

The Romantic Period: God, Evil, and Mankind in 18th Century British Literature
ENG2323
Austin Graduate School of Theology
Spring 2017

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Class: Mondays, 5:30-8:10 pm

Description: Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats are often called the “Big Six” of Romanticism. Our course will include these traditional canonical writers but will also include many of the other literary figures (including women) who were their contemporaries and who were also prominent writers but historically overlooked. Readings will include poetry, short drama, political treatises and a novel written during the period with an emphasis on how the texts reveal the religious ideology of the day as well as its sociopolitical content. We will explore many of the political, cultural, and social movements that shaped the writing of the period; we will discuss key political developments during the period, especially the French Revolution and the movement for women’s rights.

Objectives:

Students will learn to:

- Read, analyze, interpret and identify literary texts in various genres, by various authors;
- Respond critically to a work of literature or scholarship, including situating a work of literature within a specific context;
- Engage with themes and ideas found in literature through writing and class discussions.

Required Books:

Broadview Anthology of English Romanticism
Frankenstein by Mary Shelley – 1818 version

Course Requirements	Assignments:	
	Response Papers (3)	30%
	Wikispace and class participation	25%
	Midterm – The Picture of Evil paper	25%
	Final Exam (not comprehensive)	20%

Final Examination May 8th

Grading Policies In this class, the following numerical equivalents for **final** grades are used:
A = 100-90%; B = 89-80%; C = 79-70%; D = 69-60%; F = 59-0%.

Response Papers Will be thoughtful double-spaced responses to the readings or assigned topic. Response papers should not merely repeat class discussion, but should instead demonstrate an ability to think critically about the texts. All writing assignments will be typed in MLA format.

Submission Format and Policy **Note:** You may *not* submit a paper for a grade in this class that already has been (or will be) submitted for a grade in another course.

By enrolling in this class, the student expressly grants AGST a “limited right” to all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the

student's work product in order to verify originality and authenticity, and for educational purposes.

Late Paper/Assignment Policy

Because I have a full-time gig outside of teaching and ministries that require my involvement, I have to carefully allot my time in order to successfully fulfill all of my duties. Therefore, I cannot accept work just whenever you decide to turn it in. You have the syllabus from the first day and have no reason not to be fully aware of when assignments are due. If you will be absent from class on a day that work is due, it is YOUR responsibility to turn in your assignments **on time or early** - not late. I do not want late work; however, I am not completely heartless. Papers will be accepted *up to two days late*, but those days will cost you dearly! I will deduct 10 points for each day that an assignment is late. ***Note:** If there are extenuating circumstances, please come see me **immediately** so that we can discuss the best course of action.

Plagiarism Policy

Plagiarism is the use of someone else's thoughts, words, ideas, or lines of argument in your own work without appropriate documentation (a parenthetical citation at the end and a listing in "Works Cited")—whether you use that material in a quotation, paraphrase, or summary. It is a theft of intellectual property and **will not be tolerated**, whether intentional or not. Any plagiarized work will result in a zero on the plagiarized assignment and possibly immediate failure of the course or being dropped from the course. If I suspect plagiarism, you will be asked to provide proof of your work.

The AGST “Expectations of Students” policy is available in the [Student Handbook](#) if you should wish to read further into the plagiarism policy.

Classroom Expectations

AGST professors consider this classroom to be a safe place. You will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. You are expected to take responsibility for your learning and exhibit courtesy and respect toward your instructor and fellow students. It is important to listen and to be tolerant of different viewpoints, values, and opinions in such a manner as to maximize learning for yourself and your classmates. Additionally, diversity of thought is appreciated and encouraged, provided you can share reasoned ideas, observations, and questions in a respectful manner. It is the professor's expectation that ALL students consider and work towards making the classroom a safe environment. Words or actions that are disrespectful and/or result in hostility or tension in the classroom will not be tolerated.

Any behavior that violates the safe zone statement above, that prohibits other students from learning, or that hinders the teacher from disseminating information is considered disruptive behavior. Disruptive behavior will not be tolerated in the classroom. Disruptive students are subject to discipline as outlined in the student handbook and, at the professor's discretion, may be dismissed from the course.

Contacting Your Instructor

All instructors at AGST have voicemail in their offices and AGST e-mail addresses. Make sure you add your instructor's office phone number and e-mail address to both email and cell phone lists of contacts. **The BEST way to contact me is through email. Please use this first!**

Attendance Policy

- Come to class; it's that simple. You are expected to meet class according to the times published in the fall schedule of classes.
- Attendance will be taken at the beginning of class. To have credit for attendance, students who arrive in class after attendance is checked (first five minutes) must provide evidence (documentation) to substantiate their late arrival. Otherwise, late arrivals will be marked as absent.
- Participation and attendance go hand in hand, and participation includes not only speaking and contributing to classroom discussion, but also completing the reading and assignments on time. Please come to class prepared to discuss the assignments for that day and prepared to contribute to the overall conversation of the course.
- You are responsible for getting notes from a colleague for any class information you may have missed.
- Quizzes, in-class writing, or other missed work may not be made up if the absence is unexcused, and homework will not be accepted late.
- For excused absences, students will have one week to make up the missed work.
- You will be allowed 2 absences. **Do not**, however, take this as an invitation to skip class because you will not be able to make up missed work and will subsequently fail the class.
- Upon the 3rd absence, your grade will be affected, and after the 4th absence, you will be dropped from the class.
- Also, **be here on time!** Being habitually late will count as absences, and I will drop you from the class. Also, if you leave early (which is *rude*) without clearing it ahead of time, I will count you absent.

Cell Phone and Disruptive Behavior Policy

Unless you have an emergency *and* have informed me before class, cell phones or other electronic devices are prohibited during class. It's ill-mannered and disruptive to other students and to myself. Students using cell phones or other electronic devices will be marked as absent, asked to leave, and not be allowed to make up any work missed for that day.

Daily Schedule of Readings and Assignments

See syllabus on next page. Remember that *this syllabus is fluid and tentative* and is subject at any time depending on the needs of the students and at the discretion of the instructor.

Reading and Lecture Schedule

THE ENGLISH ROMANTIC PERIOD

Reading assignments are shown below and should be completed by class time; for instance, by class time on 1/30, please have read the Contexts: The French Revolution, as well as Edmund Burke and Inchbald. *Always* read/skim the introduction to any author or work assigned; these introductions are not included in the pagination below, but you are nonetheless responsible for the content of these sections.

1/23 – review of syllabus, policy pages, and Wikispace

Assign Literary Terms

Lecture – “The Age of Romanticism”

1/30 – Contexts: The French Revolution (Broadview online) – 3 pages or (WKS page French Revolution)

Read Edmund Burke, Thomas Paine, and Elizabeth Inchbald’s *The Massacre* (all on WKS page of same names)

Questions on Literary Terms

2/6 – William Blake – *Songs of Innocence/Experience*

Close reading of Blake poem due Monday, 2/13 (2 pages)

Visit and do assignment on William Blake WKS

2/13 - Response paper due on Blake

Women and Society:

Read Wollstonecraft (100-118) – get an understanding of her main argument and points

Barbauld (36) Rights of Women

Robinson (97) Letter to the Women of England

Response paper due Monday, 2/20 – How does the change in the view of women show a shift in the faith/societal/social perspective? (2-3 pages) – How could this be a response to Enlightenment, or how is it an embracing of the “revolution” idea?

-or- Write a lengthy letter speaking of your predicament and how you feel as the “person” of the era that you drew. Letter should be (2-3) pages.

2/20 – Women and Society paper due

Finish Woman discussion – discuss major points of papers

Anne Bannerman – *Tales of Superstition & Chivalry* (read the poems listed below on WKS page of same name)

Read The Dark Ladie, The Penitent’s Confession, The Perjured Nun, and Prophecy of Merlin.

Lecture – ill-fated Anne’s career and poetry.

2/27 – The Romantic Landscape

W. Wordsworth

Lines Written in Early Spring (216)

Tintern Abbey (221-223)

My Heart Leaps Up (245)

The Tables Turned (220)

I Wandered Lonely as a Cloud (245-47) both versions

The World is Too Much (244)

It is a Beauteous Evening (244)

Do assignment on the WKS page for Romantic Landscape

3/6 – Contexts: The Sublime (365-75) – get a general feel for this

Gothic:

Coleridge (415-24)

Robinson – Haunted Beach

Response Paper due 3/20 over paintings in the book (pgs 386-95)

Pick one or find one online painted during this period and write about how the work clearly embodies the sublime and/or Gothic, as well as any other themes of the Romantic Movement (3-5 pages)

3/13 – Spring Break

3/20 - Response paper on art due

Byronic Hero: Don Juan - dedication, Canto 1

Shelley: Mutability (732)

Ozymandias (763) Ode to the West Wind

The Mask of Anarchy (752)

3/27 – Keats – (809, 826-31)

L.E.L. –Young Heroines (918-23)

4/3 – Blake (72-85) – The Marriage of Heaven and Hell

Blake - Songs of Liberty

Burns – Address to De'il

M. Shelley – The Mortal Immortal

The Picture of Evil paper due 4/24 – paper should include 2 outside sources beyond the primary sources (Blake and whomever you're comparing with).

4/10 – Introduction to Frankenstein and Mary Shelley

WKS page – do Frankenstein assignment

4/17 – Frankenstein, Volume I

4/24 – The Picture of Evil paper due

Frankenstein, Volume II

5/1 – Frankenstein, Volume III

Discuss final

5/8 – final exam