Course Outline

Course title and description

Course Title: ENGE3110 Romanticism
Description: Shortest in literary history, the Romantic Age witnessed the French Revolution, Industrialisation, and the longest war in modern time. The Romantic writers actively engaged with their time and left a body of literature that is unparalleled in its richness, intensity, and imagination. With new, experimental forms, they wrote about many issues never introduced to the world of literature before: revolution and disillusionment, the underprivileged, childhood, the natural landscape, the gothic world, and most importantly, the human mind. The course will involve an in-depth study of Romanticism and evaluate its significance in the English poetic tradition. It will cover the six major Romantic poets, Blake, Wordsworth, Coleridge, Byron, Shelley and Keats, and from some characteristics they share, outline the 'spirit' of their age. At the same time, the course will also highlight the distinctiveness of each Romantic poet, to demonstrate the complexity and diversity contained in the term 'Romanticism'. The course will emphasise close reading and draw attention to the resonance of the Romantic era to our own time.

Content, highlighting fundamental concepts

Topic	Contents/fundamental concepts
Romanticism	~ the complexity and multiplicity of the term 'Romanticism' ~ Romanticism in English poetic tradition, its relation to Neo-classicism and Modernism ~ British Romanticism and European Romanticism ~ Romanticism and its historical context ~ tensions in Romantic poetry: - natural landscape and psychological landscape - the role of imagination and of experience - Romantic self and poetic persona - self-expressiveness and sympathetic imagination - unity and fragmentation - radicalism and escapism - idealism and scepticism

Learning outcomes

After taking the course, students are expected to - Have a deeper understanding of the Romantic period; - Grasp the key features of each major Romantic poet;

- Reflect on the relevance of the Romantic era to the present;
- Enjoy reading poetry and read it critically.

Learning activities

Lecture 2 hrs	Interactive tutorial 1 hr

Assessment scheme

Task nature	Weight
Participation	10%
Presentation	10%
Quiz	20%
Short paper	15%
Term paper	45%

Learning resources for students

Required Text:
The Norton Anthology of English Literature, 9th edn, Vol. D.

Suggested Reading:
M. H. Abrams. Ed. *English Romantic Poets: Modern Essays in Criticism*, 1975. (library e-book)
Marilyn Butler. *Romantics, Rebels, and Reactionaries*, 1981. (UL 4-hr reserve)
Aidan Day. *Romanticism*. 1996. (library ebook)
Paul O'Flinn. *How to Study Romantic Poetry*. 1988. (UL 4-hr reserve)
Sharon Ruston. *Romanticism*. 2007. (library ebook)
Romantic Circles (a scholarly website devoted to Romantic studies):
http://www.rc.umd.edu/about/about.html
* Further reading on each poet will be handed out in class.

Feedback for evaluation

Students are welcome to give feedback to the course. They can do so by communicating to me directly or by email, or talking to the TA, or posting comments and questions to the CU forum.

Course schedule

Wk	Topic	Required reading		Further reading
		for lecture	for tutorial	
1	**Introduction: Romanticism and the spirit of the age**	/	/	'Introduction' in *Norton* (pp.3-30)
2	**Blake**	*Songs of Innocence*: 'Introduction' 'The Ecchoing Green' *Songs of Experience*: 'Introduction' 'London' *The Marriage of Heaven and Hell*: 'Proverbs of Hell'	'The Blossom' (*Songs of Innocence*) 'The Sick Rose' (*Songs of Experience*)	*Songs of Innocence Songs of Experience*
3	**Wordsworth 1**	'Lines Written in Early Spring'; 'Nutting'	'We Are Seven' 'A slumber did my spirit seal'	Preface to *Lyrical Ballads* (1802); 'Expostulation and Reply'; 'The Tables Turned'
4	**Wordsworth 2**	'Lines Composed a Few Miles above Tintern Abbey'	'Lines Composed a Few Miles above Tintern Abbey' (l.112-end)	*The Prelude* (13-bk 1805 edn*)*: Book 11, 257-78
5	**Coleridge 1**	'The Eolian Harp'; 'This Lime-Tree Bower My Prison'	'This Lime-Tree Bower My Prison' (l.59-end)	From *Biographia Literaria*: Chaps 13, 14 (extracts in *Norton*)
6	**Coleridge 2**	'The Rime of the Ancient Mariner' (Part 1-4)	'The Rime of the Ancient Mariner' (Part 7)	'Kubla Khan'
7	**Byron 1** *Quiz 1*	*Childe Harold's Pilgrimage*: Canto 3, S1-16, 113-8	*Childe Harold's Pilgrimage*: Canto 3, S36-9, 42-5	*Childe Harold's Pilgrimage*: Canto 3 (selections in *Norton*)
8	**Byron 2**	*Don Juan*: Canto 1, S1-13, 54-117 (selections in *Norton*)	*Don Juan*: Canto 1, S199-203, 213-222	*Don Juan*: Canto 1 (selections in *Norton*)
9	**Shelley 1**	'The Mask of Anarchy'; 'England in 1819'	'England in 1819'	from *A Defence of Poetry* (extracts in *Norton*)
10	**Shelley 2**	'To a Sky-Lark'; Keats, 'Ode to a Nightingale'	'Ozymandias'	/

11	**Keats 1**	'Ode on a Grecian Urn'	'Ode on Melancholy'	- Letters: ~To George and Georgiana Keats (Feb. 14 - May 3, 1819)
12	**Keats 2**	'The Eve of St. Agnes'	'La Belle Dame sans Merci'	Letters: ~To George and Thomas Keats (Dec. 21, 27 [?], 1817) ~To Woodhouse (Oct.27, 1818) ~To Brown (Nov. 30, 1820)
13	**Conclusion: Legacy of Romanticism** *Quiz 2*	'To Autumn'	/	TBA

Teachers' or TA's contact details

Professor/Lecturer/Instructor:	
Name:	Li Ou
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Teaching Venue:	
Website:	
Other information:	

Teaching Assistant/Tutor:	
Name:	
Office Location:	
Telephone:	
Email:	
Teaching Venue:	
Website:	
Other information:	

A facility for posting course announcements

Relevant announcements and course documents (lecture ppt, reading/written assignments, tutorial tasks, etc.) will be posted regularly on Blackboard.

Academic honesty and plagiarism

A soft copy of the written assignments must be uploaded to the Veriguide system at the URL:
https://academic.veriguide.org/academic/login_CUHK.jspx
The system will issue a receipt which contains a declaration of honesty. The declaration should be signed and stapled to the hard copy of the assignment to be handed in. Assignments without the receipt will NOT be graded.

Grade Descriptors

Grade A / Excellent: Outstanding performance on ALL learning outcomes.
Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority.

Grade A- / Very Good: Generally outstanding performance on <u>ALMOST ALL</u> learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B+ / Good (Plus): <u>HIGH</u> performance on all learning outcomes, OR <u>HIGH</u> performance on some learning outcomes which compensates <u>WELL</u> for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply <u>WELL</u> the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level <u>WELL</u>.

Grade B / Good: <u>SUBSTANTIAL</u> performance on all learning outcomes, OR <u>SUBSTANTIAL</u> performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a <u>MORE COMPREHENSIVE</u> manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): <u>GOOD</u> performance on all learning outcomes, OR <u>GOOD</u> performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a <u>COMPREHENSIVE</u> manner that would sufficiently fulfill the normal expectations at this level.

Grade C+ / Adequate (Plus): <u>VERY ADEQUATE</u> performance on the majority of learning outcomes.

Demonstrates the ability to apply the principles or skills learned in the course in a <u>SOMEWHAT SUSTAINED</u> manner that would meet the basic requirement at this level.

Grade C / Adequate: <u>ADEQUATE</u> performance on the majority of learning outcomes.

Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

Grade C- / Adequate (Minus): <u>SOMEWHAT ADEQUATE</u> performance on <u>A NUMBER OF</u> learning outcomes.

Demonstrates the ability to <u>SOMEWHAT</u> apply the principles or skills learned in the course in a manner that would meet the <u>BARE</u> basic requirement at this level.

Grade D+ / Pass (Plus): <u>BARELY SATISFACTORY</u> performance on a <u>A FEW</u> learning outcomes.

Addresses the task inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

Grade D / Pass: <u>ALMOST BARELY SATISFACTORY</u> performance on <u>VERY FEW</u> learning outcomes.

Addresses the task inadequately by meeting the basic requirement at this level only in <u>very few</u> areas while responding <u>very</u> minimally with possibly tangential content in others.

Grade F / Failure: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

Fails to address the task and likely does not understand what the task requires. In other words, the work completely misses the point.

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