

Marion Krauthaker, 'A Review of *Approaches to Teaching Sand's 'Indiana'*. Ed. by DAVID A. POWELL and PRATIMA PRASAD. viii + 224 pp. \$24. ISBN 978-1-60329-210-8'

Studies on George Sand by David Powell never disappoint: his vast bibliography of monographs, editions, chapters, articles and contributions on Sand, and the way he applies queer theory to nineteenth century texts, bring thought-provoking perspectives on the most preeminent woman writer of nineteenth century France. *Approaches to Teaching Sand's Indiana*, the outcome of his collaboration with Pratima Prasad, is yet another fantastic addition to the corpus of Sand's studies and to the MLA Approaches to Teaching World Literature series. Tackling themes, such as social norms and margins, ethnic inequalities as well as gender codes and offering a commentary on the period following the July Monarchy, this novel has, over the past decades, become Sand's most examined texts and is taught in a range of curricula internationally. It was undoubtedly a challenge to attempt to examine this widely studied text without reiteration, yet Powell and Prasad are successful in offering a fresh perspective by providing the first comprehensive pedagogical resource on *Indiana*.

In the first part, the editors analyse a series of primary and secondary sources and examine essential background readings. This critical literature review will be particularly useful for current or potential teachers of the novel or scholars looking to gain an in-depth understanding the text. The second part is divided in four sections where various contributors and renowned Sand specialists explore the novel through different lenses—from gender and colonial theories to narratology and literary perspectives—and offer a variety of tools to approach the novel in the classroom. The opening essays suggest pedagogical avenues to use the geographical (Bray and McColley) and historical (Pinzka, Berman, Smith Allen and Dayan) charge of the novel and all make compelling cases for the value of literary texts as culturally meaningful artefacts. The following section on race and gender is exceptionally rich, both on a pedagogical and subject level. Harkness' and Stivale's articles are noteworthy in their unveiling the unique treatment of masculinity to be found in the work of a female writer. The study of narratology as a way to introduce gender hierarchies to students (Boutin and Naginsky) and the link made between race (Kadish and Machelidon) and gender norms through a study of ethnic stereotypes and marginalisation (Krueger Enz) highlight the highly cross-disciplinary scope of the novel. This idea links perfectly with the following three essays offering comparative perspectives. These reveal the value of the novel for the study of other literary periods (Bonin) and disciplines (Penrod) as well as its contemporary relevance in world literature courses (Massardier-Kenney). The more technical final section on literary contexts explores the novels in light of nineteenth century literary tropes and demonstrates how it can be used to introduce students to different literature movements (Pasco and Waller), genres (Booker and Malkin) or styles and techniques (Bains).

Although some of the essays have a more subject-based leaning, Powell and Prasad's volume brings unique pedagogical insights into the teaching of *Indiana* and is to be recommended unreservedly. In addition to its pedagogical value which will appeal to those looking for general studies on the methodology of literature teaching, some new thematic analyses will also draw the attention of nineteenth century literature and Sand's scholars. In the UK more specifically, at a time where latest educational policies place a strong emphasis on teaching and learning excellence, this volume is a striking example of the intrinsic link between research and teaching and how research-informed pedagogy can bring original and stimulating methods to the classroom.