

Traveling with *Gulliver*, around Campus

This call is inspired by the versatile, prescient and even protean prose of Dr. Swift's most well-known work, *Gulliver's Travels* (1726). If *Gulliver* had a "tenure home," it would definitely be in the department of English; however, because of its relevance to so many disciplinary fields (economics, history, philosophy, to name the most obvious) *Gulliver's Travels* is finding itself in an increasingly interdisciplinary range of college courses. We're seeking a variety of pedagogy-oriented submissions that give insight into the ways *Gulliver's Travels* is taught in higher education.

Here are some possible issues that the collection might explore:

- methods of teaching we employ, with a particular emphasis on using *Gulliver's Travels* as a prompt to pedagogic experimentation
- selections or extracts from the novel that we teach and the purposes they serve from discipline to discipline
- disciplinary possibilities and limitations of the text
- using *Gulliver's Travels* to teach formal disciplinary requirements such as the use of evidence, the nature of genre, the skills of close reading, writing style modeling, etc.
- varied student responses to the *Travels* across stages of learning (from first-year undergraduate courses to graduate seminars)
- reaction of students across different educational contexts and institutional settings such as the community college, the four-year "commuter campus," the liberal arts college, etc.
- engagement of the student's social identity in reading and responding to the book
- interactions that *Gulliver's Travels* generates in the classroom: the moral, political, social, and aesthetic concerns it raises

The publication venue for "Traveling with Gulliver" is the Long 18th Century [Teaching Tools](#) page of the [Studies in the Novel website](#). The range of potential contributions is wide (i.e. sample syllabi, in-class exercises, essay assignments, course reading bibliographies, or short reflective essays). We're interested in collecting a variety of content as long as it focuses on the practical issues of teaching *Gulliver* in your discipline. Below you will find the general submission guidelines for *Studies in the Novel* Teaching Tools.

Send content submissions to Joel Sodano (jsodano@albany.edu) and Michael Brown (m.brown@abdn.ac.uk) by Friday 24 March (Subject line: Traveling with Gulliver).

From studiesinthenovel.org:

We invite the submission of sample course syllabi, assignments, and short reflections on a "teachable moment"—a passage, a conflict, a scene, a pattern of meaning, or a character—from a novel. Submissions should be sent to one of the Affiliate Website Editors listed below. Short, 500-word narrative descriptions could focus on any one of the following:

- *The significance of an individual novel or novelist for teaching a particular area of literary studies*
- *Your own experience teaching this novel, and the challenges and opportunities it raises*
- *Pedagogical issues surrounding the teaching of this text*
- *Specific activities or exercises, discussion questions, or innovative projects*
- *A list of bibliographic resources for teaching this novel*
- *Links to multimedia or other supplementary documents useful for teaching the novel*
- *Afterthoughts or reflections connecting the teaching of this text to broader social engagement or scholarly inquiry*