



ENL 3235 | Fall 2020
Professor: Roger Maioli

ENL 3235 | Fall 2020 | 3 credits
Section 8008 | Number 23536

Professor: Roger Maioli (rmaiolidossantos@ufl.edu)

Office hours: Mondays, period 5 (11:45 AM to 12:35 PM), and by appointment.

1. Welcome

Course description

Few literary genres have been as responsive to their historical context as the novel. Classical genres like tragedy and epic poetry had focused on the lives of gods, heroes, kings, and queens, while medieval romance featured knights rescuing damsels from sorcerers, dragons, and other supernatural entities. The world described by such genres was very different than that inhabited by readers. By contrast, the English novel, since its origins in the early eighteenth century, focused on characters resembling real-life individuals. Rather than Troy or Arcadia, such characters lived in London or Bath, and they navigated an everyday reality very much like that of novel readers. For this reason, novels serve as a valuable window into the historical reality of their times.

In this course we will read four representative English novels from the long eighteenth century (1660–1820), in order to achieve two goals. The first is to understand how the novel evolved as a genre with certain defining characteristics (in other words, this is a course on the history of the eighteenth-century novel). Our second goal is to use these novels to debate the historical issues they engage with. Daniel Defoe's *A Journal of the Plague Year* (1722) will give us a glimpse into the horrific bubonic plague epidemic that ravaged London in 1665; the thrilling Gothic novel *The Monk* (1796), by Matthew Lewis, will help us discuss how the English were haunted by their complicated Catholic heritage; the anonymous *The Woman of Colour* (1808) will confront us with the complexities of imperial relations and the difficulties of being a black woman in a predominantly white British society; finally, we will discuss how English politics and customs restricted the liberty of women by reading Jane Austen's masterpiece *Pride and Prejudice* (1813).

Course learning goals

By the end of this semester students should be able to:

- ▶ Identify the novel as a literary genre and explain how it differs from other genres.
- ▶ Recognize and explain how novels respond to social and cultural contexts.
- ▶ Communicate clearly within the conventions of expository writing.

2. Communication Basics

Welcome to this course. My name is Roger Maioli (pronounced "my olly") and I will be your instructor this semester. If we already know each other from previous courses, nice to see you again; otherwise, pleased to meet you!

I wish we could be meeting in person this semester, which makes conversations about literature more animated and lively. But I am also glad we are running the course in ways that prioritize everyone's safety during the difficult times we are living through. I will do my best to make this course engaging and effective as a learning experience. If you want to know more about me and my interests, you can check my UF page [here](#) and my personal blog [here](#).

How to communicate with me

To contact me at any point during the semester, you are welcome to use the messaging tool on Canvas or my UF email (rmaiolidossantos@ufl.edu). I will be checking them regularly over the week and will get back to you in 48 hours. If you need a more urgent response, then please use my personal email instead: rogermaioli@gmail.com.

I will be holding **Office Hours** on **Mondays during period 5 (11:45–12:35)**, as well as by appointment. Take advantage of them. Office hours are not just for discussing official course-related issues, but also for chatting about your intellectual interests and plans for the future. If you decide to attend my office hours, let me know in advance to avoid overlap with other students. Just shoot me an email and pick one of the time windows below:

Window 1: 11:45–12:00

Window 2: 12:00–12:15

Window 3: 12:15–12:35

If these times do not work for you, or if you feel you would need a longer meeting, please let me know and we can make alternative arrangements.

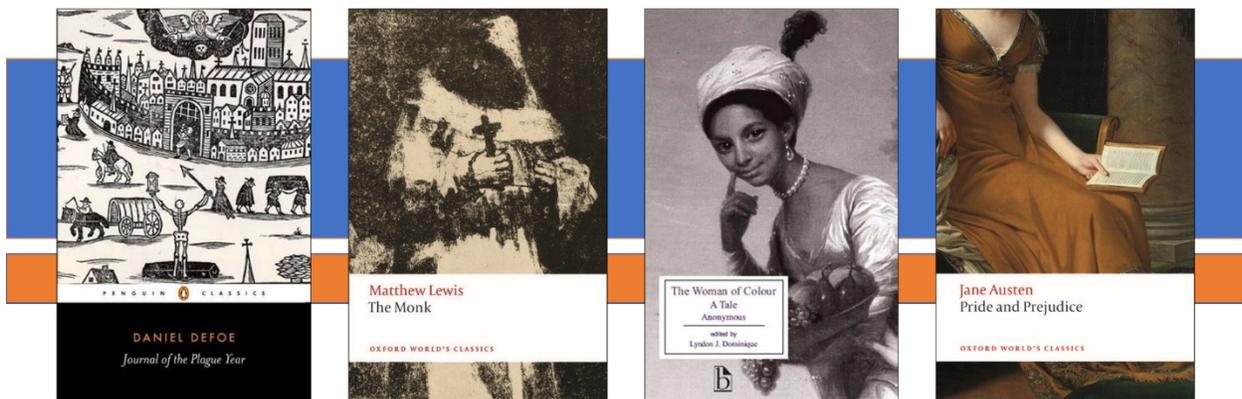
How to communicate with each other

You will be interacting with your classmates in writing, through discussion posts, and orally, through our live Zoom sessions. I say more about posts and sessions on Page 4; for now, let me just point out that we should respect one another. You are welcome to disagree with your peers, but do so graciously and focus on ideas, not people.

As far as our Zoom sessions go, a difficult decision is whether to enable video or not. This has been a big topic of conversation for teachers all over the US, as there are two sets of concerns to be weighted. On the one hand, students are understandably concerned about their privacy; on the other hand, meetings without video are less accessible (hearing-impaired students will find it harder to understand you if they cannot see you), and also less engaging.

I strongly encourage you to enable video during our Zoom meetings, unless you have strong reasons to prefer not to (and I will not ask what your reasons are) or you lack the equipment or the internet speed for video. The reason for this policy is that having people on camera makes the course more accessible and goes a huge way towards reducing the disconnect inherent in videoconferencing. Keep in mind that you can still have privacy by using a [virtual background](#).

3. Readings



You will be reading and writing about a total of four novels, in addition to a few secondary sources covering the relevant historical context in each case. In order to know what you have to read for each week, please refer to the Course Schedule. **(Note that there is a short reading for Week 1!)** The weekly reading load will be relatively low for a literature course: at most 130 pages, more usually 80 or 90. I decided to keep it low to make it easier for everyone to keep up with the readings and have more time to work on writing assignments. I have also chosen novels that students enjoyed in the past, hoping that you will derive pleasure from the reading.

A word about editions: the difference between good and bad editions is often a mystery for students who are just entering the world of literary studies. For this reason, I will ask you to please watch the video on the right, which I made to help college students understand why editions vary and why that matters.



<https://www.youtube.com/watch?v=sQNi59Wo9p4>

Now that you know what makes a good edition, here is our policy in that regard. If you already have a copy of any of the novels in the syllabus, you are welcome to use the copy you own. For the sake of affordability, I also allow students to work with free online editions should they be available. But if you do not have a copy and intend to buy one, make sure to buy the edition listed below:

Book 1: Daniel Defoe, *A Journal of the Plague Year*, ed. Cynthia Wall (Penguin)
ISBN: 9780140437850

Book 2: Matthew Lewis, *The Monk*, ed. Howard Anderson and Nick Groom (Oxford World's Classics)
ISBN: 9780198704454

Book 3: Anonymous, *The Woman of Colour*, ed. Lyndon J. Dominique (Broadview)
ISBN: 9781551111766

Book 4: Jane Austen, *Pride and Prejudice*, ed. Christina Lupton (Oxford World's Classics)
ISBN: 9780198826736

These editions are available at [the UF Bookstore](#), and you can order them for delivery. You can also order them through any other vendor, in which case please use the International Standard Book Number (ISBN) to search for the right edition.

Just in case you are wondering, we are *not* reading Ann Radcliffe's *A Sicilian Romance*. I asked the UF Bookstore to get copies of that novel but ended up replacing it with Matthew Lewis's *The Monk*.

In addition to these four novels, you will also be reading secondary materials to help you situate each of these novels in their historical context. Consider downloading and saving them for later use. You will be able to find them under the Files Folder in Canvas.

Week 1: J. Paul Hunter, The Novel and Social Cultural History.pdf

Week 3: Paul Slack, Responses to Plague in Early Modern Europe. The Implications of Public Health.pdf

Week 6: E.J. Clary, The Genesis of Gothic Fiction.pdf

Week 9: Daniel Livesay, Early Abolitionism and Mixed-Race Migration into Britain, 1762-1778.pdf

Week 12: John D. Ramsbottom, Women and the Family.pdf

I made sure to tag these files for screen readers, but if you are using a screen reader and having problems with the files, please let me know.

4. Coursework

In addition to reading the novels, you will be doing **five kinds of graded work** for this course:

1. Attending and participating in Zoom sessions.
2. Taking quizzes to demonstrate that you have done the readings.
3. Writing weekly responses to the readings.
4. Taking a midterm examination.
5. Writing a final paper.

Here are details about each of these components:

1. Attendance and participation.

It is difficult to have an inclusive conversation on Zoom when there are 35 participants, especially if we are only meeting for 50 minutes at a time. For this reason, I will divide the class into two groups and meet with them separately. You will learn which group you belong in during the first week of class; for now, all you need to know is that with a few exceptions Group 1 will join me for Zoom sessions on Wednesday and Group 2 will join me for Zoom sessions on Friday. This is to say that even though there will be two weekly Zoom sessions, you will be attending them only once a week. There are a couple of occasions when I will meet with Groups 1 and 2 simultaneously. That information is included in the Course Schedule. Consult it every week to make sure you know when we are meeting on Zoom.

I will be taking attendance each meeting by using the Chat feature on Zoom. At some point during the meeting I will invite everyone to write "Here" on the chat, and I will record that to take attendance. You are allowed to miss three meetings without losing any points. Absences on the first week of class count towards that total!

2. Quizzes

There will be a total of four multiple-choice quizzes, one on each of the novels we are reading. You will be taking the quizzes on Canvas on specific dates and times, as listed in the Course Schedule. Each quiz will include five multiple choice questions and will be available for a total of fifteen minutes. Because they are designed to test for reading, they will be easy if you have done the readings but difficult otherwise.

3. Weekly responses.

Over the course of the semester you will write twelve short responses to the readings (150-200 words). You will post them to discussion threads on Canvas starting the second week of class. I will be creating the threads and suggesting things you may write about. When creating the first thread I will explain in greater detail what the responses should look like; for now, all you need to know is that each response should do one of three things: offer a personal reading of a passage from a novel, identify a feature of the novel that seems to call for an explanation, or pose a question about the novel for class discussion.

4. Midterm examination.

This will include a short quiz followed by three interpretive questions about the first two novels we are reading. I will circulate the Midterm through Canvas on October 16, and you will have a week to work on it. Your responses will be due on Canvas on **October 23 at 11:59 PM**. I will say more about the midterm when I upload it to Canvas.

5. Final paper.

This will be a 1400-1600 words essay in which you will respond to one of several prompts I will provide you with on November 20. **The essay will be due on December 8 at 11:59 PM**. Late essays will lose a third of a letter grade per day that they are late.

5. Grading Policy

Here are some details on how your grades will be calculated:

- Your grade for **Attendance and Participation** will take both attendance and participation into account. You begin the semester with 85 points (the equivalent of a B). You then get extra points for participating in class discussion and you lose points for disruptive behavior in class or anything beyond three unexcused absences. Each additional unexcused absence will reduce your A&P score by a third of a letter — for instance, from 88 (B+) to 85 (B).

- When calculating your final grade for the **Quizzes**, I will drop your lowest score. In other words, only your top 3 scores will count towards your final Quiz grade.

- The **Weekly Responses** will be graded not for content but by submission. As long as your response meets certain requirements that I will explain, it will be worth 10 points. You will write twelve of them, but when calculating your grade I will drop your lowest two scores. In practice, what this means is that you can miss two responses without losing any points.

These five requirements will be weighted as follows:

Attendance and participation:	20%
Quizzes:	20%
Weekly responses:	20%
Midterm:	20%
Final paper:	20%

Final grades, in turn, will be based on the following scale:

	A	93–100	A-	90–92.9
B+	B	83–86.9	B-	80–82.9
C+	C	73–76.9	C-	70–72.9
D+	D	63–66.9	D-	60–62.9
E				

COURSE SCHEDULE

WEEK	MODULE/READINGS	MONDAY	TUESDAY	WEDNESDAY	FRIDAY
1	Modules 1 & 2 J. Paul Hunter, "The Novel and Social/Cultural History"	Aug 31 Read Modules 1 and 2 on Canvas	Sep 1 No assignment	Sep 2 Read Hunter for our meeting on Friday	Sep 4 11:45–12:35: Zoom meeting 4:00 PM: Video lecture on Module 3 available 5:00 PM: Response thread opens
		Sep 7 Holiday	Sep 8 11:59 PM: Reading responses due on Canvas	Sep 9 11:45–12:35: Zoom meeting Group 1	Sep 11 11:45–12:35: Zoom meeting Group 2 5:00 PM: Response thread opens
2	Module 3 Daniel Defoe, <i>A Journal of the Plague Year</i> , 1-80	Sep 14 11:45–12:45: Office hours	Sep 15 11:59 PM: Reading responses due on Canvas	Sep 16 11:45–12:35: Zoom meeting Group 1	Sep 18 11:45–12:35: Zoom meeting Group 2 5:00 PM: Response thread opens
		Sep 21 11:45–12:45: Office hours	Sep 22 11:59 PM: Reading responses due on Canvas	Sep 23 Zoom meeting Group 1	Sep 25 11:45–12:35: Zoom meeting Group 2 4:00 PM: Video lecture on Module 4 available 5:00 PM: Response thread opens
3	Module 3 Daniel Defoe, <i>A Journal of the Plague Year</i> , 81-164 Paul Slack, "Responses to Plague in Early Modern Europe" (21 pages)	Sep 14 11:45–12:45: Office hours	Sep 15 11:59 PM: Reading responses due on Canvas	Sep 16 11:45–12:35: Zoom meeting Group 1	Sep 18 11:45–12:35: Zoom meeting Group 2 5:00 PM: Response thread opens
		Sep 21 11:45–12:45: Office hours	Sep 22 11:59 PM: Reading responses due on Canvas	Sep 23 Zoom meeting Group 1	Sep 25 11:45–12:35: Zoom meeting Group 2 4:00 PM: Video lecture on Module 4 available 5:00 PM: Response thread opens
4	Module 3 Daniel Defoe, <i>A Journal of the Plague Year</i> , 164-238	Sep 14 11:45–12:45: Office hours	Sep 15 11:59 PM: Reading responses due on Canvas	Sep 16 11:45–12:35: Zoom meeting Group 1	Sep 18 11:45–12:35: Zoom meeting Group 2 5:00 PM: Response thread opens
		Sep 21 11:45–12:45: Office hours	Sep 22 11:59 PM: Reading responses due on Canvas	Sep 23 Zoom meeting Group 1	Sep 25 11:45–12:35: Zoom meeting Group 2 4:00 PM: Video lecture on Module 4 available 5:00 PM: Response thread opens

5	Module 4 Matthew Lewis, <i>The Monk</i> , Volume I (1-99)	Sep 28 11:45–12:00: Quiz 1 , on Defoe 12:00–12:45: Office hours	Sep 29 11:59 PM: Reading responses due on Canvas	Sep 30 11:45–12:35: Zoom meeting, both groups	Oct 2 Homecoming
		Oct 5 11:45–12:35: Office hours	Oct 6 11:59 PM: Reading responses due on Canvas	Oct 7 11:45–12:35: Zoom meeting Group 1	Oct 9 11:45–12:35: Zoom meeting Group 2 5:00 PM: Response thread opens
6	Module 4 Matthew Lewis, <i>The Monk</i> , Volume II (100-215) E.J. Clary, “The Genesis of Gothic Fiction” (20 pages)	Oct 12 11:45–12:35: Office hours	Oct 13 11:59 PM: Reading responses due on Canvas	Oct 14 11:45–12:35: Zoom meeting Group 1	Oct 16 11:45–12:35: Zoom meeting Group 2 Midterm circulated 4:00 PM: Video lecture on Module 5 available 5:00 PM: Response thread opens
		Oct 19 11:45–12:00: Quiz 2 , on Lewis 12:00–12:35: Office hours	Oct 20 11:59 PM: Reading responses due on Canvas	Oct 21 11:45–12:35: Zoom meeting Group 1	Oct 23 11:45–12:35: Zoom meeting Group 2 5:00 PM: Response thread opens 11:59 PM: Midterm due
7	Module 4 Matthew Lewis, <i>The Monk</i> , Volume III (217-339)	Oct 26 11:45–12:35: Office hours	Oct 27 11:59 PM: Reading responses due on Canvas	Oct 28 11:45–12:35: Zoom meeting Group 1	Oct 30 11:45–12:35: Zoom meeting Group 2 5:00 PM: Response thread opens
		Module 5 Anonymous, <i>The Woman of Colour</i> , Packets I-II (51-104)	Module 5 <i>The Woman of Colour</i> , Packets III-IV, (105-146) Daniel Livesay, “Early Abolitionism and Mixed-Race Migration into Britain” (53 pages)		

10	Module 5 <i>The Woman of Colour</i> , Packet V, 147-189.	Nov 2	Nov 3	Nov 4	Nov 6
		11:45–12:35: Office hours	11:59 PM: Reading responses due on Canvas	11:45–12:35: Zoom meeting Group 1	11:45–12:35: Zoom meeting Group 2 5:00 PM: Response thread opens 4:00 PM: Recorded lecture on Austen available
11	Module 6 Jane Austen, <i>Pride and Prejudice</i> , Volume I (1-100)	Nov 9	Nov 10	Nov 11	Nov 13
		11:45–12:00: Quiz 3 , on <i>The Woman of Colour</i> 12:00–12:35: Office hours	11:59 PM: Reading responses due on Canvas	Holiday	11:45–12:35: Zoom meeting, both groups 5:00 PM: Response thread opens
12	Module 6 Jane Austen, <i>Pride and Prejudice</i> , Volume II (101-180) John D. Ramsbottom, "Women and the Family" (14 pages)	Nov 16	Nov 17	Nov 18	Nov 20
		11:45–12:35: Office hours	11:59 PM: Reading responses due on Canvas	11:45–12:35: Zoom meeting Group 1	11:45–12:35: Zoom meeting Group 2 Final paper prompt circulated 5:00 PM: Response thread opens
13	No assignments	Thanksgiving			
14	Module 6 Jane Austen, <i>Pride and Prejudice</i> , Volume III (181-290)	Nov 30	Dec 1	Dec 2	Dec 4
		11:45–12:35: Office hours	11:59 PM: Reading responses due on Canvas	11:45–12:35: Zoom meeting Group 1	11:45–12:35: Zoom meeting Group 2
15	Module 7 No assigned readings.	Dec 7	Dec 8	Dec 8	
		11:45–12:00: Quiz 4 , on Austen	No assignment	11:59 PM: Final paper due	

7. Additional Resources

Plagiarism: All written assignments should be your own work. Plagiarizing the work of others (by copying printed or online sources without acknowledgement) is illegal, and you may fail the course if you plagiarize. If you have questions about how to document your sources, or if you want to make sure you are not committing plagiarism without realizing it, please ask me.

Special accommodations: Students with disabilities are encouraged to register with the Office of Student Service in order to determine appropriate accommodation. I will be pleased to provide accommodation, but students are responsible for notifying me at the beginning of the semester.

Counseling and Mental Health Resources: Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center.

Sexual Assault and Harassment: Title IX makes it clear that violence and harassment based on sex and gender are civil rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

http://www.ufsa.ufl.edu/faculty_staff/fees_resources_policies/addressing_sexual_misconduct/reporting_sexual_misconduct/