Introduction to Eighteenth-century English Art and Society

十八世紀英國的藝術與社會

Lecturer: Chihyin Hsiao

Office Hour: Thur 14:00-15:00 in NYCU

E-mail: chsiao@gapp.nthu.edu.tw

Course Description

It has been established that the period between the Glorious and Industrial Revolution saw England rising from a small agricultural country to a mighty sea-faring state. Behind this great transformation was an entrepreneurial spirit which carried England through major social and political conflicts. From waging wars to improving general living standards, eighteenth-century English artists and writers were keen to extend their thoughts on issues such as national wealth, freedom of speech and the slave trade. Their works sparked serious debates and a somber self-reflection that eventually led to a collective cultural identity. Paintings, architectures, etchings, and decorative works of art are paired with archival evidences and literary works to showcase the significant changes in 18th-century England. Students will gain a comprehensive understanding of the highlighted historical events and their significance to today's world.

Objectives

- To compare paintings, etchings and archival evidence in order to address their social, cultural, and political effects: how they help dramatize, explain, reflect upon, and rethink human experience.
- To discuss the development of historical events and their significance.
- To increase fluency in the elements of English language, including critical reading, summary, and paraphrase.

Bibliography

Brewer, John. *The Pleasures of the Imagination: English Culture in the Eighteenth Century*. New York: Farrar Straus and Giroux, 1997

Chaudhury, Sushil and Michel Morineau (eds). *Merchants, Companies and Trade: Europe and Asia in the Early Modern Era*. Cambridge: Cambridge University Press, 1999

Fabricant, Carole (ed). A Modest Proposal and Other Writings. London: Penguin Books, 2009

Glanville, Philippa and Hilary Young (eds). *Elegant Eating: Four Hundred Years of Dining in Style*. London: V&A Press, 2002

Kramer, Stanley. *Guess Who's Coming to Dinner*. 1967. L.A.: Columbia Pictures, 1999, DVD

Vickery, Amanda. *Behind Closed Doors: At Home in Georgian England*. New Haven:Yale University Press, 2009

Schedule

Week 1	Introduction
Section I.	**Politics and Society**
Week 2	From Palaces to the Becoming of Nation
Week 3	From Coffee Houses to Two-parties Politics
Section II.	**Merchants and Trades**
Week 4	From Tea to English East India Company
Week 5	National Holiday
Week 6	Group Presentations (Group 1 & 2)
Week 7	From Cartoons to Abolitionism
Week 8	Mid-Term Movie Week
Week 9	Group Presentations (Group 3 & 4)
Section III.	**The Middling Sorts**
Week 10	From Great Hall to Everyday Dining
Week 11	From Calico to New Fashion
Section IV.	**Women and Family Engagement**
Week 12	From Conversation Pieces to Female Virtues
Week 13	Group Presentations (Group 5 & 6)
Week 14	From Prints to Novels
Week 15	Historic Recipe Workshop
Week 16	Final Presentations
Week 17	Tutorial by Appointment
Week 18	Tutorial by Appointment

Grading and Assignment

Group Presentation:	20%
Mid-term Assignment:	30%
Final Presentation:	40%
Participation:	10%

Ethics Statement on Generative Artificial Intelligence

Grounded in the principles of transparency and responsibility, this course encourages students to leverage AI for collaboration and mutual learning to enhance the quality of course outputs. In accordance with the published Guidelines for Collaboration, Co-learning, and Cultivation of Artificial Intelligence Competencies in University Education, this course adopts the following policy: Conditionally open

Students must briefly explain how generative AI was used for topic ideation, sentence refinement, or structural reference in the footnotes of the title page or after the reference in their assignments or reports. If usage is discovered without proper disclosure, instructors, the institution, or relevant units have the right to reevaluate the assignment or report or withhold scores. If the course materials or learning resources have been derived from generative AI, the instructor will also indicate this in the slides or orally. Students enrolled in this course agree to the above ethics statement if registering for the class.