

# Nottingham Trent University

## Module Specification

	Basic module information	
1	Module Title:	Romantic Revolutions 1780-1851
2	Module Code:	ENGL25509
3	Credit Points:	20
4	Duration:	First half-year
5	School:	Art and Humanities
6	Campus:	Clifton
7	Date this version first approved to run:	September 2017

### 8 Pre, post and co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

<u>Pre, Co, Post</u>	<u>Module Code</u>	<u>Module Title</u>
Pre	ENGL11411	Foundations of Literary Studies

### 9 Courses containing the module

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
5	Option	FT	ENGL001	BA (H) English
5	Option	PT	ENGL002	BA (H) English
5	Option	FT		BA Joint Honours Humanities
5	Option	PT		BA Joint Honours Humanities
5	Option	SW		BA Joint Honours Modern Languages
5	Option	PT		BA Joint Honours Modern Languages

### 10 Overview and aims

1780—1851 was a period of political, poetic & social revolution in Britain. Study of political and social writings of the period will be used to create a context for the module's engagement with Romantic literature. By studying poetry and prose of the period, we will investigate how far revolutionary social and political change is reflected in the experimental themes and forms of Romantic writing, and the module will be attentive to the development from earlier to later Romantic writing.

#### AIMS

- To provide an in-depth study of literature 1780-1851 in the following contexts: the social and political issues of Britain, debates concerning empire, colonialism and exploration, gender and sexuality, aesthetics, politics, poetic tradition, the French Revolution, the concept of imagination.
- To extend students' understanding of the relationship between texts and society, and of the power of imagination, gained at level one.
- To develop students' skills in the textual analysis of poetry and prose, to provide opportunities for independent learning, bibliographic and digital skills and in questioning received wisdom.

#### 11 **Module content**

Subjects/contexts for discussion will typically be drawn from: radicalism, urbanisation, industrialisation, ecology and environmentalism, the transforming imagination; interest in the supernatural and Gothic; the celebration of primitive simplicity; changing ideas of nature and landscape; the quest for identity; the function of the artist. Issues relating to equality, in terms of class and gender, will be considered in relation to the development of ideas on this and how these relate to contemporary debates. The question of the role of poetry in thinking about wider issues such as environmental change and humanity's relationship with the natural world will also be studied, as well as issues relating to print culture and censorship.

Writers studied will vary from year to year, but will usually include canonical poets such as Wordsworth, Coleridge, Keats, P.B. Shelley, Byron and Blake, more neglected figures such as Mary Shelley, de Quincey and the women poets of the period, and political, radical, prose and travel writers including Tom Paine and Mary Wollstonecraft.

#### 12 **Indicative reading**

##### STUDENTS: WARNING

Please do not use the indicative reading list as a preliminary reading list. The preliminary reading lists are posted towards the end of the preceding year.

##### INDICATIVE PRIMARY READING

Blake, William, *Songs of Innocence and Experience; Marriage of Heaven and Hell*  
[illuminated versions via [www.blakearchive.org](http://www.blakearchive.org)]

Wollstonecraft, Mary, *A Vindication of the Rights of Woman* and *A Vindication of the*

*Rights of Man*, ed. by Jane Todd (Oxford: Oxford University Press, 2008)

Paine, Tom, *Rights of Man, Common Sense, and Other Political Writings*, ed. by Mark Philp (Oxford: Oxford University Press, 2008)

Wu, Duncan, *Romanticism: An Anthology*, 2nd edn (Oxford: Oxford University Press, 1998)

#### INDICATIVE SECONDARY READING

Bowra, C.M., *The Romantic Imagination* (Oxford: Oxford University Press, 1961)

Day, Aidan, *Romanticism*, 2<sup>nd</sup> edn (London: Routledge, 2012)

Gamer, Michael, *Romanticism and the Gothic* (Cambridge: Cambridge University Press, 2000)

Oerlemans, Onno, *Romanticism and the Materiality of Nature* (Toronto: Toronto University Press, 2002)

McCalman, Iain, *Radical Underworld: Prophets, Revolutionaries, and Pornographers in London, 1795-1840* (Cambridge: Cambridge University Press, 1988)

St Clair, William, *The Reading Nation in the Romantic Period* (Cambridge: Cambridge University Press, 2004)

Romantic Circles (<http://www.rc.umd.edu/>) [students will be encouraged to explore and make regular use of the resources, source texts and critical writings available on this rich and scholarly website]

Ruston, Sharon, *Romanticism* (London: Bloomsbury, 2007)

### 13 **Learning outcomes**

Learning outcomes describe what you should know and be able to do by the end of the module

#### **Note about English learning outcomes**

Although the learning outcomes do not specify everything you learn on the module, they indicate the main areas it addresses and of which you should be aware.

While some learning outcomes may be specific to this module, those with alphanumeric labels at the end – (A1), (B3), etc. – map into the learning outcomes for English degree programmes. You can see these – and use them to trace your progress through the degree – by consulting the English learning outcomes map.

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Knowledge and understanding. After studying this module you should be able to:

<ul style="list-style-type: none"> <li>• Demonstrate the complex nature of literary languages A2</li> <li>• Demonstrate the relationship between literary texts and their historical, geographical and cultural location A3</li> <li>• Have a critical appreciation of the affective power of language and the function of the imagination A9</li> <li>• Demonstrate a knowledge of a wide and varied range of texts in the period 1780-1851, and of the major literary genres, movements and concepts in the period</li> </ul>
Skills, qualities and attributes. After studying this module you should be able to:
<ul style="list-style-type: none"> <li>• Apply varied and relevant modes of evaluation to texts B2</li> <li>• Use appropriate critical tools B4</li> <li>• Write clearly and logically B5</li> <li>• Demonstrate independence of thought and judgment B9</li> <li>• Demonstrate information technology skills B11</li> <li>• Work in teams B12</li> </ul>

14	<b>Teaching and learning</b> <i>Range of modes of direct contact</i> This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars
	This is <i>indicative</i> only. The precise balance between lectures, seminars and lecture-workshops may vary from year to year.  Lecture-workshops: 13 x 2hr Seminars: 13 x 1hr  Total contact hours: 39
	<i>Range of other learning methods</i> This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research <ul style="list-style-type: none"> <li>• Directed reading</li> <li>• Online research through use of digital collections and academic sites, engaging with current critical debate</li> <li>• Preparatory group work focusing on individual authors and key concepts</li> </ul>

This is *indicative* only. The precise balance between the range of other learning methods used on this module will vary from year to year. Students will engage with the module material in a number of different ways to encourage preparation, constructive follow-up of class discussion and independent research.

Total non-contact hours: 161

## 15 **Assessment methods**

This indicates the type and weighting of assessment elements and sub-elements in the module

<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description (include any sub-elements)</u>
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1	100%	Research Essay	2000- word individual research essay on personalised research topic. Questions providing students with a choice of topical focuses and critical approaches will be released during Project Week, giving students the opportunity to undertake independent research as they tailor their own project.
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### **Diagnostic/formative assessment**

This indicates if there are any assessments that do not contribute directly to the final module mark

1500-word formative essay, giving students the opportunity to develop writing skills and a personal approach to key topic areas of their choice in preparation for the final assessment.

Students will also engage in preparatory work for the seminars, both individually and in groups, on both particular writers and on key concepts on the module. This is to encourage team skills and independent research skills, as well as good time management and personal organisation.

### **Further information on assessment**

This section provides further information on the module's assessment where appropriate

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Document management		
16	Module Title:	Romantic Revolutions 1780-1851
17	Module Code:	ENGL25509
18	Subject (JACS) Code	Q320
19	Cost Centre	138
20	School:	Arts and Humanities
21	Academic Team	ECM
22	Campus	2 (Clifton)
23	Other institutions providing teaching	<i>Please complete in box 23 a-d - if applicable</i>
	Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU	
23b	Other public organisation in the UK- Percentage not taught by NTU	
23c	Other private organisation in the UK - Percentage not taught by NTU	
23d	Any other Non-UK organisation - Percentage not taught by NTU	
24	Date this version was formally approved by SASQC/DAG:	