



**English 433/5533: Histories of Writing, Reading, and Publishing
Victorian Family Magazines and Popular Culture
TR 12:30-1:45 / Flarsheim Hall 262
Dr. Jennifer Phegley**

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Course Description

This course will explore the expanding literary marketplace for both working- and middle-class family magazines in England between the 1850s and the 1870s. These inexpensive publications aimed at a wide readership offered serialized fiction, poetry, essays, advice columns, personal advertisements, needlework patterns, and fashion plates among their varied and interesting contents. The family magazine was part of the mass-market periodical press that emerged alongside the repeal of taxes on newspapers, the introduction of faster printing presses, rapidly falling paper prices, and an increasingly national distribution system that utilized the railroads. As a result, for the first time working- and lower-middle-class families could afford their own magazines and many more periodicals for the upper-middle-classes were available. Our task will be to define this multi-faceted and complex periodical genre by studying the ways in which it targeted its varied audiences by emphasizing serial fiction as a key selling point.

Working and lower-middle-class weekly papers such as the *London Journal*, *Reynolds's Miscellany*, the *Leisure Hour*, and *Bow Bells* carved out a mass-market readership in the 1840 and 50s, reaching millions of readers. Charles Dickens solidified the trend with his magazines *Household Words* and *All the Year Round*, which copied the format of the working-class papers but were aimed at a more highly educated readership. Spurred on by Dickens's success, the 1860s saw the rise of a new brand of sophisticated and lavishly illustrated monthly magazine aimed at the middle and upper classes such as the *Cornhill*, *Temple Bar*, and *Belgravia*. In 1869 the weekly newspaper the *Graphic* took family reading to a new level, featuring the important news of the day and serial fiction both with even higher quality illustrations in a larger format. Studying these periodicals will reveal the ways in which the culture of the upper echelons was imitating the culture of the working classes in defiance of the assumption that culture trickled down from the upper to the lower classes.

This will be a blended course, meaning that after the first few weeks, we will meet in class on Tuesdays and communicate online through blogs on Thursdays. In addition to the weekly blogs, course assignments include reading quizzes and a public Wiki project on the NINES website (Networked Infrastructure for Nineteenth-Century Electronic Scholarship) exploring family magazines, their editors, authors, and readers.

Required Texts

Mary Elizabeth Braddon, *The Doctor's Wife*, serialized in *Temple Bar* (January-December 1864). Oxford World's Classics.

Wilkie Collins, *The Law and the Lady*, serialized in *Graphic: An Illustrated Weekly Newspaper* (September 26, 1874-March 13, 1875). Penguin Classics.

Elizabeth Gaskell, *Cranford*, serialized in *Household Words* (December 13, 1851-May 21, 1853). Penguin Classics.

Elizabeth Hely Walshe, *The Ferrol Family; Or "Keeping Up Appearances,"* serialized in the *Leisure Hour* (January 5, 1860-March 22, 1860). UMKC Media Pack.

Course Components

In-Class Participation (10%): Because this is a blended course, our face-to-face meetings are fewer and more important than in a regular class. You are expected to attend our face-to-face meetings regularly and to be prepared to actively contribute to class discussions.

Weekly Reading Quizzes (10%): We will not have a mid-term or a final exam in this class; however, we will have reading quizzes at the beginning of most of our Tuesday classes. These will be geared toward making sure you have read and comprehended key concepts, plot, and character elements in the assigned reading for that day. I will give 10 quizzes worth 10 points each, which will be converted to the corresponding letter grade before being factored into your final grade. If I should give any additional quizzes, I will drop your lowest quiz grades.

Missed quizzes can only be made up if you have an excused absence. According to UMKC policy, excused absences are the result of a documented illness, the illness of an immediate family member for whom you are required to care, the death of an immediate family member, the observance of a religious holiday, or the representation of UMKC in an official capacity. You should notify me of excused absences and make arrangements to make up work in advance when possible.

Blogs (50%): After the first two weeks, we will meet in person on Tuesdays and have virtual meetings through the Blackboard Blog on Thursdays and Fridays. Each of you will write a total of four blog posts (due Thursdays at 1:00 pm on your assigned dates) and a minimum of 21 blog responses (due Fridays at 1 p.m.). The blogs are an opportunity to demonstrate your engagement with the readings and to spark interesting and in-depth exchanges with your peers about the subject matter of the course. You are expected to read all blog entries and responses posted each week and to demonstrate your engagement with your classmates' blogs entries.

You will write 2 assigned blog posts and 2 open blog posts. Blog entries should range between 250-750 words, but the quality is more important than the word count.

In the two assigned blog entries, you should

1. Write a scholarly article analysis. Explain the key arguments of one of the assigned articles and explore the questions it raises for us as investigators into Victorian authorship,

readership, magazine editing, and/or book publishing. Consider how the article influences your understanding of the assigned reading. **(10%)**

2. Write a magazine content analysis. Choose one issue of the magazine in which our assigned novel for the week was serialized. For example, if we are reading *The Ferrol Family*, search the BP I & II database for issues of the *Leisure Hour* between January and March of 1860 (see information under “Required Texts” for the designated dates and magazines). Read about the magazine in the *Dictionary of Nineteenth-Century Journalism* (in *C19*) or in one of the other resources I describe below so that you have a sense of its editorial goals, its audience, and its history. Analyze the contents of your chosen issue of the magazine and see if you can identify any connections to the novel. What interests you about the contents of the magazine issue? How might it have appealed to the readers of the novel that is featured within its pages? What might the issue teach us about the genre of the family magazine? **(10%)**

In the two open blog entries you could do any of the following (10% each)

1. Analyze specific passages from the day’s reading.
2. Pose any questions that arise for you or that you think will interest your readers.
3. Reflect the themes, characters, or plot points of the novel.
4. Spend more time exploring the novel in its periodical context and write about connections you find between the magazine and the serial.
5. Make connections with other texts we’ve read in the course.
6. Build on comments made by classmates in their blog entries.

See the Blog Advice on Blackboard for more ideas about how to write an effective entry.

Blog Responses (10%)

You are encouraged to respond to your peers’ blog posts every week but you **must** respond in weeks when you are not writing your own entries. Overall, you should have **a minimum of 21 substantial responses, or 3 per week during weeks when you are not writing a blog entry.**

Your responses should engage whatever issues your peers have raised and try to advance the discussion, incorporating textual evidence to support your views. I will grade each entry using the Blog Rubric provided on Blackboard. Your responses will be graded at the end of the semester.

Online Exhibit (30%): Our final project for the course will be an “online exhibit” that you will build either by yourself or with partner(s) you choose. The exhibit will be housed on our NINES Classroom site and will ultimately be available to the public. Each exhibit should be focused on some topic relevant to the study of mid-Victorian family magazines. It could be on a specific magazine, on a popular theme across the magazines, on readership or class issues, or a particular author or text. **You will sign up to work on a page by week 12 and we will devote weeks 14-16 to researching and constructing these pages, which will be revised during finals week.**

Each exhibit should present a thoughtful and compelling argument or set of arguments set forth in an engaging manner. It should include the following elements:

1. Background and historical context on the chosen subject.
2. A discussion of scholarly conversations surrounding the topic.
3. Close readings of particular texts that are relevant.
4. Images and other primary documents found in the NINES databases or in Wikimedia Commons that illustrate elements of your theme. These could include Victorian paintings, photographs, magazine or book covers, images of hand-written letters, and anything else that seems useful.

I encourage you to incorporate writing from your blog entries into your exhibit if possible. However, you will also need to conduct additional research. I have provided a list of promising library resources for this purpose below, but there are many more sources available through the library and in NINES exhibits and collections.

The Online Exhibit will be built in stages.

1. **Collaboration Contract/Individual Work Plan.** If you are working with a partner or a team (I'd suggest no more than 3-4 people), read the guidelines for collaboration on Blackboard and develop a plan for dividing the work, assigning deadlines, sharing drafts, and revising the exhibit. If you are working alone, please submit a timeline for completion of each step of the project including a research and writing schedule. **Due Tuesday 4/9 at 11 p.m.**
2. **Proposal and Annotated Bibliography of Archival and Scholarly Sources (5%):** Open with a 1-2 paragraph description of your proposed exhibit topic supported by a 5-10-item annotated bibliography of archival/scholarly sources that could be used for your exhibit. The bibliography will feature MLA-style bibliographic citations of your sources as well as a brief (100-250 word) analysis of how you might use each source in your exhibit. You may include both primary (nineteenth century) documents and contemporary scholarly articles or books. I will provide feedback on these on Blackboard. **Due Tuesday 4/23 at 11 p.m.**
3. **List of Electronic Resources and Images (5%).** Compile a list of 5-10 online resources and/or images that you plan to use in your exhibit using the NINES database and Wikimedia Commons. Explain their relevance to your topic and how you might feature them on your exhibit page. I will provide feedback on these on Blackboard. **Due Thursday 4/25 at 11 p.m.**
4. **Exhibit Draft and Peer Response (5%).** You will post a **first draft** of your exhibit for the class **by Monday 5/13 at 11 p.m.** In class on **Wednesday 5/15 from 10:30-12:30 (our final exam time) we will discuss the exhibits and provide advice for final revision** before the pages go "live" to the public.
5. **Publication of Final Exhibit (15%).** Your final grade for the project will be based on your individual effort, your teamwork (if you are working with partners), and the quality of the writing, argumentation, and layout. You will submit both self and team member assessments that will help me determine your grades (each individual will receive a separate grade). (See the Assessment Rubric on Blackboard). **Due Friday 5/17 at 11 p.m.**

Miller Nichols Library Resources

Indexes and Bibliographic Resources

The Dictionary of Nineteenth-Century Journalism (In the C19 Database. Includes entries on a wide variety of periodicals, editors, and authors)

Walter Houghton, *Wellesley Index to Victorian Periodicals* (In the C19 Database. Includes a description of *Temple Bar* magazine as well as others)

Alvin Sullivan, *British Literary Magazines* Vol. 2 (Library reference #PN5124.L6 B74 1983. Includes background information on a wide variety of periodicals)

Key Texts on Novel Serialization, Periodicals, Publishing, Authorship, and Readership

Laurel Brake, *Print in Transition, 1850-1910*

Kate Flint, *The Woman Reader, 1837-1914*

Andrew King, *The London Journal, 1845-83*

Graham Law, *Serializing Fiction in the Victorian Press*

N.N. Feltes, *Modes of Production of Victorian Novels*

Hilary Fraser, Stephanie Green, and Judith Johnston, *Gender the and Victorian Periodical*
Mark Hampton, *Visions of the Press in Britain, 1850-1910*
Linda Hughes and Michael Lund, *The Victorian Serial*
Barbara Onslow, *Women of the Press in the Nineteenth Century*
Beth Palmer, *Women's Authorship and Editorship in Victorian Culture: Sensational Strategies*
Jennifer Phegley, *Educating the Proper Woman Reader: Victorian Family Literary Magazines and the Cultural Health of the Nation*
Matthew Rubery, *The Novelty of Newspapers: Victorian Fiction after the Invention of the News*
Joann Shattock and Michael Wolff, *The Victorian Periodical Press: Samplings and Soundings*
J. Don Vann, *Victorian Novels in Serial*
Deborah Wynne, *The Sensation Novel and the Victorian Family Magazine*

On Braddon:

Jennifer Carnell, *The Literary Lives of M. E. Braddon: A Study of her Life and Work*
Pamela K. Gilbert, Marlene Tromp, and Aeron Haynie, *Beyond Sensation: Mary Elizabeth Braddon in Context*
Natalie Schroeder, *From Sensation to Society: Representations of Marriage in the Fiction of Mary Elizabeth Braddon*
Robert Wolff, *Sensational Victorian: The Life and Fiction of Mary Elizabeth Braddon*

On Collins:

William Baker and William M. Clarke, *The Letters of Wilkie Collins*
Graham Law and Andrew Maunder, *Wilkie Collins: A Literary Life*
Tamar Heller, *Dead Secrets: Wilkie Collins and the Female Gothic*
Lillian Nayder, *Unequal Partners: Charles Dickens, Wilkie Collins, and Victorian Authorship and Wilkie Collins*

On Gaskell:

J.A.V. Chappel, *Elizabeth Gaskell: A Portrait in Letters*
Dierdre D'Albertis, *Dissembling Fictions: Elizabeth Gaskell and the Victorian Social Text*
Winifred Gerin, *Elizabeth Gaskell: A Biography*
Linda Hughes and Michael Lund, *Victorian Publishing and Mrs. Gaskell's Work*
Hilary Schor, *Scheherazade in the Marketplace: Elizabeth Gaskell and the Victorian Novel*

Periodical Databases:

- **British Periodicals I & II.** This is the most important database for Victorian periodical studies that the library owns. It provides access to 460 periodicals and thousands of other printed documents. This database takes you directly to full texts that you can read online or download as PDFs. You can browse through issues of particular magazines or do keyword searches across the collection. It includes the *Leisure Hour*, *Temple Bar*, and *Household Words*.
- **19th-Century British Newspapers.** This database contains the *Graphic* and a wide array of Victorian newspapers in pdf format. You can browse through issues of particular newspapers or do keyword searches.
- **The C19 Database** allows you to keyword search through more than 11 million documents, including periodical articles not available in British Periodicals I & II. Most important for this class, C19 includes the *Dictionary of Victorian Journalism* (the foremost resource on all topics related to Victorian periodical publishing) and the *Wellesley Index to Victorian Periodicals* (which includes a detailed biography of *Temple Bar*). These sources provide a wealth of

information about Victorian periodicals and publishing, including the magazines in which our novels were serialized.

Weekly Schedule

Week One: T 1/22	<ul style="list-style-type: none"> • Introduction to the Course • Grace Moore, "Victorian Novel in Context" • Fill Out Blog Assignment Requests
R 1/24	<ul style="list-style-type: none"> • Graham Law, "Serial Fiction" • Laurel Brake, "The Advantage of Fiction: The Novel and the 'Success' of the Victorian Periodical" • Linda Hughes and Michael Lund, "Introducing the Victorian Serial"
Week Two: T 1/29	<ul style="list-style-type: none"> • Louis James, "The Trouble with Betsy: Periodicals and the Common Reader in Mid-Nineteenth-Century England" • Leah Price, "The Book as Go-Between: Domestic Servants and Forced Reading" • Jennifer Phegley, "The Scene of Women's Reading: Mid-Nineteenth-Century Culture, Professional Critics, and Family Literary Magazines" • Deborah Wynne, "Tantalizing Portions: Serialized Sensation Novels and Family Magazines"
R 1/31	<ul style="list-style-type: none"> • Meet in MNL 121 for a workshop on using online periodical databases
Week Three: T 2/5	<ul style="list-style-type: none"> • Elizabeth Gaskell, <i>Cranford</i> (Ch. 1-8, p. 39-127)
R 2/7	<p>BLOGS:</p> <ul style="list-style-type: none"> • Lorna Huett, "Among the Unkown Public: <i>Household Words</i>, <i>All the Year Round</i>, and the Mass-Market Weekly Periodical in the Mid-Nineteeth Century" in <i>Victorian Periodicals Review</i> 38.1 (2005). • John Drew, "Editing Life: Dickens and <i>Household Words</i>, 1850-59" in <i>Dickens the Journalist</i> (UMKC Ebrary) • Talia Schaffer, "Craft, Authorial Anxiety, and 'The Cranford Papers'" in <i>Victorian Periodicals Review</i> 38.2 (2005). • Content Analysis of an issue of <i>Household Words</i> • Open Topic
Week Four: T 2/12	<ul style="list-style-type: none"> • Elizabeth Gaskell, <i>Cranford</i> (Ch. 9-16 and "The Cage at Cranford," p. 128-218, 327-338)
R 2/14	<p>BLOGS:</p> <ul style="list-style-type: none"> • Lorna Huett, Commodity and Collectivity: <i>Cranford</i> in the Context of <i>Household Words</i> in <i>Gaskell Society Journal</i> 17 (2003). • Margaret Case Croskery, "Mothers without Children, Unity without Plot: <i>Cranford's</i> Radical Charm" in <i>Nineteenth-Century Literature</i> 52.2 (1997).

	<ul style="list-style-type: none"> • Jacob Jewusiak, "The End of the Novel: Gender and Temporailty in Elizabeth Gaskell's <i>Cranford</i>" in <i>Nineteenth-Century Gender Studies</i> 7.3 (2011). http://www.ncgsjournal.com/issue73/jewusiak.htm • Content Analysis of an issue of <i>Household Words</i> • Open Topic
Week Five: T 2/19	<ul style="list-style-type: none"> • Elizabeth Hely Walshe, <i>The Ferrol Family</i> (No. 419-No. 424)
R 2/21	<p>BLOGS:</p> <ul style="list-style-type: none"> • Andrew King, "A Paradigm of Reading the Victorian Penny Weekly: Education of the Gaze and the <i>London Journal</i>" in <i>Nineteenth-Century Media and the Construction of Identities</i>. • Sally Mitchell, "The Forgotten Woman of the Period: Penny Weekly Family Magazines of the 1840s and 1850s" in <i>A Widening Sphere</i>. • Content Analysis of an issue of the <i>Leisure Hour</i> • Open Topic
Week Six: T 2/26	<ul style="list-style-type: none"> • Elizabeth Hely Walshe, <i>The Ferrol Family</i> (No. 425-No. 431)
R 2/28	<p>BLOGS:</p> <ul style="list-style-type: none"> • Jenny Hartley, "Reading in Gaol" in <i>A Return to the Common Reader</i>. • Lewis Roberts, "Trafficking in Literary Authority: Mudie's Select Circulating Library and the Commodification of the Victorian Novel" in <i>Victorian Literature and Culture</i> 34.1 (2006). • Content Analysis of an issue of the <i>Leisure Hour</i> • Open Topic
Week Seven: T 3/5	<ul style="list-style-type: none"> • Mary Elizabeth Braddon, <i>The Doctor's Wife</i> (Volume I, p. 5-139)
R 3/7	<p>BLOGS:</p> <ul style="list-style-type: none"> • Content Analysis of an issue of <i>Temple Bar</i> • Open Topic
Week Eight: T 3/12	<ul style="list-style-type: none"> • Mary Elizabeth Braddon, <i>The Doctor's Wife</i> (Volume II, p. 140-275)
R 3/14	<p>BLOGS:</p> <ul style="list-style-type: none"> • Julie Chavez, "Wandering Readers and the Pedagogical Potential of <i>Temple Bar</i>" in <i>Victorian Periodicals Review</i> 40.2 (2007). • P.D. Edwards, selection from <i>Dickens's Young Men: George Austus Sala, Edmund Yates, and the World of Victorian Journalism</i>. • Emily Steinlight, "Why Novels are Redundant: Sensation Fiction and the Overpopulation of Literature" in <i>ELH</i> 79.2 (2012). • Content Analysis of an issue of <i>Temple Bar</i> • Open Topic

Week Nine: T 3/19	<ul style="list-style-type: none"> Mary Elizabeth Braddon, <i>The Doctor's Wife</i> (Volume III, p. 276-404)
R 3/21	<p>BLOGS:</p> <ul style="list-style-type: none"> Laurie Garrison, "'She Read on Eagerly, Almost Breathlessly': Mary Elizabeth Braddon's Challenge to Medical Depictions of Female Masterbation in <i>The Doctor's Wife</i>" in <i>The Female Body in Medicine and Literature</i>. Tabitha Sparks, "Fiction Becomes Her: Representations of Female Character in Mary Braddon's <i>The Doctor's Wife</i>" in <i>Beyond Sensation</i>. Catherine Golden, "Censoring her Sensationalism: Mary Elizabeth Braddon and <i>The Doctor's Wife</i>" in <i>Victorian Sensations</i>. Content Analysis of an issue of <i>Temple Bar</i> Open Topic
Week Ten: T 3/26 & R 3/28	<ul style="list-style-type: none"> No Class—Spring Break Sign up for NINES Classroom Explore NINES Exhibits and Collections
Week Eleven: T 4/2	<ul style="list-style-type: none"> Wilkie Collins, <i>The Law and the Lady</i> (Volume I, p. 11-115)
R 4/4	<p>BLOGS:</p> <ul style="list-style-type: none"> Content Analysis of an issue of the <i>Graphic</i> Open Topic
Week Twelve: T 4/9	<ul style="list-style-type: none"> Wilkie Collins, <i>The Law and the Lady</i> (Volume II, p. 119-233) Collaboration Contract/Work Plan Due on Blackboard at 11 p.m.
R 4/11	<p>BLOGS:</p> <ul style="list-style-type: none"> John Reed, "Law and Narrative Strategy in Wilkie Collins's <i>The Law and the Lady</i>" in <i>Victorians Institute Journal</i> 36 (2008). Aviva Briefel, "Cosmetic Tragedies": Failed Masquereade in Wilkie Collins's <i>The Law and the Lady</i>" in <i>Victorian Literature and Culture</i> 37 (2009). Sue Lonoff, "Charles Dickens and Wilkie Collins" in <i>Nineteenth-Century Fiction</i> 35.2 (1980). Content Analysis of an issue of the <i>Graphic</i> Open Topic
Week Thirteen: T 4/16	<ul style="list-style-type: none"> Wilkie Collins, <i>The Law and the Lady</i> (Volume III, p. 237-383)
R 4/18	<p>BLOGS:</p> <ul style="list-style-type: none"> Martha Stoddard Holmes, "Queering the Marriage Plot: Wilkie Collins's <i>The Law and the Lady</i>" in <i>Victorian Freaks</i>. Teresa Mangum, "Wilkie Collins, Detection, Deformity" in <i>Dickens Studies Annual</i> 26 (1998).

	<ul style="list-style-type: none"> • Casey Cothran, "Mysterious Bodies: Deception and Detection in Wilkie Collin's's <i>The Law and the Lady</i> and <i>The Moonstone</i>" in <i>Victorians Institute Journal</i> 34 (2006). • Content Analysis of an issue of the <i>Graphic</i> • Open Topic
Week Fourteen: T 4/23	<ul style="list-style-type: none"> • NINES Exhibit Tutorial in Class • Proposal and Annotated Bibliography Due on Blackboard at 11 p.m.
R 4/25	<ul style="list-style-type: none"> • List of Electronic Resources and Images Due on Blackboard at 11 p.m.
Week Fifteen: T 4/30	<ul style="list-style-type: none"> • Work on Online Exhibit
R 5/2	<ul style="list-style-type: none"> • Work on Online Exhibit
Week Sixteen: T 5/7	<ul style="list-style-type: none"> • Work on Online Exhibit
R 5/9	<ul style="list-style-type: none"> • Work on Online Exhibit
Exam Week	<ul style="list-style-type: none"> • Draft Due for Class Review Monday 5/13 at 11 p.m. • Presentations and Peer Response in Class Wednesday 5/15 10:30-12:30 • Final Online Exhibit Due Friday 5/17 at 11 p.m.