

Professor Francus

English 366W: Rogues, Reprobates, and Scalawags: Crime and Criminals in the 18th Century

Tuesdays and Thursdays, 11:30 – 12:45

48 Stansbury Hall

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Office Hours: Tuesdays and Thursdays, 10:00 – 11:15, and by appointment

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Course Description:

Many stereotypes of criminals in modern culture have their origins in eighteenth-century literature: the characters in the *Pirates of the Caribbean* films and the treasure hunters in the Lara Croft movies are the descendants of Captain Cook, Bluebeard, and Captain Morgan, as the *Ocean's Eleven* crew are heirs to the gentleman highwaymen and con artists of the time.

In English 366, we will excavate the ways that law and crime are represented in eighteenth-century culture, and how culture comments on the legal system, justice, property, class, gender, and society. We will discuss crime and criminals in the eighteenth century through a variety of genres, including novel, drama, biography, newspaper accounts, and ballads—not only to learn about genre, but to study the rise of modern media and the power of cultural circulation. Last but not least, we will analyze the rise of the rogue hero, as those who break the law become folk heroes in society and culture.

Primary Course Texts:

Defoe, Daniel. *Moll Flanders*

Defoe, Daniel. *The History and Lives of the Most Notorious Pirates and their Crews* (excerpts)

Fielding, Henry. *Jonathan Wild*

Gay, John. *The Beggar's Opera*

Gay, John. *Polly*

The Genuine History of the Life of Richard Turpin

Johnson, Charles. *A General History of the Robberies and Murders of the Most Notorious Pyrates* (excerpts)

The Malefactors Register (excerpts)

Old Bailey Sessions Papers (excerpts)

The Tyburn Chronicle (excerpts)

Course Objectives:

To introduce students to the study of law and literature.

To introduce students to archival research.

To practice critical thinking and writing about literature and culture, with an emphasis on thesis, argument, and the development of multiple interpretations of text.

To provide practice in academic writing, with an emphasis on writing as an intellectual process, and the integration of research into writing.

Expected Learning Outcomes:

At the end of this course, students should be able to:

Develop a thesis about a literary or cultural text, and support that thesis with evidence.

Engage in primary and archival research on literary and cultural topics.

Draft, edit, and write an extended analysis of a literary or cultural text.

Analyze scholarship, and integrate research into writing, according to the conventions of academic discourse.

Recognize and develop multiple analyses for a single literary or cultural text.

English 366W fulfills elective requirements for the English major and minor, and the “W” writing requirement for the University.

Course Schedule:

- January 9 Introduction – syllabus review; survey of 18th-century history and culture
- January 11 McLynn, *Crime and Punishment*, Introduction and Chapter 1, London (eCampus)
Hogarth, *Gin Lane, Beer Alley* (See Wikipedia for images:
https://en.wikipedia.org/wiki/Beer_Street_and_Gin_Lane)
- January 16 The Mob Boss: Jonathan Wild
Fielding, *Jonathan Wild*, Book I, Chapters I-VI (pp.7-23, Oxford edition)
McLynn, *Crime and Punishment*, Chapter 2, Law Enforcement (eCampus)
- January 18 Fielding, *Jonathan Wild*, Book I, Chapters VII-XIV (pp. 24-45, Oxford edition)
- January 23 Fielding, *Jonathan Wild*, Book II, Book III, Chapters I-V (pp. 46-98, Oxford edition)
- January 25 Fielding, *Jonathan Wild*, Book III, Chapters VI-XIV (pp. 98-124, Oxford edition)
- January 30 Fielding, *Jonathan Wild*, Book IV (pp. 125-181, Oxford edition)
- February 1 Workshop: how to read eighteenth-century print/newspapers
- February 6 The Escape Artist: Jack Sheppard
The Tyburn Chronicle, “The Trial of John Sheppard for Burglaries, with a particular
Account of his Life and Exploits” (eCampus)
Newspaper Analysis Worksheet Due
- February 8 The Pickpocket: Jenny Diver
The Malefactors Register, “Particular Account of the Extraordinary Exploits of Mary
Young, Alias Jenny Diver” (eCampus)
- February 13 Workshop: how to read the Old Bailey Sessions Papers
Newspaper Analysis Essay Due
- February 15 The Highwayman: Dick Turpin
The Genuine History of the Life of Richard Turpin (eCampus)
McLynn, *Crime and Punishment*, Chapter 4, Highwaymen (eCampus)
- February 20 Gay’s *Beggar’s Opera* (Acts I-II, pp. 5-47, Oxford edition)
Old Bailey Sessions Worksheet Due
- February 22 Gay’s *Beggar’s Opera* (Act III, pp. 48-70, Oxford edition)
- February 27 Workshop: The Broadside Ballad Archive
Old Bailey Sessions Papers Essay Due
- March 1 Defoe, *Moll Flanders* (pp. 7-59, Oxford edition)

March 6	Defoe, <i>Moll Flanders</i> (pp. 59-141, Oxford edition)
March 8	Defoe, <i>Moll Flanders</i> (pp. 141-190, Oxford edition)
March 13-15	Spring Break
March 20	Defoe, <i>Moll Flanders</i> (pp. 191-273, Oxford edition)
March 22	Class canceled
March 27	Defoe, <i>Moll Flanders</i> (pp. 273–343, Oxford edition) Scholarship Analysis Essay Due
March 29	The Pirate Leeson, “An-arrgh-chy: The Law and Economics of Pirate Organization” (eCampus)
April 3	Defoe, <i>The History and Lives of the most Notorious Pirates and their Crews</i> (excerpts; eCampus)
April 5	Workshop: Final Paper Proposal
April 10	Women on the high seas: Anne Bonny and Mary Read Charles Johnson, <i>A General History of...Pirates</i> (1724) excerpt O’Driscoll, “The Pirate’s Breasts: Criminal Women and the Meanings of the Body”
April 12	Gay, <i>Polly</i> (Introduction and Act I, pp. 77-109, Oxford edition)
April 17	Gay, <i>Polly</i> (Acts II and III, pp. 110-161, Oxford edition) Draft of Final Essay Due
April 19	Writing Workshop
April 24	Writing Workshop
April 26	Course conclusions Final Research Paper Due

Schedule may be modified at the instructor’s discretion.

Course Assignments:

Newspaper Analysis Essay. You will write a short essay (~4 pages) on a newspaper article or advertisement by or about Jonathan Wild from the 17th and 18th-century Burney Newspaper database (available through the WVU library database system). Based on your knowledge of Wild's career and his representations in culture, develop a thesis and argument about the way (s) the newspaper represents and interprets Wild and crime in eighteenth-century Britain. This assignment provides practice in choosing and interpreting evidence, and analyzing modes of cultural interpretation and circulation.

Old Bailey Session Papers Essay. You will write a short essay (~4 pages) on a court case involving theft from the Old Bailey Session Papers, the documents from the British legal system, which are available at <http://www.oldbaileyonline.org/>. Based on your knowledge of the period, develop a thesis and argument about the way (s) the text represents and interprets theft, crime, and/or punishment in the eighteenth century. This assignment provides practice in working with archival materials and non-canonical data, and providing a close reading of a literary text.

Scholarship Analysis Essay. This assignment is an exercise in scholarly reading and response. You will be given a set of academic articles; you will be asked to choose one, and write a short (~4 page) analysis of its argument. (Please do not summarize the article in your analysis; develop a thesis and argument about it). This assignment provides practice in reading and evaluating academic arguments and prose, as well as practice in developing your own position vis-à-vis scholarship.

Research Essay. You will write an extended essay (~10 pages) in which you analyze some aspect of crime and criminals in the eighteenth century. You will be expected to develop a thesis, and support your thesis with evidence, and engage in research. You will be asked to submit a paper proposal, a draft of your paper (~5 pages), and a final research paper. The goals of this assignment include providing practice in choosing a topic (and setting parameters of analysis), thinking critically and analytically about law, crime, narrative, and/or media; integrating research into your writing, and practicing writing skills according to the conventions of academic writing.

Submission of Assignments:

1. All assignments must include the appropriate heading: name, course title, instructor's name, assignment name, and date. Please include page numbers on all assignments longer than one page.
2. Your papers should be typed (11- or 12-point font), double-spaced, with one-inch margins.
3. Your papers should reflect careful reading and thinking about your subject. Do not summarize the plot of a work or rephrase your class notes in your course assignments.
4. Please keep a back-up of every assignment that you hand in.
5. Hand in papers on time. Late submissions will receive a lower grade unless the student has a viable reason (such as illness, familial emergency) for his/her lateness, *and* has notified me within 24 hours of the original due date. Your grade will be lowered every day your work is overdue (ex. B to B- for one day late).
6. Please use the Editing Guidelines and Stylesheet on this syllabus. They will help hone your critical thinking and writing skills, and strengthen your essays. Please note that the Writing Studio, a free tutoring service for WVU students, is also available in G02 Colson Hall.

Grading:

Newspaper Analysis Essay: 15%
 Old Bailey Sessions Paper Essay: 25%
 Scholarship Analysis Essay: 25%
 Research Essay: 35%

The worksheets, final essay proposal, and final essay draft are required but not graded.

Grading Criteria:

A (90-100) – Excellent work; the assignment has been completed in a professional and timely manner. The written assignment is clearly organized, chooses compelling evidence to substantiate the analysis, and engages with the subject in a thoughtful and thought-provoking manner. Written work requires no substantive or stylistic revisions.

B (80-89) – Good work; the assignment has been completed in a professional and timely manner. The written assignment shows substantial engagement with the subject, but the analysis is either partially incomplete, involving weak evidence, or manifests some difficulty with organization. Written work requires some substantive revisions, but few or no stylistic ones.

C (70-79) – Average work; the assignment has been completed, but not necessarily in a professional or timely manner. The written assignment shows effort by the student, but the analysis is incomplete, includes inappropriate evidence (or a lack of evidence), or shows significant difficulties with organization. Written work requires significant substantive or stylistic revisions.

D (60-69) - Less than average work; the assignment has not been completed in a professional or timely manner. The written assignment shows a lack of effort on the part of the student, and a lack of engagement with the assignment. Written assignments lack analysis, evidence, and organization; extensive substantive and stylistic revisions are necessary.

F (<59) – Inadequate work; the assignment has not been completed. Written assignments show a significant lack of effort, and a lack of engagement with the assignment and the subject matter of the course. Such work is marked by the absence of analysis, evidence, and organization; engagement with the course materials is necessary before extensive revisions are even possible.

Professional Responsibility:

1. Class attendance contributes significantly to academic success. Students who attend classes regularly tend to earn higher grades and have higher passing rates in courses. Attendance will be taken at the beginning of every class. You are granted a maximum of three absences during the course of the semester before absenteeism affects your grade. If you accumulate more than six absences (excused and unexcused), you will automatically fail the course.

2. It is your responsibility to contact me regarding your absences. If you disappear—that is, if you miss class for three or four sessions in a row, or more—it is not my responsibility to find you.

3. If you send me an e-mail, I will respond within 24 or 48 hours. If I have not responded to you in that time, it means that I have not received your posting. Please e-mail me again. Note: When communicating via email, please write in a professional, courteous manner. Your email should have a salutation (e.g. hello, dear, etc. and the addressee's name), a closing with a signature (e.g. thank you, regards, etc. and

your name), and contents that follow the rules of grammar, syntax, and punctuation. You are professional students, and should engage in the conventions of professional correspondence.

4. Please come to class on time. Do not leave in the middle of class; it is distracting and disrespectful.

5. Please turn off cell phones and electronic devices during class, unless asked to use them for an in-class assignment.

6. You will be expected to keep up with the readings; think and write critically; attend and participate in class and writing workshops; submit your work on time; read and respond to your peers' work in a timely and helpful fashion; and check your e-mail account daily.

7. Should you need assistance during a time of difficulty or crisis, please contact the Office of Student Life in E. Moore Hall, 304-293-5811.

Online Resources (via WVU Library Database System):

Eighteenth-Century Collections Online (ECCO) – an archive of over 136,000 digitized eighteenth-century texts in literature, history, geography, theology, philosophy, politics, science, medicine, and law. Primarily British works, but ECCO includes some American, French, and Italian texts as well. Texts are searchable, and can be downloaded. The primary database for scholars in the field.

Early English Books Online (EBBO) – an archive of over 125,000 digitized texts published between 1473 and 1700 in Great Britain, in fields including literature, history, philosophy, theology, science, mathematics, and education. Texts are available for downloading, but they are not yet searchable (although they will be soon). For the purposes of our course, this database is most useful for Restoration texts (1660-1700).

British Periodicals – an archive of 500+ digitized British periodicals from 1680-1930. For our course, this is most useful for book reviews and theatre reviews, and for a sense of the journalistic milieu of the period.

Oxford English Dictionary (OED) – the primary dictionary of the English language, which is not only acclaimed for its precision of definition, but for tracing the meaning of a word through time by providing examples of usage in various time periods.

JSTOR – a text-based archive of 1,000+ academic journals, with academic articles available for downloading.

Project Muse – a text-based archive of scholarly books and journals published by 120+ presses, which is searchable and available for downloading.

MLA International Bibliography (via EBSCO Host) – a comprehensive bibliography of world literature, linguistics, folklore, and film studies. It does not provide texts, although the MLA Bibliography has links to WVU holdings that will guide to you access.

WorldCat – a database of 10,000+ libraries worldwide. If our library does not have what you need, WorldCat will guide you to the closest collection with the resource. (Note: our interlibrary loan services are excellent.)

Online Resources (General)

Old Bailey Sessions Papers: <https://www.oldbaileyonline.org/>

National Archives currency converter (past currency into 2005 British currency):

<http://www.nationalarchives.gov.uk/currency/default0.asp#mid>

University of California (Santa Barbara) English Broadside Ballad Database: <https://ebba.english.ucsb.edu/>

Jack Lynch's Eighteenth-Century E-Texts: <http://andromeda.rutgers.edu/~jlynch/18th/etext.html>

Academic Dishonesty:

West Virginia University's definition of academic dishonesty is available in Student Conduct Code (<http://campuslife.wvu.edu/r/download/220286>), pages 6-7:

“Academic dishonesty. The term “academic dishonesty” means plagiarism; cheating and dishonest practices in connection with examinations, papers, and/or projects; and forgery, misrepresentation, or fraud as it relates to academic or educational matters.

- 1) The term “plagiarism” means the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment, including, but not limited to, the unacknowledged use of materials prepared by another individual engaged in the selling of term papers or other academic materials.
- 2) The terms “cheating and dishonest practices in connection with examinations, papers, and/or projects” means (i) giving or receiving of any unauthorized assistance in taking quizzes, tests, examinations, or any other assignment for a grade; (ii) depending upon the aid of sources beyond those authorized by the instructor in quizzes, tests, examinations, writing papers, preparing reports, solving problems, or carrying out other assignments; (iii) the acquisition or use, without permission, of tests or other academic material belonging to a member of the University faculty or staff; or (iv) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.
- 3) The terms “forgery, misrepresentation, or fraud as it relates to academic or educational matters” means (i) wrongfully altering, or causing to be altered, the record of any grade or other educational record; (ii) use of University documents or instruments of identification with the intent to defraud; (iii) presenting false data or information or intentionally misrepresenting one’s records for admission, registration, or withdrawal from the University or from a University course; (iv) knowingly presenting false data or information or intentionally misrepresenting one’s records for personal gain; (v) knowingly furnishing the results of research projects or experiments for the inclusion in another’s work without proper citation; or (vi) knowingly furnishing false statements in any University academic proceeding.”

WVU Academic Integrity Statement:

West Virginia University's Academic Integrity Statement is available on the Faculty Senate website at http://faculty senate.wvu.edu/files/d/d1512e54-863d-412a-a515-d82455cc203c/academic-integrity-statement_revised-october-2014.pdf:

“The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the West Virginia University Academic Catalog at <http://catalog.wvu.edu/undergraduate/coursecredittermsclassification/#academicintegritytext>. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.”

Please note the WVU's Sale of Course Material Syllabus Statement: “All course materials, including lectures, class notes, quizzes, exams, handouts, presentations, and other materials provided to students for this course are protected intellectual property. As such, the unauthorized purchase or sale of these materials may result in disciplinary sanctions under the Campus Student Code.”

Inclusivity Statement:

West Virginia University's Inclusive Statement is available on the Faculty Senate website at <http://faculty senate.wvu.edu/files/d/e3769f38-b515-4912-9ba0-0b4ff819d340/inclusivitystatement.pdf>: The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>.

Adverse Weather Commitment:

West Virginia University's Adverse Weather Commitment is available on the Faculty Senate website at <http://faculty senate.wvu.edu/files/d/5a22c706-1eca-48a8-8884-5b66106a29bf/adverse-weather-commitment.pdf>:

In the event of inclement or threatening weather, everyone should use his or her best judgment regarding travel to and from campus. Safety should be the main concern. If you cannot get to class because of adverse weather conditions, you should contact me as soon as possible. Similarly, if I am unable to reach our class location, I will notify you of any cancellation or change as soon as possible, using MIX, Gmail, and/or eCampus to prevent you from embarking on any unnecessary travel. If you cannot get to class because of weather conditions, I will make allowances relative to required attendance policies, as well as any scheduled tests, quizzes, or other assessments.

Editing Checklist

1. Evaluate your thesis.

- is your thesis clearly stated at the beginning of your essay?
- is your thesis appropriate for the writing assignment?
- does your thesis “make sense”?

2. Evaluate your argumentative strategy.

- are you using logical and rhetorical strategies that build the most convincing case for your thesis? (and remember, you may use more than one in an essay; if you choose multiple strategies, make sure that they work together)
- do you have the appropriate data to support your argument? (and if not, can you justify its absence?)
- is the data cited properly? (check the content and the form of your notes)

3. Evaluate your essay structure.

- does your essay structure lead the reader through your argument clearly?
- does your essay structure work with/reinforce your argumentative strategy?
- does your introduction suggest the structure of your argument? If so, does the body of your essay follow through on the structure suggested by the introduction?
- are the transitions between the parts of your argument clear?
- does the conclusion pull your argument together? (try to avoid repetitive, summary conclusions)

4. Evaluate your paragraph structure.

- does each paragraph function as a unit of your argument? (i.e. is each paragraph unified in its purpose?)
- is the topic sentence clear?
- does the body of the paragraph follow through on the subject of the topic sentence?
- are the transitions from paragraph to paragraph clear?

5. Evaluate your sentence structure.

- is each sentence an independent unit of thought? (i.e. avoid repeating yourself in successive sentences)
- does one sentence lead to the next? Are the transitions between sentences clear?
- check the grammar of our sentences
- make sure that every sentence has a subject and a verb (avoid fragments!)
- check for subject-verb agreement
- check for tense consistency
- check that you are varying the grammar of your sentences (so that not every sentence begins with a prepositional phrase, for instance)

6. Check your spelling and punctuation.

- and remember the distinctions between their/their/they're; it's/its; are/our; etc.

Some General Comments on Writing Style and Grammar

1. Please note that “it’s” is a contraction for “it is” or “it has.” “Its” is a possessive, which makes life confusing, but it is important to learn this distinction.
2. Please learn the distinctions between possessive, plural, and plural possessive. “knight’s” is singular possessive; “knights” is plural; “knights’” is plural possessive.
3. Try to avoid wordiness. Phrases like “The point the speaker is making is” or “What this means is that” are generally unnecessary. Such phrases are like long wind-ups before the pitch, and they often clog your prose.
4. Try to avoid “talking” writing. What “sounds” right to a readerly ear does not necessarily read properly or grammatically to the eye. People do not speak grammatically (and sometimes without even punctuation). Therefore, writers should avoid writing as they speak (unless they are writing dialogue in fiction). Talking writing also frequently leads to tone drops and diction that generally is not appropriate for academic prose. (Ex. “ she doesn’t stick up for herself”).
5. Please avoid freestanding quotations. Every quotation should be integrated into a text, preferably with a lead-in phrase, rather than placed alone in the middle of a paragraph without any connection to anything around it.
6. Try to avoid “we” and “you” in your essays. Both terms tend to include the reader in the argument without convincing the reader. (In other words, these terms usually signal strategies of collusion on the part of the writer).
7. When referring to words as words, please use quotation marks. (I.e. if you are discussing the use of the word “man” in a particular passage, then “man” should be placed in quotation marks).
8. “It” and “This” are weak sentence starters. Any noun in the previous sentence can serve as a referent for “it” – and if the previous sentence has a number of nouns in it, havoc results. “This” has a similar effect as the first word in a sentence, but if a noun is added after “This,” the problem of reference is usually solved.
9. “Thing” is a very vague word. Try to find a specific noun whenever possible.
10. “He himself” is an unnecessary and ungrammatical doubling. “He” will generally do.
11. Try to avoid using “is” (or “was”) as a main verb. Choose a stronger, more precise word.
12. “A woman” -- not “A women.” “Woman” is singular; “women” is plural.
13. Remember that a semicolon connects two highly related sentences.
14. Avoid “how” and “what” at the beginning of subordinate clauses—depending on your meaning, use “which,” “that,” “who,” or “where.”