

Broadside Ballads and Working-Class Literature

ENGL 4000, S 01

Instructor: Dr. Laura Miller

Office location: TLC 2238

Office hours: MW 11:00-12:00, 2:00-3:30; Virtual hours F 10-12:30, and by appointment

Class Meeting Time: MW 9:30-10:45

Class Location: Pafford 106

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Description: This class surveys Restoration and Eighteenth-Century British literature through representations of workers. We will read popular works that were accessible to a wide range of readers, including cheap, one-penny broadside ballads that told tragic or entertaining stories taken directly from the headlines. Some of the longer texts we will read had tremendous influence: *The Beggar’s Opera* helped originate the modern musical with its tales of thieves, rakes, and sex workers; *Pamela* was a divisive novel about a servant girl’s rise to elite status; it was born out of rape culture and speaks to contemporary issues. We will read *Memoirs of a Woman of Pleasure*, the coming-of-age sexually explicit novel about a sex worker that became one of the most banned (and sought-after!) books of all time. We will also spend time on William Hogarth, whose sequential art anticipates contemporary genres like the graphic novel, and also study Sarah Fielding’s novel about a governess and her pupils, and several plays about class and social mobility. From this class, students will learn how short and long forms illuminate what we now call working-class perspectives.

The following texts are required for this class:

Samuel Richardson	<i>Pamela</i>	978-0199536498
John Cleland	<i>Memoirs of a Woman of Pleasure</i>	9781554812967
John Gay	<i>The Beggar’s Opera</i>	978-0140432206
Sarah Fielding	<i>The Governess</i>	9781551114125
We will also be reading various e-copies of longer books, including <i>The London Merchant</i> , <i>Jane Shore</i> , and <i>Harris’s List of Covent-Garden Ladies</i> . These will be posted on CourseDen.		
You will also need reliable internet access for the databases we will be using and a Spotify account (www.spotify.com) to listen to our ballads playlist.		

Class Learning Outcomes. Students will:

- a) develop the ability to understand, analyze, and critique selections of Restoration and Eighteenth-Century literature in order to gain familiarity with the content and defining qualities of the period.
- b) gain an understanding of the interrelationship between Restoration and Eighteenth-Century texts and their cultural milieu.
- c) recognize theoretical and critical approaches to the analysis of Restoration and Eighteenth-Century literature.

- d) demonstrate in both oral and written work a discipline-specific critical facility through convincing and well-supported analysis of related material.
- e) demonstrate their command of academic English and the tenets of sound composition by means of thesis-driven analytical prose.
- f) learn to use discipline-specific computer technologies related to the study of language.

Revised English Program Learning Outcomes

English majors will be able to

- Understand and assess the traditions, conventions, and contexts associated with the study of the English language and its literatures.
- Apply critical thinking skills to the analysis, synthesis, and evaluation of information and ideas from diverse oral, written, and/or visual sources.
- Conduct research, develop organizational strategies, and compose professional documents using the academic conventions of English Studies as a discipline.

Class assignments

1. Ballad and Old Bailey Online Analytical Essay (6 pp)	20%	(Meets outcomes a, b, d, e, f)
2. 4 CourseDen Quizzes	20%	(Meets outcomes a, b, f)
3. Literary Analytical Essay (5 pp)	20%	(Meets outcomes a, b, c, d, e, f)
4. Final Project: Ballad Writing, Game/Toy Design	20%	(Meets outcomes a, b, d, f)
5. Final Exam (online, essay-based):	20%	(Meets outcomes c, d, e, f)

Grading Scale: 90-100: A, 80-89: B, 70-79: C, 60-69: D. Below 60: F.

Course Schedule:

*Q = Quiz

*The readings next to a date are due on that date.

Other Important Dates:

Drop period ENDS Jan 9

Add period ENDS Jan 10

Withdrawal deadline to receive a grade of W 2/27

Guide to Abbreviations

E – electronic reading--link or PDF will be posted on CourseDen

EBBA --- English Broadside Ballad Archive

S – Spotify playlist (you can also google lyrics if you need to have the text in front of you)

Date	In-class Activity	Readings
Jan 7	Intro	n/a
Jan 9	Child Ballads	“Chevy Chase,” http://www.luminarium.org/medlit/medlyric/chevy Chase.htm <i>Spectator</i> #70 on “Chevy Chase,” http://www2.scc.rutgers.edu/spectator/text/may1711/no70.html “The Fair Flower of Northumberland,” (listen to S and read) https://betterknowachildballad.wordpress.com/2012/09/14/child-9-the-fair-flower-of-northumberland/
Jan 14 Jan 16	William Hogarth & Old Bailey Online: Ordinary	<i>Marriage A La Mode,</i> <i>The Rake’s Progress,</i> <i>The Harlot’s Progress,</i>

	People, The Visual Arts, and the Courts	<i>Industry and Idleness</i> , <i>Beer Street/Gin Lane</i> , <i>The Four Stages of Cruelty</i> , <i>Before and After</i> (all Hogarths are available via google images) Old Bailey Online https://www.oldbaileyonline.org/
Jan 23 Jan 28	Pepys Ballads	“Anne Wallen’s Lamentation” (EBBA 20053), “The Unnatural Wife” (EBBA 20051), “The Country Cozen,” (EBBA 21263) “The Biter Bitten” (21156), “The Fair Maid of Islington” (EBBA 33797) “The Gelding of the Devil” (EBBA 22015), “The Lamentation of Master Page’s Wife” (EBBA 30122), essay “Early Modern Memes”: https://publicdomainreview.org/2018/06/06/early-modern-memes-the-reuse-and-recycling-of-woodcuts-in-17th-century-english-popular-print/
Jan 30	Lecture: Opera and Theatre	Work on project; start reading <i>Jane Shore</i>
Feb 4 Feb 6	Class Crossing and Sexuality	<i>Jane Shore</i> , (E) <i>Jane Shore</i> (EBBA 30969 and EBBA 20229), “The Swimming Lady,” (EBBA 21687) Project using Old Bailey Online Due 2/8 11:59 PM on CourseDen
Feb 11 Feb 13 Feb 18	Highwaymen, Thieves, and Ballads	<i>The Beggar’s Opera</i> “Dead and Alive,” (EBBA 21782), “South Sea Ballad” (EBBA 31101).
Feb 20 Feb 25	Merchant Classes	<i>The London Merchant</i> (E) Feb 27 is last day for a grade of W if withdrawing from class.
Feb 27 March 4	Enslavement vs Service	Essays on Enslavement (E), Wheatley (E), “The Alger Slave’s Releasement” (EBBA 21850), <i>The Lady and the Blackamoor</i> (EBBA 20261)
March 6 March 11 March 13	Sex Work and Gender Work	<i>Covent Garden Ladies</i> (E) <i>Memoirs of a Woman of Pleasure</i>
March 25	<i>No Class Meeting--alternative assignment will be posted on courseden</i>	
March 27 Apr 1 Apr 3	Virtue Rewarded	<i>Pamela</i> , “Crafty Lass of the West” (EBBA 21674) Analytical Essay Due Mar 29 11:59 PM on CourseDen
Apr 8 Apr 10	Children and Women at Work	<i>The Governess</i>
Apr 15	Ballads today:	Discussion of spotify playlist and your own song choices.
Apr 17 Apr 22 Apr 24		Work on/Discussion of final projects
Apr 29		Final projects due in class; final exam online during finals week

Support:

- [24/7/365 D2L Help Center](https://d2lhelp.view.usg.edu/): [Call 1-855-772-0423]: <https://d2lhelp.view.usg.edu/>
- [Accessibility Services](https://www.westga.edu/cas/) [Call: 678-839-6428]
- [Center for Academic Success](http://www.westga.edu/cas/) [Call: 678-839-6280]: <http://www.westga.edu/cas/>
- [Center for Disability Services](https://www.westga.edu/student-services/counseling/accessibility-services.php): <https://www.westga.edu/student-services/counseling/accessibility-services.php>
- [Common Language](https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php): <https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
- [CourseDen D2L Home Page](https://westga.view.usg.edu/): <https://westga.view.usg.edu/>
- [Counseling](mailto:counseling@westga.edu): counseling@westga.edu
- [D2L UWG Online Help](http://uwgonline.westga.edu/students.php) (8 AM – 5 PM) [Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu]: <http://uwgonline.westga.edu/students.php>
- [Distance Learning Library Services](https://www.westga.edu/library/resource-sharing.php): <https://www.westga.edu/library/resource-sharing.php>
- [Ingram Library Services](http://www.westga.edu/library/): <http://www.westga.edu/library/>
- [Proctored Exams](http://uwgonline.westga.edu/exams.php#student): <http://uwgonline.westga.edu/exams.php#student>
- [Student Services](http://uwgonline.westga.edu/online-student-guide.php): <http://uwgonline.westga.edu/online-student-guide.php>
- [University Bookstore](http://www.bookstore.westga.edu/): <http://www.bookstore.westga.edu/>
- [UWG Cares](http://www.westga.edu/UWGCares/): <http://www.westga.edu/UWGCares/>
- [UWG Statements of Accessibility](https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZnJYbVDGvnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f): <https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZnJYbVDGvnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

Rubrics

[Online Discussion Rubric](#)

[Other Rubrics](#)

[UWG Rubrics](#)

Please see the [Common Language for Course Syllabi](#) for official information on UWG's Academic Integrity Policy.

I aim to answer all emails within 24 hours (48 hours on weekends). At times it might take longer, especially if I need to check in with a colleague about an answer. Feel free to follow up if it's been more than a day.

Statement of Communication

- Be sensitive and reflective to what others are saying.
- No outbursts of extreme emotion or opinion.
- Use clear subject lines in email.
- Be forgiving. Anyone can make a mistake.
- Keep the dialogue collegial and professional.

Course Policies

Please miss no more than three classes. This is a small workshop class and we need to all be present and accountable. Late work will lose five points per 24 hour period of lateness following the end of our class period, up to one week. Work more than a week late will receive no higher than a 50%.



More importantly, DO NOT SUFFER IN SILENCE. Contact me in advance if you are struggling so you don't have to resort to lateness.

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Center for Disability. UWG also provides Accessibility Statements for Technology that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the Common Language for Syllabus document.