

Engl 4038-007: The Monstrous Foreign: Race and the 19th Century Novel
Professor Rangarajan
KTCH 301, TR 2:00-3:15 PM

Office hours: Tu: 11:00-1:30 PM
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In this course we will examine the concept of “race” and the development of a science of race in the 19th century, particularly as it intersects with questions of culture and nationalism. We will consider the century’s varied interests in phrenology, “Englishness,” lost races, the slavery debate, and miscegenation. While studying the ways in which race was understood in the literature and popular culture of the nineteenth century, we will also read some of the anthropological and philosophical texts that profoundly shaped discourses of race into the twentieth century.

This is a reading intensive course.

Possible texts (subject to change)

Bronte, *Wuthering Heights*
Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*
Fawcett, *Obi: or, Three Finger’d Jack*
Haggard, *King Solomon’s Mines*
Kipling, *Kim*
Scott, *Chronicles of the Canongate*
Course Packet/Course Reserves (available at the CU Bookstore and online)

Course Schedule (subject to change)

8/28: Introduction
8/30: Hudson, Nicholas. "From 'Nation' to 'Race': The Origin of Racial Classification." *Eighteenth Century Studies* 29, no. 3 (1996): 247-264*; “Introduction” *Race: The Origins of an Idea*: ix-xxxiii*

Writing Diagnostic due

English, Britishness, Scottishness

9/4: selections from *The Idea of Race in Science**; Thomas Arnold “Inaugural Lecture” (in *Race, the Origins of an Idea*)*
9/6: *Wuthering Heights* Ch. I-IX

9/11: *Wuthering Heights* X--XVII
9/13: *Wuthering Heights* XVIII-XXV

9/18: *Wuthering Heights* XVI-CONCLU

9/20: *Chronicles of the Canongate* (beginning until the first story)

9/25: *Chronicles of the Canongate* (“The Highland Widow”); Knox, “The Races of Men” (from *Race the Origins of an Idea*)*

9/27: *Chronicles of the Canongate* (“The Two Drovers”)

Culture, Ethnicity, and Travel

10/2: *Chronicles of the Canongate* (“The Surgeon’s Daughter”)

PAPER #1 DUE

10/4: *King Solomon’s Mines*; Pratt, *Imperial Eyes**

10/9: KSM; from Darwin’s *The Descent of Man**

10/11: KSM

10/16: Young, *Colonial Desire**

10/18: *Kim* chaps 1-4

10/23: *Kim* 5-8

10/25: *Kim* 8-12

10/30: *Kim* 13-15

Race and Slavery

11/1: *Obi*, 67-112

PAPER #2 DUE

11/6: *Obi*, 112-158; Marcel de Serres, “On the Unity of the Human Species” (in *Race, the Origins of an Idea*)*

11/8: *Obi*, 215-226; *Three-finger’d Jack, a serio-pantomime*

11/13: Carlyle, “Occasional Discourse on the Nigger Question”

<http://cepa.newschool.edu/het/texts/carlyle/carlodnq.htm>;

11/15: Selections from *Equiano*

11/20: **FALL BREAK**

11/22: **FALL BREAK**

11/27: From *Equiano*

11/29: Hogle, “Directing *Obi* in 2000”; Jeffrey Cox, “Theatrical Forms, Ideologicals Conflicts, and the Staging of *Obi* (<http://www.rc.umd.edu/praxis/obi/>)

12/4: meetings for *Three-finger'd Jack*

12/6: meetings for *Three-finger'd Jack*

12/11: Presentation for *Three-finger'd Jack, a serio-pantomime*

12/13: Presentation for *Three-finger'd Jack, a serio-pantomime*; final discussion

LAST DAY OF CLASS

12/16: **PAPER DUE**

Course Requirements

Papers

You are required to write three 6-9 page papers for this course. The first two will be standard analytical papers. The last paper will be written in response to your staging proposal/interpretation of the play *Obi; or, Three-Finger'd Jack*. Topics will be discussed/assigned before the papers are due. While I will not read completed drafts I will be happy to read small portions of your papers and discuss them with you at any time. You will also have shorter reading response papers due on occasion. Papers will be graded for both content and style, so I recommend you pick up one of the many style manuals available in the bookstore. Diana Hacker's *A Writer's Reference* is a good one. You are allowed **one three-day** extension on the paper of your choice, no explanations necessary. Aside from this one-time extension, **no late papers will be accepted**. Papers are due **in class** at the end of class.

You will be graded on your ability to create a unique (i.e., not already fully rehearsed in class), compelling argument, and defend that thesis using the texts we have read in class. Your papers will also be graded for grammar and form. As this is an upper-division class, you are expected to have a strong background in analytical essay writing. If you have problems, please come to my office hours.

Oral Presentations

Each student is responsible for beginning one class. Students are required to prepare either a short (5 min.) informal close-reading of a passage of the student's choice from the assigned reading **or** a presentation on a word of significance from the reading. In addition, students will be put into groups for the final presentation of Fawcett's *Obi; or, Three-Finger'd Jack*.

Books

I advise purchasing the recommended editions of the assigned texts, all of which are available fairly cheaply in bookstores and online. If you purchase a different edition, you are responsible for resolving any issues of pagination or chapter difference.

The course packet is available at the CU Bookstore and online under Course Reserves.

Participation

This class depends on lively discussion and the free exchange of ideas. Students are expected to be active, vocal members of the class. Besides your presentations, you will be graded on your consistent participation in class discussion through the course of the semester. While formal attendance will not be taken, continuous or excessive tardiness, inappropriate classroom behavior, or repeatedly coming to class unprepared and without assigned materials will be taken as a sign of unwillingness to participate in the class. If you have a problem speaking in public, please see me. **If you are absent, you are responsible for any work assigned that day, and it is your responsibility to get any handouts, assignments, and class information from a fellow student.** As a general rule, all cell phones and computers need to be switched off during class.

Email

You are welcome to email me with questions and ideas, but be aware that it will take me at least twenty-four to respond to an email, unless there is a dire emergency. Thus, last-minute emails are a gamble. I recommend saving all non-emergency matters for office hours.

Grades

Papers: paper #1: 30%, paper #2, 30%, paper #3 (includes presentation), 20%
Reading response papers (plus any quizzes): 15%
Participation: 5%