

Sam Houston State University
Department of English
Fall 2017
ENG 5379-01

PROFESSOR: Dr. Kandi Tayebi
OFFICE: 413
OFFICE PHONE: 4-1439
OFFICE HOURS: Access through Virtual Office
EMAIL: eng_kat@shsu.edu

Technology Issues: Please direct your questions about technology-related issues to SHSU Online Support Desk.

EMAIL: I will check email between 9-5 Monday-Friday and intermittently on the weekend. Please allow at least 24 hours for a response.

Virtual Office: Please post questions concerning the course or the course content to the Virtual Office on Blackboard, and I will respond within 24 hours on a weekday. You may also post responses to fellow students' questions if you have answers for them. Please don't post any questions or comments of a private nature, as this is a discussion board viewable by all students. For questions concerning a more personal nature, please email me through Blackboard.

Course Description:

This course provides graduate students with an advanced introduction to the scholarly and critical study of British Romantic poetry and prose. It is appropriate both for students who have had some undergraduate course work in this field and those who are relatively new to British Romanticism. The Romantic time period exploded with debates over the French and American Revolutions, women's rights and education, and the spread of imperialism that brought about contact with the Orient and the lucrative slave trade. This course will examine the poetry and critical prose of the six writers usually considered the "major" Romantic poets--Blake, Wordsworth, Coleridge, Byron, Keats, and Percy Shelley--and also takes up Mary Shelley, Dorothy Wordsworth, Helen Maria Williams, Felicia Hemans, and Charlotte Smith. We will explore this literature focusing on the conception of gender and how these views permeated ideas of nature and revolution—two of the main topics of Romantic literature. Specifically, we will examine literature around the slave trade, including both slave narratives and abolitionist texts; literature envisioning the Orient; and literature exploring nature and our relationship with animals and the natural world. We will be concerned primarily with the works themselves, but will also consider the social, political, and intellectual changes taking place in the revolutionary period of the Romantics.

Required Texts:

Norton Anthology of English Literature Vol. 2, 9th edition.

Mary Shelley. *Frankenstein: Case Studies in Contemporary Criticism*. 3rd edition.

Editor Johanna M. Smith. Bedford/St. Martins.

Three Oriental Tales. Edited by Alan Richardson. New Riverside Editions. You will need to get this online as a used copy.

Course Objectives:

Students will be able to

1. Apply current theory and research to an analysis of Romantic literature.
2. Identify and explain the major tenets of Romantic writers.
3. Analyze and synthesize the political, religious, and socio-economic ideas of the time period and illustrate how they are reflected in the literature.
4. Identify and discuss the social, political, and intellectual changes taking place in the revolutionary period of the Romantics as reflected in the literature.
5. Identify, analyze, and discuss the different treatment of gender in works of various Romantic writers.
6. Analyze the treatment of the Orient and imperialism in the works of various Romantic writers.
7. Identify the conventions associated with the sublime and the beautiful in nature and analyze the use of nature in Romantic works.
8. Identify the conventions of abolitionist writing and slave narratives.

Course Requirements:

Discussion Board—You will be required each week to respond to 2 questions placed on the Discussion Board and to at least one comment from another student. The questions will be concerning the critical articles or primary sources read for that week. You will also be responsible for choosing an article from a list I will provide. Then you will outline for the class the main points of the article during the week your article is scheduled to be discussed. You will provide the class with at least 2 discussion questions to start the conversation and facilitate the discussion, keeping it focused and moving forward. Each student must contribute to the discussion by either building on someone else's point or providing a new way to look at the topic. Your grade on this project will be both from how well you facilitate discussion on your own article and how well you contribute to the discussion of the other articles.

Reading Journal—You will answer prompts I will provide each week on the primary texts (the literature). Your answers should be no longer than 2-3 pages. These writings are to ensure you understand the readings. They are sent only to me. The rest of the class will not see these. These prompts may ask you to provide a close reading of a key passage from the work, summarize and discuss relevant information, apply a secondary source to the work, approach the text from a theoretical viewpoint, or connect diverse works together. The Reading Journals are uploaded on Blackboard.

Presentation—You will provide a videotaped presentation on one of the works. This presentation will be between 10-15 minutes. It will cover an overview of the author and text, reception of the text, review of the scholarship on the text, and an examination of how gender affects the text. You should also provide secondary sources on the text.

Teaching Unit—This unit will span 5 weeks and be over the book *Frankenstein*. You will be expected to have goals and daily objectives, lectures, activities, multimedia, study questions, assessments, and support materials (links, etc.). The unit must focus on a particular theoretical approach to the text not just an overall view of the text.

Paper--You will write a 8-10 page paper (typed, double-spaced, 1-inch margins). NO LATE PAPERS WILL BE ACCEPTED!

Annotated Bibliography--You will create an annotated bibliography of at least 10 sources for your paper.

Prospectus--You will develop a prospectus discussing the topic to be explored in your paper.

Attendance:

You are expected to log in to the course each week.

Plagiarism:

Plagiarism will not be tolerated and will result in either an "F" on the paper or an "F" in the course.

Papers:

Papers should be double-spaced on a word processor. Papers should follow MLA documentation style. Late papers will receive a "0."

Conferences:

You may meet with me as often as you wish. My door is always open. I will be willing to meet in person in The Woodlands or Huntsville as well as online or by phone.

Grading:

Discussion Board	15%
Reading Journal	15%
Paper	25%
Presentation	15%
Bibliography	5%
Prospectus	5%
Teaching Unit	<u>20%</u>
	100%

Reading Schedule

Aug 23, Week One—Introduction to course. What is Romanticism?

Read Syllabus.

Watch Contents of the Media Folder

Discussion Board: Introduction to each other. Write a post that is a minimum of 250 words introducing yourself to the class.

Read Wellek, "The Concept of Romanticism in Literary History"
Read Handout "A Pack of Useful Lies about the Romantic Period"
Read Jonathon Bate "Toward Green Romanticism"

Week 2 (Aug. 28-Sept. 3)—Romanticism and Nature

Watch content of Week Two Media folder

Read Wordsworth

"Tintern Abbey" "Nutting" "A slumber did my Spirit Seal"

The Prelude—"Childhood and School-Time," "Cambridge and the Alps,"

"Spots of Time," and "Vision on Mount Snowdon"

Read Dorothy Wordsworth "From The Alfoxden Journal" "From the Grasmere Journals"

Read Mellor "Romanticism, Gender, and Genre"

Read Kroeber "Ecological Literary Criticism"

Read Reading Guides

Submit Week Two Reading Journal

Post and respond to Week Two Discussion

Week 3 (Sept. 4-Sept. 10)—Romanticism and Nature

Watch content of Week Three Media folder

Read Smith "Written in a Church-Yard at Middleton in Sussex" and *Beachy Head*

Read Coleridge "This Lime-Tree Bower My Prison," "The Eolian Harp," and
"Frost at Midnight"

Read Richardson "Romanticism and the Colonization of the Feminine"

Submit Week Three Reading Journal

Post and respond to Week Three Discussion

Week 4 (Sept. 11-Sept. 17)—Romanticism and Nature

Watch content of Week Four Media folder

Read Shelley "Ode to the West Wind" and "Mont Blanc"

Read Keats "Ode to a Nightingale" and "To Autumn"

Read Hemans "The Homes of England"

Read Kroeber "Shelley: The Socialization of Mind"

Submit Week Four Reading Journal

Post and respond to Week Four Discussion (First Facilitators)

Prospectus Due Sunday at noon

Week 5 (Sept. 18-Sept. 24)—Romanticism and Animals

Read Barbauld "The Mouse's Petition" and "The Caterpillar"

Read Burns "To a Mouse" and "To a Louse"

Read Blake "The Tyger," "The Fly," and "The Lamb"

Read Helen Maria Williams "Lines on the Tomb of a Favorite Dog"

Read Perkins "In the Beginning of Animal Rights"

Submit Week Five Reading Journal

Post and respond to Week Five Discussion (Second Facilitation)

Week 6 (Sept. 25-Oct. 1)—Romanticism and Slavery

Watch content of Week Six Media folder

Read *The History of Mary Prince* ebook

Submit Week Six Reading Journal

Post and respond to Week Six Discussion

Annotated Bibliography Due Sunday at noon

Week 7 (Oct. 2-Oct. 8)—Romanticism and Slavery

Watch content of Week Seven Media folder

Read Blake “Little Black Boy” and “Visions of the Daughters of Albion”

Read Coleridge From *On the Slave Trade*

Read Christine Gallant, “Blake’s Antislavery Designs for *Songs of Innocence and of Experience*” (Blackboard).

Read Alan Richardson, “Colonialism, Race, and Lyric Irony in Blake’s ‘The Little Black Boy’” (Blackboard).

Read Kitson “Race and Romanticism: The Case of Coleridge”

Submit Reading Journal for Week Seven.

Post and respond to Week Seven Discussion (Third facilitation)

Week 8 (Oct. 9-Oct. 15)—Romanticism and Slavery

Watch content of Week Eight Media folder

Read More “Slavery: A Poem”

Read Edgeworth “The Grateful Negro”

Read Cowper “The Negro’s Complaint” “Pity for Poor Africans”

Read Yearsley “Poem on the Inhumanity of the Slave Trade”

Read Burns “The Slave’s Lament”

Read Kitson “Slavery and the Race Idea”

No Reading Journal due this week

Post and respond to Week Eight Discussion (Fourth facilitation)

Week 9 (Oct. 16-Oct. 22)—Romanticism and Slavery

This week we will continue our discussion of Romanticism and slavery.

There are no new readings or media for this week.

Submit Reading Journal for Week Nine

Post and Respond to Week Nine Discussion

Paper Due Sunday at noon

Week 10 (Oct. 23-Oct. 29)—Romanticism and Orientalism

Watch content in Week Ten Media folder

Read LEL “The Hindoo Girl’s Song” “The Sultana’s Remonstrance”

Read Coleridge “Kubla Khan”

Watch Orientalism as a Tool of Colonialism Youtube

Read Nigel Leask “Kubla Khan and Orientalism: The Road to Xanadu Revisited”

Submit Reading Journal for Week Ten

Post and Respond to Week Ten Discussion (Fifth facilitation)

Week 11 (Oct. 30-Nov. 5)—Romanticism and Orientalism

Read William Beckford “Vathek”

Read Adam Potkay “Beckford’s Heaven of Boys”

Presentation Due Friday noon

Watch Classmates’ presentations and post responses on Discussion Board.

No Reading Journal due this week

Week 12 (Nov. 6-Nov. 12)—Romanticism and Orientalism

Watch content in Week Twelve Media folder

Read Byron “The Giaour”

Read Marilyn Butler “The Orientalism of Byron’s Giaour”

Read Reviews of *The Giaour*

Read Original Notes to *The Giaour*

Submit Reading Journal for Week Twelve

Post and respond to Week Twelve Discussion (Sixth facilitation)

Week 13 (Nov. 13-Nov. 19)—Pulling it all together with Mary Shelley’s *Frankenstein*

Watch content in Week Thirteen Media folder

Read Mary Shelley *Frankenstein*

Read H. L. Malchow “Frankenstein’s Monster and Images of Race in Nineteenth-Century Britain”

Submit Reading Journal for Week Thirteen

Post and respond to Week Thirteen Discussion (Seventh facilitation)

Week 14 (Nov. 20-Nov. 26) Thanksgiving 22-24—*Frankenstein*

Read Joseph W. Lew “The Deceptive Other: Mary Shelley’s Critique of Orientalism in *Frankenstein*”

No Reading Journal due this week

No Discussion this week

Week 15 (Nov. 27-Dec. 3)—Teaching Unit

Meet with me concerning your Teaching Unit

Work on Teaching Unit

Finals Week (Dec. 5)—***Teaching Unit due Tuesday, December 5 by 5:00 p.m.***