

BA PROGRAMME
ENGLISH LANGUAGE AND LITERATURE
 2ND YEAR OF STUDY, 1ST SEMESTER

COURSE TITLE	ENGLISH LITERATURE: BRITISH NEOCLASSICISM
COURSE CODE	MM2031
COURSE TYPE	full attendance
COURSE LEVEL	1st cycle (BA)
YEAR OF STUDY, SEMESTER	2 nd year of study, 1 st semester
NUMBER OF ECTS CREDITS	5
NUMBER OF HOURS PER WEEK	4 (2 lecture hours + 2 seminar hours)
NAME OF LECTURE HOLDER	Dr. Veronica Popescu, Lecturer
NAME OF SEMINAR HOLDER	Dr. Florina Nastase, Assistant lecturer/ Ioana Baci, Teaching assistant
PREREQUISITES	Advanced level of English
A	GENERAL AND COURSE-SPECIFIC COMPETENCES
	<p>General competences:</p> <ul style="list-style-type: none"> → The ability to read, understand and comment on a literary text written in noncontemporary English → The ability to contextualise, reframe, and make connections among various cultural phenomena, as reflected in literary texts → The ability to do independent research for a better understanding of the cultural period discussed <p>Course-specific competences:</p> <ul style="list-style-type: none"> → The ability to make connections between historic events and cultural paradigm shifts and the literary output of the period known as Neoclassicism → The ability to use concepts and theoretical approaches specific to literary studies → The ability to apply the interpretive and critical thinking skills from previous literature and literary theory classes in literary analysis
B	LEARNING OUTCOMES
	<p>At the end of this class students should be able to:</p> <ul style="list-style-type: none"> → Understand the importance of Neoclassicism (and of Enlightenment in particular) in the history of British culture and literature → Describe the cultural phenomena specific to the British society in the late 17th- and in most of the 18th century, with emphasis on the role played by the Scientific Revolution, the geographic discoveries and colonial expansion, as well as the important class dynamics at the time in producing changes in the the mentality and cultural practices in Britain, as well as creating a new type of readership → Analyse and comment on a number of literary texts belonging to representative genres (e.g. the mock-heroic poem, prose satires, the novel, amatory fiction) from various perspectives: literary, cultural, ideological, historical
C	LECTURE CONTENT
	<p>An overview of the period from a historical, political and cultural perspective. John Milton's place in the English canon and his role as a model for later poets. Main features of Restoration literature and its main representatives (Dryden – poetry and drama, Etherege, Wycherley, Congreve - drama; J. Bunyan, S. Pepys – autobiography; Aphra Behn – drama and amatory fiction). The Augustan Age (1688-1745/1750) as the height of Neoclassicism. Main representatives of the age and their contribution to the consolidation of Enlightenment philosophy and aesthetics (Alexander Pope – poetry, essays; Daniel Defoe, Eliza Haywood, and Jonathan Swift – the novel, amatory fiction and satire; Joseph Addison and Richard Steele – journalism. The last decades of British Neoclassicism: The Age of Johnson, the Age of Sentiment, or the Age of Classical Prose (1745/50 – 1798). Dr Samuel Johnson as the last</p>

	great neoclassical intellectual and his contribution to English literary history and criticism. Further developments in the history of the English modern novel: Samuel Richardson, Henry Fielding, and Laurence Sterne.
D	RECOMMENDED READING FOR LECTURES
	Daiches, David. <i>A Critical History of English Literature</i> , vol I, vol II, London, Secker and Warburg, 1995. Hammond, Brean and Shaun Regan. <i>Making the Novel. Fiction and Society in Britain. 1660-1789</i> . Palgrave Macmillan, 2006. Richetti, John. <i>The English Novel in History, 1700-1780</i> , London: Routledge, 1999. Salzman, Paul. <i>Reading Early Modern Women's Writing</i> , Oxford UP, 2006 Sanders, Andrew, <i>The Short Oxford History of English Literature</i> , Oxford UP, 1994.
E	SEMINAR CONTENT
	In-class discussions of the following literary texts (a selection of representative fragments will be provided): 1. John Milton – <i>Paradise Lost</i> . 2. Alexander Pope – <i>The Rape of the Lock</i> . 3. Daniel Defoe – <i>Robinson Crusoe</i> . 4. Eliza Haywood – <i>Fantomina</i> 5. Jonathan Swift – <i>Gulliver's Travels</i> . 6. Henry Fielding – <i>The History of Tom Jones, A Foundling</i> . 7. Laurence Sterne – <i>The Life and Opinions of Tristram Shandy, Gentleman</i>
F	RECOMMENDED READING FOR SEMINARS
	See literary texts above. Other recommended titles: Arthur, Paul Longley. "Fictions of Encounter: Eighteenth-Century Imaginary Voyages to the Antipodes", <i>The Eighteenth Century</i> , Vol. 49, No. 3, <i>Reconstructing History: Literature, History, and Anthropology in the Pacific</i> (FALL 2008), University of Pennsylvania Press, pp. 197-210. Carey, Daniel. "Reading contrapuntally. Robinson Crusoe, Slavery and Postcolonial Theory", Carey, Daniel, Lynn Festa, <i>Postcolonial Enlightenment: Eighteenth-Century Colonialism and Postcolonial Theory</i> , Oxford UP, 2009, pp. 105-36. Daiches, David. <i>A Critical History of English Literature</i> , vol I, vol II, London, Secker and Warburg, 1995. Danielson, Dennis Richard (ed.). <i>The Cambridge Companion to Milton</i> . Cambridge University Press. 1997 (1989) Forsyth, Neil. "Paradise Lost and the Origin of 'Evil': Classical or Judeo-Christian?" <i>International Journal of the Classical Tradition</i> , Vol. 6, No. 4 (Spring, 2000), pp. 516-548. Hammond, Brean and Shaun Regan. <i>Making the Novel. Fiction and Society in Britain. 1660-1789</i> . Palgrave Macmillan, 2006. Houston, Chlöe. "Utopia, Dystopia or Anti-utopia? <i>Gulliver's Travels</i> and the Utopian Mode of Discourse," <i>Utopian Studies</i> 18.3 (2007), pp. 425-42. Richetti, John. <i>The English Novel in History, 1700-1780</i> , London: Routledge, 1999. Salzman, Paul. <i>Reading Early Modern Women's Writing</i> , Oxford UP, 2006 Sanders, Andrew, <i>The Short Oxford History of English Literature</i> , Oxford UP, 1994. Tillotson, Geoffrey, <i>On the Poetry of Pope</i> , Oxford UP, 1967. Watt, Jan, <i>The Rise of the Novel (Studies on Defoe, Richardson and Fielding)</i> , Berkeley, CA: University of California Press. 1957. Weinbrot, H.D., <i>Britannia's Issue. The Rise of British Literature from Dryden to Ossian</i> , Cambridge University Press, 1993.
G	EDUCATION STYLE
LEARNING AND TEACHING METHODS	Frontal teaching, class discussions; individual study
ASSESSMENT METHODS	Class participation and seminar test (50 %) + written exam (50%)
LANGUAGE OF INSTRUCTION	English