

**San José State University**  
**Department of English & Comparative Literature**  
**English 233: Seminar in the Victorian Period, Spring 2023**

<b>Instructor:</b>	Revathi Krishnaswamy
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<b>Office Hours:</b>	Mon 6:45-7:30 pm and by appointment
<b>Class Days/Time:</b>	Mon 4.00-6.45 pm (synchronous meeting via zoom)
<b>Classroom:</b>	Canvas Online

**Messaging :** You are responsible for regularly checking with the messaging system through MySJSU and Canvas.

**Course Format:** Seminar. Synchronous meeting via Zoom. This course satisfies SJSU's Graduation Writing Assessment Requirement (GWAR).

**Course Description: Literature of the Victorian Empire**

This seminar on "Literature of the Victorian Empire" expands the scope of Victorian literature to all of Queen Victoria's empire. Our goal will be to (i) extend "Victorian" beyond the national boundaries of England/Great Britain and Queen Victoria's death/WWI (ii) scrutinize the constitution of "Victorian literature" as a distinct, coherent, hallmark of English high culture, and (iii) examine the emergence of realism as the privileged aesthetic of the great tradition of the Victorian novel. We will undertake this project through close readings of major works of literature as well as criticism. Throughout the course we will explore the connections between literature, culture, history and politics. Intellectual curiosity, academic rigor, openness of mind, commitment to work hard, tolerance for difficulty, ambiguity, and uncertainty are essential to succeed in the class. The course will be taught mostly synchronously, using Canvas and Zoom. The course satisfies the 4-unit GWAR requirement for both MFA and MA students.

**Course Materials:**

1. *The Broadview Anthology of British Literature: The Victorian Era*

Online materials are available here (access code needed):

<https://sites.broadviewpress.com/bablonline/selections/the-victorian-era/>

2. Course Materials in Canvas or online links
3. These three novels are required reading for the class: (any edition; read in advance)  
*Jane Eyre* <https://www.gutenberg.org/files/1260/1260-h/1260-h.htm>  
*Dombey and Son* <https://www.gutenberg.org/ebooks/821>  
*Daniel Deronda* <https://www.gutenberg.org/files/7469/7469-h/7469-h.htm>

### **MA Program Learning Outcomes**

1. Students will demonstrate an appropriate level of expertise in literary history, literary theory, and rhetoric.
2. Students will demonstrate high-level proficiency in literary research and in the synthesis of research.
3. Students will demonstrate critical and analytical skills in the interpretation and evaluation of literary texts.
4. Students will demonstrate a command of written academic English, including the abilities to a) organize and present material in a cogent fashion, b) formulate and defend original arguments, c) employ effectively the language of their discipline and d) write under time constraints.
5. Students will demonstrate a reading knowledge of at least one foreign language.
6. Students preparing for teaching careers will receive the appropriate instruction.
7. Students will be prepared for further graduate study.

### **Course Student Learning Objectives**

- a. Demonstrate familiarity with major Victorian writers/texts
- b. Demonstrate ability to research, understand, and analyze Victorian writers/texts in the historical/cultural context.
- c. Communicate ideas/analysis in cogent, critical language, both orally and in writing.

### **One Unit Course Credit Enhancement:**

Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments. Specifically, the following 1-unit enhancement is integrated into this course: **Increased course content and/or collateral readings** (10% of course grade). Students will read additional primary and secondary materials in order to give a formal conference presentation and write a publishable-quality research article. Following MLA guidelines and my guidance, students will peer review conference proposals and peer edit research papers. I will also conduct workshops to provide detailed comments on conference proposals and seminar paper drafts. Based on my feedback, students will revise and edit their conference and seminar papers.

**Assignments:** All assignments must be submitted in Canvas on dates indicated in the schedule. Unless you have received prior permission from me, late assignments will be automatically reduced one letter grade for each late day and no assignments will be accepted beyond a week after the due date.

1. **Reader Response: 200 points (20 points each)**

You will post ten (out of 11) 300 word responses to the week's assigned reading; you may choose to respond to the readings as a whole or focus on one in particular. Your RR should (i) thoughtfully and critically engage one or more key ideas/arguments, and (ii) raise one or two discussion questions. In addition to posting your own RR, you will respond briefly (2-3 sentences) to a discussion question posted by a classmate before the next class meeting. You will be expected to share your RR as part of class discussions. Scoring: based on evidence of thoughtful engagement with course materials, proper organization, number of RRs submitted, and discussion questions answered. (PLO 1)

**2. Lead Two Class Discussions: 200 points (100 points each)**

You will lead two in-class discussions. The first is assigned to you; the second, you will choose and sign up. Consult other discussant leads and decide on the readings/topics you wish to address. Using your RR for the week, prepare a handout/PPT highlighting 2-3 significant points; orally elaborate on the points, raise questions, and respond to questions. Scoring: relevance of cultural commentary and depth of literary critical analysis (70 points); ability to interest and engage the class (30 points). (PLO 3)

**3. Conference Paper Presentation: 250 points**

On the scheduled conference day, you will make a formal 10-minute presentation in which you will answer a specific research question *on ONE of the three required novels*. You will complete this assignment in steps:

Step 1: formulate a research question for approval.

Step 2: when research question is approved, draft the full paper (2000-3000 words)

Step 3: prepare a PPT/handout to go with your presentation

Step 4: present your paper on the scheduled day

Scoring: research question (25 points), PPT/handout (25 points), oral presentation (100 points), written paper with works cited in MLA format (100 points). (PLO 2)

**4. Seminar Research Paper: 400 points**

Building on and extending your conference paper, you will write a substantive publishable-quality research paper (5000-6000 words) that compares one of the three required novels to one or more novels from the list below; in addition, your paper must synthesize and cite information from a minimum of 5 secondary sources. The paper must be formatted as per MLA guidelines. You will complete this individual assignment in stages that include brainstorming, researching, preparing a proposal with annotated bibliography, outlining, drafting, revising and editing. You will also make a short roundtable presentation summarizing your paper. Scoring: Proposal with Annotated Bibliography (50 points), Roundtable Presentation (50 points), Peer Review (50) Final Paper with abstract and works cited (200 points), summary of revisions (50 points). (PLO 4).

Compare one of the three required novels to one other novel from the list below:

Topic: Feminism

Emily Bronte: *Jane Eyre* (1847)

Bankimchandra Chattopadhyay: *Rajmohan's Wife* (1864)

[https://en.wikisource.org/wiki/Rajmohan%27s\\_Wife](https://en.wikisource.org/wiki/Rajmohan%27s_Wife)

OR

Jean Rhys: *Wide Sargasso Sea* (1966)

Topic: Capitalism

Charles Dickens: *Dombey and Son* (1848)

Amitav Ghosh: *The Sea of Poppies* (2008)

Topic: Identity

George Eliot: *Daniel Deronda* (1876)

Rudyard Kipling: *Kim* (1900)

OR

Rabindranath Tagore: *Gora* (1910)

**Grading:** Total points 1000

Reader Response	200
Leading Two Class Discussion	200
Conference Paper/Presentation	200
Seminar Paper	400
Total	1000

This course is letter graded

980-1000 = A+

930-979 = A

900-929 = A-

880-899 = B+

830-879 = B

800-829 = B-

780-799 = C+

730-779 = C

700-729 = C-

>700 = F

The following statements have been adopted by the English department:

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

2. Grading Policy: 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. Courses graded according to the A,B,C, No Credit system shall follow the same pattern, except that NC, for No Credit, shall replace D or F. In A,B,C, No Credit courses NC shall also substitute for W (Withdrawal) because neither NC nor W affects students' grade point average.

## **Classroom Protocol**

**Zoom:** All class meetings will be held synchronously via zoom. Not ideal. But we'll try to make the best of it. In order to simulate a face-to-face, in-person class environment, I request you to join class meetings with your camera on and your face visible (unless you're having technical difficulties); feel free to use zoom virtual background setting.

**Attendance & Participation:** Regular attendance and active participation in class discussions are extremely important. You are responsible for all materials assigned, presented and discussed. You are encouraged to take notes in class, but you should have studied the materials before class begins. Poor attendance/participation will have negative effects on your final grade. Since most classes will be based on group discussions, presentations and workshops it is crucial for you to keep up with the readings and take an active as well as thoughtful role in all classroom activities. Your questions, comments, insights, and interpretations are valuable no matter how outlandish they may seem. So, do speak up!

**Communicating:** Good communication is key to class success, especially in an online environment. So please maintain regular communication with your classmates and with me. Seek timely advice and assistance on any difficulty you may be having with the materials, assignments, canvas, zoom or other aspects of the course. I am completely open to criticism and suggestions because the only way I can fix things is if I know what is wrong.

**Submitting work:** All work must be turned in exactly as and when indicated in the schedule. All readings are listed against dates they will be discussed in class; so, when you come to class you should have already read the materials and be prepared to discuss them

## **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html) . [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/) . Students should be aware of the current deadlines and penalties for adding and dropping classes.

## **University Policies**

### **Academic integrity**

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

### **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

### **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

### **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering "roadside assistance" to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor/>.

## English 233/ The Victorian Empire, Spring 2023

*This schedule is subject to change with fair notice made available via canvas or mysjsu.  
All readings are in the Broadview Anthology (BA), unless otherwise indicated.*

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/30	<p><b>Overview</b> of course/syllabus</p> <p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>➤ Broadview Anthology (BA): The Victorian Era (xliii-lxxxvi)</li> <li>➤ Widening the 19<sup>th</sup> century: <a href="https://www.cambridge.org/core/journals/victorian-literature-and-culture/article/introduction-widening-the-nineteenth-century/FD910FE3A9E966FCE9CF485510421850">https://www.cambridge.org/core/journals/victorian-literature-and-culture/article/introduction-widening-the-nineteenth-century/FD910FE3A9E966FCE9CF485510421850</a></li> <li>➤ Chatterjee et al.: <a href="#">Undisciplining Victorian Studies</a></li> <li>➤ "Undisciplining the Victorian Classroom," <a href="https://undiscipliningvc.org/">https://undiscipliningvc.org/</a> is a project that aims to provide pedagogical materials for teaching beyond the established literary canon of the 19th-century (crowd-sourced and ongoing).</li> <li>➤ Gikandi: Embarrassment of Victorianism</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>➤ <b>Reader Response 1 Due 2/4 by 11:59 pm</b></li> <li>➤ <b>Respond to Discussion Question before next class.</b></li> </ul>
2	2/6	<p><b>Discussion: Vic prose and poetry</b> Discussion Leaders: Sophie Aust, Jonathan Banegas, Dolly Estrada</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Carlyle: Everlasting No (BA online), Natural Supernaturalism (p. 8), Hero worship (p. 17), Democracy (p. 29), Captains of Industry (p.35)</li> <li>• Mill: What is Poetry (p. 77), On Liberty (BA online)</li> <li>• Macaulay: The state of England (p. 41), Milton (BA online)</li> <li>• Arnold: Culture and Anarchy – Sweetness and Light (p. 487)</li> <li>• Tennyson: The Lotus Eaters (p. 181), Ulysses (p. 184)</li> <li>• Browning: My last duchess (p. 305), Childe Roland (p.312)</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Reader Response 2 Due 2/11 by 11:59 pm</b></li> <li>➤ <b>Respond to Discussion Question before next class</b></li> <li>➤ <b>Sign up to Lead Class Discussion #2</b></li> <li>➤ <b>Join Novel Discussion Group</b></li> </ul>
3	2/13	<p><b>Discussion: Religion, Science, Society</b> Discussion Leaders: Allyson Finch, Francisco Garcia, Hilary King</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Readings:</p> <ul style="list-style-type: none"> <li>➤ Broadview Anthology: Religion and Society (BA online)</li> <li>➤ Arnold: Dover Beach (p. 465).</li> <li>➤ Darwin: Broadview Anthology (pp. 250-282)</li> <li>➤ Krishnaswamy: Evangels of Empire</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>➤ Reader Response 3 Due 2/18 by 11:59 pm</li> <li>➤ Respond to Discussion Question before next class.</li> </ul>
4	2/20	<p><b>Discussion: The Vic Empire</b>  Discussion Leaders: Deeptiman Kaushik, Charlotte Kunde, Carlton Nizawa</p> <p>Readings</p> <ul style="list-style-type: none"> <li>➤ Broadview Anthology (843-882; and online)</li> <li>➤ <a href="#">Thomas Macaulay, "Minute on Indian Education"</a></li> <li>➤ Sukanya Banerjee, "Transimperial," <i>Victorian Literature and Culture</i> 46.3/4 (2018): 925-928.  <a href="https://www.cambridge.org/core/journals/victorian-literature-and-culture/article/transimperial/04283BEE0F09D5AB4701DE2A57884376">https://www.cambridge.org/core/journals/victorian-literature-and-culture/article/transimperial/04283BEE0F09D5AB4701DE2A57884376</a></li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>➤ Reader Response 4 Due 2/25 by 11:59 pm</li> <li>➤ Respond to Discussion Question before next class.</li> </ul>
5	2/27	<p><b>Discussion: The 1857 'Indian Mutiny'</b>  Discussion Leaders: Jacqueline Prado, Jesus Sandoval, July Simeona, Caitlin Small</p> <p>Required primary Readings:</p> <ul style="list-style-type: none"> <li>➤ Charles Dickens and Wilkie Collins, <i>The Perils of Certain English Prisoners</i>.</li> <li>➤ Dion Boucicault, <i>Jessie Brown, or the Relief of Lucknow</i>. Available for download at <a href="https://archive.org/details/jessiebrownorrel100bouc">https://archive.org/details/jessiebrownorrel100bouc</a></li> <li>➤ Tennyson, "The Defence of Lucknow" </li> <li>➤ Karl Marx, "On Imperialism in India," from <i>The Marx Engels Reader</i>: </li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p data-bbox="667 281 1013 310"><u>"The British Rule in India"</u></p> <p data-bbox="667 317 1287 346"><u>"The Future Results of the British Rule in India"</u></p> <ul style="list-style-type: none"> <li data-bbox="621 373 1451 520">➤ G. A. Henty, "A Pipe of Mystery"  [Original periodical version published in <i>Union Jack</i> vol. 2, issue 52, 23 Dec. 1880 available via the Library's Gale Nineteenth Century UK Periodicals database.]</li> <li data-bbox="621 533 1435 617">➤ Herbert Hayens, "The Indian Mutiny" in <i>For the Colours: A Boy's Book of the Army</i> </li> </ul> <p data-bbox="573 667 834 697"><b>Required Criticism</b></p> <ul style="list-style-type: none"> <li data-bbox="621 743 1442 890">▪ Priti Joshi, "1857; or, Can the Indian 'Mutiny' Be Fixed?" Available from the BRANCH Collective at <a href="https://www.branchcollective.org/?ps_articles=priti-joshi-1857-or-can-the-indian-mutiny-be-fixed">https://www.branchcollective.org/?ps_articles=priti-joshi-1857-or-can-the-indian-mutiny-be-fixed</a></li> <li data-bbox="621 903 1442 1045">▪ Primamvada Gopal, <i>"The Spirit of the Sepoy Host: The 1857 Uprising in India and Early British Critics of Empire," Chapter 1 of Insurgent Empire: Anticolonial Resistance and British Dissent.</i></li> <li data-bbox="621 1058 1458 1201">▪ Revathi Krishnaswamy, Effeminism: the economy of colonial desire. U of Michigan P, 1998. Chapter 4 <a href="https://archive.org/details/effeminismeconom0000kris/page/n5/mode/2up">https://archive.org/details/effeminismeconom0000kris/page/n5/mode/2up</a></li> </ul> <p data-bbox="573 1264 1010 1293"><b>Additional secondary resources:</b></p> <ul style="list-style-type: none"> <li data-bbox="621 1339 1416 1444">▪ Maria K. Bachman, "Charles Dickens, Wilkie Collins, and the Perils of Imagined Others" in <i>Fear, Loathing, and Victorian Xenophobia</i> 101-123.</li> <li data-bbox="621 1457 1445 1600">▪ Neil Hultgren, "Jessie Brown as Imperial Propaganda," <i>Melodramatic Imperial Writing: From the Sepoy Rebellion to Cecil Rhodes</i> 19-23 (print edition); 22-25 (online edition).</li> <li data-bbox="621 1612 1448 1726">▪ Lillian Nayder, "Class Consciousness and the Indian Mutiny: The Collaborative Fiction of 1857" in <i>Unequal Partners: Charles Dickens, Wilkie Collins, and Victorian Authorship.</i></li> <li data-bbox="621 1738 1445 1843">▪ Grace Moore, "A Tale of Three Revolutions: Dickens's Response to the Sepoy Rebellion." <i>Dickens and Empire</i> 113-133.</li> <li data-bbox="621 1856 1432 1925">▪ Alex Tickell, <i>"The Perils of Certain English Prisoners: Charles Dickens, Wilkie Collins, and the Limits of Colonial</i></li> </ul>

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		<p>Government." <i>Nineteenth-century Literature</i> 67.4 (2013): 457-489.</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>➤ Reader Response 5 Due 3/4 by 11:59 pm</li> <li>➤ Respond to Discussion Question before next class.</li> </ul>
6	3/6	<p><b>Discussion: Realism and the Vic Novel</b>  Discussion Leaders: Evonne Tan, Catherine Tosti, Courtney Westergren</p> <ul style="list-style-type: none"> <li>➤ Chapters 1 &amp; 2 from <i>The Ideal of the Real: Mid-Victorian Representations of the Artist and the Invention of Realism</i> <a href="#">Brown, Daniel Schultz</a>. University of Florida, ProQuest Dissertations Publishing, 2012. 13847400. (access with sjsu id)</li> <li>➤ Freedgood: <i>The Invention of Realism: Intro</i> <a href="https://press.princeton.edu/books/hardcover/9780691193304/worlds-enough#preview">https://press.princeton.edu/books/hardcover/9780691193304/worlds-enough#preview</a></li> <li>➤ <i>Special Cluster: Essays in Honor of Elaine Freedgood in Victorian Literature and Culture</i> 47:3 (Fall 2019). <a href="https://syndicate.network/symposia/literature/worlds-enough/">https://syndicate.network/symposia/literature/worlds-enough/</a></li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>➤ Reader Response 6 Due 3/11 by 11:59 pm</li> <li>➤ Respond to Discussion Question before next class</li> </ul>
7	3/13	<p><b>Discussion: Gender and Sexuality</b>  Discussion Leaders: (sign up)</p> <p>Readings</p> <ul style="list-style-type: none"> <li>➤ Broadview Anthology: The place of women in society (96-131)</li> <li>➤ Mill: Subjection of Women (p. 84),</li> <li>➤ Barrett Browning: To George Sand (135, 137), Aurora Leigh (143-167)</li> <li>➤ Krishnaswamy: <i>Effeminism: the economy of colonial desire</i>. U of Michigan P, 1998. Chapter 3 <a href="https://archive.org/details/effeminismeconom0000kris/page/n5/mode/2up">https://archive.org/details/effeminismeconom0000kris/page/n5/mode/2up</a></li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>➤ Reader Response 7 Due 3/18 by 11:59 pm</li> <li>➤ Respond to Discussion Question before next class</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
8	3/20	<p><b>Discussion: Jane Eyre</b> Discussion Leaders: (sign up)</p> <p>Suggested Criticism: Spivak: Three Women's Texts and a Critique</p> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>➤ Reader Response 8 Due 4/1 by 11:59 pm</li> <li>➤ Respond to Discussion Question before next class</li> <li>➤ Conference Paper: Research Question Due 4/1 by 11:59 pm</li> </ul>
9	3/27	<p><b>SPRING BREAK</b></p>
10	4/3	<p><b>Discussion: Industrialization &amp; Capitalism</b> Discussion Leaders: (sign up)</p> <p>Readings</p> <ul style="list-style-type: none"> <li>➤ Broadview Anthology: Work &amp; Poverty (pp. 49-73)</li> <li>➤ Ruskin: (pp 440-443; and online)</li> <li>➤ Morris: How I became a Socialist (p. 599)</li> <li>➤ Rossetti (Pre-Raphaelite movement)</li> </ul> <p><b>Workshop: Conference Paper</b></p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>➤ Reader Response 9 Due 4/8 by 11:59 pm</li> <li>➤ Respond to Discussion Question before next class</li> </ul>
11	4/10	<p><b>Discussion: Dombey &amp; Son</b> Discussion Leaders: (sign up)</p> <p>Suggested Criticism Perera: chapter 3 from <i>Reaches of Empire</i> <a href="https://archive.org/details/reachesofempiree0000pere/page/n3/mode/2up">https://archive.org/details/reachesofempiree0000pere/page/n3/mode/2up</a></p> <p><b>Workshop: Conference Paper</b></p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>➤ Reader Response 10 Due 4/15 by 11:59</li> <li>➤ Respond to Discussion Question before next class</li> </ul>
12	4/17	<p><b>Discussion: Race, Nation, and English identity</b> Discussion Leaders: (sign up)</p> <p>Readings:</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>➤ Kipling: (pp. 805-841)</li> <li>➤ Mary Seacole: Wonderful Adventures (BA online)</li> <li>➤ <a href="#">Evans: The Victorian empire and Race</a></li> </ul> <p>Recommended Criticism</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Galchinsky: Otherness and Identity in the Victorian Novel</a></li> <li>➤ Revathi Krishnaswamy, Effeminism: the economy of colonial desire. U of Michigan P, 1998. Chapter 5 <a href="https://archive.org/details/effeminismeconom0000kris/page/n5/mode/2up">https://archive.org/details/effeminismeconom0000kris/page/n5/mode/2up</a></li> <li>➤ Brantlinger, Patrick. Dark Vanishings: Nineteenth-Century Discourse about the Extinction of Primitive Races. New York: Cornell University Press, 2003.</li> <li>➤ Brantlinger, Patrick. Rule of Darkness: British Literature and Imperialism, 1830–1914. Ithaca: Cornell University Press, 1988.</li> <li>➤ Brantlinger, Patrick. Taming Cannibals: Race and the Victorians. Ithaca: Cornell University Press, 2011.</li> <li>➤ <a href="#">Walters: Racial Hybridity and Victorian Nationalism</a></li> </ul> <p><b>Workshop: Conference Paper</b></p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>➤ Reader Response 11 Due 4/22 by 11:59 pm</li> <li>➤ Respond to Discussion Question before next class</li> </ul>
13	4/24	<p><b>Discussion: Daniel Deronda</b> Two Discussion Leaders: (sign up)</p> <p>Suggested Criticism <a href="#">Jaffe: Body, Nation, and Identity in DD</a> Stević: <a href="#">Convenient Cosmopolitansim</a></p> <p><b>Workshop: Conference Paper</b></p> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>➤ Conference PPT Due 5/1 by 4 pm (upload before class starts)</li> </ul>
14	5/1	<p><b>Conference Presentation</b></p> <p><b>Homework</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>➤ <b>Conference Written Paper with abstract and works cited Due 5/1 by 11:59 pm</b></li> <li>➤ <b>Seminar Paper: Proposal Outline &amp; Annotated Bib Due 5/6 by 11:59</b></li> </ul>
15	5/8	<p>Workshop on Seminar Paper</p> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>➤ Seminar Paper Rough Draft for Peer Review Due 5/13 by 11:59 pm</li> <li>➤ Peer Review of 2 papers Each draft will be randomly assigned to 2 readers. I will provide a checklist. Feedback due on 15th by 11:59 (directly email to the writers)</li> </ul>
16	5/15	<p><b>Seminar Paper Roundtable:</b> briefly summarize the main points of your paper, focusing on comparison with the second novel.</p> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>➤ Peer Review of 2 drafts. Each draft will be randomly assigned to 2 readers. I will provide a checklist. Feedback due on 15th by 11:59 (directly email to the writers)</li> <li>➤ <b>Final Seminar Paper with abstract, works cited, and summary of revisions Due on 5/20 by 11:59 pm</b></li> </ul>