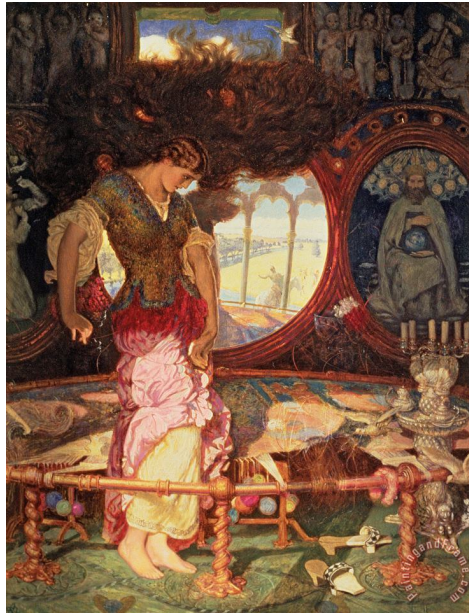




**LIBERAL ARTS**  
TEXAS A&M UNIVERSITY

## ENGL 322: Nineteenth-Century Literature (Victorian) “Radical Victorian Narratives”



**Instructor:** Jungah Kim

**Email address:** [myjungah92@tamu.edu](mailto:myjungah92@tamu.edu)

### **Course Description:**

**ENGL 322: (3-0). Credit 3.** This course serves to examine the poetry and prose of major Victorian authors within nineteenth century England. It will particularly be focusing on the theme of “radical Victorian narratives” in which we explore the various types of radical characters that were present within Victorian novels and poetry. The Victorian era was an age of continual transformations and it was not limited to the industrialization and change of religious and moral values, characters too fought against the grain of variant changes as they tried to understand themselves as individuals. As a class, we will critically analyze and write about the charismatic and peculiar nature of Victorian narratives that were present in the wake of radical change in nineteenth century England.

### **Required Texts and Resource Material:**

#### **Books, available at the TAMU Bookstore:**

*The Mill on the Floss* (1860) by George Eliot, Penguin Books, Published 2003

(ISBN-13: 9780141439624)

*Jane Eyre* (2008) by Charlotte Brontë, Oxford Edition, Published 2008

(ISBN 13: [9780199535590](#))

*Jude the Obscure* (1895) by Thomas Hardy, Penguin Books, Published 1998

(ISBN-13: 9780140435382)

*The Tenant of Wildfell Hall* (1847) by Anne Brontë, Oxford Edition,  
Published 2008

(ISBN-13: 9780199207558)

*The Pre-Raphaelites from Rossetti to Ruskin* (1850-1900) edited by Dinah Roe,  
Penguin Books, Published 2010

(ISBN-13: 9780141192406)

-Lord Alfred Tennyson, "Mariana"

-Lord Alfred Tennyson, "The Lady of Shalott"

-Christina Rossetti, "In an Artist's Studio"

-Dante Gabriel Rossetti, "The Blessed Damozel"

-Dante Gabriel Rossetti, "Jenny"

-Dante Gabriel Rossetti, "Goblin Market"

## **Grading and Course Policies**

Your grade is based on the average of the assignments listed below. Specific due dates and detailed instructions for all assignments will be provided on canvas.

<b>Grade Categories</b>	<b>Breakdown</b>	<b>Points</b>
Attendance & Participation	10%	100
Weekly Discussion Forum (Posts and Responses)	10%	100
Group Presentation	10%	100
Pop Quizzes	5%	50
Midterm Paper (1000 Words)	25% (draft 10% + final 15%)	250
Final Paper (2000 words)	40% (proposal 5% + annotated 10% + final 25%)	400
Total	100%	1000

**Attendance & Participation:** Please read the attendance policy below very carefully. Due to covid, if you are sick, you should not come to class. Simply let me know that you feel sick by email. However, when you are present, you are expected to actively participate in classroom activities (including peer review) and discussions

(class discussions and group discussions). Also, students should complete assigned readings before class and bring reading materials in class.

### **Weekly Discussion Forum:**

You should sign up for either **Group 1** or **Group 2** in the first week. **Group 1** and **Group 2** will take turns writing discussion question each class.

You are expected to write **10 discussion posts** and respond five times to discussion posts.

On days that **Group 1** post, **Group 2** should respond to **Group 1** and on days that **Group 2** posts, **Group 1** should respond.

No group will post on the same day. Check the syllabus to see when each group should post.

**What is expected of your discussion posts:** You will need **ten of these entries** and these posts will be graded. They are brief entries that do short analyses of the thing that you read or watched that day. The post should be at least **200 words but no more than 500 words**.

You should point out the most interesting aspects of the text assigned on that day and raise a question that can lead to productive classroom conversations and broaden the scope of our understandings of the text.

You are expected to post on the discussion forum (Canvas) the day before class starts and it should be submitted by no later than 11:59 PM. For instance, if we have class on Monday at 1:50 PM, your discussion post should be posted by Sunday 11:59PM.

There are a total of 11 discussion forums for each group. You should upload your questions to 10 forums to get full credit (you are allowed to skip once with no penalty).

For less than 10 forums, 10 points will be deducted for every missing discussion question.

**What is expected of your responses:**

You should respond to your classmate by either contributing to their answer or critiquing it (very politely) on why you disagree to their analysis. The response does not have a word limit, but try to be thoughtful and creative.

### **Group Work:**

My plan for this course is to be engaged as much as possible, while also not trying to burden you with heavy reading. Most Fridays (almost!), we will be having group discussions about the reading we had on Monday and Wednesday, with a short inclusion of academic criticism, to have a thorough engagement and close analysis of the text we are reading that week. On that day, we will get into groups (I am planning to just sustain the groups that we are in from our group presentation groups [we may change in the middle of the semester, if we want to get to know more people]), and have us have small group discussions. Remember that you are also being graded on group work, and I am counting your group discussion engagement as part of the discussion.

### **Group Presentations:**

Our class consists of 35 people, so I will split everyone into seven groups of five. Within these groups, on one of the “**group presentation days,**” (check the **syllabus dates**) you, as a group, will sign up for one of these days. On this day, your group will do a 15-20 minute presentation on the text that we read that week. Using a powerpoint, handout, or both, your group will create a mini thesis statement of what we have read that week and do a short **close** analysis of some key passages that match your thesis statement. After doing your analysis, your group must conduct a student-led discussion by bringing 1-2 passages and asking students how these passages may also be read, according to your thesis statement.

### **Pop Quizzes:**

Occasionally, I will have **graded** pop quizzes to check if everyone is keeping up with the reading. The more everyone participates in class and shows that they are reading, the less these quizzes will “**pop**” up.

**Major Papers:** This course requires you to write two major papers. One is the mid-term paper one in which you will write a draft and final draft. The second one will be the final portfolio you will turn in at the end of the semester.

In the final portfolio, you will write a proposal, do an annotated bibliography in which you will be writing on a new topic, different from your midterm paper.

The final portfolio requires 2000-word paper by using at least three secondary sources by engaging in scholarly conversations. The prompts will be offered in detail later. 10% will be deducted for every day a paper is late.

### **Numerical Grade Equivalents:**

Course grades are calculated on the standard scale:

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 or less

Major writing projects are graded based on a standard rubric available to students on eCampus.

### **Attendance and Late Paper Policy**

**Attendance:** Please do not be late. If you exceed 10 minutes in tardiness, you will be counted as absent. Exceeding seven absences will also lead you to a penalty of doing an extra assignment and will be recorded on your howdy as excessive absences. After seven absences, your whole grade will also be deducted of 10% for each absence afterwards.

The English Department and the University Rules are that you complete coursework and submit all assignments in the sequence they are assigned by the deadlines posted on eCampus. You are also expected to attend class regularly.

**Make-up Policy (Excused absences):** You must have a University-approved excuse in order to make up a missed course activity or turn in any other assignment, without a penalty. You are responsible for providing evidence to substantiate “authorized absences.” If you must miss the course and you are aware of this for whatever reason (get this approved by me with an official document) at least one class before this happens.

**Late Paper Policy (Unexcused absences):** The late paper policy for this course follows the guidelines described by the University Student Rules, “Section 7.

Attendance” (<http://student-rules.tamu.edu/rule07>). 10 points will be deducted for every day, after the deadline.

## Contacting Your Instructor

**Email:** As college students, you are expected to approach email as a professional form of correspondence. Please include a clear subject line that gives your instructor information about the contents of the email, a greeting, and a professionally written email text. Emails should include proper capitalization and formatting. Course emails will be responded to within 24 hours (48 over weekends and during university holidays). A sample is provided below, as is a link to a longer article about the use of email in academic settings that may be of interest.

Dear [Earned Title—when in doubt, go with Professor] [Last Name],

This is a line that recognizes our common humanity (“I hope you had a great weekend”).

I’m in your Class Name, Section Number that meets on This Day. This is the question I have or the help I need. I’ve looked at the syllabus, my notes from class, and the course website, and I asked someone else from the class. I think This Is The Answer, but I’m still not sure. This is the action I would like you to take.

Signing off with a Thank You is always a good idea,  
[Your name]

Sample email is derived from one created by Laura Portwood-Stacer. For further information and tips, see

<https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>

**NOTE:** I will do my best to answer emails within 24 hours from receiving them Monday-Friday. On weekends, I will do my best to answer them within 48 hours. However, generally, I will not respond to emails after 9 PM until the following morning, and I will not respond to emails on holidays. Emails sent on holidays will be responded to after the holiday is over. I will alert students to any changes in my ability to answer emails during the course of the semester.

Please send one email per request or topic of inquiry unless you do not receive a response back in two business days. Furthermore, **I will not discuss grades over email.** It is your responsibility to meet with me in person to discuss your grade.

**DO NOT ask me when things will be graded over email.**

## **Policies**

### **Academic Integrity**

*“An Aggie does not lie, cheat or steal, or tolerate those who do.”*

Students are expected to be aware of the Aggie Honor Code, the specific rules on plagiarism, and the Honor Council Rules and Procedures pertaining to classroom behavior as explained at <http://aggiehonor.tamu.edu>.

### **PLAGIARISM (Know what it is and avoid it like the plague!!!)**

Please take a moment to review the material available via this link:

[https://library.tamu.edu/services/library\\_tutorials/academic\\_integrity/academic\\_integrity\\_5.html](https://library.tamu.edu/services/library_tutorials/academic_integrity/academic_integrity_5.html)

### **Netiquette**

Alongside the Aggie Honor Code, Texas A&M university observes proper internet etiquette. Hold yourself to the same standard online as you do in everyday life.

Remember there is another human on the receiving end of your content. This is an opportunity to put your best foot forward and grow as a professional. Respect other people's time, bandwidth, and privacy, all the while giving them the respect that you would also like to receive. Share information that is worth someone else's time. Be forgiving of other people's mistakes, because you will make them too.

### **University Writing Center**

The University Writing Center (UWC), located in 214 Evans Library and 205 West Campus Library, offers one-on-one consultations to writers preparing documents, slides, or oral presentations. UWC consultations are highly recommended but are not required. Help is available for all of the steps of the writing and speechwriting process including assistance with brainstorming ideas, narrowing the topic, creating outlines or drafts, and presenting a speech to an audience. UWC consultants can help you practice your speech with a real audience or develop visual presentation aids like slides and handouts. Consultants can also help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about

UWC services or to schedule an appointment, call 458-1455, visit the web page at <http://writingcenter.tamu.edu/>, or stop by in person.

**\*Due to the pandemic, the UWC is not currently able to offer face-to-face appointments or walk-ins. All appointments will be conducted online or via web conference using Zoom. Contact us at [uwc@tamu.edu](mailto:uwc@tamu.edu) or 979-458-1455 if you need assistance.**

## **COPYRIGHT Statement**

All materials produced for this course are protected by federal copyright law. These materials can include, but are not limited to, this syllabus, class handouts, course notes, PowerPoint slides, slides or information printed on paper or provided virtually using any or all other software, course packets, and content on eCampus. You may not sell, lend, make publicly available, or copy these materials. Distribution of these materials in any way, including digital versions of documents and information, may constitute a violation of copyright law, the Texas A&M University Student Code of Conduct as described in Student Rule 24, and/or the Aggie Honor Code as described in Student Rule 20.

## **English Department Diversity Statement**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, religion, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. I encourage your suggestions about how to improve the value of diversity in this course.

This course meets the following standards for diversity content and instruction in the following way(s):

1. Course content that includes readings and other materials that address various categories of social difference (gender, nationality, religion, ethnicity, age, sexuality, political affiliation, socio-economic status, ability, linguistic background, etc.) on the course topic.
2. Tying current events and local histories centered on the production of social difference into classroom activities.



3. Course content that is inclusive of various learning needs and that has a clear plan to utilize a variety of teaching techniques so as to contribute to an overall inclusive learning environment, in which students feel equally valued.

### **Territorial Acknowledgements foreground our connections to Indigenous dispossession.**

We, the Department of English, acknowledge that Texas A&M University (College Station) is situated on the land of multiple Native nations, past and present. These original homelands are the territory of Indigenous peoples who were largely dispossessed and removed. We specifically acknowledge the traditional stewardship of this land by the Tonkawa, Tawakoni, Hueco, Sana, Wichita, and Coahuiltecan peoples. We pledge to support and advocate for the histories, cultures, languages, and territorial rights of historic Indigenous peoples of Texas and those of the Indigenous peoples who live here now. This statement affirms continuous Indigenous presence and rights, acknowledges the ongoing effects of settler colonization, and supports Indigenous struggles for political, legal, and cultural sovereignty.

However, acknowledgements and statements are insufficient without action behind their words, as Summer Wilkie argues in “So You Want to Acknowledge the Land” (**High Country News** 22 April

2021: <https://www.hcn.org/issues/53.5/indigenous-affairs-perspective-so-you-want-to-acknowledge-the-land>).

We encourage you to learn more about affiliated groups of Native nations and tribes in your community and to support the Native American and Indigenous Student Organization at Texas A&M

([https://maroonlink.tamu.edu/organization/american\\_indian\\_student\\_assoc](https://maroonlink.tamu.edu/organization/american_indian_student_assoc)). The College of Liberal Arts also offers coursework in Native and Indigenous history and culture, including ANTH 301: Indians of North America, HIST 258: American Indian History, and ENGL 357: Native American Rhetorics and Literatures.

To learn more about the over 10.7 million acres of Indigenous land and territory used by the United States government as land-grant university endowments, including for Texas A&M, review **High Country News**’s study on the Morrill Act of 1862 (<https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities>).

To further understand the importance of land and territorial acknowledgments, consult additional resources, such as <http://landacknowledgements.org/>.

### **Students Needing Support Service**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Resources Department in the Student Services Building (SSB) in Suite 122 or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>.

### **Statement on Mental Health and Wellness**

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in proper self-care by utilizing the resources and services available from Counseling & Psychological Services (CAPS) at <https://caps.tamu.edu/>. Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

### **Title IX and Statement on Limits to Confidentiality**

Texas A&M University and the College of Liberal Arts are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees — including instructors — cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report (per Texas A&M System Regulation 08.01.01) the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff, or third parties visiting campus.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with Counseling & Psychological Services (CAPS) at <https://caps.tamu.edu/>.

Students and faculty can report non-emergency behavior that causes them to be concerned at <http://tellsomebody.tamu.edu>.

## **Covid-19 Campus Safety Measures**

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Fall 2021 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. **Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.**
  - Face Coverings—Face coverings (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the Face Covering policy and Frequently Asked Questions (FAQ) available on the Provost website.
  - Physical Distancing—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
  - Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
  - To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Student Conduct office for sanctions. Additionally, the faculty member may choose to teach that day's class remotely for all students.
- Personal Illness and Quarantine

Students required to quarantine must participate in courses and course-related activities remotely and **must not attend face-to-face course activities**. Students

should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence (See [Student Rule 7, Section 7.2.2.](#)) To receive an excused absence, students must comply with the documentation and notification guidelines outlined in Student Rule 7. While Student Rule 7, Section 7.3.2.1, indicates a medical confirmation note from the student's medical provider is preferred, **for Fall 2021 only, students may use the Explanatory Statement for Absence from Class form in lieu of a medical confirmation. Students must submit the Explanatory Statement for Absence from Class within two business days after the last date of absence.**

### COVID Statement

To help protect Aggieland and stop the spread of COVID-19, Texas A&M University urges students to be vaccinated and to wear masks in classrooms and all other academic facilities on campus, including labs. Doing so exemplifies the Aggie Core Values of respect, leadership, integrity, and selfless service by putting community concerns above individual preferences. COVID-19 vaccines and masking — regardless of vaccination status — have been shown to be safe and effective at reducing spread to others, infection, hospitalization, and death.

**\*Course syllabus is subject to change throughout the semester\***

### ENGL 322 Assignment Due Dates Overview All submissions must be uploaded to Canvas.

<b>10/8</b>	Midterm Rough Draft Paper Due + Peer Review
<b>10/18</b>	Midterm Final Paper Due
<b>11/29</b>	Proposal for Final Paper Due (before class 1:50 PM)
<b>12/6</b>	Research Annotation Bibliography Due
<b>12/13</b>	Final Paper Due by Noon

Date	Topic/Reading List	ASSIGNMENT(S)/Activities
<b>Week 1</b>		
Mon Aug 30	<b>Course Introduction:</b> Syllabus	Read the syllabus. Come to our class with an eager mind ☺.
Wed Sep 1	<b>What is Victorian Literature? What is Radical? What is a Victorian Novel?</b>	Moretti, <i>The Way of the World</i> Lukacs, <i>The Theory of the Novel</i>  (Read Norton Anthology Pages – on Canvas, as a pdf)  <i>Religion/Education/Women/Readership</i>
Fri Sep 3	<b>Reviewing or Learning) What is Close Reading?</b>	<b>Read DIL “From Surface to Depth” p. 39 – 59</b> <b>Close Reading Workshop</b> <b>*Go buy your books!</b>
<b>Week 2</b>		
Mon Sep 6	<b>Radical Education</b>	<i>Jane Eyre</i> , Volume 1 Chapter 1 – Chapter 11 (pg. 1 – 108)  <b>GROUP 1 Discussion Post Due</b> <b>(Sign up for Group Presentation Groups)</b>
Wed Sep 8	<b>Radical Education</b>	<i>Jane Eyre</i> , Volume 1 Chapter 12 -Volume 2 Chapter 5 (p. 109 – 220)  <b>GROUP 2 Discussion Post due</b>
Fri Sep 10	<b>Group Work) Close Reading &amp; Criticism</b>	Sarah Stickney Ellis, “The Woman of England: Their Social Duties and Domestic Habits”; Coventry Patmore, “The Angel in the House
<b>Week 3</b>		
Mon Sep 13	<b>Radical Education</b>	<i>Jane Eyre</i> , Volume 2 Chapter 6 – Volume 2 Chapter 11  <b>GROUP 1 Discussion Post Due</b>
Wed Sep 15	<b>Radical Education</b>	<i>Jane Eyre</i> , Volume 3 Chapter 1 – Chapter 4 Optional) Armstrong, Nancy. <i>Desire and Domestic Fiction: A Political History of the Novel</i> <b>GROUP 2 Discussion Post due</b>
Fri Sep 17	<b>Group Work) Close Reading</b>	<i>Jane Eyre</i> , Volume 3 Chapter 5 – Volume 3 Chapter 8
<b>Week 4</b>		

Date	Topic/Reading List	ASSIGNMENT(S)/Activities
Mon Sep 20	1) Group Presentation + <i>Jane Eyre</i> Ending  Group 1	Jane Eyre Presentation
Wed Sep 22	<b>Radical Education</b>	<i>Jude the Obscure</i> , Part 1: Chapter 1 – Part 1: Chapter 10 (p. 9 – p.67) <b>GROUP 1 Discussion Post Due</b>
Fri Sep 24	<b>Radical Education</b>	<i>Jude the Obscure</i> , Part 1: Chapter 11 – Part 2: Chapter 7 (p.68 – p.125) <b>GROUP 2 Discussion Post due</b> <b>Introducing Midterm Paper</b>
<b>Week 5</b>		
Mon Sep 27	<b>Radical Education</b>	<i>Jude the Obscure</i> , Part 3: Chapter 1 - Part 3: Chapter 9 (p.129 – p.192) <b>GROUP 1 Discussion Post Due</b> (Turn in mini thesis statement/topic on canvas)
Wed Sep 29	<b>Radical Education</b>	<i>Jude the Obscure</i> , Part 3: Chapter 10 – Part 4: Chapter 6 (p. 192 – 253) <b>GROUP 2 Discussion Post due</b>
Fri Oct 1	2) <b>Group Presentations – Analysis Day</b>  Group 2 & Group 3	On <i>Jude the Obscure</i>
<b>Week 6</b>		
Mon Oct 4	<b>Radical Education</b>	<i>Jude the Obscure</i> , Part 3: Chapter 10 – Part 4: Chapter 6 (p. 192 –253),  <b>GROUP 2 Discussion Post due</b>
Wed Oct 6	<b>Radical Education</b>	<i>Jude the Obscure</i> , Part 5: Chapter 1 – Part 5: Part 8 (p.253 – 320)  <b>GROUP 1 Discussion Post Due</b>
Fri Oct 8	<b>Peer Review Day</b>	<b>Midterm Paper Rough Draft Due/Peer Review Day (Two Turns)</b>
<b>Week 7</b>		

Date	Topic/Reading List	ASSIGNMENT(S)/Activities
Mon Oct 11	<b>Radical Education</b>	<i>Jude the Obscure</i> , Part 6: Chapter 1 – Part 6: Chapter 11 (p.320 – 408) <b>GROUP 2 Discussion Post due</b>
Wed Oct 13	<b>Revising your essay</b>	How to Revise your Essay + <b>Academic Article Reading on <i>Jude the Obscure</i> (on Canvas)</b>
Fri Oct 15	<b>Radical Women?</b>	<i>The Mill on the Floss</i> , Volume 1, Book 1: Chapter 1- Chapter 6 (p.9 – 57) <b>GROUP 1 Discussion Post Due</b>
<b>Week 8</b>		
Mon Oct 18 Midterm grades due by noon	<b>Radical Women?</b>	<i>The Mill on the Floss</i> , Volume 1, Book 1: Chapter 7 – Book 1: Chapter 11 (p. 58 – 123) <b>GROUP 2 Discussion Post due</b>
Wed Oct 20	<b>Radical Women?</b>	<i>The Mill on the Floss</i> , Volume 1, Book 1: Chapter 12 – Volume 1: Book 2: Chapter 4 (p.123 – 185) <b>GROUP 1 Discussion Post Due</b>  <b>*Midterm Final Paper Due*</b>
Fri Oct 22	<b>Research Paper Day</b>	<b>Introducing Research Paper + Looking at Sample Research Papers</b>
<b>Week 9</b>		
Mon Oct 25	<b>Radical Women?</b>	<i>The Mill on the Floss</i> , Volume 1, Book 2: Chapter 5 – Volume 1, Book 3: Chapter 5 (p.185 – 248) <b>GROUP 2 Discussion Post due</b>
Wed Oct 27	<b>Radical Women?</b>	<i>The Mill on the Floss</i> , Volume 1, Book 3: Chapter 6 – Volume 2, Book 4: Chapter 3 (p. 248-307) <b>GROUP 1 Discussion Post Due</b>

Date	Topic/Reading List	ASSIGNMENT(S)/Activities
Fri Oct 29	<b>Group Work) Close Reading Day</b>	Article Reading <i>on The Mill on the Floss</i> (on Canvas)
<b>Week 10</b>		
Mon Nov 1	<b>Radical Women?</b>	<i>The Mill on the Floss</i> , Volume 2, Book 5: Chapter 1 - Volume 2, Book 5: Chapter 5 (p.307 – 362) <b>GROUP 2 Discussion Post due</b>
Wed Nov 3	<b>Radical Women?</b>	<i>The Mill on the Floss</i> , Volume 2, Book 5: Chapter 6 – Volume 3, Book 6: Chapter 7 (p.362 – 426) <b>GROUP 1 Discussion Post Due</b>
Fri Nov 5		<b>NO CLASS (due to my own dissertation proposal defense)</b>
<b>Week 11</b>		
Mon Nov 8	<b>Group Presentations for MOF)</b>	
Wed Nov 10	<b>Radical Women?</b>	<i>The Mill on the Floss</i> , Volume 3: Book 6: Chapter 7 – Volume 3: Book 6: Chapter 12 (p. 426– 476) <b>GROUP 2 Discussion Post due</b>
Fri Nov 12	<b>Radical Women?</b>	<i>The Mill on the Floss</i> , Volume 3: Chapter 6: Chapter 13 – Volume 3: Book 7: Chapter 5 (p. 476– 544) <b>GROUP 1 Discussion Post Due</b>
<b>Week 12</b>		
Mon Nov 15	<b>Radical Artists</b>	<i>The Tenant of Wildfell Hall</i> , Chapter 1 – Chapter 7 (p. 9 – 61) <b>GROUP 2 Discussion Post due</b>
Wed Nov 17	<b>Radical Artists</b>	<i>The Tenant of Wildfell Hall</i> , Chapter 8 – Chapter 16 (p. 61 – 121) <b>GROUP 1 Discussion Post Due</b>



Date	Topic/Reading List	ASSIGNMENT(S)/Activities
Fri Nov 19 Last day to Q drop or withdraw	<b>Radical Artists</b>	<b>Finish until volume 1 (20 pages – until chapter 19) of Tenant of Wildfell Hall (we will have a group discussion) + Friday: I will introduce the proposal again (look at samples)</b>
<b>Week 13</b>		
Mon Nov 22	<b>Radical Artists</b>	<i>The Tenant of Wildfell Hall</i> , Chapter 20 – Chapter 25 (p. 146 – 193)
Wed Nov 24	<b>Reading Day</b>	
Fri Nov 26	<b>Thanksgiving</b>	
<b>Week 14</b>		
Mon Nov 29	(Library Day – preparing for research annotation bibliography)	<b>Meet at Library Annex Room 652 – 6<sup>th</sup> Floor</b>  <b>Proposal for Final Portfolio Due/Peer Review (Proposal due before class on Monday 1:50 PM/online peer review due before class Wednesday 1:50 PM)</b>
Wed Dec 1	<b>Radical Artists</b>	<i>The Tenant of Wildfell Hall</i> , Chapter 26 – Chapter 33 (p. 193 – 262)  <b>GROUP 1 Discussion Post Due</b>
Fri Dec 3	<b>Radical Artists</b>	<i>The Tenant of Wildfell Hall</i> , Chapter 34 – Chapter 42 (263 – 322)  <b>GROUP 2 Discussion Post due</b> <b>Group Presentation 1</b>
<b>Week 15</b>		
Mon Dec 6		Office Hour Appointments <b>Research Annotation Bibliography Due</b>
Wed Dec 8 Last day of Fall Semester Classes		<b>Final Class on <i>The Tenant of Wildfell Hall</i>, Chapter 43 – Chapter 53 (322 – 412)</b>  <b>Group Presentation 2</b>  <b>Final Paper Due: 12/13</b>