Instructor: Ms. Diana Shull
Rice Hall 315
Office Hours: Tuesdays, 4:15-5:30; Thursdays, 12:30-2:30; also by appointment.
diana.shull@oberlin.edu
x5-8950

Writing Associate: Sari Gardner
Consultations available by appointment.
sarah.gardner@oberlin.edu

Course Overview:
Although proud of their liberal philosophy and representative government, many Victorian Britons betrayed an undercurrent of deep-rooted prejudice towards those they defined as "the other": Catholics, the Irish, the working classes, colonial subjects, and, many times, women. We examine the nature of prejudice in Victorian Britain: its origins and its relationship with the fashionable science and "pseudo-science" of the day, its impact on legislation and modes of government, and its legacy.

The course addresses three main skills: 1) the ability to understand and critique scholarly works, 2) the ability to analyze primary sources of all kinds, and 3) the ability to craft writing projects that effectively construct arguments and marshal evidence. The final research project for this class will culminate in a 15-page paper based on research in primary sources that also demonstrates an understanding of the relevant secondary literature.

Course Requirements and Policies:

Class Discussion: The format of the course is discussion. Regular and intensive participation by each member of the class is essential. You must read the assigned primary sources and secondary works before coming to class. Your participation grade is primarily based on your willingness to engage in class discussion in a constructive and consistent manner.

Writing: I strongly suggest that you meet periodically with the Writing Associate (WA). In addition to in-class workshops and discussions, you should also plan to meet individually with the WA. The WA is here to help everyone in the class. In this class we will view writing as a method of discovering what you have to say. Writing is not just reporting what you have already thought about—writing and thinking should be inseparable. Writing is also a process that includes revision. Everyone can benefit from this process even if you area already a “good” writer. All of us (myself, the WA, and your peers) will help you improve your work.

Required Book: You should purchase a copy of the following book (available at the bookstore):
Attendance: You cannot participate in class discussion if you do not attend class! Class meetings are mandatory. Failure to attend will have a negative impact on your participation grade unless the absence occurs due to a medical condition or a family emergency.

Extensions and Late Assignments: I do not give extensions except in case of an emergency. If you turn in an assignment late, your grade will drop by a third of a letter grade (for example from a ‘B’ to a ‘B-’) for every 24-hour period for which it is late. You must submit a hard copy of your late work.

Honor Code: All students are expected to adhere to the Oberlin Honor Code on all written assignments. You must write and sign the honor code pledge at the end of each assignment. You can review the honor code here: http://www.oberlin.edu/students/links-life/honorcode.html.

Accommodations: If you have specific physical, psychiatric or learning disabilities and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Office of Disability Services in Peters G-27/G-28.

Assignments and Grading:
You will receive more information about these assignments in handouts later in the course.

*Class Participation (25%)

*Library Exercise (5%): Due 18 February in class.

*Reading Responses (10%):
Each week there are reading assignments, you must post a response to the readings on the class discussion board available in Blackboard. The response can be about any aspect of the readings but should indicate some engagement with the readings beyond liking them or disliking them. You may discuss all the readings or focus on either the primary or secondary sources.

*Discussion Leader (10%)
You will sign up for dates during the second meeting and I will also give you a handout on your responsibilities at that time.

*Research Paper (50% total)
  -Primary Source Analysis (10%): Due 4 March in class.
  -Literature Review (10%): Due 18 March in class.
  -Rough Draft and Participation in Peer Review of Drafts (10%): Draft due 3 May via email.
  -Final Draft (20%): Due 16 May, 7pm in my office, Rice 315.

**You must complete all assignments in order to receive a grade for this course**
Schedule of Topics:

4 February: Introduction and Eighteenth-century Background

11 February: 1832: The Triumph of the Middle Class?
Library Session – Meet at library at 2:30pm.

18 February: The Working Classes and the Poor
Library Exercise Due in Class

25 February: “The Weaker Vessel”

4 March: Anti-Catholicism
Primary Source Analysis Due in Class

11 March: The Irish Question: Anglo-Saxons and the Celts

18 March: Theories of Race: Science and Pseudo-Science
Literature Review Due in Class

**Spring Break**

1 April: Writing Workshop and Peer Review
Revising the Literature Review and Crafting Outlines

8 April: Colonized Peoples: Indians

15 April: Colonized Peoples: Africans

22 April: Jews: “Economic Man Incarnate?”

29 April: Homosexuality, Sexology, and Psychology at the Turn of the Century

**Rough Drafts Due by 11pm Sunday, 3 May via email**

6 May: Legacies of Prejudice
Writing Workshop and Peer Review of Rough Drafts

**Final Paper Due 7pm Saturday, 16 May in my office, Rice 315**