**BBN-ANG-312**

**Literary and Cultural Studies: The Romantic Aesthetic on the Beat Poets**

**Marie-Therese Grunwald**

**Spring 2025, Tuesday 13:45–15:15 p.m.(Rm.443)**

**1.) Introduction**

Information on course requirements; choosing topics for presentations; in-class reading

The Romantic Rebels vs. The Beat Generation

Discuss & Identify the Similarities in Aesthetics, Define the Movements, Concepts and Features

Define the Pre-Romantics, first and second generation

**2.) Introduction cont./ Blake and Ginsberg 1**

Defining the Beat Poets: The New York, Los Angeles and San Francisco Schools and the Black Mountain Poets

Discuss & Identify the Similarities in Aesthetics, Define the Movements, Concepts and Features

<https://www.beatdom.com/beat-generation-timeline/>

<https://writing.upenn.edu/pennsound/x/Ginsberg-Blake.php>

<https://ebsn.eu/>

“Songs of Innocence and of Experience” by William Blake

<https://www.tate.org.uk/art/artists/william-blake-39/blakes-songs-innocence-experience>

“The Garden of Love” by William Blake

<https://www.poetryfoundation.org/poems/45950/the-garden-of-love>

I Went to the Garden of Love by Allen Ginsberg

<https://youtu.be/OSTpPWc3yok?si=RuOGK8rjI5RtRmMt>

**3.)** **Blake and Ginsberg 2**

Reception of The Allen Ginsberg/William Blake “Songs of Innocence and Experience” Album

<https://bq.blakearchive.org/4.3.eaves>

“The Sick Rose” by William Blake

<https://www.poetryfoundation.org/poems/43682/the-sick-rose>

“I went to a Supermarket in California” by Allen Ginsberg

<https://www.poetryfoundation.org/poems/47660/a-supermarket-in-california>

**4.) Ginsberg-An Emotional Timebomb**

“Ginsberg’s Karma” short film

<https://youtu.be/Cl0iH7xUENo?si=bRTeLRZFDEwCbVZt>

“Howl” by Allen Ginsberg

<https://www.poetryfoundation.org/poems/49303/howl>

“America” by Allen Ginsberg

<https://www.poetryfoundation.org/poems/49305/america-56d22b41f119f>I

**5.) Keats and Shelley**

“From Endymion” by John Keats

<https://www.poetryfoundation.org/poems/44469/endymion-56d2239287ca5>

“On the Sea” by John Keats

<https://www.poetryfoundation.org/poetrymagazine/browse?volume=71&issue=1&page=45>

“Hymn of Pan”by Percy Bysshe Shelley

<https://www.poetryfoundation.org/poems/45122/hymn-of-pan>

**6.) Shelley and Kerouac**

**“**Art Thou Pale for Weariness” by Percy Bysshe Shelley

<https://www.poetryfoundation.org/poems/45115/art-thou-pale-for-weariness>

“Mont Blanc” by Percy Bysshe Shelley

<https://www.poetryfoundation.org/poems/45130/mont-blanc-lines-written-in-the-vale-of-chamouni>

“Desolation Peak” by Jack Kerouac

<https://jackkerouac.com/blogs/news/desolation-kerouac-wrestling-with-demons-in-desolation-peak>

**7.) Wordsworth and the Beat Poets**

“Lines Written in Early Spring” by William Wordsworth

<https://www.poetryfoundation.org/poems/51001/lines-written-in-early-spring>

“I Wandered as a Lonely Cloud” by William Wordsworth

<https://www.poetryfoundation.org/poems/45521/i-wandered-lonely-as-a-cloud>

“Most Sweet it is” by William Wordsworth

<https://www.poetryfoundation.org/poems/45530/most-sweet-it-is>

Wordsworth and the Beat Poets

<https://www.emptymirrorbooks.com/beat/wordsworth-and-the-beats>

**8.)** **Becoming the Face of the Movement: Kerouac**

“The Bottoms of my Shoes” by Jack Kerouac

<https://www.poetryfoundation.org/poems/146979/the-bottoms-of-my-shoes>

“In my Medicine Cabinet” by Jack Kerouac

<https://www.poetryfoundation.org/poems/146980/in-my-medicine-cabinet>

“Useless!Useless!” by Jack Kerouac

<https://www.poetryfoundation.org/poems/146981/useless-useless>

“Jack Kerouac the Documentary(1997)”

<https://youtu.be/1RpDphH0EDI?si=fI_VVjVvhm9DO2zX>

**9.) William’s Influence on The Beat Poets**

“Foreword to Howl” by William Carlos Williams

<http://www.everyday-beat.org/ginsberg/poems/intro.txt>

“From Patterson: Book II” by William Carlos Williams

<https://www.poetryfoundation.org/poetrymagazine/browse?volume=71&issue=1&page=45>

“Landscape with the Fall of Icarus” by William Carlos Williams

<https://poets.org/poem/landscape-fall-icarus>

**10) O’Hara and the New York School**

“Room” by Frank O’Hara

<https://www.poetryfoundation.org/poetrymagazine/browse?volume=130&issue=2&page=16>

“Why I Am not a Painter” by Frank O’Hara

<https://allpoetry.com/Why-I-Am-Not-A-Painter>

“Having a Coke with You” by Frank O’Hara

<https://allpoetry.com/Having-A-Coke-With-You>

**11.) Women of the Romantic Period**

“Envy” by Mary Lamb

<https://www.poetryfoundation.org/poems/51928/envy-56d23002e9404>

“Life” Anna Laetitia Barbauld

<https://www.poetryfoundation.org/poems/50602/life-56d22dcfeee28>

“Floating Island” by Dorothy Wordsworth

<https://www.poetryfoundation.org/poems/51925/floating-island>

Stanzas[“Oh, Come to me in Dreams, My Love”] by Mary Wollstonecraft

<https://www.poetryfoundation.org/poems/50261/stanzas-oh-come-to-me-in-dreams-my-love>

**12.) Women of the Beat Generation**

“Song for Baby-o-Unborne” by Diane Di Prima

<https://www.poetryfoundation.org/poems/54971/song-for-baby-o-unborn>

“The Pigs for Circe in May” by Joanne Kyger

<https://www.poetryfoundation.org/poetrymagazine/browse?volume=108&issue=3&page=33>

“Rite” by Anne Waldman

<https://poets.org/poem/rite>

Women of the Beat Generation

<https://www.beatdom.com/women-of-the-beat-generation/>

**13.) In-Class Essay**

The Romantic Rebels vs. The Beat Generation

Discuss & Identify the Similarities in Aesthetics, Define the Movements, Concepts and Features

Discuss & Identify the Pre-Romantics, first and second generation

Discuss & Identify the New York, Los Angeles and San Francisco Schools and the Black Mountain Poets

Summary & evaluation

**Description:**

This seminar aims to discuss and identify the similarities in aesthetics, define the movements, concepts, and features of the British Romantic period. The Beat Generation was highly influenced by such poets as Keats, Blake, Wordsworth, and Shelley namely for their own rebellion against the Enlightenment period. The Beat Poets, rebels in their own right, looked up to the British Romantic poets for their use of certain themes which were then adopted into their work such as individualism and emotional intensity, among others. Both of these periods saw poets who spoke out against society and then become witness to counterculture forming in front of their own eyes.

**Set texts**

Compulsory Reading

<https://www.cambridge.org/core/books/cambridge-introduction-to-british-romantic-poetry/B24B09B9B6566BE57BE453E764119F9E>

<https://www.metmuseum.org/toah/hd/roma/hd_roma.htm>

<https://wwnorton.com/college/english/nael/romantic/welcome.htm>

<https://plato.stanford.edu/entries/aesthetics-19th-romantic/>

<https://thevinylfactory.com/features/radical-poets-the-story-of-the-beat-generation-in-10-rare-records/>

Recommended Reading

<https://romantic-circles.org/>

<https://wordsworth.org.uk/the-collection/>

<https://blakearchive.org/>

**Information**

For the course schedule and further material, check the Teams group of the course.

An Essay Writing checklist can be found at the following link: <https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/index.html>

Useful information about the Department of English Studies is available at <https://des.elte.hu>.

**Requirements**

Reading texts on the course’s reading list before each class.

* A mini quiz on the reading of the week at the beginning of each class.
* Regular attendance of classes. 3 absences at maximum. 4 absences may only be allowed by your teacher individually in case of a vis major. More absences are not tolerated.
* Active participation in class discussions based on the readings.
* Accomplishing major assignments: a presentation and one in-class essay, Submit the files of your major assignments in e-mail to [miriamg@student.elte.hu](mailto:miriamg@student.elte.hu). File name format: Your family name\_Author’s family name, e.g. Smith\_Eliot. For late submissions you receive one point less every day, but you cannot lose more than 4 points for being late with one task.
* The in-class presentation is 5–10 minutes long. Send your slides (preferably PowerPoint) to the e-mail address provided the day before you give your presentation. In class, do not read the entire text, speak freely.

The criteria of the essay: 600 words (+/- 10%), focus on the similarities in aesthetics, define the movements, concepts and features discussed in class and the influence the Romantic poets(Pre-Romantics, first and/or second generation) had on the Beat Poets by emphasing common themes using specific examples.

**Assessment**

The final grade results from the following components:

Mini quiz: 12 x 2 = 24 points

In-class work (1 point for presence, 1 point for active participation): 12 x 2 = 24 points

Presentation: 25 points

Final essay: 25 points

Additional points (because of the short semester): 2 points

Total: 100 points (97 points in case of 3 absences)

Grade 5: 90 – 100 points

Grade 4: 80 – 89 points

Grade 3: 70 – 79 points

Grade 2: 60 – 69 points

Grade 1: 0 – 59 points

“In accordance with the relevant Academic Regulations for Students (HKR in Hungarian), students failing (receiving a failing grade:1 (elégtelen) in a seminar course, have to be granted one opportunity during the first two weeks of the exam period to improve it. Instructors should inform students in the syllabus to be distributed at the beginning of the semester that students should indicate their intention to improve a failing mark in due course. The specific manner in which a failing mark can be improved, will be specified by the instructor upon the student’s request.”

Those students who receive a failing grade on the last day of the semester will take an online oral exam on the first day of the exam period (TBA).

Have a nice semester!