

ENGE2370: FROM ROMANTICISM TO MODERNISM

COURSE OUTLINE, SPRING 2022

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3/F FUNG KING HEY BUILDING

COURSE DESCRIPTION

The period from the early nineteenth to the early twentieth century witnessed the rise of modernity. Two important artistic movements in these periods in Western culture were Romanticism and Modernism. Moving from Romanticism to Modernism, we encounter the literature of the Victorian period. The three periods will be studied and contrasted in this course, with representative works from these periods studied. How does a writer describe imagination, inspiration and love? How does a writer describe a person's connection with nature? How does a writer interact with his/her social context? How does a writer describe the experience of living in a city? These are examples of questions we will try and answer.

Course goals

1. To understand the terms Romanticism and Modernism, and the characteristics of these two literary periods.
2. To understand Victorian literature both as a chronological bridge between Romanticism and Modernism, and as a major literary period in its own right.
3. To understand the literature across the timespan covered in the course through the lens of some of the historical issues and social debates in this period.
4. To examine the impact of modernity (e.g., modernization, urbanization, and institutionalization) and resistance to it in the literatures studied.
5. To analyze the interplay between content and form in the works studied, and between the works and their contexts.
6. To develop further skills in critical and creative thinking, and oral and written communication.

SCHEDULE

TUTORIALS START IN THE THIRD WEEK

Week 1	Introduction to the course	-----
Week 2	Visionary imagination, the figure of the child, nature,	William Blake: From <i>Songs of Innocence</i> : “Introduction,” “The Chimney Sweeper,” “Nurse’s Song,” “Holy Thursday”

Week 3	Imagination versus Reason, contraries, exploitation	Blake: From <i>Songs of Experience</i> : “Introduction,” “The Chimney Sweeper,” “Nurse’s Song,” “London,” “Holy Thursday,” “The Tyger”
Week 4	<u>Chinese New Year holiday</u>	
Week 5	Nature, the city, the “Self,”	William Wordsworth: “I Wandered Lonely as a Cloud,” “Composed upon Westminster Bridge, September 3, 1802,” “The World is Too Much with Us”
Week 6	The sublime, inspiration, revolution	Percy Bysshe Shelley: “Ode to the West Wind”
Week 7	The Gothic and the Victorian period; the 19 th -century woman writer contextualized	Charlotte Brontë: <i>Jane Eyre</i> , selected chapters
Week 8	Patriarchy, marriage, love, duty, sacrifice	Brontë: <i>Jane Eyre</i> , selected chapters
Week 9	Heroism, nationalism, empire; Aestheticism, satire; Religion, doubt	Alfred Tennyson: “Ulysses” Oscar Wilde, “The Critic as Artist” (excerpt); Matthew Arnold, “Dover Beach”
Week 10	Modernism and its historical context	Virginia Woolf: <i>Mrs Dalloway</i>
Week 11	Modernist themes	Woolf: <i>Mrs Dalloway</i>
Week 12	Modernist form and technique; stream of consciousness	Woolf: <i>Mrs Dalloway</i>
Week 13	<u>University reading week</u>	
Week 14	The city; alienation and modernity	Eliot, “The Love Song of J. Alfred Prufrock,” “Preludes,” “Rhapsody on a Windy Night”
13/4	<u>Public holiday: Easter</u>	

REQUIRED TEXTS

- The poems and the excerpt from Wilde’s essay listed in the schedule
- Charlotte Brontë, *Jane Eyre*. Penguin Popular Classics. ISBN-13: 978-0140620115
- Virginia Woolf, *Mrs. Dalloway*. Penguin Popular Classics. ISBN-13: 978-0140622218

The above two novels need to be purchased from the university bookstore. It is important that students have these specific editions of the texts, because any page references in class will be based on them.

RECOMMENDED TEXTS

Ferber, Michael. *The Cambridge Introduction to British Romantic Poetry*. Cambridge University Press, 2012.

Menand, Louis. *Discovering Modernism: TS Eliot and His Context*. Oxford University Press, 2007.

Goldman, Jane. *The Cambridge Introduction to Virginia Woolf*. Cambridge University Press, 2006.

Peter Childs. *Modernism*. Routledge, 2000

Moran, Maureen. *Victorian Literature and Culture*. Continuum, 2006.

As with most reference books, these do not have to be read from cover to cover; instead, make use of the indices at the front and the back of these reference books to choose the topics or chapters you are looking for.

Additional reference material will also be introduced during the lectures, and quoted in the Powerpoint lecture slides

ASSESSMENT

Tutorial attendance and participation: 5%

Tutorial presentation: 15%

Paper 1 (1500 words) 35%

Paper 2 (1800 words) 45%

Failure to submit **both** essays for the course will result in a fail grade (i.e. lower than D) for the whole course.

COURSE FORMAT

Classes will consist of a combination of lectures and tutorials. Lectures will give students a thorough overview of the course material. Some time will be reserved in each lecture for in-class discussion of focused questions, allowing the opportunity to summarize knowledge, and most importantly, discuss further implications and ideas. Remember, the study of literature is not just about the (passive) absorption of knowledge, but most importantly about how to apply it, relate the previously unrelated, and go beyond it.

Tutorials will continue this process, but also give students the space to discuss any difficulties, and to practise expressing their ideas to other students in prepared presentations.

COURSE REQUIREMENTS AND POLICIES

Readings

You are required to have read the texts before the class in which they will be taught. Without this preparation, it will be difficult to understand what is being said, or participate in the joint discussions afterwards. Students are expected both to listen and express their ideas, both in lectures and tutorials.

Tutorial attendance and participation (5%)

You must be able to justify any tutorial absences. Any unexplained absences will result in a reduction in the participation grade. More than three unexplained absences will result in a reduction in the overall grade.

If you cannot attend a tutorial for valid reasons, please contact your tutor so that your grade is not affected.

Tutorial presentation (15%)

Each student needs to present on one tutorial question, or on a topic of their choice relevant to the course material. You will arrange for a presentation slot with your tutor. Unless there are compelling reasons, you will be expected to **stick to this arranged date** as if it were a paper deadline.

Presentations should be at the most 15 minutes long, and should contain original ideas beyond those taught in the lectures. They can be treated as practice for the essays. This means the most helpful format will be to have a mini-argument to structure them.

25% of the presentation grade will be decided by the delivery (appropriate and sensible levels of engagement with audience, and expressiveness), while 75% will be determined by the content (clarity of structure, and quality of ideas).

Papers (30% and 50%)

For the midterm paper, students will be able to choose a topic on the material covered so far in the course to write on. It should be between 1500 to 1700 words long, exclusive of the bibliography. The requirements of the final paper will be similar, but the topics will encourage a more overall grasp and a comparative approach to the course material. It should be between 1800 and 2000 words long. The preferred format for the essays is the MLA style.

Essays should be submitted to Veriguide. Submission by email or of hardcopies of essays is not necessary.

SUBMISSION GUIDELINES AND RULES FOR WRITTEN ASSIGNMENTS

Submission guidelines

You should submit your written assignments to Veriguide on or before the deadline. The file should be in Microsoft Word format. The file name should start with the following information: SurnameForenameStudentID (e.g. ChanTaiMan00112233_____.docx).

Written assignment deadlines

The following rules will apply without exception to everyone on the course, for the sake of fairness to students who do work hard to hand in their essays on time, and to create original work for each task.

You will be given essay topics one month before the final deadline. Therefore, if you anticipate being busy near the deadline, you must plan your time well and finish your assignment early. This will be wholly your responsibility. Because you will receive essay topics well before they

are due, **there will be no individual extensions of deadlines unless it is for medical reasons evidenced by a doctor's certificate.** Please do not email the teachers in this course to ask for deadline extensions unless it is for documented medical reasons.

Any late essays will automatically be downgraded by one increment of a grade for each day late (for details please refer to the document on Blackboard titled Course Assessment Guidelines).

Academic honesty

Your written work for this course must be your own original work, and must not contain plagiarized material. Assignments will be checked for plagiarism by Veriguide. Please refer to <<http://www.cuhk.edu.hk/policy/academichonesty/>> for guidelines on how to avoid plagiarism, and on how to properly attribute and cite sources (including unpublished ones) you may have used.

Each written assignment must be uploaded to Veriguide by the deadline. **Assignments not uploaded to Veriguide will be treated as not submitted, and will not be graded or returned to students.**

The final paper should be different from the midterm paper. Apart from perhaps a few sentences or general statements, very little material from the midterm paper should reappear in the final paper. This will be checked by Veriguide. If substantial parts (i.e. over 10%) of the final paper turn out to have appeared previously in the midterm paper, the student may receive a failing grade for the final paper.

Department of English

Grade A / Excellent: Outstanding performance on ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority

Grade A- / Very Good: Generally outstanding performance on ALMOST ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B+ / Good (Plus): HIGH performance on all learning outcomes, OR HIGH performance on some learning outcomes which compensates WELL for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply WELL the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level WELL.

Grade B / Good: SUBSTANTIAL performance on all learning outcomes, OR SUBSTANTIAL performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a MORE COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): GOOD performance on all learning outcomes, OR GOOD performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade C+ / Fair (Plus): VERY SATISFACTORY performance on the majority of learning outcomes.

Demonstrates the ability to apply the principles or skills learned in the course in a SOMEWHAT SUSTAINED manner that would meet the basic requirement at this level.

Grade C / Fair: SATISFACTORY performance on the majority of learning outcomes.

Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

Grade C- / Fair (Minus): SOMEWHAT SATISFACTORY performance on A NUMBER OF learning outcomes.

Demonstrates the ability to SOMEWHAT apply the principles or skills learned in the course in a manner that would meet the BARE basic requirement at this level.

Grade D+ / Pass (Plus): BARELY SATISFACTORY performance on A FEW learning outcomes.

Addresses the course inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

Grade D / Pass: ALMOST BARELY satisfactory performance on VERY FEW learning outcomes.

Addresses the course inadequately by meeting the basic requirement at this level only in very few areas while responding very minimally with possibly tangential content in others.

Grade F / Failure: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

Fails to address the course and likely does not understand what the course requires. In other words, the work completely misses the point.