



ELL 303 – 19th-century English and American Poetry

Asst. Prof. Michael D. Sheridan

Friday 15⁰⁰–18⁰⁰ (G105)

Office Hours: By appointment (email me to arrange meeting)

Email: michael.sheridan@tedu.edu.tr

Course Description

Origins and development of the British Romantic movement and introduction to Romantic ideas, forms, and styles. Influence of Romanticism on subsequent poetry in Britain and the USA and new developments in post-Romantic poetry. Historical and intellectual contexts of Romantic and post-Romantic poetry.

Course Format and Expectations

Although there will be occasional lectures or mini-lectures outlining, for example, the historical and sociocultural background of the texts that we will read, for the most part this course is a reading- and discussion-based course. Therefore, you will be expected to come to each class having read, thought about, taken notes on, and prepared questions or comments relating to the assigned texts. The class will then proceed according to your preparation as we discuss, debate, and (hopefully) clarify your thoughts and ideas.

Please note that, in the classroom, I rarely use slides but make frequent and heavy use of the blackboard/whiteboard. Thus, it will be to your benefit to come to each class prepared to take notes. While you are of course welcome to take notes in any manner you wish, it is worth noting that numerous neuroscientific studies have shown that taking notes by hand with pen/pencil and paper is more beneficial than typing (or taking pictures of the board) for learning and retaining information, as well as for understanding and synthesizing concepts.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- ✓ recognize major trends and styles in English-language poetry of the 19th century and relate them to contemporary historical and intellectual contexts
- ✓ analyze and interpret 19th-century poetry in English in connection with its historical and intellectual contexts as well as from modern perspectives
- ✓ formulate and argue independent ideas relating to 19th-century poetry in English, its significance in its own time, and its relevance to our time

Readings and Course Materials

All texts for the course will be provided for you via the course Moodle page, in either PDF format or via a URL link, as appropriate. You will be responsible for regularly checking the course Moodle page before class for assigned readings, updates, and announcements.

Most of the readings will consist of primary sources (*e.g.*, poems, contemporary essays, etc.), although some introductory or analytical secondary sources (*e.g.*, book chapters, journal articles, etc.) will also be occasionally assigned.

You are also strongly encouraged to seek out and read, on your own, any other material that will help you, and I am of course ready and willing and happy to point you in the direction of such sources. One especially indispensable source for this course is biographies of the various poets whose work we will read, for which an excellent online resource is the Poetry Foundation website (<https://www.poetryfoundation.org/>).

Grading

Your final grade will be determined according to the following criteria:

- **Attendance and participation (15% of total grade)**

As noted above, this is a reading- and discussion-based course, so regular attendance and active participation are expected and required. The attendance portion of your grade is 5% of your total grade (determined by the percentage of class hours attended), while the participation portion is 10% of your total grade. If any quizzes or Moodle forum questions are given, they will form part of your participation grade.

- **Reading responses (60% of total grade, 15% each)**

Over the course of the semester, you will write a total of four (4) reading responses to an assigned poem or poems of your choice, two in the first half of the semester and two in the second half of the semester. The responses will require you to write between approximately 750 and 1,000 words each, with each response worth 15% of your total grade. The content of and approach to adopt with each response will vary, but the due dates are listed in the course schedule below. More details about these reading responses will be provided periodically in class throughout the semester.

- **Final project (25% of total grade)**

You will be expected to prepare a final project, which may be an essay (of approximately 1,250–2,000 words) focusing on a poem or poems of your choice, or it may be a creative project connected to the ideas, themes, poems, and/or poets examined throughout the

semester. More details on the final project will be provided in due course via Moodle, email, and/or in class. Your final project will be due no later than Friday, January 13.

Statement on Academic Integrity

TED University is committed to maintaining the highest standards of integrity and ethical conduct. Such a level of ethical behavior and academic integrity will be expected in this course. Participating in behavior that violates academic integrity—*e.g.*, unauthorized collaboration on homework assignments, plagiarism, multiple submissions of the same assignment and paper, cheating on examinations, fabricating information, helping another person to cheat, having unauthorized advance access to examinations, altering or destroying the work of others, or any other action deemed as giving an unfair academic advantage—will result in disciplinary action. For more information on what constitutes ethical academic integrity at TED University, please see the following page: <https://student.tedu.edu.tr/en/principles-academic-integrity>.

Also please note that, in this course, any form of discrimination and/or harassment based on race, color, religion, creed, ethnicity, ancestry, national origin, sexual orientation, age, or disability, among other personal characteristics or choices, are strictly prohibited and will not be tolerated.

Any cases of plagiarism or cheating of any kind will on no grounds be tolerated. Such cases will be reported to the department chair and result in a grade of zero for the relevant work.

Attendance, Late Submission, and TurnItIn Policies

You are required to attend class regularly: as noted above, attendance counts for 5% of your total grade, but please note that more than 10 class hours of unexcused absence will result in failure of the course. In other words, you must attend at least 29 (74%) of the 39 total class hours.

Late submission of assignments, except in cases of documented illness or emergency, will be accepted at a penalty of 5% reduction of the assignment's overall grade per day. After three days from the due date, late submissions will no longer be accepted.

All assignments will be submitted via Moodle and checked with TurnItIn. The TurnItIn similarity index of your assignments must be lower than 25% to qualify for evaluation.

Feedback and Email Policies

There will be a grading rubric available on Moodle that will give you a basic idea of what I look for in written work and thus how I grade. For each submitted assignment, I will provide a breakdown of your grade according to this rubric, and, where necessary, a couple of short comments as feedback. If you would like more detailed feedback on a graded assignment, please email me to request it within three (3) days after the grade is posted.

Whenever you write an email to me for any question or request, please be aware that I will respond to your email as soon as I am able, but only within weekday business hours; that is, I do not respond to emails in the evenings or on weekends.

Course Schedule

Below you will find a thematic schedule outlining the basic topics to be covered each week, along with the poems and poets (and, in some cases, other texts) that we will be reading. Any more precise details of each week's reading will be provided via Moodle, email, and/or in class as the semester progresses, but please keep in mind that you are responsible for checking on and keeping up with the assigned reading before coming to class, in order to facilitate discussion. Please note that, due to time constraints, we may not be able to discuss all of the assigned poems in class; however, you are still responsible for reading them prior to class, as well as for your written assignments.

Please note that the schedule and readings below are subject to change, with any changes to be announced via Moodle, email, and/or in class.

Week 1 (Sept. 30): Introduction

- In-class reading:
 - John Gay, Selection from "Trivia; or, the Art of Walking the Streets of London"
 - William Wordsworth, "The Tables Turned"

UNIT 1: "ROMANTICISM"

Week 2 (Oct. 7): Nature and Emotion – Before the Romantics

- Anna Laetitia Barbauld, "The Mouse's Petition"
- Robert Burns, "To a Mouse"
- Alexander Pope, Selection from *An Essay on Man*

Weeks 3 + 4 (Oct. 14 + 21): Nature and Emotion – The Romantics

- "The Romantic Period, 1785–1832" from *The Norton Anthology of English Literature*, 9th edition, Vol. 2
- John Keats, *Ode to a Nightingale*
- Percy Bysshe Shelley, "To a Skylark"
- Charlotte Smith; Sonnets II, III, V, and VII
- William Wordsworth; "Daffodils," *Lines Written a Few Miles above Tintern Abbey*, "My Heart Leaps Up," and the preface to *Lyrical Ballads*

Week 5 (Oct. 28): No class – Republic Day**📖 Reading Response #1: Due on Oct. 28****Week 6 (Nov. 4): Childhood, Innocence, and the Loss of Innocence**

- William Blake, Selections from *Songs of Innocence and of Experience*
- William Wordsworth, “Anecdote for Fathers” and “We Are Seven”

Week 7 (Nov. 11): Romantic Narrative Poetry + Poetry of Social Criticism and Revolution

- Anna Laetitia Barbauld, “The Rights of Woman” and “To the Poor”
- George Gordon, Lord Byron; Selection from *Childe Harold’s Pilgrimage: Canto the Third*
- Samuel Taylor Coleridge, *The Rime of the Ancient Mariner*
- John Keats, “La Belle Dame Sans Merci”
- Percy Bysshe Shelley, “England in 1819” and “Song: ‘Men of England’”
- The Lucy poems, William Wordsworth

📖 Reading Response #2: Due Before Class on Nov. 11**UNIT 2: “POST-ROMANTICISM”****Week 8 (Nov. 18): The Romantic Influence in the United States and Ireland**

- William Cullen Bryant, “Thanatopsis”
- Ralph Waldo Emerson, “Each and All” and “Experience”
- James Clarence Mangan, “The Nameless One” and “Siberia”

Weeks 9–11 (Nov. 25 + Dec. 2 + 9): Victorian Poetry

- “The Victorian Age, 1830–1901” from *The Norton Anthology of English Literature*, 9th edition, Vol. 2
- Matthew Arnold, “Dover Beach”
- Elizabeth Barrett Browning, Selection *Sonnets from the Portuguese*
- Robert Browning, “Love among the Ruins,” “My Last Duchess,” and “Porphyria’s Lover”
- Christina Rossetti, *Goblin Market*
- Alfred, Lord Tennyson; “Break, break, break” and “Ulysses”

📖 Reading Response #3: Due Before Class on Dec. 2

Weeks 12–13 (Dec. 16 + 23): The Beginnings of Modern American Poetry

- Emily Dickinson, Selection from her poetry
- Walt Whitman, Selection from *Leaves of Grass*

📖 Reading Response #4: Due Before Class on Dec. 23**Week 14 (Dec. 30): The End of 19th-century Poetry**

- Thomas Hardy, “The Darkling Thrush”
- A.E. Housman, “With rue my heart is laden” and “You smile upon your friend today”
- Ezra Pound, “Song in the Manner of Housman”
- William Butler Yeats, “The Lake Isle of Innisfree,” “The Song of Wandering Aengus,” and “Who Goes with Fergus?”

📖 Please note that your final project will be due no later than Friday, January 13; the exact due date will be provided in due course.

Student Development and Psychological Counseling Center

The Student Development and Psychological Counseling Center is mandated with providing crisis intervention and supportive listening services to the campus community. The center conducts individual counseling, group guidance studies, workshops, seminars, and orientation studies for all students in need. You may apply to the center in order to deal with all your current problems.

For further information and/or questions: ogrencidanismamerkezi@tedu.edu.tr,
<http://csc.tedu.edu.tr>

TEDU Without Barriers Unit

Please inform the *TEDU Without Barriers* Unit and the instructor of the course about specific issues in case you have a physical or mental disability and are having trouble with anything related to this course, such as accessing the material; participating in the class; taking notes; or preparing for, attending, or managing to complete the exams. Your situation will be reviewed by commission, in accordance with the principle of confidentiality, and if deemed appropriate, facilitating measures will be taken so that you can take the course more efficiently.

For further information and/or questions: engelsiz@tedu.edu.tr,
<https://www.tedu.edu.tr/engelsiz-tedu>