

**ENGL 368—THE ROMANTIC MOVEMENT—SPRING 2023**  
MWF 11:30 AM–12:20 PM  
106 Woodburn Hall

Prof. Adam Komisaruk (pronouns: he/him/his)  
Office: 217 Colson Hall  
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ENGL 368 focuses on major works of British literature from approximately 1789 to 1832 in their cultural and historical contexts. You may apply this course to the Elective requirement for the WVU English major. There are no prerequisites.

### OBJECTIVES

In this course, you will develop your ability to read, think, and write critically about literary texts, with particular attention to:

- how aspects of form, genre, language, and imagery serve the intellectual aims of a text
- how differences in the physical properties of published texts affect the experience of readers
- how texts relate to their sociopolitical environment
- how scholars have responded to literary texts
- how to contribute to a scholarly debate by developing an original research project

### TEXTS

You may obtain the following through the WVU Bookstores or an online vendor. Digital copies are acceptable, but paper copies are preferable. Used copies are acceptable, but please do not substitute different editions.

- Sydney Owenson, Lady Morgan, *The Missionary*, ed. Julia Wright (Broadview, 2002)
- Mary Wollstonecraft, *Mary, A Fiction and The Wrongs of Woman, or Maria*, ed. Michelle Faubert (Broadview, 2012)
- Other texts posted to eCampus

### REQUIREMENTS

- Attendance at all class sessions, with readings completed and in hand. You may miss three (3) sessions without penalty; thereafter, for each unexcused absence I will deduct 2% of your course grade. Please do not ask me to review material covered in your absence; consult a classmate for missed notes and assignments.
- Three (3) short response papers (approx. 3 pp. each) on the assigned material, with deadlines staggered throughout the semester. Topics will be distributed in advance, and will fall into **four** categories: (1) a **close reading** of a specific passage from the work, with in-line annotations of its significant language, form, imagery, ideas, etc.; (2) an **historical** connection of the work to its social and cultural contexts; (3) an evaluation of a **critical** piece of secondary scholarship on the work; (4) a discussion of a **textual** issue arising from variant editions of the work or other aspects of its publication history. Each of your papers must correspond to a different work and a different topic category. **One** of your papers must come from category 3 (critical). Each paper will constitute 10% of your course grade (30% total).

- Research paper (approx. 10 pp.), fully documented, on an unassigned work from the Romantic period. A list of suggested works will be distributed in advance. I will ask you to commit to a work by Week 5; a brief proposal (approx. 2 pp.), including a description of your topic and a preliminary list of sources, will be due in Week 8; a rough draft will be due in Week 13, followed by individual conferences; your revised draft will be due in exam week. Your research paper will constitute 50% of your course grade.
- The remaining 20% of your course grade will be made up by your overall attitude and contributions to the learning environment of the class.
- There is no midterm or final examination in ENGL 368.

**GRADING CRITERIA**

Your assignments will be evaluated according to:

- clarity, rigor and originality of argument
- thoroughness of engagement with textual evidence
- precision and sophistication of expression

The following scale will apply:

A+	100-97%	C+	79-77%
A	96-94%	C	76-74%
A-	93-90%	C-	73-70%
B+	89-87%	D+	69-67%
B	86-84%	D	66-64%
B-	83-80%	D-	63-60%
		F	60- %

**STUDENT ADVOCACY CENTER**

“Part of the Campus and Community Life, a Division of Student Life, the Student Advocacy Center is comprised of the Senior Associate Dean of Student Life who serves as the Student Advocate, Student Legal Services, the Off-Campus Housing Office, Commuter Student Programs, Non-traditional Student Assistance, and the Student HelpLine. The goal of the Center is to assist students with non-academic questions and concerns and to make the proper referrals when necessary.

“Questions are answered daily about many concerns that students may have. The Advocacy Center is designed to simplify procedures and to help students cut through red tape by finding answers to questions and helping to familiarize our students with campus policies and procedures. We specialize in problem solving and helping our students be better informed about making the decisions they need to make, whether these decisions involve classes or any other aspect of university life.

“The Student HelpLine number is 304-293-5555.

“Someone is available to take calls during regular business hours. After hours, you may leave a message and someone will return your call during the next business day.”—WVU Office of Campus and Community Life (<https://campuslife.wvu.edu/student-advocacy>)

## **WVU STATEMENT ON ACADEMIC INTEGRITY**

“The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, instructors will enforce rigorous standards of academic integrity in all aspects and assignments of their courses. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the West Virginia University Academic Standards Policy (<http://catalog.wvu.edu/undergraduate/coursecredittermsclassification>). Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see your instructor before the assignment is due to discuss the matter.”—WVU Teaching and Learning Commons (<https://tlcommons.wvu.edu/syllabus-policies-and-statements#academicintegrity>)

## **WVU STATEMENT ON APPROPRIATE USE OF TECHNOLOGY**

“Use of technology in the classroom should always be directly related to class activities and/or course learning outcomes. Inappropriate technology use can be an impediment to learning and a distraction to all members of the class. As such, inappropriate use of technology in the classroom may be considered a disruption of the class and constitute a violation of the WVU Student Conduct Code and could potentially result in a referral to the Office of Student Conduct. Use of technology in the classroom when specifically prohibited by the instructor may also constitute a violation of WVU’s Academic Integrity policy.”—WVU Teaching and Learning Commons (<https://tlcommons.wvu.edu/syllabus-policies-and-statements#tech>)

## **WVU STATEMENT ON COVID-19**

“WVU is committed to maintaining a safe learning environment for all students, faculty, and staff. Should campus operations change because of health concerns related to the COVID-19 pandemic or other campus-wide emergency, it is possible that this course will move to a fully online delivery format. If that occurs, students will be advised of technical and/or equipment requirements, including remote proctoring software.

“In a face-to-face environment, our commitment to safety requires students, staff, and instructors to observe the social distancing and personal protective equipment (PPE) guidelines set by the University at all times. While in class, students will sit in assigned seats when required and will wear PPE according to current University guidelines. Students who fail to comply may be referred to the Office of Student Conduct for sanctions.

“COVID related absences fall under the University attendance policy found here: <http://catalog.wvu.edu/undergraduate/enrollmentandregistration/#Attendance>. As detailed in the policy, a student who becomes sick or is required to quarantine during the semester should notify the instructor. The student should then work with the instructor to develop a plan to complete the course learning outcomes while he or she is absent.” —WVU Teaching and Learning Commons ([https://tlcommons.wvu.edu/syllabus-policies-and-statements#covid\\_syllabus](https://tlcommons.wvu.edu/syllabus-policies-and-statements#covid_syllabus))

## **WVU STATEMENT ON INCLUSIVITY (adopted 2/11/2013)**

“The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (<https://accessibilityservices.wvu.edu/>). More information is available at the Division of Diversity, Equity and Inclusion (<https://diversity.wvu.edu/>).”—WVU Teaching and Learning Commons (<https://tlcommons.wvu.edu/syllabus-policies-and-statements#inclusivity>)

## **WVU STATEMENT ON MENTAL HEALTH**

“Mental health concerns or stressful events can adversely affect your academic performance and social relationships. WVU offers services to assist you with addressing these and other concerns that you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus at the Carruth Center for Psychological and Psychiatric Services (CCPPS) website: <https://carruth.wvu.edu/>

“If you are in need of crisis services, call the CCPPS main number 24/7: (304) 293-4431. Crisis services are also available through text: Text WVU to 741741 for support 24/7 from a trained Crisis Counselor.”—WVU Teaching and Learning Commons (<https://tlcommons.wvu.edu/syllabus-policies-and-statements#mentalhealth-maincampus>)

## **WVU STATEMENT ON SEXUAL MISCONDUCT**

“West Virginia University does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or relationship violence (BOG Rule 1.6). It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to a member of university administration, faculty, or staff; keep in mind that they have an obligation to report the incident to the Title IX Coordinator (<http://titleix.wvu.edu/what-is-title-ix/who-is-the-title-ix-coordinator>). If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the Carruth Center, 304-293-9355 or 304-293-4431 (24-hour hotline), and locally within the community at the Rape and Domestic Violence Information Center (RDVIC), 304-292-5100 or 304-292-4431 (24-hour hotline).

For more information, please consult WVU’s Title IX Office (<https://titleix.wvu.edu/resources-offices>).”—WVU Teaching and Learning Commons (<https://tlcommons.wvu.edu/syllabus-policies-and-statements#sexualmisconduct>)

**SCHEDULE OF READINGS** (available through eCampus; \* denotes separate text)

- 1 M 1/9 Introduction  
W 1/11 John Keats: “La Belle Dame sans Merci” (two versions)  
F 1/13 Keats, cont’d.: supplemental materials on “La Belle Dame sans Merci”
- 2 **M 1/16 No Class—Martin Luther King, Jr. Day**  
W 1/18 Keats, cont’d.: Paul Bentley, “Caviare from the Count”  
F 1/20 Mary Wollstonecraft: *Mary, A Fiction*\*
- 3 M 1/23 Wollstonecraft, cont’d: *Mary, A Fiction*\*  
W 1/25 Wollstonecraft, cont’d: *Mary, A Fiction* (Appendices A1, A4)\*  
F 1/27 Wollstonecraft, cont’d: Claudia Johnson, from *Equivocal Beings*
- 4 M 1/30 William Blake: *The Marriage of Heaven and Hell*  
W 2/1 Blake, cont’d: *The Marriage of Heaven and Hell*  
F 2/3 Blake, cont’d: **visit to Prof. Joseph Lupo’s printmaking studio (meet in main lobby of Creative Arts Center)**
- 5 M 2/6 Blake, cont’d: Mike Goode, “Blakespotting”  
W 2/8 Hannah More: “Village Politics”  
**R 2/9 Choice of Text for Research Paper Due 4 PM**  
F 2/10 More, cont’d: supplemental materials on French Revolution controversy
- 6 M 2/13 More, cont’d: Kevin Gilmartin, “Study to Be Quiet”  
W 2/15 More, cont’d  
F 2/17 Demonstration: **Locating scholarly sources for research project (bring laptop to class if you have one)**
- 7 M 2/20 William Wordsworth: from *Lyrical Ballads*  
W 2/22 Wordsworth, cont’d: from *Lyrical Ballads*  
F 2/24 Wordsworth, cont’d: Samuel Taylor Coleridge, from *Biographia Literaria*
- 8 M 2/27 Wordsworth, cont’d: Dorothy Wordsworth, selected writings  
**T 2/28 Proposal for Research Paper Due 4 PM**  
W 3/1 Wordsworth, cont’d: Lucy Newlyn, “Confluence”  
F 3/3 Joanna Baillie, *Orra*
- 9 M 3/6 Baillie, cont’d: *Orra*  
W 3/8 Baillie, cont’d: *Orra*  
F 3/10 Baillie, cont’d: supplemental materials on Gothic  
  
**M 3/13 No Class—Spring Break**  
**W 3/15 No Class—Spring Break**  
**F 3/17 No Class—Spring Break**
- 10 M 3/20 Baillie, cont’d: Daniel Bergen, “Reimagining the Romantic Imagination”  
W 3/22 Sydney Owenson, Lady Morgan: *The Missionary*  
F 3/24 Owenson, cont’d: *The Missionary*

- 11 M 3/27 Owenson, cont'd: *The Missionary*  
W 3/29 Owenson, cont'd: *The Missionary*  
**F 3/31 No Class**
- 12 M 4/3 Owenson, cont'd: Henry Derozio, selected poems  
W 4/5 George Gordon, Lord Byron, from *Childe Harold's Pilgrimage*  
**F 4/7 No Class—Spring Holiday**
- 13 M 4/10 Byron, cont'd: from *Childe Harold's Pilgrimage*  
**T 4/11 Rough Draft of Research Paper Due 4 PM**  
W 4/12 Byron, cont'd: from *Childe Harold's Pilgrimage*  
F 4/14 Byron, cont'd: Tom Mole, "*Childe Harold Canto Three*"
- 14 M 4/17 Percy Bysshe Shelley: *Alastor*  
W 4/19 Shelley, cont'd: *Alastor*  
F 4/21 Shelley, cont'd: *Alastor*
- 15 M 4/24 Shelley, cont'd: supplemental materials on the Shelley-Hunt-Keats circle  
W 4/26 Shelley, cont'd: Andrew Warren, "The Spirit of Oriental Solitude"  
F 4/28 Review, etc.
- R 5/4 Final Draft of Research Paper Due 4 PM**