American Enlightenment/American Gothic

Module Code: Q43007
Credits: 20
Level: 3
Semester: Spring 2010
Pre-requisites: None

Convenor: Matthew Pethers
Seminar Tutor: Matthew Pethers
Email: Matthew Pethers: matthew.pethers@nottingham.ac.uk

Office Hours: To be announced

Description: The aim of this module is to introduce students to a range of key texts and debates from the early national period. American thought and culture between 1776 and 1820 has often been viewed through the lens of the Enlightenment, with its emphasis on rational inquiry, political liberation and social equality, but during the same decades there were also apparently contradictory themes and ideas at play which emphasized the irrational and the oppressive. These impulses found their most striking articulation in the ghostly figures, murderous villains and pervasive paranoia of the form we now call the Gothic. Through primary sources from a number of different disciplines we will explore the relationship between these two traditions, considering how the idealistic aims of the Enlightenment were formulated and expressed, the limitations and contradictions of these aims, and the ways in which America’s continuing divisions of class, race and gender were dealt with through the lurid imagery of the Gothic.

Subjects covered on this module are likely to include: Benjamin Franklin’s Autobiography; Crevècoeur’s Letters from an American Farmer; architecture, painting and museums of the late eighteenth century; early slave narratives; the supernatural fiction of Charles Brockden Brown; the hysteria over the Illuminati conspiracy; representations of the French Revolution; American responses to the Haitian Revolution; the autobiography of the con-man Stephen Burroughs; Washington Irving’s Romanticization of the Gothic in “Rip Van Winkle” and “The Legend of Sleepy Hollow.”

Objectives: 1) to introduce students to various aspects of issues in American thought and culture between 1776 and 1820; 2) to examine a variety of different cultural forms (fiction, autobiography, essay, art, etc.) in context; 3) to encourage the application historically and theoretically informed approaches to the study of individual texts; 4) to develop a broad understanding of the political, cultural and intellectual life of the era, and the interrelationship of different movements

Assessment: You will be required to develop organizational and conceptual planning skills in order to complete the essay and prepare for the examination. In seminars, you will be expected, for the benefit of yourself and others in the group, to demonstrate the care with which you have read the assigned texts, and to show that you have succeeded in making links with lectures. The overall aim of your participation in the course will be to develop and refine your written and verbal skills in conjunction with subject-based knowledge and the practice of intellectual and cultural history.

Disability Awareness: The School of American and Canadian Studies is fully committed to equal opportunities for disabled students and invites those students who have a disability to contact the School’s Disability Liaison Officer, Jean Darnbrough. Such consultations are entirely confidential. Alternatively, or in addition, those students may consult the module tutor.
American Enlightenment/American Gothic

Timetable

Lectures: One 50-minute lecture per week
MONDAYS: 9-10am, TRENT C7

Except for week commencing 3rd May, when the Lecture will be on
Tuesday 4th May in TRENT B65

Seminars: One 50-minute seminar per week (sign up via NEXUS)
TUESDAYS: 4-5pm, PORTLAND D138

Teaching Methods

Lectures are designed to familiarise students with the intellectual, cultural and historical contexts of significant developments in American thought and culture. They will also provide a broad chronological framework for the development of ideas from settlement to the early twentieth century.

Seminars are designed to allow students a more in-depth look at specific primary texts relating to lectures. Students are required to prepare in advance by reading specific designated texts.

Tutorials: You can make use of your seminar tutor’s office hours for consultation about any questions or problems that may arise.

Assessment

One mark will be returned for this 20-credit module, composed of the following elements:

Coursework: 1 x 3500-4000 word essay (45%)
Examination: One 2-hour examination (45%)
Seminar Assessment: Continuous throughout semester (10%)

Seminar assessment is based on regular attendance, evidence of preparation, and level of engagement in class discussion. School-wide criteria for marking seminar participation will be employed. This is reproduced below on p., along with details of the School’s attendance policy. Please read the latter carefully.

The examination is a two-hour written test which assesses your knowledge of the module as a whole through a range of questions.

The coursework essay assignment is to write an essay building on the texts discussed in lectures and seminars. Please see page 10.
Please note that much of the material you will need to read for your seminars will be available for you in a reading pack, which you will need to buy from the school office.

These reading packs will be available from the beginning of January and you should purchase one as soon as possible. Turning up to your first seminars without the reading pack is unacceptable.
Lecture and Seminar Program

Please note that all the material assigned for discussion in seminars will be available in the Reading Pack - see above - unless indicated, in which case you will need to purchase your own copy of the text. Details of recommended editions can be found on p.9.

Unit 1: Contextualizing the Enlightenment and the Gothic

Week One (w/c 25th Jan)

Lecture: What is Enlightenment?/What is the Gothic?

Seminar: Immanuel Kant, “What is Enlightenment?” (1784) – [Reading Pack]
John Adams, “A Dissertation on the Canon and Feudal Law” (1765) – [Reading Pack]
Thomas Paine, Excerpt from Common Sense (1776) – [Reading Pack]
Edmund Burke, Excerpt from A Philosophical Enquiry into the Origin of the Beautiful and Sublime (1757) – [Reading Pack]
Abraham Panther, “An Account of a Beautiful Young Lady” (1787) – [Reading Pack]
Joseph Dennie, “On Gothicism” (1803) – [Reading Pack]

Unit 2: The Enlightenment

Week Two (w/c 1st Feb)

Lecture: Self-Making and the Circulation of Knowledge in the Age of Enlightenment

Seminar: Benjamin Franklin, Autobiography (1771-90) – {Purchase Own Copy}
Week Three (w/c 8th Feb)

Lecture: Revolution, Equality, and the Promise of America

Seminar: J. Hector St. John de Crevecoeur, *Letters from an American Farmer* (1782) – {Purchase Own Copy}

Week Four (w/c 15th Feb)

Lecture: Natural History, Classification, and the Visual Representation of America in the Late 18th Century

Seminar: Paintings and drawings by Charles Willson Peale and other early American artists – [See file on WebCT]
Thomas Jefferson, Excerpt from *Notes on the State of Virginia* (1783) – [Reading Pack]

Unit 3: The Limits of Enlightenment

Week Five (w/c 22nd Feb)

Lecture: Gender and the American Enlightenment

Seminar: Judith Sargent Murray, “On the Equality of the Sexes” (1790) and “Observations on Female Abilities” (1798) – [Reading Pack]
Charles Brockden Brown, “Alcuin: A Dialogue” (1798) – [Reading Pack]
Benjamin Silliman, Excerpt from *The Letters of Shabcoolen* (1802) – [Reading Pack]
**Week Six (w/c 1st March)**

**Lecture:** Race and the American Enlightenment

**Seminar:** Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano* (1789) – {Purchase Own Copy}

**Unit 4: The Gothic**

**Week Seven (w/c 8th March)**

**Lecture:** The Gothic Novel in America

**Seminar:** Charles Brockden Brown, *Wieland: or The Transformation* (1798) – {Purchase Own Copy}

**Week Eight (w/c 15th March)**

**Lecture:** America and the French Revolution

**Seminar:**
- Thomas Paine, Excerpt from *The Rights of Man* (1791) – [Reading Pack]
- Noah Webster, Excerpt from “The Revolution in France” (1794) – [Reading Pack]
- Timothy Dwight, *The Duty of Americans at the Present Crisis* (1798) – [Reading Pack]

**Week Nine (w/c 22nd March)**

**Lecture:** Crime and Punishment in the Early Republic

**Seminar:**
- Excerpt from Stephen Burroughs, *Memoirs of the Notorious Stephen Burroughs* (1798) – [Reading Pack]
Week Ten (w/c 29th March)

Lecture: America and the Haitian Revolution

Seminar: Abraham Bishop, “The Rights of Black Men” (1791) – [Reading Pack]
Leonora Sansay, _Secret History, or the Horrors of St. Domingo_ (1808) – [Reading Pack]
Condy Raguet, “Memoirs of Hayti” (1809-12) – [Reading Pack]

SPRING BREAK – 5th April to 4th May

Unit 5: Beyond the Enlightenment

Week Eleven (w/c 4th May)

Lecture: The Emergence of Romanticism in Early 19th Century American Culture

[Please note that this lecture will take place on Tuesday rather than Monday, in TRENT B65]

Seminar: Washington Irving, _The Sketch Book of Geoffrey Crayon_ (1819) – {Purchase Own Copy}
RECOMMENDED EDITIONS

In regard to those texts which you are required to purchase yourself I would recommend the following editions:

1. *Autobiography and Other Writings* by Benjamin Franklin, ed. Ormond Seavey (Oxford University Press, 2008), paperback, **ISBN10:** 0199554900

2. *Letters From an American Farmer* by J. Hector St John de Crevecoeur, ed. Susan Manning (Oxford University Press, 2009), paperback, **ISBN10:** 0199554749

3. *Wieland, or The Transformation* by Charles Brockden Brown, ed. Emory Elliott (Oxford University Press, 2009), paperback, **ISBN10:** 0199538778

4. *The Interesting Narrative and Other Writings* by Olaudah Equiano, ed. Vincent Carretta, (Penguin, 2003), paperback, **ISBN10:** 0142437166


These are all available from Blackwells on campus, see here:  
You will also be able to find cheap, second-hand editions at [www.amazon.co.uk](http://www.amazon.co.uk) and [www.abebooks.co.uk](http://www.abebooks.co.uk)

**You should endeavor to purchase these texts as soon as possible.**
COURSEWORK ASSESSMENT

Your coursework assignment is to write an essay of 3500-4000 words, based on the options below. The essay is due in on Wednesday 5 May by 12 noon.

You have two options for how to approach your essay. You can either write a critical analysis of an American text we haven’t studied on the module OR write a comparative analysis of a text we have studied and a European equivalent. More information on these options is set out below, but you can, of course, ask me for any guidance or information. You may write a critical analysis or comparative study of a text not listed below, but you should approve your choice with me first, and may be penalized if you do not do so.

OPTION 1. Choose ONE of the following American texts and discuss how it relates to some of the ideas and arguments you’ve encountered on the module.

Benjamin Franklin, *Experiments and Observations on Electricity* (1751)
John Singleton Copley, Paintings from 1754 to 1800
Mark Catesby, *The Natural History of Carolina, Florida, and the Bahama Islands* (1771)
Phillis Wheatley, *Poems on Various Subjects* (1773)
John Trumbull, *The Progress of Dulness* (1773)
John Dickinson, *Letters from a Farmer in Pennsylvania* (1774)
Mercy Otis Warren, *Poems: Dramatic and Miscellaneous* (1790)
William Bartram, *Travels Through North and South Carolina* (1791)
Hugh Henry Brackenridge, *Modern Chivalry* (1792-1815)
Gilbert Imlay, *The Emigrants* (1793)
Noah Webster, *Effects of Slavery on Morals and Industry* (1793)
Joel Barlow, *Advice to the Privileged Orders* (1793)
Timothy Dwight, *Greenfield Hill: A Poem in Seven Parts* (1794)
Thomas Paine, *The Age of Reason* (1794)
Whiting Sweeting, *A Remarkable Narrative of Whiting Sweeting: Who Was Executed for Murder* (1794)
Herman Mann, *The Female Review, or Memoirs of an American Young Lady* (1797)
Hannah Webster Foster, *The Coquette* (1797)
Benjamin Rush, *Essays: Literary, Moral, and Philosophical* (1798)
Susanna Rowson, *Reuben and Rachel* (1799)
Charles Brockden Brown, *Edgar Huntly* (1799)
Charles Brockden Brown, *Ormond, or The Secret Witness* (1799)
William Cobbett, *Detection of a Conspiracy Formed by the United Irishmen* (1799)
S.S.B.K. Wood, *Julia and the Illuminated Baron* (1800)
Thomas Cooper, *Political Essays* (1800)
Washington Allston, Paintings from 1800 to 1820
Bryan Edwards, *An Historical Survey of the Island of St Domingo* (1806)
William Dunlap, *Fontaineville Abbey: A Tragedy* (1807)
Alexander Wilson, *American Ornithology* (1808-14)
Mason Locke Weems, *The Life of George Washington* (1809)
Benjamin Rush, *Medical Inquiries and Observations Upon Diseases of the Mind* (1812)
James Nelson Barker, *Marmion* (1812)
William Cullen Bryant, *Poems and essays from 1812 to 1820*
OPTION 2. Choose ONE of the following European texts and discuss how it relates to ONE of the texts you’ve studied on the module.

John Locke, *Two Treatises of Government* (1690)
John Locke, *Some Thoughts Concerning Education* (1693)
Bernard Mandeville, *The Fable of the Bees* (1714)
Joshua Reynolds, *Paintings from 1740 to 1793*
Henry Fielding, *Jonathan Wild* (1743)
Montesquieu, *The Spirit of the Laws* (1748)
Hans Sloane and the establishment of the British Museum in the 1750s
Jean-Jacques Rousseau, *Discourse on Inequality* (1755)
Voltaire, *Candide* (1759)
Cesare Beccaria, *Essay on Crimes and Justice* (1764)
Comte de Buffon, *Volume 5 of Natural History* (1766)
Henry Fuseli, *Paintings from 1770 to 1800*
Abbe Raynal, *Volume 4 of A Philosophical and Political History of the East and West Indies* (1776 edition in 4 volumes)
Ignatius Sancho, *Letters of the Late Ignatius Sancho, an African* (1782)
Jean-Jacques Rousseau, *Confessions* (1782)
Ottobah Cugoano, *Thoughts and Sentiments on the Evil of Slavery* (1787)
Catherine Macaulay Graham, *Letters on Education* (1790)
Edmund Burke, *Reflections on the Revolution in France* (1790)
Mary Wollstonecraft, *A Vindication of the Rights of Woman* (1792)
Joseph Priestley, *Letters to the Philosophers and Politicians of France* (1793)
William Godwin, *Caleb Williams; or Things as They Are* (1794)
Anne Radcliffe, *The Mysteries of Udolpho* (1796)
Matthew Lewis, *The Monk* (1796)
John Robison, *Proofs of a Conspiracy Against All the Religions and Governments of Europe* (1797)
William Godwin, *Memoirs of the Author of a Vindication of the Rights of Woman* (1798)
Wordsworth and Coleridge, *Lyrical Ballads* (1800 edition)
Marcus Rainsford, *An Historical Account of the Black Empire of Hayti* (1805)
Sir Walter Scott, *Waverley* (1814)
Mary Shelley, *Frankenstein* (1818)

The majority of the texts above are available from the library, but if you can’t find a text you’re interested in there then you should search the following databases:
Literature Online: [http://lion.chadwyck.co.uk/](http://lion.chadwyck.co.uk/)
Google Books: [http://books.google.co.uk/books](http://books.google.co.uk/books)

The first two of these databases can also be accessed through the university’s eLibrary Gateway, and whichever way you enter them you will have to sign in using your Nottingham email username and password.

If you’re still having trouble finding a text just let me know and I’ll do my best to assist.
COURSEWORK GUIDANCE

In preparation for the coursework essay assignment, you should start thinking early about a topic that interests you, from any part of the module. In your seminar during Week Ten (w/c 29 March), you must hand in a brief essay proposal. The proposal should contain your name, the name of the text or texts you’ll be studying, and a proposed title for your essay which indicates your focus. The essay should not be just a descriptive summary, but offer its own analysis and interpretation along with a consideration of historical context. You will have to formulate your own essay title to include on your book review proposal, which should reflect your critical approach.

Some example essay titles for Option 1 are:

“An analysis of the influence of the French Revolution on Charles Brockden Brown’s Ormond” or “How do 18th century ideas of race influence Noah Webster’s Effects of Slavery on Morals and Industry?”

Some example essay titles for Option 2 are:

“The presentation of the self’s relation to society in Franklin’s Autobiography and Rousseau’s Confessions” or “What does the figure of the criminal-hero suggest about 18th century culture in Fielding’s Jonathan Wild and Burroughs’ Memoirs?”

Now that you’ve chosen your topic and chosen a title, how are you to go about writing your essay?

Remember that with both essay options you have two tasks, corresponding to the two skills the module is designed to teach you. While it is not necessary that strictly 50% of the review be given over to each task, each is given equal weight in the assessment.

(1). You must provide an analysis of the text, explaining what the text means and how the author conveys her/his meaning. The focus here is on the arguments and style of the book itself. You must effectively capture in your own words what you see as the key elements of the text, rather than simply paraphrasing or summarizing.

(2). You must place the text in a historical context. How does it fit into a larger understanding of the period we’re studying? There are several ways that you may contextualize your book. Here are some of the most obvious:

- Relate the text to other texts written by the author (How does it carry forth themes from earlier works, presage later works, or indicate a shift in her/his writings?)
- Relate the text to other texts written by other authors, written by historical contemporaries or by earlier or later writers who belong in a similar tradition
- Relate the text to historical events to which the author was responding
- Investigate how the text was received by audiences at the time (Was it controversial? Which groups of people read it? Who agreed and who disagreed?)
To contextualize the book, you may draw on the knowledge you have gained in this module in lecture, reading, or seminar discussion, or on knowledge that you have gained in other modules. However, it is likely that in order to contextualize the work effectively, you will have to conduct independent research using biographies and other secondary historical works. The bibliography at the end of this document offers a useful starting place.

While both essay options demand a similar methodological approach there are some important distinctions to be made:

With Option 1 you should principally be thinking about how your chosen American text connects with the other texts and contexts we’ve studied in the module.

With Option 2 you should principally be thinking about how your chosen European text throws new light on or helps us to understand the American texts and contexts we’ve studied in the module. While this requires a comparative approach you should be aware that differences may be as important as similarities, and that the American context should be your primary focus.

While you are writing a critical or comparative analysis, which has a more flexible structure than a persuasive essay, it is nevertheless important for you to follow the basic rules of essay writing. In particular, your essay should have a thesis or main argument which relates to a theme that you carry throughout the text. It need not be original, but it should reflect your own perspective.

You must also be sure to follow established referencing practices in your essay, taking care to provide footnotes for all direct quotations or indirect use of material. The essay must have a full bibliography including all sources consulted. See the School essay guidelines for further details.

Remember, the essay is due in by 12 noon on Wednesday 5th May.
Please read the Essay Guidelines booklet provided to you by the School of American and Canadian Studies. **YOU ARE RESPONSIBLE FOR ADHERING TO THE INFORMATION THAT IT CONTAINS.** This includes details of: submission procedures, penalties for late submission of work, extenuating circumstances, proper documentation of source material, essay structure, and presentation. You will be penalised for failure to follow the guidelines provided.

**Guidelines for Submission**

All assessed coursework for the School of American & Canadian Studies must be submitted in two ways:

1. By electronic submission, through Turnitin.
2. ONE paper copy to be handed in, either at the School Office, during Office opening hours or, in the case of core modules, in Trent B76, at designated times, together with the Turnitin submission receipt and a completed essay coversheet.

Both electronic and paper submission must take place by 12.00 noon on the deadline date. The Turnitin receipt must be printed out and submitted with the paper copy. The paper ID number from the receipt must be recorded on the essay coversheet. The paper copy will NOT be accepted without a copy of the Turnitin receipt.

**Penalty for late submission:**

The usual penalty for lateness (5 marks per working day) will be applied to all coursework which is not submitted both electronically to Turnitin and in paper form by the deadline. Emailed coursework is not acceptable.

NB. Computer failure is not a valid reason for late submission of coursework.

**Plagiarism**

The University regards cheating and plagiarism as **serious academic offences**. A mark of ZERO is immediately awarded for the assessed work in question, and more serious consequences can follow, including formal disciplinary action, and ultimately, dismissal from the University.

Plagiarism is clearly defined in the Undergraduate Handbook for American & Canadian Studies as:

“The **substantial unacknowledged** use of other people's work and the submission of that work as though it were your own is regarded as plagiarism and **will be penalised heavily** (see Essay Guidelines). This does not mean you cannot make legitimate use of other resources. Essays generally involve the citation of passages from books, articles, or other sources, either published or unpublished. But whenever such a passage is **quoted or paraphrased**, acknowledgement must be made in an appropriate manner. Also, collaboration with others must be acknowledged. You are required to sign a statement (cover sheet) that you have acknowledged any assistance or substantial use of the work of others when you submit all your written work.” The “other sources” include websites and internet information. You should check with module tutors as to which websites are appropriate for your research. Please note that **cutting and pasting passages from websites** constitutes plagiarism.

**School Attendance Policy**
The School operates a strict attendance policy which is enforced on **ALL** modules across **ALL** year groups. Seminar attendance is **compulsory** in this School. Failure to attend, without notifying the module tutor and giving a valid reason (illness or exceptional personal circumstances) **BEFORE** the class, wherever possible, may (if repeated) result in a mark of zero for the module. Mistaking the time and venue of a seminar, deadlines for other modules, problems with transport, and family holidays, are **NOT** valid excuses.

**Our procedures are as follows:**
1) Any student who fails to attend either 2 consecutive seminars or 3 seminars in total on any module, will be contacted by the module tutor and asked to provide a valid reason and supporting documentation for their absences.
2) Any student who fails to respond within 7 days or to provide a satisfactory explanation with supporting evidence, will be asked to see the Senior Tutor for a meeting. Failure to provide an explanation and supporting evidence at this stage will merit a final warning that any further absences will result in a zero for the module.
3) Any student who misses **5 classes in total** without supporting documentation will be **awarded a mark of zero** for the module for failing to fulfil their commitments to the course. At this stage, a letter will be sent to the student’s term-time and home addresses informing them of the School’s decision. Students who wish to appeal the decision will have 14 days from the date of this letter to produce supporting documentation for their absences. No other forms of appeal will be accepted.

The implications of receiving a mark of zero for a module are very serious. Students will **NOT** be offered a resit in the September period. They will be required to **resit with residence** the following year before progressing to the next stage of their degree (thus adding another year to their degree).

**PLEASE NOTE:** Students will be contacted about attendance matters in the first instance via email. Failure to check these messages is not an acceptable reason for failing to respond. If students have missed classes and have email problems then they must come into the School to see the module tutor.

**Module Feedback**
Feedback on all modules in the School is an ongoing and two-way process.
Feedback from your tutor(s) will include:
- Informal feedback, advice and ideas in seminar discussions
- Individual feedback, advice and ideas during appointments in office hours
- Individual written feedback on coursework (normally within three weeks of submission)
- Response to email enquiries (normally within seven days)
- Generic feedback on exam performance communicated via the portal

If there are questions or concerns – or things that you really like – about the module you can raise these in the following ways:
- Contact the module convenor (if appropriate)
- Contact your personal tutor
- Contact the student ombudsman
- Pass your concerns to your SSFC rep
- The module may also be subject to SET/SEM evaluation, in which case you will have the opportunity to complete a detailed, anonymous evaluation at the end of the semester.
SCHOOL OF AMERICAN & CANADIAN STUDIES GENERIC ASSESSMENT CRITERIA FOR BOTH COURSEWORK AND EXAMINATIONS.

(TUTORS MAY ADAPT THESE CRITERIA TO THEIR SPECIFIC WRITTEN ASSESSMENT TASKS).

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Argument and understanding</th>
<th>Sources and evidence</th>
<th>Written communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>85</td>
<td>A work of genuine cogency and originality</td>
<td>Little additional research needed to warrant publication</td>
<td>A rare combination of intellect and elegance</td>
</tr>
<tr>
<td>80 Exemplary standard</td>
<td>Insightful; perceptive; intellectual vigour; considerable originality; depth of understanding directly addressed to the question; very coherent synthesis of ideas; very high level of subject mastery; critical and thorough understanding of key concepts</td>
<td>A very wide range of sources consulted, demonstrating excellent search skills; sources used with discrimination; excellent judgement shown in assessment of evidence; sophisticated use of examples; independence of judgement</td>
<td>Exemplary typography and layout; felicitous expression; no errors of grammar; sophisticated vocabulary; structured appropriately to the purposes of the assignment; exemplary citation and bibliography according to a standard convention</td>
</tr>
<tr>
<td>75 Excellent standard</td>
<td>Insightful; perceptive; some originality; depth of understanding directly addressed to the question; coherent synthesis of ideas; critical and thorough understanding of key concepts</td>
<td>A wide range of sources consulted; sources used with discrimination; sound assessment of evidence; sophisticated use of examples</td>
<td>Excellent typography and layout; lucid expression; no errors of grammar; sophisticated vocabulary; structured appropriately to the purposes of the assignment; exemplary citation and bibliography according to a standard convention</td>
</tr>
<tr>
<td>70</td>
<td>Well argued and well considered but lacking originality</td>
<td>Well selected range of sources with some signs of sophistication in their selected use</td>
<td>Good to excellent typography with some stylistic infelicities; exemplary citation practice</td>
</tr>
<tr>
<td>65-69 Proficient standard</td>
<td>Good understanding directly addressed to the question; good synthesis of ideas; good understanding of key concepts</td>
<td>Well selected range of sources consulted; careful assessment of evidence; good use of examples</td>
<td>Good typography and layout; good expression; few errors of grammar; appropriate use of vocabulary; well-structured; accurate and full citation and bibliography</td>
</tr>
<tr>
<td>60-64</td>
<td>This answer would develop a logical argument with perception, expository skill, balance, and a degree of insight which lifts it above the sound and competent level which, in general, characterises a 2.2 answer.</td>
<td>This answer would show a good ability to handle concepts as well as a good range of sources consulted but could be extended further to provide evidence of additional connections and independent research.</td>
<td>Good typography and layout; in general, good expression but there maybe some unnecessary errors of grammar as well as perhaps some inconsistencies with structure. A good and thorough use of the bibliography.</td>
</tr>
<tr>
<td>Score Range</td>
<td>Description</td>
<td>Typographical and Content Quality</td>
<td></td>
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<td>-------------</td>
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<tr>
<td>Majority at a competent standard</td>
<td>Competent understanding addressed to the question; fair understanding of key concepts; some weaknesses of understanding and knowledge but not in significant areas. This answer would display a satisfactory level of relevance and knowledge but is often weakened by a lack of focus.</td>
<td>Adequate typography and layout; expression such that the meaning is generally understandable; few serious errors of grammar; inconsistent citation and bibliography with significant omissions.</td>
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<tr>
<td>50-54</td>
<td>A range of sources consulted; some careful assessment of evidence; some appropriate examples. Some good source material which is not analysed in great depth and with limited use of appropriate examples.</td>
<td>Acceptable typography and layout; some grammatical errors and loose or wordy expression.</td>
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<tr>
<td>Acceptable standard</td>
<td>Only partly addressed to the question; lacking in synthesis of ideas; tendency to description rather than analysis; limited understanding of key concepts. This answer would adopt a descriptive approach based on superficial knowledge.</td>
<td>Poor typography and layout; considerable number of grammatical errors; limited vocabulary; inaccurate citation and bibliography with significant omissions.</td>
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<tr>
<td>45-49</td>
<td>Restricted range of sources consulted; only basic understanding of evidence; limited range of examples, sometimes inappropriate ones. Very limited use of sources consulted; inconsistent understanding of evidence; inclusion of none to few examples; some irrelevant material.</td>
<td>Inadequate typography and layout; errors of organisation so that the essay has very little obvious focus or argument; ambiguously written so its main area of discussion remains unclear.</td>
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<tr>
<td>Marginal</td>
<td>Weak structure; largely irrelevant to set question; considerable misunderstanding of key concepts.</td>
<td>Poor presentation; numerous and significant grammatical errors; significantly restricted vocabulary; inadequate citation and bibliography.</td>
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<tr>
<td>35</td>
<td>Minimal range of sources consulted; very limited understanding of evidence; minimal range use of examples; little use of sources beyond direct paraphrase of lectures, easily available texts or web pages.</td>
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<tr>
<td>Below standard</td>
<td>Substandard and misconceived in its approach.</td>
<td>Poor presentation; significant grammatical errors; highly restricted vocabulary; little or no citation and incomplete bibliography.</td>
<td></td>
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<tr>
<td>30-29</td>
<td>Only marginally addresses the question; fundamental misunderstanding of key concepts; mostly irrelevant; no line of argument.</td>
<td>Poor grammar and vocabulary makes it difficult to decipher any intended meaning; no citation; no relevant bibliography.</td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
<td>Learning Outcomes Met</td>
<td>Support for Assertions</td>
</tr>
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<tr>
<td>10-19</td>
<td>Very few learning outcomes met</td>
<td>Few relevant elements; only fragmentary arguments; only slight evidence of understanding of key concepts</td>
<td>No attempt to support assertions; some plagiarism and/or collusion</td>
</tr>
<tr>
<td>1-10</td>
<td>Far from meeting any learning outcome</td>
<td>No evidence of learning anything from the unit, although there may be elements derived from general knowledge</td>
<td>Considerable plagiarism and/or collusion</td>
</tr>
<tr>
<td>0</td>
<td>No work submitted or extensive plagiarism and/or collusion</td>
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18
SCHOOL OF AMERICAN AND CANADIAN STUDIES
MODE OF SEMINAR ASSESSMENT (08/09 version – subject to modification)

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>1</strong></td>
<td>more than two unexplained absences</td>
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<tr>
<td><strong>2</strong></td>
<td>1-2 unexplained absences</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>1-2 unexplained absences and preparation  &lt;br&gt; OR full attendance</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>1-2 unexplained absences, preparation and some contributions  &lt;br&gt; OR full attendance and preparation</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>1-2 unexplained absences, preparation and regular contributions  &lt;br&gt; OR full attendance, preparation and some contributions</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>1-2 unexplained absences, preparation and frequent contributions  &lt;br&gt; OR full attendance, preparation, and regular contributions</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>1-2 unexplained absences, preparation, frequent contributions and an ability to enable other students  &lt;br&gt; OR full attendance, preparation and frequent contributions</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>1-2 unexplained absences, preparation, frequent contributions, an ability to enable other students and active initiation of group discussions  &lt;br&gt; OR full attendance, preparation and an ability to enable other students</td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>1-2 unexplained absences and a continual and outstanding contribution to the seminar group as a whole  &lt;br&gt; OR full attendance, preparation, frequent contributions, an ability to enable other students and active initiation of group discussions</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>full attendance, and a continual and outstanding contribution to the seminar group as a whole</td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY

What follows is by no means a complete list of possible sources for your research into the American Enlightenment and the American Gothic. It is, however, meant to provide you with a selection of texts that will enable you to begin and/or continue your research. Following the first two sections, which list general studies relevant to the two main themes of the module, each section corresponds to the specific topics you will be studying week by week, and includes broad historical studies relevant to the issues raised in the lecture as well as texts more specifically relevant.

This list includes some journal articles on these topics but you can find more by going to JStor (www.jstor.org) or Project Muse (www.muse.jhu.edu).

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The American Enlightenment was a gradual but powerful awakening that established the ideals of democracy, liberty, and religious tolerance in the people of America. If there were just one development that directly caused the American Revolution and uplifted the intellectual culture of the continent while it was only a British colony, it would be the American Enlightenment. Broadly, the Enlightenment was an intellectual movement that changed the fundamental perspective of the masses, urging them to foster skepticism and apply scientific principles in matters of religion and morality. Its chief in America the literature of the Enlightenment is closely connected with the War for Independence against the British Empire. It lasted for eight years (1776–1783). The war ended in adopting the Declaration of Independence.

5. What is American literature of the Enlightenment period characterized by? 6. What did the writers of that time write? 7. Name the most popular writers of that time. The American Enlightenment was a period of intellectual ferment in the thirteen American colonies in the 17th to 18th century, which led to the American Revolution, and the creation of the United States of America. The American Enlightenment was influenced by the 17th-century European Enlightenment and its own native American philosophy.
The American Enlightenment. 01:10:56 Cyrus Patell. Featuring discussions of John Bunyan's Pilgrim's Progress; perfectionism; Deism; Benjamin Franklin; errata; Thomas Jefferson; syllogisms; John Locke; and the Declaration of Independence. Playing. American Gothic (I). 01:05:51 Cyrus Patell. Featuring discussions of the Copyright Act of 1790 and the marketplace for books; literature of virtue; Horace Walpole, Ann Radcliffe, Matthew Lewis and the English Gothic Novel; Edmund Burke; Samuel Richardson; and Charles Brockden Brown's Edgar Huntly. Play •–}. American Gothic (III). 01:14:33 Cyrus Patell. The French and Indian War, which began in 1754, served its purpose in making the colonists feel that they were one people. At this time most of them were living on the seacoast from Georgia to Maine, and had not yet even crossed the great Appalachian range of mountains. The chief men of one colony knew little of the leaders in the other colonies. This war made George Washington known outside of Virginia. There was not much interchange of literature between the two leading colonies, Virginia and