

Capstone: Victorian Short Fiction  
English 4970  
Arts and Science 101  
T/Th 12:30-1:45p

Prof. Elizabeth Chang  
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Office Location: 362 McReynolds  
Office Hours: Tuesday 9-12 and by  
appointment

### Course Description

Though we now often imagine the Victorian era in terms of a few very long novels by a few very important authors, the period produced an astounding range of writings by an astonishing variety of authors. In this course, not only you will be asked to investigate some of these writings, you will also be asked to select and distribute these writings for a new audience.

This course is arranged around a major collaborative project: the development of an online archive of Victorian short fiction from periodicals. In this course, you will be asked to pose and resolve many different kinds of research questions, ranging from historical, to literary, to editorial and digital. You will gain content knowledge in the history of the Victorian era and of periodical publications in that era, the formal and generic definitions of the short story, and in the current state of digital humanities scholarship. You will gain skills in annotating, editing, and using a variety of digital tools to disseminate print texts.

### Key Addresses

Wiki: <http://vsf.missouri.edu/wiki/>

Blog: <http://vsf.missouri.edu/blog/>

Class Bibliography: [http://www.zotero.org/groups/victorian\\_short\\_fiction](http://www.zotero.org/groups/victorian_short_fiction)

Library Databases and Guides:

English Literature: 19<sup>th</sup> Century

<http://libraryguides.missouri.edu/english19thcentury>

History of the British Empire:

<http://libraryguides.missouri.edu/empire>

C19: The Nineteenth-Century Index (includes several non-full text indices of Victorian Periodicals) (available through Ellis library website)

LION: Literature Online

Reference Texts:

*Victorian Periodicals: A Guide to Research*, Ellis REF PN5124.P4 V5

*Victorian Fiction: A Guide to Research*, Ellis PR873.S8 and *Victorian Fiction: A Second Guide to Research* Ellis PR871. V5 1978

*Victorian Periodicals and Victorian Society*, Journalism Library PN5124.P4 V55 1994

*The Nineteenth-Century Periodical Press in Britain: A Bibliography of Modern Studies, 1901-1971* Ellis Z6956.G6 M3

### **Assignments (Total=100 points)**

- Weekly blog entries or in-class response papers. The first seven responses are mandatory; after week 7 you may take one “bye” week on this assignment; use it wisely—note you will receive extra credit if you complete all 11 entries effectively. (20 points)
- Discussion participation. I expect everyone to make at least one substantive comment per class and demonstrate continued engagement for full credit in this category. Note also that sleeping, texting, etc. in class will count as an absence (see policy below). (25 points)
- Major project: contributing one individual entry to the Victorian Short Fiction Project as well as collaborating on the creation of the overall wiki. (55 points overall)
  - Short story selection and transcription: 10 points
  - Short story presentation and leading of class discussion: 5 points
  - Short story introduction: 15 points
  - Short story apparatus: 10 points
  - Collaborative wiki-creation tasks, including coding and editing: 15 points

For all assignments: you must clear any extensions, etc., by email with me in advance of the due date. Late assignments will not be accepted without prior notification except in extreme cases. I strongly recommend that you meet with me whenever possible to discuss your expectations and ideas for assignments.

### **Absence Policy**

You can miss up to 3 classes without penalty or excuse. Miss 4 - 6 classes, and your final grade drops by one letter per absence. Miss more than 6 classes and you will be dropped from the class. Note that absences may be excused only in extreme cases with written justification.

### **Students with disabilities:**

Please let me know as soon as possible if:

- You anticipate barriers related to the format or requirements of this course.
- You have emergency medical information to share with me.
- You need to make arrangements in case the building must be evacuated.

If you require disability-related accommodations (such as a notetaker, extended time on exams or captioning), please register with the Office of Disability Services:

- [disabilityservices.missouri.edu](http://disabilityservices.missouri.edu)
- S5 Memorial Union
- 573-882-4696

After you have registered, please notify me of your eligibility for reasonable accommodations. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

### **Statement for Academic Dishonesty**

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work

has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

### **Statement for Intellectual Pluralism**

The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the Departmental Chair or Divisional Director; the Director of the [Office of Students Rights and Responsibilities](http://osrr.missouri.edu/) (<http://osrr.missouri.edu/>); or the [MU Equity Office](http://equity.missouri.edu/) (<http://equity.missouri.edu/>), or by email at [equity@missouri.edu](mailto:equity@missouri.edu). All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

### **Course Texts**

*The Broadview Anthology of Victorian Short Stories*, ed. Dennis Denisoff (listed as *Broadview* in syllabus)

*The Victorian Short Story: Development and Triumph of a Literary Genre*, Harold Orel (listed as *Cambridge* in syllabus)

Victorian periodicals to be chosen from the following or others with justification:  
*The Academy, All the Year Round, Bentley's Miscellany, Chambers's Journal, Cornhill Magazine, Cosmopolis, Fraser's, Gentleman's Magazine, Hood's Comic Annual, Household Words, The Illustrated London News, Judy, Macmillan's Magazine, Punch, The Savoy, The Yellow Book*

### **Schedule of Reading and Assignments**

January

T 18 Introductions

#### **R 20 Unit One: Situating our Project**

"The Rise of Periodical Studies", *PMLA*, Vol. 121, issue 2, Pages 517-531 (available in Course Content section of Blackboard site)

Mary Shelley, "The Moral Immortal" (*Broadview* pp 47-59)

*Response Paper Due (at least 1 page hard copy)*: informally describe your biography as a scholar of a) Victorian literature, b) the short story and/or c) digital texts. List any skills that you have—text editing, graphic design, HTML coding, historical knowledge, etc.—or that you would like to acquire. List also your intellectual goals for the class.

**T 25 Unit One: Situating our Project**

- “The Rise of Periodical Studies”, *PMLA*, Vol. 121, issue 2, Pages 517-531 (available in Course Content section of Blackboard site)
- Mary Shelley, “The Moral Immortal” (*Broadview* pp 47-59)

**R 27**

- Introduction to *The Broadview Anthology of Victorian Short Fiction* (pp. 11-27)
- “Introduction: Locating Victorian Literature” from Adams, *A History of Victorian Literature* (Blackboard)
- Introduction: Problems in Defining a Genre” from *The Victorian Short Story* (pp. 1-13)
- Charles Dickens “The Bloomsbury Christening” (*Broadview* pp 61-77)
- *Response paper due* (at least 350-word blog post): Choose one author-based **project** (NOT journal, that is, NOT Victorian Studies, Romantic Circles, Romanticism on the Net, etc.) listed at <http://www.nines.org/about/scholarship/scholarlyProjects.html> and write a critical description of the project: what is its scholarly purpose and how well does the material provided fulfill that purpose? To what audience does this material seem to cater? How accessible is this material? How much editorial guidance is provided? How long-lasting and generally useful does the archive appear to be? Why?

**February**

**T 1**

- Wilkie Collins, “A Terribly Strange Bed” (*Broadview* pp 105-122)  
<http://books.google.com/books?id=BRAHAQAIAAJ&dq=household%20words%20109%201852&pg=PA129#v=onepage&q&f=false>
  - Elizabeth Gaskell, “The Great Cranford Panic” (*Broadview* pp 123-152)
  - “Charles Dickens: Establishing Rapport with the Public” (*Cambridge* 56-78)  
<http://books.google.com/books?id=EFZBAAAAYAAJ&dq=household%20words%20146%201853&pg=PA390#v=onepage&q&f=false>
- P5: Guidelines for Electronic Text Encoding and Interchange (<http://www.tei-c.org/release/doc/tei-p5-doc/en/html/AB.html> )

**R 3**

- Anthony Trollope, “George Walker at Suez” (*Broadview* pp. 187-203)
- Algernon Swinburne “Dead Love” (*Broadview* pp. 215-219)
- Sheridan Le Fanu “Green Tea” (*Broadview* pp. 235-264)
- “Joseph Sheridan Le Fanu: Developing the Horror Tale” (*Cambridge* pp. 33-55)
- *Response Paper Due* (at least 350-word blog post): Choose one short story that we have already read and research historical events surrounding its publication using the following sources: Oxford Companion to British History, (online and in Ellis),

Timelines of World History (Ellis stacks), Blackwell Companion to Victorian Culture (Ellis Reserve) or others as needed. Write a descriptive narrative of the story's historical context and identify areas that might connect to the topic of the story. Document your sources using MLA style.

T 8

- Thomas Hardy, "Interlopers at the Knap" (*Broadview* 303-329)
- Robert Louis Stevenson, "Markheim" (*Broadview* 331-335)
- "Thomas Hardy: An Older Tradition of Narrative" (*Cambridge* 96-114) OR "Robert Louis Stevenson: Many Problems, Some Successes" (*Cambridge* 115-137)

R 10

- Rudyard Kipling, "Lispeth" (*Broadview* 347-352)
  - Oscar Wilde "The Happy Prince" (*Broadview* 353-362)
  - "Rudyard Kipling: The Anglo-Indian Stories" (*Cambridge* 138-159)
- *Response Paper Due* (at least 350-word blog post): Choose one author that we have read and research his/her biography using the following sources: Oxford Dictionary of National Biography (hard copy in Library), LION database, Orel's *The Victorian Short Story* or others as needed. Write a descriptive biography of the author that identifies relevant areas of his/her life in connection to the topic of the story. Document your sources using MLA style.

**T 15 Unit Two: Gathering Project Material**

- Arthur Conan Doyle, "A Scandal in Bohemia" (*Broadview* 363-384)  
<http://books.google.com/books?id=UeIvAAAAMAAJ&dq=scandal%20in%20bohemia%20strand&pg=PA61#v=onepage&q&f=false>
- H. G. Wells, "The Star" (*Broadview* 421-432)
- "Joseph Conrad and H.G. Wells: Different Conceptions of the Short Story" and "Epilogue" (*Cambridge* 160-192)

**R 17 Visit Special Collections**

Skim through at least one issue of all periodicals on display.

*Response Paper Due* (at least 350-word blog post): Choose one notable element from one of the stories we read: a strange word, biographical reference, metaphor, historical event, etc. that you feel needs further contextualization. Using the library's research resources, including the Oxford English Dictionary, the historical and literary guides cited above, or other sources as needed, provide an annotation to this element that can assist readers of the story. Document your sources using MLA style.

**T 22 Visit Special Collections**

Read in detail throughout the periodical title you would like to focus on.

R 24

In-class presentations on your chosen periodical  
*Response Paper Due* (at least 350-word blog post): Choose one periodical that we looked at in class and write a paragraph describing its publication history, giving an overview of its evolution over time, and describing the contents of one of its issues. Use the following library sources: The Dictionary of Nineteenth-Century Journalism; Wellesley Index to Victorian Periodicals, British Periodicals (available online through C19 in partial form or in the library).

March

T 1

**Begin reading of student selected fiction**, follow sign-up sheet for rest of semester's reading schedule, 2 stories per class, student led discussion/presentation.

Four days before your in-class presentation, provide me with a hard or electronic copy of your short story in a readable format so that I can distribute it to the class. During your in-class presentation, prepare discussion questions to guide the class's understanding of key section of the text and prepare historical and biographical materials to contextualize the story you have chosen.

R 3

Continue reading fiction selections

*Response Paper Due* (One page electronic copy, to be emailed to instructor and one fellow student by start of class): Choose one entry written by a fellow student and posted on the blog. Read over the entry several times: first as a copy editor, checking for grammatical correctness and clear words choice; second as an editor of content, examining the entry for clarity of focus and logical progression of description. Using the annotation feature of your editing program (see me with any problems with this), provide both line editing and an overall comment of at least 350 words that summarizes your overall impressions, criticisms, and suggestions for revision of the piece.

T 8

Continue reading fiction selections

R 10

Continue reading fiction selections

*Response Paper Due* (blog post of at least 150 words): describe your experiences deciding on a short story and beginning transcription work)

T 15

Continue reading fiction selections

R 17

**FIRST DRAFT of Introduction due**, at least three pages: This Introduction should cover the following topics: 1) the biography of the author, 2) the history of the

periodical, 3) the major themes and concerns of the story, and 4) the relevance or interest of the story to students of British literature.

T 22

Continue reading fiction selections

R 24

Continue reading fiction selections

**First draft of scholarly apparatus due**, including publication history, footnotes, and bibliography of further reading

T 29 **No class, Spring Break**

R 31 **No class, Spring Break**

April

T 5 **Unit Three: Project Creation and Dissemination**

Circulate drafts of full contribution to editor

R 7 Editorial meetings

Response post due (blog post, 150 words): Reflect on the process of editing, what difficulties/solutions you encountered

T 12 Editorial Meetings

R 14 **Final Draft of Individual Contributions due**, in hard copy and electronic copy

T 19

Reading: Student Choice

Creation of the wiki as divided by sign-up. Tasks to include: writing brief site introduction; creating links between stories, creating index sites, uploading PDF-page images, [uploading TEI-coded files]

R 21

Reading: Student Choice

Wiki tasks continue

*Response Paper Due* (150 word blog post), reflect on the function of the wiki as a whole; what wish list of additions do you have, what comments, responses, suggestions do you have.

T 26

Reading: Student Choice

Final proofreading of material and creation of evaluation matrix

R 28

Peer evaluations

*Response paper due:* (One page hard copy: reflection on the evolution of your biography paper that you wrote in the first week of class)

May

T 3 Wrap-up and launch party