

**Syllabus, English 4385, Restoration and Eighteenth-Century Literature:  
Coffeehouses, Communities, and Culture**

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Office hours: MW 8:45-10:45; MW 12:30-1:45, F 8:45-10:00; and by appointment SP 2016

Class meets: Hum 206, MW 2-3:20 PM

**Course Goals and Objectives:**

- Students will develop in-depth understanding of selected texts of the Restoration and eighteenth century and familiarity with the cultural and political milieu of the period.
- Students will recognize the implications of different critical and theoretical readings as culturally invested products, as well as ways that the literature of the period may be approached in an interdisciplinary manner.
- Students will demonstrate in both oral and written work a discipline-specific critical facility through convincing and well-supported analysis of related material. In particular, students will demonstrate their command of academic English and the tenets of sound composition by means of thesis-driven analytical prose.
- Students will learn to use discipline-specific computer technologies related to the study of language and literature.

**Class description:** Between the Restoration in 1660 and the end of the eighteenth century, Britain experienced significant transformations in both public and private life that affected its cultural productions. This class will look at the cultural significance of one important aspect of the period known as the long eighteenth century (1660-1800): the coffeehouse. Coffeehouses were places where literature was conceived, written, and read, where philosophical ideas were debated and scientific hypotheses tested, and where caffeine addictions were grown and nurtured. In short, the coffeehouse was a crossroads of eighteenth-century culture, one that resonates with our information culture and coffee culture today.

Here's some of what you'll discover:

- The history of coffee itself, including analysis of the coffeehouses' coffee, sugar, and chocolate as linked with British imperialism and the slave trade.
- The history of coffeehouses, including their associations with universities and education.
- The technology of how periodicals and books were printed during the hand-press period, and some examples of early printed books.
- Popular literature that would have been hotly debated in British urban culture—including the controversial early novel *Pamela* from 1740, poetry, and plays.
- Reading habits of early library readers at a library in eighteenth-century New York.
- Other forms of associational/community culture in the eighteenth century, including scientific societies and libraries
- The links between gender and culture in the eighteenth century

This class will differ from other classes in the kinds of experiences it will offer: from coffee and chocolate tastings (optional) to handling rare books, listening to early music, and watching experiments, this class will present the full sensorium of eighteenth-century culture to UWG students.

**Trigger Warnings.** It is impossible for me to control or predict what will trigger a student. If you are triggered by something, feel free to step out of class if it happens there, contact me, or visit office hours.

**Our mental health and our community:** If you are having thoughts of harming yourself or another, please seek help. You are worth so much more than you know. Recovering from adversity is hard work, but worth it, because you are worth it. There are free campus resources to help you. The number for our counseling center (with free counseling) is 678-839-6428. The national suicide prevention lifeline is 1 (800) 273-8255. Call them. And please: if you see something, say something. For example, reach out to your roommate if he/she has seemed unhappy and withdrawn

lately. If you want someone to get help who seems unwilling to do so, visit <http://www.westga.edu/uwgcares/> and use the link provided to contact the university anonymously. We are living in a violent time and there are many things we cannot control. We can all do our part to create a college climate of friendliness and compassion.

### REQUIRED TEXTS

Richardson, Samuel	<i>Pamela</i>
Anonymous (ed. Lyndon Dominique)	<i>The Woman of Colour: A Tale</i>
	<i>Broadview Anthology of Restoration and Eighteenth-Century British Literature, Second edition</i>
Pendergrast, Mark	<i>Uncommon Grounds: The History of Coffee and How It Transformed Our World</i>

### Grading Percentages

Final Project: Museum Night (presentation + 4 page paper), 30%  
 Participation: be present and bring questions/ideas to class!!! 10%  
 4 mini papers (2 pages each), 40%  
 City Readers project, 4 pages, 20%

Your **final project** for the class will be to design and propose a room for a museum exhibit focusing on the eighteenth century. You might choose to focus on some aspect of eighteenth-century literature, art, or culture that appeals to you. We will discuss ways to approach this topic in class. You will turn in a visual component (a floor plan or other rendering) as well as a narrative of what your room will cover and a bibliography. Students will share their designs during our last class meeting (finals week). It may be helpful to think of this as a physical manifestation of the scholarly research you have done elsewhere.

Your **city readers project** will include analysis of the reading habits of one or more patrons of the New York Society Library. You may wish to look at a family's reading interests and patterns, an individual's reading, or the readership of a particular book or genre.

### Student Responsibilities

Your main responsibilities are to come to class prepared, participate in discussions, turn in your assignments on time, and do as well as you can on the assignments. Assignments will be graded according to the English department's grading guidelines. Often students need to do at least two or three hours of work for each hour of class time. Try to budget your time accordingly, and please come see me in my office hours if you are struggling with the readings or workload.

**Late work** will be penalized 5 points for each day that it is late. Late includes everything following the last minute of class. So, a paper due on a Tuesday and turned in on a Thursday loses ten points. A paper due on a Tuesday and turned in an hour after class ends will lose 5 points.

### Attendance

- You are required to attend and participate in each session of this class.
- You will have **three free absence days** for life events, illness, and emergencies. You can miss these two sessions for any reason at all. If you miss a class, you are still responsible for the work during that class, including online participation. If you miss only one class, but it is on an exam or presentation day, you will receive a zero for that assignment.
- **If you miss more than three classes**, your overall grade for the class will be reduced by one letter grade for each two additional class sessions missed. For example, if you earn a B in the class and you have missed four classes, your B will be reduced to a C. If you are having problems with attendance, please see or contact me.
- **If you are late or absent, get notes from another classmate.** Most of the important announcements happen during the first ten minutes of class. Excessive lateness will also result in a deduction from the overall course grade. Look at your schedule and make sure you have enough time to get to class.

### **Class atmosphere and guidelines**

- You must do all of the required reading before coming to class so that you will understand our discussions. I will institute reading quizzes if not enough students are doing the reading.
- Be respectful of your classmates in class discussions.
- Take notes in class, even if you think you'll remember what is said.
- Silence all phones and laptops before class. **No texting or social media in class, unless we are all doing it (as in, live-tweeting something as part of a class assignment)**. If there is an emergency and you must take a call or send a text, sit by the door and leave quickly and quietly to do so. If it's not worth getting up and leaving the classroom, then it can wait until class ends.

### **What this class will be like:**

A typical class session might include two or more of the following...

- a mini-lecture on the topic of the day (with or without PowerPoint)
- your questions on the readings (this will *always* be a part of class)
- student presentations on eighteenth-century topics
- brainstorming/guided writing
- close reading of relevant passages from our texts
- discussion of literary criticism about our texts
- viewing of a relevant video clip, image, or other cultural artifact, followed by discussion
- tips for better writing
- we will emphasize both learning and the enjoyment of the learning process!

### **University policies that apply to all courses may be found at the following link:**

[http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

You must familiarize yourself with these policies. They concern plagiarism/the honor code, the Americans with Disabilities Act, our credit hour policy, and some information regarding workload expectations for college-level classes.

### **Overview of Units in our Class:**

Unit 1: Coffee, urban culture, and Coffee-houses

Unit 2: Slavery

Unit 3: Books and Entertainment Culture

Unit 4: Communities

Unit 5: Gender

### SCHEDULE!!!

Note: anything you see listed on the schedule is due ON THAT DATE. Take a picture of this section if you lose pieces of paper easily. These are your assignments for the semester!

Week	Monday	Wednesday
1 <i>Intro</i>	1/11 Intro, overview	1/13 <b>Unit 1: Coffee, urban culture, and Coffee-houses:</b> Coffee culture 1 Pendergrast 1-89 (Chs 1-5)
2	1/18 <b>MLK Holiday, no classes</b>	1/20 Coffee 2 Pendergrast 91-198 (Chs 6-11)
3	1/25 Eighteenth-century London: Anthology, selections by Pepys, 112-138, Defoe, <i>Journal of the Plague Year</i> (338-347), Pope, "Windsor-Forest" (548-554) Swift, "Description of a City Shower" (376)	1/27 Dr Miller is in NY at a symposium; <b>no class.</b> Catch up on your reading and work on mini-papers.
4	2/1 Anthology, "Town and Country," pp 904-928, <b>mini-paper due</b>	2/3 <b>Unit 2: Slavery</b> Anthology, writings on slavery (827-840), Wheatley, "On Being Brought from Africa to America" (1018)
5	2/8 Anthology, <i>Oroonoko</i>	2/10 Anthology, <i>Oroonoko</i> <b>mini-paper due</b>
6	2/15 <b>Unit 3: Books and Entertainment Culture</b> Anthology, Print Culture, Stage Culture (651-667), "Eloisa to Abelard" (550-575)	2/17 The Eighteenth-Century Book, 1 (readings will be emailed)
7	2/22 The Eighteenth-Century Book, 2 (readings will be emailed)	2/24 <b>No class;</b> Dr Miller is at SEASECS. Start reading <i>Pamela</i> .
8	2/29 <i>Pamela</i> 1	3/2 <i>Pamela</i> 2 <b>mini-paper due</b> (3/3 is withdrawal deadline!)
9	3/7 <i>Pamela</i> 3	3/9 <b>Unit 4: Communities</b> New York Society Library site <b>mini-paper due</b>
3/14-3/19 Spring Break, no classes		
10	3/21 New York Society Library site	3/23 Anthology, "Mind and God, Faith and Science" (143-167), also read Cavendish, 6-11.
11	3/28 Anthology, "Mind and God, Faith and Science" (167-194) <b>Library Project Due</b>	3/30 <b>No class;</b> Dr Miller is at ASECS. Start reading <i>The Woman of Colour: A Tale</i>
12	4/4 <b>Unit 5: Gender</b> <i>The Woman of Colour: A Tale</i>	4/6 <i>The Woman of Colour: A Tale</i>
13	4/11 Anthology, "Fantomina," email, "The Female Husband"	4/13 Anthology, "The Lady's Dressing Room," "The Reasons that Induced Dr S" Hester Thrale Piozzi, Journal selections (946-951)
14	4/18 Anthology, Rochester, "The Imperfect Enjoyment," Behn, "The Disappointment"	4/20 Evaluations, Wrapping up
15	Finals Week: Museum Exhibit/Presentations Monday, Apr 25, 2:00-4:30 pm	