

**San José State University**  
**Department of English**

**Engl. 181, Dickens in the Digital Age (Spring 2017)**

**Canvas:** <https://sjsu.instructure.com/courses/1230023> **Course and Contact Information**

<b>Instructor:</b>	Dr. Katherine D. Harris
<b>Office Location:</b>	FO 220
<b>Telephone:</b>	408-924-4475
<b>Email:</b>	Katherine.harris@sjsu.edu
<b>Office Hours:</b>	T/R 1:30-2:30pm (in-person) By appt via Skype, Google Hangout
<b>Class Days/Time:</b>	T/R 12-1:15pm
<b>Classroom:</b>	Clark 111
<b>Prerequisites:</b>	<b>Upper Division Standing</b>

**Course Web Page**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas:  
<https://sjsu.instructure.com/courses/1230023>

You are responsible for regularly checking the email you provided in MySJSU to learn of any updates.

**Course Description**

Charles Dickens (1812-1870) became one of the most prolific novelists of the nineteenth-century by marketing his writing through new forms of print. His serialized fiction appealed to the popular masses from England to America, a popularity that was strengthened by Dickens' willingness to perform to live audiences. Along with his serials, magazine essays, editorial duties, political essays, Dickens also appealed for international copyright – surely inspired by the piracy of his novels but also in recognition that authorship was a commercial endeavor and a form of intellectual property.

In this course, we will explore Charles Dickens' writings in the context of nineteenth-century print culture, a rising industrialized nation, and that nation's imperialist ethos. In addition to reading physical facsimiles of a few of Dickens' serialized novels, participants will research Dickens' enduring impact on the nineteenth-century and beyond; participants will also engage in lively discussions with Dickens experts from the UC Santa Cruz Dickens Universe and our own local Dickens scholars. Our concluding project will involve creating a digital exhibit of the original serials currently held in the SJSU Special Collections.

Our classroom, Clark 111, is one of the long-standing technologically-advanced classrooms complete with a bay of PCs and Mac laptops for every student, portable furniture, and plenty of space to move around.

## Course Learning Outcomes and Course Goals

CLO 1 Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.

CLO 2 Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature

CLO 3 Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.

CLO 4 Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.

CLO 5 Articulate the relations among culture, history, and texts.

## Textbooks

### Required

King, Andrew and John Plunkett, eds. *Victorian Print Media: A Reader*. Oxford, 2006. ISBN: 9780199270385

### Recommended

Eliot, Simon and Jonathan Rose, eds. *A Companion to the History of the Book*. Blackwell, 2009.

Finkelstein, David and Alistair McCleery, eds. *The Book History Reader*. 2nd ed. Routledge, 2006.

Grun, Bernard. *The Timetables of History*. Touchstone.

## Assignments

10% Class Discussion & Participation

25% Discussion Posts (CLO 1, 2, 3, 5)

25% Lab Reports (CLO 4)

40% Digital Exhibit Project (CLO 1, 2, 3, 4, 5)

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.

### Class Discussion & Participation

Your participation in each class meeting is imperative. Since this class is largely discussion-based, arrive to class prepared with the proper readings. A student's participation is assessed by his/her contribution throughout the semester. Use the following as guidelines for this portion of your final grade:

- To earn a "C," do the minimum: read and prepare assigned readings so you are never at a loss if you are asked a question, but speak only when called upon, do "ordinary," plain-vanilla presentations and responses. This is the "bottom line" for getting a "C" in this part of the course.
- To earn a "B," prepare assigned readings thoroughly, initiate discussions about them by asking good questions or suggesting ways to interpret readings, do presentations that reveal that you have done good

additional work that you can make both interesting and meaningful to our discussions, and participate actively in those discussions.

- For an “A,” take it up another level entirely: prepare readings thoroughly, find and talk about connections among them and among other aspects of culture (then and now), take a real leadership role in class discussions, including working actively to get others involved in the talk, make your presentations and responses “sparkle” by bringing to them something really special in terms of your own contributions, interests, skills, and abilities to think in broad even interdisciplinary terms. Most of all, remember that an “A” indicates the very best grade a person can get; that should tell you what sort of work you need to do to earn the grade of “A.”

If you miss class, contact a classmate for notes, reading assignments and handouts – or, better yet, check our Course Website.

### **Weekly Discussion Posts**

Each discussion post is worth 1 to 10 points and is based on the *quality* of your response. This weekly post will also allow you to explore methodologies based on focused questions, clarify your thoughts on a theoretical model or comment on your peer’s presentations. This weekly writing will also allow you to practice your writing skills. Posts (unless otherwise specified) are formal writing that should conform to [MLA style with proper citation format 8th edition \(Links to an external site.\)](#) and should be edited for grammar and typographical mistakes. Sloppy writing will be penalized by at least 3 points. (See [Writing Tips](#).)

*There are no make-ups for discussion posts; you simply receive a zero for that post.* A late post will receive a zero. Please be aware that missing even a few of these posts will cause your final grade to drop significantly. On some days, you will write a post for participation points. This will apply not necessarily in terms of finite points, but will instead represent your participation in the class.

Citing and quoting (and linking!) outside sources will definitely enhance your score. When in doubt, cite everything (use the [8th edition of MLA Style \(Links to an external site.\)](#)). See below for scoring rubric:

- 8-10 points: The post explores the prompt using references from our discussions, details from evidence, and an intellectual exploration of the topic. The post is free from grammatical and writing errors. This level of points is difficult to achieve. Expectations are high for the intellectual rigor of the post.
- 5-7 points: The post has the beginnings of intellectual rigor but lacks one of the qualities above.
- 3-4 points: The post regurgitates class discussion without exploring the topic further in addition to lacking evidence. The post contains grammatical errors, informal writing (such as the use of I or you), ignores MLA style.
- 1-2: The post severely lacks elements from above or does not answer the prompt. This point range also signifies a lack of formal writing and a recommendation to visit the Writing Center for help with formal writing style. This point range also signifies use of personal pronouns throughout the post as well as a lack of interest in the topic/prompt.
- 0 points: This represents not submitting the post on time, not at all, or not answering the prompt at all.

### **Lab Reports**

Four lab reports will provide information about particular activities conducted throughout the semester. Like the Discussion Posts, the lab reports will be written using formal language.

1. Candlelight Scriptorium which entails reading a Dickens serial by candlelight.

2. Annotating a page from a periodical, magazine, or newspaper following the visit to Stanford's Special Collections.
3. Keeping a commonplace book of 19th-century findings throughout the semester which should be brought to every class session for sharing with colleagues.
4. Printing Workshop in which each participant will use a 19th-century American iron press to print hand set lines of text (in whatever font you choose).

### **Digital Exhibit Project**

Using either Omeka or Scalar and relying upon the original blue-backed serials of Charles Dickens' serialized novel, *Bleak House*, the culminating project will be to create a digital exhibit of these serials. We will work with SJSU Special Collections on learning how to digitize the serials (without harming them). Our work will then proceed towards the content construction of such a digital exhibit. Activities may include building a timeline based on discovery of relevant and important events 1815-1915, annotating an individual serial part, assessing paratextual and ephemeral materials within the serial part, providing literary and print culture context. The digital exhibit project culminates in a final presentation day on the final exam day. This is a scaffolded project which means that we will have waypoints and markers to gauge progress of the project.

### **Late Submission Policy**

If you cannot meet an assignment deadline (other than the blog posts), you must contact me *at least 48 hours prior* to our class meeting to discuss the situation. If this is not done, for *every day* that an essay is late, you will be penalized one grade step: A becomes A-, A- becomes a B+, etc. The weekend will count as one day.

No late submissions allowed for discussion board posts.

### **Formal Writing and Letter Grades**

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU *Catalog* ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

- The "A" essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student's ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.
- The "B" essay will demonstrate competence in the same categories as the "A" essay. The chief difference is that the "B" essay will show some descriptably slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.
- The "C" essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the "B" essay.
- The "D" essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or short. The essay may reveal some problems in development, with

insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

- The “F” essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

### Calculating Your Final Grade

For your final grades, 100-90 is an A, 89-80 is a B, 79-70 is a C, 69-60 is a D, and below 60 is an F. Pluses and minuses are the middle of each range. In calculating the final grade, a set number will represent each letter grade; for example, B+ is 87.5, B is 85, and B- is 82.5.

Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

### A Word about Plagiarism & [Turnitin](#)

Plagiarism checks will be performed by asking students to submit various written exercises or essays Turnitin.com, a service which scans documents for all references to Web sources and other essays. **To sign up for Turnitin use the Class ID 13409912 and Password 108games.** You may see your Turnitin report when you submit your assignment; if there are any discrepancies, I will request a meeting with you; if plagiarism is indicated, you will receive a zero for the assignment and will be reported to Judicial Affairs. A second offense will result in failing the course and will require disciplinary action by Judicial Affairs.

### Classroom Protocol

Respect your fellow students and I: Arrive on time (excessive tardiness will effect your participation grade) and do not partake in disruptive behavior. We will all be respectful of each other in both our face-to-face and online communications. If you are late, wait for an appropriate moment to enter so you do not disturb the class. If you need to leave class for any reason, please do so at a moment when there is no conversation (*and please don't get up and walk right in front of me or anyone while we're speaking — it's very disrespectful*). Turn off cell phones or put them on silent mode during the class period. You are welcome to use your laptop with the caveat that it is used to enhance our discussions.

*Community Rules:* During discussion, wait for 3 other people to speak before you speak again. This will ensure that everyone has a chance to contribute to our open discussions.

### Email Protocol, Office Hours & Online Contact

Email is the best possible way to contact me (9am-5pm, M-F) and has the added bonus of recording our conversations. When emailing me, please consider it a formal communication: include the appropriate salutation, your name, your question/comment, and be aware of tone. See below for a brief example or check out the [Writing Center's handout](#) (pdf):

Dear Professor Harris,

[my question]

Thanks,

[sign your name here with your course]

Know that long conversations over email are not fruitful merely because of the limitations of technology. If you have an extended question or dilemma that cannot be answered by our online materials, please visit me during office hours or schedule an online chat/video chat. You might also be able to get my attention on Twitter for a very brief query. ***Plan to check your Canvas account on a daily basis.***

Google+ Hangout ID: dr.katherine.harris

Skype ID: katherinedharris

Twitter ID: [@triproftri](#)

See this extremely helpful article about emailing your professor and why there's such an insistence on formality: "[Re: Your Recent Email to your Professor. \(Links to an external site.\)](#)" *Inside Higher Ed*.

### **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>

# Course Schedule

## Dickens in the Digital Age

### Engl. 181, Spring 2017

**VPM** = [\*Victorian Print Media Reader\*](#)

**PDF** = Articles provided as pdf copies (if interested, [purchase the recommended textbooks](#))

*Note: Syllabus subject to change*

Date	Topics	Reading Due	Assignment Due
Thur 1/26	<b>Introductions</b>  (Note: no office hours today; Fiction candidate talk)	<b>Introductions:</b> <ul style="list-style-type: none"> <li>• Incubator Classroom &amp; Laptop Bays</li> <li>• Introducing Abigail Droge, PhD Candidate from Stanford Univ</li> <li>• <a href="#">Coffee with a Professor Program (free coffee/tea!)</a></li> <li>• <a href="#">8th edition of MLA Citation Style</a> - mandatory</li> <li>• Writing Center: <a href="#">Workshops</a> &amp; <a href="#">Tutor Appointments</a> (free!)</li> </ul> <b>Discussions:</b> <ul style="list-style-type: none"> <li>• <a href="#">Sociology of the Text &amp; 19th-century Print Culture show n'tell</a> (Harris)</li> <li>• <a href="#">Dickensian London - Silicon Valley</a> (Droge)</li> </ul> <b>Class Field Trips (dates tbd by class):</b> <ul style="list-style-type: none"> <li>• <a href="#">Stanford Special Collections</a> (to see serials/periodicals) - required</li> <li>• 19th-century Printing Press Workshop - required</li> <li>• <a href="#">American Bookbinding Museum</a> - optional</li> </ul>	<a href="#">What are your days of availability for meeting off campus? at Stanford &amp; at Printing Workshop (Los Altos)? (add your comments to the discussion post)</a> - due 9am, Friday

Date	Topics	Reading Due	Assignment Due
Tue 1/31	<b>What's Going on in the 19th Century?</b>	<p><b>Opening Discussion</b></p> <ul style="list-style-type: none"> <li>19th c vs. 21st C (see <a href="#">posts</a>)</li> <li>Recording in your <a href="#">commonplace books</a></li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>Introduction, VPM 1-7</li> <li>Introduction to "Setting the Scene," VPM 11-13</li> </ul> <p><b>In-Class Activity</b></p> <ul style="list-style-type: none"> <li>What's happening in the 19th century?</li> <li><a href="#">19th-century Historical Highlights</a> (pdf)</li> <li><a href="#">British History Timeline</a> (uses Flash)</li> </ul>	<p><b>Post</b> due by 12pm <a href="#">Intellectual Autobiography</a> (credit/no credit)</p> <p><a href="#">Discussion Post on comparing Dickensian London to Silicon Valley</a> due by 12pm (credit/no credit)</p>
Thur 2/2	<b>Who is Queen Victoria?</b>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>What have you written in your commonplace book?</li> <li>What are <a href="#">primary sources</a>?</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li><a href="#">Queen Victoria's Journals</a> - read through your 20 year designation first; then read other interesting stuff</li> </ul> <p><b>Watch (Video):</b></p> <ul style="list-style-type: none"> <li>Watch (ignore references to 56B Brit Lit) <a href="#">Introduction to Victorians Video Lecture</a></li> </ul> <p><b>Accompanying Information:</b></p> <ul style="list-style-type: none"> <li><a href="#">Transition to the Victorians</a> (pdf)</li> <li><a href="#">19th C Timeline</a>-</li> </ul>	<p><b>Post:</b> Team post on <a href="#">Discovering the 19th Century by 12pm</a></p>



Date	Topics	Reading Due	Assignment Due
		<p>abbreviated(pdf)</p> <ul style="list-style-type: none"> <li>• <a href="#">Database of Mid-Victorian Images</a> (keyword search)</li> <li>• <a href="#">19th-century Historical Highlights</a> (pdf)</li> <li>• <a href="#">British History Timeline</a> (uses Flash)</li> </ul> <p><b>Interesting Stuff from Class Discussion</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The Timetables of History</a> by Grun (get a used copy?)</li> <li>• <a href="#">Image of slave ship</a> (1789)</li> <li>• <a href="#">A Brief History of Typewriters</a></li> <li>• <a href="#">"A Rake's Progress"</a> (1733)</li> <li>• <a href="#">Queen Victoria &amp; Anesthesia</a></li> <li>• <a href="#">History of Bethlem Hospital</a> (Bedlam for the insane!)</li> <li>• <a href="#">Observations on Insanity...</a> (Arnold 1782 - pathologizes imagination as the first step towards insanity if overused)</li> <li>• <a href="#">"The British Empire, Trading Routes &amp; Construction"</a> (video)</li> <li>• <a href="#">Colony Trade Routes</a> (image)</li> <li>• <a href="#">"Dissecting Pregnancy"</a></li> <li>• <a href="#">"London Cafes: The Surprising History of London's Coffee Houses"</a> (Green, <i>Telegraph</i> 2013)</li> <li>• <a href="#">The Early History of Coffee Houses in England</a> (Robinson 1893)</li> </ul>	

Date	Topics	Reading Due	Assignment Due
Tue 2/7	Narrating the 19th-century in Magazines, Serials & more	<p>Literary annuals, serial novels, magazines, newspapers (you'll work with original 19th-century materials during class on a discussion post <a href="#">Interpreting the Material Text</a>)</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• "Reading as a Means of Culture" (VPM 61)</li> <li>• "Periodical Literature" (VPM 14)</li> <li>• "Progress of the People" (VPM 22)</li> <li>• "The Influence of the Press" (VPM 25)</li> <li>• "<a href="#">The Printed Image in the West</a>" (MetMuseum)</li> <li>• "<a href="#">Print Culture</a>" (Taunton)</li> <li>• <a href="#">Introduction</a>, from <i>Popular History in Victorian Magazines Database</i></li> <li>• <a href="#">Wax Recording of Tennyson reading "Charge of the Light Brigade"</a></li> </ul> <p><b>Activity (in-class)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">British History Timeline</a> (uses Flash)</li> <li>• <a href="#">Maps of the British Isles</a></li> <li>• Oxford English Dictionary Database (SJSU log-in) <a href="#">English LibGuide</a></li> <li>• <a href="#">Google N-Gram Viewer</a></li> <li>• <a href="#">Making Sense of Evidence</a></li> </ul> <p><b>Helpful Links</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Cost &amp; Types of 19th-century Reading Materials</a> (pdf)</li> <li>• <a href="#">Timeline of David Rumsey's Maps</a></li> </ul>	

Date	Topics	Reading Due	Assignment Due
		<ul style="list-style-type: none"> <li>• See <a href="#">Geographic Nomenclature in Norton</a></li> <li>• <a href="#">London to Luton Hoo</a> (1767)</li> <li>• <a href="#">Great Britain in the 19th C</a></li> <li>• <a href="#">Greenwood's Map of London</a> (1827)</li> <li>• <a href="#">Maps of London through the 19th Century</a></li> <li>• <a href="#">British History Online</a></li> <li>• <a href="#">Current Value of Old Money</a></li> <li>• <a href="#">Purchasing Power of British Pounds from 1245 to Present</a></li> </ul>	
Thur 2/9	<b>Manuscript Magazines &amp; Commonplace/Albums Books</b>	<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• What have you written in your commonplace books?</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Guide for using primary sources to assess historical object</a> (reminder)</li> <li>• "Periodicals and Periodicity," Wald (pdf)</li> <li>• "Popular Writing" (VPM 170)</li> <li>• "The Industrialization of the Book 1800-1970," Banham (pdf)</li> </ul> <p><b>Show n'Tell</b></p> <ul style="list-style-type: none"> <li>• Manuscript Culture &amp; Manuscript Magazines (Droge)</li> </ul> <p><b>Interesting Stuff</b></p> <ul style="list-style-type: none"> <li>• <a href="#">"So you need a typeface"</a> (poster)</li> <li>• <a href="#">Pear's Soap ads</a> (commercializing</li> </ul>	<p><b>Post:</b> Team post on <a href="#">Interpreting the Material Text</a> by Thur 12pm</p>

Date	Topics	Reading Due	Assignment Due
		<p>imperialism)</p> <ul style="list-style-type: none"> <li>• <a href="#">Example of a crossed handwritten letter</a> (hard to read!)</li> </ul>	
Tue 2/14	The Victorians & Dickens	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• "<a href="#">Dickens as Soap Opera</a>"</li> <li>• "The Importance of Ephemera," Andrews (pdf)</li> <li>• "<a href="#">Victorian Advertisements in Charles Dickens' Serial Novels</a>"</li> <li>• <a href="#">Our Mutual Friend</a> Advertisements</li> <li>• Darwin, <i>Origin of Species</i> (skim "<a href="#">Natural Selection</a>" section)</li> <li>• Dickens, "A Visit to Newgate" <a href="#">read online</a></li> </ul> <p><b>Video (watch before class - ignore references to 56B-Brit Lit):</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Talking about Dickens</a> Video Lecture</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Steamroller Printer</a> (video)</li> <li>• "<a href="#">1 in 200 Men Direct Descendents of Genghis Khan</a>"</li> </ul>	
Thur 2/16	How far did the British Empire Extend?	<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• What have you written in your commonplace books?</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <a href="#">1898 Empire</a></li> <li>• <a href="#">Imperialism, Anxiety, and</a></li> </ul>	Post on Advertisements due by 12pm

Date	Topics	Reading Due	Assignment Due
		<p><a href="#">Evolution from Anne McClintock's work</a></p> <ul style="list-style-type: none"> <li>• <a href="#">"The Black Victorians: Astonishing Portraits Unseen for 120 Years"</a> (<i>The Guardian</i>)</li> <li>• <a href="#">Colonial Trade Routes</a></li> <li>• <a href="#">European Colonial Expansion</a> (video)</li> <li>• <a href="#">Hottentot Venus</a> (images)</li> <li>• <a href="#">The Victorian Circus</a></li> <li>• <a href="#">The Development of Circus Acts</a></li> </ul>	
Tue 2/21	<b>Reading as Social Control</b>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Synopsis of "imagined communities"</a> by Benedict Anderson (video)</li> <li>• <a href="#">Excerpt from <i>Imagined Communities</i></a> (pdf)</li> <li>• "The Literature of the Working Classes" (VPM 40)</li> <li>• "What Girls Read" (VPM 68)</li> <li>• "Prosecution for Publishing an Alleged Obscene Book" (VPM 105)</li> <li>• "The Commercial History of a Penny Magazine" (VPM 126)</li> <li>• <a href="#">"Dickens and His Readers"</a></li> <li>• <a href="#">Introduction to <i>Monthly Repository</i>, Nineteenth Century Serials Edition</a> <ul style="list-style-type: none"> <li>◦ Choose 3 editions of the <i>Monthly Repository</i> to read through (available <a href="#">online</a>) - find something about revolution, something about gender, something about social control of readers, and something</li> </ul> </li> </ul>	

Date	Topics	Reading Due	Assignment Due
		<p>about novels</p> <ul style="list-style-type: none"> <li>• Introduction to <a href="#"><i>The English Woman's Journal</i></a>, Nineteenth Century Serials Edition <ul style="list-style-type: none"> <li>◦ Choose 3 editions of <i>The English Woman's Journal</i> to read through (available <a href="#">online</a>) - find something about social conditions abroad, something about women's social condition in England, and a poem or two</li> </ul> </li> </ul> <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• What topics <i>aren't</i> in the <i>Penny Magazine</i> (Droge) -- bring in <i>Penny Magazine</i> volumes for use during discussion</li> </ul>	
Thur 2/23	<b>Reading <i>Hard Times</i> serials</b>	<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• What have you written in your commonplace books?</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Victorian Serial Novels</a> (available at University of Victoria)</li> <li>• "<a href="#">How to Use a Novel as a Guidebook</a>" (NYT)</li> <li>• "<a href="#">Why Read the Serial Versions of Victorian Novels?</a>"</li> <li>• "<a href="#">Discovering Dickens</a>," <a href="#">Stanford's facsimile project with introductions &amp; annotations to <i>Hard Times</i></a></li> </ul>	<b>Post</b> on <i>Monthly Repository</i> and <i>Penny Magazine</i> by 3pm

Date	Topics	Reading Due	Assignment Due
Tue 2/28	Reading <i>Hard Times</i> serials	<b>Readings</b> <ul style="list-style-type: none"> <li>"Notes on the Present State of Engraving in England" (VPM 399)</li> <li>"Illustrated Periodical Literature" (VPM 391)</li> </ul>	
Thur 3/2	Reading <i>Hard Times</i> serials	<b>Questions</b> <ul style="list-style-type: none"> <li>What have you written in your commonplace books?</li> </ul> <b>Readings</b> <ul style="list-style-type: none"> <li>"Authors, Publishers and the Making of Literary Culture," Brewer (pdf)</li> <li>"The Coffee Houses of London" (VPM 246)</li> </ul>	<b>Post</b> on <i>Hard Times</i> Serials by 3pm
Tue 3/7	Reading <i>Hard Times</i> serials	<b>Questions</b> <ul style="list-style-type: none"> <li>What have you written in your commonplace books?</li> </ul> <b>Readings</b> <ul style="list-style-type: none"> <li>"Cultures of the Commonplace," Price (pdf)</li> </ul>	Printing Workshop: Submit <a href="#">field trip forms</a>
Thur 3/9	Reading <i>Hard Times</i> & <i>Great Expectations</i> serials (distribute)	<b>Readings</b> <ul style="list-style-type: none"> <li>"When is a Book Not a Book?" Patten (pdf)</li> <li><a href="#">"Discovering Dickens," Stanford's facsimile project with introductions &amp; annotations to <i>Great Expectations</i></a></li> </ul>	<b>Post</b> on <i>Hard Times</i> serials by 3pm
<p><b>Saturday, 3/11, 2-5pm</b></p> <p><b>Printing Workshop</b></p> <p><b>Los Altos Hills</b></p>			
Tue 3/14	Reading <i>Great Expectations</i> serials	<b>Readings</b>	

Date	Topics	Reading Due	Assignment Due
		<ul style="list-style-type: none"> <li>"<a href="#">Discovering Dickens,</a>" <a href="#">Stanford's facsimile project with introductions &amp; annotations to <i>Great Expectations</i></a></li> </ul>	
Thur 3/16	<b>Reading <i>Great Expectations</i> serials</b>	<b>Questions</b> <ul style="list-style-type: none"> <li>What have you written in your commonplace books?</li> </ul> <b>Readings</b> <ul style="list-style-type: none"> <li>"The Magazine Market," West (pdf)</li> </ul>	<b>Lap Report</b> on printing workshop
Tue 3/21	<b>Reading <i>Great Expectations</i> serials</b>		
Thur 3/23	<b>Reading <i>Great Expectations</i> serials</b>	<b>Questions</b> <ul style="list-style-type: none"> <li>What have you written in your commonplace books?</li> </ul>	<b>Post</b> on <i>Great Expectations</i> series by 3pm  Stanford Special Collections: Submit <a href="#">field trip forms</a>
Tue 4/4 (3/28-3/30 Spring Break)	<b>Reading <i>Great Expectations</i> serials</b>		<b>Lab Report</b> on Reading by Candlelight by 3pm
Thur 4/6	<b>Off-Campus Trip to Stanford Special Collections</b>  <b>12:30-1:30pm</b>		
Tue 4/11		<b>Discussion</b> <ul style="list-style-type: none"> <li>Stanford visit</li> </ul>	<b>Lab Report</b> on annotating a page from the Stanford Visit
Thur 4/13	<b>Digital Project: Starting</b>	<ul style="list-style-type: none"> <li>Meeting in Special Collections with Digital Librarian</li> <li>Demo of scanner</li> </ul>	<b>Post</b> on initial thoughts for Digital Exhibit by 3pm
Tue 4/18	<b>Digital Project: Focusing the Project</b>	<b>Questions</b> <ul style="list-style-type: none"> <li>What have you written in your commonplace books?</li> </ul>	
Thur	<b>Digital Project: Focusing the</b>		



Date	Topics	Reading Due	Assignment Due
4/20	<b>Project</b>		
Tue 4/25	<b>Digital Project: Working with Materials</b>	<b>Questions</b> <ul style="list-style-type: none"> <li>How does digital change the political capacity of literacy? (Droge)</li> </ul> <b>Readings</b> <ul style="list-style-type: none"> <li>V21 Manifesto</li> <li>Hoggart &amp; "good" literature</li> </ul>	<b>Post</b> on digital exhibit focus by 3pm
Thur 4/27	<b>Digital Project: Working with Materials</b>	<b>Questions</b> <ul style="list-style-type: none"> <li>What have you written in your commonplace books?</li> </ul>	<b>Post</b> on the digital and literacy by 3pm
Tue 5/2	<b>Digital Project: Working with Materials</b>		
Thur 5/4	<b>Digital Project: Working with Materials</b>	<b>Questions</b> <ul style="list-style-type: none"> <li>What have you written in your commonplace books?</li> </ul>	
Tue 5/9	<b>Digital Project: Creating the Exhibit (content &amp; working w/Omeka)</b>		
Thur 5/11	<b>Digital Project: Creating the Exhibit (content &amp; working w/Omeka)</b>		<b>Lab Report</b> on your commonplace book
Tue 5/16	<b>Digital Project: Creating the Exhibit (content &amp; working w/Omeka)</b>	<b>Return to original assumptions (see <a href="#">post</a>)</b> <ul style="list-style-type: none"> <li>What are the challenges we face now with information accessibility (Droge)</li> </ul>	<b>Post</b> reflecting on your participation (credit/no credit)
<b>FINAL EXAM: May 24, 9:45am-12pm</b>  <b>Final Project &amp; Presentation due: Digital Exhibit</b>			