

Syllabus II
English 457/557: Victorian Literature
George Eliot's Rebellions
Fall 2019 -- CRN 16793

Professor Kaufman

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Office: PLC 327

Office Hours: Tuesdays 11-12, 3-5, and by appointment

Class Meetings: MWF 12-12:50

Classroom: 276 ED

Course Description

This course will delve deeply into George Eliot's last multi-plot novel, *Daniel Deronda* (1876). On the occasion of the 200th anniversary of her birth, the course will foreground one of the most distinguishing features of Eliot's life and work: her interest in sites and forms of rebellion. Published serially and set in 1865 during both the final years of the U.S. Civil War and the Morant Bay Rebellion in Jamaica, *Daniel Deronda* explores what it means for individuals to rebel or resist against social and political forces. This novel offers one of the best examples of Victorian realism, as it points directly and uncomfortably to pervasive forms of gendered and racist ideologies and those who resisted these forces. Our study will engage in a contrapuntal reading—that is, a reading in which we study the relations between the English setting and the global contexts from which Eliot draws critical force. Class discussions will consider difficult subject matter as we focus on Victorian realism and its aesthetics of racial, gender, and sexual violence in colonial and metropolitan spaces.

Learning Outcomes

By the end of the course you should be able to:

1. Read literary and cultural texts with discernment and comprehension and with an understanding of their generic conventions
2. Draw on relevant secondary sources to situate texts within their cultural, political, and historical contexts
3. Perform critical, formal analyses of literary and other cultural texts
4. Write focused, analytical essays in clear, professional, and grammatical prose
5. Employ logic, creativity, and interpretive skills to produce original, persuasive arguments
6. Employ primary and secondary sources, with proper acknowledgment and citation, as they contribute to a critical essay's thesis
7. Gain experience working collaboratively
8. Gain experience using digital tools to read literature

Required Texts (Available at the UO bookstore). Please get physical copies (not e-books!) of the edition specified below:

George Eliot, *Daniel Deronda* (Oxford University Press, second edition of 2014):
978-0199682867

Work & Assessment

15% Class participation in discussion and labs
30% Response Essays (1 & 2)
15% Response Essay 3
15% Group Presentation
25% Final take-home exam

Inclusive Learning Environments

If you have a documented disability and anticipate needing accommodations in this course, please meet with me as soon as possible, or by week 2. Please request that the Accessible Education Center send me a letter detailing your approved accommodations: 164 Oregon Hall, 541-346-1155, or uoaec@uoregon.edu.

Please Be Advised

Any UO faculty member who becomes aware of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence, or gender-based stalking is required to report that information to a supervisor or the Office of Affirmative Action and Equal Opportunity (<http://aeo.uoregon.edu/>). For confidential help, contact University Health Services (<http://healthcenter.uoregon.edu/>) or Sexual Assault Support Services (<http://sasslane.org/>).

Lecture Notes and Missed Classes

Classes may not be recorded or videotaped. Should you miss a lecture or discussion, it is your responsibility to obtain notes from a classmate. Missing a class should be a rare event. In no case should you take notes regularly for another student, unless you obtain the Professor's approval. However, comparing notes with a study partner or a small group could assist you with the course and clearly that kind of activity is good.

Tutoring Help

Programs, workshops, courses, tutors, and mentors are among the many resources the Teaching and Learning Center (<https://tlc.uoregon.edu/>) which provides help to students at the University of Oregon. You are *always* welcome to visit the Professor during office hours or by appointment if you'd like extra help with course work.

Academic Integrity

The University of Oregon values academic honesty. Students are informed of the University's expectations about conduct and academic honesty when they matriculate. You are here because you clearly have the ability to engage your own mind in rigorous intellectual work. Consult the [UO's Student Conduct Code](http://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code), also available here: <http://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code> for definitions of plagiarism and information on documentation should you need it. See your Professor should you have any concerns about documentation and/or academic honesty.

Cases of clearly established plagiarism or cheating will result in an assignment grade of "0" as a minimum penalty; all incidents will be reported to the Office of Student Conduct, as required by the English Department and University.

Professional Correspondence and Email

You should always use professional business protocols when writing to professors. Begin emails by addressing the person by their formal title and name (Dear Professor Smith,) and end by signing your name. Be sure to indicate which class you're taking with the professor (some of us teach hundreds of students in multiple courses). All email correspondence should be organized in reverse chronological order; the most recent email should appear on the top of the correspondence with cascading email below. An adjustment in the "settings" of your email will enable you to set this up as a default (so you only need to make the adjustment once). Do not delete previous emails in this conversation, as the recipient may wish to refresh their memory of what has been discussed.

Course Expectations and Details

Respect

Each person enrolled in this course is expected to help foster a community of respect. We will read controversial material and I expect that everyone will not always agree, or that your experiences may be much different from those you learn about in the course materials. It is therefore crucial that everyone listen carefully and contribute to class discussion in a thoughtful and respectful manner. I expect active participation from all members of the class.

Please turn cell phones to vibrate or off before class begins and silence any electronic equipment capable of interrupting class. The use of electronic social media during class time is prohibited.

Reading

This class will have some demanding (but fascinating!) reading assignments. We will move at a steady pace, and I expect everyone to keep up. **Please bring to each class the book/text we are reading for that day, paper, and a writing utensil.** To prepare for class you should read each night's assignment, take notes to help you keep track of plot and character details, write down questions or observations about the writing, and/or identify important or confusing passages. You should practice/develop a habit of reading slowly and working in an environment where you will not be distracted.

Quizzes

Unannounced quizzes happen. They tend to focus on the reading due on the day of the quiz. If you are absent on the day of a quiz, you cannot make it up (since it will be "pop"). However, you may drop one quiz grade from your quiz grade average. If you've missed one quiz, you can count it as your "dropped" quiz. The lowest quiz grade will be dropped. Quizzes will count toward your class participation grade.

Response Essays

Your 3 Response essays (2 pages each) should be uploaded directly to Canvas as a Word file. All written work should follow MLA formatting guidelines. See Purdue Owl for instructions on how to prepare your work accordingly:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html

Late work can be uploaded, but it will be counted as “late.” **Assignments will be docked 5 points for each day late.** Extensions and incompletes will be given only for documented emergencies. I do not accept written work submitted by email.

Attendance Policy

Class attendance is mandatory. Your regular attendance is vital to the goals of this course. You may miss two class meetings without penalty. *Your final grade will drop one-third of a letter grade for each subsequent absence unless you and the Professor have agreed upon alternative arrangements.* You are responsible for making sure your work is turned in on time despite absences. You are also required to attend class on time and to remain in the room for the duration of the class period. Please let me know in advance if you need to leave early or arrive late. Repeated late arrival or early departure will affect your final course grade.

Class Disruptions

Restrooms should be used prior to or following class to minimize classroom disruptions. If you have a medical situation requiring you to make regular visits to the restroom during class time please let me know during the first week of the term.

You may bring a water bottle, travel mug, or other closed container to class. Food should be consumed preceding or following class.

ASSIGNMENT SCHEDULE

Week 1

W 10/2 Introductions
F 10/4 Read “Said—Contrapuntal Reading” (Canvas)

Week 2

M 10/7 Due--*DD* Book I: The Spoiled Child
W 10/9 No Class in observance of Yom Kippur
F 10/11 Reading Lab #1

Week 3

M 10/14 Due--*DD* Book II: Meeting Streams
W 10/16 Discussion
F 10/18 Reading Lab #2
Response essay #1 due on Canvas at 6:00 PM

Week 4

M 10/21 Due--*DD* Book III: Maidens Choosing
W 10/23 Discussion
F 10/25 Reading Lab #3

Week 5

M 10/28 Due—*DD* Book IV: Gwendolyn gets her Choice
W 10/30 Discussion
F 11/1 Reading Lab #4—**BRING COMPUTERS TO CLASS**
Response essay #2 due on Canvas at 6:00 PM

Week 6

M 11/4 Due—*DD* Book V: Mordecai
W 11/6 Discussion
F 11/8 Discussion

Week 7

M 11/11 Due—*DD* Book VI: Revelations
W 11/13 Discussion
F 11/15 Reading Lab #5 --**BRING COMPUTER TO CLASS**

Week 8

M 11/18 Due—*DD* Book VII: The Mother and the Son
W 11/20 Discussion
F 11/22 George Eliot's birthday; Discussion continued

Week 9

M 11/25 Due—*DD* Book VIII: Fruit and Seed
W 11/27 Discussion. **Response essay #3 due on Canvas at 3:00 PM** (note the time)
F 11/29 Thanksgiving

Week 10

M 12/2 Presentations & Discussion
W 12/4 Presentations & Discussion
F 12/6 Presentations & Discussion; Exam distributed

Take home exam should be uploaded to Canvas by Monday, December 9 at 6PM.

COURSEWORK

All work completed for this course should follow MLA guidelines. See Purdue Owl for instructions on how to prepare your work accordingly:
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html

Written work will be turned in on Canvas (essays); or on paper if assigned during class time (such as a pop quiz).

Reading Labs

Reading Lab #1: Slow Reading and Victorian Dip Pen Exercise

Reading Lab #2: Close Reading: Words

Reading Lab #3: Character Assignment and Group Meeting (words/character/evidence)

Reading Lab #4: Distant Reading: Voyant and Dynamic Texts

Reading Lab #5: Group Meeting (character/evidence)

Response Essays

Response essays should be composed in polished prose with a clearly identified introduction.

Essays (2 pages min.) should follow MLA format. A Works Cited page is necessary only if you use secondary sources in your essay.

Essay #1: Find a single passage/paragraph from Book I or II of *Daniel Deronda* that offers a vivid description of a character. What does the writing (words, allusions, tone, imagery, punctuation, sentence structure, etc.) enable you to understand about that character? What is noteworthy about the features emphasized, omitted, or mentioned in the passage? What does this passage enable you to understand about the character's identity or thought process at this early stage of the novel? Be sure to indicate the page reference for your quote!

Essay #2: Following the arrival of Lydia Glasher's package and letter (page 300), the narrator wonders if Gwendolyn's behavior is a sign of madness. How does the writing in this passage (300-301) construct Gwendolyn's interiority? And how do we understand the narrator's choice to raise the possibility of madness with a question? Who or what is questioned by that syntax—Gwendolyn, the concept of madness, or something else?

Essay #3: This response essay should be co-authored by members of the group (you'll get a single grade as a group). All essays should include answers to the following three sets of questions:

Question 1: Write a paragraph description of your assigned character. Your paragraph should include specific details that illuminate the particular features of this character's situation (in life) and ways of thinking/seeing the world.

Question 2: Write a paragraph in which you explain how your character rebels or resists the dominant cultural world(s) they inhabit. What ideas or forces does the character resist? What does their resistance suggest about the character's identity, perspective, or quality of thought?

Question 3: First, describe how you see the character changing in the chapters where we meet them. Next, explain how the character changes in relation to their rebellious or resistant behavior. Is this resistance/rebellion a good thing for this character's development in the novel? Or do their acts of resistance break them in some way? How? Why? What do you hear Eliot suggesting about acts of resistant through the depiction of your character? (Hint: You may need more than a paragraph to answer these questions)

Final Take-Home Exam You will be asked to write a response to *Daniel Deronda* that draws from content studied in this course. If you draw from secondary sources you'll need to cite them in your Works Cited page. If you discuss *Daniel Deronda* exclusively, and you're using the edition ordered for this course, simply include page numbers in parentheses following quoted material (meaning, no need for a Works Cited page if you're *just* using the novel in your discussion).

Plagiarism Guide

Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas from published and unpublished sources, including but not limited to ideas from peers, instructors, and family members). If there is any question about whether an act constitutes academic misconduct, it is the student's obligation to consult their Professor for guidance prior to turning in work.

Additional information about a common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism. Plagiarism is the use of another person's words or ideas without due acknowledgment. Plagiarism may be intentional or unintentional, and it may involve using published or unpublished work by others without giving credit. You should always provide a list of references, or a Works Cited list, containing full citation information. See Purdue OWL for a guide for preparing a list of Works Cited using MLA format.

Vericite is a plagiarism detection service employed by the UO that identifies potentially plagiarized or improperly cited text. The service automatically checks submitted work against an index of online sources. Vericite is activated on Canvas course sites.