

Rae Yan

Office Hours: M 11am-1pm & by appt.
(email to schedule)

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ENL4303-25489

Section 8RY2

Fall 2023

MWF 3, 9:35-10:25

ENL4303: Major Figures of British Literature and Culture George Eliot



D'Albert-Durade, A.L. François (artist). "George Eliot." c1850. Courtesy of the William Andrews Clark Memorial Library, University of California, Los Angeles.

Course Description

George Eliot (1819-1880) has long been associated with the intellectual heart of nineteenth-century British culture, and certainly literature. Our class will explore this canonical author as a major intellectual figure of the age, digging deeply into her philosophical fiction as she explores subjects including the value of artistic work, community, gender, generational trauma, labor, medicine, philosophy, religious belief, science, and sexuality. More importantly, we will question whether Eliot's provincial English novels are still relevant for us over a hundred years later. Your task for the term is to elucidate whether Eliot captures significant debates and lived experiences relevant to all readers—from the Victorian era and modern day—and posit some ways we can read Eliot in our present day. This will require you to be as engaged with the present day as Eliot was engaged with debates and subjects of her time; please expect to bring in discussions, readings, and media that you consume during the semester into our class conversations.

Course Goals

At the end of the semester, students will have...

- investigated and questioned the place of George Eliot as a significant literary and cultural figure
- studied the development of publishing and reading practices across the nineteenth century
- learned Victorian cultural and social histories of class, labor, medicine, religion, science, and sexuality
- actively engaged in debate and regular class discussion and participation
- developed and planned an independent literary research project to pursue in the future
- practiced professional peer review and expanded analytical argumentative writing skills

Content Notice

As you will find, Victorian literature often explores deeply complicated and disturbing subject matter relevant to our contemporary moment. We will be reading works that feature topics such as animal cruelty/death, classism, domestic violence, homophobia, misogyny, racism and racial slurs, religious prejudice (anti-Semitism, anti-Catholicism, etc.), sexual assault, suicidal ideation, xenophobia, and many other forms of violence. Please prepare yourself knowing this content will be part of our semester.

Primary Texts

Please purchase a deck of regular index cards to bring with you to class. I strongly recommend that students purchase the physical print copies of the books, for which I have provided ISBN numbers for Penguin Classics or Oxford World's Classics editions of the novels for ease of purchase through Amazon or other booksellers. Copies of these works have also been reserved for you via Course Reserves in Library West, just ask for our class's books at the Circulation Desk of Library West. I can help you use InterLibrary Loan to borrow copies of the books via other Florida or US libraries if you would like other ways to access a physical copy. Additionally, free Project Gutenberg eBook versions and LibriVox audiobooks are available online to help you with quotations and keeping up with reading. I provide PDFs in the Files page of Canvas to other readings.

Primary Readings

- Selections from *Scenes of Clerical Life* (1857)
 - **Print Publication: Oxford World's Classics, ISBN: 978-0199689606**
 - Project Gutenberg: <https://www.gutenberg.org/ebooks/17780>
 - LibriVox Audiobook: <https://librivox.org/scenes-of-clerical-life-by-george-eliot/>
- *The Mill on the Floss* (1860)
 - **Print Publication: Penguin Classics, ISBN: 978-0141439624**
 - Project Gutenberg: <https://www.gutenberg.org/files/6688/6688-h/6688-h.htm>
 - LibriVox Audiobook: <https://librivox.org/the-mill-on-the-floss-by-george-eliot/>
- *Silas Marner* (1861)
 - **Print Publication: Penguin Classics, ISBN: 978-0141439754**
 - Project Gutenberg: <https://www.gutenberg.org/files/550/550-h/550-h.htm>
 - LibriVox Audiobook: <https://librivox.org/silas-marner-by-george-eliot/>
- *Middlemarch* (1871)
 - **Print Publication: Penguin Classics, ISBN: 978-0141439549**
 - Project Gutenberg: <https://www.gutenberg.org/files/145/145-h/145-h.htm>
 - LibriVox Audiobook: <https://librivox.org/middlemarch-by-george-eliot/>
- *Daniel Deronda* (1876)
 - **Print Publication: Penguin, ISBN: 978-0140434279**
 - Project Gutenberg: <https://www.gutenberg.org/files/7469/7469-h/7469-h.htm>
 - LibriVox Audiobook: <https://librivox.org/daniel-deronda-by-george-eliot/>

Assignments

I. Office Hour Visit (at least one 15 minute visit by Friday, 10/13)

To help you develop stronger argumentation and writing skills, you are required to schedule an office hour meeting with Professor Yan at least once during the first half of the semester (due by Friday, 10/13) to discuss your work for this class. Email Professor Yan (raeyan@ufl.edu) to schedule a 15 to 20-minute office hour meeting to discuss one of the following:

- a passage or concept from one of our readings that confused you
- a draft of a writing assignment
- feedback on a writing assignment

Before the office hour visit, email the appropriate materials or bring them on your computer and be prepared to focus on 1 or 2 subjects to discuss (e.g. reading comprehension, argument organization, engagement with evidence, project planning, research progress, life-school-work balance, better study/reading habits).

Due: at least once by Friday, 10/13

Deliverable: a 15 to 20-minute office hour visit about your research/thinking

II. Modern Eliot Moment Posts (3 posts of 500-600 words each by end of semester)

To help you get early feedback on research topics and prepare for class discussions, you are required to write a post in Canvas that ties our modern day to our reading of George Eliot. You have the opportunity to write an argument of 300-500 words by the end of every week we have a reading that substantively ties the reading to a current news item or TikTok/YouTube video essay published within the past year (the closer to our present the better). The post should make both an **original** close-reading argument quoting and citing a long passage OR multiple shorter passages of your choice from the week's literary readings *that also* substantively engages with the present-day subject matter in responsible and significant ways. Your argument for how we should bring Eliot into the present in a "Modern Eliot Moment" will be judged on its originality, logical use of evidence, and argumentative persuasiveness. **You are required to include URLs, page numbers, paragraph numbers, and/or chapter citations for the passages from ALL texts to which you respond using MLA format.** Your grade for this category of assignment will be calculated using the cumulative top 3 out of a total 13 possible reading responses. You may choose to produce more than 3 posts if the mood strikes you and you are encouraged to read. You may also respond to a classmate's post to "count" towards your posts for the term. If you respond to a classmate's post, you must develop your classmate's ideas in a different and productive direction, using engagement with different literary quotations/moments.

Due: on the last day with reading of the week (usually Friday with exceptions on Weeks 7, 12, 14, 15, and 16)

Deliverable: 3 posts of 500-600 words each in the appropriate Canvas Discussion threads

III. Research Result Blog Post (Research Result Blog Post in Padlet of 300-400 words)

During a week-long library research session, we will be examining and reading several of George Eliot's letters, reviews, and other materials alongside librarian researchers. During and outside of these class sessions, your goal is to find what you consider to be the most intriguing object from your research session, take appropriate photographs/screenshots of the work, and write a 300-400 word blog-post that provides a description of the object found and a serious discussion of its significance for both contemporaneous Victorians and modern-day viewers. The class will then vote on the top 5 blog posts to be published in the Storied Books at the University of Florida blog (<https://storiedbooks.domains.uflib.ufl.edu/Wordpress/blog/>).

Due: Friday, October 13, 11:59pm

Deliverable: a 300-400 word blog post in Padlet **and** vote for 5 best blog posts from class by October 20, 11:59pm

VI. Research Project Proposals (3 project proposals of 150-200 words each)

In order to develop your research project, you will need to brainstorm at least 3 different ideas for original research projects. You may pick any subject/texts you would like based off personal interests. The proposals must clearly explain the specific topic/s, text/s, significance of the topic ideas for modern-day audiences, and significance to your own personal and/or intellectual interests that you are engaging for your research project. Your professor's feedback will advise you on which projects seem viable and persuasive in their conception.

Final of Research Project Prospectus Due: Friday, November 17, 11:59pm

Deliverable: Word document, 12 pt. font, Times New Roman or Cambria, double-spaced in Canvas Assignments

V. Exploratory Annotated Bibliography (7-10 citations and annotations with 200-word introduction)

In order to ensure that your project idea is original and significant, you will need to do preliminary research on your topic and text/s to see what has been written on this subject. Find 7-10 relevant peer-reviewed articles, chapters from books, full books, etc. that you would use to produce one of your possible research projects from your earlier proposals. A detailed document on Canvas will provide fuller guidance on what should be included in each annotation and you should use MLA format for your citation of sources. In a 200-word introduction to your annotated bibliography, explain why you ultimately chose the project that you did and provide a thoughtful explanation for why you chose the sources included in the annotated bibliography (*i.e.* what research question did you initially wish to answer and what did you end up finding out about the topic as it has already been discussed? did you have to adjust your plans for your project?).

Due: Wednesday, December 13, 11:59pm

Deliverable: Word document, 12 pt. font, Times New Roman or Cambria, single-spaced, 1-inch margins, uploaded to Assignments in Canvas.

VI. Research Process Letter (1 professional letter)

Write an essayistic, professional letter to Professor Yan explaining what was meaningful in your personal process of conducting research related to George Eliot this term and what you would change about your project, approach to research, the larger field of George Eliot studies, and/or anything else related to the semester if you had the opportunity. Your letter will be evaluated based on its specificity of discussion.

Due: Wednesday, December 13, 11:59pm

Deliverable: Word document, 12 pt. font, Times New Roman or Cambria, 1-inch margins, uploaded to Assignments in Canvas.

Grading

Your **final grade for the course** is calculated out of 1,000 points as follows:

Points toward Final Grade	Assignment
100 points	Active Class Participation
100 points	Office Hour Meeting
300 points	Modern Eliot Moments (3 posts x 100 points each)
100 points	Research Result Blog Post
100 points	Research Project Proposals
200 points	Exploratory Annotated Bibliography
100 points	Research Process Letter

The grading scale is as follows:

A = 4.00	940-1000	B- = 2.67	800-839	D+ = 1.33	670-699
A- = 3.67	900-939	C+ = 2.33	770-799	D = 1.00	640-669
B+ = 3.33	870-899	C = 2.00	740-769	D- = 0.67	600-639
B = 3.00	840-869	C- = 1.67	700-739	E = 0.00	0-599

Grading rubrics for assignments can be found on the Canvas site. You receive Active Class Participation points for clear communication with your professor, regular engagement in class, regular participation with substantive ideas during open class discussion at least once a week, submission of required classwork, and completing peer-review workshops.

To discuss specific concerns regarding a grade for an assignment or the course overall, be *timely* and schedule an office hour appointment to meet with your professor one-on-one. Professor Yan does not discuss particularities about grades over email as it is a violation of FERPA regulations.

Course Policies

All students must do the following to receive participation credit for this course:

1. **Maintain good communication.** Keep up-to-date with Announcements on our Canvas site and emails addressed to you directly through your school email account or Canvas inbox at least once a day. Ensure that you reach out and communicate with your instructor via her email (raeyan@ufl.edu) in case of emergency or any concern about the ability to meet goals or requirements in class as soon as possible. **You are strongly encouraged to ask the professor for help**, including requests for clarity or repetition during class discussions or for help with time-management, research, writing, and/or understanding content outside of class via email and office hours.
2. **Please speak with your instructor if there are ways they can better accommodate your learning at the beginning of the semester or as soon as necessity arises.** A central goal for this course is to be *accessible* to you so that you may do your best work. The University of Florida complies with the Americans with

Disabilities Act and offers services for students who need disability support. Students interested in accommodations and additional resources should register with the Disability Resource Center (352-392-8565 or [website](#)). Students may also contact the Dean of Students through U Matter, We Care (umatter@ufl.edu) in case of family and/or medical emergencies that may require prolonged absences over the semester.

3. **Request excused absences for medical and extenuating circumstances** via email or through Zoom office hour meetings. **Do not come to class if you are sick or not feeling well.** Your health and wellness, as well as the health of your classmates, university staff, and faculty, truly matters. Please rest at home and take health precautions such as using masks, social distancing, and washing hands frequently to avoid spreading transmissible diseases if applicable.
4. **You may take 4 unexcused absences during the semester** without penalty to your final grade or need for explanation for your personal needs; however, **please let me know if you are safe should you miss class.** Professor Yan will check-in and offer help with planning for future absences via email after a fourth unexcused absence. **Please keep in mind that students who miss more than 7 class sessions in a course fail that course according to university guidelines.** University exemptions to this policy include absences in case of university-sponsored events, military duty, court-mandated responsibilities, and religious holidays. The official UF Attendance Policy can be found [here](#).
5. **Complete submission of assignments by stated deadlines and in specified format or ask for extensions before assigned deadlines.** You may freely ask for extensions on any assignment in advance of a deadline via email (email the professor at raeyan@ufl.edu). Late assignments without prior request for extension will receive a flat, 10% grade deduction to the assignment's final grade. Incomplete assignments submitted will receive partial credit appropriate to effort expended. Plagiarized assignments will receive a zero and be submitted to UF's Student Honor Court. Double-check submissions after uploading to Canvas; you are held responsible for ensuring submission of the complete, correct version of your assignment on time. Submit papers as a double-spaced Word document, using 12-point font in Times New Roman or Cambria.
6. **Abide by [the UF Student Honor Code](#).** The Honor Code requires students to neither give nor receive unauthorized aid in completing assignments. Violations include cheating, plagiarism, bribery, and misrepresentation. **Plagiarism is a serious violation of the Student Honor Code.** Examples of plagiarism include presenting information from other resources as your own or citing phony sources or quotations to include in your assignments. Information on how to avoid plagiarism can be found on the Writing Studio's website [here](#). Assignments containing plagiarized materials will receive a zero and be submitted to the Student Honor Court. The Honor Code defines plagiarism violations as follows:
Plagiarism. A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:
 1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
 2. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
 3. Submitting materials from any source without proper attribution.
 4. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.
7. **Abide by UF's policy regarding sexual discrimination and sexual harassment.** UF provides an educational and working environment that is free from gender discrimination and sexual harassment for its students, staff, and faculty. More about UF policies regarding harassment can be found [here](#).
8. **Behave respectfully toward your classmates and instructor.** UF students come from very diverse cultural, economic, and ethnic backgrounds. This means that you will likely encounter ideas that may differ from your own. Relish this by showing respect. Disrespectful behavior in class will result in dismissal from the class period and will be counted as an absence. Your professor should be addressed appropriately by her formal title as either Professor or Doctor Yan and communications with her should be professional in tone and content.
9. **Participate fully as much as positively in class discussion and in-class activities.** Finish all assigned readings and written assignments before class so that you can fully engage in class discussion and work.

Participate actively in class discussions by asking questions, volunteering to read, drawing class attention to passages, or offering possible interpretations for texts we are reading for credit. Students should participate in class discussion at least once a week; if you only come to class but do not participate in class discussion during the semester you will receive an active participation grade of 20/100.

10. **Silence electronic devices and refrain from checking non-class related sites or materials during class.** Working on non-class related material or consistent distraction will result in your being marked absent and asked to leave the class.
11. **Feel free to take a brief break during class** to get air, stretch, check a phone message, refocus, drink water, eat, use restroom, etc. as needed without requesting formal leave. Be mindful not to distract fellow classmates too much in taking breaks and alert your professor to necessity for extensive breaks in case prolonged absence may give the professor concern for safety.
12. **Save instructor comments and feedback for yourself.** It is *your responsibility* to collect and save copies of your assignments with professor feedback. This is especially important if you believe you will need a letter of recommendation, as you will need to provide samples of your writing with the grades and comments given for these assignments before your professor writes you a letter. Directions for how to find and download instructor feedback in Canvas can be found [here](#).
13. **Complete online faculty evaluations at the end of the course.** These evaluations are conducted online [here](#).

Course Schedule

The schedule for this course is subject to change according to necessity, usually to decrease or redistribute readings in support of student need; please inform your professor if the reading pace is difficult to manage. You will be updated of changes as soon as they are made. If there is an unexpected class cancellation, you should look for the professor's direct communications in Canvas.

Week 1: To Eliot I Owe It

W, 8/23: First Day

- Introductions

F, 8/25:

- Shklovsky, Victor. "Art as Technique." *Russian Formalist Criticism: Four Essays*, translated by Lee T. Lemon and Marion J. Reis, University of Nebraska Press, 1965, pp. 3-24.

Week 2: Scenes of Our Clerical Lives

M, 8/28:

- "The Sad Fortunes of the Rev. Amos Barton" from *Scenes of Clerical Life*

W, 8/30:

- "Mr. Gilfoyle's Love Story" from *Scenes of Clerical Life*

F, 9/1:

- "Janet's Repentance" from *Scenes of Clerical Life*

Week 3: Working Through the Mill

M, 9/4: *Labor Day*, no class

W, 9/6:

- *The Mill on the Floss*, Book 1 Ch 1 "Outside Dorlcote Mill" through Book 1 Ch 7 "Enter the Aunts and Uncles"

F, 9/8:

- *The Mill on the Floss*, Book 1 Ch 8 "Mr Tulliver Shows His Weaker Side" through Book 1 Ch 13 "Mr Tulliver Further Entangles the Skein of Life"

Week 4: Nose to the Millstone

M, 9/11:

- *The Mill on the Floss*, Book 2 Ch 1 "Tom's 'First Half'" through Book 2 Ch 7 "The Golden Gates Are Passed"

W, 9/13:

- *The Mill on the Floss*, Book 3 Ch 1 “What Happened At Home” through Book 3 Ch 8 “Daylight on the Wreck”
- F, 9/15:
- *The Mill on the Floss*, Book 3 Ch 9 “An Item Added to the Family Register” through Book 5 Ch 2 “Aunt Glegg Learns the Breadth of Bob’s Thumb”

Week 5: Fearing the Floss

M, 9/18:

- *The Mill on the Floss*, Book 5 Ch 3 “The Wavering Balance” through Book 6 Ch 3 “Confidential Moments”

W, 9/20:

- *The Mill on the Floss*, Book 6 Ch 4 “Brother and Sister” through Book 6 Ch 12 “A Family Party”

F, 9/22:

- *The Mill on the Floss*. Book 6 Ch 13 “Borne Along by the Tide” through Book 7 Conclusion

Week 6: A Fairytale Experience

M, 9/25:

- *Silas Marner*, Part 1 Ch 1 through Part 1 Ch 7

W, 9/27:

- *Silas Marner*, Part 1 Ch 8 through Part 1 Ch 13

F, 9/29:

- *Silas Marner*, Part 1 Ch 14 through Conclusion

Week 7: Researching Eliot

M, 10/2:

— Library Day

- note: given the length of *Middlemarch*, you may want to consider reading some of the first chapters in advance this week

W, 10/4:

— Library Day

- note: given the length of *Middlemarch*, you may want to consider reading some of the first chapters in advance this week

F, 10/6: *Homecoming*, no class

Week 8: The March Begins

M, 10/9:

- *Middlemarch*, Prelude through Book 1 Ch 10

W, 10/11:

- *Middlemarch*, Book 1 Ch 11 through Book 2 Ch 19

F, 10/13:

- *Middlemarch*, Book 2 Ch 20 through Book 3 Ch 29
- **Research Result Blog Post Due in Padlet**
- **Last Day for Official Office Hours Visit Assignment**

Week 9: The Middle of the March

M, 10/16:

- *Middlemarch*, Book 3 Ch 30 through Book 4 Ch 37

W, 10/18:

- *Middlemarch*, Book 4 Ch 38 through Book 5 Ch 45

F, 10/20:

- *Middlemarch*, Book 5 Ch 46 through Book 6 Ch 54
- **Voting for Best 5 Research Result Blog Posts Due via Padlet**

Week 10: In Which We Brooke a Conclusion

M, 10/23:

- *Middlemarch*, Book 6 Ch 55 through Book 6 Ch 62

W, 10/25:

- *Middlemarch*, Book 7 Ch 63 through Book 7 Ch 71

F, 10/27:
— *Middlemarch*, Book 8 Ch 72 through Finale

Week 11: Damn, Daniel!

M, 10/30:
— *Daniel Deronda*, Book 1 Ch 1 through Book 1 Ch 8
W, 11/1:
— *Daniel Deronda*, Book 1 Ch 9 through Book 2 Ch 16
F, 11/3:
— *Daniel Deronda*, Book 2 Ch 17 through Book 3 Ch 24

Week 12: De Wrong Dad

M, 11/6:
— *Daniel Deronda*, Book 3 Ch 25 through Book 4 Ch 31
W, 11/8:
— *Daniel Deronda*, Book 4 Ch 32 through Book 5 Ch 36
F, 11/10: *Veterans Day, no class*

Week 13: Gwendolen Harleth

M, 11/13:
— *Daniel Deronda*, Book 6 Ch 37 through Book 6 Ch 42
W, 11/15:
— *Daniel Deronda*, Book 6 Ch 43 through Book 7 Ch 50
F, 11/17:
— *Daniel Deronda*, Book 7 Ch 51 through Book 8 Ch 59
— **Research Project Proposals Due**

Week 14: A Needed Rest

M, 11/20: *asynchronous class*
— *Daniel Deronda*, Book 8 Ch 60 through Book 8 Ch 70
W, 11/22: *Thanksgiving Holiday, no class*
F, 11/24: *Thanksgiving Holiday, no class*

Week 15: Impressions of Eliot and Such

M, 11/27:
— Prep for In-Class Debate on *Daniel Deronda*
W, 11/29:
— Debate on *Daniel Deronda*
F, 12/1:
— Debate on *Daniel Deronda*

Week 16: Modernizing Eliot

M, 12/4:
— **In-Class Research Workshop**
W, 12/6:
— **In-Class Research Workshop**

***** **Exploratory Annotated Bibliography and Research Process Letter
due Wednesday, 12/13, at 11:59pm*******