbins, *TT*

Guest presentation: Graduate Student Larisa Asaeli

September 11—Interventions: Women’s Rights and Women Write

Mary Wollstonecraft, *Vindication of the Rights of Women* (1792) [excerpt]

Headnote and Chapter II, Sharon M. Harris and Linda K. Hughes, eds. *A Feminist Reader: Feminist Thought from Sappho to Satrapi*, 4 vols. (Cambridge: Cambridge University Press, 2013), 1:212-34 [This text is available on e-college]

Harriet Martineau, *Society in America* (1837), Volume I, Introduction; Chapter III, Sections VI-VII: "Citizenship of People of Colour"; "Political Non-existence of Women"; Volume III, Chapter II: "Woman"

<http://media.pfeiffer.edu/lridener/DSS/Martineau/siatoc.html>

The Declaration of Sentiments, Seneca Falls Conference, 1848

<http://www.fordham.edu/halsall/mod/senecafalls.html>

Elizabeth Cady Stanton, "Address" (1848), Harris and Hughes, eds. *Feminist Reader*, 2: 86-108

Secondary scholarship:

Sandra Stanley Holton, "'To Educate Women into Rebellion': Elizabeth Cady Stanton and the Creation of a Transatlantic Network of Radical Suffragists." *The American Historical Review*, 99.4 (Oct., 1994): 1112-1136. [Available through the TCU library via JSTOR]

Editing Projects: brief in-class status check--

Status-check updates on your progress with your editing projects—bring questions to class for peer feedback and whole-class discussion of findings and challenges so far

September 18—Progressive Social Reform in Transatlantic Context

Charles Dickens, *Hard Times* (Oxford UP, 2008). [serialized in weekly installments in *Household Words* (Britain), April 1-Aug 12, 1854; serialized in monthly installments, *Home Magazine* (US), July-October 1854]

Henrietta Barnett on Toynbee Hall and her connections to Jane Addams—

- 1) Excerpts from *Canon Barnett: His Life, Work, and Friends by His Wife*, volume 2. London: John Murray, 1918.—PDF on course website—sections with comments on Addams and the Barnett/Addams friendship [10pp]

- 2) Periodical story by Barnett on the work of Toynbee Hall:

Barnett, Henrietta O. "THE BEGINNING OF TOYNBEE HALL." *The Nineteenth Century and After: A Monthly Review* 53, no. 312 (1903): 306-314.

OR

Barnett, Henrietta O. "THE BEGINNING OF TOYNBEE HALL." *Eclectic Magazine of Foreign Literature (1901-1907)* 140, no. 6 (1903): 724ff. [reprint of the British periodical piece above]

Jane Addams, excerpts from *Twenty Years at Hull House, with Autobiographical Notes* (New York: Macmillan, 1912).

<http://books.google.com/books?id=BhugAAAAMAAJ&printsec=frontcover&dq=twenty+years+at+hull+house&cd=1#v=onepage&q=toynbee%20hall&f=false>

Or

<http://digital.library.upenn.edu/women/addams/hullhouse/hullhouse.html>

Read these three chapters: "Boarding School Ideals" (43-64), "The Snare of Preparation" (65-71) and "First Days at Hull House" (89-101), focusing on the links between the launch of Addams' enterprise and her affiliation with British culture.

A search of terms such as “Toynbee Hall” and “Barnett” in the electronic copy of *Twenty Years* for which the link is provided above will highlight connections Addams continued to make between Hull-House and the London settlement.

<http://digital.library.upenn.edu/women/addams/hullhouse/hullhouse.html>

Also, you should consider reading through this highly influential paper (and contribution to an essay collection) by Addams, which began as a speech and later, further revised, became a chapter in the *Twenty Years* text:

<http://www.infed.org/archives/e-texts/addams6.htm>

**Student presentation of resources for teaching Jane Addams as a transatlantic figure:
Carrie Tippen and Kassia Waggoner**

III. Editing Today, Periodicals and Transatlantic Reading Yesterday

September 25—Editing Workshop

Readings:

Paul Giles, *Transatlantic Insurrections: British Culture and the Formation of American Literature, 1760-1860* (Philadelphia: University of Pennsylvania Press, 2001), Introduction, pp. 1-16. [available as PDF on course website]

Kwame Anthony Appiah, *Cosmopolitanism* (New York: W. W. Norton, 2006), chp. 7, “Cosmopolitan Contamination,” pp. 101-13. [available as PDF on course website]

Paul Gilroy, *The Black Atlantic* (Cambridge, MA: Harvard University Press, 1993, chp. 2, “Masters, Mistresses, Slaves, and the Antinomies of Modernity,” pp. 43-71. [available on e-college]

Wai Chee Dimock, “Deep Time: American Literature and World History.” *American Literary History* 13.4 (Winter 2001): 755-775. [See Frogscholar/TCU library databases.]

Aileen Fyfe, *Steam-Powered Knowledge: William Chambers and the Business of Publishing, 1820-1860* (Chicago: U of Chicago P, 2012), excerpt from Part III: “Steamships and Transatlantic Business”: 213-23, 239-45 [available on e-college]

Kevin Hutchings and Julia M. Wright. “Introduction: Mobilizing Gender, Race, and Nation.” *Transatlantic Literary Exchanges, 1790-1870*. New York: Ashgate, year. 1-10. (part of intro) http://www.ashgate.com/pdf/SamplePages/Transatlantic_Literary_Exchanges_1790_1870_Intro.pdf

Sofia Ahlberg, “Transatlanticism,” in *Teaching Nineteenth-Century Fiction*, eds. Andrew Maunder and Jennifer Phegley. Basingstoke, UK: Palgrave, 196-209. [PDF, course website]

Workshop:

Bring your draft responses to questions on editing the content of the TT essay for which you’re serving as an early reader. Bring a sample passage that you’ve edited in line with the press’s style sheet guidelines.

October 2--Periodicals Workshop

- a) Special Collections visit, TCU library
- b) Workshop led by Ammie Harrison and Roger Rainwater of TCU library staff
- c) Time for mentored research in TCU's periodicals collections, examined through a transatlantic lens

Editing Project due: 1) polished memo to the writer with questions and comments; 2) chapter with line edits indicated; and 3) reflection exercise

October 9—Informal Reports on Periodicals Research

IV. Travel, Settlement and Personal Contact

October 16—Women's Reports of Transatlantic Travel

The Woman of Colour: A Tale (1808) Ed. Lyndon J. Dominique. Broadview Press.

Besides the narrative itself, read the introduction by Dominique and note the stance taken toward the primary text, both in terms of periodization and geography.

Appendix F, Broadview text: early nineteenth-century reviews of the narrative

Poem “written by a Mulatto Woman” (1794), Broadview text, pp. 212-14.

Caroline Norton, “The Creole Woman” (poem, 1840), available at

<http://webapp1.dlib.indiana.edu/vwwp/view?docId=VAB7052&chunk.id=d1e6622&brand=vwwp&doc.view=0&anchor.id=>

Anna Jameson *Winter Studies and Summer Rambles in Canada*, 3 vols. (London: Saunders & Otley, 1838), 3:183-201, 210-21, 298-312. (PDF available on e-college) (sections on Indian women and their relation to European women); see also sketches of Canada by Jameson: <http://www.flickr.com/photos/43021516@N06/sets/72157627204341076/> (see also portrait of Jameson at <http://www.torontoartsfoundation.org/First-Impressions-hidden-pages/Anna-Jameson>)

Secondary scholarship:

Two brief reviews of the Broadview edition of *The Woman of Colour*—

- a) Sara Salih, “*The Woman of Colour. A Tale. Anonymous* (1808): review.” *Eighteenth-Century Fiction* 21.3 (Spring 2009): 448-50.
- b) “Review of *The Woman of Colour: A Tale.*” *Journal of Commonwealth Literature* 43.2 (2008): 167.

Linda K. Hughes, “Anna Jameson and Female Affective Cosmopolitanism,” essay accepted for *Cosmopolitanism at Home and Abroad*, ed. James Hewitson and Yvonne Pelletier

October 23—Susanna Moodie’s Record of Settlement in Canadian America

Susanna Moodie, *Roughing It in the Bush*, ed. Michael Peterman (New York: Norton Critical Edition, 2007). [Excerpts only, as assigned]

Parallel reading: poems from Margaret Atwood, *The Journals of Susanna Moodie: Poems* (Oxford: Oxford University Press, 1970). [Representative poems from the collection are included in the Norton critical edition of Moodie’s text. Read those and Atwood’s “Afterword,” 417-19.]

Note: Atwood’s collection of poems was inspired by Susanna Moodie’s sketches.

Read these nineteenth-century reviews of Moodie’s book from the Norton critical edition:

- 1) Hardmann, “Forest Life in Canada West,” 401-04.
- 2) Anonymous, “The Backwoods of Canada,” 404.
- 3) Lyndsay, “Misrepresentation,” 405-07.
- 4) Anonymous, “Roughing It in the Bush,” 407-410.

Secondary scholarship:

Helen M. Buss – Two Exemplary Early Texts: Moodie’s *Roughing It* and Jameson’s *Studies and Rambles*,” in the Norton critical edition of Moodie’s *Roughing It in the Bush*, 571-582

Carole Gerson, “Nobler Savages: Representations of Native Women in the Writings of Susanna Moodie and Catharine Parr Traill,” in the Norton critical edition of Moodie’s *Roughing It in the Bush*, 522-38.

D.M.R. Bentley – “Breaking the ‘Cake of Custom’: The Atlantic Crossing as a Rubicon for Female Emigrants to Canada?” in the Norton critical edition of Moodie. Read the introduction plus section III—i.e., pages 442-52 and 459-72.

Editing Wrap-up:

- a) Revisions of copyedits and memos due, based on instructor feedback
- b) discussion of editing projects: reflections on what we’ve learned

V. Teaching and Researching through a Transatlantic Lens

October 30—Workshop on Teaching Projects and Planning Papers

Teaching (and Reflecting on Teaching) through a Transatlantic Lens:

Presentation by Tyler Branson and Marie Martinez—planning teaching materials for the *TT* public website.

Proposal presentations:

All students will present (and get whole-group feedback on) draft abstracts for/from their 8-10-page papers, a key element to be included in the final course portfolio.

Readings:

Erik Simpson, “Digital Transatlanticism: An Experience of and Reflections on Undergraduate Research in the Humanities,” from Hughes and Robbins, *TT*

Linda Freedman, “1865 Prophets of Democracy: Transatlantic Exchanges and the International Shaping of a National Ideal,” from Hughes and Robbins, *TT*

Daniel Hack, “‘Flat Burglary’? A Course on Race, Appropriation, and Transatlantic Print Culture,” from Hughes and Robbins, *TT*

Kate Flint, “The Canadian Transatlantic: Susanna Moodie and Pauline Johnson,” from Hughes and Robbins *TT*.

VI. Transatlantic Textual Exchanges

November 6—Literary Friendships and Transatlantic Celebrity

Note: Students should be ready to provide an oral description of their plan for preparing teaching materials that may later be submitted for possible inclusion on the *TT* website.

Harriet Beecher Stowe, *Sunny Memories in Foreign Lands*

A) Assignment for all students: From Volume I (available via Project Gutenberg):

“Preface”

“Introductory”

“Public Meeting in Liverpool—April 13”

“Lord Mayor’s Dinner—May 2”

“Stafford House—May 7”

“Antislavery Society--Exeter Hall—May 16”

Go here for these texts:

<http://www.gutenberg.org/dirs/1/3/9/4/13945/13945-h/13945-h.htm>

B) From Vol I and Vol II—Each student will be assigned one **short** letter from Vol I and/or one from Vol II. Read, prepare a précis, and select a representative passage or key sentence to share.

Vol I: <http://www.gutenberg.org/dirs/1/3/9/4/13945/13945-h/13945-h.htm>

Vol II (a copy on googlebooks with original illustrations):

http://books.google.com/books?id=yOELAAAYAAJ&dq=sunny+memories+in+foreign+lands&printsec=frontcover&source=bn&hl=en&ei=ww4tTN-uHMHhnAeu5tj0Ag&sa=X&oi=book_result&ct=result&resnum=4&ved=0CB8Q6AEwAw#v=onepage&q&f=false

Additional Primary Text

from Stowe’s correspondence:

Jennifer Cognard-Black, ed., “Harriet Beecher Stowe,” in *Kindred Hands: Letters on Writing by British and American Women Authors*, ed. Jennifer Cognard-Black and Elizabeth MacLeod Walls (Iowa City: University of Iowa Press, 2006), 21-41. [This text is available on e-college]

Secondary Scholarship:

Sarah Robbins, “Harriet Beecher Stowe, Starring as Benevolent Celebrity Traveler.” In *Transatlantic Women: Essays on Nineteenth-Century American Women Writers in Great Britain and Europe*. Edited by Beth Lueck, Lucinda Damon-Bach and Brigitte Bailey. Durham, NH: University of New Hampshire Press (UPNE): 2012, 71-88.

Sandra Zagarell, “Americans, Abroad: Reading *Portrait of A Lady* in a Transatlantic Context,” from Hughes and Robbins, *TT*

November 13—Poetic Crossings

Alfred Tennyson “Anacaona” (http://thelouvertureproject.org/index.php?title=Anacaona_-_poem_by_Alfred_Tennyson); “Columbus” (PDF on e-college); “Charge of the Light Brigade” (<http://www.poetryfoundation.org/poem/174586>), “Ulysses” (<http://www.victorianweb.org/authors/tennyson/ulysses.html>)

Henry Russell Longfellow, “Chaucer,” “Shakespeare,” “Milton,” “Keats” (sonnets from *Masque of Pandora and Other Poems*, 1875) (http://www.hwlongfellow.org/poems_poem.php?pid=158), “Hawthorne” (from *Flower-de-Luce*, 1867) (http://www.hwlongfellow.org/poems_poem.php?pid=309), Dedication to G.W.G. (from *Ultima Thule*, 1880) (http://www.hwlongfellow.org/poems_poem.php?pid=313)

Margaret Atwood, *The Journals of Susanna Moodie*. [excerpts available on e-College]
[poems in the voice of Susanna Moodie, inspired by *Roughing It in the Bush*]

Heid E. Erdrich, “In Search of Jane’s Grave” from *National Monuments* [on the poetry of Jane Schoolcraft]

Secondary Scholarship:

Alison Chapman, “Transatlantic Mediations: Teaching Victorian Poetry in the New Print Media,” from Hughes and Robbins, *TT*

November 20—Children’s Literature as Transatlantic Enterprise

Teaching materials due

Oscar Wilde, “The Happy Prince” (1888)
<http://www.gutenberg.org/dirs/etext97/hpaot10h.htm>
Look at cartoon adaptation of “The Happy Prince” on Youtube.
<http://www.youtube.com/watch?v=QIwupcYwimY>

Frances Hodgson Burnett, *Little Lord Fauntleroy*

Secondary scholarship:

Anna Wilson, “Little Lord Fauntleroy: The Darling of Mothers and the Abomination of a Generation,” *American Literary History* 8.2 (Summer 1996): 232-58.

To be viewed and discussed in class: Excerpts from U.S. film versions of *Little Lord Fauntleroy*

December 4—Turn-of-the-Century Imperialism in Trans-Atlantic Context

Henry Morton Stanley, *How I Found Livingstone: Travels, Adventures and Discoveries in Central Africa*. New York: Charles Scribner’s, 1895.
[brief excerpts: “Dr. Livingstone, I Presume?” and “Intercourse with Dr. Livingstone.”]
Read these pages: 407-419 and 420-474.

Available on google books:

http://books.google.com/books?id=KWw4AAAAMAAJ&dq=Henry+Morton+Stanley&printsec=frontcover&source=an&hl=en&ei=I6iGS6-SJ5TSM9POlckM&sa=X&oi=book_result&ct=result&resnum=12&ved=0CC4Q6AEwCw#v=onepage&q=&f=false

Kipling's "White Man's Burden" as it appeared in *McClure's Magazine* and other U.S. venues and as it was used in American debates on the Philippines, The Congressional Record

<http://www1.assumption.edu/users/mcclymer/His130/P-H/burden/WhiteMansBurden.html>

and, for context on publication history:

http://www.kipling.org.uk/rg_burden1.htm

Mark Twain, "To the Person Sitting in Darkness." *The North American Review* 172.531 (February 1901): 161-176. [Available through archive.org or Project Muse at this stable URL: <http://www.jstor.org/stable/25105120>]

Note 1: If you need historical context on American imperialism, check out this web resource:

<http://www1.assumption.edu/users/mcclymer/His130/P-H/burden/default.html>

Note 2: Twain's case built upon links to British Secretary of State for the Colonies Joseph Chamberlain's pro-imperialism leadership in England. See this URL for context on Chamberlain:

http://www.bbc.co.uk/radio4/history/empire/episodes/episode_77.shtml

Secondary scholarship:

Patrick Brantlinger, "Kipling's 'The White Man's Burden' and Its Afterlives." *English Literature in Transition, 1880-1920*. 50.2 (2007): 172-91. This piece includes historical analysis and excerpts from parodies by African-American authors. [available online from Project Muse.]

Matthew Rubery. "A Transatlantic Sensation: Stanley's Search for Livingstone and the Anglo-American Press." *The Oxford History of Popular Print Culture: US Popular Print Culture 1860-1920*. Ed. Christine Bold Vol 6. Oxford: Oxford University Press, 2011, 501-17.

December 9 - Student Projects: Presentations

10-minute presentation by each student

For expectations, see separate description sheet. Presentations will be drawn from the portfolios and will be informal.

Note: Portfolios are due on this date, per registrar's exam calendar for this semester.

Additional Bibliography

- Almeida, Joselyn M. *Reimagining the Transatlantic, 1780-1890*. Burlington, VT: Ashgate, 2011.
- Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, 2nd edn. London: Verso, 2006
- Christianson, Frank. *Philanthropy in British and American Fiction: Dickens, Hawthorne, Eliot and Howells*. Edinburgh: Edinburgh UP, 2007.
- Cognard-Black, Jennifer. "'The Wild and Distracted Call for Proof.' Harriet Beecher Stowe's *Lady Byron Vindicated* and the New Professionalism." *Narrative in the Professional Age: Transatlantic Readings of Harriet Beecher Stowe, George Eliot, and Elizabeth Stuart Phelps*. New York: Routledge, 2004. 63-85.
- Cotugno, Clare. "Stowe, Eliot, and the Reform Aesthetic," in Denise Kohn, Sarah Meer, and Emily Todd, eds. *Transatlantic Stowe: Harriet Beecher Stowe and European Culture* Iowa City, University of Iowa Press, 2006. 111-130.
- Doyle, Christine. "Transatlantic Translations: Communities of Education in Alcott and Bronte." In *Little Women and the Feminist Imagination*, edited by Janice Alberghene and Beverly Clark. New York: Garland, 1999. 261-84.
- Flint, Kate. *The Transatlantic Indian, 1776-1930*. Princeton: Princeton University Press, 2009.
- Foster, Shirley. "The Construction of Self in *Sunny Memories*," in Denise Kohn, Sarah Meer, and Emily Todd, eds. *Transatlantic Stowe: Harriet Beecher Stowe and European Culture* (Iowa City, University of Iowa Press, 2006). 149-166.
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- 2) Deborah A. Logan, "The Redemption of a Heretic: Harriet Martineau and Anglo-American Abolitionism," 242-265.
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