Instructor: Dr. Morgan Rooney
Phone: 613-562-5800, x. 1152
Office Hours: Wednesdays, 3:30-4:30pm, & Fridays, 5:00-6:00pm (or by appointment)

Office: 353 ARTS
Email: Blackboard

*Please note: this document is a contract between you and me, so make sure you read it carefully and in its entirety. As a member of this class, you tacitly agree to its terms. After-the-fact ignorance of its contents will not exempt you from the responsibilities and policies it outlines.*

COURSE DESCRIPTION:

Over the course of the eighteenth century, Britain experienced rapid and dramatic change. Constitutional monarchy displaced absolute monarchy; notions of individual merit began to superecede those of inherited worth; the logic of contract challenged the older logics of tradition and obligation; the public sphere emerged in a recognizable form; literacy rates soared, literature was divested of its largely exclusive alliance with the privileged classes, and new literary forms (notably, the novel, but also the periodical essay) emerged to give expression to the concerns of these new classes of readers and writers; Newtonian science and Lockean empiricism upset and re-ordered established ways of seeing and understanding the world; and the middle classes, always amidst much resistance, began to consolidate their place in British society. In short, eighteenth-century Britain witnessed the birth of the conditions that we now usually label “modernity.” We will be tracing some of these developments through a variety of authors in the period, with special attention to Alexander Pope, whose literary career is particularly useful in helping to chart such changes and challenges.

Please note: this course is designed primarily with English majors in mind. I’ve selected The Norton Anthology as our main text on the understanding that such students have already purchased the 6-volume set, thus helping to keep textbook costs to a minimum. Note also that this course will be Blackboard supported. Blackboard is a virtual extension of the classroom, and all class members are expected to be familiar with announcements, correspondence, assignment handouts, etc., posted on and/or circulated by means of Blackboard—get in the habit of checking it on a regular basis (i.e., 2-3 times a week).
REQUIRED TEXTS:

1. Course pack.

The course pack is available at the Laurier Office Mart (226 Laurier Avenue East; 613-233-0635). The course books, meanwhile, are available at Benjamin Books (122 Osgoode Street; 613-232-7495).


EVALUATION:

Fact Sheet (max. 1 page long) 5%
Pop Quizzes (best 2 of 3; administered on random days & times) 10%
Short Essay (1200–1500 words / 4–5 full pages long; Oct. 17) 15%
Research Paper (2500–3000 words / 8–10 full pages long; due Nov. 28) 30%
Final Exam (3 hours; TBA—Fall exams take place on Dec. 7–20) 40%

COURSE POLICIES:

Attendance: Regular attendance is vital to securing a passing grade in this course, and I will take attendance via a sign-in sheet for my own purposes. That said, at this level, I expect students to take ownership of their own education. By this point, you are all well aware than the classroom is a unique learning space that you can’t replicate on your own, and that no individual effort can replace.

If you choose to absent yourself, note that anyone who misses a class is solely responsible for catching up with missed material. I don’t post or otherwise make my lecture notes available, and I won’t re-hash lectures for you via email or office hours, so you’ll have to make arrangements with a friend for the notes and/or seek me out during office hours, at which time I’ll direct you to relevant sources. Be aware that in every scenario involving your absence, you’re responsible for taking the first steps to catch up and to make sure your grade doesn’t suffer.
**Basic Preparation:** As a matter of course, you are expected to 1) attend all lectures; 2) complete the scheduled readings beforehand; 3) arrive prepared to discuss what you have read; 4) bring the relevant text(s) to class; and 5) have a piece of paper on hand in case of a Pop Quiz. I strongly recommend taking notes on the lectures and keeping a record of the passages and terms we discuss. Writing in the margins of your books and marking off key passages as you read is also a good idea. Passages and terms discussed in class are likely to appear on the exam.

**Classroom Etiquette:** Experience shows that this is an issue I have to address explicitly. The following “rules” are mostly common courtesy, but I provide them here just in case anyone needs a refresher:

- Keep hot foods, noisy foods (e.g., chips), or foods that might cause allergic reactions (e.g., nuts, fish, etc.) out of the classroom.
- Avoid being late. I understand that this isn’t always possible, but chronic lateness is both rude and annoying.
- Refrain from private conversations within the class during teaching time.
- Turn off all cell phones and electronic equipment that might disrupt the class.
- For the three hours a week you are in my class, shut out the outside world. That means no email, texting, Facebook, Twitter, etc.

Thank you in advance for your consideration of how your behaviour affects those around you.

**Assignment Submission:** The Pop Quizzes and Exam are to be submitted in class on the days/times they take place, and the Fact Sheet is to be submitted electronically (.pdf) by 6pm on the Sunday before we are scheduled to cover you assigned topic. There is no other way to submit any of these assignments.

The essays are to be submitted in class, in hard-copy form (i.e., printed on paper), on the due date. If you don’t have a hard copy ready for me on the due date, you may, as a last resort, CUT-AND-PASTE your essay into the body of an email (NO ATTACHMENTS PLEASE) and send it to me via Blackboard (if Blackboard is down, send it to mrooney@uottawa.ca—use this email address for this purpose only as I don’t check it regularly and won’t respond to emails sent to it). Papers submitted in this fashion will be considered as on time, although I won’t mark them until I receive a duplicate hard copy at our next class (or before, if you like). In all cases, you are required to submit the final version of your essay (paper or electronic) on the due date, or it will be subject to the late policy. For more on the late policy, see the next item below.

There is no other acceptable way to submit your essay in this class. Don’t fax it to me, or drop it off at the Department of English (the Secretariat won’t accept it anyway), or send it via carrier pigeon. Keep it simple. If you have to use email, don’t consider your essay received until I acknowledge receipt. Be forewarned that I will not accept “I emailed you the paper, so I don’t know why you didn’t receive it” as an excuse. Every email service
has an “outbox” / “sent mail” feature, so double check that after you’ve emailed me to make sure your message was actually sent.

Please note: in the rare event that your essay is lost, misplaced, or not received by the instructor, you’re responsible for having a backup copy that can be submitted immediately upon request.

Late Essays: For the essays only, everyone gets three penalty-free days of extension (“grace days”) on the semester, no questions asked. (Note: there is no late policy in place for the Fact Sheet or the Pop Quizzes—hand them in on time, or receive a zero. See descriptions of these assignments below.) I will keep track of use of these grace days and post that information on Blackboard shortly after the first essay is submitted, so you are clear where you stand for the final essay. I strongly recommend you treat these as a failsafe instead of planning to use them.

If you use all your grace days, you will lose 10% for every day (weekends included) the paper is late thereafter, up to a maximum of 10 days / 100%. If you find yourself in this situation, submit your paper (cut-and-pasted) via Blackboard so your essay’s submission is date-stamped and the deductions stop accumulating. If you wait for days to hand in the paper version to me, you will lose valuable marks in the interval. Note that the paper you submit via email is the final copy. If there are any discrepancies whatsoever between the e-version you email and the paper version you submit later, then the late penalty will be retroactively applied to cover the days in between the submission of the e-version and the actual final draft you submit in hard copy. After 10 full days of lateness, I will no longer accept the paper, and you will no longer be able to complete the course (see “Completion of Course” below).

An extension without penalty for the essays will be granted only to students who provide official documentation, or whose circumstances are particularly extenuating (i.e., a family crisis) and who have made arrangements with me prior to the due date. In the case of a death in the family, I will require the name of the deceased and of the funeral home (i.e., just as an airline does before allowing a bereavement fare). The fact that you have an assignment for another course due on the same week or day is not a sufficient cause for an extension. Plan ahead.

Completion of Course: To complete this course, you must submit both essays and the exam within the specified timelines. Students who fail to complete any one of these tasks in the allotted time will receive a grade of “Incomplete” (EIN).

Blackboard Email: Email is a communication tool, not a replacement for face-to-face interactions. For this class, use email only to deal with quick questions, to set up alternate meeting times, or to handle personal issues (i.e., to advise me of a situation, to make me aware of a coming absence, etc.). If you want to discuss a paper (topic, thesis, outline, etc.), come to office hours to do so in person. Email is not an effective means of dealing with such matters. For that matter, there is not enough time before or after class to cover such issues adequately, either. Take advantage of office hours.
I will answer emails relevant to this class during my office hours. I will also periodically check and answer my email throughout the week (weekday evenings and weekends—I am not available Monday–Friday, 8am–4pm), but allow me at least 48 hours to respond. Be respectful in your emails. That means providing a suitable subject line, limiting yourself to the sorts of issues outlined above, and consulting this syllabus to see if it answers your question before you click send. For questions that your classmates might be interested in hearing the answers to, I urge you to post them on the Blackboard “Discussion Board.” That way, I can answer that question once, for everyone to see.

**Telephone:** Avoid the phone altogether unless it’s an emergency. If you do use it, be aware that I’m in the office to answer it only during my announced office hours and that I have no voice mail system to receive messages. As much as possible, stick to in-person interviews and Blackboard email for all communication purposes. I’m also willing to consider Skype interviews in some situations.

**Grade Inquiries:** I’m always willing to review returned assignments, but please don’t come to me with questions about why you got the grade you did immediately after an assignment is handed back. In the instance of your essays, you’ll be receiving detailed feedback; before you approach me about your mark, take a minimum of two days to process that feedback. If, after that time, you still wish to discuss your grade, we can do so. Please note, however, that I’ll expect you to engage with my feedback to show me how some aspect of my criticisms doesn’t apply. Note also that requests for re-marking raise the possibility of a lower as well as a higher grade.

The Pop Quizzes, conversely, will be taken up during a later class, at which time you’ll learn why you got the mark you did. If something is still unclear after you’ve taken a minimum of two days to process the information, we can meet to discuss it. Again, come prepared to show me how the mark I gave you doesn’t square with what I said when I took up the assignment in class.

For the Final Exam, students may arrange for a time to peruse it, but they can’t remove, correct, or otherwise change it. It must remain, as is, with the department.

**Final Grades:** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Academic Fraud:** Plagiarism is defined as presenting, whether intentionally or not, the ideas, expression of ideas, or the work of others as one’s own. Acts of academic fraud include (but are not limited to) the following:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
• submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
• using ideas, quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgement in an essay or assignment;
• failing to acknowledge sources through the use of proper citations when using another’s work, and/or failing to use quotation marks;
• handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Suspected cases of academic fraud will be submitted to the Dean’s Office and prosecuted with my full support. Penalties are not trivial. They can include failure of the assignment, failure of the entire course, suspension from a program, suspension from the university, or even expulsion from the university.

It is your responsibility to understand what constitutes academic fraud. To that end, please consult the information on University of Ottawa’s Academic Integrity website (http://web5.uottawa.ca/mcs-smc/academicintegrity/home.php), the university’s Policy on Academic Fraud (http://web5.uottawa.ca/admingov/regulation_13.html), and the university’s “Beware of Plagiarism” pamphlet (www.uottawa.ca/plagiarism.pdf). For your convenience, I have added all these to “Web Links” portion of our Blackboard page.

ASSIGNMENT DETAILS:

Assignment Specifications: Your essays must conform to the following specifications:

• Times New Roman, 12-point font; double-spaced, on one side of white, unlined 8½ x 11 inch paper; one-inch margins (sides, top, and bottom); page numbers in the upper right corner; pages stapled or clipped together in the upper left corner; free of penciled-in corrections; with no extra spaces between paragraphs.
• A cover page, or a first page formatted according to MLA style. Either way, you should include the title of the assignment (one that reflects the paper’s contents, not just “Essay” or “Title of the Work I’m Writing On”), your full name, the course code and section, my name, and the date of submission.
• Proper documentation of sources (MLA or Chicago style of citation preferred).
• Unencumbered by a folder or envelope of any kind.

Please note: failure to comply with these specifications will result in deductions of up to 10%. It is folly to throw away these marks. Format your essays to request.

Fact Sheet (5%): Each student is responsible for writing up one fact sheet (maximum 1 page long, 12-point font, Times New Roman, single spaced) summarizing your research on an author, text, or concept we’re covering in this course. Submit these via Blackboard email, as a .PDF file, by 6pm on the Sunday before the class we are scheduled to cover your assigned topic. I will post these on Blackboard, the idea being that the class will build a collective database that will be useful for the final exam and, potentially, future
courses. Strive to make your sheet accurate, user-friendly, concise, and memorable—your job with this assignment is, effectively, to help teach the class.

To save yourself from repeating the potentially numerous errors of un-vetted sources, stick to scholarly resources. For authors and texts, use electronic databases such as Gale’s *Literature Resource Center* (use the “Gale literary index” feature) and the *Oxford Dictionary of National Biography*, and the many books in the *Cambridge Companion to*… series. For literary terms, use literary dictionaries such those listed above on page 2 (i.e., Cuddon’s and Makaryk’s) and/or an electronic database such as *The Johns Hopkins Guide to Literary Theory and Criticism*.

**Pop Quizzes (10%):** The Pop Quizzes are designed to motivate you to attend classes regularly and do the required reading(s), and to prepare you for the Final Exam. There will be three Pop Quizzes in total; your best two will account for 10% of your overall mark in the course. Because of this flexibility, they must be written in class on the days they are administered. If you are absent from class when a Pop Quiz is given, you forfeit the marks. Official documentation to explain your absence will keep you from losing marks on this front, but under no circumstances will you be allowed to write a “make-up” Pop Quiz, as that would defeat the purpose of the exercise.

The Pop Quizzes will be administered on random days and times. You will be given a passage from a work we have recently read. You will have 15 minutes to identify, by full name, the author and title of the work, and to explain the significance of the quotation as it relates to the work in question. Make sure you always have a sheet of paper on hand for these assignments.

There’s no magic formula here for a perfect mark, but a good answer should be about 7–8 sentences (not lines) long and should do the following things:

- Correctly identify the passage by indicating the full names of the author and the title of the piece;
- Quickly detail the formal properties of the piece, especially as they relate to the passage in question—aim to be exhaustive here;
- If possible, briefly situate the passage in terms of plot (prose fiction, narrative poem) or central idea (lyric poem), and clarify the event/process/idea being described;
- Identify how the passage relates to the rest of the work in question. For instance, with works of prose fiction, you might want to ask the following kinds of questions: is the excerpt an instance of foreshadowing? Does it double or echo some other aspect of the text, and to what effect? With works of poetry, similarly, you might want to ask the following kinds of questions: how does the excerpt relate to the poem’s overall idea? How does it contribute to the poem’s overall argument or point?;
- Relate the passage to the prominent formal and/or thematic issues that the text raises. These will be the kinds of issues we will be discussing in class. Nailing this last point is key to securing an “A”-range mark.
Short Essay (15%): The Short Essay must be 1200–1500 words (i.e., 4–5 full pages) long; it is due on Oct. 17. A list of topics for each will be circulated in early September. Please note that essays submitted on a topic not covered in the assigned essay topics will receive an automatic zero (0). There will be no exceptions to this rule. Note, too, that for this assignment, secondary sources are neither required nor desired.

This paper—and, indeed, every essay you write for this class—must have a thesis (a central insight, a main point around which you organize the essay) that answers the question(s) being asked of you. You are expected to engage with the text on a regular basis to advance your reading: cite specific details and passages from a work, and use them to help develop a coherent, persuasive, argumentative reading. Omit plot summary and your personal, affective response to the text (“I liked or hated this story because…”). Instead, be analytical in your approach: carefully think through what it is that the text sets out to do or to communicate, and make sure you answer the question(s) being asked of you. For more practical tips on the essays, see my comments below, under “Research Essay” and “Understanding Your Essay Grade.”

Research Essay (30%): The Research Essay must be 2500–3000 words (i.e., 8–10 full pages) long, and is due on November 28. A list of topics will be circulated in early October. Please note the following piece of information very carefully: Research Essays submitted on a topic not covered in the essay topic handout will receive an automatic zero (0). There will be no exceptions to this rule. A strong essay will exhibit the qualities detailed below and itemized in the “Understanding Your Essay Grade” section of this syllabus. These qualities include the following:

- A clear thesis that presents an argument and its supporting evidence, and that directly answers the question(s) being asked of you.
- Paragraphing that closely reflects the announced argument and structure.
- Close engagement with the chosen text(s) and (if required) with a selection of its/their critics.
- A sound understanding of the critical school employed (if applicable).
- The ability to work with and properly cite scholarly sources.
- Clean, grammatical prose.

Students must make meaningful engagement with five scholarly sources on the author(s) / text(s) / topic chosen. For the purposes of this course, “scholarly sources” consist of those which you will find in our library, in the form of books and articles, or through our library databases, in the form of electronic books and articles. Non-scholarly sources on authors / texts—Wikipedia, Sparknotes, or any other internet source you locate outside of a university library catalogue or electronic database—are not acceptable and are to be avoided entirely. Do not make the mistake of thinking that I take this point lightly: essays that do not engage with five scholarly sources on their author(s) / text(s) / topic of choice will be heavily penalized and run the risk of failure.

Final Exam (40%): The exams are designed to test you on the lecture and reading materials. As a result, you can expect exams with two (2) parts. Part I will consist of a
series of short-answer questions on terms and passages; part II will consist of essay questions. All exam questions will be based on materials covered in the lectures and the assigned readings.

*Please note: the date for the Final Exam (December 7–20) for this course is set by the University. Absence from the exam will be excused only in the event of serious extenuating circumstances for which you can provide documentation (such as accident, illness, bereavement, or religious accommodation). To secure a Deferral, you must submit supporting documentation in a timely fashion. Be aware that travel for business or pleasure is not considered a valid reason for failure to attend an exam. To that end, don’t make travel plans for the exam period until the dates of all your exams are known.*

**SUPPORT SERVICES:**

**The Writing Centre:** Students experiencing difficulty writing are encouraged to take advantage of the Writing Centre’s resources, which include graduate student teaching assistants, multimedia workstations equipped with a large selection of software, and a library of reference books and handbooks on grammar and composition. The Writing Centre is located at 0021 Simard Hall, 165 Waller Street ([http://www.writingcentre.uottawa.ca/](http://www.writingcentre.uottawa.ca/); 613.562.5800, x. 2267).

**The Academic Writing Help Centre:** The AWHC is an academic support service offered by the Student Academic Success Service (SASS). It provides students with free one-on-one assistance in the development of their writing abilities. Among other things, students can get help in learning how to complete an effective brain-storming session, create a structured outline, identify and correct errors in grammar, and avoid plagiarism. The Centre is located at 110 University Private ([http://www.sass.uottawa.ca/writing/](http://www.sass.uottawa.ca/writing/); 613.562.5800 ext. 3820).

*Students who need further writing support are also encouraged to consult the various self-help materials I’ve made available on Blackboard. These include materials on grammar, essay writing, research, and documentation.*
UNDERSTANDING YOUR ESSAY GRADE:

Below are the guidelines I generally follow when marking essays. Read through them carefully so you understand how your essay will be evaluated. Please note that there is some flexibility within this system, and that it is the sum total of positive and negative aspects of your essay (as detailed below) that I am trying to evaluate.

A-/A/A+ (80–100%)  --Excellent
   - Thesis: clear, specific, challenging
   - Organization of paper reflects thesis
   - Strong paragraphing: one idea per paragraph, topic & concluding sentences, all paragraphs relevant to thesis
   - Anticipates alternative points of view, engages with opposing readings and/or counter-evidence
   - Good sentence variety, structure
   - Confident, graceful style (not pompous, breezy, convoluted)
   - No major grammatical errors, almost no minor errors or typos
   - Detailed reference to text, always uses quotations to support readings, explains relation between quotation and point developed
   - Develops its own reading, not that of a critic
   - Quotations integrated grammatically, properly documented
   - Demonstrates an ability to expound a sophisticated argument with a degree of subtlety, no problems in logic

B-/B/B+ (70–79%)  --Good
   - Thesis: clear, but lacking in complexity, subtlety, originality
   - Organization of paper largely reflects thesis
   - Good paragraphing: one idea per paragraph, topic & concluding sentences, almost all paragraphs relevant to thesis
   - Acknowledges opposing readings and/or counter-evidence
   - Good sentence structure, with reasonable variety
   - Style is competent, neither wordy nor pedestrian
   - No major grammatical errors, few minor errors, has minor proofreading issues at the most
   - Adequate reference to the text, usually supports readings with quotations, explains relation between quotation and point developed
   - Develops its own reading, usually distinguishes from critics’
   - Quotations usually integrated grammatically, documented
   - Demonstrates an ability to expound an argument logically

C-/C/C+ (60–69%)  --Adequate
   - Thesis: clear (if unstated), but not specific, lacking complexity, and/or insensitive to the text
   - Organized, but doesn’t reflect thesis
–Decent paragraphing, but has problems (transitions, topic & concluding sentences, etc.)
–Struggles with opposing readings and/or counter-evidence
–Simple but generally correct sentence structure
–Simple but generally competent style
–Few major grammatical errors, needs proofreading
–Some reference to the text, but lacking overall
–Some effort to integrate quotations and to document sources properly, but lacking overall
–Struggles to maintain voice against critics, allows critics to take over paper, or doesn’t engage critics in a meaningful way
–Demonstrates an ability to follow an argument through, but lacks complexity and suffers from problems in logic

D-/D/D+ (50–59) –Poor
–Thesis: absent, unsuitable
–Some attempt at organization, but doesn’t reflect an argument
–No acknowledgement of opposing readings or counter-evidence
–Has one of the following problems: 1) difficulty with consecutive thought; 2) difficulty with paragraphing; 3) frequent major and minor grammatical errors, major proofreading issues
–Limited engagement with the text, quotations not properly integrated, explained, or documented
–Largely fails to engage critics in a meaningful fashion, or to meet minimum research requirements
–Confused ideas and development, not in control of the essay
–Weak expression, poor style overall, meaning often unclear
–Over-generalization, inadequate support, not analytical or critical, largely plot summary

F (0–49%) –Unacceptable / Failure
–Thesis: absent
–Organization: absent
–Poor paragraphing, little or no sense of structure
–Has several of the following problems: 1) difficulty with consecutive thought; 2) difficulty with paragraphing; 3) frequent major and minor grammatical errors, major proofreading issues
–Limited or no engagement with the text, quotations not properly integrated, explained, or documented
–Poor engagement with sources; failure to engage with the critics in a meaningful fashion, or to research at all
–Ideas developed are too simple for the level of the course
–False, odd, or confusing logic; nonsense
–Weak expression, style; unintelligible, vague, unclear writing
–Off-topic or plagiarized (0%)
TENTATIVE CLASS SCHEDULE

***Please note***
1) students are expected to have read the day’s materials in advance of the lecture; and
2) changes to the schedule, while rare, do occur on occasion and will be announced in class and/or through Blackboard. Students are responsible for being familiar with any alterations to the course schedule below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading(s)</th>
<th>Other Topics, Important Dates</th>
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<tbody>
<tr>
<td>Sept. 5</td>
<td>Introduction. Course syllabus, policies, etc.</td>
<td>–Reading poetry, reading Pope</td>
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<td>–Introduction. Course syllabus, policies, etc.</td>
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<td>–Academic fraud.</td>
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<td>–Reading poetry, reading Pope</td>
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<td>Alexander Pope, “Windsor Forest” (course pack)</td>
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<td>Sept. 19</td>
<td>–Pope, “An Essay on Criticism” (NAEL, pp. 2669–85)</td>
<td>–(Last day for changes to course registration)</td>
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<td>–Pope, “An Essay on Man” (course pack)</td>
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<td>Sept. 26</td>
<td>Thomas Hobbes, from The Leviathan (course pack)</td>
<td>–Social contract</td>
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<td>John Locke, from Two Treatises on Government (course pack)</td>
<td>–Luxury &amp; money, civility &amp; politeness</td>
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<td>David Hume, “Of Commerce” &amp; “Of Refinement in the Arts” (course pack)</td>
<td>–(Sept. 28, last day to drop course with 100% refund)</td>
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<td>Joseph Addison, “[The Royal Exchange]” (NAEL, pp. 2649–52)</td>
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<td>&lt;FAULTLINES: HIERARCHY &amp; CONTRACT&gt;</td>
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<td>&lt;CONFLICTS: GENDER, CLASS, &amp; THE SELF&gt;</td>
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<td>Oct. 3</td>
<td>–Daniel Defoe, Moll Flanders</td>
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<td>Oct. 10</td>
<td>–Defoe, Moll Flanders, con’t</td>
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<td>Date</td>
<td>Reading</td>
<td>Notes</td>
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<td>Oct. 22-26</td>
<td>Swift, <em>Gulliver's Travels</em>, con’t</td>
<td><em>Study Week</em> (no class, no office hours)</td>
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<td>Oct. 31</td>
<td>Alexander Pope, “Epistle to Burlington” (course pack)</td>
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<td>Mary Leapor, “Crumble Hall” (course pack)</td>
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<td>Nov. 7</td>
<td>Stephen Duck, “The Thresher’s Labour” (course pack)</td>
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<td>Mary Collier, “The Woman’s Labour” (course pack)</td>
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<td>&lt;RETROSPECTIVES&gt;</td>
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<td>Nov. 14</td>
<td>Alexander Pope, Book IV of <em>The Dunciad</em> (course pack)</td>
<td><em>(Nov. 16, last day to withdraw from course with 0% credit)</em></td>
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<td>Nov. 21</td>
<td>Thomas Gray, “Elegy Written in a Country Churchyard” (<em>NAEL</em>, pp. 3051–54)</td>
<td><em>(Dec. 5, classes end. Note: on this day, Wednesday classes are canceled; classes follow the Monday schedule, meaning that we have no class on this day.)</em></td>
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<td>Oliver Goldsmith, “The Deserted Village” (<em>NAEL</em>, pp. 3062–71)</td>
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<td>Nov. 28</td>
<td>Samuel Johnson, “Review of Soame Jenyns” (course pack)</td>
<td><em>Research Essay due</em></td>
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<td>Review; office hours end on Friday of this week</td>
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<td><em>(Dec. 5, classes end. Note: on this day, Wednesday classes are canceled; classes follow the Monday schedule, meaning that we have no class on this day.)</em></td>
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<tr>
<td>Dec. 7-20</td>
<td></td>
<td><em>Final Exam</em> <em>(date &amp; location TBA)</em></td>
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<td>Return of Research Essays, if possible</td>
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