



*Eighteenth-Century Women Writers in Manuscript,
Print, and Digital Media*

- > **who** were they?
- > **what** did they publish?
- > **how** did they publish?
- > **how** are they represented in scholarship **now**?

English 5812: Eighteenth-Century Women Writers in Manuscript, Print, and Digital Media

OAKLAND UNIVERSITY, COLLEGE OF ARTS & SCIENCES, ENGLISH

COURSE INFORMATION

ENG 5812-003, CRN 44712

FALL 2018

5812-003

Mondays

O'Dowd Hall 544A

6:00-9:20pm

Course description In this class we will read the works of some major late eighteenth-century women writers, including Charlotte Smith, Dorothy Wordsworth, Jane Austen, Anna Letitia Barbauld, Mary Wollstonecraft and others, scholarship on the ways their works were disseminated to various reading publics over time, and review digital platforms that review, host, and edit their works now. Major topics of discussion will be: the book market in the eighteenth century, women writers of various genres, historical and modern editing practices, feminist literary criticism and history, and textual editing. Final weeks of the class will be spent working on a textual editing project that uses textual and digital editing to produce an edition of a rare work from the period. We will partner with Kresge Library Special Collections for much of this course's content.

PROFESSOR INFORMATION

Name: Dr. Megan Peiser

Office Location: O'Dowd Hall, Rm. 530

My student hours: (a.k.a. office hours) are Mondays & Wednesdays, 3:00-4:00pm, and by appointment.

You can reach me: at mpeiser@oakland.edu.

I make every effort to respond within 24-hours during normal business hours (8-5, Mon-Fri), however I do not check email in the evenings or on weekends.

LEARNING OUTCOMES

Students will be able to:

- Read and understand literature by and about women writers from the late eighteenth-century in Britain
- Identify conversations about and problems with how women writers are represented by scholars in the past, and today
- Master basic elements of and debates about textual editing
- Make fundamental textual editing decisions
- Identify parts of eighteenth-century texts, and exhibit knowledge of how to handle rare books

TEXTBOOKS AND MATERIALS

*Required texts. Additional materials will be provided via the course Moodle page
Can be purchased at campus bookstore, or online.*

Aikin, Lucy. *Epistles on Women and Other Works*. Broadview Press. ISBN: 9781551117133

Austen, Jane. *Jane Austen's Manuscript Works*. Broadview Press. ISBN: 9781554810581

Austen, Jane. *Northanger Abbey*. Broadview Press. 2nd Edition, 2002. ISBN: 9781551114798

Barbauld, Anna Letitia. *Selected Poetry*. Broadview Press. ISBN: 9781551112411

Wollstonecraft, Mary. *Mary a Fiction & Wrongs of Women or Maria*. Broadview Press. ISBN: 9781554810222

Additional Materials:

- A place to back-up your work for this class (cloud, thumb-drive)
- A place to take notes from class lecture and discussion (notebook, laptop)
- Reliable access to a computer, the internet, and a printer (Kresge Library has all of these and is open 24/7!)

ASSIGNMENTS

Assignment	Weight
Informal Assignments + Participation	20%
Biography Assignment	
Review Assignment	
Anthology Assignment	
Digital Collection Review	10%
Print Critical/Scholarly Edition Review	10%
Questions for Dr. Friedman on MSS Publication	15%
Final Project Proposal	20%
Final Project Edition	25%
TOTAL	100%

*MORE INFORMATION ABOUT ALL ASSIGNMENTS WILL BE MADE AVAILABLE ON THE COURSE MOODLE PAGE

INFORMAL ASSIGNMENTS & PARTICIPATION

Throughout the semester you will participate in class *discussion*. This is not a lecture-based course. Dr. Peiser will provide you with context materials to help you better understand the history, literature, and context of Eighteenth-Century Britain, but you will be responsible for bringing close readings, questions, and topics for discussion to our class each week. Dr. Peiser will also ask you to be prepared to speak on informal assignments in class. This means being prepared to *show* your classmates what you mean—so bringing notes, page numbers, quotes, links, and examples to answer the questions of these informal assignments is *your responsibility*. Participating in class means coming prepared having read all of the assigned materials thoroughly, bringing all materials to class, making eye-contact with your classmates, listening respectfully to your peers' ideas and questions, and responding thoughtfully with substantive comments and questions.

DIGITAL COLLECTION REVIEW

Later in the term you will take what you have learned about women writers, manuscript, print, and digital publication, and you will post a review of a digital project or collection to our class Moodle page. You will think about what the project claims to do, what it does/does not deliver on, what it has overlooked, who its audience is, and more.

PRINT CRITICAL/SCHOLARLY EDITION REVIEW

After surveying critical/scholarly editions in this course, you will find an authoritative edition for one of our authors/texts or another woman writer from the eighteenth century to review. Who is the text's audience? Do they produce an edition that speaks to those readers? How/why/why not? What is their copy-text? Why? What merits and flaws do you see in this decision? What critical apparatus do they provide? How well does it work with the goals for their edition? etc.

QUESTIONS FOR DR. FRIEDMAN

For our course on 10/15 we will have a special visitor via Skype: Dr. Emily Friedman from Auburn University. Dr. Friedman is working on the Manuscript Fiction Archive, which collects works that never saw print during their authors' lifetimes in order for us to better understand what manuscript publication, the labor of writing in manuscript, and other elements of manuscript culture during the age of print can tell us. You will bring **three** substantive questions to ask Dr. Friedman, an expert in this field who is generously giving us her time.

SCHOLARLY DIGITAL EDITION PROPOSAL OF HICKS COLLECTION TEXT

Our class will divide into 3 groups which will form editorial teams. Each team will choose a text from Kresge Library's Hicks collection about which to create a digital edition. You will make all of the editorial decisions about this text, and make a work plan for building your edition using PressBooks software. Your proposal will outline divided work, time in the library, deadlines you've set for your team, and how your edition will meet the assignment's requirements.

SCHOLARLY DIGITAL EDITION OF HICKS COLLECTION TEXT

Your final project for this course is not a seminar or conference paper, but rather a digital edition of a text. This assignment will teach you to make editorial skills, to apply your critical thinking, close reading, and scholarly analysis skills in a different way than a seminar paper might. Make no mistake—it will be just as much work to annotate and *entire* text as it would be to write your own paper. However, this text will be hosted as part of a future collaborative project with Kresge Library's Hicks collection. Dr. Peiser encourages you to plan on presenting these unique projects at the Graduate Student Research Conference in Winter 2019, and she will be happy to work with you on *how* to present this kind of research.

There is no extra-credit in this course.

GRADING

All of your grades can be found entered into the Moodle gradebook for this course, where you can track your progress in the class all semester. FERPA laws inhibit Dr. Peiser from discussing grades via email. Students will spend 24 hours after receiving feedback and grades reflecting on said feedback before discussing specific questions with Dr. Peiser.

DAILY WORK AND HOMEWORK

- All students must remain in class for the full class period to receive credit for their presence on that day and also for the participation and daily work completed in that class.
- Homework and work done outside of class will be completed in full and turned in at the beginning of class unless otherwise specified.

LATE ASSIGNMENT POLICY

Late assignments are unacceptable in this course, where the development of your learning continuously builds on each assignment. Late assignments will receive a zero. In order to turn in an assignment late and receive a grade, students must have my previous approval. In light of extenuating circumstances (e.g., medical emergency) exceptions and provisions will be made on a case-by-case basis at my discretion. If you cannot come to class the day an assignment is due you may: 1) submit it early, 2) turn it in via my mailbox in O'Dowd 501, 3) send it to class with a classmate (if it is an in-person submission). *Dr. Peiser does not accept work via email for any reason.*

However, you must complete all assignments in order to be eligible to pass this course. Therefore, you must submit every assignment, even if it is late and you do not receive a grade for it. There will be no curve at the end of the semester. You

must earn your grade by submitting high quality work on time, attending all class meetings, and participating in class discussions and exercises.

Letter grades correspond with percentages according to the scale below:

A	94-100%	C+	77-79%
A-	90-93%	C	73-76%
B+	87-89%	C-	70-72%
B	83-86%	D+	67-69%
B-	80-82%	D	60-66%
		F	59 or below

* On Grading: A “C” grade reflects average work and is earned when you give the minimum effort required to complete this course. An assignment that meet’s all requirements is a “C”. You earn a grade of “B” or “A” by your willingness and effort to improve your learning on the subject-matter, excellence in your assignments, zeal in your class participation, and generosity with your classmates. See individual assignment rubrics for more information.

- **A range** – Comprehensive, thorough coverage of all objectives, required content, critical and higher-level thinking, original and creative, mastery of English skills, both written and oral
- **B range** – Competent, mastery of basic content and concept, sound use of English
- **C range** – Average work, has met minimum requirements but with difficulty, adequate use of English skills but may be problematic
- **D range** – Has not met requirements of assignment/course, has significant difficulties in many areas, English skills lacking
- **F** – Has not completed requirements; has not officially withdrawn from course before drop date

USING MOODLE AND OTHER TECHNOLOGIES

We will use Moodle to access extra weekly readings, submit reflections, and for grade-tracking.

TECHNOLOGY BACK-UP PLAN

- In the event that your computer crashes or internet goes down, it is essential to have a “backup plan” in place where you are able to log in using a different computer or travel another location that has working internet.
- Any files you intend to use for your course should be saved to a cloud solution (Google Drive, Dropbox, etc.) and not to a local hard drive, USB stick or external disk. Saving files this way guarantees your files are not dependent on computer hardware that could fail.

TECHNOLOGY HELP

- For help using Moodle, use the Get Help link at the top of the Moodle page (moodle.oakland.edu).
- For access to technology and in-person assistance, call or visit the [Student Technology Center](https://www.oakland.edu/stc/) (Link to Student Technology Center: <https://www.oakland.edu/stc/>).
- For general technology assistance, consult the [OU Help Desk](https://www.oakland.edu/helpdesk/) (Link to Help Desk: <https://www.oakland.edu/helpdesk/>).

ATTENDANCE POLICY

As this class discussion based, it is imperative that you attend each class meeting. This is not a lecture course. You will be engaging in discussion every day, which is important to your ability to understand and master the core concepts of this course. For these reasons there are no “excused” absences. Instead, **you may miss up to 2 classes for any reason**—doctor’s appointment, travel, illness, or other emergency. Students who miss more than 2 course meetings are not eligible to pass the course. It is your responsibility to track your own attendance, however Dr. Peiser will notify you if you have reached your maximum absences. Exceptions will be made in extreme cases at the instructor’s discretion.

If your commitment to a University activity (athletics, music) requires travel, you must provide Dr. Peiser with your schedule of missed class dates, and University letters excusing you during the first week of classes (and as the letters are provided to you). You are still responsible for submitting your work *on time* as per the syllabus due-dates, even when participating in University travel.

A Note On Mental Health: Keeping Dr. Peiser in the loop about what is going on means she can help you create a new work plan, organize extensions for assignments, and find other resources. You do not need to share details with Dr. Peiser. If you are experiencing difficulties with mental or physical health, or otherwise delicate life situations and do not feel comfortable telling Dr. Peiser the details, you can simply email that “my goldfish died”, or if you wish Dr. Peiser to reach out to check in on you or help you find other helpful services you may notify her that “my goldfish died, please come to the funeral.”

CLASSROOM AND UNIVERSITY POLICIES

DR. PEISER'S POLICIES

CLASS BEHAVIOR AND DISCUSSION

Be on time. Excessively arriving late will cause you to be counted as absent, or asked to leave. Be respectful of your peers' class time. Electronics should not be a distraction to you while in class. Keep them tucked away if they are too tempting. If your electronics or internet usage is off-task, you will be asked to leave, and will be counted absent for the day. **You will bring your assigned text to class with you every day. Failing to bring your assigned text may result in your being counted absent.**

In this course we will discuss a myriad of topics: social class, race, gender, sexuality, nationality, cultural norms and values, religion, and more. You will be expected to actively participate in class discussion every day. You will also treat your classmates with respect when listening to and responding to their contributions. Any harassment, rude behavior, off-color comments, or otherwise toxic behavior will not be tolerated. The study of literature encourages discussion of provocative topics. If your presence or contributions violates the safe nature of our classroom, you will be asked to leave and/or to withdraw from the course.

EMAIL POLICY

****the best way to communicate with Dr. Peiser is by coming to her office during office hours (or making an appointment). Face-to-face conversations help us better understand one another, and help Dr. Peiser find an answer suited to *your* needs.****

- NO work will be accepted by email for any reason.
- You are an adult addressing your English professor, and should correspond accordingly. I do not respond to emails that lack a proper greeting, your name, or complete sentences.
- If you have a last-minute question about an assignment, please use Moodle to consult a classmate, as you will likely get a response more quickly.
- I make every effort to check my email regularly and respond promptly, but will generally not answer emails after 5pm.
- **When emailing me, please place your full name and course #-section# in the subject line. E.g. Smith, Jane 2100-002.**
- Your email should include a clear question to which I can respond. If your needs require lengthy response, I will advise you to meet me during office hours.
- There are no literature emergencies, and so there is no need to panic about email communication. Dr. Peiser will get to your queries as quickly as possible, and *everything will be ok*.

UNIVERSITY POLICIES

CLASSROOM BEHAVIOR

1. ***ACADEMIC CONDUCT POLICY.*** All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one's work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and are thereby seeking a grade that is not actually earned. Following are some examples of academic dishonesty:
 - a. ***Cheating.*** This includes using materials such as books and/or notes when not authorized by the instructor, copying from someone else's paper, helping someone else copy work, substituting another's work as one's own, theft of exam copies, falsifying data or submitting data not based on the student's own work on assignments or lab reports, or other forms of misconduct on exams.
 - b. ***Plagiarizing the work of others.*** Plagiarism is using someone else's work or ideas without giving that person credit; by doing this, students are, in effect, claiming credit for someone else's thinking. Both direct quotations and

paraphrases must be documented. Even if students rephrase, condense or select from another person's work, the ideas are still the other person's, and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another's ideas. Buying a paper or using information from the World Wide Web or Internet without attribution and handing it in as one's own work is plagiarism.

- c. **Falsifying records** or providing misinformation regarding one's credentials.
- d. **Unauthorized collaboration** on computer assignments and unauthorized access to and use of computer programs, including modifying computer files created by others and representing that work as one's own.

For more information, review OU's [Academic Conduct Regulations](https://www.oakland.edu/deanofstudents/policies/). (Link to Academic Conduct Regulations: <https://www.oakland.edu/deanofstudents/policies/>)

2. **BEHAVIORAL CODE OF CONDUCT.** Appropriate behavior is required in class and on campus. Disrespectful, disruptive and dangerous behavior are not conducive to a positive learning environment and may result in consequences. Core Standards for Student Conduct at OU includes
 - a. **Integrity.** See academic conduct policy points above.
 - b. **Community.** Policies regarding disruptive behavior, damage and destruction, weapons, and animals.
 - c. **Respect.** Policies regarding harassment, hazing, and [sexual misconduct](https://www.oakland.edu/policies/health-and-safety/625/) (Link to Sexual Misconduct policy: <https://www.oakland.edu/policies/health-and-safety/625/>)
 - d. **Responsibility.** Policies regarding alcohol, drugs, and other substances

See the [Student Code of Conduct](https://www.oakland.edu/deanofstudents/student-code-of-conduct/) for details. (Link to Student Code of Conduct: <https://www.oakland.edu/deanofstudents/student-code-of-conduct/>)

Accommodation and Special Considerations

Oakland University is committed to providing everyone the support and services needed to participate in their courses. Students with disabilities who may require special accommodations should make an appointment with campus [Disability Support Services](#) (DSS). If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Support Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. DSS determines accommodations based on documented disabilities. Contact DSS at 248-370-3266 or by e-mail at dss@oakland.edu.

For information on additional academic support services and equipment, visit the [Study Aids](#) webpage of Disability Support Services website. (Link to Disability Support Services website: <https://www.oakland.edu/dss/>)

RELIGIOUS OBSERVANCES

Student should discuss with professor at the beginning of the semester to make appropriate arrangements. Although Oakland University, as a public institution, does not observe religious holidays, it will continue to make every reasonable effort to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. See The [OU Diversity Calendar](#) for more information. (Link to calendar: <https://www.oakland.edu/diversity/calendar/>)

PREFERRED NAME POLICY

[OU's Preferred Name Policy](#) ensures a student's university records can use a name that reflects the student's identity (abbreviated name, name change etc.).

SEXUAL MISCONDUCT

Faculty and staff are responsible for creating a safe learning environment for our students, and that includes a mandatory reporting responsibility if students share information regarding sexual misconduct/harassment, relationship violence, or information about a crime that may have occurred on campus with the University. In such cases, the professor will report information to the campus' Title IX Coordinator (Chad Martinez, chadmartinez@oakland.edu or 248-370-3496). Students who wish to speak to someone confidentially can contact the OU Counseling Center at 248-370-3465. Additionally, students can speak to a confidential source off-campus 24 hours a day by contacting Haven at 248-334-1274.

DR. Peiser and all OU faculty and staff are mandatory Title IX reporters. This means that if they learn that any student has been the victim of sexual misconduct, they are legally required to report it to the Title IX office. The Title IX office may or may not reach out to said student afterward, usually on the faculty/staff member's recommendation.

ADD/DROPS

The university policy will be explicitly followed. It is the student's responsibility to be aware of [deadline dates for dropping courses](#) and officially drop the course. (Link to deadlines for dropping courses: <https://www.oakland.edu/registrar/registration/dropornot/>)

EMERGENCY PREPAREDNESS

In the event of an emergency arising on campus, the Oakland University Police Department (OUPD) will notify the campus community via the emergency notification system. The professor of your class is not responsible for your personal safety, so therefore it is the responsibility of each student to understand the evacuation and "lockdown" guidelines to follow when an emergency is declared. These simple steps are a good place to start:

- OU uses an emergency notification system through text, email, and landline. These notifications include campus closures, evacuations, lockdowns and other emergencies. Register for these notifications at oupolice.com.
- Based on the class cellphone policy, ensure that one cellphone is on in order to receive and share emergency notifications with the professor in class.
- If an emergency arises on campus, call the OUPD at (248) 370-3331. Save this number in your phone, and put it in an easy-to-find spot in your contacts.
- Review protocol for evacuation, lockdown, and other emergencies via the classroom's red books (hanging on the wall) and oupolice.com/emergencies.
- Review with the professor and class what to do in an emergency (evacuation, lockdown, snow emergency).

Violence/Active Shooter: If an active shooter is in the vicinity, call the OUPD at (248) 370-3331 or 911 when it is safe to do so and provide information, including the location and number of shooter(s), description of shooter(s), weapons used and number of potential victims. Consider your options: [Run, Hide, or Fight](#).

TENTATIVE COURSE SCHEDULE*

*subject to change at Dr. Peiser's discretion, as course needs change

Date	Primary Text	Secondary Text	In Class	Assignment Due
9/10	Austen, "The Beautifull Cassandra"; "A History of England", from Volume the First and Volume the Second in Broadview, and read 5-10 pages from original manuscript at Austen's Fiction Manuscripts: https://janeaugen.ac.uk/manuscripts/index.html Charlotte Smith, "Sonnet XXXVII, Sent to the Honourable Mrs O'Niell, with Painted Flowers," from Elegiac Sonnets (J. Johnson: London, 1780) https://archive.org/stream/elegiacsonnets01smitgoog#page/n80/mode/2up	Hidden Histories Podcasts: Ep. 1 and 2	Women & Literary Production--how do we tell their stories?	Biographical Entries about Authors
9/17	Austen's <i>Northanger Abbey</i> Barbauld, <i>Poems 1773</i> (Digital hypertext edition: http://www.rc.umd.edu/editions/contents/barbauld/poems1773/), Smith, Charlotte: Dedication, Prefaces, Subscription List and Sonnets I-VI, IX, XII, XXXVI, XLII-XLV from Elegiac Sonnets (1789) (http://archive.org/stream/elegiacsonnets01smitgoog#page/n10/mode/2up)	Jan Fergus- "The Professional Woman Writer", Batchelor "Somebody's Story: Charlotte Smith and the Work of Writing"	Getting into Print: Negotiating Publicity	[Class Meets in Special Collections at Kresge Library for First Hour]
9/24	Barbauld - "Sins of Government, Sins of the Nation" in Broadview + Poetess Archive (http://idhmcmain.tamu.edu/poetess/) Wollstonecraft, <i>On Poetry and our Relish for the Beauties of Nature</i> .	Ezell – "Editing Early Modern Women in Manuscript: Theory, Electronic Editions, & the accidental copy-text"	Digital Surrogates/Editions/Collections	Review of A Digital Collection DUE

Date	Primary Text	Secondary Text	In Class	Assignment Due
10/1	Aikin, <i>Epistles on Women</i> pp. 51-99 Barbauld "Mouse's Petition," "Epistle to Wilberforce," "1811" in Broadview Hemans, "The Grave of a Poetess"; "The Homes of England"; "The Graves of a Household"; "The Image in Lava" from Records of Women, and other Poems (https://archive.org/stream/recordswomanwit02hemagoog#page/n14/mode/2up)	Mellor, Ann "Women's Political Poetry" from <i>Mothers of the Nation: Women's Political Writing in England, 1780-1830</i> ; Hidden Histories Podcast #1.4: Unsex'd females	Addressing the Public: Poetry	Bring contemporary review of a work we are reading
10/8	Wollstonecraft <i>Mary, A Fiction</i> ; Austen: Advertisement & Ch5 of <i>Northanger Abbey</i>	Cheryl Turner, "Professional Women Novelists: Earning an Income." <i>Living by the Pen: Women Writers in the Eighteenth Century</i> . Taylor and Francis eLibrary, 2002. 102-126. Jennie Batchelor, "The 'business' of a women's life and the making of the female philosopher: the works of Mary Wollstonecraft." <i>Women's work: labour, gender, authorship, 1750-1830</i> . Manchester: Manchester UP, 2010.	Addressing the Public: Novel	[Class Meets in Special Collections at Kresge Library for First Hour]
10/15	Austen: <i>Love & Friendship</i> ; Barbauld "Rights of Women", "To the Poor", "A Thought on Death", "Thoughts on the Inequality of Condition"; Wordsworth, <i>Grasmere Journals</i> , (pp. 129-159) (https://archive.org/stream/journalsdorothy00wordgoog#page/n12/mode/2up)	Z. Tenger and P. Trolander, "From Print versus Manuscript to Sociable Authorship and Mixed Media: A Review of Trends in the Scholarship of Early Modern Publication." <i>Literature Compass</i> , 7: 1035-1048 Betty Schellenberg, "Bluestocking Women and the Negotiation of Oral, Manuscript, and Print Cultures" In J. Labbe (ed.), <i>The History of British Women's Writing, 1750-1830</i> (New York, NY: Palgrave Macmillan). 63-83. Michelle Levy, "Austen's Manuscripts and the Publicity of Print" <i>ELH</i> 77.4 (Winter 2010): 1015-1040.	Staying in MSS	

Date	Primary Text	Secondary Text	In Class	Assignment Due
10/22	Barbauld- Essays on the Origins & Progress of Novel-Writing	Claudia Johnson, "Let Me Make the Novels of the Country: Barbauld's British Novelists (1810/1820)" NOVEL: A Forum on Fiction (34:2) (Spring, 2001): 163-179; Brewer, "Counting, Resonance, and Form, A Speculative Manifesto (with Notes)" ECF 2011 24.2 (161-70); Hidden Histories Podcast #1.6: The Great Forgetting	Anthologies/Canon	Anthology Assignment DUE
10/29	Please read (or reread) the critical introductions, chronologies, and appendices from our four Broadview editions and be prepared to discuss the scholarly apparatus that they include from a critical perspective.	Kelemen, "Why Study Textual Editing & Criticism", "Textual Criticism and Kinds of Editions", "The Rationale of Copy-Text" from <i>Textual Editing and Criticism</i> 2009.	Critical/Scholarly Editions	Critical/Scholarly Edition Review Due
11/5	Henry Austen, "Biographical Notice of the Author," in Jane Austen, <i>Northanger Abbey</i> and <i>Persuasion</i> ; Lucy Aikin, "Memoirs of Anna Barbauld," Works of Anna Barbauld (extended version online here: https://archive.org/stream/worksofannlaetit01barbuoft#page/n15/mode/2up); William Godwin, "Preface" to the Letters in Posthumous Works (1798), Godwin from <i>Memoirs of Wollstonecraft</i> ; Catherine Anne Dorest + Sir Walter Scott on "Charlotte Smith" (http://spenserians.cath.vt.edu/BiographyRecord.php?action=GET&bioid=4569)	William McCarthy, "A 'High-Minded Christian Lady': The Posthumous Reception of Anna Letitia Barbauld." Romanticism and women poets: opening the doors of reception. Ed. Harriet Kramer Linkin and Stephen C. Behrendt. Lexington: University Press of Kentucky, 1999; Ducking, Louise "'Tell My Name to Distant Ages': The Literary Fate of Charlotte Smith" <i>Charlotte Smith in British Romanticism</i> (2008)	Reception of Women's Writing	Proposal Due
11/12	Computer Lab/Spec Coll			
11/19	Computer Lab/Spec Coll			
11/26	Computer Lab/Spec Coll			
12/3	Computer Lab/Spec Coll	Last Day Of Classes		