Dr. ALLISON DUSHANE  
Office: Academic 021D  

SPRING 2018  
T/TH: 9:30am-10:45am  
Academic 101  

OFFICE HOURS  
M/W: 2:00pm-3:00pm  
T/TH: 1:00pm-3:00pm  
Academic 021D  

CONTACT INFORMATION  
adushane@angelo.edu  

REQUIRED TEXTBOOKS AND OTHER MATERIALS  

Broadview Anthology of British Literature Volume 4: The Age of Romanticism  
ISBN#: 9781551114040  

Shelley, Mary: The Last Man  
(Oxford)  
ISBN#: 9780199552351  

- Printed Handouts and Readings from Blackboard which have been assigned for class discussion.  
- Notebook for in-class writing and something to write with  

BLACKBOARD  
This course has a Blackboard website, where you will find important announcements, readings, the SafeAssign dropbox for submission of your essays, assignment sheets, and handouts. You should check the site regularly for announcements, assignments, readings, and any changes to the syllabus.  

ENGLISH 3313  
BRITISH ROMANTIC LITERATURE  

Vision, Prophecy and Apocalypse in the Romantic Era  

COURSE DESCRIPTION  

Writing in the Romantic Era (roughly 1790-1832) is full of self-professed visionaries and prophets, including some writers who explicitly claim that the imagination wields a prophetic and transformative power. William Wordsworth claims that "with an eye made quiet by the power/ Of harmony, and the deep power of joy,/ We see into the life of things;" William Blake declares that “Nations are Destroy'd, or Flourish, in proportion as Their Poetry Painting and Music, are Destroy'd or Flourish!”; and P.B. Shelley announces in A Defence of Poetry that "poets are the unacknowledged legislators of the world." Why, and how, do these writers make such powerful assertions? How do the era’s revolutions in politics, science and religion intersect with concurrent revolutions in literary form? These questions will guide us through an exploration of the major texts, concepts, and ideas that make up the study of British Romanticism.  

GRADED COURSE WORK  

15% Essay #1  
20% Midterm Exam  
20%: Essay #2  
20% Take Home Final Exam Essay  
20% Reading Quizzes and In-Class Work  
5% Active Participation
LEARNING OBJECTIVES FOR ENGLISH 3313

• Students will gain an awareness of the history of the Romantic Era and practice techniques for literary interpretation and through readings, lectures, online discussion posts, essays and in-class discussion.
• Students will develop their close reading skills through careful analysis of literature, informing their study through consideration of the culture in which such literature was created and the critical debates surrounding specific texts.
• Students will learn the discipline-specific terminology and writing conventions that will be expected of them as English majors and strengthen their writing abilities.

COURSE POLICIES

I. ATTENDANCE

Regular attendance is crucial to your success in this course. I do not differentiate between “excused” absences and “un-excused absences,” so please do not bring me doctor’s notes or e-mail me with the expectation of having an absence excused.

I do realize that sickness, appointments, family issues, work conflicts and other circumstances sometimes arise during the semester that prevent students from attending class, and so I make allowances in the following grade categories to account for them. The allowances below account for what I believe to be a reasonable number of absences in a given semester, regardless of reason.

If you miss a class, you will need to determine what you missed during your absence by checking the Blackboard announcements, asking your classmates or by seeing me during office hours. I will post any lecture slides that I use in class. I will not respond to email inquiries that simply ask: "what did I miss?" It is your responsibility to check the schedule and stay on track.

Here is how I factor absences into your course grade:

• Reading Quizzes and In-Class Work: I will drop the three lowest grades from this category before calculating your final grade. I do not give make up quizzes or replacements for in-class work. Exceptions: If you intend to miss class to participate in a school-sponsored event or to observe a recognized holy day (see below), notify me in writing prior to the absence.
• Active Participation: I allow students three absences without penalty to their active participation grade. After the third absence, your absences will affect your active participation grade.

However, if a situation arises that you suspect will result in excessive absences (something like a chronic health condition or true emergency such as a death in the immediate family or hospital stay), you should notify me as soon as possible so we can discuss possible accommodations. Once you have missed class meetings in excess of these allowances, there is nothing I can do for you that will preserve fair treatment for the rest of the class.
II. QUizzes, IN-CLASS WORK and ACTIVE PARTICIPATION

Because this is primarily a discussion-based class where all members depend on the input of others, you will be graded according to your participation. This will include, but is not limited to: your coming to class prepared and on time, your willingness to participate in class discussion, your readiness to volunteer when needed, and, most importantly, your overall level of engagement and attitude. Your active participation grade will be determined by all of these factors.

You must bring the appropriate printed texts to class for every discussion.

On any day that an assigned reading is due, I may give a quiz that covers the reading and/or the assigned literary terms for the day. These quizzes are meant to be very straightforward and are designed to make sure you made a good faith effort to get through and understand the material. Occasionally, these quizzes will be open book (even more incentive to bring your printed texts to class!).

On many class days I will assign prompts for in-class writing and small group discussions, which I usually grade pass/fail. I will sometimes take points off of in-class work if students do not have the appropriate printed texts in class to complete the work. I also take the quality of these assignments into consideration when determining your participation grade. You will be encouraged to share and discuss your insights with the class. Be sure to bring a notebook/paper and something to write with to every class meeting.

III. CLASSROOM CONDUCT, OFFICE HOURS and EMAIL ETIQUETTE

I request that you turn off all electronic devices and put them in your bags during class. There is rarely reason to keep your phone on the desk or in your lap during class since all telephonic communication—including texting—is prohibited in class.

When questions about course content occur to you outside of our scheduled class sessions, I encourage you to come to office hours or email me. However, please understand that I receive a lot of email, so it’s important that your email messages attend to some basic conventions of electronic communication. For example, your emails to me should contain a helpful subject line that contains your course number and section to direct my attention to your question. They also should begin with some sort of salutation, “Dear Dr. Dushane,” or “Hi, Dr. D,” are both fine. I will attempt to answer emails quickly within business hours (M-F 9am-5pm), though I have meetings on and off campus and sometimes cannot answer as quickly. After 5pm and on weekends, I check my email less regularly and it may be several hours or even a day before you hear back from me.

IV. ESSAY SUBMISSION, LATE and LOST WORK

Essays must be turned in via Blackboard via the SafeAssign dropbox before class begins on the day they are due.

You may submit major essay assignments up to a week beyond their due date. However, I will deduct half a letter grade from your assignment for each 24 hours it is late. After a week, you will forfeit the possibility of turning in the assignment, thus earning a zero. Unless I say otherwise, I will only accept essays uploaded to the dropbox via Blackboard. If you miss an essay deadline, please send me an e-mail as soon as possible to let me know when you plan on finishing/uploading the assignment.
Due to the time pressure I face when grading final essays and submitting final grades, the Take Home Final Essay may only be submitted up to 24 hours late. I will deduct half a letter grade from this assignment for each 6 hours it is late.

No extensions will be granted on or after a due date—all arrangements must be made in advance.

You will need to devise a strategy for securely storing digital files. I highly recommend that you incorporate a backup file system into your storage strategy. We all know that hard drives can fail and flash drives can disappear. Back up all of your work in multiple locations.

V. OBSERVANCES OF RELIGIOUS HOLIDAYS and TRAVEL TO UNIVERSITY EVENTS

Students traveling to university-sponsored events and students who have spoken to me in advance about missing a class for purposes of religious observance will have the opportunity to make up whatever work can be completed. The opportunity to make-up work is the student’s responsibility to arrange: (1) notification must be made in writing and in advance of the absence and (2) all work must be completed in what I deem to be a timely manner. To be clear, no makeup work will be permitted after the fact; all arrangements must be made in advance and you and I must agree upon a timetable prior to your absence.

VI. STATEMENT ON ACADEMIC HONESTY

“All ASU students are expected to understand and to comply with the University’s policy on Academic Honesty as stated in the ASU Bulletin and in the ASU Student Handbook. Students who violate the Policy on Academic Honesty will be subject to disciplinary action, including a failing grade in the course.”

Your enrollment in 2329 assumes your agreement to this honor code. Stealing from another person or source is wrong and passing off work you did not complete as your own is a violation punishable by your immediate failure in the course. I have no patience for this breach of trust and ethics.

VII. STUDENTS WITH DISABILITIES

I am sympathetic to all disabilities, and request that all persons requesting accommodation work through the student life office to make sure that they receive the attention they need.

“Persons with disabilities that may warrant academic accommodations must contact the Student Life Office, located in room 112 of the University Center, in order to request such accommodations prior to any being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.”
**DAILY SCHEDULE**

*Subject to change*

Be sure to check Blackboard daily for details and any changes to the schedule. This schedule provides an overview of the semester so that you can plan around major assignment due dates, but I will post more detailed reading assignments, handouts, lecture slides and other important information on a weekly basis.

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings &amp; Assignments Due</th>
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| T.1.16 | Course Introduction  
William Blake  
*The Book of Thel* (Handout/In-Class) |
| TH.1.18| William Wordsworth and Samuel Taylor Coleridge  
• *Lyrical Ballads*, 1798 Edition  
o “Advertisement,” “We Are Seven,” “Lines Written in Early Spring,” “The Thorn,” “Expostulation and Reply,” “The Tables Turned,” “Lines Written a Few Miles above Tintern Abbey” |
| T 1.23 | William Wordsworth  
• Preface to *Lyrical Ballads: 1800, 1802* (pp. 171-187, pp. 419-425)  
Samuel Taylor Coleridge  
• “The Rime of the Ancyent Mariner” |
| TH 1.25| William Wordsworth  
• *The Ruined Cottage* |
| T 1.30 | Samuel Taylor Coleridge  
• from *Biographia Literaria*: Chapters 13 and 17  
• “Kubla Khan”  
Edmund Burke  
• from *A Philosophical Enquiry*: from Part 2 and from Part 3 |
| TH 2.1 | Samuel Taylor Coleridge  
• from *Lectures and Notes on Literature*: [Definition of Poetry] [Mechanic vs. Organic Form]  
• “The Eolian Harp,” “Frost at Midnight,” “Fears in Solitude” |
| T 2.6  | William Wordsworth  
• from *The Two-Part Prelude of 1799*: First Part |
| Th 2.8 | Dorothy Wordsworth  
• from *The Grasmere Journal*: All selections  
• "Grasmere—A Fragment" |
<table>
<thead>
<tr>
<th>Time</th>
<th>Author(s)</th>
<th>Works and Notes</th>
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<tbody>
<tr>
<td>T 2.13</td>
<td>William Blake</td>
<td>• from <em>Songs of Innocence and Experience</em>: All selections</td>
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<tr>
<td>T 2.15</td>
<td>William Blake</td>
<td>• <em>The Marriage of Heaven and Hell</em></td>
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<td>T 2.20</td>
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<td>French Revolution packet selections (BB)</td>
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| TH 2.22 | | **ASU Writer's Conference: Extra Credit Opportunity**  
| | | ➢ **Essay #1 Due in Blackboard Dropbox @9:30am** |
| T 2.27 | Anna Laetitia Barbauld | • *Eighteen-Hundred and Eleven, A Poem* |
| TH 3.1 | | **William Wilberforce**  
| | | • "Speech to the House of Commons," 13 May 1789  
| | | Anna Laetitia Barbauld  
| | | • "Epistle to William Wilberforce, Esq. on the Rejection of the Bill for Abolishing the Slave Trade" |
| T 3.6 | | ➢ **Midterm Exam** |
| TH 3.8 | | **Percy Bysshe Shelley**  
| | | • from *A Defense of Poetry*  
| | | • “To Wordsworth” and “Mont Blanc” |
| T 3.20 | Percy Bysshe Shelley | • “Ozymandias,” “England in 1819”  
| | | • *The Mask of Anarchy*  
| | | • [Optional Reading]. In Context: The Peterloo Massacre |
| TH 3.22 | George Gordon, Lord Byron | • Epistle to Augusta  
| | | • from *Don Juan*: Dedication |
| T 3.27 | George Gordon, Lord Byron | • from *Childe Harold’s Pilgrimage*, Canto the Third (BB) |
| TH 3.29 | John Keats | • Selected Letters  
| | | • “Ode to Psyche,” “Ode to a Nightingale,” “Ode on a Grecian Urn,” “Ode on Melancholy,” “Ode on Indolence,” “To Autumn” |

**Spring Break 3.12-3.16**
| T 4.3 | John Keats  
|       | • *The Fall of Hyperion, A Dream*: Canto 1 and Canto 2 |
| TH 4.5 | Erasmus Darwin (D2L)  
|       | • from *Zoonomia*  
|       | • from *The Temple of Nature*  
|       | Richard Holmes  
|       | • “Dr. Frankenstein and the Soul” from *The Age of Wonder* (D2L) |
| T 4.10 | John Keats  
|       | • *Lamia* |
| TH 4.12 | • Essay #2 Due in Blackboard Dropbox @9:30am |
| T 4.17 | Mary Shelley  
|       | • [In Context]: Shelley’s Life and *The Last Man* (in anthology)  
|       |   o Selected Letters  
|       | • *The Last Man* Vol I, Chapters 1-5 |
| TH 4.19 | Mary Shelley  
|       | • *The Last Man* Vol I, Chapters 6-11 |
| T 4.24 | Mary Shelley  
|       | • *The Last Man* Vol II, Chapters 12-15  
|       | George Gordon, Lord Byron  
|       | • “Darkness” (in the anthology)  
|       | Percy Shelley  
|       | • “Mutability” (in the anthology) |
| TH 4.26 | Mary Shelley  
|       | • *The Last Man* Vol II, Chapters 16-20 |
| T 5.1 | Mary Shelley  
|       | • *The Last Man* Vol III, Chapters 21-27 |
| TH 5.3 | Mary Shelley  
|       | • *The Last Man* Vol III, Chapters 27-end |

➢ **TAKE HOME FINAL EXAM ESSAY**
Due at the end of the scheduled final exam period for this class (no in-class final)
**Thursday, May 10th in Blackboard Dropbox @ 10:00am**