

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

ENGLISH 609.76: TOPICS IN A LITERARY PERIOD

Course Title: Financial Futures, Past and Present: Literature of the South Sea Bubble

Class Date and Time: R 9:30 a.m. – 12:15 p.m. (Winter 2019)

Room: SS1015

Instructor: Dr. Morgan Vanek

Email: morgan.vanek@ucalgary.ca

Office hours: T/R 2:00-3:00 p.m.

Office: SS1106

Course description

In 1720, London witnessed its first major financial crash. The South Sea Bubble burst, the stock market plummeted, and the public sphere exploded with new writing – from periodical essays and plays to legislation – that aimed to expose and curtail the corruption, self-interest, and stock-jobbing many blamed for the crash. In this course, we'll examine both the new literary genres and the many forms of economic and financial writing that flourished in the years just before and after this crash (1710-1725), with a focus on how these genres – from satire to the realistic novel to, as Mary Poovey has argued, money itself – taught their readers to think about the nature of the risks associated with credit, debt, and speculation.

Keeping an eye on what the precarious economic conditions of the present have inherited from this moment when finance was new, we'll trace both these forms and the wide range of metaphors for risk that the South Sea Bubble generated from its expansion through its collapse and afterlife – and then we'll look forward, taking up the central questions of an emerging body of writing about the relationship between the Anthropocene and the logic of capital. If, as Jason Moore argues, the present climate crisis represents an “epochal...breakdown of the strategies and relations that have sustained capital accumulation through the past five centuries,” the forms of writing that produced and were produced by the South Sea Bubble represent a newly important archive, not just for what they reveal of the structures of thought underpinning the “strategies and relations” Moore describes here, but for the alternatives they represent. Of all the threats that this literature of the South Sea Bubble sought to expose and contain, we'll ask, are there any we might want to awaken now?

Required readings

- Defoe, *Robinson Crusoe* (Broadview, ed. Davis)

Additional primary texts will include works by William Hogarth (*South Sea Scheme*), Jonathan Swift (“The Bubble,” and other poems), John Gay (*The Beggar's Opera*), John Locke (from *Two Treatises of Government*), James Grainger (*The Sugar-Cane*), and Adam Smith (from *The Wealth of Nations*), as well as other ephemeral literature by Defoe (“The Villainy of the Stockjobbers Detected”). Theoretical and critical readings will include work by Appadurai, Arrighi, Baucom, Lowe, Malm, Marx, Moore, Nixon, Piketty, and Weber, as well as foundational studies in economic criticism by Poovey, Mitchell, and Osten and Woodmansee. Supplementary readings on eighteenth-century debt and credit cultures by Brantlinger, Sherman, Thompson, Nicholson, Finn, and Lynch will be available on D2L.

Recommended: *MLA Handbook for Writers of Research Papers* (8th ed.)

Assignments and evaluation

<i>Assignment</i>	<i>Due date</i>	<i>Weight</i>
Discussion Questions (x 10)	Weekly	20%
Encyclopedia entry (500 words)	Feb. 28	10%
Presentation: Key words (7 min.)	Feb. 27	3%
Proposal (500 words) & Annotated Bibliography (7 entries)	Mar. 15	15%
Peer Review (3 worksheets)	Mar. 24	10%
Research Essay (4500-5000 words)	Apr. 5	30%
Position Paper (1000 words)	Apr. 13	5%
Presentation: Inheritances (5 min.)	Apr. 12	2%
Participation (incl. 2 self-evaluations)	Weekly	5%

Assignment details

Please note: Additional instructions and assessment details (rubrics) for each of the following assignments will be provided in class.

Discussion Questions (20%)

Once each week (for 10 weeks), you will be required to submit a question to prompt class discussion about any dimension of the assigned reading. These questions should be clear, concrete, open-ended, and interesting. These questions must be submitted by email by noon on the Tuesday before the class in which the assigned material will be addressed. On Tuesday evening, I will share a list of these questions with the class, and you should be prepared to address any of them (in any order) during our class meeting on Thursday. For the first six weeks of class, however, I will also ask for 1-2 volunteers to pose the first questions for discussion and 1-2 volunteers to be prepared to address these initial questions. Each question – which will be graded for both completion and sophistication – is worth 2% of your final grade.

Encyclopedia Entry (10%) & Key Word Presentation (3%)

At the end of our class meetings in Weeks 2 to 6, we will brainstorm key words related to our central course theme (literature of the South Sea Bubble, and what it can teach us about the relationship between economic and ecological crises of both the past and present). Before Reading Week, you will select one of these key words to investigate, and prepare an encyclopedia entry to illustrate that concept. The objective of this entry is to define this term – and its significance to economic criticism – in more detail than we have done so far in class, and to identify additional primary sources and secondary readings related to this term to supplement what appears on the syllabus. During Week 7, you will prepare a brief (7-minute) presentation about your entry, and share it (along with a visual aid) with the class. Your encyclopedia entries will be due by 11:59 p.m. the day after these presentations in class, and all entries, when complete, will be shared on a public Wordpress site (*Literature of the South Sea Bubble: Key Words*).

Proposal (5%) & Annotated Bibliography (10%)

This assignment represents the first two steps of your major research project for this course.

- In your **proposal** (approx. 500 words), you should identify a contemporary issue relevant to our course theme (most broadly, the relationship between economic and ecological crisis), and speculate about its possible eighteenth-century origins. (Please note, however, that approaches to this project can range widely, and creativity is encouraged: for instance, you might choose to investigate a straightforward connection, like the relationship between notions of insurance in the past and present, but you also might choose to focus on the relationship between a literary form that flourished in the early eighteenth century and a way of thinking – encouraged by this form – that has appears to have become entrenched in the present.) Whatever direction you choose, however, your proposal should be clear, concrete, and original; it should clearly identify the stakes of this issue, and conclude with 2-3 questions to guide your future research.
- In your **annotated bibliography**, you should identify 7 sources that illustrate the direction you will take to investigate the questions set out in your proposal. At least two of these sources should be primary sources, and at least one of these primary sources should be an eighteenth-century text that is not included on the course syllabus. Each entry should include an annotation of about 100-200 words, briefly describing the argument of the text, its relevance to your project, and its relationship to at least one other text in your bibliography.

Peer Review (10%)

This assignment represents the third step of your major research project for this course. In Week 10, you will be required to bring to class two copies of a full but rough draft of the research paper that you have prepared (based on your proposal) to exchange with two of your peers. Using a worksheet to guide you, you will then review your peers' work and offer clear and constructive criticism. Once you have reviewed one another's work, you will meet briefly to discuss your feedback, and then, using another worksheet, you will prepare your response to the feedback you've received. To complete this assignment, you will submit a hard copy of your essay, along with your two peer reviewers' remarks and your response, to my mailbox on the 11th floor by or before Mar. 24. These packages will be graded for both completion and sophistication and returned in class on Mar. 28.

Research Essay (30%)

This is the fourth step of your major research project for this course. By the end of term, you will be required to submit a 4500-5000-word research essay on the eighteenth-century origins of a contemporary issue relevant to our central course theme (which is, as above, the relationship between ecological and economic crises). This article should be accompanied by a brief abstract (150-200 words), and by a note identifying at least one appropriate academic venue for its publication. An assessment rubric and additional instructions will be provided in class.

Position Paper (5%) & Presentation (2%)

This is the final step of your major research project for this course. At the end of term, you will be required to prepare a position paper, addressed to a contemporary think tank (or other public-facing research entity), that outlines a policy recommendation inspired by your research. This position paper should be written in plain language, and should clearly identify a problem, name its stakes, and explain how considering the historical roots of that problem has helped you to uncover the novel solution that you now propose. In the last week of our course, you will be invited to prepare a brief (5-min) presentation about both the problem you identify here and your recommendations to address it, and to share it (along with a visual aid) with the class.

Participation (5%)

This part of your grade will be assessed holistically. Evidence of active and substantial engagement in this course will include: regularly participating in in-class discussion; making comments that consistently demonstrate careful thought and creative analysis; listening actively and responding thoughtfully to your peers; contributing to cooperative argument-building by attempting to synthesize discussion and relate new readings to prior course material; being willing to take risks by identifying and advocating for new approaches to assigned readings; and arriving fully prepared with specific questions and ideas to share during each class. At midterm and end of term, you will have the opportunity to complete a participation self-assessment that I will use to inform your final grade. To make the most of our time together, please bring hard copies of both our primary and secondary readings with you to class.

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, derogatory language, or personal attacks are not permitted. Also, you are welcome to take notes on a laptop, but please be mindful about your use of electronic devices in class. Checking social media sites, sending personal messages, and participating in other online activities unrelated to class distracts both you and the people around you – so unless the whole class has been asked to log on to D2L or ECCO as part of a specific course activity, please use your laptop only for word processing or accessing our readings, and keep your cell phone stowed in your pocket or bag.

Talking (and Writing) About Difficult Subjects

Some of the texts assigned for this course will ask you to think critically about the literary construction of race (and other forms of difference), and many of our in-class discussions will address the contemporary legacies of the diverse forms of structural oppression we'll find in our readings. 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. Whenever possible, however, I prefer to discuss course business in person during office hours, so I hope you will visit me during my twice weekly office hours (Tues. and Thurs., 2:00-3:00 p.m.), or email me to set up an appointment. You will be able to find me in room SS1106 (down the hallway to the left of the elevators).

If you have a brief question about course business that has not been addressed on the syllabus, you are also welcome to email me. Please use your University of Calgary email address and put the course code [ENGL609] in your subject heading to ensure a prompt reply. Note, however, that I do not check my email regularly after 7:00 p.m. or on weekends.

Late Assignments

Unless otherwise stated on the assignment sheet (as in the case of your weekly discussion questions, for instance, which should be submitted by email), all assignments must be submitted via D2L as either a Word document (.doc) or PDF (.pdf) by or before 11:59 p.m. on the day that they are due.

For all written assignments, the late penalty is 2% per business day (up to a maximum of 5 business days, after which point the assignment 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 [appropriate documentation](#) along with your assignment. Late papers should also be submitted online as a PDF (.pdf).

Because all of your presentations will be completed in class, there is no late penalty; presentations completed as scheduled will be graded according to the criteria on the assignment sheet, and presentations not completed as scheduled will receive a mark of 0. In the case of serious illness, the usual policy applies: please email me as soon as possible to discuss an alternative presentation date, and plan to submit appropriate documentation along with your visual aids. All visual aids should be submitted via D2L.

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 Deferment of Term Work form. For more information, refer to the [University Calendar site on the Deferral of Final Examinations](#).

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.

Grading system

In this course, all grades are calculated according to the 4-point scale used in [the Graduate Calendar](#):

Grade	Grade Point Value	Graduate Description
A+	4.00	Outstanding
A	4.00	Excellent-superior performance showing comprehensive understanding of the subject matter
A-	3.70	Very good performance
B+	3.30	Good performance
B	3.00	Satisfactory performance
B-	2.70	Minimum pass for students in Faculty of Graduate Studies
C+	2.30	All grades below B- are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.
C	2.00	
C-	1.70	
D+	1.30	
D	1.00	
F	0.00	

Please note: A B- is considered a minimum pass for students in the Faculty of Graduate Studies.

Also, 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.

Because this course will also use numerical grades for term work, the following departmental conversion chart applies:

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

Note that students do not need to complete every assignment in order to pass this course.

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.”

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](#).

Graduate Program Advising and Resources

For information about courses, departmental deadlines, and other related program information, please consult [the Department of English's graduate program page](#). For program planning and advice, [contact the Graduate Program Administrator](#) to make an appointment with Dr. Suzette Mayr, Graduate Program Director.

For university and faculty regulations, dates, deadline, fees, and schedules, student, faculty and university rights and responsibilities, please consult [the Faculty of Graduate Studies Calendar](#).

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact the Graduate Office at (403) 220-5484, or visit them in Social Sciences Tower 1148. You can also reach the Student Ombudsman's Office [here](#).

Contact for Graduate Student Association: <http://gsa.ucalgary.ca/>

Writing Centres

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](#). Melanie Boyd, Librarian for English, offers research support to students, including strategies for finding articles, books, and other library materials. You can contact her at maboyn@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](#).

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 for the Graduate Student Association: <http://gsa.ucalgary.ca/>

Contact for Students Ombudsman's Office: <http://www.ucalgary.ca/provost/students/ombuds>

Universal Student Ratings of Instruction (USRI):

"At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference - please participate in USRI Surveys."

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>.

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<http://www.dianahacker.com/resdoc/>
<http://owl.english.purdue.edu/owl/resource/747/01/>

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