



Prerequisite(s): At least 60% in 1.0 of English 1020-1999 or permission of the Department.

Revolt, radicalism, counter-revolution, reaction, reformation; hope, crisis, peace, war, invention, imagination, catastrophe, wonder, terror. What shadows did revolution cast upon the eighteenth and nineteenth centuries? This course examines a range of texts that reflect Romantic and post-Romantic transformations, upheavals, and reversals in aesthetic, socio-political, scientific, and/or psychological thought and writing. We will treat Revolution both literally and figuratively. Our starting point will be Romantic writers' immediate response to Revolution in France and America, which (arguably) affects all subsequent developments in the period. This response, at once idealistic, reformatory, and reactionary, sets the stage for various aesthetic, scientific, and psychological revolutions we will go on to explore. Romantic Revolution is thus a sign for transformation, progress, and hope on one hand, and trauma, terror, and discontent on the other. Above all, we will explore Romanticism as a period of what Tiltottama Rajan calls "restless self

of London. The local First Nation communities of this area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region, there are eleven First Nation communities and a growing Indigenous urban population. We value the significant historical and contemporary contributions of local and regional First Nations and all of the Original peoples of Turtle Island (North America).

COURSE OBJECTIVES

Think critically about Romantic thought and writing

Analyze and think critically about the formal properties of Romantic texts

Recognize how Romanticism is characterized by the transformations of the French Revolution

Recognize how revolutions in Romantic thought and writing shadow present political, social, and aesthetic concerns and issues as they reflect living in the Anthropocene

ASSIGNMENTS

Short Paper / Passage Analysis (~1000 words) Due January 31	15%
Long Paper (~2500 words) Due March 13	30%
Response Papers (2 x ~500 words each) Due by March 27	15%
Final Exam (Take Home) Due April 10	30%
Attendance	5%
Swing Percentage	5%

Short Paper (~1000 words): This will be the analysis of a passage or passages I'll assign ahead of time. No secondary criticism is required for this assignment, but MLA documentation is required.

Long Paper (~2500 words): This is a research paper requiring you to focus on two texts from the course, one of which can be a text already chosen for the short paper. Secondary criticism is required (~3 sources). I'll provide topics later in the term.

Response Papers: You can write the two Response Papers at your leisure. Each response must address a text on the syllabus but you choose the topic. These must be completed individually, not as a single paper. These are not research essays, and can therefore be performative, personal, or academic. All responses are due by **March 27** at the latest.

Participation: Students should regularly attend class prepared to discuss course readings and engage in conversation. I will evaluate participation according to the quality and consistency of contributions, the demonstration of active and engaged listening, and a willingness to respond to other students.

Swing Percentage: I'll add an extra 5% to the calculation of the highest grade you achieve in either the Short Paper, Long Paper, or Final Exam.

All written assignments must follow MLA9 guidelines for documentation. For all matters related to writing grammar and style, essay format and documentation, and research practices, refer to the Purdue Searchable Style Guide:

https://owl.purdue.edu/owl/purdue_owl.html

See "Undergraduate Grading Criteria" at: https://www.uwo.ca/english/english_studies/courses/pdf/UndergradGradingCriteria.pdf

See "Essay Tips" at: <https://www.uwo.ca/english/undergraduate/Student%20Information.html>

SCHEDULE OF CLASSES & READINGS

Unless otherwise noted, all readings are from the Broadview Anthology, except for Hogg's *Confessions* and Austen's *Persuasion*. Besides the readings listed below, you should read the "Introduction to the Age of Romanticism" at the start of the Broadview Anthology, along with "History of the Language and of Print Culture." Besides these, you'll find a host of readings "IN CONTEXT" to supplement all of the works included in the Broadview Anthology. Don't miss these.

January 8

NO CLASS

January 10

Introduction | What's Romanticism?

Blake, "Introduction" to *Songs of Innocence*

Keats, "On first sitting down to read Chapman's Homer," "This Living Hand"

January 15, 17

Keats, "On first sitting down to read Chapman's Homer," "This Living Hand" (p. 18)

March 18, 20

Hogg,