



LIT 4930 | Spring 2021 | 3 credits

Sections 017C and M192 | Numbers 14695 and 30687

Professor: Roger Maioli (rogermaioli@gmail.com)

Class meetings: T 8–9 and R 9

Office hours: Wednesdays, 2–4 PM, and by appointment.

1. Welcome

Course description

In contemporary usage, the word “romance” refers to a type of novel, one centered on love and romantic relationships. But in the context of medieval and Renaissance literature, **romance** refers to a very different narrative tradition — one in which love shares space with dragons and wizards, as heroes set out on quests through vast landscapes inhabited by larger-than-life human figures.

In its traditional meaning, romance was the dominant narrative mode of the Middle Ages. The **novel**, by contrast, is a relatively new genre, emerging in Europe at around the late seventeenth century. What made novels different than romances was their realism. Novels focused not on the heroic actions of King Arthur and Lancelot, but on the mundane problems of common people living everyday lives. Novel readers could follow the stories of people like themselves. And thanks to rising literacy levels and shifts in readerly tastes, novels eventually replaced romances in eighteenth-century Britain.

Or did they? This is the question animating this course. We will consider the distinctiveness *and* mutual indebtedness of romances and novels. We will begin by looking at an outstanding example of medieval romance, Sir Thomas Malory’s *Le Morte Darthur* (1485); we will then turn to a paradigmatic example of the early novel, Daniel Defoe’s *Moll Flanders*. After that we will consider the coexistence of romance and novelistic features in works by Clara Reeve, Jane Austen, and Charlotte Brontë.

Course learning goals

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

- ▶ Identify romances and novels as distinct literary genres.
- ▶ Recognize and explain the ideological stances implicit in romances and novels.
- ▶ Communicate clearly within the conventions of expository writing.

2. Communication Basics

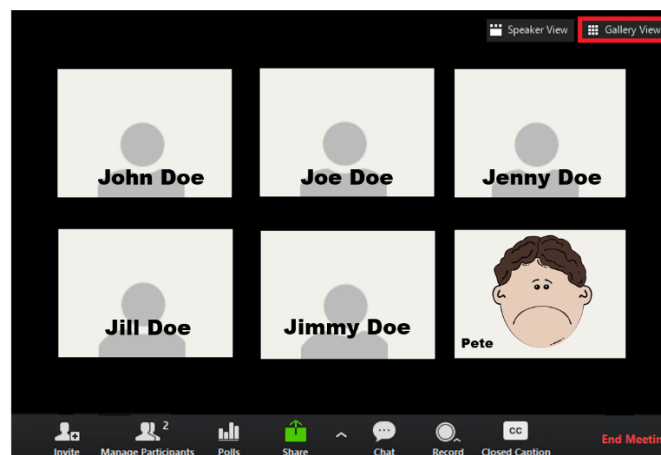
Welcome to this course. My name is Roger Maioli (pronounced "my olly") and I will be your instructor this semester. If we already know each other from previous courses, nice to see you again; otherwise, pleased to meet you! You can learn more about me and my interests by checking my UF page [here](#) and my personal blog [here](#).

How to communicate with me

For a faster response, please write to rogermaioli@gmail.com. You can also use the Canvas messaging feature or my UF email (rmaiolidossantos@ufl.edu), but I may take longer to respond. My **Office Hours** are on **Wednesdays** from 2–4 PM, as well as by appointment. If you decide to attend my office hours, let me know in advance when you may be coming, to avoid overlap with other students.

How to communicate with each other

You will be interacting with most of your classmates via the internet, even if you are enrolled for face-to-face classes. If you are attending class through Zoom, I encourage you to **enable your video** during meetings, unless you lack the equipment/internet speed or have strong reasons not to (and I will respect your reasons without asking what they are). Being on video makes things more accessible to hearing-impaired students and reduces the disconnect inherent in distant learning. Speaking to a faceless crowd is no fun. Just look at Pete:



3. Readings

Watch this!

Before I say anything about the readings, here is a heads-up: students and general readers have been facing increasing difficulty telling **the difference between good and bad editions** of texts. Most editions available on sites like Amazon are almost unusable, and students who purchase them end up having a harder time doing the readings and writing their assignments. I decided to address this common issue [in a video](#) where I explain why this is happening, why editions vary, and why that matters for you. Watch the video through the link on the right before you make any decisions about which editions to purchase.



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

I'll sit here and wait until you're back!

Okay, now that you know what makes a good edition, here is our policy. If you already have a good edition of any of the texts below, you are welcome to use that edition. For the sake of affordability, I also allow students to work with free online editions should they be available and reliable. But if you do not have a copy and intend to buy one, please buy the edition listed below, especially in the case of 1, 3, and 4, which are translations. The easiest way to find them is to use the ISBN:



Book 1: Sir Thomas Malory, *Le Morte Darthur*, ed. Helen Cooper (Oxford: OUP, 2008)
ISBN: 978-0199537341

Book 2: Daniel Defoe, *Moll Flanders*, ed. G.A. Starr and Linda Bree (Oxford: OUP, 2011)
ISBN: 978-0192805355

Book 3: Clara Reeve, *The Old English Baron*, ed. James Watt (Oxford: OUP, 2008)
ISBN: 978-0199549740

Book 4: Jane Austen, *Northanger Abbey*, ed. James Kinsley and John Davie (Oxford: OUP, 2008)
ISBN: 978-0199535545

Book 5: Charlotte Brontë, *Jane Eyre*, ed. Margaret Smith (Oxford: OUP, 2019).
ISBN: 978-0198804970

4. Coursework

In addition to reading these texts, 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. Writing a final essay project.
5. Writing a final paper.

Here are details about each of these components:

1. Attendance and participation.

I will be taking attendance and keeping track of your participation at our class meetings. We are meeting as one group each Tuesday for a 50-minute session. We are also meeting as one group the first Thursday of this semester (January 14), but starting the second week we will split on Thursdays into two separate groups. Group 1 will meet during Period 4 and Group 2 during Period 5. I will let you know which group you are in after the first week of class.

2. Quizzes

There will be a total of five multiple-choice quizzes, one on each of the texts we are reading. You will be taking the quizzes on Canvas on specific dates and times, as listed in the Course Schedule (see below). Each quiz will include five multiple choice questions and will be available for a total of five minutes at the end of a class meeting. 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 create the threads, give you instructions, and suggest possible topics for you to write about.

4. Essay project.

You will be writing a two-page project outlining a potential topic for your final essay. You will receive detailed instructions on this assignment on Week 4. **February 26 at 11:59 PM.** Late projects will lose a third of a letter grade per day that they are late.

5. Final paper.

This will be a 1400-1600-words essay on the topic outlined in your project, or on a different topic should you decide to change. You will receive detailed instructions on this essay on Week 13. **The essay will be due on April 21 at 11:59 PM.** Late essays will lose a third of a letter grade per day that they are late.

5. Grading Policy

Here is how your grades will be calculated. Pay special attention to the first one:

- 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 4 scores will count towards your final Quiz grade.

- Each **Weekly Response** is worth 10 points, as long as it meets certain basic requirements you will learn about on Week 2. You will write twelve of them and I will drop the lowest two.

These five requirements will be weighted as follows:

Attendance and participation:	20%
Quizzes:	20%
Weekly responses:	20%
Essay project:	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		0-59.9		

COURSE SCHEDULE

WEEK	MONDAY	TUESDAY	THURSDAY
1		Jan 12	Jan 14
		3:00–3:50: Class meeting: Introduction	<i>Readings:</i> Handout on Canvas. 4:05–4:55: Class meeting
2	Jan 18	Jan 19	Jan 21
	<i>Assignments:</i> - Readings for tomorrow. - Responses due at 2 PM.	<i>Readings:</i> Malory, 3–57 (“How Uther begot King Arthur,” “Balin and Balan,” and “The Wedding of King Arthur”) 3:00–3:50: Meeting Group 1 4:05–4:55: Meeting Group 2	<i>Readings:</i> Malory, 58–81 (“Of Nenive and Morgan le Fay”) 4:05–4:55: Class meeting
3	Jan 25	Jan 26	Jan 28
	<i>Assignments:</i> - Readings for tomorrow. - Responses due at 2 PM.	<i>Readings:</i> Malory, 95–119 (“A Noble Tale of Sir Launcelot du Lake”) 3:00–3:50: Meeting Group 1 4:05–4:55: Meeting Group 2	<i>Readings:</i> Malory, 403-467 (“The Tale of Sir Launcelot and Queen Guinevere”) 4:05–4:55: Class meeting
4	Feb 1	Feb 2	Feb 4
	<i>Assignments:</i> - Readings for tomorrow. - Responses due at 2 PM.	<i>Readings:</i> Malory, 468-527 (“The Death of Arthur”) 3:00–3:50: Meeting Group 1 4:05–4:55: Meeting Group 2	<i>Readings:</i> Defoe, 1–51 (the first fifth of the novel) 4:05–4:50: Class meeting 4:50–4:55: Quiz 1 , on Malory
5	Feb 8	Feb 9	Feb 11
	<i>Assignments:</i> - Readings for tomorrow. - Responses due at 2 PM.	<i>Readings:</i> Defoe, 51–109 (the second fifth of the novel) 3:00–3:50: Meeting Group 1 4:05–4:55: Meeting Group 2	<i>Readings:</i> Defoe, 109–163 (the third fifth of the novel) 4:05–4:55: Class meeting

6	Feb 15	Feb 16	Feb 18
	<i>Assignments:</i> - Readings for tomorrow. - Responses due at 2 PM.	<i>Readings:</i> Defoe, 163–230 (the fourth fifth of the novel) 3:00–3:50: Meeting Group 1 4:05–4:55: Meeting Group 2	<i>Readings:</i> Defoe, 230–285 (the last fifth of the novel) 4:05–4:50: Class meeting 4:50–4:55: Quiz 2 , on Defoe
7	Feb 22	Feb 23	Feb 25
	<i>Assignments:</i> - Essay project	No class meeting. Work on your Essay project (due on Friday at 11:59 PM).	Recharge Day: no class meeting
8	Mar 1	Mar 2	Mar 4
	<i>Assignments:</i> - Readings for tomorrow. - Responses due at 2 PM.	<i>Readings:</i> Reeve: 1–35 (the first fourth of <i>The Old English Baron</i>) Reeve: excerpt from <i>The Progress of Romance</i> (on Canvas) 3:00–3:50: Meeting Group 1 4:05–4:55: Meeting Group 2	<i>Readings:</i> Reeve: 35–69 (the second fourth of <i>The Old English Baron</i>) 4:05–4:55: Class meeting
9	Mar 8	Mar 9	Mar 11
	<i>Assignments:</i> - Readings for tomorrow. - Responses due at 2 PM.	<i>Readings:</i> Reeve: 69–103 (the third fourth of <i>The Old English Baron</i>) 3:00–3:50: Meeting Group 1 4:05–4:55: Meeting Group 2	<i>Readings:</i> Reeve: 103–36 (the last fourth of <i>The Old English Baron</i>) 4:05–4:50: Class meeting 4:50–4:55: Quiz 3 , on Reeve
10	Mar 15	Mar 16	Mar 18
	<i>Assignments:</i> - Readings for tomorrow. - Responses due at 2 PM.	<i>Readings:</i> Austen, 1–49 (beginning to Vol. 1, Chapter 9) 3:00–3:50: Meeting Group 1 4:05–4:55: Meeting Group 2	<i>Readings:</i> Austen, 49–92 (Vol. 1, Chapters 10–15) 4:05–4:55: Class meeting
11	Mar 22	Mar 23	Mar 25
	<i>Assignments:</i> - Readings for tomorrow. - Responses due at 2 PM.	<i>Readings:</i> Austen, 93–139 (Vol. 2, Chapters 1–8) 3:00–3:50: Meeting Group 1 4:05–4:55: Meeting Group 2	<i>Readings:</i> Austen, 139–187 (Vol. 2, Chapters 9–16) 4:05–4:50: Class meeting 4:50–4:55: Quiz 4 , on Austen

12	Mar 29	Mar 30	Apr 1
	<i>Assignments:</i> - Readings for tomorrow. - Responses due at 2 PM.	<i>Readings:</i> Brontë: 1-73 (beginning to Vol. 1, Chapter 8) 3:00-3:50: Meeting Group 1 4:05-4:55: Meeting Group 2	<i>Readings:</i> Brontë: 73-148 (Vol. 1, Chapters 9-15) 4:05-4:55: Class meeting
13	Apr 5	Apr 6	Apr 8
	<i>Assignments:</i> - Readings for tomorrow. - Responses due at 2 PM.	<i>Readings:</i> Brontë: 149-214 (Vol. 2, Chapters 1-5) 3:00-3:50: Meeting Group 1 4:05-4:55: Meeting Group 2	<i>Readings:</i> Brontë: 214-288 (Vol. 2, Chapters 6-11) 4:05-4:55: Class meeting
14	Apr 12	Apr 13	Apr 15
	<i>Assignments:</i> - Readings for tomorrow. - Responses due at 2 PM.	<i>Readings:</i> Brontë: 289-366 (Vol. 3, Chapters 1-6) 3:00-3:50: Meeting Group 1 4:05-4:55: Meeting Group 2	<i>Readings:</i> Brontë: 366-440 (Vol. 3, Chapters 7-12) 4:05-4:50: Class meeting 4:50-4:55: Quiz 5 , on Brontë
15	Apr 19	Apr 20	April 21
		3:00-3:50: Last class meeting (both groups)	<i>Assignments:</i> 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/