

Theorizing Education in the Eighteenth Century

ENL 3234: | Spring 2023 | Section 1RM2
Meeting times: T4-R4-5 | Classroom: MAT 0115

Instructor: Roger Maioli

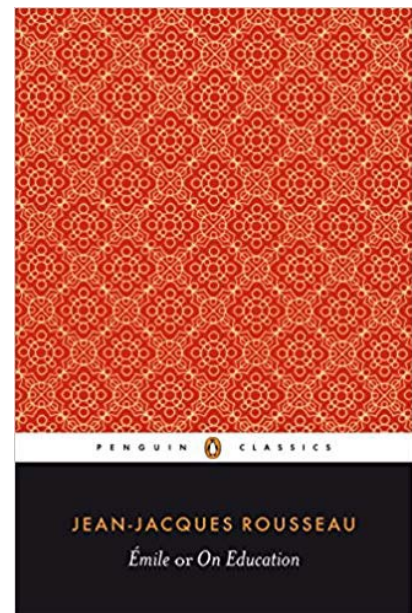
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COURSE DESCRIPTION

Education is a central value in modern democratic societies. It is also a highly contested value. Should education be available to all or to only a few? Is its purpose to form well-rounded citizens or technically trained professionals? How does one educate adults as opposed to children? How about single-sex education — does it make sense for boys and girls to be educated separately? These are all pressing questions in contemporary debates about education, and some have been around for centuries. In this course we will look at the pre-history of these debates by engaging with a foundational moment in the history of educational theory: the eighteenth century in Britain and France. This period witnessed substantial improvements in literacy in both of these countries, leading a growing number of authors to imagine educational models that could serve the needs of the many. Philosophers such as John Locke and Jean-Jacques Rousseau wrote passionately on how to raise children for their roles in complex societies; political theorists such as Mary Astell and Mary Wollstonecraft pushed for improved education for women; and novelists joined this conversation by dramatizing the challenges faced by young protagonists in their journeys of self-discovery. We will discuss these issues by reading both educational treatises and fiction that thematizes education, including Rousseau's philosophical novel *Émile* and Sarah Fielding's *The Governess*, one of the very first full-length novels for children.



READINGS

We will be working with eight required books. Any other materials will be made available to you through Canvas. I understand that books may be expensive and I don't want that to be an impediment for you taking the course or doing the readings. Accordingly, the course policy will be as follows with regard to the readings:

a) If you can afford and are interested in buying these books, please buy the editions listed below. If you already have a different edition of the same text, be welcome to use it. But if you are planning to buy it for the first time, buy the edition indicated in the list. This is especially important in the case of books translated from the French (i.e. Molière and Rousseau).

b) If you cannot afford or prefer not to buy these books, you are welcome to use alternative editions, including online texts. Some of our titles are available in different editions, and some are fully available online. If you have to choose, go for a cheap edition rather than an online text. The latter tend to be carelessly edited and seldom offer editorial notes, which in some cases you will need.

c) Whatever you do, avoid print-on-demand! A number of publishers today print and bind online texts and offer them for sale on Amazon. Do not buy those: they are oversized, riddled with errors, and unpleasant to read. If you are buying a printed book, follow these rules-of-thumb: (1) it has to have an editor, and (2) it has to come from a recognized press (Penguin, Oxford, Bedford, Norton, Hackett, Longman, Broadview, and so on).

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|------------|--|---|--|
| Text No. 1 | Title: Some Thoughts Concerning Education and of the Conduct of the Understanding ISBN: 9780872203341 Cover: N/A | Publisher: Hackett Edition: | Author: John Locke Copyright: This text is required |
| Text No. 2 | Title: The School for Wives and The Learned Ladies ISBN: 9780156795029 Cover: N/A | Publisher: Mariner Books Edition: | Author: Molière Copyright: This text is required |
| Text No. 3 | Title: Emile: or On Education ISBN: 9780140445633 Cover: N/A | Publisher: Penguin Edition: | Author: Jean-Jacques Rousseau Copyright: This text is required |
| Text No. 4 | Title: Joseph Andrews and Shamela ISBN: 9780199536986 Cover: N/A | Publisher: Oxford Edition: | Author: Henry Fielding Copyright: This text is required |

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| Text No. 5 | Title: A Serious Proposal to the Ladies ISBN: 9780615954035 Cover: N/A | Publisher: Saltar's Point Press Edition: | Author: Mary Astell Copyright: This text is required |
| Text No. 6 | Title: Songs of Innocence and of Experience ISBN: 9780192810892 Cover: N/A | Publisher: Oxford Edition: | Author: William Blake Copyright: This text is required |
| Text No. 7 | Title: The Governess ISBN: 9781551114125 Cover: N/A | Publisher: Broadview Edition: | Author: Sarah Fielding Copyright: This text is required |
| Text No. 8 | Title: Vindication of the Rights of Woman and The Wrongs of Woman, or Maria ISBN: 9780321182739 Cover: N/A | Publisher: Pearson Edition: | Author: Mary Wollstonecraft Copyright: This text is required |

COURSE REQUIREMENTS

The requirements for this course fall under five heads: (a) attendance and participation, (b) quizzes, (c) weekly responses, (d) a midterm examination, and (e) a final essay. These five requirements will be weighed as follows:

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| Attendance and participation: | 20% |
| Quizzes: | 20% |
| Weekly responses: | 20% |
| Midterm: | 20% |
| Final essay: | 20% |

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

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|----|---|---------|----|---------|
| | 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 | | 0–59.9 | | |

Here are further details about each requirement:

a) Attendance and participation. 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 any of the following

reasons: disruptive behavior in class, undue use of the internet during class, or unexcused absences. With regard to the last item, you are entitled to two unexcused absences during the semester. (Absences on the first week of class count towards that total!) Each additional unexcused absence will reduce your A&P score by a third of a letter — for instance, from 88 (B+) to 85 (B). **Important: Six or more unexcused absences will result in failure. Let me say this again: if you miss six classes without a justification, you will fail the course.**

b) Quizzes. There will be a total of seven quizzes. Check the course schedule for specific dates. When calculating your final grade for the quizzes, I'll drop your lowest two scores. In other words, only your top 5 scores will count towards your final grade.

c) Weekly responses. Over the course of the semester you will write eleven short responses to the readings (150-200 words). These responses will be posted to Canvas starting the third week of class. I will be explaining them in class, but each response should do one of three things: offer a personal reading of a passage or text, identify a feature of the source that seems to call for an explanation, or pose a question for class discussion. Responses will not be graded for content, but regular submission counts for 20% of your grade. You are allowed to miss two of them without that affecting your grade. Each additional response you miss will lower your response score by 10 points (from 100 to 90 and so on).

d) Midterm exam. Take-home examination. You will receive it through Canvas on March 19 and it will be due in class on **March 24**. You will be asked to interpret and discuss passages from any texts studied so far. I will be saying more about it the week before.

e) Final essay. This will be a 1400-1600 words essay in which you will respond to one of several prompts I will provide you with. You will receive detailed instructions on this essay on Week 13. **The essay will be due on April 22 at 11:59 PM.** Late essays will lose a third of a letter grade per day that they are late.

See next page for the Course Schedule.

COURSE SCHEDULE

| WEEK | TUESDAY | THURSDAY |
|----------------|---|--|
| 1. Jan 7, 9 | INTRODUCTION | <ul style="list-style-type: none"> ▪ John Locke, <i>Some Thoughts concerning Education</i>, pp. 1–57 |
| 2. Jan 14, 16 | <ul style="list-style-type: none"> ▪ John Locke, <i>Some Thoughts concerning Education</i>, pp. 58–113 | <ul style="list-style-type: none"> ▪ John Locke, <i>Some Thoughts concerning Education</i>, pp. 113–161 |
| 3. Jan 21, 23 | <p style="color: #00838f;">Group 1, Response 1</p> <p style="color: #00838f;">Quiz 1, on <i>Some Thoughts</i></p> <ul style="list-style-type: none"> ▪ H. Fielding, <i>Joseph Andrews</i>, “Preface” and Book I (pp. 1–75) | <p style="color: #00838f;">Group 2, Response 1</p> <ul style="list-style-type: none"> ▪ H. Fielding, <i>Joseph Andrews</i>, Book II (pp. 76–161) |
| 4. Jan 28, 30 | <p style="color: #00838f;">Group 1, Response 2</p> <ul style="list-style-type: none"> ▪ H. Fielding, <i>Joseph Andrews</i>, Book III (pp. 162–240) | <p style="color: #00838f;">Group 2, Response 2</p> <ul style="list-style-type: none"> ▪ H. Fielding, <i>Joseph Andrews</i>, Book IV (pp. 241–303) |
| 5. Feb 4, 6 | <p style="color: #00838f;">Group 1, Response 3</p> <p style="color: #00838f;">Quiz 2, on <i>Joseph Andrews</i></p> <ul style="list-style-type: none"> ▪ S. Fielding, <i>The Governess</i> 43–102 | <p style="color: #00838f;">Group 2, Response 3</p> <ul style="list-style-type: none"> ▪ S. Fielding, <i>The Governess</i> 102–176 |
| 6. Feb 11, 13 | <p style="color: #00838f;">Group 1, Response 4</p> <p style="color: #00838f;">Quiz 3, on <i>The Governess</i></p> <ul style="list-style-type: none"> ▪ Blake, <i>Songs of Innocence and of Experience</i>, Plates 1–27 | <p style="color: #00838f;">Group 2, Response 4</p> <ul style="list-style-type: none"> ▪ Blake, <i>Songs of Innocence and of Experience</i>, Plates 28–54 ▪ Rousseau, <i>Émile</i>, “Preface,” Book I, and sections of Book II (pp. 33–107) |
| 7. Feb 18, 20 | <p style="color: #00838f;">Group 1, Response 5</p> <ul style="list-style-type: none"> ▪ Rousseau, <i>Émile</i>, remainder of Book II and Book III (pp. 107–208) | <p style="color: #00838f;">Group 2, Response 5</p> <ul style="list-style-type: none"> ▪ Rousseau, <i>Émile</i>, first third of Book IV (pp. 211–266) |
| 8. Feb 25, 27 | <p style="color: #00838f;">Group 1, Response 6</p> <ul style="list-style-type: none"> ▪ Rousseau, <i>Émile</i>, middle of Book IV (“Profession of Faith of the Savoyard Vicar,” pp. 266–313) | <p style="color: #00838f;">Group 2, Response 6</p> <p style="color: #00838f;">Quiz 4, on <i>Émile</i></p> <ul style="list-style-type: none"> ▪ Rousseau, <i>Émile</i>, remainder of Book IV (pp. 313–355) |
| 9. Mar 3, 5 | SPRING BREAK | |
| 10. Mar 10, 12 | <p style="color: #00838f;">Group 1, Response 7</p> <ul style="list-style-type: none"> ▪ Molière, <i>The School for Wives</i>, Acts I and II | <p style="color: #00838f;">Group 2, Response 7</p> <ul style="list-style-type: none"> ▪ Molière, <i>The School for Wives</i>, Acts III to V ▪ Molière, <i>The Learned Ladies</i>, Acts I and II |
| 11. Mar 17, 19 | <p style="color: #00838f;">Group 1, Response 8</p> <ul style="list-style-type: none"> ▪ Molière, <i>The Learned Ladies</i>, Acts III to V | <p style="color: #00838f;">Group 2: No response due</p> <p>NO CLASS MEETING.</p> |

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| | | Homework: take-home exam. |
| 12. Mar 24, 26 | <p>Take-home exam due in class today.</p> <p>Group 1: No response due</p> <p>Quiz 5, on Molière</p> <ul style="list-style-type: none"> ▪ Mary Astell, <i>A Serious Proposal to the Ladies</i>, pp. 47–69 | <p>Group 2, Response 8</p> <ul style="list-style-type: none"> ▪ Mary Astell, <i>A Serious Proposal to the Ladies</i>, pp. 69–101 |
| 13. Mar 31, Apr 2 | <p>Group 1, Response 9</p> <p>Quiz 6, on <i>A Serious Proposal</i></p> <ul style="list-style-type: none"> ▪ Rousseau, <i>Émile</i>, first half of Book V (pp. 357–417) | <p>Group 2, Response 9</p> <ul style="list-style-type: none"> ▪ Rousseau, <i>Émile</i>, second half of Book V (pp. 417–480) |
| 14. Apr 7, 9 | <p>Group 1, Response 10</p> <ul style="list-style-type: none"> ▪ Wollstonecraft, <i>The Vindication of the Rights of Woman</i>, Chapter 1; Chapter V, Section 1; and Chapter 12 (pp. 28–35, 102–118, 191–214) | <p>Group 2, Response 10</p> <ul style="list-style-type: none"> ▪ Wollstonecraft, <i>The Wrongs of Woman, or, Maria</i>, “Preface” to Chapter V (pp. 245–289) ▪ From “Literary Sources for <i>The Wrongs of Woman, or Maria</i>”: 433–38 |
| 15. Apr 14, 16 | <p>Group 1, Response 11</p> <ul style="list-style-type: none"> ▪ Wollstonecraft, <i>The Wrongs of Woman, or, Maria</i>, Chapters VI to VII (pp. 289–334) | <p>Group 2, Response 11</p> <ul style="list-style-type: none"> ▪ Wollstonecraft, <i>The Wrongs of Woman, or, Maria</i>, Chapter VIII to the end (pp. 334–357) ▪ “Reviews of <i>The Wrongs of Woman, or Maria</i>” (pp. 467–471) |
| 16. Apr 21 | <p>Quiz 7, on Wollstonecraft</p> <p>CONCLUSION</p> | <p>Final paper due on April 22, at 11:59 PM.</p> |

ADDITIONAL COURSE POLICY

Cellphones and computers: Cellphones are strictly prohibited and should be kept turned off and out of sight during class. Computers are allowed with the wi-fi feature off. You may not access the internet in class, but you may use your computer for taking notes during lecture or for consulting electronic versions of the texts under discussion. Download all internet texts prior to use in class, so you can access them offline. All other uses are prohibited.

Punctuality: I will take attendance at the beginning of class. If you are not in class at that point, you will be counted as absent.

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/