Instructors:
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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

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

<table>
<thead>
<tr>
<th>Texts to Purchase (required):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frances Hodgson Burnett, <em>Little Lord Fauntleroy</em> [originally published serially in 1885 in <em>St. Nicholas</em>] Note: We will use this edition, with illustrations: Everyman's Library Children's Classics, 1995. ISBN-10: 1857159381</td>
</tr>
<tr>
<td>Charles Dickens, <em>Hard Times</em> [originally published serially in Dickens’s magazine Household Words, April-August 1854]. Oxford UP, 2008. Please note several additional recommended texts within the schedule portion of the syllabus. Those readings are also available online.</td>
</tr>
</tbody>
</table>

Schedule of Assignments and Activities

Some notes on using this schedule:
For each class meeting date listed, you should have completed 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!

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.

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](http://xroads.virginia.edu/~HYPER/DICKENS/dkstc.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]


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

Additional primary text readings from the Norton edition:
[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:
From the Norton edition—

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
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 or

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

Secondary scholarship:


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]

http://media.pfeiffer.edu/iridener/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:**

**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**


*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:
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=BhugAAAAAMAAJ&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:**


**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.


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—

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

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:*

*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


*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*
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 II (a copy on googlebooks with original illustrations):
http://books.google.com/books?id=yOELAAAAYAAJ&dq=sunny+memories+in+foreign+lands&printsec=frontcover&source=bn&hl=en&ei=ww4tTNuHMHhnAeu5tj0Ag&sa=X&oi=book_result&ct=result&resnum=4&ved=0CB8Q6AEwAw#v=onepage&q&f=false

Additional Primary Text
from Stowe’s correspondence:

Secondary Scholarship:

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 pretext.html)


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:

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
[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=l6iGS6-SJ5TM9POlickM&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


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:


**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


Recommended essays:
1) Kathryn Kish Sklar, “‘The Throne of My Heart”: Religion, Oratory, and Transatlantic Community in Angelina Grimké’s Launching of Women’s Rights, 1828-38,” 211-233. OR
3) Jane Rhodes, “At the Boundaries of Feminism, Abolitionism, and Black Nationalism: The Activism of Mary Shadd Carey,” 346-366.


