

Fall/Winter 2021-2022

AP/EN 3560 6.0B (Y)	The English Romantics	
Course Director:	Natalie Neill nneill@yorku.ca Virtual office hour: TBA	
Time:	Wednesday, 11:30 am – 2:30 pm	
Delivery Format:	<p>Fall term: REMOTE (synchronous and asynchronous delivery) – There are some scheduled meeting times for this course. You should plan to be available for course-related activities during the appointed times.</p> <p>Winter term: IN-PERSON – If public health guidelines permit it, we will hold classes on campus beginning January 2022.</p>	
Description:	<p>This course explores the writings and cultural legacy of the English Romantics—a group of poets, novelists, and radicals active between 1780 and 1830, whose new ways of thinking about themselves and the world around them gave rise to some of the most compelling texts in the history of English literature. Throughout the year, we will trace Romantic themes, figures, and preoccupations while considering the important literary innovations made by the Romantics in a variety of genres. In addition, we will consider how their poetry, fiction, and polemical writings engage late-eighteenth- and early-nineteenth-century debates. Key contexts will include the American and French Revolutions, the Industrial Revolution, slavery and abolitionism, British imperialism and colonialism, and nascent feminism.</p> <p>Learning outcomes: The aim of the course is to familiarize students with the major English Romantic writers (their influences, writing styles, literary innovations, and social contexts). By the end of the year, students will be able to a) identify and analyze literary, thematic, and rhetorical connections among course texts; b) recognize the conventions of important Romantic genres and subgenres (e.g., types of lyric poetry, ballads, Gothic fiction, sentimental novels, epistolary novels, slave narratives, the confession, and polemical pamphlets); c) identify and discuss important aesthetic categories (e.g., the sublime, beautiful, and picturesque); and d) articulate persuasive arguments about the texts in the context of major social debates of the period.</p> <p>How will it work?: In the fall term, the three hours allotted to our course each week will be divided into two activities (the first “asynchronous” and the second “synchronous”): First, you will listen to lecture recordings that will be posted on the course’s eClass site. Then, you will attend a Zoom session between 1:00 and 2:30 every Thursday. The recorded lectures will introduce and contextualize the readings and offer prompts for discussion. The virtual Zoom class will be a forum for live discussion.</p>	
Category:	C	
Historical Requirement:	Time Period II (1700-1900)	
Requirements:	Two Short Essays (2–3 pages) (2 X 10%)	20%
	Comparative Essay (5–6 pages)	25%
	Research Essay (7–8 pages) <i>or</i> Unessay* Option	25%

	<p>Two Tests (2 x 10%) 20%</p> <p>Participation (discussion, synchronous and asynchronous) 10%</p> <p>(*You may demonstrate your knowledge and critical skills in a form other than a traditional essay [e.g., podcast, website, video, poster, or some kind of non-academic writing].)</p>
	<p><i>English Romantic Poetry: An Anthology</i> (Dover)</p> <p>Dacre, <i>Zofloya; or the Moor</i> (Oxford)</p> <p>Austen, <i>Northanger Abbey</i> (Penguin)</p> <p>Anonymous, <i>The Woman of Colour: A Tale</i> (Broadview)</p> <p>De Quincey, <i>Confessions of an English Opium Eater</i> (Dover)</p> <p>Mary Prince, <i>History of Mary Prince</i> (Penguin)</p> <p>M. NourbeSe Philip, <i>Zong!</i> (Wesleyan)</p> <p>Other required readings (excerpts, poems, manifestos, and defenses) will be posted on the Moodle site.</p>
Open To:	Years 3, 4