COURSE DESCRIPTION:

When the Bastille fell and the Revolution in France began in July 1789, Britons watched on with mixed feelings that ranged from jubilation, to cautious optimism, to horror and dismay. Modern critical discourse has encouraged us to frame these responses especially in terms of class and gender, but they are not the only frameworks available to us or to those who lived through that historical moment. Britons in the 1790s in particular viewed the spectacle of the French Revolution and the dramatic socio-political changes it seemed to promise through a uniquely historical lens. What, they asked, is the nature of historical change? Can we imagine and make real a future disconnected from the past—and, if we can, should we? Or ought we to foster a sense of continuity and connection between past and future, to ground future policy on the tried-and-true of past experience—or, then again, are such inheritances merely hindrances and the means of continuing long-standing inequalities and corruptions? These highly contested issues were by no means merely theoretical: at stake, as every writer openly acknowledged, was the future of the nation. Britons debated the Revolution in precisely these terms in the political pamphlets of the early 1790s, but the controversy infiltrated popular public discourse in the period and, in turn, the various novel forms of the Romantic era (Jacobin, anti-Jacobin, national tale, and early historical fiction). In this class, we will trace the development of this debate through the prose of the period, with a special focus on the novel’s mediation of these questions about past and future, and the generic changes the form undergoes as a result.
This course is cuLearn supported. cuLearn is a virtual extension of the classroom, and all students are expected to be familiar with announcements, correspondence, assignment handouts, etc., posted on and/or circulated by means of cuLearn. Get in the habit of checking out our course page at least two or three times a week.

**REQUIRED TEXTS:**

1. Course pack

The course pack and these books will be available at Octopus Books, which is located at 116 Third Avenue, just off of Bank Street. For more information, call the store at 613-233-2589 or visit online at [www.octopusbooks.ca](http://www.octopusbooks.ca).

Students will also require access to a style manual (the *MLA Handbook* [2nd floor research help desk, LB 2369 .G52 2009]), a dictionary (the Oxford English Dictionary is accessible at [http://www.library.carleton.ca/eresources/db_titles_O.html](http://www.library.carleton.ca/eresources/db_titles_O.html)), a grammar aid (any of the following will do: Lynn Quitman Troyka and Douglas Hesse’s *Simon and Schuster: Quick Access Reference for Writers* [2nd floor reference, PE 1408. T6965 2007], Don LePan’s *Broadview Book of Common Errors in English* [2nd floor reserves, PE 1460. L46 2003], or John C. Hodges et al.’s *Harbrace College Handbook for Canadian Writers* [2nd floor reference, PE 1112. H37 1994]), and a dictionary of literary terms (J. A. Cuddon’s *Dictionary of Literary Terms and Literary Theory* [2nd floor reference, PN 41. C83 1998]). Because these volumes are all designated “Library Use Only,” they will always be available to you, free of charge.

**EVALUATION:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weightage</th>
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<tbody>
<tr>
<td>Participation (weekly)</td>
<td>10%</td>
</tr>
<tr>
<td>Report on a Scholarly Source (1000 words)</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Points / Questions (max. 1 page long, 10 sheets, weekly)</td>
<td>20%</td>
</tr>
<tr>
<td>Seminar (30 minutes in length), with Write Up (500 words)</td>
<td>20%</td>
</tr>
<tr>
<td>Research Essay (4000 words / 12–14 pages long; Apr. 4)</td>
<td>40%</td>
</tr>
</tbody>
</table>
COURSE POLICIES:

Attendance: Since participation is a crucial component of the seminar format, all students are expected to attend all classes. If you miss any class time, you are required to provide me with official documentation explaining why. If you can’t provide such documentation, we will need to have a discussion about your future in the course. If you tune out via your cell phone or laptop, we will also need to have such a conversation.

Any student who misses 6 hours or more of class time will be awarded with an “F” in the course, as per Section 2.1 of the Academic Regulations described in the Undergraduate Calendar (http://www.carleton.ca/calendars/ugrad/current/pdf/); exceptions may be made in this regard only for students who can provide official documentation and/or who have demonstrated their commitment to the class.

Basic Preparation: As a matter of course, you are expected to 1) attend all classes; 2) complete the scheduled readings beforehand (including your peers’ weekly cuLearn contributions); 3) arrive prepared to discuss what you have read; 4) bring the relevant text(s) to class; and 5) be prepared to engage with your peers’ seminar presentations. A seminar course is only as strong as its individual members, so you need to be prepared for each and every session.

Classroom Etiquette: Experience shows that this is an issue I have to address explicitly. The following “rules” are mostly common courtesy, but I provide them here just in case anyone needs a refresher:

- Keep hot foods, noisy foods (e.g., chips), or foods that might cause allergic reactions (e.g., nuts, fish, etc.) out of the classroom.
- Avoid being late. I understand that this isn’t always possible, but chronic lateness is both rude and annoying.
- Refrain from private conversations within the class during teaching time.
- Turn off all cell phones and electronic equipment that might disrupt the class.
- For the three hours a week you are in my class, shut out the outside world. That means no email, texting, Facebook, Twitter, etc.

Thanks in advance for your consideration of how your behavior affects those around you.

Assignment Submission: All assignments are to be submitted, in hard copy form, in class. The Research Essay is due at the beginning of class; the Report on a Scholarly Source and the Seminar Write up are due, in PDF format, on the Monday before we are scheduled to cover your topic; and the Discussion Points / Questions assignments can be handed in at the end of class, should you wish to draw on that document to help you add to the discussion that day.

If you don’t have a hard copy of the Research Essay and/or the weekly Discussion Points assignment ready for me on the due date, you may, as a last resort, CUT-AND-PASTE it into the body of an email (NO ATTACHMENTS) and send it to me. Assignments
submitted in this fashion will be considered as on time, although I won’t mark them until I receive a duplicate hard copy at our next class (or before, if you like). In all cases, you are required to submit the final version of your assignment (paper or electronic) on the due date, or it will be subject to the late policy. For more on the late policy, see the next item below.

There is no other acceptable way to submit your essay in this class. Don’t fax it to me, or drop it off at the Department of English (I won’t respect the departmental drop box date stamp), or send it via carrier pigeon. Keep it simple. If you must use email, don’t consider your essay received until I acknowledge receipt. Be forewarned that I don’t accept “I emailed you the paper, so I don’t know why you didn’t receive it” as an excuse. Every email service has an “outbox” / “sent mail” feature, so double check that after you’ve emailed me to make sure your message was actually sent.

Please note: in the rare event that your essay is lost, misplaced, or not received by the instructor, you’re responsible for having a backup copy that can be submitted immediately upon request.

Late Assignments: For the Research Essay only, everyone gets four penalty-free days of extension (“grace days”) on the semester, no questions asked. (Note: there is no such policy in place for the Report on a Scholarly Source, Seminar Presentation / Write Up, or the weekly Discussion Points / Questions—complete those assignments on time, or receive a zero.) Use these wisely. I strongly recommend you treat these as a failsafe instead of planning to use them.

If you use all your grace days, you will lose 10% for every day (weekends included) the essay is late thereafter, up to a maximum of 10 days / 100%. If you find yourself in this situation, submit your paper (cut-and-pasted) via email so your essay’s submission is date-stamped and the deductions stop accumulating. If you wait for days to hand in the paper version to me, you will lose valuable marks in the interval. Note that the electronic version of the assignment you submit is the final copy. If there are any discrepancies whatsoever between the e-version you email and the paper version you submit later, then the late penalty will be retroactively applied to cover the days in between the submission of the e-version and the actual final draft you submit in hard copy. After 10 full days of lateness, I will no longer accept the paper, and you will no longer be able to complete the course (see “Completion of Course” below).

An extension without penalty for the Research Essay will be granted only to students who provide official documentation, or whose circumstances are particularly extenuating (i.e., a family crisis) and who have made arrangements with me prior to the due date. In the case of a death in the family, I will require the name of the deceased and of the funeral home (i.e., just as an airline does before allowing a bereavement fare). The fact that you have an assignment for another course due on the same week or day is not a sufficient cause for an extension. Plan ahead.
Completion of Course: Take careful note of Section 2.1 of the Academic Regulations in the Undergraduate Calendar (http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/): “To obtain credit in a course, students must meet all the course requirements for attendance, term work, and examinations as published in the course outline.” If you have failed to complete any of the major assignments (the Report on a Scholarly Source, the Seminar and Write-Up, and the Research Essay) within the prescribed timelines, or if you have failed to comply with my attendance policy, you will fail the entire course.

Email: Email is a communication tool, not a replacement for face-to-face interactions. For this class, use email only to deal with quick questions, to set up alternate meeting times, or to handle personal issues (i.e., to advise me of a situation, to make me aware of a coming absence, etc.). If you want to discuss a seminar or paper (topic, thesis, outline, etc.), come to office hours to do so in person. Email is not an effective means of dealing with such matters. For that matter, there is not enough time before or after class to cover such issues adequately, either. Take advantage of office hours.

I will answer emails relevant to this class during my office hours. I will also periodically check and answer my email throughout the week (weekday evenings and weekends—I am not available Monday–Friday, 8:30am–4:30pm), but please allow me at least 48 hours to respond. Be respectful in your emails. That means providing a suitable subject line, limiting yourself to the sorts of issues outlined above, and consulting this syllabus to see if it answers your question before you click send. For questions that your classmates might be interested in hearing the answers to, I urge you to post them on the cuLearn “Discussion Board.” That way, I can answer that question once, for everyone to see.

Telephone: Avoid the phone altogether unless it’s an emergency. If you do use it, be aware that I’m in the office to answer it only during my announced office hours and that I have no voice mail system to receive messages. As much as possible, stick to in-person interviews and email for all communication purposes. I’m also willing to consider Skype interviews in some situations.

Grade Inquiries: I’m always willing to review returned assignments, but please don’t come to me with questions about why you got the grade you did immediately after an assignment is handed back. For all your assignments, you’ll be receiving detailed feedback; before you approach me about your mark, take a minimum of two days to process that feedback. If, after that time, you still wish to discuss your grade, we can do so. Please note, however, that I’ll expect you to engage with my feedback to show me how some aspect of my criticisms doesn’t apply. Note also that requests for re-marking raise the possibility of a lower as well as a higher grade.

Final Grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
**Academic Dishonesty:** The University Senate defines plagiarism as presenting, whether intentionally or not, the ideas, expression of ideas, or the work of others as one’s own. Acts of academic fraud include the following:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas, quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgement in an essay or assignment;
- failing to acknowledge sources through the use of proper citations when using another’s work, and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a form of intellectual theft. It is a serious offence that can’t be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include failure of the assignment, failure of the entire course, suspension from a program, suspension from the university, or even expulsion from the university. Be forewarned that, especially at this level of study, suspected cases of academic fraud will be submitted to the Dean’s Office and prosecuted with my full support.

It is your responsibility to know what constitutes academic fraud: for more information, see Section 14 of the Academic Regulations described in the Undergraduate Calendar (http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/) and the Academic Integrity Policy (http://www2.carleton.ca/studentaffairs/ccms/wp-content/ccms-files/academic_integrity_policy.pdf).

**ASSIGNMENT DETAILS:**

**Assignment Specifications:** Essays must conform to the following specifications:

- Times New Roman, 12-point font; double-spaced, on one side of white, unlined 8½ x 11 inch paper, printed with black ink; one-inch margins (sides, top, and bottom); page numbers in the upper right corner; pages stapled or clipped together in the upper left corner; free of penciled-in corrections; with no extra spaces between paragraphs.
- A cover page, or a first page formatted according to MLA style. Either way, you should include the following pieces of information: the title of the assignment (one that reflects the paper’s contents, not just “Essay” or “Title of the Work I’m Writing On”), student name, course code and section, instructor’s name, and date of submission.
• Proper documentation of sources (MLA or Chicago style of citation preferred).
• Unencumbered by a folder or envelope of any kind.

Please note: failure to comply with these specifications will result in deductions of up to 10%. It is folly to throw away these marks. Format your manuscripts to request.

Participation (10%): Participation is crucial in a seminar format, and it takes many forms—i.e., intelligent contributions to the discussions, insightful questions, and general attentiveness. Your mere presence is not enough, and talking for the sake of talking will not be rewarded; shaping and making meaningful interventions in class discussions, however, will be both encouraged and rewarded. Come prepared to engage with the ideas presented in the texts and in your peers’ seminars.

Report on a Scholarly Source (10%): Students will sign up to write a report (1000 words) on 1 scholarly source on the semester. A sign-up sheet with a list of possible works to review will be circulated at our first class, at which time you will sign up for your report. All books on the list have been placed on course reserve.

These reports are to be submitted on the Monday evening before the week we are assigned to cover that work, and will be posted on cuLearn for your colleagues to consult. The goal here is to build up a small database of critical summaries of the arguments of some of the major scholarly sources in our period, which should prove useful for your individual seminars and research papers. To that end, you should aim to make your report clear, concise, useful, and most of all reader-friendly. Maximize the space on the page (i.e., single space, reduced font-size, etc.—get creative here) so that you are providing your peers with as much useful information as possible in a compressed format.

Discussion Points / Questions (20%): For each week other than the first and last (i.e., Jan. 10 and Apr. 4), you will submit a typed document (maximum 1 page, single-spaced) identifying an issue or question of significance that you think the week’s reading raises (for weeks we do multiple readings, choose one that strikes you the most), and which you will begin to work through in rough. Try to think about what topics the text is thinking through, what positions it adopts on those topics, and/or what questions its raises; try also to relate the issues identified in and the questions raised by the class discussions and the other texts we are studying. The goal here is to prepare you for lively, informed class discussions, and to get you in the habit of making connections for yourself and thinking critically about the material. The more work you put in on these assignments, the better prepared you will be for your seminar and essay.

To earn your 2% for each one of these ten assignments, I expect to see evidence of some serious grappling with the texts and seminar content, and a sustained critical effort. Do not resort to self-reflection (“this poem reminded me of the time that…”) or to aesthetic evaluation (“I liked/disliked this work because…”). Stay critical / analytical. Papers that provide evidence of reading, thinking, and critical questioning will earn marks in the 1.5 to 2.0 range; papers that are short (a few lines) or are perfunctory will earn marks in the
0, 0.5, or 1.0 range. You either hand in these assignments during that week’s class, or you forfeit the 2% for that week—there are no re-dos, extensions, or grace days of any kind.

**Seminar (20%):** Students will sign up for 1 seminar presentation, 30 minutes in length, on the semester. A sign-up sheet with a list of some possible topics will be circulated at our first class, at which time students will sign up for their seminars. In addition to the delivering the official seminar, the presenter is also expected to set the platform for, and to play a lead role in the facilitation of, the day’s discussions—your presentation will act as the launching point for the ensuing segment of the class.

On the Monday evening before you give your seminar, you will submit a 2-page document that encapsulates the essence of your argument and findings. Include a bibliography of recent, relevant scholarly works you consulted while preparing. These write-ups will act as research aids for your peers, and will be posted on our cuLearn page. To that end, like the Report, you should aim to make your write-ups clear, concise, useful, and most of all reader-friendly. Maximize the 2 pages of space available to you (i.e., single space, reduced font-size for bibliographies, etc.—get creative here) so that you are providing your peers with as much useful information as possible in a compressed format.

**Research Essay (40%):** The Research Essay must be 4000+ words (i.e., 12–14 full pages) long, and is due on April 4. Students are responsible for developing their own topics, and it is strongly recommended that you do so in consultation with me. A strong essay will exhibit the qualities detailed below and itemized in the “Understanding Your Essay Grade” section of this syllabus. These qualities include the following:

- A clear thesis that presents an argument and its supporting evidence, and that develops a focused, unified, sophisticated reading of the text(s) and issue(s) at hand.
- Paragraphing that closely reflects the announced argument and structure.
- Close engagement with the chosen text(s) and with a selection of its/their critics.
- A sound understanding of the critical school employed (if applicable).
- The ability to work with and properly cite scholarly sources.
- Clean, grammatical prose.

Students must make meaningful engagement with five or more recent, scholarly sources on the author(s) / text(s) / topic chosen. For the purposes of this course, “scholarly sources” consist of those which you will find in our library, in the form of books and articles, or through our library databases, in the form of electronic books and articles. Non-scholarly sources on authors / texts—Wikipedia, Sparknotes, or any other internet source you locate outside of a university library catalogue or electronic database—are not acceptable and are to be avoided entirely. Do not make the mistake of thinking that I take this point lightly: essays that do not engage with five scholarly sources on their author(s) / text(s) / topic of choice will be heavily penalized and run the risk of failure.
SUPPORT SERVICES & ACCOMMODATIONS:

Writing Tutorial Service (WTS): The WTS offers students one-on-one, personalized assistance with academic writing, free of charge. To learn more about this service, visit http://www2.carleton.ca/sasc/writing-tutorial-service/. To make an appointment for a 50-minute session, call 613-520-2600, ext. 1125, or visit in person at the Learning Support Services Desk on the 4th floor of the MacOdrum Library.

Learning Support Services (LSS): LSS offers students a variety of free services, including academic skills workshops and information sessions, and individualized assistance in the form of a tutor referral service and a supportive staff of Peer Helpers. To learn more about these services, visit LSS on the 4th floor of the MacOdrum library, contact them by phone at (613) 520-2600, x.1125, or visit online at http://www2.carleton.ca/sasc/learning-support-services/.

Foot Patrol: The Foot Patrol is a student-run, volunteer-based service available to Carleton students, free of charge. Its patrollers will escort you safely to your destination, whether on or off campus (provided that it is within 30-minutes’ walking distance of campus). For more information, visit http://www.cusonline.com/footpatrol/. To register for a Safe-Walk, call 613-520-4066 or visit in person at 426 UC.

Accommodations: You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

- **Pregnancy Obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: http://carleton.ca/equity/accommodation/student_guide.htm.

- **Religious Obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: http://carleton.ca/equity/accommodation/student_guide.htm.

- **Students with Disabilities:** register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, (613) 520-6608, every term to ensure that I receive your Letter of Accommodation, no later than two (2) weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by the last official day to withdraw from classes in each term. For more details, visit the PMC website: http://www.carleton.ca PMC/students/acad_accom.html.
UNDERSTANDING YOUR ESSAY GRADE:

Below are the guidelines I generally follow when marking essays. Read through them carefully so you understand how your essay will be evaluated. Please note that there is some flexibility within this system, and that it is the sum total of positive and negative aspects of your essay (as detailed below) that I am trying to evaluate.

A-/A/A+ (80–100%) – Excellent
- Thesis: clear, specific, challenging
- Organization of paper reflects thesis
- Strong paragraphing: one idea per paragraph, topic & concluding sentences, all paragraphs relevant to thesis
- Anticipates alternative points of view, engages with opposing readings and/or counter-evidence
- Good sentence variety, structure
- Confident, graceful style (not pompous, breezy, convoluted)
- No major grammatical errors, almost no minor errors or typos
- Detailed reference to text, always uses quotations to support readings, explains relation between quotation and point developed
- Develops its own reading, not that of a critic
- Quotations integrated grammatically, properly documented
- Demonstrates an ability to expound a sophisticated argument with a degree of subtlety, no problems in logic

B-/B/B+ (70–79%) – Good
- Thesis: clear, but lacking in complexity, subtlety, originality
- Organization of paper largely reflects thesis
- Good paragraphing: one idea per paragraph, topic & concluding sentences, almost all paragraphs relevant to thesis
- Acknowledges opposing readings and/or counter-evidence
- Good sentence structure, with reasonable variety
- Style is competent, neither wordy nor pedestrian
- No major grammatical errors, few minor errors, has minor proofreading issues at the most
- Adequate reference to the text, usually supports readings with quotations, explains relation between quotation and point developed
- Develops its own reading, usually distinguishes from critics’
- Quotations usually integrated grammatically, documented
- Demonstrates an ability to expound an argument logically

C-/C/C+ (60–69%) – Adequate
- Thesis: clear (if unstated), but not specific, lacking complexity, and/or insensitive to the text
- Organized, but doesn’t reflect thesis
Decent paragraphing, but has problems (transitions, topic & concluding sentences, etc.)

Struggles with opposing readings and/or counter-evidence

Simple but generally correct sentence structure

Simple but generally competent style

Few major grammatical errors, needs proofreading

Some reference to the text, but lacking overall

Some effort to integrate quotations and to document sources properly, but lacking overall

Struggles to maintain voice against critics, allows critics to take over paper, or doesn’t engage critics in a meaningful way

Demonstrates an ability to follow an argument through, but lacks complexity and suffers from problems in logic

D-/D/D+ (50–59)  

Poor

Thesis: absent, unsuitable

Some attempt at organization, but doesn’t reflect an argument

No acknowledgement of opposing readings or counter-evidence

Has one of the following problems: 1) difficulty with consecutive thought; 2) difficulty with paragraphing; 3) frequent major and minor grammatical errors, major proofreading issues

Limited engagement with the text, quotations not properly integrated, explained, or documented

Largely fails to engage critics in a meaningful fashion, or to meet minimum research requirements

Confused ideas and development, not in control of the essay

Weak expression, poor style overall, meaning often unclear

Over-generalization, inadequate support, not analytical or critical, largely plot summary

F (0–49%)  

Unacceptable / Failure

Thesis: absent

Organization: absent

Poor paragraphing, little or no sense of structure

Has several of the following problems: 1) difficulty with consecutive thought; 2) difficulty with paragraphing; 3) frequent major and minor grammatical errors, major proofreading issues

Limited or no engagement with the text, quotations not properly integrated, explained, or documented

Poor engagement with sources; failure to engage with the critics in a meaningful fashion, or to research at all

Ideas developed are too simple for the level of the course

False, odd, or confusing logic; nonsense

Weak expression, style; unintelligible, vague, unclear writing

Off-topic or plagiarized (0%)
**TENTATIVE CLASS SCHEDULE**

***Please note***

1) students are expected to have read the day’s materials in advance of class; and
2) changes to the schedule, while rare, do occur on occasion and will be announced in class and/or through cuLearn. Students are responsible for being familiar with any alterations to the course schedule below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading(s)</th>
<th>Other Topics, Due Dates</th>
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<tbody>
<tr>
<td>Jan. 10</td>
<td>–Introduction&lt;br&gt;–Course syllabus, policies, etc.&lt;br&gt;–Academic fraud&lt;br&gt;–Sign up for Seminar &amp; Report</td>
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<tr>
<td>Jan. 17</td>
<td>–Course pack (Price &amp; Burke)</td>
<td>–<em>Report #1: Colley</em>&lt;br&gt;–(Jan. 18th: last day for registration &amp; to change courses/sections for Winter classes)</td>
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<tr>
<td>Jan. 24</td>
<td>–Course pack (Mackintosh, Wollstonecraft, Godwin, &amp; Paine)</td>
<td>–<em>Report #2: Butler</em></td>
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<td>Jan. 31</td>
<td>–Walker, <em>The Vagabond</em></td>
<td>–<em>Walker Seminars #1 &amp; #2</em>&lt;br&gt;–<em>Report #3: Grenby</em>&lt;br&gt;–(Last day to withdraw from Winter course with a full fee adjustment)</td>
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<td>Feb. 21</td>
<td></td>
<td>–<em>Spring Break, Feb. 18-22</em> (no class, no office hours)</td>
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<td>Feb. 28</td>
<td>–Smith, <em>The Old Manor House</em></td>
<td>–<em>Smith Seminar #1 &amp; #2</em>&lt;br&gt;–<em>Report #6: Kelly (1)</em></td>
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<td>Mar. 7</td>
<td>–Smith, <em>The Old Manor House</em>&lt;br&gt;–Godwin, <em>St. Leon</em></td>
<td>–<em>Godwin Seminar #1</em>&lt;br&gt;–<em>Report #7: Kelly (2)</em></td>
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<td>Mar. 14</td>
<td>Godwin</td>
<td><em>Godwin Seminar #2</em></td>
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<td>Mar. 21</td>
<td>Edgeworth</td>
<td><em>Edgeworth Seminars #1 &amp; #2</em></td>
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<td>Mar. 28</td>
<td>Edgeworth</td>
<td><em>Scott Seminar #1</em></td>
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<td>Apr.  4</td>
<td>Scott</td>
<td><em>Research Essay due</em></td>
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