

UNIVERSITY COLLEGE OF THE FRASER VALLEY

COURSE INFORMATION

DISCIPLINE/DEPARTMENT: English

IMPLEMENTATION DATE: Fall 1999

Revised: _____

ENGL 323
SUBJECT/NUMBER OF COURSE

Special Topics in Romanticism
DESCRIPTIVE TITLE

4
UCFV CREDITS

CALENDAR DESCRIPTION: This course approaches the English Romantic period from a variety of perspectives that will vary with the instructor. Studies might, for example, focus on *Blake and Archetypal Psychology*; or *Works by and Attitudes toward Women*; or *The Politics of English Romanticism*.

RATIONALE: English 323, together with 325, replaces borrowed SFU courses Engl. 324 and 326 and provides greater flexibility and the possibility of interdisciplinary approaches.

COURSE PREREQUISITES: Any two second-year level English courses

COURSE CO-REQUISITES: None

HOURS PER TERM FOR EACH STUDENT	Lecture	30	hrs	Student Directed Learning	
	Laboratory		hrs	Other - specify:	hrs
	Seminar	30	hrs		
	Field Experience		hrs		
				TOTAL	60 HRS

MAXIMUM ENROLMENT: 25

Is transfer credit requested? : Yes **9** No

AUTHORIZATION SIGNATURES:

Course Designer(s): Graham Dowden **Chairperson:** (E. Davis) Curriculum Committee

Department Head: R. Schuller **Dean:** J.D. Tunstall

PAC: Approval in Principle _____ **PAC: Final Approval:** December 16, 1998
(Date) (Date)

ENGL 323
NAME & NUMBER OF COURSE

SYNONYMOUS COURSES:

- (a) replaces English 324 & 326
(course #)
- (b) cannot take English 324 & 326 for further credit
(course #)

SUPPLIES/MATERIALS:

TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)

Because this is a "special topics in" course, texts will vary with approach taken by instructor. For example, a course in William Blake and Archetypal Psychology might use:

- (a) Blake's Poetry and Designs (Norton Critical Edition)
- (b) The Portable Jung (ed. Joseph Campbell)
- (c) Fearful Symmetry (Northrop Frye)

OBJECTIVES:

This course aims to complement the "major authors" approach to the English Romantic period by permitting a selective and thematic perspective, to be determined by the instructor. The primary focus would be on English writers of the period, but the course of study could expand into, for example, continental influences and parallels, or periods beyond the strict limit of the late eighteenth and early nineteenth centuries. The course also offers opportunities to explore cross-disciplinary connections. See "Course Content" for some possible topics.

METHODS:

Lectures, seminar presentations, class discussion.

STUDENT EVALUATION PROCEDURE:

Three major assignments, including seminar presentation; other writing (e.g., a journal); final exam.

COURSE CONTENT

Course content will be determined by the instructor. Some possibilities might include:

- (a) *William Blake and Archetypal Psychology*. This could highlight the striking ways in which Blake's work anticipates that of C.G. Jung and his followers in their approach to myth, individuation, and the archetypes of the collective unconscious. A natural extension would be to introduce students to archetypal criticism, particularly as practiced by Northrop Frye.
- (b) *Works by and Attitudes toward Women in the Romantic Period*. Some obvious candidates would be Mary Wollstonecraft, Dorothy Wordsworth, Mary Wollstonecraft Shelley, and possibly Jane Austen. The attitudes toward women of such male writers as William Wordsworth and William Blake might make an interesting contrast.
- (c) *The Politics of English Romanticism*. Here the instructor could link English Romantic writers to the political ferment of the time. The effects of the American and more particularly the French Revolution could be traced through the poets, and through prose writers like Godwin and Burke.

Other possible topics include *The Philosophical Underpinnings of English Romanticism*; *Romanticism and the Visual Arts (or music)*; *The Legacy of Romanticism in Subsequent Periods*.