

## Cover Sheet: Request 13353

### ENL 3XXX The Long Eighteenth Century: Themes and Interpretation

#### Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Roger Maioli dos Santos rmaiolidossantos@ufl.edu
Created	11/15/2018 5:23:14 PM
Updated	3/26/2019 9:07:31 AM
Description of request	Creation of new course on eighteenth-century British literature.

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - English 011608000	Sidney Dobrin		11/16/2018
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee recycles this request, with the following changes requested: 1) Change the course description from "special" to "rotating" topics; 2) specify the relevant course prefixes on the prerequisites (AML, ENL, etc.) for programming purposes; 3) change course objectives to specific and measurable items (see the CLAS CCC page for a helpful guide); 4) under weekly schedule of topics, there needs to be at least a sample weekly topic list; 5) add the UF course evaluation policy to the links and policies; 6) clarify how the attendance and participation grade is actually calculated.	12/20/2018
No document changes					
Department	Approved	CLAS - English 011608000	Sidney Dobrin		1/5/2019
No document changes					

Step	Status	Group	User	Comment	Updated
College	Conditionally Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The Committee conditionally approves this request, with the following changes needed: 1) please change repeatable credits from 2 to 6; 2) please add the link to the official UF policy on attendance, perhaps with this language: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <a href="https://catalog.ufl.edu/ugrad/regulations/info/attendance.aspx">https://catalog.ufl.edu/ugrad/regulations/info/attendance.aspx</a> ; 3) please remove the specific language about cellphones being turned off; 4) please remove the words "at the beginning of the semester" from the Special Accommodations policy, since student's need for accommodations may not always follow the academic calendar, and may arise at any time.	2/8/2019
No document changes					
Department	Approved	CLAS - English 011608000	Sidney Dobrin		2/11/2019
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		2/15/2019
No document changes					
University Curriculum Committee	Commented	PV - University Curriculum Committee (UCC)	Lee Morrison	Added to March 3-26 agenda.	3/22/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			3/22/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					

Step	Status	Group	User	Comment	Updated
Catalog					
No document changes					
College Notified					
No document changes					

## Course|New for request 13353

### Info

**Request:** ENL 3XXX The Long Eighteenth Century: Themes and Interpretation  
**Description of request:** Creation of new course on eighteenth-century British literature.  
**Submitter:** Roger Maioli dos Santos rmaiolidossantos@ufl.edu  
**Created:** 3/26/2019 9:07:02 AM  
**Form version:** 4

### Responses

**Recommended Prefix** ENL  
**Course Level** 3  
**Number** XXX  
**Category of Instruction** Intermediate  
**Lab Code** None  
**Course Title** The Long Eighteenth Century: Themes and Interpretation  
**Transcript Title** 18th Brit Lit Themes  
**Degree Type** Baccalaureate

**Delivery Method(s)** On-Campus  
**Co-Listing** No  
**Co-Listing Explanation** None.  
**Effective Term** Earliest Available  
**Effective Year** Earliest Available  
**Rotating Topic?** Yes  
**Repeatable Credit?** Yes  
**If repeatable, # total repeatable credit allowed** 6  
**Amount of Credit** 3

**S/U Only?** No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 3

**Course Description** Rotating topics courses on eighteenth-century British literature, with an emphasis on themes rather than genres. These include but are not limited to literature's engagement with social issues, material history, and the history of ideas. The instructor determines the breadth and focus of this course; refer to department website.

**Prerequisites** Six credits of English at the 1000/2000 level, or department permission.

**Co-requisites** None.

**Rationale and Placement in Curriculum** The English Department is currently updating its three course offers in eighteenth-century British literature. This involves three different course requests:

- 1) A request for modifying ENL 3112: The English Novel: Eighteenth Century
- 2) A request for creating a new course entitled The Long Eighteenth Century: Imaginative Genres.
- 3) A request for creating another new course entitled The Long Eighteenth Century: Themes and Interpretation.

The first of these three courses, ENL 3112, is part of a sequence of courses on the English novel which also includes ENL 3122 (on the nineteenth-century novel) and ENL 3132 (on the twentieth-century novel). We are modifying it for reasons explained in the respective request form.

The two new courses, in turn, are designed to replace two extant courses on eighteenth-century British literature (ENL 3230 and ENL 3350) that no longer reflect the way the period is conceived and taught. These two courses fall short in at least three ways:

- 1) They divide the 18th century into two halves: "The Age of Dryden and Pope" (ENL 3230) and "The Age of Johnson" (ENL 3350). This division does not allow for courses that combine readings from the early 1700s with readings from the late 1700s. By contrast, most courses in this area today treat the two halves as a single period entitled "The Long Eighteenth Century," and the themes most commonly

covered — from the evolution of literary genres to a wide range of socio-historical questions — trace lines of evolution that do not stop halfway through the century.

2) The course descriptions cite by name a small number of authors that remain important but no longer define the field, implicitly requiring that they be included in syllabi for courses that might be better served by focusing on different combinations of authors.

3) The two courses available are non-repeatable, which prevents students interested in the eighteenth century from pursuing it more closely as a field of specialization.

The solution we envisioned was to develop two new courses to replace the two old ones, and to frame them in ways that allow for a whole range of new courses without ruling out courses along more traditional formats.

This particular course, entitled “The Long Eighteenth Century: Themes and Interpretation,” complements the other two by focusing not on particular genres, but on literary and cultural themes that cut across generic distinctions. This includes courses on gender or race, on empire, on literary nonfiction, on the relationship between literature and philosophy, on literature and science, and on many other topics of relevance for eighteenth-century literary studies. Unlike the other two courses, this one may bring together works from a variety of different genres, including non-fiction. It also opens up the possibility of teaching interdisciplinary courses combining literature and philosophy, literature and science, or literature and book history. As an illustration, please find attached a course on the theme of “literature” in the eighteenth century. It investigates, by exposing students to a variety of genres, what “literature” meant for the eighteenth century and how it differed from later and contemporary conceptions of literature.

The other course, entitled “The Long Eighteenth Century: Imaginative Genres,” is designed to complement the course on the novel by covering other eighteenth-century imaginative genres such as poetry, drama, and non-novelistic prose fiction. For a fuller description, please see the relevant new course request.

All three courses are electives.

**Course Objectives** A student who successfully completes this course will be able to:

- Describe and interpret a variety of themes from the literary and cultural history of eighteenth-century Britain.
- Communicate in public and engage in group conversations critically but with respect for differences in opinion.
- Write analytical essays as well as shorter texts on literature and culture in the appropriate academic register.

**Course Textbook(s) and/or Other Assigned Reading** This will vary by course. Sources likely to be taught in these courses include the following among many others:

- Mary Astell, *Reflections Upon Marriage*
- Joseph Addison and Richard Steele, *The Spectator*
- Lady Mary Wortley Montagu, *The Embassy Letters*
- David Hume, *An Enquiry Concerning Human Understanding*
- Samuel Johnson, *The Major Works*
- James Boswell, *The Life of Samuel Johnson*
- Edward Gibbon, *The Decline and Fall of the Roman Empire*
- Mary Wollstonecraft, *A Vindication of the Rights of Woman*
- Olaudah Equiano, *The Interesting Narrative and Other Writings*

**Weekly Schedule of Topics** This is a sample weekly schedule for a course entitled “Literary Nonfiction: Classics of Eighteenth-Century Prose.”

WEEK 1

Thursday: Introduction.

#### WEEK 2

Tuesday: Discussion of Joseph Addison and Richard Steele, *The Spectator*, pages 197-215; 250-282

Thursday: Addison & Steele, 364-403

#### WEEK 3

Tuesday: Quiz on Addison and Steele; discussion of David Hume, *Enquiry concerning Human Understanding*, pages xxx-xxxv, 1-17, 169-175

Thursday: Hume, *Enquiry*, Hume, xxv-xl, 18-40

#### WEEK 4

Tuesday: Hume, *Enquiry*, xlii-xlvi, xlviii-xlix, 44-57, 76-78

Thursday: Hume, *Enquiry*, Hume, xlix-li, liii-lvi, 79-95, 109-20

#### WEEK 5

Tuesday: Quiz on Hume; discussion of Samuel Johnson, "The Rambler" #18, 39, 113, 114 148, 167, 170, 171, and "The Idler," #22

Thursday: Johnson, "The Rambler" 4, 121; *The Plays of William Shakespeare*, "Preface";

#### WEEK 6

Tuesday: Johnson, *A Dictionary of the English Language*, "Preface"; letter to Chesterfield (p. 782)

Thursday: Johnson, *The Rambler*, 60; *The Idler*, 84; *The Life of Addison* (pp. 634-676). Instructions on the Exam.

#### WEEK 7

Tuesday: Quiz on Johnson; discussion of James Boswell, *The Life of Samuel Johnson*, pages 35-122

Thursday: Midterm Examination

#### WEEK 8

Tuesday: Boswell, 124-280

Thursday: Boswell, 283-341

#### WEEK 9

Tuesday: Quiz on Boswell; discussion of Edward Gibbon, *The Decline and Fall of the Roman Empire*, pages 3-16 and 35-87

Thursday: Gibbon, 90-10

#### WEEK 10

Spring Break.

#### WEEK 11

Tuesday: Gibbon, 121-188

Thursday: Gibbon, 394-444

#### WEEK 12

Tuesday: Quiz on Gibbon; discussion of Mary Wollstonecraft, *A Vindication of the Rights of Woman*, pages 65-100

Thursday: Wollstonecraft, 100-150

#### WEEK 13

Tuesday: Wollstonecraft, 150-190

Thursday: Wollstonecraft, 191-283; Instructions on the final paper

#### WEEK 14

Tuesday: Quiz on Wollstonecraft; discussion of Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*, pages 31-94

Thursday: Equiano, 95-130

#### WEEK 15

Tuesday: Equiano, 131-193

Thursday: Equiano, 193-236

## WEEK 16

Tuesday: Conclusion

Wednesday: Final paper due

**Links and Policies** The requirements for this course fall all under several heads to be determined by the instructor. One possibility is to work with the following five heads: (a) attendance and participation, (b) quizzes, (c) weekly responses, (d) a midterm examination, and (e) a final essay. These five requirements are weighed as follows:

Attendance and participation:	20%
Quizzes:	20%
Weekly responses:	20%
Essay project:	20%
Final essay:	20%

Here are further details about each requirement, which can be adjusted by each instructor:

a) Attendance and participation. You begin the semester with 88 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. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

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 a series of 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.

d) 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 a few weeks before it is due. Late projects will lose a third of a letter grade per day that they are late.

e) Final essay. 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 a few weeks before it is due. Late essays will lose a third of a letter grade per day that they are late.

**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. Consult the course policy above for how your attendance will impact your grade.

**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.

**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/](http://www.ufsa.ufl.edu/faculty_staff/fees_resources_policies/addressing_sexual_misconduct/reporting_sexual_misconduct/)

- UF Online Course Evaluation Policy

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last 2-3 weeks of the semester. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

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

A	93–100	A-	90–92.9		
B+	87–89.9	B	83–86.9	B-	80–82.9
C+	77–79.9	C	73–76.9	C-	70–72.9
D+	67–69.9	D	63–66.9	D-	60–62.9
E	0–59.9				

**Instructor(s)** To be determined.



## Literary Nonfiction: Classics of Eighteenth-Century Prose

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THE LONG EIGHTEENTH-CENTURY: THEMES AND INTERPRETATION

[Course number] | [Semester]

[Meeting times] | [Classroom]

*Instructor:* Roger Maioli

*Email:* rmaiolidossantos@ufl.edu

*Office:* Turlington Hall, 4338

*Office hours:* TBD

### **COURSE DESCRIPTION (also available on the English department website)**

The philosopher David Hume once claimed to have been “seized very early with a passion for literature, which has been the ruling passion of my life.” In spite of his devotion to literature, however, Hume practiced none of the genres we now consider to be “literary”: he wrote no poetry, no plays, virtually no prose fiction. What, then, could Hume have meant by “literature”? This course treats this question as an invitation to investigate what literature meant for authors and readers in eighteenth-century Britain, and how that particular conception (or conceptions) of literature differ from modern ones. Our theme, in short, is the historical constitution and transformation of the thing called “literature.” As our readings will illustrate, many of the most distinguished British writers of the eighteenth century turned their talents towards forms of writing we no longer consider to be literary, such as philosophical treatises, biography, history, and political theory. In the hands of authors as distinct as David Hume, Edward Gibbon, Mary Wollstonecraft, and Olaudah Equiano, these apparently nonliterary works are nonetheless regarded as an integral part of the British *literary* heritage. In confronting this tradition, we will try to determine the essential features of what Hume called “literature,” consider its differences with literature as currently understood, and discuss the implications of these differences for literary studies.

## **COURSE OBJECTIVES**

A student who successfully completes this course will be able to:

- Describe and interpret a variety of themes from the literary and cultural history of eighteenth-century Britain.
- Communicate in public and engage in group conversations critically but with respect for differences in opinion.
- Write analytical essays as well as shorter texts on literature and culture in the appropriate academic register.

## **READINGS**

I will be uploading selections from Joseph Addison and Richard Steele's *Spectator* essays to Canvas. Other than that, we will be working with six required sources. It is highly recommended that you purchase the editions listed below. Other editions may work in the cases of Wollstonecraft and Equiano, but they will not work for Hume, Johnson, Boswell, or Gibbon. In these cases, please work with the editions listed below.

- 1)** David Hume, *An Enquiry Concerning Human Understanding*, ed. Peter Millican (Oxford: OUP, 2007).  
ISBN: 0199549907
- 2)** Samuel Johnson, *The Major Works*, ed. Donald Greene (Oxford: OUP, 2009).  
ISBN: 0199538336
- 3)** James Boswell, *The Life of Samuel Johnson*, ed. Christopher Hibbert (London: Penguin, 1979).  
ISBN: 0140431160
- 4)** Edward Gibbon, *The Decline and Fall of the Roman Empire: Abridged Edition*, ed. David Womersley (London: Penguin Classics, 1979).  
ISBN: 9780140437645
- 5)** Mary Wollstonecraft, *A Vindication of the Rights of Woman and A Vindication of the Rights of Man*, ed. Janet Todd (Oxford: OUP, 2009)  
ISBN: 019955546X
- 6)** Olaudah Equiano, *The Interesting Narrative and Other Writings*, ed. Vincent Carretta (London: Penguin Classics, 2003).  
ISBN: 0142437166

## Links and Policies

The requirements for this course fall all under several heads to be determined by the instructor. One possibility is to work with the following five heads: (a) attendance and participation, (b) quizzes, (c) weekly responses, (d) a midterm examination, and (e) a final essay. These five requirements are weighed as follows:

Attendance and participation:	20%
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Essay project:	20%
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Here are further details about each requirement, which can be adjusted by each instructor:

*a) Attendance and participation.* You begin the semester with 88 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. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

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*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 a series of 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.

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### **Grading Scheme**

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D+	67-69.9	D	63-66.9	D-	60-62.9
E	0-59.9				

## COURSE SCHEDULE

WEEK	TUESDAY (responses Group 1)	THURSDAY (responses Group 2)
1. Jan 3-5	NO CLASS	Introduction
2. Jan 10-12	Addison & Steele, 197-215; 250-282 (check Canvas)	Addison & Steele, 364-403
3. Jan 17-19	<a href="#">Quiz on Addison &amp; Steele</a> Hume, xxx-xxxv, 1-17, 169-175	Hume, xxv-xl, 18-40
4. Jan 24-26	Hume, xlii-xlvi, xlviii-xlix, 44-57, 76-78	Hume, xlix-li, liii-lvi, 79-95, 109-20
5. Jan 31, Feb 2	<a href="#">Quiz on Hume</a> Johnson, <i>The Rambler</i> 18, 39, 113, 114 148, 167, 170, 171, <i>The Idler</i> 22	Johnson, <i>The Rambler</i> 4, 121; <i>The Plays of William Shakespeare</i> , "Preface";
6. Feb 7-9	Johnson, <i>A Dictionary of the English Language</i> , "Preface"; letter to Chesterfield (p. 782)	Johnson, <i>The Rambler</i> , 60; <i>The Idler</i> , 84; <i>The Life of Addison</i> (pp. 634-676) Instructions on the Exam.
7. Feb 14-16	<a href="#">Quiz on Johnson</a> Boswell, 35-122	Boswell, 125-174 <b>MIDTERM EXAM</b>
8. Feb 21-23	Boswell, 174-280	Boswell, 283-341
9. Feb 28, Mar 2	<a href="#">Quiz on Boswell</a> Gibbon, 3-16, 35-87	Gibbon, 90-120
10. Mar 7-8	SPRING BREAK	SPRING BREAK
11. Mar 14-16	Gibbon, 121-188	Gibbon, 394-444
12. Mar 21-23	<a href="#">Quiz on Gibbon</a> Wollstonecraft, 65-149	Wollstonecraft, 150-190
13. Mar 28-30	Wollstonecraft, 191-283	NO CLASS MEETING
14. Apr 4-6	<a href="#">Quiz on Wollstonecraft</a> Equiano, 31-94	Equiano, 95-130 <b>ESSAY DUE ON April 7, at 11:59 PM</b>
15. Apr 11-13	Equiano, 131-193	Equiano, 193-236
16. Apr 18	<a href="#">Quiz on Equiano</a> Course evaluations; conclusion	NO CLASS

## **ADDITIONAL COURSE POLICY**

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