



# ENGL370

## Reason, Imagination, Revolution: Literature and Culture from Pope to Austen

S1 Day 2014

*English*

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#### Disclaimer

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## General Information

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Credit points

3

Prerequisites

6cp in ENGL units at 200 level

Corequisites

Co-badged status

Unit description

This unit introduces students to writings that track the trajectories of formal, philosophical and culture change in British literary culture between 1710 and 1825. It examines how Reason is idealised and critiqued by writers associated with the Enlightenment, such as Pope, Swift, Haywood and Johnson, and how it is situated in relation to Imagination and developed into the Romanticism of Blake, Wordsworth and Coleridge. The unit also explores how those conceptual exchanges feed into the revolutionary fervour of the 1790s and provokes the responses of Austen, Shelley, Byron and Keats, who along with their Romantic forebears, set the cultural bases for British literature into the nineteenth century.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Students will be able to demonstrate an understanding of key texts drawn from eighteenth-century Britain and the British Romantic movement as well as of the contexts in which they were produced.

Students will be able to select and apply appropriate theoretical and critical models in their practice of analysing literary texts and contexts.

Students will be able to deploy analytical and research skills that can be applied to both past and present cultural and literary debates

Students will be able to communicate historical and literary theoretical concepts in both written and oral forms

Students will be able to design and execute coherent critical and analytical arguments

Students will be able to engage in creative critical discussion of the unit content with peers and tutors, and to respond to others' points of view

## Assessment Tasks

Name	Weighting	Due
<u>Tutorial Presentation</u>	15%	Nominated week of choice
<u>Critical Essay</u>	30%	11 April 2014
<u>Research Essay</u>	45%	16 June 2014
<u>Tutorial Participation</u>	10%	Ongoing weekly

### Tutorial Presentation

Due: **Nominated week of choice**

Weighting: **15%**

Students will deliver a presentation on one of the weekly topics set for discussion (as is detailed on the unit's iLearn site). The presentation should be of 5-7 minutes in length.

On successful completion you will be able to:

- Students will be able to demonstrate an understanding of key texts drawn from eighteenth-century Britain and the British Romantic movement as well as of the contexts in which they were produced.

- Students will be able to select and apply appropriate theoretical and critical models in their practice of analysing literary texts and contexts.
- Students will be able to communicate historical and literary theoretical concepts in both written and oral forms
- Students will be able to design and execute coherent critical and analytical arguments
- Students will be able to engage in creative critical discussion of the unit content with peers and tutors, and to respond to others' points of view

## Critical Essay

Due: **11 April 2014**

Weighting: **30%**

Students will write a critical essay responding to a set topic. For details of the task and topics, see the ENGL370 iLearn website.

On successful completion you will be able to:

- Students will be able to demonstrate an understanding of key texts drawn from eighteenth-century Britain and the British Romantic movement as well as of the contexts in which they were produced.
- Students will be able to select and apply appropriate theoretical and critical models in their practice of analysing literary texts and contexts.
- Students will be able to deploy analytical and research skills that can be applied to both past and present cultural and literary debates
- Students will be able to communicate historical and literary theoretical concepts in both written and oral forms
- Students will be able to design and execute coherent critical and analytical arguments

## Research Essay

Due: **16 June 2014**

Weighting: **45%**

Students will write a research essay responding to a set topic. For details of the task and topics, see the ENGL370 iLearn website.

On successful completion you will be able to:

- Students will be able to demonstrate an understanding of key texts drawn from eighteenth-century Britain and the British Romantic movement as well as of the contexts

in which they were produced.

- Students will be able to select and apply appropriate theoretical and critical models in their practice of analysing literary texts and contexts.
- Students will be able to deploy analytical and research skills that can be applied to both past and present cultural and literary debates
- Students will be able to communicate historical and literary theoretical concepts in both written and oral forms
- Students will be able to design and execute coherent critical and analytical arguments

## Tutorial Participation

Due: **Ongoing weekly**

Weighting: **10%**

Tutorial attendance, preparation and participation in class activities.

On successful completion you will be able to:

- Students will be able to demonstrate an understanding of key texts drawn from eighteenth-century Britain and the British Romantic movement as well as of the contexts in which they were produced.
- Students will be able to communicate historical and literary theoretical concepts in both written and oral forms
- Students will be able to engage in creative critical discussion of the unit content with peers and tutors, and to respond to others' points of view

## Delivery and Resources

### Classes:

For lecture times and classrooms please consult the MQ Timetable website: <http://www.timetables.mq.edu.au>. This website will display up-to-date information on your classes and classroom locations.

Students are expected to attend one lecture and one tutorial each week. Attendance at lectures is expected; attendance at tutorials is compulsory in order to remain eligible to pass the unit. When attending tutorials, students are expected to have read the texts set for discussion in that week and to be prepared to discuss issues arising from course content. Students must also complete all assessment tasks.

Please check the ENGL370 iLearn site for further essential course information.

## Required Texts:

1. Greenblatt, Stephen, et al. eds. *The Norton Anthology of English Literature*. 9<sup>th</sup> ed. Vols C + D. New York: W.W. Norton & Co., 2005. **These books can be purchased separately, but the co-op has put together a package that delivers them at a reduced price.**
2. Johnson, Samuel. *Rasselas: Prince of Abyssinia*. Ed. Thomas Keymer. Oxford World Classics. Oxford: Oxford University Press, 2009.
3. Frances Burney. *Evelina*. Norton Critical Edition. Ed. Stewart J. Cooke. New York and London: W.W. Norton & Co., 1998.
4. Edgeworth, Maria. *Castle Rackrent*. Oxford World Classics. Ed. George Watson. Oxford: Oxford University Press, 2008.
5. Jane Austen. *Mansfield Park*. Norton Critical Edition. Ed. Claudia L. Johnson. New York and London: W.W. Norton & Co., 1998.

The above list refers to the editions that we have ordered via the Co-op Bookshop. You may, however, use other editions if you wish, so long as they are appropriate scholarly editions (check for an editor/reputable publisher). Also, ensure that you properly reference your source texts when using them for essays/assessable work.

## What has changed?

In response to student feedback from and peer reflections upon previous offerings of this unit, we have revised the guidelines for in-class presentations, and reduced the essay workload by reducing the word limit for the first essay by 500 words. We have also altered some of the weekly topics in order both to reflect the research interests of the staff involved in the teaching of the unit this year and to offer a comprehensive overview of the current state of the discipline of studies of British literature during the eighteenth century and the Romantic era.

## Unit Schedule

Week 1	Introduction
Week 2	Alexander Pope
Week 3	Jonathan Swift

<b>Week 4</b>	Eliza Haywood	
<b>Week 5</b>	Samuel Johnson	
<b>Week 6</b>	Frances Burney	Essay 1 due (11 April)
<b>Week 7</b>	William Blake	
<b>Week 8</b>	Gothic Poetry	
<b>Week 9</b>	William Wordsworth and S.T. Coleridge	
<b>Week 10</b>	Maria Edgeworth	
<b>Week 11</b>	Byron and Shelley	
<b>Week 12</b>	John Keats	
<b>Week 13</b>	Jane Austen	Essay 2 due (16 June)

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### Learning outcomes

- Students will be able to deploy analytical and research skills that can be applied to both past and present cultural and literary debates
- Students will be able to communicate historical and literary theoretical concepts in both



written and oral forms

- Students will be able to engage in creative critical discussion of the unit content with peers and tutors, and to respond to others' points of view

## **Assessment tasks**

- Tutorial Presentation
- Critical Essay
- Research Essay
- Tutorial Participation

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## **Learning outcomes**

- Students will be able to select and apply appropriate theoretical and critical models in their practice of analysing literary texts and contexts.
- Students will be able to deploy analytical and research skills that can be applied to both past and present cultural and literary debates
- Students will be able to design and execute coherent critical and analytical arguments
- Students will be able to engage in creative critical discussion of the unit content with peers and tutors, and to respond to others' points of view

## **Assessment tasks**

- Critical Essay
- Research Essay
- Tutorial Participation

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

- Students will be able to demonstrate an understanding of key texts drawn from eighteenth-century Britain and the British Romantic movement as well as of the contexts in which they were produced.
- Students will be able to select and apply appropriate theoretical and critical models in their practice of analysing literary texts and contexts.
- Students will be able to deploy analytical and research skills that can be applied to both past and present cultural and literary debates
- Students will be able to engage in creative critical discussion of the unit content with peers and tutors, and to respond to others' points of view

## **Assessment tasks**

- Tutorial Presentation
- Critical Essay
- Research Essay
- Tutorial Participation

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- Students will be able to demonstrate an understanding of key texts drawn from eighteenth-century Britain and the British Romantic movement as well as of the contexts in which they were produced.
- Students will be able to select and apply appropriate theoretical and critical models in their practice of analysing literary texts and contexts.
- Students will be able to deploy analytical and research skills that can be applied to both past and present cultural and literary debates
- Students will be able to design and execute coherent critical and analytical arguments
- Students will be able to engage in creative critical discussion of the unit content with peers and tutors, and to respond to others' points of view

## Assessment tasks

- Tutorial Presentation
- Critical Essay
- Research Essay
- Tutorial Participation

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## Learning outcomes

- Students will be able to select and apply appropriate theoretical and critical models in their practice of analysing literary texts and contexts.
- Students will be able to deploy analytical and research skills that can be applied to both past and present cultural and literary debates
- Students will be able to design and execute coherent critical and analytical arguments
- Students will be able to engage in creative critical discussion of the unit content with peers and tutors, and to respond to others' points of view

## Assessment tasks

- Critical Essay
- Research Essay
- Tutorial Participation

## Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

## Learning outcomes

- Students will be able to deploy analytical and research skills that can be applied to both past and present cultural and literary debates
- Students will be able to engage in creative critical discussion of the unit content with

peers and tutors, and to respond to others' points of view

## **Assessment tasks**

- Tutorial Presentation
- Critical Essay
- Research Essay
- Tutorial Participation

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Learning outcomes**

- Students will be able to demonstrate an understanding of key texts drawn from eighteenth-century Britain and the British Romantic movement as well as of the contexts in which they were produced.
- Students will be able to select and apply appropriate theoretical and critical models in their practice of analysing literary texts and contexts.
- Students will be able to communicate historical and literary theoretical concepts in both written and oral forms
- Students will be able to design and execute coherent critical and analytical arguments
- Students will be able to engage in creative critical discussion of the unit content with peers and tutors, and to respond to others' points of view

## **Assessment tasks**

- Tutorial Presentation
- Critical Essay
- Research Essay
- Tutorial Participation

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should

have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### **Learning outcomes**

- Students will be able to select and apply appropriate theoretical and critical models in their practice of analysing literary texts and contexts.
- Students will be able to engage in creative critical discussion of the unit content with peers and tutors, and to respond to others' points of view

### **Assessment tasks**

- Critical Essay
- Research Essay
- Tutorial Participation

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### **Learning outcomes**

- Students will be able to deploy analytical and research skills that can be applied to both past and present cultural and literary debates
- Students will be able to engage in creative critical discussion of the unit content with peers and tutors, and to respond to others' points of view

### **Assessment tasks**

- Critical Essay
- Research Essay
- Tutorial Participation