

SEMINAR

(Level 3 = Seminars for advanced students / Seminare für Master und fortgeschrittenes Lehramt)

Dawn of the Modern ***Late-Victorian Structures of Feeling***

Do. 10-12 / Übungsraum 8, Phil.-Gebäude

The seminar investigates the decades just before 1900. This was a threshold period: it has been described as a 'fin de siècle' in which Victorian certainties (including the belief in progress) eroded; but it can simultaneously be seen as a 'dawn of the modern,' a transitional phase that was forcefully drawn towards newly reflexive modes of art as well as newly complex conceptions of subjectivity, sociality and history.

These heterogeneous structures of feeling will be approached through a selection of key literary narratives. We will discuss Stevenson's dark questioning of the integrated nature of personhood, Conan Doyle's ironic portrayal of the investigative genius as deviant individual, Wilde's uneasy groping for a new aesthetic negotiation of subjectivity and morality, Wells's shattering interrogation of the paradigm of progress, and finally Conrad's merciless unpacking of the destructive energies inherent in imperialism.

This seminar primarily addresses participants of the master programmes and other advanced students.

Literary texts to be discussed

Please obtain the following texts (preferably in the editions mentioned) and read at least *Jekyll and Hyde* before the beginning of the teaching period:

- ROBERT LOUIS STEVENSON, *Strange Case of Dr Jekyll and Mr Hyde* (1886) [c. 70 pp.].
→ *Strange Case of Dr Jekyll and Mr Hyde – and Other Tales* (Oxford World's Classics edition) [c. € 5,-].
- OSCAR WILDE, *The Picture of Dorian Gray* (1890/91; Penguin Classics edition) [c. 200 pp.; c. € 8,-].
- ARTHUR CONAN DOYLE, *The Adventures of Sherlock Holmes* (1891/92)
→ 100th Anniversary Collection, Seawolf Press [c. € 10,-]. [Selected stories will be made available on WueCampus, but getting the book would be nice.]
- H. G. WELLS, *The Time Machine* (1895; Oxford World's Classics edition) [c. 80 pp.; c. € 8,-].
- JOSEPH CONRAD, *Heart of Darkness* (1899/1902) [c. 80 pp.].
→ *Heart of Darkness – and Other Tales* (Oxford World's Classics edition) [c. € 6,-].

Preparation / General reading

Participants are asked to prepare for the seminar before the beginning of the teaching period. The first step is to study the syllabus, to explore the implications of the topic and to define a relation to it. It would be good to read as many of our primary texts as possible already before the actual beginning of the seminar. In conjunction with this, the following scholarly texts or study aids should be helpful in finding one's bearings. The texts are arranged in the order in which they might potentially be accessed. Please note that the first text and the first section of the second text are minimum required reading:

- SALLY LEDGER and ROGER LUCKHURST, "Introduction: Reading the Fin de Siècle," *The Fin de Siècle: A Reader in Cultural History, c. 1880-1900*, ed. Ledger and Luckhurst (Oxford UP, 2000) xiii-xxiii. [The book can be found in the library and a scan of the introduction is provided on WueCampus.]

This introduction to a useful reader in cultural history probably provides the best short introduction to the period and concerns discussed in the seminar. Required reading.

- MARIA FRAWLEY, "The Victorian Age, 1832-1901," *English Literature in Context*, ed. PAUL POPLAWSKI, 2nd edition, (Cambridge UP, 2017) 364-469. [The book can be found in the library and a scan is provided on WueCampus.]

In order to study the fin de siècle and its literature, we need to know about the Victorian period in general. This chapter from English Literature in Context provides a good student-oriented introduction to Victorian culture and literature. At least the first section of the chapter – i.e. pages 364-387, consisting of a chronology and a "Historical Overview" – is required reading.

- GRACE MOORE, *The Victorian Novel in Context* (Continuum, 2012). [Accessible online through UBW.]
Especially the opening chapters of this book – introduction (1-5), "Victorianism" (9-36), and "Literary Context" (37-48) – provide a good basic introduction for students who have not yet studied Victorian literature and culture.

Students looking for a slightly more advanced introduction to the literary history of the fin de siècle may be interested in

HANS ULRICH SEEBER and INGO BERENSMeyer, "Vormoderne und Moderne," *Englische Literaturgeschichte*, 5th edition, ed. Hans Ulrich Seeber and Ingo Berensmeyer (Metzler, 2012) 327-388; see especially 327-348. [Accessible online through UBW.]

- PETER CHILDS, *Modernism*. 3rd ed. (Routledge, 2017), *The New Critical Idiom*;
and/or PERICLES LEWIS, *The Cambridge Introduction to Modernism* (Cambridge UP, 2004).

[Both accessible online through UBW.]

The seminar is not only interested in the processes of economic, social, and cultural modernization that characterized the end of the 19th century but it will also investigate how the literature produced then relates to the modernist art that would spring up in the early 20th century. Pondering concepts such as 'modern', 'modernity', and 'modernism,' Child's book is a good preparation for this discussion – see especially the long introduction (1-40) and perhaps also the first chapter ("Interpreting and Changing"; 41-80). Lewis's book, which operates from a yet more rigorously literature-oriented perspective, is just as useful – see especially the preface (xvii-xxii) and the introduction (1-34).

- Note also the introductions and other material provided in our chosen editions of the literary texts. The course bibliography at the end of the syllabus provides further reading suggestions.

Seminar programme

AR = assigned reading (= minimum required reading) // FR = further reading

19/10 Introduction

- Organizational issues
- Clarifying participants' perspectives & agendas
- Opening up the topic

AR:

- Seminar syllabus
- SALLY LEDGER and ROGER LUCKHURST, "Introduction: Reading the Fin de Siècle," *The Fin de Siècle: A Reader in Cultural History, c. 1880-1900*, ed. Ledger and Luckhurst (Oxford UP, 2000) xiii-xxiii. [WueCampus.]
- MARIA FRAWLEY, "The Victorian Age, 1832-1901," *English Literature in Context*, ed. PAUL POPLAWSKI, 2nd edition, (Cambridge: Cambridge UP, 2017) 364-469; please study at least the opening chronology & the section "Historical Overview" (364-387).

While (re-)reading the syllabus and the AR texts, make up your mind concerning questions such as the following:

- Why are you engaged in ANGLOPHONE STUDIES? // What is your conception of this field of study?
- Why have you picked this SPECIFIC SEMINAR? // Which of the TOPICS at stake in the seminar are you particularly interested in? // What central CONCEPTS would you highlight for this seminar?
- Which of the LITERARY TEXTS on our reading list are you particularly interested in? // What do our literary samples have in common? // How do they differ? // What other literary texts might or should have been put on the reading list?

(Please be prepared to respond to these and similar questions!)

26/10 History – Culture – Literature:

Considering basic approaches & a first literary sample

AR:

- ARTHUR CONAN DOYLE, from: *A Study in Scarlet* (1887), ed. Owen Dudley Edwards (Oxford UP, 1993):
 - "Chapter 1: Mr. Sherlock Holmes" (5-12);
 - "Chapter 2: The Science of Deduction" (13-22).
 [WueCampus.]
- CATHERINE BELSEY, "General Editor's Preface," *Readers in Cultural Criticism Series*; qtd. from *The Body*, ed. Tiffany Atkinson (Palgrave, 2005) vii-viii.

- STEPHEN GREENBLATT, "Culture," *Critical Terms for Literary Study*, ed. Frank Lentricchia and Thomas McLaughlin, 2nd ed. (U of Chicago P, 1995) 225-232.

While reading the AR texts, please make up your mind concerning questions such as the following:

- What is remarkable about Watson and Holmes as (fictional) CHARACTERS? How does the NARRATIVE and how does Watson as the NARRATOR 'work'?
- What HISTORICAL CONTEXTS are evoked or alluded to in this very first opening of Doyle's cosmos of Holmes stories? In what manner and mode does the narrative relate to the Victorian period in general or the fin de siècle in particular? (Cf. the presentation of historical contexts in Ledger & Luckhurst and Frawley, but also in Moore and Childs.)
- Which concepts or ideas from BELSEY's short note on "cultural criticism" might be fruitfully applied to Doyle's text?
- Which concepts or ideas from GREENBLATT's text on the cultural study of literature or the literary study of culture might be fruitfully applied to Doyle's text?

FR:

- RAYMOND WILLIAMS, "Structures of Feeling," *Marxism and Literature* (Oxford UP, 1977) 128-135; rpt. in in Devika Sharma and Frederik Tygstrup, eds., *Structures of Feeling: Affectivity and the Study of Culture* (Berlin: De Gruyter, 2015) 20-25. [Accessible online through UBW.] – *It might be interesting to read this reprint of Williams's text in conjunction with the editors' introduction to the volume (1-19).*

02/ 11 **Stevenson, *Dr Jekyll and Mr Hyde* (1886):**

Gestation and reception / Literary traditions and contexts / Structure and narrative technique / The social world of the story / The Doppelgänger motif – and other topics at stake

Please consider the topics mentioned above while (re-)reading the story and while doing some reading on the story.

AR:

- MARIA FRAWLEY, "Robert Louis Stevenson, *Strange Case of Dr Jekyll and Mr Hyde*," *English Literature in Context*, ed. PAUL POPLAWSKI, 2nd edition, (Cambridge: Cambridge UP, 2017) 450-453.

FR:

- ROGER LUCKHURST, introduction, *Strange Case of Dr Jekyll and Mr Hyde and Other Tales*, Oxford World's Classics edition (Oxford UP, 2006) vii-xxxii.
- MARIA FRAWLEY, "The Victorian Age, 1832-1901," *English Literature in Context*, ed. PAUL POPLAWSKI, 2nd edition, (Cambridge: Cambridge UP, 2017) 364-469; see esp. the sections "Literary Overview" (387-412), "Texts and Issues" (412-439), and "Readings" (440-456).
- JONATHAN CULLER, "Narrative," *Literary Theory: A Very Short Introduction* (Oxford UP, 1997) 82-93.

09/11 **Cultures of knowledge:****Evolutionism, 'degeneration,' and the emergence of psychology**

- Short input/presentation (max 10 mins) on EVOLUTIONISM and the discourse of DEGENERATION
- Short input/presentation (max 10 mins) on the emergence of PSYCHOLOGY

AR:

- PETER CHILDS, "Darwin" & "Freud," *Modernism*, 3rd ed. (Routledge, 2017) 49-59 & 59-65. [Accessible online through UBW.]

FR (here and in the following, the FR texts are of course partly mandatory for the presenters):

- BERNARD LIGHTMAN, "Science and Culture," *The Cambridge Companion to Victorian Culture*, ed. FRANCIS O'GORMAN (Cambridge UP, 2010) 12-42. [Accessible online through UBW.]
- [Relevant sections from] SALLY LEDGER and ROGER LUCKHURST, eds., *The Fin de Siècle: A Reader in Cultural History, c. 1880-1900* (Oxford UP, 2000) [library]:
 - "Degeneration" (1-24)
 - "Scientific Naturalism" (221-242)
 - "Psychology" (243-268)
 - "Psychical Research" (269-290)

16/11 **City life:****Space, Class, and 'Vice' in 19th-century London**

- Short input/presentation (max 10 mins) on London in the (late) 19th century: URBAN EXPANSION, SPATIAL ORGANIZATION, INFRASTRUCTURE
- Short input/presentation (max 10 mins) on London in the (late) 19th century: SEXUALITY and PROSTITUTION in Victorian society and culture
- Short input/presentation (max 10 mins) on London in the (late) 19th century: ADDICTION in Victorian society and culture

AR:

- ARTHUR CONAN DOYLE, "The Man with the Twisted Lip" (1891/92)
- STEPHEN KNIGHT, "Doyle, Holmes and London," *The Cambridge Companion to Sherlock Holmes*, ed. JANICE M. ALLAN and CHRISTOPHER PITTARD (Cambridge UP, 2019) 42-54. [Accessible online through UBW.]

FR:

- [Historical text extracts and editors' notes in the section on] "Outcast London," *The Fin de Siècle: A Reader in Cultural History, c. 1880-1900*, ed. SALLY LEDGER and ROGER LUCKHURST (Oxford UP, 2000) 25-52:
 - ANDREW MEARNES et al., "The Bitter Cry of Outcast London: An Inquiry into the Condition of the Abject Poor" (1883)

- W. T. STEAD, "The Maiden Tribute of Modern Babylon" (1885)
- CHARLES BOOTH, "Life and Labour of the People of London" (1889)
- WILLIAM BOOTH, "In Darkest England and the Way Out" (1890)
- JANICE M. ALLAN and CHRISTOPHER PITTARD, introduction, *The Cambridge Companion to Sherlock Holmes*, ed. Allan and Pittard (Cambridge UP, 2019) 1-12. [Accessible online through UBW.]
- DEVIN FROMM, "Sherlock Holmes, Addiction, and the Price of Enlightenment: The Case of a Cautionary Tale," *English Literature in Transition, 1880-1920* 61.3 (2018): 310-332. [Wue-Campus.]

23/11 Gender:

The representation of women, the 'Woman Question,' and the 'New Woman'

- Short input/presentation (max 10 mins) on the 'WOMAN QUESTION,' and the 'NEW WOMAN'
- Short input/presentation (max 10 mins) on the development and impacts of PHOTOGRAPHY

AR:

- ARTHUR CONAN DOYLE, "A Scandal in Bohemia" (1891/92) and "The Adventure of the Noble Bachelor" (1892); cf. to the representation of gender in *Dr Jekyll and Mr Hyde*.
- STACY GILLIS, "Gender and Sexuality in Holmes," *The Cambridge Companion to Sherlock Holmes*, ed. Janice M. Allan and Christopher Pittard (Cambridge UP, 2019) 68-80. [Accessible online through UBW.]

FR:

- [Historical text extracts and editors' notes in the section on] "The New Woman," *The Fin de Siècle: A Reader in Cultural History, c. 1880-1900*, ed. SALLY LEDGER and ROGER LUCKHURST (Oxford UP, 2000) 75-96.
- REX STOUT, "Watson Was a Woman[?]" *The Saturday Review of Literature*, 23.19, 1 March 1941. [Transcripts accessible online.]
- TERENCE WRIGHT, "Historical Outline of Photographic Representation," *The Photography Handbook*, 3rd ed. (Routledge, 2016) . [Electronic publication; accessible online through UBW.] – *While there are many great publications on photography, it is difficult to suggest a good short text on its history in (Victorian) Britain. This text has come to my mind as the best approximation to what would actually be needed. See also* CAROL T. CHRIST and JOHN O. JORDAN, eds., *Victorian Literature and the Victorian Visual Imagination* (U of California P, 1995; openly accessible at: [LINK](#).)

30/11 **Visuality, the visual arts, and illustration:**

- Short input/presentation (max 10 mins) on contemporary ILLUSTRATIONS for the Sherlock Holmes stories
- Short input/presentation (max 10 mins) on the VISUAL ARTS of the Victorian period and the fin de siècle

AR:

- OSCAR WILDE, *The Picture of Dorian Gray* (1890/1891); cf. to previously introduced texts by Stevenson and Doyle.

FR:

- ROBERT MIGHALL, introduction, *The Picture of Dorian Gray*, by Oscar Wilde, ed. Mighall (Penguin, 2000) ix-xxxiv.
- CHRISTOPHER PITTARD, "Sidney Paget and Visual Culture in the *Adventures and Memoirs of Sherlock Holmes*," *The Cambridge Companion to Sherlock Holmes*, ed. Janice M. Allan and Christopher Pittard (Cambridge UP, 2019) 140-167. [Accessible online through UBW.]
- ELIZABETH PRETTEJOHN, "Art," *The Cambridge Companion to Victorian Culture*, ed. Francis O'Gorman (Cambridge UP, 2010) 195-218. [Accessible online through UBW.]

07/12 **Aestheticism and/vs. morality**

- Short input/presentation (max 10 mins) on the CONTEMPORARY RECEPTION of *Dorian Gray* (focus on 1890/91)
- Short input/presentation (max 10 mins) on WILDE'S "PREFACE" (1891) to *Dorian Gray*

AR:

- RUTH ROBBINS, introduction, *Oscar Wilde* (Continuum, 2011) 1-20. [Accessible online through UBW.] [Including a (long) section titled "A Brief Recitation of Some Biographical Facts."]

14/12 **Looking into the late-Victorian future**

AR:

- H. G. WELLS, *The Time Machine* (1895); cf. to previously introduced texts.

FR:

- ROGER LUCKHURST, introduction, *The Time Machine*, by H. G. Wells, ed. Luckhurst, Oxford World's Classics (Oxford UP, 2017) vii-xxv.

21/12 Imperialism and racism / Proto-modernism

AR:

- JOSEPH CONRAD, *Heart of Darkness* (1899/1902); cf. to previously introduced texts.
- CEDRIC WATTS, introduction, *Heart of Darkness and Other Tales*, by Joseph Conrad, Oxford World's Classics edition, rev. ed. (Oxford UP, 2002) xi-xxviii.

FR:

- CHINUA ACHEBE, "An Image of Africa: Racism in Conrad's *Heart of Darkness*" (1977); rpt. in *Research in African Literatures* 9.1 (1978): 1-15. [Accessible via JSTOR.]
- "PETER CHILDS, 'It seems to me I am trying to tell you a dream': Epistemology and Narration," *Modernism*, 3rd ed. (Routledge, 2017) 153-167. [Accessible online through UBW.]
- If you wish to really delve into Conrad's 'problematic' novel/novella, you might begin by taking into account the several hundreds of pages of contextual and critical material gathered in the Norton Critical Edition: PAUL B. ARMSTRONG, ed. *Heart of Darkness* [by Joseph Conrad] – *Authoritative Text, Backgrounds and Contexts, Criticism: A Norton Critical Edition*, 5th ed. (Norton, 2017).

[Christmas break]

11/01 20th- and 21st-century (transmedial) reception/adaptation/rewriting

- Up to two short presentations (max 10 mins) on examples suggested by the presenters

18/01 Exchange on academic research/writing & on potential essay topics

AR:

- In preparation for the meeting, please study the memo "Academic Research and Writing – Guidelines" [\[LINK\]](#) and make up your mind about potential research/essay topics. – Bring your topic suggestions to the meeting!

! ESSAY PROPOSALS due by TUE 23/01

(Please use the respective tools on WueCampus for handing in proposals and for booking a slot for counselling.)

25/01 No meeting → Individual counselling on research/essay projects. [Dates/Slots for counselling tba on WueCampus.]

01/02 Final meeting

- Concluding discussion
- Finalizing essay topics

Participants' contributions / Earning credit points

- ❖ Requirements for modules comprising 5 ECTS:
 - 2 reading responses OR 1 short presentation
 - Academic essay (wissenschaftliche Hausarbeit) of c. 10-15 pp. [graded]
- ❖ Requirements for modules comprising 8-10 ECTS
 - 2 reading responses
 - Short presentation
 - Academic essay (wissenschaftliche Hausarbeit) of c. 15-20 pp. [graded]

READING RESPONSES are short (c. 1,5 pp.) essay-like *academic* text that respond to the material to be discussed in a specific meeting. They need to consider both the 'primary' text/s to be analysed in the meeting *and* the 'secondary' texts set up as assigned reading. Additionally trying to find your bearings in the further reading suggested for a meeting would be appreciated. Important questions/perspectives to be addressed are: How can the topic and material for the meeting be contextualized? How does it tie in with the seminar discussion so far? What questions should be posed in relation to the topic/material? What can (probably) be shown or established by posing these questions? Reading responses are due two days before the respective meeting. Please upload your reading response to the appropriate tool/file in WueCampus.

PRESENTATIONS are short introductions to a specific topic. The purpose is to provide specialist input for the seminar discussion. The ideal length of a presentation is 8 mins and they absolutely must not be longer than 10 minutes. Please offer a manageable amount of well-structured information, communicated from a well-considered and clearly laid out viewpoint. There can be only one presenter for each topic. Presentation topics are listed in the syllabus above. Participants will be able to sign up for a presentation in the first seminar meeting. Please attend my office hours to discuss your plans at least one week before your presentation.

RESEARCH ESSAYS: A research essay addresses one or two major concerns of the seminar (see, e.g., topics for our meetings). Students will suggest a topic for their essay by submitting an ESSAY PROPOSAL (= a short outline of the intended topic and approach). The essay must conform to acknowledged standards and include a sound 'List of Works Cited.' Essays are due by 15/03 at the latest. For further information on finding a topic, writing an essay proposal, and researching the essay, see the 'Guidelines for Essay Writing' (accessible on the website of the chair).

Course bibliography

In addition to the reading assigned or suggested in the seminar programme, the following list features scholarly publications and study aids that, I feel, may be particularly helpful for further reading and for getting started on essay projects. It is necessarily highly selective.

ALLAN, JANICE M., and CHRISTOPHER PITTARD, eds. *The Cambridge Companion to Sherlock Holmes*. Cambridge UP, 2019. [Accessible online through UBW.]

Chapters on "Holmes and the History of Detective Fiction" / "Doyle, Holmes and Victorian Publishing" / "Doyle, Holmes and London" / Englishness and Rural England / Gender and Sexuality in Holmes" "Sidney Paget and Visual Culture in the *Adventures and Memoirs of Sherlock Holmes*" / "Adapting Holmes."

ARMSTRONG, NANCY. *Fiction in the Age of Photography*. Harvard UP, 1999.

ARMSTRONG, PAUL B., ed. *Heart of Darkness* [by Joseph Conrad] – *Authoritative Text, Backgrounds and Contexts, Criticism: A Norton Critical Edition*. 5th ed. Norton, 2017.

BRANTLINGER, PATRICK. *Rule of Darkness. British Literature and Imperialism, 1830-1914*. Cornell UP, 1988. [Accessible online through UBW.]

CHILDS, PETER. *Modernism. The New Critical Idiom*. 3rd ed. Routledge, 2017. [Accessible online through UBW.]

CHRIST, CAROL T., and JOHN O. JORDAN, eds. *Victorian Literature and the Victorian Visual Imagination*. Berkeley: University of California Press, 1995. Openly accessible at: [LINK](#).

FARGHALY, NADINE, ed. *Gender and the Modern Sherlock Holmes: Essays on Film and Television Adaptations since 2009*. Jefferson, NC: McFarland, 2015.

GELLY, CHRISTOPHE. "Sir Arthur Conan Doyle's Sherlock Holmes Stories: Crime and Mystery from the Text to the Illustrations." *Cahiers Victoriens & Édouardiens* 73 (2011): 107–129. Web [open access: [LINK](#)].

JAMES, SIMON J. *Maps of Utopia: H.G. Wells, Modernity, and the End of Culture*. Oxford University Press, 2012. [Accessible online through UBW.]

See esp. the chapter on "The History of the Future: The Scientific Romances" (37-76), and there the subchapter on "The Death of the Book: *The Time Machine*" (51-64).

JANN, ROSEMARY. *The Adventures of Sherlock Holmes: Detecting Social Order*. Twayne, 1995.

———. "Sherlock Holmes Codes the Social Body." *English Literary History (ELH)* 57.3 (1990): 685-708.

KERR, DOUGLAS. *Conan Doyle: Writing, Profession, and Practice*. Oxford UP, 2013. [Accessible online through UBW.]

LEDGER, SALLY, and ROGER LUCKHURST, eds. *The Fin de Siècle: A Reader in Cultural History, c. 1880-1900*. Oxford UP, 2000.

Sections on "Degeneration" / "Outcast London" / "The Metropolis" / "The New Woman" / "Literary Debates" / "The New Imperialism" / "Socialism" / "Anarchism" / "Scientific Naturalism" / "Psychology" / "Psychical Research" / "Sexology" / "Anthropology and Racial Science."

O'GORMAN, FRANCIS, ed. *The Cambridge Companion to Victorian Culture*. Cambridge UP, 2010.

LEWIS, PERICLES. *The Cambridge Introduction to Modernism*. Cambridge UP, 2004. [Accessible online through UBW.]

MILLER, ELIZABETH C. *Framed: The New Woman Criminal in British Culture at the Fin de Siècle*. U of Michigan P, 2008. [Open access.]

See esp. ch. 1: "Private and Public Eyes: Sherlock Holmes and the Invisible Woman" (25-69).

NAIDU, SAM, ed. *Sherlock Holmes in Context*. Palgrave Macmillan, 2017. [Accessible online through UBW.]

PORTER, LYNNETTE R., ed. *Sherlock Holmes for the 21st Century: Essays on New Adaptations*. McFarland, 2012. [Accessible online through UBW.]

———, ed. *Who is Sherlock? Essays on Identity in Modern Holmes Adaptations*. McFarland, 2016. [Accessible online through UBW.]

RABY, PETER, ed. *The Cambridge Companion to Oscar Wilde*. Cambridge UP, 1997. [Accessible online through UBW.]

ROBBINS, RUTH. *Oscar Wilde*. London: Continuum, 2011.

SEEBER, HANS ULRICH (and INGO BERENSMEYER), eds. *Englische Literaturgeschichte*. 5th edition. Metzler, 2012. [Accessible online through UBW.]

SIDDIQI, YUMNA. "The Cesspool of Empire: Sherlock Holmes and the Return of the Repressed." *Victorian Literature and Culture* 34.1 (2006): 233-247. [Available through JSTOR.]

UTECHIN, NICOLAS. "From Piff-Pouff to Backnecke: Ronald Knox and 100 Years of 'Studies in the Literature of Sherlock Holmes.'" *The Baker Street Journal: 2010 Christmas Annual* (2010). [Accessible online through UBW.]

VANACKER, SABINE, and CATHERINE WYNNE, eds. *Sherlock Holmes and Conan Doyle: Multi-Media Afterlives*. Basingstoke: Palgrave Macmillan, 2013. [Accessible online through UBW.]

WIESENFARTH, JOSEPH. "Sherlock Holmes: The Criminal in the Detective." *Victorian Literary Cultures: Studies in Textual Subversion*. Ed. KENNETH WOMACK and JAMES M. DECKER. Fairleigh Dickinson UP, 2017. 187-198. [Accessible online through UBW.]

WILLIAMS, RAYMOND. *Marxism and Literature*. Oxford UP, 1977.