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AUSTEN

LECTURE #3

Thinking With & Thinking Against

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I. THINKING “WITH”

- A. Allying with the ironic narrator (in assessing characters, in understanding the necessity to 'hit the mean,' etc.)
- B. Responding to (cooperating with) generic conventions
- C. Seeing Bath as both a site for Austen's critique of social rank and a site for unexpected conjunctions (which Anne and Wentworth benefit from).
- D. Assessing the Navy: a meritocracy vs. an "ancient and respectable family" (46).

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I. THINKING “WITH” (CONT.)

- E. Film of *Persuasion*, starring Amanda Root and Ciaran Hinds
 - 1. Opening scenes: Look for the parallel & opposition between the “ancient” family and the Navy.
 - 2. How can you tell that this film is thinking “with” Austen?

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II. THINKING “AGAINST”

- A. Life on a ship – some details not compatible with Austen's idealized treatment
 - See "Supporting quotations for Lecture #3 on Austen.")
- B. "Jane Austen and Empire" - the Edward Said thesis in *Culture and Imperialism*
 - (See "Supporting quotations for Lecture #3 on Austen.")

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III. THINKING “WITH” & “AGAINST”

- Examples from Lyme”
 - ▶1. Social rank: "On quitting the Cobb, they all went indoors with their new friends . . . gratification" (127-8).
 - ▶2. The work of hands: "Captain Harville was no reader; but he had contrived excellent accommodations, and fashioned very pretty shelves . . ." (128)

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IV. A PAGE FOR YOUR THOUGHTS

- A. What do you think about Austen?
- B. How has your thinking changed since you first began reading the novel?
- C. What difference does it make to your reading of Austen that you have read Aristotle and Descartes in the same course?