

Liverpool John Moores University

Title: Romanticism: Revolution, Reaction & Representation
Status: Definitive
Code: **5111ENGL** (122148)
Version Start Date: 01-08-2021

Owning School/Faculty: Humanities and Social Science
Teaching School/Faculty: Humanities and Social Science

Team	Leader
James Whitehead	Y
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Academic Level: FHEQ5 **Credit Value:** 20 **Total Delivered Hours:** 37

Total Learning Hours: 200 **Private Study:** 163

Delivery Options

Course typically offered: Semester 1

Component	Contact Hours
Lecture	11
Seminar	22
Tutorial	2
Workshop	2

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	AS1	Portfolio of 1500 words critical analysis plus group presentation	50	
Essay	AS2	2500 word essay	50	

Aims

1. To develop students' understanding of the manifestations of Romanticism in nineteenth-century literature, in a variety of forms and genres (principally lyric and narrative poetry, fiction, and prose writing), and to assess the cultural afterlife and

importance of Romanticism and its modes.

2. To explore the connections between politics, social history, and literary culture in Britain during a period of social instability and intense and rapid changes in many areas of life at home and abroad.

3. To introduce students to critical debates and controversies about Romanticism and its legacies in the nineteenth and twentieth century, including its canonical role in English studies.

Learning Outcomes

After completing the module the student should be able to:

- 1 Identify and appraise the characteristics, conventions and complexities of Romanticism in a number of nineteenth-century literary forms and genres, especially poetry, using close textual analysis.
- 2 Demonstrate contextual knowledge of the historical, political, and social context for Romantic literature in nineteenth-century Britain and the wider world.
- 3 Link formal and aesthetic modes to wider context, and the concerns and goals of individual authors.
- 4 Understand and engage with the major critical debates about Romanticism, Romantic texts and authors, and be able to situate these debates with regard to their importance in English studies.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Portfolio	1	2	
2500 word essay	2	3	4

Outline Syllabus

1. What is Romanticism?

Indicative reading: critical definitions, controversies and defences.

2. The Revolution Controversy

Indicative reading: excerpts from Burke, Reflections, Paine, Rights of Man, Godwin, Wollstonecraft.

3. Lyrical Ballads and after

Indicative reading: poetry by Wordsworth and Coleridge.

4. Romantic poetry by women

Indicative Reading: Charlotte Smith, Elegiac Sonnets, Mary Robinson, Lyrical Tales, Anna Barbauld.

5. *Romanticism, sensibility, and the novel.*

Indicative reading: Jane Austen, Sense and Sensibility, Maria Edgeworth, Castle Rackrent.

6. *Romantic life writing in poetry and prose:*

Indicative reading: excerpts from The Prelude, Biographia Literaria.

7. *Psychological Romanticism.*

Indicative reading: post-L.B. poetry by Coleridge; Romantic writing on Shakespeare.

8. *Metropolitan Romanticism: the Cockney School.*

Indicative reading: poetry by Keats and Leigh Hunt, excerpts from periodical writing.

9. *Cosmopolitan Romanticism.*

Indicative reading: poetry by Shelley, Byron, Felicia Hemans.

10. *Gothic Romanticism*

Indicative reading: Lewis, The Monk, James Hogg, Confessions of a Justified Sinner, Maturin, Melmoth the Wanderer.

11 *Reflective Romanticism: the familiar essay.*

Indicative reading: Hazlitt, 'The Letter Bell', 'My First Acquaintance with Poets'; De Quincey, 'Recollections', Charles and Mary Lamb.

Learning Activities

Lectures, seminars, student-led presentations; private study and reading, Blackboard and online activity.

Notes

This module examines a concept and a mode that is central to nineteenth-century literature, yet also highly contested: Romanticism. It examines how Romanticism emerged out of a ferment of political, social, and intellectual revolutions at the turn of the nineteenth century, through the very different representations and reactions these revolutions elicited. The module examines key concepts such as the sublime, creativity and the imagination, sensibility, progressive and pessimistic visions of society and human nature, and the difficult beginnings of a democratic mass popular

culture. It looks at the representation of the changing landscapes of country and city, Romanticism in a global context, and the role that Romanticism played in shaping thinking about the experience and psychological effects of living in the modern world. Given that Romanticism is as much an aesthetic category as a historical period, the module is deeply concerned with assessing different modes and values of 'the Romantic' across cultural forms and genres, and has a particular focus on poetry in perhaps the last period that poets and their work were vitally central to British cultural life.