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| **„DZEMAL BIJEDIC“ UNIVERSITY OF MOSTAR****FACULTY OF HUMANITIES****ENGLISH LANGUAGE AND LITERATURE DEPARTMENT** |
| **Course:** | **ENGLISH ROMANTICISM** | **Corse code: 0000** |
| **Level:** | Undergraduate |  |
| **Professor:** | Assistant Professor Aida Džiho-Šator |
| **Contact details:** | E-mail: aida.dziho@unmo.ba Tel:  |
| **Contact hours:** | Lectures per week: 2 | Practicals/tutorials per week: 2 |
| **ECTS:** | 6 ECTS |
| **Course status:** | Core  |
| **Prerequisites:** | None |
| **Course content:** | This course introduces student to the literature and culture of the Victorian period, allowing them to explore Victorian literary phenomena like sensation literature, city writing, spiritualist writing and mourning poetry, and helping them draw connections between Victorian literary works and the culture and history of the period. |
| **Course aims:** | The aim of the course is to enable students to read and analyze literary texts pertaining to English Romanticism. The topics on for discussion are:society, industrialization and urbanization of the British society, French Revolution, aesthetics of Romanticism, and cultural changes in the Great Britain in late 18th and early 19th century. Students will be able to read and analyze poetry. |
| **Outcomes:** | Upon completion of this course, students will be able to:* identify and critically read the most significant poetry of the English Romanticism
* use acquired knowledge in comparative literature field, i.e. in the context/dialogue of the world literature of 18th and 19th century
* apply and transfer knowledge and attitudes in further studies
* use acquired knowledge in different professional fields (teaching, translation, literary translation, research etc.)
* use their enriched vocabulary in relation to linguistic skills and knowledge from other courses
* use different techniques for essay writing, research and seminar papers
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| **Syllabus content:**  | 1. Introduction (the historical and cultural context of poetic works written in the UK between 1770 and 1830, the heyday of the European Romantic movement)2. Blake; *Songs of Innocence* and *Songs of Experience* (“Lamb”, “Tyger”, “Holy Thursday”, “Chimney Sweeper”, “The Little Black Boy”, “London”, “Sick Rose”)3. Women’s rights: Mary Wollstonecraft—from *A Vindication* *of the Rights of Woman* (ch. 1, ch. 2, ch. 4) *;* A.L. Barbauld, *The Rights of Woman*, Blake—*Visions of the Daughters of Albion*4. Wordsworth; “Lines Written in Early Spring”, “Tintern Abbey”, “Lines...”, and “The Ruined Cottage”5. Wordsworth and Coleridge (*Lyrical Ballads*), Preface to *Lyrical Ballads** 1. Coleridge; “Rime of the Ancient Mariner”, “Kubla Khan”, “Frost at Midnight” and *Biographia Literaria*
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	3. Byron; “She Walks in Beauty”, “When We Two Parted”, and “They Say That Love Is Happiness”
	4. Byron; “Childe Harold’s Pilgrimage”

10. Shelley; “Ozymandias”, “Stanzas Written in Dejection”, and 11. “Ode to the West WindShelley; “To a Sky-Lark” and From *A Defence of Poetry*12. Keats; “On First Looking into Chapman's Homer”, “When I have fears that I may cease to be” and “Sonnet to Sleep”; “The Eve of Saint Agnes” and “Sleep and Poetry”13. Keats; Six major odes (“Psyche”, “Nightingale”, “Grecian Urn”, “Melancholy”, “Indolence” and “Autumn”)14. Tennyson “The Charge of the Light Brigade”, “Crossing the Bar”, “In Memoriam: A. H. H.”15. Revision/ Conclusions |
| **Teaching methods:** | Lectures, discussions |
| **Assessment:** | Two tests (1 hour each) 35%; Final examination (2 hours): 40%; Practical reports and essays: 20%; Attendance and in-class activity 5% |
| **Bibliography:** | 1. Aidan Day (1996) *Romanticism*
2. Terry Eagleton (2007) *How to Read a Poem*
3. Robin Jarvis (2004) *The Romantic Period: The* *Intellectual and Cultural Context of English*

Literature 1789-18304. Norton Anthology |