

**ENL 4254 Late Victorian Fiction**  
**"Suffragettes, Blue Stockings, and Inverts: The New Woman Novel"**



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Discussion Meets: Mondays 2:00-4:45 p.m.

Location: Graham Center 283A MMC

Office Hours: Mondays 12:30-1:30 p.m., and by appointment (email me!)

Office: **DM 459A MMC (sharing this office with Dr. Jason Pearl)**

At the end of the nineteenth century, the New Woman novel was a genre that explored emerging women's rights issues, such as suffrage, property ownership, careers, and the desire to remain unmarried. The New Woman emerged at a time of profound cultural change, when notions of gender and sexuality took center stage as increasingly women made their voices heard. This course explores this genre's commentary on wide-ranging issues, including the marriage question, maternity, education for women, hygiene and gynecology, the pursuit of the vote, and burgeoning resistance to patriarchal authority. By reading such authors as Olive Schreiner, Sarah Grand, and Mona Caird, as well as depictions of the New Woman by male authors such as George Gissing and twentieth-century reimaginings of this genre, we will pursue questions about separate spheres and same-sex desire, about romance and finance, and about the anxieties and political zeal that galvanize those pursuing women's rights.

**Together, we will consider questions including:**

- What characterized the New Woman genre?
- How was the New Woman novel different from other forms of realist fiction extant in the nineteenth century?
- How did literature represent these proto-feminists?
- What was at stake culturally, politically, religiously, and sexually in women's demands for equality at the fin de siècle?

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**By the end of the semester, you will be able to:**

### INTERPRETIVE OUTCOMES:

#### **Evaluate texts in diverse cultural contexts using critical and formal approaches**

- o articulate familiarity with different genres of 19th-century writing: recognize genre expectations for a variety of forms
- o generate claims about proto-feminist thinking at the fin de siècle
- o express how literature carries cultural and social values that emerge out of their historical contexts
- o demonstrate critical reading skills, noticing subtle details and uses of language, connecting ideas and texts, asking questions, and identifying assumptions and values
- o demonstrate textual analysis and comprehension on a variety of texts
- o extrapolate from theoretical and critical conversations to offer original interpretive insights
- o reflect on and assess applicability of approaches to texts and your own lives

### WRITING OUTCOMES:

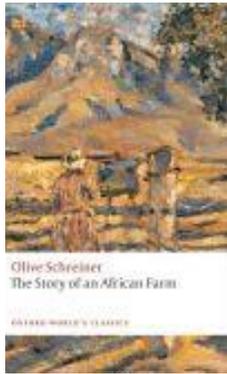
#### **Write interpretative arguments of texts using those approaches**

- o become a better critical writer, learning to make analytical arguments that are original, persuasively argued, clear, and well written
- o select, narrow, and focus topics for argumentative, critical, and interpretive writing
- o generate and organize ideas for argumentative, critical, and interpretive writing
- o use textual evidence effectively
- o demonstrate the conventions of academic writing
- o find, evaluate, read, and incorporate (summarize, attribute, paraphrase) secondary sources
- o demonstrate proper citation of sources, avoiding plagiarism
- o revise and edit written projects for ideas, organization, logic, as well as lower order concerns, such as grammar

**TRIGGER WARNING:** Some of the reading in this course includes depictions of graphic violence and explicit discussions of sex. If this sort of imagery bothers, offends, or might be triggering for you, this may not be the right course for you.

## What texts should you buy?

**BE AWARE:** If possible, please purchase these exact editions of the texts. New and used copies are available for less than \$60 total for this course. Texts can vary from edition to edition, depending on the editor and which manuscript versions were chosen. In other words, if you do not purchase or have scanned versions of these editions, your page numbers will not match and, in fact, the text itself might have different words from those in the version we are reading in class.

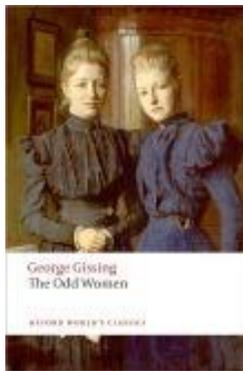


*The Story of an African Farm*

Author: Olive Schreiner

Publisher: Oxford UP

ISBN: 9780199538010



*The Odd Women*

Author: George Gissing

Publisher: Oxford UP

ISBN: 9780199538300



*The Romance of a Shop*

Author: Amy Levy

Publisher: Broadview Press

ISBN: 9781551115665

## What texts will be provided to you on Canvas?

All other texts will be provided to you on Canvas as scanned Adobe (.pdf) files or through internet links. On the course calendar, Canvas texts and websites are indicated in parenthesis, like so (C) or (W).

## How will we evaluate your progress in this class?

### Course Requirements

- |  |     |
|--|-----|
| • Group Discussion Leader                                  | 10% |
| • Attendance, short writing assignments, and participation | 15% |
| • 1 <sup>st</sup> Paper (4-6 pp.)                          | 20% |
| • Proposal for Final Paper (4-6 pp.)                       | 25% |
| • Final Paper (7-8 pp.)                                    | 30% |

## Grading Scheme:

	Top Range	Bottom Range	Out of 10 pts.	Out of 20 pts.
A	100	93	9.3-10	19-20
A-	92	90	9.2-9	18
B+	89	87	8.9-8.7	17.5
B	86	83	8.5	17
B-	82	80	8.2-8	16
C	79	71	7.9-7.1	15
D	70	51	5.1-7	13-14
F	50	0	<6	<12

## PROFESSIONALISM AND PARTICIPATION POLICIES

**I emphasize and require an environment of mutual respect in our classroom. To help build an environment of mutual respect in the classroom:**

- Come to class with a positive attitude, respect for your class-mates and our discussions, a sincere desire to understand, and a willingness to work towards common goals.
- While we might address controversial, and occasionally even uncomfortable, subject matter, it is crucial that we speak to one another respectfully and endeavor to listen attentively to the ideas of others.
- Listening attentively is an active form of learning, not passive reception.

### How to think about preparing:

- **the text is your evidence** to back up your argument and claims
- prepare for discussions by **identifying specific examples** from the reading
- identifying this **textual evidence** will help you contribute to discussion, and also to help others think rigorously and responsibly through textual problems
- think of our conversations as an exercise in **critical analysis, reasoning, and persuasion.**

### Useful participation skills:

- **prepare at least one comment or question** about the week's reading for each discussion session.
- **write your questions down** and come prepared to raise your ideas in discussion.
- when you talk, **address your comments to the whole class**, not just to me.
- **identify suggestions** for things you would like to discuss (e.g., confusing passages, key terms).
- feel free to **ask questions** if something is unclear.

## How will you succeed in this course?

- 1) Because **this course is reading and writing intensive**, the best route to success is to develop the habit of reading and writing a little bit each day. You will read 100-150 pages per week (that's about 1/5th the reading of graduate seminar and well within range for a 4000-level course). Reading ahead and taking notes as you read are wise. Our duty with what we read is to interpret, objectively, the most meaningful and valuable points *in* the text, and to then compare and evaluate differing interpretations to formulate an analytical payoff *for* the text.
- 2) **Participation is key to your learning. Each day in class, you will earn 10 points toward your overall participation grade. These points add up to 15% of your course grade.** Participation points are earned by contributing to discussion, completing your reading, coming prepared to raise relevant questions and engage with the thinking of others, and completing any assignments in advance of class. Everyone contributes to the success of this course. **Bringing your texts to class, completing your reading in advance, keeping notes on your reading, and preparing to contribute during discussion all count toward your participation grade.** Not having your texts in class, not doing the reading, not contributing to discussion, inappropriate uses of technology, or other disruptions all can result in fewer participation points. Speaking up during class is easier for some than others. I can help out if you are unsure how to enter the conversation—talk to me after class or end me an email. If you have any concerns about participation in this course, please speak to me about options.
- 3) Come to class **prepared to think critically and carefully** about difficult problems. Remember that sometimes critical thinking involves making an argument that you support with evidence to convince others of what you say. Argument is not always about fighting over what you “know” is right. Rather, argument is often about explaining an important point to others, entering a conversation, or helping others *help us* to understand this point. Argumentation is a way to illuminate important ideas that we have in common, to challenge received wisdom, and to rethink a world view.

## Frequently Asked Questions

### What if I'm sick or miss class? (ABSENCES)

This course only meets 14 times since it is a once a week course. As a result, attendance becomes even more important. Missing one day in this course would be the equivalent to missing a week of class in another class. You are allowed **two (2) free absences** this term. That means you can be absent twice for any reason. If you are feverish or come down with the flu or a nasty cold (are coughing, sneezing, or vomiting prior to class), notify me of your absence by email, and please do not attend class. The absence will count toward your **two (2) free absences**. You do not need to detail your symptoms or provide a doctor's note. If you anticipate that your illness will last longer than the **two (2) free absences**, please email me so we can consider your options. **Beyond these two (2) free absences, FIU attendance policy will be enforced.** That means you will have to provide a doctor's note, evidence of religious observance, or evidence of a death in the immediate family to have the absence excused. More than two (2) absences in this course without an FIU-acceptable excuse can result in a failing grade for the course.

### **What if I have difficulty turning work in on time? (LATE WORK)**

You will do a lot of writing in this course. All work must be turned in on the date specified. No late work is accepted **unless you have spoken with me prior to the deadline**. If you have an emergency, I understand that. Emergencies happen. Please communicate with me as soon as possible so that we can plan together how you might complete your assignment. If I don't hear from you, I can't know that you are in need of assistance. I am always open to and generous with allowing extensions IF you contact me in advance of the deadline. Once the deadline passes, however, rules for late work will be applied. You must turn in all work for this course by the end of the term to pass the class.

### **OK, but what if I still turn in late work? (LATE WORK)**

If you do turn in late work and have not spoken with me in advance, then **a one half letter grade deduction per day late will be applied (e.g., if the work is two days late, you would drop from an A to a B)**. Once the deadline passes, then rules for late work will be applied. What this means is that, once an assignment is more than 20 days late, the assignment is no longer eligible to earn any points (20 days X .5 grade = 100 points lost). It's always better to turn in something rather than have a zero in the gradebook. Also, waiting until the end of the term to suddenly decide you are "invested" in the course and try to turn in all of your assignments late won't work well for your grade. Once an assignment is 20 days late, there are no points left to earn. You must turn in all work for this course by the end of the term to pass the class.

### **What kind of assignments should I expect to do? (ASSIGNMENTS)**

There will be short writing assignments in addition to reading and essay assignments. For these and the longer essays, you will be informed of the expectations and instructions for the assignment well in advance of the due date. We will also work together to peer review each assignment in advance of the due date. Doing so not only helps you to think about writing as a process (not something you do the night before!), but it will also teach you to provide constructive criticism to colleagues, a valuable skill both in college and in your future professions. You are always welcome to ask me questions about assignments in class, by email, or in office hours. I'd rather have you ask a question than be confused or spend time working on the wrong assignment.

### **Can I use a laptop, tablet, or cell phone in class? (TECHNOLOGY)**

In keeping with my comments above about an environment of mutual respect, the use of cellular phones is not allowed in my class without prior permission. Please turn off and put away your phone when you come to class. We have 2+ hours together each week. Let's make the most of that time! **If I have to speak with you about texting, I will ask you to leave class and you will earn an unexcused absence for the day**. Since this course involves reading many texts online, laptops or tablets needed for note taking or reading texts are allowed. **Cellular phones are not appropriate for the kind of close reading and textual analysis we will do in this course**. With the devices, if I see that you are on social media or any other website not associated with our discussion, you will be asked to leave and you will earn an unexcused absence for the day.

### **How will I find out about assignments and changes to the syllabus? (CHANGES)**

Often assignments and instructions will be delivered via email. Reading my emails and coming prepared to class with any handouts you receive is your responsibility. Weekly assignments and coming prepared to class (this includes bringing your book or laptop for reading the texts) count toward your participation grade. If you have questions about the class, I always recommend checking your syllabus and assignment first or asking a classmate! The answers to your questions can frequently be found in this way. If you still need to email me with a question, feel free to do so. I'm happy to help!

## ABOUT PLAGIARISM - What is academic misconduct? How do I avoid it?

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

In order to avoid plagiarism, please follow these procedures in all your assignments:

- If you reproduce statements verbatim, place them in quotation marks and explicitly state the author’s name and cite your source. In the case of a block quotation, forego quotation marks (per MLA guidelines) but make sure to indent the quotation and clearly cite your source.
- If you reproduce or rephrase the general idea (not verbatim), forego quotation marks but still explicitly state the author’s name and cite your source.

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

## What other resources are available to you as a student at FIU?

**Disability Resource Center:** I am committed to providing equitable access to learning opportunities for all students who I recognize may learn, participate, and engage in different ways. The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive, and sustainable.

- The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students.
- If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305/348-3532 or visit them at the Graham Center (GC) 190.
- Please also notify me of any DRC accommodations as soon as possible. We can then work together to best coordinate your accommodations for this course.

Whether or not you have a DRC plan for academic accommodations, if you anticipate any issues related to the requirements, structure, or format of this course, please reach out to me so we can discuss ways to ensure your full participation and success in this course.

**Digital Accessibility Resources:** Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course. Please visit [Blackboard's Accessibility Commitment](#) webpage for more information. For additional assistance please contact FIU's [Disability Resource Center](#).

**Policy on Children in Class:** Currently FIU does not have a formal policy on children in the classroom. The policy described here is a reflection of my own commitment to students, staff, and faculty parents:

- 1) All exclusively breastfeed babies are welcome in class as often as is necessary;
- 2) For older children and babies, I understand that unforeseen disruptions in childcare often put parents in the position of having to miss class to stay home with a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable;
- 3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status;
- 4) In all cases where babies and children come to class, I ask that you sit close to the door so that, if your little one needs special attention and is disrupting learning for other students, you may step outside until your child's need has been met;
- 5) Given that the content in this course is geared toward adult learners and is of an adult nature, please be mindful of the content when deciding whether you choose to bring your child to class;
- 6) Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel once children have *finally* gone to sleep. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-parenting balance.

**Violence and Harassment Resources:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, sexual orientation, etc. If you or someone you know has been harassed or assaulted, you can file a complaint through FIU's Equal Opportunity Programs & Diversity Office. You may file a complaint with one of the Title IX coordinators listed below. Alternatively, you may file an anonymous complaint using our Ethical Panther Reporting Line, Convercent by calling 844-312-5358 or online at <https://compliance.fiu.edu/hotline.html>

**Crisis Resources:** You can also find the appropriate resources at the Dean of Students Office (305-348-2797). If you are in crisis, you can find the appropriate resources at Counseling & Psychological Services (CAPS). Counseling & Psychological Services provides free and confidential mental health services to students that will facilitate and enhance their personal learning, emotional well-being, and academic skills development, contributing to their success at Florida International University.

CAPS Modesto Maidique  
Campus  
UHSC 270  
305-348-2277

CAPS Biscayne Bay Campus  
WUC 320  
305-919-5305

**Food insecurity resources:**

The Student Food Pantry is an initiative to address the prevalence of food insecurity on campus. This project assists students who are experiencing financial difficulty to purchase groceries. No proof of need is required and students can access the pantry once a week.

Modesto Maidique Campus  
DM 166  
305-348-6995  
Biscayne Bay Campus  
WUC 307  
305-919-5620 Ext. 4

In addition to campus programs and services, additional resources are available in the community.

**\*\*\*In closing, my cat Mulligan wants to remind you of where you can find the answers to many of your urgent questions this term\*\*\***



**LOOKING FORWARD TO A TERRIFIC TERM!**

## Literature 4254: Schedule of Discussions and Readings

T = Text you purchase      C = Text on Canvas

(Whenever possible, I have tried to indicate when a secondary text might give spoilers on the novel you are reading. When you see **\*\*SPOILERS\*\***, you might want to read the fiction reading first before the article, unless you don't care about spoilers!)

### Week 1

Jan. 7

#### **DISCUSSION TODAY:**

Introduction, Syllabus, "The New Woman Novel"  
Discussion Leader Assignment explanation and sign-ups

#### **READING FOR NEXT TIME:**

- (1) Olive Schreiner, *The Story of an African Farm*, Part I
- (2) Dienijko and Litt, "The New Woman Novel" (article; **C**)
- (3) Gilbert and Gubar, "Home Rule: The Colonies of the New Woman" (article; **C**)

### Week 2 (Group 1)

Jan. 14

#### **DISCUSSION TODAY:**

- (1) Olive Schreiner, *The Story of an African Farm*, Part I
- (2) Dienijko and Litt, "The New Woman Novel" (article; **C**)
- (3) Gilbert and Gubar, "Home Rule: The Colonies of the New Woman" (article; **C**)

#### **READING FOR NEXT TIME:**

- (1) Olive Schreiner, *The Story of an African Farm*, Part II
- (2) Hetherington, "Feminism, Freethought, and the Sexual Subject" (article; **C**) **\*SPOILERS\***

### Week 3

Jan. 21 **NO CLASS MEETING TODAY – MARTIN LUTHER KING DAY OBSERVED BY FIU**

### Week 4 (Group 2)

Jan. 28

#### **DISCUSSION TODAY:**

- (1) Olive Schreiner, *The Story of an African Farm*, Part II
- (2) Hetherington, "Feminism, Freethought, and the Sexual Subject" (article; **C**) **\*SPOILERS\***

#### **READING FOR NEXT TIME:**

- (1) George Gissing, *The Odd Women*, Chs. 1-11
- (2) "On the Adoption of Professional Life by Women" (1858) (article; **C**)
- (3) W. R. Greg, "Why Are Women Redundant?" (1862) (article; **C**)

### Week 5 (Group 3)

Feb. 4

#### **DISCUSSION TODAY:**

- (1) George Gissing, *The Odd Women*, Chs. 1-11
- (2) "On the Adoption of Professional Life by Women" (1858) (article; **C**)
- (3) W. R. Greg, "Why Are Women Redundant?" (1862) (article; **C**)

**READING FOR NEXT TIME:**

- (1) George Gissing, *The Odd Women*, Chs. 12-22
- (2) Annie Besant, "Marriage As It is, As It Was, and As It Should Be" (1879) (article; **C**)
- (3) Sharon Marcus, Introduction to *Between Women* (chapter; **C**)

**Week 6 (Group 4)**

**Due: First Paper Thesis & Introduction for Peer Workshop (bring 2 copies to class)**

Feb. 11

**TODAY'S DISCUSSION:**

- (1) George Gissing, *The Odd Women*, Chs. 12-22
- (2) Annie Besant, "Marriage As It is, As It Was, and As It Should Be" (1879) (article; **C**)
- (3) Sharon Marcus, Introduction to *Between Women* (chapter; **C**)

**READING & WORK FOR NEXT TIME:**

- (1) George Gissing, *The Odd Women*, Chs. 23-end
  - (2) Emma Liggins, "The Life of a Bachelor Girl in the Big City" (article; **C**)
- Optional reading:** Introduction to Gissing, *The Odd Women* (1893) **\*\*SPOILERS\*\***
- (3) Revise the draft of your First Paper based on Peer Workshop suggestions

**Week 7 (Group 5)**

Feb. 18

**TODAY'S DISCUSSION:**

- (1) George Gissing, *The Odd Women*, Chs. 23-end
  - (2) Emma Liggins, "The Life of a Bachelor Girl in the Big City" (article; **C**)
- Optional reading:** Introduction to Gissing, *The Odd Women* (1893) **\*\*SPOILERS\*\***

**READING & WORK FOR NEXT TIME:**

- (1) Sarah Grand, *The Heavenly Twins*, Book I (pp. 9-134; **C**)
- (2) Sarah Grand, "The New Aspect of the Woman Question" (1894) (essay; **C**)
- (3) Wrap up work on your First Paper

**Week 8 (Group 6)**

**Due: First Paper uploaded to Canvas by 12 midnight**

Feb. 25

**TODAY'S DISCUSSION:**

- (1) Sarah Grand, *The Heavenly Twins*, Book I (pp. 9-134; **C**)
- (2) Sarah Grand, "The New Aspect of the Woman Question" (1894) (essay; **C**)

**READING FOR NEXT TIME:**

- (1) Sarah Grand, *The Heavenly Twins*, Books 2 & 3 (pp. 135-266; **C**)
- (2) Sharon Marcus, "The Genealogy of Marriage" from *Between Women* (chapter; **C**)

**Week 9 (Group 7)**

Mar. 4

Introduce Final Paper instructions

**TODAY'S DISCUSSION:**

- (1) Sarah Grand, *The Heavenly Twins*, Books 2 & 3 (pp. 135-266; **C**)
- (2) Sharon Marcus, "The Genealogy of Marriage" from *Between Women* (chapter; **C**)

**READING FOR NEXT TIME:**

- (1) Sarah Grand, *The Heavenly Twins*, Book 4 & 5 (pp. 267-408; **C**)
- (2) Mona Caird, "Marriage," pp. 60-114 (essay; **C**)

**\*\*SPRING BREAK MAR. 11-16\*\***

**Week 10 (Group 8)**

Mar. 18

**TODAY'S DISCUSSION:**

- (1) Sarah Grand, *The Heavenly Twins*, Book 4 & 5 (pp. 267-408; **C**)
- (2) Mona Caird, "Marriage," pp. 60-114 (essay; **C**)

**READING FOR NEXT TIME:**

- (1) Sarah Grand, *The Heavenly Twins*, Book 6 to end (pp. 408-409; **C**)
- (2) Anna Maria Jones, "Learning to Suffer in Sarah Grand's *The Heavenly Twins*"

**\*\*SPOILERS\*\***

**Week 11 (Group 9)**

**Due: Proposal for Final Paper/Project uploaded to Canvas by 12 midnight**

Mar. 25

**TODAY'S DISCUSSION:**

- (1) Sarah Grand, *The Heavenly Twins*, Book 6 to end (pp. 408-409; **C**)
- (2) Anna Maria Jones, "Learning to Suffer in Sarah Grand's *The Heavenly Twins*"

**\*\*SPOILERS\*\***

**READ FOR NEXT TIME:**

- (1) Amy Levy, *The Romance of a Shop*, Chs. 1-10
- (2) Amy Levy "The Ballad of Religion and Marriage," "A Wall Flower," "At the Dinner Party" (poems; **C**)
- (3) Carolyn Lake, "Unveiling Same-Sex Desire in Amy Levy's Poetry" (article; **C**)

**Week 12 (Group 10)**

Apr. 1

**TODAY'S DISCUSSION:**

- (1) Amy Levy, *The Romance of a Shop*, Chs. 1-10
- (2) Amy Levy "The Ballad of Religion and Marriage," "A Wall Flower," "At the Dinner Party" (poems; **C**)
- (3) Carolyn Lake, "Unveiling Same-Sex Desire in Amy Levy's Poetry" (article; **C**)

**READING FOR NEXT TIME:**

- (1) Amy Levy, *The Romance of a Shop*, Chs. 11-end
- (2) S. Brooke Cameron and Daniel Bird, "Sisterly Bonds and Rewriting Gendered Spheres in Amy Levy's *The Romance of a Shop*" (article; **C**)

**Week 13 (Group 11)**

Apr. 8

**TODAY'S DISCUSSION:**

- (1) Amy Levy, *The Romance of a Shop*, Chs. 11-end
- (2) S. Brooke Cameron and Daniel Bird, "Sisterly Bonds and Rewriting Gendered Spheres in Amy Levy's *The Romance of a Shop*" (article; **C**)

**WORK FOR NEXT TIME:**

(1) Finish work on your Final Paper

**Week 14**

**Due: Final Paper uploaded to Canvas by 12 midnight**

Apr. 15

**TODAY'S DISCUSSION:**

Course Wrap-Up, Goodbyes, and Survey