English 70583: American Literature in a Global Context
English 80453: British Literature of the Victorian Period
Meetings: Reed 125; Wednesdays, 2:00-4:40

Instructors:
Linda Hughes, Addie Levy Professor of Literature
Office: Reed 110; Phone: (817) 257-6253
Email: l.hughes@tcu.edu
Office hours: 1:15-1:45 M, 11-12, 1-1:50 W and by appointment
Department web page: https://eng.tcu.edu/faculty_staff/linda-hughes/
Sarah R. Robbins, Lorraine Sherley Professor of Literature
Office: Reed Hall 317E; Phone: (817) 257-5146
Email: s.robbins@tcu.edu (online daily, M-F, and frequently on weekends)
Office hours: 3:30-4:30 Ms and 1:00-1:50 Ws and by appointment
Department web page: https://eng.tcu.edu/faculty_staff/sarah-robbins/

This team-taught offering, spring 2017:
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>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal in response to a CFP/conference (due Feb 8)</td>
<td>10</td>
</tr>
<tr>
<td>Theory position paper (due March 1)</td>
<td>20</td>
</tr>
<tr>
<td>Headnote and annotated text (due March 22)</td>
<td>20</td>
</tr>
<tr>
<td>Seminar paper plan/projection (abstract plus planning notes—due April 5)</td>
<td>10</td>
</tr>
<tr>
<td>Participation (in class conversations throughout the term)</td>
<td>10</td>
</tr>
<tr>
<td>Seminar paper (due May 10 at scheduled exam time of 3:00)</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</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.

Texts to Purchase (required):


Frances Hodgson Burnett, *Little Lord Fauntleroy* [originally published serially in 1885 in *St. Nicholas*]. Note: We will use this edition, with illustrations: Everyman's Library Children's Classics, 1995. ISBN-10: 1857159381


Please note several additional recommended texts within the schedule portion of the syllabus. Those readings are also available online.

**Schedule of Assignments and Activities**

<table>
<thead>
<tr>
<th>Some notes on using this schedule:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Check course website regularly for any adjustments!</td>
</tr>
</tbody>
</table>

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**

1. **Transatlantic Authorship—Dickens and Rowson**

   **January 18:** 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)
   Visiting Lecture: Martha Bowden 3:30

   **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]


   Hughes and Robbins, “Introduction: Tracing Currents and Joining Conversations,” *Teaching Transatlanticism* [available on course website]

   **January 25:** Anglo Authors in the Early Republic and Trans-Atlantic Criticism Today

   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.]

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.]

**Secondary scholarship:**

From the Norton edition—

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


---

**II. Social Reform in a Transatlantic Context**

**February 1—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](http://loki.stockton.edu/~kinsellt/projects/runawayslave/storyReader$10.html) or


**Secondary scholarship:**
Michelle Gadpaille, “Trans-Colonial Collaboration and Slave Narrative: Mary Prince Revisited.” *Elope: English Language Overseas Perspectives and Inquiries* 8.2 (2011): 63-77. [available on course website or from FrogScholar]

Josh King, “Transatlantic Abolitionist Discourse and the Body of Christ in ‘The Runaway Slave at Pilgrim’s Point’ and The Liberty Bell,” paper presented at the North American Victorian Studies Association conference, Phoenix, AZ, 5 November 2016 (adapted from Prof. King’s essay forthcoming in Religions) [available on course website]

**February 8—Interventions: Women’s Rights and Women Write**

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


[Available online.](http://media.pfeiffer.edu/lridener/DSS/Martineau/siatoc.html)

The Declaration of Sentiments, Seneca Falls Conference, 1848

[Available online.](http://www.fordham.edu/halsall/mod/senecafalls.html)


**Headnote and annotation introduction**

**Conference proposals due**

**February 15—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]
Read “First Days at Hull House” (89-101), focusing on the links between the launch of Addams’s enterprise and her affiliation with British culture.

Read this highly influential paper (and contribution to an essay collection) by Addams begun as a speech and later, further revised, became a chapter in the Twenty Years text. The speech was delivered at a conference on transatlantic philanthropy.

Scholl, Lesa. Introduction, Hunger Movements in Early Victorian Literature: Want, Riots, Migration (London: Routledge, 2016), pp. 1-11. [available on course website or from library ebook]


February 22--Periodicals Workshop
   a) Workshop led by Ammie Harrison of TCU library staff
   b) Time for mentored research in TCU’s periodicals collections, examined through a transatlantic lens
   c) Discussion of Key Scholarship Readings on Transatlanticism:
Kevin Hutchings and Julia M. Wright. “Introduction: Mobilizing Gender, Race, and Nation.” 
*Transatlantic Literary Exchanges, 1790-1870*. New York: Ashgate, 2011. 1-10. (part of intro) [available on course website or from library ebook]


**March 1** due—Theory position paper (essay) due
Student presentations based on theory papers; synthesis discussion.

**March 8**—Andrew Taylor Visit
Henry James, “The Point of View” (1882)
Henry James, “Collaboration” (1892)

**Preparation for Anthology Writing Assignment**
Read our intro (or outline or working plan) for the new anthology
Read the reviewers’ reports to the anthology proposal
Review sample headnotes
Discuss headnotes, annotations and anthology work

**Spring Break: Week of March 13**

**IV. Travel, Settlement and Personal Contact**

**March 22**—Women’s Reports of Transatlantic Travel and Native North Americans


See also sketches of Canada by Jameson at [http://www.flickr.com/photos/43021516@N06/set...](http://www.flickr.com/photos/43021516@N06/set.../72157627204341076/) and portrait of Jameson at [http://www.biographi.ca/bioimages/original.8524.jpg](http://www.biographi.ca/bioimages/original.8524.jpg) **Secondary scholarship:**

Linda K. Hughes, draft passages on Anna Jameson’s theory of affective female cosmopolitanism and *Winter Studies and Summer Rambles in Canada*, in book manuscript *Becoming Intellectuals: Victorian Women Writers in Germany* [This study documents a network of ten Victorian women writers 1833-1910, whose work was transformed by their cultural exchanges with Germany, and}
who were drawn to Germany by the opportunity it offered to be recognized as intellectuals as well as sociable middle-class women. Writers examined include Jameson, Gaskell, and George Eliot [pdf available on course website]

HEADNOTES with annotated text DUE

**March 29—Susanna Moodie’s Record of Settlement in Canadian America**


Parallel readings:

Note: Atwood’s collection of poems was inspired by Susanna Moodie’s sketches.
2) *Susanna Moodie*—an excerpt from the new graphic novel by Carol Shields (another contemporary Canadian author for whom Moodie is a key “foremother”); shown in class

*Read ONE of these nineteenth-century reviews of Moodie’s book in 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


In-class reflections on Andrew Taylor’s visit and on canonicity of transatlantic authors and texts

**V. Researching through a Transatlantic Lens**

**April 5—Workshop on Planning Your Seminar Papers**

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.

**Note:** Hand in your written plan for the seminar paper today as well.
**Readings:**
Kate Flint, “The Canadian Transatlantic: Susanna Moodie and Pauline Johnson,” from Hughes and Robbins *TT*.


**Optional turn-in of revision of headnote**

**VI. Transatlantic Textual Exchanges**

**April 12—Transatlantic Celebrity and Travel**

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:  

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):  

**Secondary Scholarship:**  

**Revision of headnote—last chance to submit optional revision of headnote**

**April 19—Poetic Crossings**

I. Alfred Tennyson
“Anacaona” (http://thelouvertureproject.org/index.php?title=Anacaona_poem_by_Alfred_Tennyson); Columbus” (PDF on course website); “Charge of the Light Brigade” (http://www.poetryfoundation.org/poem/174586)

II. First Nations/Indigenous Women Poets in Transatlantic Context:
E. Pauline Johnson, “A Cry from an Indian Wife”

Jane Schoolcraft’s poetry and her white husband’s role in its dissemination:
Read the first section only (111-126, top) of Bethany Schneider’s essay, which includes multiple versions of one of Schoolcraft’s poems (in original Ojibwe, her husband Henry’s translation, and a recent new translation by several Native writers)

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

Secondary Scholarship:

Optional additional readings by and about E. Pauline Johnson:
Additional poetry and biography for Johnson
http://digital.library.upenn.edu/women/garvin/poets/johnson.html

Performed (recorded) readings of “A Cry from an Indian Wife”
https://archive.org/details/cry_indianwife_1202_librivox

Helpful overview essay of Johnson’s career, including an analysis of “A Cry”

April 26 — 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:
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:**


**May 3—Children’s Literature as Transatlantic Enterprise**

Look at cartoon adaptation of “The Happy Prince” on Youtube. http://www.youtube.com/watch?v=QIwupcYwimY

Frances Hodgson Burnett, *Little Lord Fauntleroy*

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

**May 10:** Student Projects: Presentations during scheduled exam time—3:00
10-minute presentation by each student
For expectations, see separate description sheet. Presentations will be drawn from the seminar papers and will be informal.

**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.


