English 4023: Romantic Literature
University of Texas-San Antonio  1604 Spring 2011
MB HSS 2.02.10  T Th 9:30 – 10:45 a.m.

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Please use Blackboard MAIL

Course Description in UTSA Catalogue
(3-0) 3 hours credit. Prerequisite: Completion of the Core Curriculum requirement in literature. Selected readings in the fiction, poetry, and prose of the British Romantic period.

By the end of the course the student should be able to do the following:

- Discuss and write about British literature of the Romantic period from an informed and flexible perspective
- Understand how British Romantic literature fits into a continuum of literary development
- Describe important issues in British Romantic literature that relate to gender, social class, race, ethnicity, politics, colonialism, and spirituality
- Provide information about major Romantic writers and their literary works
- Be an active listener who can comment or ask a question after a lecture or discussion
- Use a scholarly vocabulary and voice in classroom discussions and presentations
- Enter discussions about how Romantic literature has been recontextualized in movies and popular culture
- Read poems, plays, essays, and letters; closely analyze them; and synthesize ideas about them
- Write scholarly arguments about Romantic literature
- Use MLA style in formatting papers and documenting information from sources
- Find relevant critical texts in the library and in databases
- Read critical texts and integrate scholarly debate into one's own scholarly writing
- Produce a writing sample for a portfolio.

Texts

Romanticism (Introductions to British Literature and Culture) Sharon Ruston – author Paperback 2007 Continuum

Blackboard
See Blackboard for a record of your course grade, descriptions of assignments, and study guides.

Course Policies
- Attendance is important. Roll will be taken in every class. Missing a class results in a 5-point deduction from class participation points. (See below.)
- Dropping the course by the specified UTSA deadline is the responsibility of the student. Students who do not drop before published drop dates will receive a grade in the course, even if they have quit attending. Students should check for drop dates at myutsa/ASAP/Schedule of Classes/Academic calendar for the semester

- Support services, including registration assistance and equipment, are available to students with documented disabilities through the Office of Disabled Student Services (DSS), MS 2.03.18. Students are encouraged to contact that office at 458-4157 early in the semester. Also see http://www.utsa.edu/disability/students.htm
- Plagiarism will not be tolerated and may result in an “F” for the course. Plagiarism consists of cheating on an exam, copying another student’s work, copying a paper off the internet; not documenting the ideas and opinions of other writers—even when not quoting them directly. To access the UTSA scholastic dishonesty policy, go to the following site and scroll down to Section 203: http://www.utsa.edu/infoguide/appendices/b.html
- Laptops are not allowed in the class room because of complaints received from students.

Grades
Letter grades will be assigned as follows:
A = 90 – 100 points  B = 80 – 89.9 points
C = 70 – 79.9 points  D = 60 – 69.9 points
F = Below 60 points

Course Requirements
Class attendance & participation  10%
Active reading, writing, response
journal #1  5%
Active reading, writing, response
journal #2  5%
Test #1  10%
Test #2  10%
Final Exam  20%
Paper #1  10%
Annotated bibliography  5%
Term Paper  25%

Class attendance & participation is an important part of the learning process in the course. Class time is designed to help students become critical thinkers, active listeners and lively discussants.

Students begin the semester with 100 points for class participation and attendance. Each absence, regardless of reason, results in a loss of 5 points. Students can make up the lost points by doing the following:

Participate in a panel discussion  5
Post a written review of a UTSA humanities event  5
Give a mini-lecture based on student research  5
Post a written review of an approved period movie  5
Design a creative media presentation and present it to the class  10

Students may do two of each of the above.

Panels, lectures, and presentations must be scheduled in advance. Students who do not appear for scheduled panels or presentations will have 5 points deducted from their point count.

Students who arrive too late to participate in group activities and class discussions will lose 5 points even though they signed the roll. Students who consistently arrive late in class will also lose attendance and participation points.

Details for each type of contribution are listed in Blackboard “Assignments.” The point counts above are the maximum
points for each contribution. Poor performance will result in fewer points.

The maximum points averaged into the final grade for class attendance and participation is 100.

The active reading, listening, and response journal is the student’s record of preparation for class and interaction in the class. See Blackboard Assignments for more detail.

Tests #1 and Test #2 are designed to assess the student’s comprehension and retention of information about Romanticism, major authors and their texts, and critical issues. Test #1 will also contain information pertaining to paper writing. The tests will be taken in class and may contain brief identification, multiple choice, short essays and long essays.

The final exam will be given during the time scheduled by UTSA. It will be similar to the tests in content. The final will be comprehensive, but will primarily focus on course readings after Test #2.

Paper #1 is an argument paper that presents a clear thesis and support. Information from sources must be documented using MLA style in-text citations and a works cited page. Page length = 5 pages.

The annotated bibliography is a step towards the term paper. Students summarize information from sources and state the connections to their term paper topic. Information is documented in MLA style.

The term paper is a formal argumentative paper that presents a clear thesis and support. Seven secondary sources are required, and information from sources must be documented using MLA style in-text citations and a works cited page. Page length = 15 pages.

More extensive guidelines for the assignments are available under “Assignments” in Blackboard.

Late point penalties – Late work is excused from point penalties if a student verifies in writing an incapacitating physical illness or death in the family. Students who will be absent for religious reasons or to conduct official University business should make arrangements with the instructor before the absence in order to avoid late point penalties.

Unexcused late work will receive the following point penalties:

- Less than 24 hours late = 5 point deduction
- 24 – 48 hrs late = 10 point deduction
- Over 48 hours late = 15 point deduction

See cut-off dates for assignments on Blackboard

Reading Schedule

Jan 11 – Introduction to the course and to Romanticism

Jan 13 – Norton: The Romantic Period, pp. 1 – 16
Ruston: pp. 1 – 6 and 59 – 79
✓ Come prepared to discuss the following:
  What are characteristics of Romanticism?
  What is meant by “The Spirit of the Age”?
  Why do some scholars use the term “Romanticisms”?

Jan 18 – Norton: Anna Laticia Barbauld – pp.26 - 38

Norton: Charlotte Smith – pp. 39 - 66
Ruston: pp. 62-65 and 120-122
✓ Come prepared to discuss why Anna Laticia Barbauld and Charlotte Smith are considered Romantic writers.

Panel discussion on Barbauld
Panel discussion on Smith

Jan 20 – William Blake
Norton: pp. 76 – 102 Songs of Innocence and Songs of Experience; “The Book of Thel”
Ruston: pp. 69 – 70
✓ Come prepared to discuss Blake’s ideas about innocence and experience. How does Blake use Christian motifs and themes?
✓ Panel discussion on the representation of innocence and experience in “The Book of Thel”

Jan 25 – Norton – pp. 103 – 129; Visions of the Daughters of Albion; Marriage of Heaven and Hell; Song of Liberty, A Vision of the Last Judgment and Letters
✓ Come prepared to discuss Blake’s use of Christian motifs and themes and his mythic system. Be able to summarize Blake’s philosophy about energy and contraries.

✓ Come prepared to describe the “revolutionary controversy.” Explain the attitudes of the following authors: Richard Price, Edmund Burke, Mary Wollstonecraft (A Vindication of the Rights of Men), and Thomas Paine

Feb 1 – Norton: Mary Wollstonecraft, pp. 167 – 195, from A Vindication of the Rights of Woman
✓ Come prepared to describe Mary Wollstonecraft’s argument in Rights of Woman
Panel discussion

Feb 3 – Test #1 in class

✓ Come prepared to discuss the kinds of individuals and sentiments that appear in Lyrical Ballads. Also be able to describe the themes and tones of Dorothy Wordsworth’s works

✓ Come prepared to describe Wordsworth’s growth as a poet as he presents it in The Prelude

Feb 15 – Paper #1 due – Turn it in on Blackboard preferably. If you must, print out a copy and submit in class. No reading required. Lecture on Norton: pp. 353-389, Wordsworth’s The Prelude: from Books 4 – 12
Norton: Thomas De Quincey – pp 554-569, from Confessions of an English Opium Eater
✓ Come prepared to describe characteristics of the gothic and how the following authors’ works contain gothic elements: Horace Walpole, Aikin and Aikin, William Beckford, Ann Radcliff, Matthew Gregory Lewis, and Thomas De Quincey

Feb 22— Samuel Taylor Coleridge Norton: pp. 424 – 430; 464 – 469; 474 – 491 (from Biographia Literaria)
✓ Come prepared to describe the characteristics of Coleridge’s conversation poems and the main points in Biographia Literaria
Panel discussion on main points and interesting ideas in Biographia Literaria

Feb 24 – Norton: pp 446 – 464
✓ Come prepared to describe the commonalities of “Kubla Khan” and “Christabel.” How are they gothic? What gender issues appear in “Kubla Khan” and “Christabel”?
Panel discussion

Journal #1 due on Blackboard

Come prepared to explain why Byron is called “mad, bad, and dangerous to know.” Also be able to describe the character, Childe Harold.

✓ Come prepared to discuss how Manfred represents the Byronic hero
Panel discussion

Mar 8 – Norton: Don Juan, pp. 670 – 734; 738 – 740 (letter about Don Juan)
✓ Come prepared to describe the plot of Don Juan. Also explain how Don Juan is similar and different from the Byronic hero. How does Don Juan represent growth and change in Byron as an author?

✓ Come prepared to describe Shelley’s beliefs about poetry as stated in A Defense of Poetry. Describe Alastor. What kind of nature poem is “Mont Blanc”?

Mar 14 – 19 – Spring Break!

Mar 22 - Test #2 in class

Mar 24 – No class; attend a presentation at the COLFA conference

Mar 29 – Norton: from Prometheus Unbound, pp. 775 – 814
✓ Come prepared to discuss the moral and political implications of the play

Panel discussion

Mar 31 – Mary Wollstonecraft Shelley Norton, pp. 955- 970
Panel discussion
Annotated bibliography due in Blackboard

Apr 5 – Jane Austen Norton pp. 514 – 536
Panel discussion

Panel discussion on Baille
Panel discussion on Hemans

Apr 8 Friday – Last day to submit movie review postings on Blackboard

Apr 12 – Long paper due in class; print out the copy and bring to class; John Keats introduction in class; no reading required; lecture on odes in class

Apr 14 – Keats, Norton pp. 878-926, especially “Eve of St. Agnes” and “Lamia”
✓ Come prepared to discuss How is “Lamia” a Romantic poem. What is the story of “Eve of St. Agnes” and how does the poem represent sexuality?

Apr 19 – Keats’ letters; Norton pp. 940-955 and pp. 926-939 The Fall of Hyperion
✓ Come prepared to discuss epic issues in The Fall of Hyperion and the main points Keats makes in the selection of letters.

Journal #2 due on Blackboard

Apr 21 – Mary Robinson, Norton pp. 74 – 76 “To the Poet Coleridge”
William Hazlitt on Coleridge, Norton pp. 541-554
Coleridge on Wordsworth, Norton pp 471-473
✓ Come prepared to state what the authors say about other Romantic authors.

Apr 22 Friday – Last day to submit UTSA Humanities events postings on Blackboard

Apr 26 - Percy Shelley, Norton, pp 823-835 “Adonais” (Elegy on Death of Keats)
Byron’s letter on Keats and Shelley, Norton, pp 740-741
Percy Shelley “To Wordsworth,” Norton, p 744-745
✓ Come prepared to state what the authors say about other Romantic authors.

Apr 28 - No class; study day

Final Exam – Monday, May 2, 10:30 – 1:00