

**FACULTY OF ARTS
DEPARTMENT OF ENGLISH
COURSE OUTLINE**

**Literature of the Early Eighteenth Century
ENGL433 Lecture 01**

Instructor: Dr. Morgan Vanek

Office: SS1106

Office hours: F8:30 – 9:30 a.m. or by appointment

Email: morgan.vanek@ucalgary.ca

Class meetings: TR 12:30-1:45

Room: SA235

Course website: <https://d2l.ucalgary.ca/>

Course description & learning objectives

The years between 1660 and 1783 marked a period of unprecedented change in the lives of English readers. The Restoration had transformed the relationship between the monarch, Parliament, and the people of England. London witnessed a massive population increase, and with it an explosion of new commerce, print culture, and class conflict. British explorers circled the globe, forging a new national self-image through colonial domination and the expansion of trade – and together, the microscope, telescope, and rise of empiricism opened new worlds, big and small, to individual investigation.

This course will explore the methods that the writers of the Restoration and early eighteenth century developed to describe this changing world and define their place within it. Beginning with texts that test (or mock) the limits of inherited literary forms, we'll compare comic, allegorical, and satirical treatments of the new political and economic order of urban life; we'll track changing theories of "character" as they are used to define the new public sphere and private self; and we'll explore how these forces together helped to fuel the rise of the novel. At mid-term, we'll look more closely at the new forms developed to debate the role of work, wages, and women in this new world, and you'll be invited to engage with a range of influential critical perspectives on the political implications of these changes. By the end of this course, you will be able to recognize and articulate the major aesthetic and political movements in early eighteenth-century literature, and you will have developed the critical skills and vocabulary you will need to debate how these Enlightenment forms and terms of inquiry continue to structure our world today.

Required reading

- *The Norton Anthology of English Literature: Volume C – The Restoration and the Eighteenth Century* (9th ed.)
- Defoe, *Roxana* (ed. Mullan, Oxford World's Classics)

These texts will be available at the University of Calgary Bookstore (2500 University Drive NW), and any supplementary readings will be posted on D2L. All readings will also be available on course reserve at the Taylor Family Digital Library; the loan period for each reserve text is 2 hours.

Recommended reading

You might also find the following reference guides useful this term:

- *MLA Handbook for Writers of Research Papers* (8th edition)

- Abrams, *A Glossary of Literary Terms* (7th ed. or later)
- Graff and Birkenstein, *“They Say / I Say” The Moves That Matter in Academic Writing* (3rd ed.)

Method of evaluation

<i>Assignment</i>	<i>Due date</i>	<i>Weight</i>
Participation	Every day!	5%
Reading Reflections	Weekly (10)	5%
Sparking Group presentation	TBA	5%
Peer review workshops		10%
Close reading (draft)	Sept. 29	
Reverse skeleton	Oct. 20	
Introductory paragraph (draft)	Nov. 8	
Critical analysis		
Close reading (500-700 words)	Oct. 6	20%
Critical review (worksheet)	Oct. 27	5%
Final essay (1500-2000 words)	Nov. 17	25%
Registrar-scheduled exam	TBA	25%

Participation assignments (35%)

Participation (5%)

Because the success of our course – and your learning experience – depends on your thoughtful participation, this part of your grade will be assessed holistically. You will not be penalized for being absent, but just showing up is not a sufficient contribution to the class. On the first day of class, you will receive a participation rubric that will explain how to demonstrate your active and substantial engagement in the course: by making insightful and constructive contributions to our class discussion, by demonstrating that you are actively listening to your peers, and by consistently arriving prepared with questions and ideas to share. At mid-term and at the end of term, you will have an opportunity to assess your own participation using this rubric, and your final participation grade will incorporate these self-assessments. To make the most of our time together, please bring your books with you to class.

Reading Reflections (15%)

Once each week, you are required to post one comment to our course blog, *The Libertine*, towards a total of TEN (10) comments over the course of the term. At least FIVE (5) of the comments you post must be intended to start a new conversation; in these comments, you might ask a question, posit an original interpretation, hypothesize about how two (or more) of the authors we’ve read might debate a major course theme, or otherwise open a new avenue of inquiry. Up to FIVE (5) of your total comments, however, can be responses to your classmates’ posts; in these comments, you might answer a question that someone else has posed, or present a counter-point or alternative interpretation to contribute to a conversation that has already started. Your post for each week is due by 5:00 p.m. on Friday. These Reading Reflections will be marked for completion (‘Complete’/ ‘Incomplete’), and we will use the conversation unfolding on the blog to guide our in-class discussion.

Sparking Group presentation (5%)

Once during the term, you will be responsible for facilitating an in-class conversation as part of a Sparking Group. A few weeks before your group is scheduled to present, you should begin to meet outside of class to discuss the readings, and then collectively prepare 2-3 discussion questions on the

material assigned. Outside of completing the assigned readings, you do not have to do any extra research to develop your questions, nor are you required to have answers to the questions you raise.

These 'Sparking Questions' must be submitted on the Friday before the class in which the material will be addressed, though the group is also welcome to send the questions to me earlier for discussion or direction. On Monday, I will post your Sparking Questions on D2L, and all students will be expected to have read and considered them by the time we meet again on Tuesday or Thursday afternoon.

Peer review workshops (10%)

This course will also include three peer review workshops. To prepare, you should bring one copy of the piece of writing required to class (e.g. one copy of your introductory paragraph for Nov. 8), and submit one copy online to be marked for completion. If you must be absent for one of these workshops, you should submit your assignment before the class that you will miss; for exceptions in the case of serious illness, you should submit a doctor's note along with your assignment.

Writing Assignments (50%)

The work that you complete towards your final essay will be worth 50% of your total grade, but you will prepare and submit this writing in three stages:

- First, you will choose a possible central text, and then perform a brief close reading in order to identify 2-3 research questions to guide your future work; this close reading is worth 20% of your final mark, and is due on October 6.
- Next, you will prepare a critical review, identifying and evaluating the argument of one other scholarly article (or book chapter) on your research topic or chosen text, and you will revise your research questions; a worksheet that summarizes this review will be due on October 27 and marked for completion (worth 5%).
- Finally, you will combine these approaches to draft your final essay, a critical analysis that identifies and articulates the stakes of an interesting interpretative problem, respectfully engages with at least one other critical work that addresses that problem, and presents a clear and focused close reading to illustrate your contribution to that scholarly debate. Your final draft of your essay is worth 25% of your total mark, and will be due on November 17.

Please note: There is also a creative option for the final step of this assignment.

Exam (25%)

The final exam for this course will be in three parts.

- Part I will ask you to perform a close reading of an unfamiliar piece of eighteenth-century literature. You should use the Reading Reflections posted on our course blog and your notes on our in-class discussions to prepare.
- Part II will ask you to perform four brief close readings of familiar texts. You should find the work you have done towards your final essay helpful here, as the most successful answers will demonstrate that you are able to push your thinking beyond the terms of our in-class discussion.
- Part III will invite you to write an essay that stages a debate among at least two of our assigned texts. I will choose the essay prompts on the exam from a list of six possible prompts available on our

course website before the end of term – though you could also review your responses to our complete list of Sparking Group questions to study for this section of the exam.

This exam will not be open book. Because the exam will be registrar-scheduled, you must be available for examinations up to the last day of the examination period (December 12-22).

Policies & Guidelines

Respectful Classroom Conduct

In order to create an atmosphere conducive to respectful conversation and the free exchange of ideas, please be considerate of your peers. We expect you to arrive on time and prepared for class, to keep from interrupting one another, and to give your full attention to our discussion. Rudeness, slurs, derogatory language, or personal attacks are not permitted. At mid-term, you will have an opportunity to complete an anonymous evaluation to register your feelings about the progress of the course – and you are always welcome to make an appointment to discuss any other concerns about the class during office hours.

Talking (and Writing) About Difficult Subjects

Some of the texts assigned for this course – and many of our in-class discussions – will ask you to think critically about the literary treatment of racialized violence, sexual coercion, and other forms of structural oppression. If you find this work especially uncomfortable, or you would like to talk privately about how literary critics learn to engage with material that we find personally difficult to read, I hope that you will visit my office hours. In the meantime, please remember that each member of our course will bring different experiences with this material into the classroom – so let's approach each of our class discussions with patience and respect for one another, and do our best to take care of ourselves.

Office Hours & Email

All updates regarding readings or changes to the schedule will be posted on D2L. When e-mailing me with questions, please use your University of Calgary email address and put the course code [ENG433] in your subject heading to ensure a prompt reply. Please note that I do not check my email regularly after 7:00 p.m. or on weekends.

At least one week before each assignment is due, I will circulate a sign-up sheet for appointments during office hours. Most of these office hours will be just after our class meetings (Tues. and Thurs., 2:30-3:30 p.m.), or by appointment. You will be able to find me in room SS1106 (down the hallway to the left of the elevators).

Late Assignments

Assignments must be submitted online as a PDF (.pdf) before the beginning of lecture on the day that they are due. Any work submitted afterwards will lose 2% per business day (to a maximum of 5 days, after which point the essay will receive a mark of 0%). There are no extensions. In the case of serious illness, please email me as soon as possible to discuss an alternate submission date, and plan to submit a doctor's note along with your assignment. Late papers should also be submitted online as a PDF (.pdf).

Deferral of term work and final examinations

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, you must complete an Application of Deferral of Term Work form. For more information, refer to [the University Calendar site on the Deferral of Final Examinations](#). See [Calendar](#).

Academic regulations and schedules

Consult [the University Calendar](#) for course information, university and faculty regulations, dates, deadlines and schedules, student, faculty and university rights and responsibilities.

Grade appeals

Consult [the University Calendar site on the Reappraisal of Grades](#) and request advice from the English Department office, SS 1152. Please note that “mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision.”

Grading system

In this course, all essays, midterms, and exams will receive a numerical grade, which can be converted to the [University of Calgary's four-point Undergraduate Grading System](#) using the following scale:

90 + %	A+	4.0
85 – 89 %	A	4.0
80 – 84 %	A–	3.7
77 – 79 %	B+	3.3
74 – 76 %	B	3.0
70 – 73 %	B–	2.7
67 – 69 %	C+	2.3
64 – 66 %	C	2.0
60 – 63 %	C–	1.7
55 – 59 %	D+	1.3
50 – 54 %	D	1.0
0 – 49 %	F	0

Please note: although the A+ is solely an honorific that entails no additional points in the four-point system, I will use this mark to distinguish superlative work that exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality.

Students do not need to complete every assignment in order to pass this course.

Academic Integrity

Plagiarism, even where it is unintentional, is a serious academic offense. Please read the following information carefully. The penalty routinely recommended by the English Department for documented plagiarism is failure of the course in which the offence occurred; academic probation is also routinely applied at the Faculty level. Suspension or expulsion can result from severe or repeated plagiarism.

The University Calendar states:

1. Plagiarism - Essentially plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:

- (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- (b) parts of the work are taken from another source without reference to the original author,
- (c) the whole work (e.g., an essay) is copied from another source, and/or,
- (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs when direct quotations are taken from a source without specific acknowledgement, or when original ideas or data from the source are not acknowledged. Citing your sources in a bibliography is not enough, because a bibliography does not establish which parts of a student's work are taken from other sources. MLA (Modern Language Association) documentation or other recognized forms of citation must be used for this purpose. Advice on adequate documentation can be found [here](#).

Department of English Statement on Principles of Conduct

According to [the University Calendar](#), "The University of Calgary community has undertaken to be guided by the following statements of purpose and values: to promote free inquiry and debate, to act as a community of scholars, ..., to respect, appreciate, and encourage diversity, [and] to display care and concern for community". The Department of English, like the university as a whole, is committed to a "positive and productive learning and working environment." This environment is characterized by appreciation and encouragement of diversity and respect for the dignity of all persons: students, support staff, and faculty. The department will not tolerate unacceptable behaviour, such as threatening gestures, threatening or abusive verbal or written communication (including e-mails), or any conduct that "seriously disrupts the lawful education and related activities of students and/or university staff." Any cases of such misconduct should be reported immediately to the department Head, who, depending on the nature and severity of the incident, may then take further appropriate action.

Student Support

Accessibility Services

If you have a disability or any other concern about your ability to fully participate in this class, please contact Student Accessibility Services at (403) 220-8237, or refer to [this website](#) for their hours and location. If you require accommodations related to your coursework based on a protected ground other than disability, the University [Student Accommodation Policy](#) requires you to communicate this need in writing. If you contact Student Accessibility Services using the information listed above, their counselors can help you process the request and issue letters of accommodation to your instructors.

Academic and Personal Counseling

University can be a stressful time. If you are experiencing difficulty adjusting to university life, coping with anxiety or depression, or just want help developing good time- and stress- management skills, please contact [the Wellness Centre](#) to set up an appointment. Alternatively, you can work on your note-taking, essay writing, and exam preparation skills at [the Student Success Centre](#).

Faculty of Arts Program Advising and Student Information Resources

For program planning and advice, contact the Student Success Centre at (403) 220-5881 or visit them on the 3rd Floor of the Taylor Family Digital Library. For registration (add/drop/swap), paying fees and

assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block. You can also visit [the Faculty of Arts website](#) for more detailed information on common academic concerns. You can reach the Student Ombudsman's Office [here](#).

Writing Centres

Learning to write well is an important part of this course, and I hope to provide you with plenty of support in this effort. If you feel like you would benefit from additional support, however, please consult [the Writing Support section](#) of the Student Success Centre website for a list of online and workshop writing supports for University of Calgary students.

Library and Research Support

You can find the English library and research guide [here](#). Christie Hurrell, Interim Librarian for English, offers research support to students, including strategies for finding articles, books, and other library materials. You can contact her at christie.hurrell@ucalgary.ca.

English Department Website

For more information about courses, programs, policies, events and contacts in the Department of English, please visit the department's [website](#). Please note that the course outlines posted on the English Department website constitute the official course outline for purposes of appeals, so you should verify any hard copies against this posted version. For courses which employ numerical grades, the official departmental percentage to letter grade conversion scale is also posted on the department website. You can also follow the Department of English on [Facebook](#) & [Twitter](#).

Scribe and Muse Club for English Students

The [Scribe and Muse Reading and Writing Club \(SMRWC\)](#) fosters and champions reading and writing through community service, leadership, and engagement. SMRWC also strives to enhance the academic and social experience of undergraduate students by promoting academic excellence and interaction between students, faculty, and the community, through social, cultural, and academic events. You can contact SMRWC at smecuofc@gmail.com.

Contact for Students Union Representatives for the Faculty of Arts

arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca

Emergency Evacuation/Assembly Points

In the event of an emergency during our class, please assemble at one of the locations identified [here](#). The Social Science – Food Court is the Assembly Point closest to our classroom.

“Safewalk” Program

Day or night, you can contact [Campus Security](#) at (403) 220-5333 for assistance or an escort through the “Safewalk” Program. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

Freedom of Information and Protection of Privacy Act

As a publicly funded institution, the University of Calgary is under the jurisdiction of the provincial *Freedom of Information and Protection of Privacy* (FOIP) Act in all aspects of its

operations as a publicly funded institution. For more information, please contact [the Legal Services office](#).

Contact Information

For notes & emergencies, please collect the contact information for each member of your Sparking Group:

1. _____

3. _____

2. _____

4. _____

Course Reading & Assignment Schedule

Date	Text for discussion	Page	Assignments due
Week 1			
Sept. 13	Introduction & syllabus review		
Sept. 15	Wilmot, Second Earl of Rochester, "The Imperfect Enjoyment" (1679); Behn, "The Disappointment" (1680)	Norton Anthology (NA) 2298-2300; NA 2310-2313	
Week 2			
Sept. 20	Behn, <i>Oroonoko</i> (1688)	NA 2313-2358	
Sept. 22	Behn, <i>Oroonoko</i> (1688); Steele, <i>The Spectator</i> II [Inkle and Yarico] (1711)	NA 2313-2358; NA 2647-2649	
Week 3			
Sept. 27	Dryden, <i>Absalom and Achitophel: A Poem</i> (1681)	NA 2212-2236	
Sept. 29	Dryden, <i>Absalom and Achitophel: A Poem</i> (1681)	NA 2212-2236	Peer review workshop #1: Close reading
Week 4			
Oct. 4	Steele, <i>The Spectator</i> 2 [The Spectator's Club] (1711); Addison, <i>The Spectator</i> 10 [The Aims of the <i>Spectator</i>] (1711); Addison, <i>The Spectator</i> 69 [The Royal Exchange] (1711); Addison, <i>The Spectator</i> 62 [Wit: True, False, Mixed] (1711) Montagu, <i>The Nonsense of Common-Sense</i> 5 [On Publishing] (1738); Richardson, <i>The Rambler</i> 97 [Change in the Manners of Women] (1751); Johnson, <i>The Rambler</i> 114 [On Capital Punishment] (1751); Brooke, <i>The Old Maid</i> 13 [The Foundling Hospital] (1756)	NA 2641-2644; NA 2644-2646; NA2649-2652; NA2652-2656 D2L	

*Oct. 6	Montagu, from <i>The Turkish Embassy Letters</i> (1763)	D2L	DUE: Close reading
Week 5			
Oct. 11	Pope, <i>The Rape of the Lock</i> (1717)	NA 2685-2704	
Oct. 13	Pope, <i>The Rape of the Lock</i> (1717); Pope, "Epistle to Dr. Arbuthnot" (1735)	NA 2685-2704; NA 2721-2732	Sparking Group A
Week 6			
Oct. 18	Gay, <i>The Beggar's Opera</i> (1728)	NA 2787-2833	
Oct. 20	Gay, <i>The Beggar's Opera</i> (1728) Richardson, "John Gay, <i>The Beggar's Opera</i> , and Forms of Resistance" (2000) (for reverse skeleton)	NA 2787-2833 D2L	Peer review workshop #2: Reverse skeleton
Week 7			
Oct. 25	Haywood, "Fantomina, or Love in a Maze" (1725)	NA 2740-2758	Sparking Group B
*Oct. 27	NOTE: No class meeting; lecture posted on D2L. Haywood, "Fantomina, or Love in a Maze" (1725); Haywood, from <i>The Female Spectator</i> [Erminia] (1744)	NA2740-2758; D2L	DUE: Critical review worksheet
Week 8			
Nov. 1	Defoe, <i>A True Relation of the Apparition of One Mrs. Veal</i> (1705); "Companion Readings" (Lukyn, Gray & Bargrave)	D2L	Sparking Group C
Nov. 3	Astell, from <i>Some Reflections Upon Marriage</i> (1700); Montagu, "Epistle from Mrs. Yonge to Her Husband" (1724) Defoe, <i>Roxana</i> (1724)	NA 2421-2424; NA 2763-2765 Oxford, to p. 57	Sparking Group D

Week 9			
Nov. 8	Defoe, <i>Roxana</i> (1724)	Oxford, p. 57-143	Peer review workshop #3: Introductory paragraph
FALL BREAK (No class meeting on Nov. 10)			
Week 10			
Nov. 15	Defoe, <i>Roxana</i> (1724)	Oxford, p. 143-224	
*Nov. 17	Defoe, <i>Roxana</i> (1724)	Oxford, p. 224 to end	DUE: Final essay
Week 11			
Nov. 22	Hogarth, <i>A Harlot's Progress</i> (en. 1732); Hogarth, <i>Marriage A-la-Mode</i> (en. 1745)	D2L; NA 2835-2840	Sparking Group E
Nov. 24	Swift, "The Lady's Dressing Room" (1732) Montagu, "The Reasons that Induced Dr. S. to write a Poem called The Lady's Dressing Room" (1734) Pope, "Epistle 2. To a Lady" (1735, 1744) Ingram, "An Epistle to Mr. Pope" (1736)	NA 2767-2770; NA 2770-2772 NA 2773 -2779; NA 2780-2783	Sparking Group F
Week 12			
Nov. 29	Duck, "The Thresher's Labour" (1736)	D2L	Outstanding Questions
Dec. 1	Collier, "The Woman's Labour, to Mr. Stephen Duck" (1739) Hands, "On the Supposition of an Advertisement Appearing in a Morning Paper, of the Publication of a Volume of Poems, by a Servant Maid" (1789) Prior, "An Epitaph" (1718) Barber, "An Unanswerable Apology for the Rich" (1734)	D2L NA 2440-2442; NA 2446-2447	Sparking Group G

Week 13			
Dec. 6	Johnson, <i>The History of Rasselas, Prince of Abyssinia</i> (1759)	NA 2857-2926	Sparking Group H
Dec. 8	Johnson, "The Vanity of Human Wishes" (1749)	NA 2843-2851	Exam review
EXAM PERIOD			