

Appendix B – Graduate Seminar Syllabus  
Susan Griffin, “On Not Knowing Any Better”  
*Teaching Transatlanticism*

**Scenes of Reading, Fall 2013**

This seminar will explore depictions of, research on, and theories about reading in nineteenth-century America and Britain. Book History and Cultural Studies have made this an important area of study in recent years, and we will draw upon this new work. Reading is also represented as central in the life-stories of many Victorians, historical and fictional, although reading experiences differed wildly depending upon class, race, gender, family, as well as geographic location.

Attempting to understand these varied reading experiences raises many scholarly and research questions, e.g.: What reading materials were available at a given historical moment? How were they produced and distributed? What did they cost? How, literally, were they read—aloud? silently? in a group? alone? How were they understood? What functions—personal, cultural, economic, educational—did reading serve? What were “bad books”? Why?

**CLASS OBJECTIVES**

- Gain familiarity with scholarly work on nineteenth-century reading, across a range of methods and topics, through the reading and analysis of primary texts.
- Learn the practical applications of literary theory through exposure, analysis, and practice
- Work towards a comparative critical framework for the course materials through written assignments, class discussion, and workshop and will develop projects reflecting their own critical interests.

**STUDENT LEARNING OUTCOMES:**

- Knowledge of primary and secondary materials related to nineteenth-century reading
- Knowledge of the range of methodologies used to study nineteenth-century reading
- Ability to do scholarly archival research
- Ability to write a sustained critical, analytic essay

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- **Participation 10%** This is a 600-level Graduate Seminar that meets once a week. Do the math. Needless to say, attendance is crucial if individual participants, as well as the seminar as a whole, are to succeed
  - **Workshop 10%** (1) Each participant will be the editor for one fellow participant’s draft, leading the workshop discussion and giving an in-depth critique of the work. (2) Briefer comments, oral and written, are expected from all seminar participants for all class drafts at the time of the workshops. (3) The editor and the other class members should give their

written comments to the author(s) and hand in a copy to me as well. This can be done electronically or on paper; on the drafts themselves or separately.

- **Weekly reading responses 20%** Weekly BB postings on the *Moonstone* reading Postings should be roughly 300 words.
- **Draft of seminar paper 20%** posted to BB by 9 a.m. November 9 or 16 (depending upon when your workshop is scheduled). By "draft," I mean a substantial (approx. 15 pps.), albeit early, version of your seminar paper that clearly documents the resources you have used.
- **Seminar paper 40%** A 15-20 page essay that uses the scholarly article as its model. You may address any aspect of the seminar topic that interests you; you are not restricted to writing on materials we have read in class. Your essay should be situated within current critical conversations on your topic, incorporating and acknowledging the relevant scholarship. Use MLA style and, of course, acknowledge through citation all use of other writers' work.

*The Moonstone* by Wilkie Collins appeared in *Harper's Weekly* and *All the Year Round*, January 4-August 8, 1868 in 32 installments. Clearly, we cannot share the reading experiences of Collins' nineteenth-century audience. However, to attempt to get a feel for serial reading, we will read 2-3 installments each of *The Moonstone* for eleven weeks of class. I've given the page numbers below, corresponding to the Dover edition. If you have a different edition, go to <http://www.victorianweb.org/authors/collins/moonstone1.html>, which lists the weekly parts. Weekly BB postings on your reading are due each Monday before midnight, starting with Monday, September 4, and ending November 6. Postings should be roughly 300 words. Full class discussion of *The Moonstone* will be on Nov. 13—no response paper due on the last reading.

***Evangeline*** In the nineteenth and early twentieth centuries, reading poetry, especially in schools, meant memorizing and reciting poetry. In addition to reading Longfellow's *Evangeline* and Rubin's investigation of the uses of poetry in America, we will each memorize and recite six-eight lines of the poem. See "Assignments" for a list of your assigned lines.

**Reading recommendations** Each seminar participant should, on Dec. 11, bring to class a book or books that she or he has read during Fall (preferably) or Summer 2013 and would recommend to the read of us. Bring the book itself and be prepared to convince us why we should read it. Any book is fine: graphic novel, mystery, "classic," volume of poetry, whatever . . . . Refreshments will be served.

## Weekly syllabus

**August 28 Meet in Ekstrom W102**

Come to class with a description and evaluation of your assigned website. In order to do so, you will need to explore and drill into the website. The goal is to inform the other seminar participants about this resource. What information is given? Is the site well-designed and user-friendly? For what sorts of projects might the website be useful?

#### **September 4**

Darnton; Radway; Machor; *Moonstone*, pp.1-44 (end of Chapter VII)

#### **September 11**

Rose, Blair, Augst; *Moonstone*, pp.44-80 (ending with “and out walked Rosanna Spearman”)

#### **September 18**

Stevenson, *Dr. Jekyll and Mr. Hyde*, “Books Which Have Influenced Me,” “Popular Authors,” and “The Reader,” Brantlinger 166-91. *Moonstone*, pp. 80-117 (end of Chapter XV)

#### **September 25**

Douglass; Cornelius; *Moonstone*, pp.117-155 (ending with “me that answer closed my lips.”)

#### **October 2**

Mc Henry, “An Association”& “Introduction,” *Forgotten Readers*; Monaghan; *Moonstone*, pp. 155-89 (end of Chapter II)

#### **October 9**

Sicherman; *Moonstone*, pp. 189-222 (end of Chapter VII)

#### **October 16**

Flint; Griffin; Hochman; *Moonstone*, pp.222-61 (end of Chapter I)

#### **October 23**

*Evangeline*; Rubin; Trollope; recitation; *Moonstone*, pp.261-300 (end of Chapter VI)

#### **October 30**

Freeman, “The Revolt of Mother”; Garvey, “Less Work for ‘Mother’” and ““Scissoring and Scrapbooks”; *Moonstone*, pp. 300-35 (end of Chapter IX)

#### **November 6**

Hughes and Lund; Leighton and Surridge; Johanningsmeier; *Moonstone*, pp. 335-79

**November 13**

*Moonstone*, pp. 379-415; discussion; no response paper.

**November 20**

Workshop

**November 27**

No class Thanksgiving Break

**December 4**

Workshop

**December 11**

Final papers due; reading recommendations

## Assigned Texts

**These fall into four categories: books you should purchase, materials you can access directly online, materials you can access through U of L Libraries, and pdfs posted for you to download.**

### Ordered at U of L Bookstore

Collins, Wilkie. *The Moonstone*. Mineola: Dover, 2002.

Douglass, Frederick. *Narrative of the Life of Frederick Douglass*. Mineola: Dover, 1995.

Longfellow, Henry Wadsworth. *Evangeline*. Mineola: Dover, 1995.

Stevenson, Robert Louis. *Dr. Jekyll and Mr. Hyde*. Mineola: Dover, 1995.

### Available online

Freeman, Mary Wilkins. "The Revolt of 'Mother.'" *A New England Nun and Other Stories*.

New York: Harper, 1891.

[http://home.comcast.net/~mewf\\_short\\_stories/RevoltOfMother.htm](http://home.comcast.net/~mewf_short_stories/RevoltOfMother.htm)

Stevenson, Robert Louis. "Books Which Have Influenced Me."

<http://classiclit.about.com/library/bl-etexts/rlstevenson/bl-rlst-wri-3.htm>

"Popular Authors."

<http://www.blupete.com/Literature/Essays/Best/StevensonPopular.htm>

"The Reader." <http://www.authorama.com/fables-10.html>

### PDF Files on Blackboard

Augst, Thomas. "Faith in Reading: Public Libraries, Liberalism, & the Civil Religion."

*Institutions of Reading: The Social Life of Libraries in the United States*. Ed. Thomas

Augst & Kenneth Carpenter. Boston: U of Massachusetts P, 2007. Pp. 148-83.

Blair, Amy. *Reading Up: Middle-Class Readers and the Culture of Success in the Early*

*Twentieth-Century United States*. Philadelphia: Temple UP, 2012. "Introduction" &

"Epilogue," pp.1-22, 195-204.

- Brantlinger, Patrick. *The Reading Lesson: The Threat of Mass Literacy in Nineteenth-Century British Fiction*. Bloomington: Indiana UP, 1998. Pp.1-24, 166-91.
- Cornelius, Janet. "'We Slipped and Learned to Read': Slave Accounts of the Literary Process, 1830-65." *Phylon* 44 (1983): 171-98.
- Darnton, Robert. "What is the History of Reading?" *The Kiss of Lamourette*. New York: Norton, 1990. Pp.155-87
- Flint, Kate. *The Woman Reader, 1837-1914*. Oxford: Oxford UP, 1995. Pp.187-249
- Garvey, Ellen Gruber. "Less Work for 'Mother': Rural Readers, Farm Papers, and the Makeover of 'The Revolt of 'Mother.''" *Legacy* 26.1 (2009): 119-35.
- "The Power of Recirculation: Scrapbooks and the Reception of the Nineteenth-Century Press." *New Directions in American Reception Study*. Ed. Philip Goldstein & James L. Machor. New York: Oxford UP, 2008. pp.211-232.
- Hochman, Barbara. "Sentiment without Tears: *Uncle Tom's Cabin* as History in the Wake of the Civil War." *Uncle Tom's Cabin and the Reading Revolution, 1851-1911*. Amherst: U of Massachusetts P, 2011. Pp.131-68.
- Hughes, Linda & Michael Lund. "Introducing the Serial" & "Conclusion: Recovering the Serial." *The Victorian Serial*. Charlottesville: U of Virginia P, 1991). Pp.1-14, 275-78. Bibliography, 331-47, included.
- Johanningsmeier, Charles. "Understanding Readers of American Periodicals, 1880-1914." *The Oxford History of Popular Print Culture 1860-1920*. Ed. Christine Bold. Vol.6. New York: Oxford UP, 2012. Pp. 591-609.
- Leighton, Mary Elizabeth & Lisa Surridge. "The Plot Thickens: Toward a Narratological Analysis of Illustrated Serial Fiction in the 1860s." *Victorian Studies* 51.1 (Autumn 2008): 65-102.
- Machor, James L. "Interpretive Strategies and Informed Reading in the Antebellum Public Sphere." *Reading Fiction in Antebellum America*. Baltimore: Johns Hopkins UP, 2011.

Pp. 36-84.

McHenry, Elizabeth. "An Association of Kindred Spirits." *Institutions of Reading*, ed. Thomas Augst & Kenneth Carpenter. Amherst: U of Massachusetts P, 2007. Pp.99-118.

"Introduction." *Forgotten Readers: Recovering the Lost History of the African-American Library Societies*. Durham: Duke UP, 2002. Pp.1-83.

Radway, Janice. "What's the Matter with Reception Study? Some Thoughts on the Disciplinary Origins, Conceptual Constraints, and Persistent Viability of a Paradigm." *New Directions in American Reception Study*. Ed. Philip Goldstein & James L. Machor. New York: Oxford UP, 2008. Pp. 327-52.

Rose, Jonathan. *The Intellectual Life of the British Working Class*. New Haven: Yale UP, 2002. pp. 1-57.

Rubin, Joan Shelley. *Songs of Ourselves: The Uses of Poetry in America*. Cambridge: Harvard UP, 2007. Pp.108-64.

Sicherman, Barbara. *Well-Read Lives: How Books Inspired a Generation of American Women*. Chapel Hill: U of North Carolina P. pp.1-108, 193-219

Trollope, Anthony. "Henry Wadsworth Longfellow." *North American Review* 132.293 (April 1881): 383-406

## NOTICE ON INSTRUCTIONAL MODIFICATION

Students that have a disability or condition which may impair their ability to complete assignments or otherwise satisfy course criteria are encourage to meet with the instructor to identify, discuss, and document any feasible instructional modifications or accommodations. The student should notify the Instructor no later that the end of the second week of the semester/term in which the course offered or not later than the end of the second week after such a disability or condition is diagnosed, whichever occurs earliest. The student may contact the Disabilities Resource Center for information and auxiliary aid. (Robbins Hall 852-4754).

## Statement on Plagiarism

The following is the Graduate School Statement on Plagiarism:

*It is expected that a student in the Graduate School will refrain from plagiarism and cheating. Plagiarism and cheating are serious breaches of academic conduct and may result in permanent dismissal. Each student is advised to become familiar with the various forms of academic*

*dishonesty as explained in the Code of Student Rights and Responsibilities. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty.*

Students who plagiarize in this class should expect to fail both the assignment and the course. As required, a report will be filed with the Graduate Dean's Office.