

## Fall/Winter 2020-2021

<b>AP/EN 4561 6.0A (Y)</b>	Romantic Revolt: Loneliness, Madness, and Satire (1750–1850)
<b>Course Director:</b>	Natalie Neill <a href="mailto:nneill@yorku.ca">nneill@yorku.ca</a> Virtual office hour: Thursdays, 4:30–5:30
<b>Time:</b>	Thursdays, 2:30–5:30
<b>Delivery Format:</b>	<b>REMOTE</b> (synchronous and asynchronous delivery) – There are some scheduled meeting times for this course. Please plan to be available for course-related activities during the appointed times. See “ <i>How will it work?</i> ” below.
<b>Description:</b>	<p>Historian Eric Hobsbawm used the term “Age of Revolution” to describe the world of the late eighteenth and early nineteenth centuries. Romantic and early Victorian literature reflects the many social upheavals of the age, which include, but are not limited to, revolutionary movements in America, France, Haiti, and Latin America and the contemporaneous British Industrial Revolution. British and American authors were deeply involved in the period’s contentious debates about democracy, nationalism, abolition, the role of women, and workers’ rights. In this course, we will read and discuss novels, polemical writings, manifestos, satires, confessions, abolitionist narratives, and poems written between 1750 and 1850 that are concerned with revolutions of various kinds (political, cultural, economic). We will ask, <i>What does it mean to be revolutionary? How can acts of writing be revolutionary? How do writers use rhetorical elements, literary devices, and generic conventions to offer social commentary and inspire change?</i> And finally: <i>What kinds of literary revolutions were occurring in the long Romantic period, and how are innovations in form and genre related to the social changes of the period?</i> Informing our discussions will be an awareness of what most defined the period for its revolutionaries: belief in freedom, human rights, and the power of the written word to transform society.</p> <p><b>How will it work?:</b> The three hours allotted to our course each week will be divided into three activities (the first and third “asynchronous” and the second “synchronous”): 1) listening to lecture recordings that will be posted on the course’s Moodle site; 2) attending a one-hour Zoom session between 3:30 and 4:30 every Thursday; and 3) participating in online discussion boards on a weekly basis. The recorded lectures will introduce and contextualize the readings and offer prompts for discussion. The virtual Zoom seminar will be a forum for live discussion and the oral presentations. The weekly discussion boards on Moodle will be another virtual space where you can exchange ideas and earn participation marks.</p> <p><b>Learning outcomes:</b> By the end of the year, you will be able to a) identify and analyze the defining characteristics and concerns of Romantic and early Victorian literature; b) recognize thematic, literary, and rhetorical connections among course texts; c) articulate convincing arguments about the texts in the context of major social debates; and d) isolate and discuss conventions of the genres and subgenres in which 18th- and 19th-century writers worked.</p>

<b>Category:</b>	C												
<b>Historical Requirement:</b>	N/A												
<b>Requirements:</b>	<table> <tr> <td>Short Single Text Analysis (2–3 pages)</td> <td>10%</td> </tr> <tr> <td>Fall Term Essay (5–6 pages)</td> <td>25%</td> </tr> <tr> <td>Comparative Analysis Essay (7–8 pages) <i>or</i> Unessay* Option</td> <td>25%</td> </tr> <tr> <td>Year-End Test</td> <td>15%</td> </tr> <tr> <td>Oral presentation</td> <td>20%</td> </tr> <tr> <td>Participation (synchronous and asynchronous)</td> <td>10%</td> </tr> </table> <p>(*You may research a topic that is relevant to the course and demonstrate your knowledge and critical skills in a form other than a traditional essay [e.g., podcast, website, virtual poster, or some kind of non-academic writing].)</p>	Short Single Text Analysis (2–3 pages)	10%	Fall Term Essay (5–6 pages)	25%	Comparative Analysis Essay (7–8 pages) <i>or</i> Unessay* Option	25%	Year-End Test	15%	Oral presentation	20%	Participation (synchronous and asynchronous)	10%
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<b>Reading List:</b>	<p>Thomas Paine, <i>Common Sense</i> (Broadview)  Mary Robinson, <i>A Letter to the Women of England and The Natural Daughter</i> (Broadview)  William Godwin, <i>Caleb Williams</i> (Broadview)  Anonymous, <i>The Woman of Colour: A Tale</i> (Broadview)  Eaton Stannard Barrett, <i>The Heroine</i> (Valancourt)  Mary Prince, <i>History of Mary Prince</i> (Penguin)  Elizabeth Gaskell, <i>Mary Barton</i> (Oxford)</p> <p>Optional: Kyle Baker, <i>Nat Turner</i> (Abrams ComicArts)</p> <p>[Baker’s graphic novel is not required, but it will be discussed during the week on Nat Turner, and you will have the option of writing about it for the Comparative Analysis Essay and Test, if you wish.]</p> <p>Other required readings (excerpts, poems, confessions, manifestos, defenses, satires) will be posted on the Moodle site.</p>												
<b>Open To:</b>	Year 4 Honours												