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 )
Phone: 979-845 4564
Office Hours: MW 3:00-4:30 PM and by appt. (Office: LAAB 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:

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 Déménilé (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 2nd edition) [1889-1939]
Luis Bunuel and Salvador Dali, directors, Andalusian Dog [mediamatrix]
Charlie Chaplin, Modern Times [mediamatrix]
Schedule of Readings

January 17  Introductory
January 19  Conrad, *The Secret Agent* (39-93; chapters i-iv)
January 22  *The Secret Agent* (93-164; chapters v-ix)
January 24  *The Secret Agent* (164-222; chapters x-xi)
January 26  *The Secret Agent* (222-253; chapters xii-xiii)
January 29  selections from Marx and Engels

February 5  *The Waste Land* (part I)
February 7  *The Waste Land* (parts II and III)
February 9  *The Waste Land* (parts IV and V)
February 12  *The Waste Land*; “The Hollow Men”
February 14  Chaplin, *Modern Times*
February 16  Freud, selections from *The Interpretation of Dreams*; 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, *Andalusian Dog*
February 28  Cather, *The Professor’s House* (1-155)
March 2  *The Professor’s House* (157-229; “The Novel Déménuéé”) [paper #1 due]
March 5  *The Professor’s House* (231-end)
March 7  **MIDTERM EXAM**
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  **NO CLASS** (Easter weekend)
April 2  Richardson, *The Tunnel* (55-151; chapters I-V)
April 4  *The Tunnel* (152-205; chapters VI-X)
April 6  *The Tunnel* (206-252; chapters XI-XXI)
April 9  *The Tunnel* (253-324; chapters XXIII-XXXIII)
April 11  *The Tunnel*
April 13  *The Tunnel*
April 16  Woolf, *The Waves* (7-75)
April 18  *The Waves* (76-150)
April 20  *The Waves* (151-237)
April 23  The Waves (237-end)
April 25  Marianne Moore, poems TBA
April 27  Moore, poems TBA
April 30  Moore, poems TBA [paper #2 due]
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](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.