

## English 354. Twentieth-Century British Literature

Fall 2015

Instructor: Dr. Martha Reid  
Office: Zinzendorf Hall 306  
Phone: (O) 610 861-1642 (H) 610 838-0910 (C) 610 442-9422  
E-mail: [reidm@moravian.edu](mailto:reidm@moravian.edu)  
Office hours: M 1:00-2:00 p.m., W 9:00-10:00 a.m., F 11:30 a.m.-12:30 p.m.; also by appointment

### Course Objectives

- To become familiar with the works of selected twentieth-century writers in the British Isles and Britain's former colonies
- To explore the stylistic experimentation and distinctive interest in mythology, psychology, and political and cultural history that characterized the modernist writers of the first half of the century
- To probe the class, feminist, and global re-visioning of the writers of the post-colonial second half of the century
- To practice careful reading and informed interpretation of the literature
- To develop skills in oral and written presentation and in research
- English 354 satisfies the English major requirement of a course dealing with a major British literary period, or it may serve as an English elective in the major.

### Required Text

Dettmar, Kevin J. H., ed. *The Twentieth Century and Beyond*. New York: Longman, 2010. Vol. 2C of *The Longman Anthology of British Literature*. Ed. David Damrosch and Kevin J. H. Dettmar. 4<sup>th</sup> ed. 6 vols. 2010.

### Course Requirements

- Each student will sign up to serve as a co-instructor for two class meetings. Co-instructor responsibilities will include opening the meeting (10-15 minutes) by engaging the class (via, for example, lecture, discussion, small group activity, puppet show, etc.) in consideration of all or part of one the readings assigned on that day. A co-instructor might lead the class in a close reading of a poem, paragraph, or dramatic scene; analyze a character; trace the development of a theme or motif; or discuss the demonstrated influence of another artist on the author or the impact of the historical/cultural context on the piece. These are illustrative suggestions; other approaches may be imagined. A co-instructor will also be expected to aid the course instructor with the conduct of the remaining class time as requested. Each co-instruction session will count as 10% of the final grade, 20% for both.
- A mid-term examination on October 16 will be worth 20% of the final grade.

- A research paper supporting an insight about or a position on one of the course readings or comparing/contrasting an element in two or more will be due on November 6. Possible topics might include but are not limited to a close reading of a poem, paragraph, or dramatic scene; analysis of a character; the development of a theme or motif; or the demonstrated influence of another artist on the author or the impact of the historical/cultural context on the piece. Each student will identify at least three critical, scholarly essays addressing the reading(s) and will integrate these essays into the paper in support of its thesis. The suggested length is 8-10 word-processed, double-spaced pages in length, including appropriate documentation in the MLA style. The paper will count as 25% of the final grade.
- During the final two weeks of the semester, over four class meetings, works by 18 poets will be briefly examined. Each student will sign up to help the class understand and appreciate (in 10-15 minutes) a poem by one of the poets (via, for example, lecture, discussion, small group activity, interpretive dance, etc.). This presentation will count as 10% of the final grade.
- A final examination on December 16 at 8:30 a.m. will be worth 25%.

### **Grading**

The final grade will, in general, be computed according to the percentages noted above. Late work will be penalized. An examination missed for a valid, documented reason may be re-scheduled at the discretion of the instructor. Since students are expected to attend class regularly, absences will be noted and will negatively affect a final grade. In addition to the specifically graded presentations or activities noted above, contributions to class discussions and participation in other class activities will also be considered in assigning the final grade. The instructor will apply both quantitative and qualitative judgments in determining grades for individual assignments and for the course.

Grading equivalents:

A+	98	B+	88	C+	78	D+	68
A	95	B	85	C	75	D	65
A-	92	B-	82	C-	72	D-	62
						F	55

### **Academic Honesty**

- Students in this course are expected to adhere to the accepted practices of academic honesty such as those outlined in the statement on academic honesty at Moravian College in its current *Student Handbook*, available online. (Search AMOS, keywords “honesty policy.”)
- Students must retain copies of all written work submitted to the instructor, as well as all notes, drafts, and materials used in preparing assignments. These are to be made available for inspection by the instructor at any time.
- Questions about appropriate collaboration, proper documentation, and other honesty issues can be confusing. If in doubt, ask the instructor.

**N.B.**

- This syllabus, including the schedule of readings, examinations, and written assignments that follows, is subject to change.
- Assigned readings should be completed prior to the class meeting noted on the following schedule.
- To be successful, students should expect to work at least ten hours per week outside of class preparing for this course.
- In preparation for creating an English Major Portfolio in the senior capstone seminar, English majors are advised to save both digital and hard copies of work written for English 354, including drafts with peer and instructor comments.
- Students who wish to request accommodations in this course for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support. Her office is located on the first floor of Monocacy Hall and may be contacted by telephone at 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center.

### Schedule of Readings, Examinations, and Written Assignments

Sept.	02	Introduction to the course
	<u>04</u>	“Introduction,” 1919-1928; “Perspectives,” 2114-2130, 2134-2137
	09	“Perspectives,” 2130-2134, 2137-2141, 2157-2163
	<u>11</u>	West, 2141-2157; Forster, 2203-2214; Mansfield, 2478-2491; Lawrence, 2491-2493, 2501-2517
	16	Yeats, 2174-2194
	<u>18</u>	Yeats, 2194-2203
	23	“Introduction,” 1928-1932; Joyce, 2215-2256
	<u>25</u>	Joyce, 2256-2284
	30	“Introduction,” 1932-1933; Eliot, 2284-2317
Oct.	<u>02</u>	Eliot, 2318-2331
	07	“Introduction,” 1934-1938; Woolf, 2331-2334, 2337-2390
	<u>09</u>	Woolf, 2390-2442
	14	Woolf, 2442-2477
	<u>16</u>	<b>Mid-term examination</b>
	21	“Introduction,” 1938-1946; “Perspectives,” 2527-2536, 2539-2549
	<u>23</u>	“Perspectives,” 2549-2571
	28	Beckett, 2577-2613
	<u>30</u>	Beckett
Nov.	04	Stoppard, 2684-2711
	<u>06</u>	Stoppard, 2711-2738; <b>research paper due</b>
	11	“Introduction,” 1946-1948; Gordimer, 2654-2660; Naipaul, 2671-2684
	<u>13</u>	Rushdie, 2748-2771
	18	Moore and Lloyd, 2812-2835; Kureishi, 2836-2847
	<u>20</u>	Hornby, 2847-2861; Smith, 2861-2871
Dec.	02	Hardy, 2096-2111; Lawrence, 2491-2501; Spender, 2536-2539; Thomas, 2572-2577; Auden, 2614-2630
	<u>04</u>	Larkin, Gunn, Hughes, Duffy: 2631-2654
	09	Walcott, 2661-2670; Heaney, 2739-2747; Thiong’o, Boland: 2772-2782
	<u>11</u>	Muldoon, Dhomhnaill, Lewis, Crawford, Herbert: 2783-2812
	<u>16</u>	<b>Final examination @ 8:30 a.m.</b>