

## **ENGL 350-500: TWENTIETH-CENTURY LITERATURE PRE-WORLD WAR II**

Spring 2018

Class Meetings: MWF 1:50-2:40 PM (PETR 104)

Professor David McWhirter ( [d-mcwhirter@tamu.edu](mailto:d-mcwhirter@tamu.edu) )

Phone: 979-845 4564

Office Hours: MW 3:00-4:30 PM and by appt. (Office: LAAH 562)

**Course Description:** Novelists, poets and dramatists writing in English from the late nineteenth to mid-twentieth century.

**Prerequisite:** junior or senior classification.

**Learning Outcomes:** By the end of the semester students will be able to:

1. Describe the scope, variety and development of British, American and western literature and culture in the first half of the twentieth century.
2. Articulate the historical and material conditions of modernity, including economic, social and media change, and of major literary/aesthetic movements, especially the experimental movement known as modernism.
3. Demonstrate increased awareness of the purposes, strategies, and opportunities of critical/analytical reading and writing, and construct personal and critical responses to the works in writing.

Also see: TAMU Student Learning Outcomes:

[http://provost.tamu.edu/essentials/pdfs/copy\\_of\\_UndergraduateLearningOutcomesFinal.pdf](http://provost.tamu.edu/essentials/pdfs/copy_of_UndergraduateLearningOutcomesFinal.pdf).

### **Core Curriculum Objectives**

**Critical Thinking Skills (CTS):** The course will enhance critical thinking skills through consistent reading, discussion, and writing about literature.

**Communication Skills (CS):** The course enhances communication skills through guided small group discussion, in class oral presentations on assigned written or visual material, and writing about crucial issues in literature. Material for this course will include visual texts and representations such as films that the students will ask to analyze and interpret.

**Social Responsibility (SR):** The course enhances social responsibility by providing students with an international understanding of how literature has shaped social responsibility through cultural memory and through its influence on the recording and perception of historic events of particular social import.

**Personal Responsibility (PR):** The course will enhance personal responsibility both through the students' accountability for specific individual assignments, through understanding of intellectual property, and through discussion of personal responsibility in relation to history and cultural memory.

## Evaluation of Core Objectives

CTS: The evaluation of critical thinking skills will be based on written exams and small-group project participation concerning literature, cultural memory, and history in literature. The evaluation of critical thinking skills will be based primarily on written work including essay exams and students' papers. These assignments will enhance student's ability to synthesize historical material, evaluate and analyze literary and aesthetic representations, apply and test theories, and build original insights and arguments supported with specific evidence.

CS: The evaluation of communication skills will be based on written exams and reader responses, which will be evaluated with rubric-driven assessment and commentary. Exams will be evaluated to measure whether students effectively communicate key concepts and retain and exercise new ideas by synthesizing aesthetic concepts and literary examples.

SR: The evaluation of social responsibility will be based on students' written work, class discussion of literature's engagement with the moral good, and essay exams that require engagement with social responsibility. Exams will be evaluated to measure whether students effectively address questions of social important including war, weapons development, espionage, medical care, or terrorism among other issues.

PR: The evaluation of personal responsibility will be based on students written work, class discussion and essay exams. Assignments will be evaluated to measure whether students effectively communicate the processes of identification, narrative framing or presentation or the principles of intellectual property and personal engagement with historic responsibility.

## Texts

- Joseph Conrad, *The Secret Agent* (Broadview) [1907]  
Sigmund Freud, selections from *The Interpretation of Dreams* (eCampus)  
Franz Kafka, *The Sons* (Shocken) [1915]  
Karl Marx & Friedrich Engels, selections from *The German Ideology* and *The Communist Manifesto* [1845, 1848] (eCampus)  
T. S. Eliot, *The Waste Land and Other Poems* (Broadview) [1917-1922]  
----- "Myth and Literary Classicism" [1923]; "The Hollow Men" [1925] (eCampus)  
Willa Cather, *The Professor's House* (Vintage) [1925]  
-----, "The Novel D meubl  (eCampus)  
Dorothy Richardson, *The Tunnel* (Broadview) [1919]  
Virginia Woolf, *The Waves* (Harvest/Harcourt Brace) [1931]  
----- "Modern Fiction" [1919] (eCampus)  
Marianne Moore, *The Complete Poems* (Penguin) [1915-1944]  
W. B. Yeats, *Collected Poems* (Scribner/ revised 2<sup>nd</sup> edition) [1889-1939]  
----- "The Celtic Element in Literature [1897]; "History as Symbolic Reality" (from *A Vision*) [1937]; "A General Introduction to My Work" [1937]; "The Completed Image" [1939] (eCampus)  
Luis Bunuel and Salvador Dali, directors, *Andalusian Dog* [mediatrix]  
Charlie Chaplin, *Modern Times* [mediatrix]

## Schedule of Readings

January 17	Introductory
January 19	Conrad, <i>The Secret Agent</i> (39-93; chapters i-iv)
January 22	<i>The Secret Agent</i> (93-164; chapters v-ix)
January 24	<i>The Secret Agent</i> (164-222; chapters x-xi)
January 26	<i>The Secret Agent</i> (222-253; chapters xii-xiii)
January 29	selections from Marx and Engels
January 31	Eliot, "The Love Song of J. Alfred Prufrock," "Portrait of a Lady," "Rhapsody on a Windy Night," "Hysteria," "Tradition and the Individual Talent"
February 2	Eliot, "Gerontion," "Sweeney Among the Nightingales," "The Metaphysical Poets," <i>The Waste Land</i> (read through), "Myth and Literary Classicism"
February 5	<i>The Waste Land</i> (part I)
February 7	<i>The Waste Land</i> (parts II and III)
February 9	<i>The Waste Land</i> (parts IV and V)
February 12	<i>The Waste Land</i> ; "The Hollow Men"
February 14	Chaplin, <i>Modern Times</i>
February 16	Freud, selections from <i>The Interpretation of Dreams</i> ; Kafka, "The Judgment" (3-16)
February 19	Kafka, "The Metamorphosis" (Part I, 53-71)
February 21	"The Metamorphosis" (Part II, 71-91)
February 23	"The Metamorphosis" (Part III, 91-111)
February 26	Bunuel and Dali, <i>Andalusian Dog</i>
February 28	Cather, <i>The Professor's House</i> (1-155)
March 2	<i>The Professor's House</i> (157-229; "The Novel D�meubl�) [ <b>paper #1 due</b> ]
March 5	<i>The Professor's House</i> (231-end)
March 7	<b>MIDTERM EXAM</b>
March 9	Exam discussion
March 12	SPRING BREAK
March 14	SPRING BREAK
March 16	SPRING BREAK
March 19	Yeats, poems TBA; "The Celtic Element in Literature"
March 21	Yeats, poems TBA
March 23	Yeats, poems TBA
March 26	Yeats, poems TBA; "History as Symbolic Reality"
March 28	Yeats, poems TBA
March 30	<b>NO CLASS</b> (Easter weekend)
April 2	Richardson, <i>The Tunnel</i> (55-151; chapters I-V)
April 4	<i>The Tunnel</i> (152-205; chapters VI-X)
April 6	<i>The Tunnel</i> (206-252; chapters XI-XXII)
April 9	<i>The Tunnel</i> (253-324; chapters XXIII-XXXIII)
April 11	<i>The Tunnel</i>
April 13	<i>The Tunnel</i>
April 16	Woolf, <i>The Waves</i> (7-75)
April 18	<i>The Waves</i> (76-150)
April 20	<i>The Waves</i> (151-237)

April 23	<i>The Waves</i> (237-end)
April 25	Marianne Moore, poems TBA
April 27	Moore, poems TBA
April 30	Moore, poems TBA [ <b>paper #2 due</b> ]
May 2	Moore, poems TBA

**FINAL EXAM – To be administered on day/time set by university registrar.**

**Requirements:**

Attendance & class participation	10%
Midterm exam	15%
Two 6-7 page papers	50%
Final exam	25%

There will be a 10% reduction in the grade of any late writing assignments except in the case of university excused absences.

**Attendance Policy**

You are expected to attend class regularly. More than **three** unexcused absences will affect your final grade (5 points reduction of overall grade per absence after the first three unexcused absences). For illness related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional's confirmation that absence from class was necessary. Please consult <http://student-rules.tamu.edu/rule07>

You are expected to keep up with the course readings. Your **participation grade** (10%) is based on several factors, including preparation of the reading assignment and active involvement in class discussion (asking about pertinent issues, responding to instructor's questions, and engaging in debate with classmates).

Students will submit **two papers** (25% each) (6-7 pages **each**, typed, double-spaced, 1" margins, standard font - 12 point size) written in stages and under my consultation during the semester. Papers will be graded based on clarity and persuasiveness of argument, knowledge of the text, and appropriate use of grammar/spelling/syntax. A good paper has a clear and convincing argument. It is well organized with good transitions between the paragraphs, and employs effective and proper textual examples. Papers that are a result of plagiarism will receive an "F" grade (for a definition of plagiarism see: [aggiehonor.tamu.edu/Descriptions/Plagiarism.aspx](http://aggiehonor.tamu.edu/Descriptions/Plagiarism.aspx)).

There will also be a **midterm** (15%) and a **final examination** (25%) based on the readings and lectures. The examinations will be made up of short and long answer questions that cover reading and lecture material. For the final examination, students are responsible for all the material covered after the midterm exam. There will be no make-up dates for the final examination, with the exception of students with a university-approved excuse.

**Academic Integrity:** *“An Aggie does not lie, cheat, or steal, or tolerate those who do.”* You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at <http://aggiehonor.tamu.edu>.

**Americans with Disabilities Act (ADA) Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>.