

# EN3E4-30 Eighteenth-Century Literature

**26/27**

**Department**

English and Comparative Literary Studies

**Level**

Undergraduate Level 3

**Module leader**

John Gilmore

**Credit value**

30

**Module duration**

21 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

N/A

[Module web page](#)

### Module aims

This module aims to give a broad introduction to the literature and culture of eighteenth-century Britain. It moves through an eventful and often turbulent period in history, from the “Glorious” Revolution of 1688 to the American and French Revolutions towards the end of the eighteenth century. This was a time of financial revolution which saw unprecedented growth (and some spectacular crashes) in the British economy, of commercial expansion (including the rapid growth of the book trade and of the number of readers), of continual warfare for European and colonial power, and of global exploration, including new British “discoveries” in the Pacific and in the African interior. It was also the period that witnessed the creation and development of the modern form of the novel, the flowering of uniquely brilliant and biting literary satire, and the invention of the practice and literature of the perennially iconic English landscape garden. Students will read a roughly equal selection of plays, novels, diaries, poems, and letters organised into themes that

capture aspects of eighteenth-century life: drama the rise of the novel, satire, and finally space and landscape.

## Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

### SYLLABUS

#### Term One

Week 1: Introduction

#### SATIRE

Week 2: Gay, *The Beggar's Opera*

Week 3: Pope, "The Rape of the Lock" and "Epistle to a Lady"; Swift, "The Lady's Dressing Room"; Montagu, "The Reasons that Induced Dr. S— to write a Poem called the Lady's Dressing Room"

Week 4: Swift, *Gulliver's Travels* and *A Modest Proposal*

Week 5: Visual satire: Hogarth, *A Harlot's Progress* and *Four Times of the Day* (plus article on Hogarth's Progress)

Week 6: Reading Week

#### THE RISE OF THE NOVEL

Week 7: Richardson, *Pamela*

Week 8: Cleland, *Memoirs of a Woman of Pleasure*

Week 9: Sterne, *Tristram Shandy*, Vol 1-4

Week 10: Inchbald, *A Simple Story*

#### Term 2

#### SPACE AND LANDSCAPE

Week 2: Centlivre, *Bold Stroke for a Wife*; Addison and Steele, selections from *The Spectator*

Week 3: Thomson, *The Seasons* ("Spring"); Duck, *The Thresher's Labour*; Collier, *The Woman's Labour*

Week 4: Johnson, *Journey to the Western Islands of Scotland*

Week 5: Gray, "Elegy Written in a Country Churchyard"; Goldsmith, "The Deserted Village"; Crabbe, "The Village"

Week 6: Reading Week

#### OBJECTS AND MATERIALS

Week 7: *Adventures of a Robinson Crusoe*; Dixon, "From a Gilt Paper to Cloe" (will hand out in class); *Adventures of a Silk Petticoat* and *Adventures of a Black Coat*.

Week 8: *Lowlife*, or, *One Half of the World Knows Not How the Other Half Lives*

Week 9: Thomas Turner diary extracts

Week 10: Austen, *Emma*

## Learning outcomes

By the end of the module, students should be able to:

- Discuss debates current to the area of eighteenth-century literary studies
- Demonstrate a coherent and detailed knowledge of key writers of eighteenth-century British

literature Demonstrate conceptual understanding by describing and commenting, in a well informed way, on generic developments (e.g. The rise of the novel), literary crossfertilisations (e.g. classical influences) and cultural modes of expression (e.g. sensibility) inherent in many of the key texts.

- Work individually and as a member of a small group to generate collaborative understandings of texts informed by recent scholarship Use a wide range of secondary, reference and electronic resources to further individual research.
- Develop and apply cumulative knowledge in order to make meaningful connections between themes and texts
- Demonstrate the ability to analyse and critically examine a broad spectrum of primary and secondary texts. Demonstrate the ability to apply complex information (about generic developments, historical background etc) in ways which meaningfully illuminate literary reading.
- Demonstrate time management and organisational skills (essential for coping with longer fiction).
- Display a capacity to make evaluative critical judgements about unfamiliar literature which are also historically and critically informed. Describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- Display a systematic understanding of eighteenth-century literature – its characteristic modes of writing and representation. Link the knowledge gained about this literature to knowledge of earlier and later periods gained in previously taken modules

## **Indicative reading list**

[Reading lists can be found in Talis](#)

## **Subject specific skills**

- Discuss debates current to the area of eighteenth-century literary studies
- Demonstrate a coherent and detailed knowledge of key writers of eighteenth-century British literature
- Demonstrate conceptual understanding by describing and commenting, in a well informed way, on generic developments (e.g. The rise of the novel), literary cross-fertilisations (e.g. classical influences) and cultural modes of expression (e.g. sensibility) inherent in many of the key texts.

## **Transferable skills**

- Work individually and as a member of a small group to generate collaborative understandings of texts informed by recent scholarship
- Use a wide range of secondary, reference and electronic resources to further individual research.
- Develop and apply cumulative knowledge in order to make meaningful connections between themes and texts.
- Demonstrate the ability to analyse and critically examine a broad spectrum of primary and secondary texts.
- Demonstrate the ability to apply complex information (about generic developments, historical background etc) in ways which meaningfully illuminate literary reading.

- Demonstrate time management and organisational skills (essential for coping with longer fiction).
  - Display a systematic understanding of eighteenth-century literature – its characteristic modes of writing and representation.
  - Link the knowledge gained about this literature to knowledge of earlier and later periods gained in previously taken modules.
  - Display a capacity to make evaluative critical judgements about unfamiliar literature which are also historically and critically informed.
  - Describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
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## Study

### Study time

Type	Required
Seminars	19 sessions of 1 hour 30 minutes (9%)
Private study	271 hours 30 minutes (90%)
Total	300 hours

### Private study description

Reading & research.

### Costs

No further costs have been identified for this module.

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## Assessment

You do not need to pass all assessment components to pass the module.

Students can register for this module without taking any assessment.

### Assessment group A1

	Weighting	Study time	Eligible for self-certification
Assessment component			
Essay 1 4000-word essay	50%		Yes (extension)

**Weighting****Study time****Eligible for self-certification**

Reassessment component is the same

**Assessment component**

Essay 2      50%  
4000-word essay

Yes (extension)

Reassessment component is the same

**Feedback on assessment**

Written feedback; individual meetings

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**Availability****Courses**

This module is Optional for:

- Year 3 of UENA-Q300 Undergraduate English Literature
- Year 3 of UENA-QP36 Undergraduate English Literature and Creative Writing
- Year 4 of UENA-QP37 Undergraduate English Literature and Creative Writing with Intercalated Year
- Year 4 of UENA-Q301 Undergraduate English Literature with Intercalated Year
- Year 3 of UENA-VQ32 Undergraduate English and History
- Year 4 of UENA-VQ33 Undergraduate English and History (with Intercalated year)
- Year 4 of UENA-QW35 Undergraduate English and Theatre Studies with Intercalated Year
- Year 4 of UFIA-QW25 Undergraduate Film and Literature
- Year 4 of UFIA-QW26 Undergraduate Film and Literature (with Study Abroad)

This module is Core option list A for:

- Year 3 of UPHA-VQ52 Undergraduate Philosophy, Literature and Classics

This module is Option list A for:

- Year 3 of UCXA-QQ37 Undergraduate Classics and English
- Year 3 of UFIA-QW25 Undergraduate Film and Literature

This module is Option list B for:

- Year 3 of UTHA-QW34 Undergraduate English and Theatre Studies

This module is Option list C for:

- Year 3 of UPHA-VQ72 Undergraduate Philosophy and Literature