

Course Title	Romanticism				
Course Code	LIT300				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	3 rd Year / 5 th Semester				
Teacher's Name	TBA				
ECTS	6	Lectures / week	Up to 6 Teleconferences	Laboratories / week	N/A
Course Purpose and Objectives	<p>The course offers an insight into the most prolific period of literature, the Romantic period (1780-1830) with some reference to the contemporary socio/political climate in Europe. 'Old' and 'New' Romantics are analyzed in both verse and prose genres along with a survey of relevant critical reviews and extracts. The course focuses specifically on English Romantic literature with very brief examinations of German, French and Italian literature in order to examine the burgeoning of a European consciousness.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> • Critically elaborate on the terms 'Pre-Romanticism' and 'Romanticism' and their contribution to Literature, Aesthetics, and Philosophy. • Demonstrate analytical and critical skills in relation to key Romantic terms such as Imagination, transcendence, spirituality, Irrationality, and Nature. • Distinguish between the 'old' and 'young' Romantic poets and novelists in their interactions with an increasingly commercial and amorphous print culture. • Assess the importance of Exoticism and Philhellenism in Romantic thought. • Identify those aesthetic features that distinguish Romantic art forms other than literature. • Reflect on and discuss in an informed way radical philosophical and social critique of the period in question. 				
Prerequisites	END103, LIT105		Co-requisites	None	
Course Content	<p>The course deals with the literary and ideological phenomenon of Romanticism of the 1770-1830 period. The inauguration and use of the term 'Romanticism' is analyzed through late eighteenth century and early nineteenth century readings in verse and prose. Related sub-themes, such as Gothicism, pantheism and philhellenism, are investigated through their Romantic exponents. The</p>				

	<p>traditional canon of six constitutes the core reading of the course although a few non-canonical writers are also surveyed.</p> <p>The course progresses chronologically using selective texts in sub-thematic groupings. The political and literary climate for the growth of the movement is soundly established with reference to European Revolutions and wars of the period. An insight is given to the formula components of pre-Romantic Gothicism including an exploration of the macabre, diabolism and moral aberration. Retrospective neo-classicist influences are evaluated.</p> <p>Students examine the mannerist symbolism of William Blake as the earliest canon writer. Special attention is paid to his cryptic prophetic writings, his use of 'Vision' and apocalyptic 'Imagination', and his concept of ideological deception.</p> <p>The Romantic concept of the 'prophet poet' is explored through the meditative and Nature verse of William Wordsworth with emphasis on spiritual revelation, the Sublime, the Mind of man, the tranquility of the commonplace. The impact of his French Tour is also considered. Romantic non-conformism in S. T. Coleridge is analyzed through his notion of pantisocracy, his secondary mysticism and his literary theorizing on romanticism.</p> <p>'Byronism' as the prototype of Romanticism is examined through Grand Touring, Byronic attitudes, liberalist satire and Romantic Philhellenism. The latter is also viewed in relation to Shelley whose sceptical idealism is reflected through his radical blank verse visions and reevaluation of poetic craftsmanship. Brief analysis is made of Greek 'Romantic' poets and other European Philhellenist writers.</p> <p>Keats's aesthetic creed is manifested in allegorical style and 'negative capability'. Special attention is given to his annus mirabilis. The German influences on Sir Walter Scott and his own historical leanings are investigated through his societal dramatizations in his narrative romances. The course also investigates the impact on Europe of his literary mode of 'characterization.'</p> <p>A selection of Romantic essayists are examined in the light of contemporary issues. Peacock, Cobbett, Wollstonecraft, Godwin Mary Shelley, Hazlitt, De Quincey, Gibbon, Paine and Rousseau are some options. The critical Reviews of the Romantic period provide evidence of literacy factors and demographic mobilization as responses to the Romantic canon. Special attention in this sphere is given to the advent of daily newspapers.</p>
Teaching Methodology	E-Learning
Bibliography	<ol style="list-style-type: none"> 1. Duncan Wu (ed), <i>Romanticism: an Anthology</i>, Wiley-Blackwell; 4th edition, 2012. 2. Michael Ferber, <i>Romanticism: A Very Short Introduction</i> (Very Short Introductions) Oxford University Press, 2010. 3. David Stevens, <i>Romanticism</i> (Cambridge Contexts in Literature) Cambridge University Press, 2004. 4. John Gilroy, <i>York Notes Companions: Romantic Literature</i>, Longman, 2010.

	<p>5. Charles Mahoney (ed.), <i>A Companion to Romantic Poetry</i> (Blackwell Companions to Literature and Culture) 2010.</p> <p>6. Helen Vendler, <i>The Ocean, the Bird, and the Scholar: Essays on Poets and Poetry</i>, Harvard University Press; Reprint edition 2018.</p> <p>7. Jean-Jacques Rousseau: <i>The Social Contract</i>. Available at https://www.earlymoderntexts.com/assets/pdfs/rousseau1762.pdf</p>				
Assessment	<table border="1" data-bbox="487 489 1183 590"> <tr> <td data-bbox="487 489 1052 541">Final Examination</td> <td data-bbox="1052 489 1183 541">50%</td> </tr> <tr> <td data-bbox="487 541 1052 590">Assignments/On-going Evaluation</td> <td data-bbox="1052 541 1183 590">50%</td> </tr> </table>	Final Examination	50%	Assignments/On-going Evaluation	50%
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Language	English				