Our Journey: This course is an excursion into some of the greatest poems composed by British authors between the 1780s and 1830s, the half-century or so called Romantic. In this experimental writing, we encounter brilliant and spiritually earnest minds critically reflecting on the rise of our modern world and the role of poetry in it. Our journey through this poetry will contain three major units about its sources of inspiration: (1) The Bible, Revolution, and Romantic Prophecy: we will examine how Romantic poets and their contemporaries reacted to the American and French Revolutions with spiritual hope and terror, how this led them to read the Bible with new eyes, and how some, as a result, came to believe they were modern prophets; (2) Nature, the City, and the Human Mind: we will see how Romantic poets regarded another major change in their era, the destruction of rural life and crowding of people into cities, and how they felt this changed not only nature, but also human nature—the ways we think, feel, and live together; (3) Alternative Redemptions: we will evaluate the troubled attempts of late Romantic poets to find redemption through human imagination and aspiration, even as they came to doubt Christian salvation. We will focus primarily on works by Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats, although we will give some attention to less familiar figures, such as Charlotte Smith.

Our Goal: Our mission is not only to immerse ourselves in the beautiful complexity and historical situation of Romantic poetry, but also to learn how this literature can still speak to us in our present situations. In my experience, I only learn something of worth, about poetry or anything else, if I start asking my own questions about it; and I don’t truly have a motive to ask those questions until I’ve struggled to bring home what I study by relating it to my interests, other things I’ve read or learned, my life experiences, and the world around me. So, in addition to contributing to active discussions, in this class you will complete a number of interrelated reflection pieces and papers designed to help you ask your own questions about the poetry we read, and to build confidence in connecting it to your life and world.

Required Texts


*To save you money, I have photocopied readings from many other sources. I will hand out these photocopied assignments in the class before each is due.*
## Course Requirements

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date/Explanation</th>
<th>Points</th>
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<tbody>
<tr>
<td>“Bring It Home” Reflections</td>
<td>See Reading Calendar for Due Dates (Guidelines on Blackboard)</td>
<td>300 points</td>
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<td>Most of us connect “homework” with a terrible idea: when study leaves the classroom it is an invasion of our “home.” “work” we’re forced to do to find answers for a teacher. By contrast, this assignment is designed to help you “bring home” the Romantics by learning to ask and pursue your questions. Five times this semester, you will type a short reflection (600-800 words, or around 2 double-spaced pages) on a question of your own about texts or ideas that we have discussed. Ideally, these responses will help keep your mind and life connected to what we read, and provide a rich store of ideas from which to draw for your formal essays. See the Guidelines on Blackboard for detailed instructions. See also the “Reflections to Essays” sheet, on Blackboard, for suggestions about how to use your reflections to prepare for your essays.</td>
<td>30% of Grade (Each response worth 60 pts.)</td>
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<tr>
<td>First Paper</td>
<td>Monday, March 4 (See Essay Guidelines on Blackboard)</td>
<td>170 points</td>
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<td>For this 6-8 page essay, you will write about a text(s) in Unit 1-2 that we will have read by the time the essay is due. Please discuss your ideas with me well before the deadline. You need to consult at least two secondary sources, so you must include a “Works Cited” page (MLA format).</td>
<td>17% of Grade</td>
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<tr>
<td>Final Paper</td>
<td>Friday, May 3 (See Essay Guidelines on Blackboard)</td>
<td>190 points</td>
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<td>In this 8-10 page essay you may focus on any texts by authors we study this semester, and you can revisit texts and topics you discussed in the first essay. You need to consult at least three secondary sources and include a “Works Cited” page (See Guidelines).</td>
<td>19% of Grade</td>
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<tr>
<td>Midterm</td>
<td>Monday, March 18</td>
<td>140 points</td>
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<td>This exam will cover Units 1-2 and will consist of in-class essays. Prior to the exam, you will receive a study sheet with five questions, three of which will appear on the test. On the exam, you will select two of these questions and write organized, detailed essays in response. You should prepare for all five questions.</td>
<td>14% of Grade</td>
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<tr>
<td>Final Exam</td>
<td>Saturday, May 11, 9-11 a.m.</td>
<td>150 points</td>
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<td>This exam will again consist of in-class essays and will be comprehensive (emphasizing Units 2-3). You will receive a study sheet with seven questions, five of which will appear on the test. On the exam, you will select and respond cogently to three questions. You should prepare to answer all seven questions.</td>
<td>15% of Grade</td>
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<td>Participation</td>
<td>You should be prepared to discuss the reading for each class. We will do some in-class group exercises, and I will expect you to contribute. I will occasionally give you short questions to consider or answer between classes: you should come to class ready to share your answers.</td>
<td>50 points</td>
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<tr>
<td>Total Points</td>
<td></td>
<td>1,000 points</td>
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<tr>
<td>Grade Ranges</td>
<td>900-1,000: A 800-869: B 700-769: C 600-699: D 0-600: F</td>
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**Note:** You are responsible for keeping track of your own performance. I will not discuss your grade with you in the final two weeks of the semester.
Policies

Availability:

• Office Hours (MW 1:30-4:30 pm, Carroll Science 404)

• By appointment (Joshua_King@baylor.edu; please remember that I am not online after 5pm or on weekends.)

• You will be most likely to see me if you drop by during my posted hours.

Attendance:

• I generally follow the College of Arts & Sciences Policy (as of May 6, 2011): “To earn course credit in the College of Arts and Sciences, a student must attend at least 75% of all scheduled class meetings. Any student who does not meet this minimal standard will automatically receive a grade of ‘F’ in the course.”

• Each absence after your first three lowers your final grade by 25 pts. (¼ of a letter grade).

• I will not lower your grade for absences for university-related events (e.g. sports matches, debates), ill health, or family tragedies. You must provide evidence—note from coach, doctor, parent, etc.—demonstrating that your absence was necessary; when possible, give me advance notice. Classes missed for family or social events (weddings, vacations, etc.) are not excused.

Late Assignments and Make-Up Exams:

• A late assignment will lose the equivalent of half a letter grade for each day it is overdue. After four days, the grade will be “F.”

• Only true emergencies or severe illnesses will allow you to make up exams or turn in an assignment late, and you must inform me of your situation as soon as possible. If you take a late exam for any other reason, you can only receive up to 80% of your actual score (e.g., if you score 100 pts., I give you 80).

Dishonorable Conduct:

• I expect your assignments to reflect your critical and imaginative labor: plagiarism or cheating will earn you a failing grade in this course. I will report you to the Honor Council.

• Such breaches of confidence could result in your expulsion from Baylor.

Academic Challenges and Resources:

• If you have a disability that could affect your test-taking and completion of assignments, you are responsible for giving me a form from the Office of Access and Learning Accommodation (OALA: http://www.baylor.edu/oala).

• OALA is part of the Paul L. Foster Success Center, which is in the Sid Richardson Building near Moody Library (http://www.baylor.edu/successcenter).
Reading Calendar

Unit 1: THE BIBLE, REVOLUTION, AND ROMANTIC PROPHECY

Note: Romanticism: An Anthology (3rd ed.) provides a head-note for each author discussing his or her life, works, influences, and relationships to other authors. I do not include these head-notes in the reading calendar, but I assume you will read them. Readings with “Photocopy” next to them will be handed out in the class before they will be discussed.

Part 1: Revolution, the Bible, and British Prophets

Week 1. Mon. Jan. 14: Introductions; William Blake, “And did those feet in ancient time”

Wed. Jan. 16

Fri. Jan. 18

Part 2: William Blake (1757–1827), Romantic Poet-Prophet

Week 2. Mon. Jan. 21: Martin Luther King, Jr. Day (University Holiday)

Wed. Jan. 23
Christopher Rowland, Blake and the Bible (2010), 127–133 [Photocopied]; John Locke, “Enthusiasm” from An Essay Concerning Human Understanding (1690, essay added 1700) [Photocopied]; William Blake, All Religions are One (1788), There is No Natural Religion (1788), pp. 174–175 in Wu.

Fri. Jan. 25
**Week 3.**  Mon. Jan. 28
King James Version (BibleGateway in “External Links”): Isaiah 1; Blake, *The Marriage of Heaven and Hell* (1790), pp. 206-217 in Wu.

Wed. Jan. 30  Reflection 1 Due
Blake, *The Marriage of Heaven and Hell* (1790) Day 2, pp. 206–217  all entries in Wu

Fri. Feb. 1

**Week 4.**  Mon. Feb. 4

Wed. Feb. 6

Fri. Feb. 8
**Note:** Please read the introduction to the poem provided with this copy. You would also benefit from rereading “The Song of Liberty” at the end of *Marriage of Heaven and Hell*.

**Week 5.**  Mon. Feb. 11

Wed. Feb. 13  Reflection 2 Due
Unit 2: NATURE, THE CITY, AND THE HUMAN MIND


Fri. Feb. 15

Week 6. Mon. Feb. 18

Wed. Feb. 20
William Wordsworth, Lyrical Ballads (Gamer and Porter): “Simon Lee, the Old Huntsman” (1798), pp. 95-97; “The Thorn” (1798), 103-113; “Old Man Travelling; Animal Tranquility and Decay, a Sketch” (1798), p. 137; “Note to the Thorn” (1800), pp. 287-288.

Part 2: Wordsworth and Coleridge: Dialogues and Departures

Fri. Feb. 22 Reflection 3 Due

Week 7. Mon. Feb. 25

Wed. Feb. 27

Fri. Mar. 1
**Week 8. Mon. Mar. 4**


**Essay 1 Due**

**all entries in Wu**

**Wed. Mar. 6**


**Fri. Mar. 8**


**SPRING BREAK (Sat. Mar. 9-Sun. Mar. 17)**

**Week 9. Mon. Mar. 18**

**Midterm Exam**

**Part 3. The Poet’s Vocation: Mediating Natural Redemption**

**Wed. Mar. 20:**


**Fri. Mar. 22**

Wordsworth, *The Prelude (1805)*, Book I [*Photocopied*]; Book IV.246-345 [*Photocopied*].

**Week 10. Mon. Mar. 25**

Wordsworth, *The Prelude (1805)*, Book VI [*Photocopied*].

**Wed. Mar. 27**


**EASTER HOLIDAYS (Fri. Mar. 29-Mon. Apr. 1)**

**Week 11. Wed. Apr. 3**


**Reflection 4 Due**
Unit 3: **THE SECOND GENERATION: ALTERNATIVE REDEMPTIONS**

Unless noted otherwise, all readings for this unit are in Wu.

Fri. Apr. 5

**Week 12.** Mon. Apr. 8

Wed. Apr. 10

Fri. Apr. 12

**Week 13.** Mon. Apr. 15

Wed. Apr. 17

Fri. Apr. 19

**Week 14.** Mon. Apr. 22

Wed. Apr. 24

Fri. Apr. 26
Week 15. Mon. Apr. 29  

Wed. May 1  

Fri. May 3: Essay 2 Due. LAST DAY OF CLASS

Saturday, May 11: Final Exam, 9:00-11:00 a.m.