

ENGL 371W: Modern British and Irish Literature

Spring 2013

T/Th 1:00-2:15, Room 121 Armstrong Hall

Prof. Lisa Weihman

Office: 313 Colson Hall; Office Hours: 11:30-12:30 T/Th and By Appointment

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Course Description:

“The Centre Cannot Hold”: Modernist Literature and the Dislocation of the Self

This course will offer a focused study of how the Great War altered literary representations of the self in England and Ireland, with specific reflections on constructions of gender and nation. Included will be a variety of texts from different genres by modernist authors including Sassoon, Owen, Rosenberg, Yeats, Eliot, Woolf, Joyce, Mansfield and others. Students will write two short papers (5-6 pp.) and one 10+ pp research paper, with time devoted to the process of writing literary research papers and to the art of revision.

ENGL 371 is a writing-intensive course, and so there is an expectation of competency in basic reading, writing and analytical skills. This class will improve your existing skills rather than introduce you to basic concepts. If you have not yet taken ENGL 102, you would do well to take it before attempting this class, as writing intensive classes are designed to extend and complicate the skills you have learned in sophomore-level writing classes. My goal is to challenge you to think deeply about 20th century culture through the study of literature, and my expectation is that you will perform this task as serious, intelligent, upper-level college students. Neither a declared major nor a minor in English literature is a requirement for participation in ENGL 371W, but class discussion will presume a willingness to stretch your analytical skills beyond that of entry-level college courses.

Learning Outcomes: what you can expect to gain from this class if you put in the necessary effort

- ◆ You will understand significantly more about the critical, formal and intellectual heritage of Modern British and Irish literature, and learn quite a bit of 20th century history
- ◆ You will practice the critical reading of both literary texts and academic writing about those texts
- ◆ You will learn to analyze literature within its historical context and to evaluate how literature reflects and effects social, political and economic forces
- ◆ You will learn more about the theoretical methodologies critics use when writing about literature
- ◆ You will improve your writing and editing skills
- ◆ You will master the art of academic research in literary studies through the production of a major research project

Required Texts

Virginia Woolf, *To The Lighthouse*

Katherine Mansfield, *Stories*

T.S. Eliot, *The Waste Land*

Selected etext readings available on ecampus and/or by email attachment

Assignments (400 points total)

First Draft of Paper I:	25 points
Final Draft of Paper I:	50 points
First Draft of Paper II:	25 points
Final Draft of Paper II:	50 points
Discussion Leadership:	10 points
Pop Quizzes (4/10 pts each):	40 points
First Draft Research Project	25 points
Final Draft Research Project	100 points
Annotated Bibliography	25 points
Research Presentation	50 points

Pop Quizzes: 10 points each, randomly given throughout the semester to test reading comprehension. You cannot make up a pop quiz if you are absent. Keep up with the reading – the quizzes are going to be relatively easy for those who have read, and impossible for those who have not. There may be a 5th Pop Quiz for extra credit.

Discussion Leadership: 10 points. You should prepare at least three good questions and be prepared to lead the class in discussion.

1st Paper (75 points): Close Reading Assignment 5-6 pp, 12 pt. type, 1 inch margins, standard font (i.e., Courier, Times), FIRST DRAFT due February 2; FINAL DRAFT due February 19

Also called “*explication de texte*,” a close reading is a careful, sustained analysis of a brief passage from a literary work. For this assignment, chose a short passage from any of the texts we have read up to this point (Conrad through Joyce) to explicate in 5+ well-crafted pages. Consider the following:

- Thesis: What is your argument about this section of the text?
- What sort of figurative language does the author employ? Does the author use any symbolism? What is significant about the author’s style? What is the tone of the passage?
- Literal content – the plot, or the Who What Why Where When and How of the passage – what happens in this passage, and how does it relate to the text as a whole?

Avoid plot summary and biographical filler about the author. Keep your attention riveted to the text itself. A close reading pays close attention to the author’s language. How to begin? Pick a short, relevant passage that caught your attention, then read it line by line, word by word, and make notes on what you notice. I will expect you to cite lines from the text, but you are not expected to bring any outside sources into this paper. Keep your focus limited to the words the author has provided on the page. The literary critic Jacques Derrida wrote 80 pages (1984: “ULYSSES GRAMAPHONE: HEAR SAY YES IN JOYCE”) on a single word from James Joyce’s *Ulysses* (Molly Bloom’s final “YES”), so yes, you should be able to find 5-6 pp. in even a very short paragraph.

2nd Paper (75 points): Mini Research Paper. 5-6 pp; FIRST DRAFT due 3/12; FINAL DRAFT due 3/21

Building upon the skills learned in the first paper, write a short, thesis-driven paper incorporating at least one peer-reviewed source.

The Final Research Project (10-12 pp. paper, Annotated Bibliography, Oral Presentation), FIRST DRAFT due in class on 4/11 and to me on 4/13; FINAL DRAFT due 5/7.

- 1) **A thesis-driven research paper, at least 10-12 pp., containing citations of at least three peer-reviewed, scholarly sources.**
 - a. **First Draft of Research Paper (at least 8 pp.),** due in class on 4/11 for peer review, and to me on 4/13.
 - b. **Final Research Paper** due Tuesday of Finals Week, hard copy only, in a packet that includes all previous drafts with comments.
- 2) **Annotated Bibliography:** Due 4/25; 25 points. This should be 2+ pages listing the full bibliographic information for each of your sources and a brief annotation of the source that examines what the source says and how useful the source is to your final project. You need a minimum of three citations for the research project, but you should also include in the Annotated Bibliography any sources you consulted but did not use.
- 3) **10 minute Oral Presentation of Research Project: 50 points.** You will share what you learned about your topic with the class.

GRADING: 400 points total

360 – 400: A
320 – 359: B
280 – 319: C
240 – 279: D
0 – 239: F

Criteria for Evaluation of Student Writing

A: This is an outstanding essay which reflects a perceptive and thoughtful response to the assignment. It is well organized with excellent development of its ideas and reflects the writer’s command of appropriate rhetorical strategies. The prose is vigorous and fresh, and the writer is clearly in control of the standard conventions of American prose.

B: This is a very good essay that fulfills the assignment and shows evidence of clear thought and good planning. It is well organized with good supporting details. The writing is fluent, and there are only minor errors in the mechanics of writing which do not interfere with reading the essay.

C: This is a satisfactory essay which fulfills the assignment and is adequately developed. The writing is clear and coherent with relatively few errors in usage and mechanics, but the writer fails to demonstrate any particular strength which would distinguish an above-average essay.

D: This is a below-average essay which fulfills the assignment but exhibits major problems in writing. It may have difficulty with the presentation of ideas (e.g., lack of a clear thesis, weak organization, poor development of ideas, or inappropriate diction, poor spelling) or be marred by enough errors in the mechanics of writing to seriously distract the reader.

F: This is an essay that relates to the topic but is so poorly presented that it fails to fulfill the assignment. It fails to present its basic ideas, either because of poor organization and lack of clarity or because the writing reflects a lack of control over the basic conventions of standard American usage. Such an essay may have sentence boundary problems, poor use of idiom, inappropriate diction (words used incorrectly), agreement errors, or verb tense problems.

0: This is an essay that represents dishonest work by the student, principally the use of ideas or writing which are clearly not one's own work. Refer to the West Virginia University Undergraduate Catalog for the University policy on Academic Dishonesty.

Grades of Incomplete will ONLY be given if you have completed at least 75% of our class work, and only at my discretion.

Course Requirements and Suggestions for Success:

- 1) **You must read ahead for our class discussions**
- 2) **You must regularly participate in class discussions**
- 3) Plan on at least **two hours of homework** (5 hours per week) for every hour we are in class if you are the **average** student. Reading well takes time, energy and notetaking supplies – read with your pen or pencil in hand, and take notes, in the text itself or in a notebook. Make the time you spend with each text count.
- 4) **If you are absent, it is your responsibility to get the day's notes from a fellow classmate.** Make friends, exchange emails and phone numbers, and take responsibility for coming to class whenever physically possible. I am very happy to meet with you, in person or electronically, to discuss assignments or your overall progress in the class.
- 5) **If you are getting a D or an F in the class by midsemester,** you will receive a midterm report. It is wise to consider if it is numerically possible or likely that you will pass the class.

Attendance:

I care about the class being discussion-based and not simply a lecture, so your participation is necessary to our collective success. You are granted a maximum of two absences (one week) during the course of the semester without penalty. There is no such thing as an "excused" absence apart from university sanctioned events; these events are the only ones for which you will need formal excuse notes. You do not need to email or call if you are ill, but it is wise to do so if you are going to miss more than two classes in a row for any reason. If you miss more than 4 classes (two weeks) for any reason, I reserve the right to give you an "F" for the semester, but you should definitely contact me to discuss your particular situation. I am not legally entitled to ask why you are absent, but it is generally a good idea to clue me in if something is happening that will keep you from doing your best work in the class.

If you are going to miss a lot of class due to a family emergency, illness, or some other unforeseen personal crisis, please contact me and the Office of Student Life (304-293-5611). The Office of Student Life will contact all of your professors regarding your emergency, and will help you work through the impact of your crisis on your academic career. It is much better to contact Student Life right away than to disappear and then later attempt a retroactive withdrawal from your courses.

SOCIAL JUSTICE POLICY

http://socialjustice.wvu.edu/policies/syllabus_statement

"West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veterans status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Services (293-6700)."

ACADEMIC INTEGRITY STATEMENT

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code at http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter. [adopted: 2-11-08]

WEEK	DATE	TOPIC FOR CLASS DISCUSSION	Discussion Leadership
1	TUES	1/15	Introductions
	THUR	1/17	Introduction to Literary Modernism
2	TUES	1/22	W.B. Yeats: Poems (given to you; ecampus)
	THUR	1/24	W.B. Yeats: Poems (given to you; ecampus)
3	TUES	1/29	World War I Poets: Siegfried Sassoon pdf on ecampus
	THUR	1/31	LIBRARY RESEARCH DAY: Rm 136 Downtown Library
4	TUES	2/5	World War I Poets: Wilfred Owen
	THUR	2/7	James Joyce, "The Dead" pdf on ecampus or http://teachers.sduhsd.k12.ca.us/sfarris/Files/AP%20Lit%20Files/THE%20DEAD.pdf FIRST DRAFT OF PAPER 1 DUE
5	TUES	2/12	"The Dead"
	THUR	2/14	Katherine Mansfield, "Prelude"; "Bliss"; "Miss Brill"
6	TUES	2/19	Mansfield, "The Daughters of the Late Colonel" FINAL DRAFT OF PAPER 1 DUE
	THUR	2/21	Mansfield, "The Garden-party"; "Blown to Bits!" Darrohn essay on ecampus or http://muse.jhu.edu/journals/modern_fiction_studies/v044/44.3darrohn.html
7	TUES	2/26	T.S. Eliot, "The Love Song of J. Alfred Prufrock"
	THUR	2/28	Eliot, The Waste Land: "The Burial of the Dead"; Delmore Schwartz "T.S. Eliot as the International Hero"
8	TUES	3/5	Eliot: WL, "A Game of Chess"
	THUR	3/7	Eliot: WL, "The Fire Sermon" Christine Froula, "Corpse, Monument, <i>Hypocrite Lecteur</i> ..."
9	TUES	3/12	Eliot: WL, "Death by Water"; "What the Thunder Said" FIRST DRAFT OF PAPER II Due
	THUR	3/14	Rainey, "The Price of Modernism... <i>The Waste Land</i> "
10	TUES	3/19	Research Project Introduction/Thesis Workshop
	THUR	3/21	Library Research Day (meet in Eliza's) FINAL DRAFT OF PAPER II Due
11	TUES	3/26	SPRING BREAK
	THUR	3/28	
12	TUES	4/2	Virginia Woolf, <i>To the Lighthouse</i> , Part I
	THUR	4/7	Virginia Woolf, <i>To the Lighthouse</i> , Part II
13	TUES	4/9	Virginia Woolf, <i>To the Lighthouse</i> , Part III
	THUR	4/11	FIRST DRAFT OF RESEARCH PROJECT Workshop
14	TUES	4/16	DRAFT OF RESEARCH PROJECT DUE; Library Research Day (meet in Eliza's)
	THUR	4/18	RESEARCH PRESENTATIONS
15	TUES	4/23	RESEARCH PRESENTATIONS
	THUR	4/25	RESEARCH PRESENTATIONS; Annotated Bibliography Due
16	TUES	4/30	RESEARCH PRESENTATIONS
	THUR	5/2	FINAL CLASS/Evaluations/ORAL PRESENTATIONS
17	TUES	Final Research Project (100 points) due by 10:00 am Tuesday, May 7 Include drafts, proposal and all related research materials	
	THUR		

This syllabus is subject to change with adequate notice. If we have snow days, we may have to rearrange due dates.

Due to the difficulties of insuring that email attachments are sent and received, all work will be turned in as hard copy only this semester. All work is due on the date listed on this schedule at the beginning of class. Late work will lose 5 points per day.