

**English Romantic Literature**

Code: 100250  
ECTS Credits: 6

Degree	Type	Year	Semester
2500245 English Studies	OB	2	2
2501902 English and Catalan	OB	2	2
2501907 English and Classics	OB	2	2
2501910 English and Spanish	OB	2	2
2501913 English and French	OB	2	2

**Contact**

Name: David Owen  
Email: David.Owen@uab.cat

**Use of Languages**

Principal working language: english (eng)  
Some groups entirely in English: Yes  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: No

**Teachers**

Sara Martín Alegre

**Prerequisites**

In order to take this subject, it is recommended that you should previously have taken "Literatura Anglesa del s. XX" (C20 English Literature), a first-year subject in the Degree of English Studies, and "Literatura Victoriana" (Victorian Literature) in the first semester of the second year of study for this degree.

It is also recommended that you should at all times keep in mind the content taught in the first-year subject "Història i Cultura de les Illes Britàniques" (The History and Culture of the British Isles).

An initial level of English of between C1 (Advanced) and C2 (Proficiency) of the Common European Framework of Reference for Languages (CEFR) is required for this subject. With C1, students can understand a broad range of extended and complex texts, and recognise the implicit meaning of such texts; express themselves with fluency and spontaneity without having to evidently search for words or expressions sense; use the language in a flexible and efficient way for social, academic and professional purposes; produce clear, well-structured and detailed texts on complex subjects, and demonstrate a controlled use of organizational structures, connectors and mechanisms of coherence. With C2, students can understand practically anything that they read or hear without effort; summarise information deriving from diverse written or spoken sources; reconstruct facts and arguments, and present these in a coherent fashion; express themselves spontaneously, with fluency and precision, distinguishing subtle nuances of meanings even in the most complex of situations.

**Objectives and Contextualisation**

*Literatura del Romanticisme Anglès* (British Romanticism) provides an introduction both to English poetry produced during the period of Romanticism in the UK (c.1780 to c.1830) and to representative works of English novelistic fiction written in the same period. The subject involves the reading, analysis, debate and interpretation of the selected works. The academic preparation deriving from this subject is essential for all subsequent courses in this degree relating to English Literature in the sense that the principal aim of this subject is to prepare students to be competent and effective readers.

On successfully completing *Literatura del Romanticisme Anglès*, students will be able to:

- Demonstrate a good level of reading knowledge as regards the key literary works of English Romanticism
- Produce basic literary criticism through essays and presentations.
- Use the resources of any university library relating to material on the literature of the English Romanticism.
- Express an informed opinion on the literary texts studied throughout this course.

## Competences

### English Studies

- Critically assessing the scientific, literary and cultural production in the English language.
- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

### English and Catalan

- Critically assessing the scientific, literary and cultural production in the English language.
- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

### English and Classics

- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.

- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

#### English and Spanish

- Critically assessing the scientific, literary and cultural production in the English language.
- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

#### English and French

- Critically assessing the scientific, literary and cultural production in the English language.
- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

## Learning Outcomes

1. Analysing and interpreting in a basic level literary texts in English of periods preceding the contemporary era.
2. Analysing and interpreting texts in a medium level about the literary genres and literary criticism in English.
3. Appropriately placing literary texts in English of periods preceding the contemporary era in their corresponding historical and cultural context.
4. Appropriately placing literary texts in English of periods preceding the contemporary era in their corresponding linguistic context.
5. Carrying out oral presentations in English about topics related to literary texts in English of periods preceding the contemporary era.
6. Communicating in the studied language in oral and written form, properly using vocabulary and grammar.
7. Comparing in a medium level the methodologies of literary criticism in English.
8. Describing the historical and thematic evolution of the literary text in English of periods preceding the contemporary era.

9. Distinguishing the main ideas from the secondary ones and summarising the contents of literary texts of periods preceding the contemporary era.
10. Distinguishing the main ideas from the secondary ones and summarising the contents of primary and secondary texts related to the English literature of periods preceding the contemporary era.
11. Drawing up brief argumentative essays or text comments in English about topics related to literary texts in English of periods preceding the contemporary era.
12. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
13. Identifying the main currents, authors, genres and texts of the main literary texts in English of periods preceding the contemporary era.
14. Localising secondary academic sources in the library or on the Internet related to the English literature of periods preceding the contemporary era.
15. Making judgements of value in relation to the literary criticism in English associated with the English literature of periods preceding the contemporary era.
16. Participating in face-to-face and virtual debates in English about topics related to literary texts in English of periods preceding the contemporary era.
17. Summarising the content of primary and secondary academic sources related to the English literature of periods preceding the contemporary era.

## Content

UNIT 1: First-Generation Romantic Poets (Blake, Wordsworth, Coleridge)

UNIT 2: Second-Generation Romantic Poets (Byron, Shelley, Keats)

UNIT 3: Mary Shelley: *Frankenstein*

UNIT 4: Jane Austen: *Pride and Prejudice*

## Methodology

1 ECTS credit = 25 teaching hours > 6 credits = 150 hours

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
In-class reading and debate	15	0.6	7, 15, 16
Individual study	25	1	8, 9, 10, 13
Lectures	30	1.2	5, 13, 16
Type: Supervised			
Commentary writing	25	1	3, 4, 10, 15, 14, 11, 17
Type: Autonomous			
Individual reading	55	2.2	1, 2, 3, 4, 6, 13

## Assessment

Assessment is based on the following:

- 1 take-home critical commentary (2 texts) of a first- and second-generation Romantic poem. As an alternative to one of the two commentaries, students may choose to translate one of the poems studied in these units = 25%. [Task assigned after finalising Units 1 & 2; approx. Week 9]
- 1 Short writing activity (take-home task) on Mary Shelley's *Frankenstein* = 20%. [To be written at home on finalising Unit 3; approx. Week 12]
- 1 Essay on Jane Austen's *Pride and Prejudice* = 45% (proposal 10%; essay 35%). [Essay submitted on final day of course (Week 15) or before; dates for submitting the proposal will be confirmed by the lecturers during the course].
- Class participation and contribution = 10%

With the exception of the essay-proposal submission, all definitive assessment dates will be published in the class calendar at the start of the course.

The critical commentary will require students to write a critical appreciation (350-500 words) of (i) a first-generation and (ii) a second-generation Romantic poem. Alternatively, one of these commentaries may be replaced by a translation. The alternative translation (into Catalan or Spanish) will be of a short poem-typically of sonnet-like length-from the poems studied in the first two units.

The short writing activity (Shelley) requires a text of 500-1000 word that provides a personal and less formal view by the student on this novel (specific task to be confirmed).

The essay on Austen is a text of 1000 words (approx.), duly supported by cited critical sources (a minimum of three); its bibliography must be correctly formatted. The topic is chosen from a list of possible questions. An abstract proposal must be submitted before writing the final paper. This must be correctly formatted and structured, and coherently argued.

Grades awarded for certain assessment activities may, with the lecturer's approval, be improved if the student records brief related video content for the department's YouTube channel. This will be confirmed in class during the course.

**ALL OBLIGATORY READING MUST BE DULY CARRIED OUT.** Any indication that a student has not diligently completed the course reading may negatively affect final assessment.

Assessment is continuous; level of English will be taken into account in all written work and for the final-assessment grade.

All assessment activities are **OBLIGATORY**; failure to submit any assignment may result in a "Not Assessable" as the course-final grade (please see "Reassessment").

Procedure for reviewing submitted work:

All students have the right to a personalised tutorial (in the lecturer's office) in order to review their submitted work. If requested by the student, this must take place within two weeks of the activity in question. However, students lose the right to this review if they do not collect this work within the two-week period. At the time of each activity, the lecturer will inform the class (by Moodle) of the procedure and dates of the review process.

Reassessment:

Reassessment for this subject requires a content-synthesis exam (date confirmed during the course), for which all the following conditions are applicable:

- The student must previously have submitted a minimum of two-thirds of the course-assessment items.
- The student must previously have obtained an average overall grade of 3.5. or higher.
- The maximum grade that can be obtained through reassessment is 5.0.

Reassessment is available **ONLY** to students who have failed initial assessment; it is **NOT** available to students who have passed but wish to improve their final grade.

On presentation of a doctor's note, students may be given the chance to do the reassessment exam on a date and at a time arranged with the lecturer.

Plagiarism:

- Total or partial plagiarism of any of the assessment activities will automatically be awarded a "fail" (that is, zero) for the plagiarised item.
- Plagiarism is copying from unidentified sources and presenting this as original work (this includes copying phrases or fragments from the internet and adding them without modification to a text which is presented as original).
- Plagiarism is a serious offense. Students must learn to respect the intellectual property of others, identifying any source they may use, and take responsibility for the originality and authenticity of the texts they produce.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
1. Take-home critical commentary/translation of first- and second-generation Romantic poetry	25%	0	0	2, 3, 4, 8, 10, 15, 12, 6, 13, 11, 17
2. Short take-home writing assignment on Mary Shelley's "Frankenstein"	20%	0	0	1, 2, 7, 3, 4, 9, 10, 15, 12, 6, 13, 14, 11, 17
3. Essay on Jane Austen's "Pride and Prejudice"	45%	0	0	1, 7, 3, 4, 9, 10, 15, 12, 13, 14, 11, 17
4. Participation in class discussion and debates	10%	0	0	10, 15, 12, 6, 5, 16, 17

## Bibliography

UNITS 1-2 (Romantic Poetry):

Abrams, M. H. (ed.), *The Norton Anthology of English Literature*, volume 2, Norton & Company, 1986.

Webs

- Norton Anthology Resources on Romanticism: <http://www.wwnorton.com/college/english/nael/romantic/welcome.htm>
- English Literature on the Web: <http://www.lang.nagoya-u.ac.jp/~matsuoka/EngLit.html>
- Voice of the Shuttle: <http://vos.ucsb.edu/index.asp>
- BUB Link: English Literature General: <http://bubl.ac.uk/Link/e/englishliterature-general.htm>

UNIT 3 (Mary Shelley): *Frankenstein*. (Oxford University Press, 2008 [1818], Ed. M. K. Joseph). <http://bit.ly/FKNSTN>.

UNIT 4: (Jane Austen). *Pride and Prejudice*. (Oxford University Press, 2008 [1813], Ed. James Kinsley). [http://bit.ly/PR\\_PR](http://bit.ly/PR_PR).

All texts read on this course can be found in electronic format on the Digital Bibliography for Romanticism through the following link: <http://blogs.uab.cat/romanticismbibliography>

Other Recommended Texts

## Annotated Anthologies of Romantic Literature

Kermode, Frank et. al. (eds.), *The Oxford Anthology of English Literature, volume II. "1800 to the Present"*, OUP, 1973.

Martin, Brian (ed.), "The Nineteenth Century (1798-1900)", *Macmillan Anthologies of English Literature, volume 4*, Macmillan, 1989.

## Histories of English Literature

Baugh, Albert C. et al, *A Literary History of England*, 1967.

Ford, Boris (ed.), *From Blake to Byron, the New Pelican Guide to English Literature, volume 5*, Penguin Books, 1982.

Sanders, Andrew, *The Short Oxford History of English Literature*, Clarendon Press, 1994.

## Contexts

Briggs, Asa, *A Social History of England*, Weidenfeld and Nicolson, 1994.

Butler, Marilyn, *Romantics, Rebels and Reactionaries*, OUP, 1981.

Furet, François (ed.), *El Hombre Romántico*, Alianza Editorial, 1995.

Hobsbawm, Eric, *The Age of Revolution*, Weidenfeld and Nicolson, 1972.

Morgan, Kenneth O. (ed.), *The Oxford History of Britain*, OUP, 1984.

Paz, Octavio, *Los Hijos del Limo*, Seix Barral, 1987.

## Criticism

Abrams. M.H. (ed.), *English Romantic Poets. Modern Essays in Criticism*, OUP, London, 1975.

Bloom, Harold, *The Visionary Company*, Cornell University Press, 1971.

Frye, Northrop, *Fearful Symmetry. A Study of William Blake*, Princeton University Press, 1969.

Jones, Alun R. and Tydeman, William (eds.), *Coleridge: The Ancient Mariner and Other Poems*, Casebook Series, Macmillan, 1990.

---. *Wordsworth: Lyrical Ballads*, Casebook Series, Macmillan, 1988.

Kraft, Elizabeth. "Anna Letitia Barbauld's 'Washing-Day' and the Montgolfier Balloon." *Literature and History* 4.2 (1995): 25-41.

"Observations on Female Literature in General, Including Some Particulars Relating to Mrs. Montagu and Mrs. Barbauld." *The Westminster Magazine* (June 1776): 283-285.

Vargo, Lisa. "The Case of Anna Laetitia Barbauld's 'To Mr Coleridge.'" *The Charles Lamb Bulletin New Series* No. 102 (April 1998): 55-63.

Watson, J. R., *English Poetry of the Romantic Period 1789-1830*, Longman Literature in English Series, Longman, 1992.

Wu, Duncan (ed.), *A Companion to Romanticism*, Blackwell, 1998.

Jane Austen: Selected Biographies & Critical Studies

Shields, Carol. *Jane Austen*. London: Phoenix, 2001.

Spence, Jon. *Becoming Jane Austen: A Life*. London and New York: Hambledon and London, 2003.

Tomalin, Claire. *Jane Austen: A Life*. (Revised & Updated Edition). London: Penguin, 2000.

Butler, Marilyn. *Jane Austen and the War of Ideas*. (1987 edition with a revised introduction). Oxford, UK: Oxford UP, 1987.

Copeland, Edward and McMaster, Juliet (Eds). *The Cambridge Companion to Jane Austen*. Cambridge, UK: Cambridge UP, 1997.

Gard, Roger. *Jane Austen's Novels: The Art of Clarity*. New Haven and London: Yale UP, 1992.

Tanner, Tony. *Jane Austen*. Hampshire & London: Macmillan Education LTD, 1986.

Historical Context (History, Society, Politics, Religion and Literary Traditions)

Copeland, Edward. "Money". *The Cambridge Companion to Jane Austen*. Copeland, Edward, and McMaster, Juliet (Eds). Cambridge, UK: Cambridge UP, 1997.

---. *Women Writing about Money. Women's Fiction in England, 1790-1820*. Cambridge, UK: Cambridge UP, 1995

Grundy, Isobel. "Jane Austen and Literary Traditions". *The Cambridge Companion to Jane Austen*. Copeland, Edward and McMaster, Juliet (Eds). Cambridge, UK: Cambridge UP, 1997.

Kelly, Garry. *English Fiction of the Romantic Period, 1789-1830*. London & New York: Longman, 1989.

---. "Religion and Politics". *The Cambridge Companion to Jane Austen*. Copeland, Edward, and McMaster, Juliet (Eds). Cambridge, UK: Cambridge UP, 1997.

---. "Romantic Fiction". *Cambridge Companion to British Romanticism*. Stuart Curran (Ed). Cambridge, UK: Cambridge UP, 1993.

Pool, Daniel. *What Jane Austen Ate and Charles Dickens Knew: From Fox Hunting to Whist-The Facts of Daily Life in Nineteenth-Century England*. New York: Simon and Schuster, 1993.

Sales, Roger. *Jane Austen and Representations of Regency England*. London and New York: Routledge, 1994.