

Faculty Development Grant Report
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I. Non-stipend budget expenditures:

I used a portion of my \$500 in expenses to visit Penn State's Paterno Library Rare Books Room, as part of my Brontë research.

II. Review of Results

A. Brief summary of the project:

My faculty development grant allowed me to research the topic of Charlotte Brontë and dangerous education, and accomplish the first four objectives of my stated goals:

- 1) Review the comprehensive critical conversation about pedagogy in the nineteenth century, both in actual schools and in the treatment of various novels, especially, of course, with regard to Brontë's novels.
- 2) Renew and further my knowledge of scholarly criticism on subjects related to education, such as, but not limited to, education and social class, education and gender, education and power, education and panopticism, and education and colonialism, with particular focus on Brontë scholarship and women writers of the nineteenth century.
- 3) Write a conference paper that details my findings.
- 4) Participate in a conference in which I could get some valuable feedback about the ways in which I am studying Bronte's work and its intersections with current ideas about critical pedagogy.

B. Achievement of goals:

I accomplished all of my stated goals above, and my research led to a talk on a Brontë and art as a dangerous alternative pedagogy at the prestigious Northeastern Modern Language Association annual conference in April. The talk, "Althusserian Readings of the Victorian Novel: Political Portraits in *Villette* and *Middlemarch*," was very well received, and I was able to get some great input from a rather large audience at NeMLA. For the next step, I will be in the process of determining how I might be able to proceed with a scholarly article that would incorporate some

elements of the talk, and many elements of my research for the project, this summer.

III. The adequacy of the project's procedures and approaches:

No problems here at all, other than the wealth of materials I had to acquire (and re-acquire), and the ways in which the project continued to get bigger as I accumulated these materials. My conference paper that resulted from my research would have been something I would have considered more peripheral at the start of my project. I was also able to connect my scholarly talk about Brontë with my own ideas about pedagogy in compelling ways I did not foresee.

IV. Comment on how the results of this project have been or will be disseminated:

I have presented a conference paper on 8 April 2011, at one of the more prestigious conferences in the northeast, and I will be taking the feedback I received there and exploring the ways in which I might be able to transform the talk into a scholarly article this summer.