

**Carleton University
Fall and Winter 2015-2016
Department of English**

**FYSM 1004C: LITERATURE, GENRE, CONTEXT:
A Writing-Attentive Seminar in Twentieth-Century Literature**

Precludes additional credit for ENGL 1000, ENGL 1009, ENGL 1100, ENGL 1200, ENGL 1300, ENGL 1400

Prerequisite(s): Normally restricted to students entering the first year of a B.A., B.Cog.Sc., or B.G.In.S. program.

Mondays and Wednesdays, 8:35 am-9:55 am

Location: 415 SP (Fall Term)

412 SP (Winter Term)

Please confirm location on Carleton Central

Instructor: Professor D. Dragunoiu

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Office: 1925 Dunton Tower

Phone: 613-520-2600, ext. 1556

Office Hours:

Mondays and Wednesdays, 10:15-11:00, or by appointment

**Preliminary Outline- Subject to change*

This seminar introduces students to the mechanics of analysis, argument, and formal writing through the lens of twentieth-century literature. Skills associated with the study of language and literature (close reading, rhetorical techniques, writing the formal essay, advanced scholarly research) will be developed in conjunction with a study of some of the most influential works of the Modernist period. We will track the rise of Modernism on both sides of the Atlantic: from its roots in a conscious reaction against nineteenth-century literary forms, thought, and culture, through the crisis of the First World War and the birth of psychoanalysis, to the excitement of European expatriation and the Harlem Renaissance.

We will begin by examining some of the strategies used by proto-Modernists such as G.B. Shaw, Henrik Ibsen, and Anton Chekhov to distinguish themselves from their literary and ideological predecessors. The rise of psychoanalysis provided some of the chief insights that separated modern conceptions of the self from older models, and we will explore F. Scott Fitzgerald's and Djuna Barnes's conflicting treatments of Freudian psychology for evidence of the deep contradictions in an intellectual climate where the barriers of class, race, and gender were both contested and defended. Additionally, we will examine how poets such as Ezra Pound, T.S. Eliot, and Wallace Stevens led an extraordinary revolution in poetic expression. Questions about the duties of the artist and

the quest for meaning in what was viewed as an increasingly meaningless world were exacerbated by the coming of World War I. In an attempt to gauge the impact of the carnage of the war upon the minds of combatants and non-combatants, we will read a number of war poets alongside writings by Antonia White and Ernest Hemingway. The social and geographic mobility instigated by rapid advances in technology prompted rich (and often devastating) cross-currents of migration, expatriation, and colonization. Works by Joseph Conrad and Nella Larsen will raise the question of moral responsibility in the face of racial and cultural otherness.

Preclusions: If taking this seminar, you may not receive credit for ENGL 1000, ENGL 1010, ENGL 1100, 1200, 1300, or 1400.

The seminar will adhere to the following aims and principles common to other writing-attentive seminars taught within the Department of English and Literature:

- Students will spend a significant amount of class time learning and improving university-level forms of thinking and writing (particularly essay-writing skills) that will concentrate on the following:
 - establishment and refinement of literary-critical skills through close analysis of texts from a variety of genres
 - generation and proof of an argument (thesis) across an essay
 - establishment and refinement of sophisticated ideas and opinions using proper, correct and effective academic English style
 - use and citation of primary literary texts in appropriate and convincing ways
 - development of fluency in and facility with genre-specific literary terminology
 - introduction to the fundamentals of secondary research (including critical evaluation, use, and citation of academic sources)
- Students will complete a minimum of two graded writing assignments per term, in which they will be expected to demonstrate the above skills
- Students will write at least one formally scheduled examination

NB: Students who miss *eight or more* classes will not be eligible to submit work or write exams.

Required Texts

F. Scott Fitzgerald, *Tender Is the Night* (Simon & Schuster)
Ernest Hemingway, *The Sun Also Rises* (Simon & Schuster)
Nella Larsen, *Passing* (Dover)
Henrik Ibsen, *The Wild Duck* (Dover)

Course texts will be available from Octopus Books (116 Third Avenue, the Glebe; phone #: 613-233-2589). These texts can be purchased in person or ordered on the bookstore's website (www.octopusbooks.ca). Web orders are sent directly to the student's home (at extra cost). **If purchasing in person, please bring your course number and the course instructor's name with you.**

Reading Schedule

Fall Term

Wed., September 2	Introduction; Distribution of essay topics for first essay
Mon. September 7	LABOUR DAY (University Closed)
Wed., September 9	G.B. Shaw, <i>Mrs. Warren's Profession</i> ¹
Mon., September 14	<i>Mrs. Warren's Profession</i>
Wed., September 16	Henrik Ibsen, <i>The Wild Duck</i> ; First essays due
Mon., September 21	<i>The Wild Duck</i>
Wed., September 23	Anton Chekhov, <i>The Sea-Gull</i> ²
Mon., September 28	Chekhov, <i>The Sea-Gull</i> ; First essays returned
Wed., September 30	James Joyce, "The Dead" ³
Mon., October 5	Joyce, "The Dead"
Wed., October 7	Essay-writing workshop
Mon., October 12	THANKSGIVING (University Closed)
Wed., October 14	Essay-writing workshop
Mon., October 19	T.S. Eliot, "Tradition and the Individual Talent," ⁴ Ezra Pound, "The Return" ⁵
Wed., October 21	T.S. Eliot, <i>The Waste Land</i> ⁶
October 26-30	FALL BREAK (University Closed)
Mon., November 2	<i>The Waste Land</i>
Wed., November 4	Ezra Pound, Canto I from <i>Cantos</i> ⁷
	Distribution of second-essay topics
Mon., November 9	Wallace Stevens, "Sunday Morning" ⁸
Wed., November 11	Wallace Stevens, "The Idea of Order at Key West" ⁹
Mon., November 16	William Carlos Williams, "Spring and All," ¹⁰ "The Red

¹ Available from Project Gutenberg: <http://www.gutenberg.org/files/1097/1097-h/1097-h.htm>

² Available from Project Gutenberg: <http://www.gutenberg.org/files/1754/1754-h/1754-h.htm>

³ "The Dead" is the last story in James Joyce's short story collection *Dubliners*. *Dubliners* is available from Project Gutenberg. See <http://www.gutenberg.org/files/2814/2814-h/2814-h.htm>

⁴ Available at

http://web.mnstate.edu/gracyk/courses/web%20publishing/Eliot_Tradition.htm

⁵ Available at <http://www.poemhunter.com/poem/the-return-2/>

⁶ Available from Project Gutenberg. Important notes to the poem by T.S. Eliot and his editors appear at the end of the html document. Please ensure that you read these in conjunction with the poem. See <http://www.gutenberg.org/cache/epub/1321/pg1321.html>

⁷ Available at <http://www.poemhunter.com/poem/canto-1/>.

⁸ Available at <http://rpo.library.utoronto.ca/poems/sunday-morning#0> (see also notes at the bottom of the page).

⁹ Available at <http://www.poemhunter.com/poem/the-idea-of-order-at-key-west/>

¹⁰ Available at <http://www.poets.org/viewmedia.php/prmMID/15536>

	Wheelbarrow” ¹¹
Wed., November 18	In-class test
Mon., November 23	Essay-writing workshop
Wed., November 25	Library Tour and Academic Research Workshop (McOdrum Library; <u>1% of final grade</u>)
Mon., November 30	Yeats, “The Second Coming,” ¹² “Leda and the Swan” ¹³
Wed., December 2	Yeats, “Sailing to Byzantium” ¹⁴
Mon., December 7	Yeats, “The Circus Animals’ Desertion” ¹⁵ ; Second essays due

Winter Term

Wed., January 6	Virginia Woolf, “Mr. Bennett and Mrs. Brown” ¹⁶ ; Distribution of third-essay topics
Mon., January 11	Career Centre Tour and Workshop (<u>1% of final grade</u>)
Wed., January 13	<i>F. Scott Fitzgerald, Tender Is the Night</i>
Mon., January 18	Fitzgerald, <i>Tender Is the Night</i>
Wed., January 20	Fitzgerald, <i>Tender Is the Night</i>
Mon., January 25	Fitzgerald, <i>Tender Is the Night</i>
Wed., January 27	Djuna Barnes, “To the Dogs” ¹⁷
Thurs., January 29	Rupert Brooke, “The Soldier” ¹⁸ ; Siegfried Sassoon, “They,” ¹⁹ “Glory of Women” ²⁰
Mon., February 1	Essay-writing workshop
Wed., February 3	Wilfred Owen, “Apologia Pro Poemate Meo,” ²¹ “Dulce et Decorum Est,” ²² “Disabled” ²³
Mon., February 8	Antonia White, “The House of Clouds” ²⁴

¹¹ Available at <http://www.poemhunter.com/poem/the-red-wheelbarrow/>

¹² Available at <http://rpo.library.utoronto.ca/poems/second-coming>

¹³ Available at <http://rpo.library.utoronto.ca/poems/leda-and-swan>

¹⁴ Available at <http://rpo.library.utoronto.ca/poems/sailing-byzantium>

¹⁵ Available at <http://rpo.library.utoronto.ca/poems/circus-animals-desertion>

¹⁶ Available at http://stuttercut.org/165ML/Bennett_and_Brown.pdf

¹⁷ In *The Gender of Modernism : A Critical Anthology*, ed. Bonnie Kime Scott, available on short-term loan at the Reserves Desk at the McOdrum Library.

¹⁸ Available at <http://rpo.library.utoronto.ca/poems/1914-v-soldier>

¹⁹ Available at <http://www.poemhunter.com/poem/they/>

²⁰ Available at <http://www.readbookonline.net/readOnline/4266/>

²¹ Available at http://allpoetry.com/poem/8456357-Apologia_Pro_Poemate_Meo-by-Wilfred_Owen

²² Available at <http://rpo.library.utoronto.ca/poems/dulce-et-decorum-est>

²³ Available at <http://www.poemhunter.com/poem/disabled/>

²⁴ In *The Gender of Modernism : A Critical Anthology*, ed. Bonnie Kime Scott, available on short-term loan at the Reserves Desk at the McOdrum Library.

Wed., February 10	Ernest Hemingway, <i>The Sun Also Rises</i> ; Third essays due; Distribution of fourth-essay topics
February 15-February 20	Reading Week (University closed)
Mon., February 22	Hemingway, <i>The Sun Also Rises</i>
Wed., February 24	Hemingway, <i>The Sun Also Rises</i>
Mon., February 29	Essay-writing workshop
Wed., March 2	Essay-writing workshop
Mon., March 7	Essay-writing workshop
Wed., March 9	Essay-writing workshop
Mon., March 14	Joseph Conrad, <i>Heart of Darkness</i> ²⁵
Wed., March 16	Conrad, <i>Heart of Darkness</i>
Mon., March 21	Conrad, <i>Heart of Darkness</i>
Wed., March 23	Nella Larsen, <i>Passing</i> ; Fourth essay due.
Mon., March 28	Larsen, <i>Passing</i>
Wed., March 20	Larsen, <i>Passing</i>
Mon., April 4	Preparing-for-the-formal-exam workshop
Wed., April 6	Preparing-for-the-formal-exam workshop

Terms of Evaluation

Grade Distribution: 5% first essay (3 pages); 15% second essay (6 pages); 15% third essay (6 pages); 10% fourth essay (5 pages); 15% in-class test; 20% final exam; 5% participation; 5% five beginning-of-class unannounced quizzes; 5% five end-of-class unannounced quizzes; 3% attendance of workshops organized by Learning Support Services (LSS); 2% attendance of Library Workshop and Career Centre Tour and Workshop.

NB: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Essays: The essays are designed to teach students the skills involved in writing a formal literary essay, such as close reading, methods of persuasion and argumentation, and protocols of citation. Essays should be printed double-spaced in 12-point font. **A penalty of 2%/per day (including Saturdays, Sundays, and holidays) will be applied for late essays.** The penalty does not apply in case of illness upon the presentation of a doctor's note. Papers should be submitted on paper rather than electronically. Essay deadlines are listed on the reading schedule; essays are due at **8:35 am** (beginning of class) on the day of the deadline. After this time, penalties begin to apply.

A choice of essay topics will be distributed in class in advance of the deadlines (see reading schedule), and students are encouraged to consult with the instructor regarding all aspects of the research, organization, argument, and writing style of the essays. Each

²⁵ Available from Project Gutenberg:
<http://www.gutenberg.org/cache/epub/526/pg526.html>

essay will be graded on form—organization, grammar, syntax—(50%), and content—knowledge of texts, complexity of argument and analysis, appropriateness of scholarly research—(50%). **NB: Fall-term essays will not be accepted after December 8, and winter-term essays will not be accepted after April 8. The final-essay grades are contingent upon an informal oral examination by the instructor.**

In-Class Test (first-term only): The in-class test is designed to evaluate students' close reading and retention of the course material as well as their understanding of class lectures and discussions. Consequently, the test will contain two sections: a. a number of multiple choice questions designed to test students' close reading of the studied texts (10%); b. a choice of short questions designed to test students' comprehensive knowledge of the studied texts (60%); a choice of essay questions designed to showcase students' understanding of the mechanics of argument and analysis as applied to works studied in class (30%).

Final Exam: The final exam will follow the same format as the in-class test but will take place during the formal examination period at the end of the academic year. The material covered on the final exam is non-cumulative.

Attendance and participation: Faithful attendance and informed participation are mandatory. Members of the class are expected to attend all sessions and to prepare readings and assignments carefully. **NB: Students who miss eight or more classes will not be eligible to submit work or write exams.**

Quizzes:

a. Five unannounced multiple-choice quizzes at the beginning of class: In order to ensure that students come prepared for lectures and class discussions, they will write five unannounced multiple-choice quizzes designed to test their detailed knowledge of the works scheduled for analysis during that particular class. Each quiz will contain ten questions and will be worth 1% of the final grade. Those who have missed one or more quizzes will be able to write one make-up quiz at the end of the academic year. The make-up quiz will include questions taken from the readings covered throughout the course. All multiple-choice quizzes will be written at the beginning of class; those arriving late will not be able to write the quizzes and will therefore forfeit the quiz grade.

b. Five unannounced quizzes at the end of class: In order to ensure that students are attentive to lectures and class discussions, they will write five unannounced quizzes designed to test their detailed understanding of the lecture material and class discussions. Each quiz will contain one question and will be worth 1% of the final grade. Those who have missed one or more quizzes will be able to write one make-up quiz at the end of the academic year. The make-up quiz will include questions taken from the material covered in lectures throughout the whole course. Multiple-choice quizzes will be written during the last 20-30 minutes of the class; those departing from class early will not be able to write the quiz and will therefore forfeit the quiz grade.

Attendance of Workshops Organized by Learning Support Services (LSS): LSS is a

branch of the Student Academic Success Centre (SASC), Carleton University's one-stop-shop for student support. Its primary goal is to help first-year students transition successfully from high school to university, and prepare them to meet the expectations of their instructors. 3% of the final grade must be earned by attending three workshops organized by LSS. Students are encouraged to choose the three workshops most suitable to their particular needs from the following options:

- Critical Thinking
- Memory and Concentration
- Note-Taking in Lectures
- Preparing for Exams and Easing Anxiety
- Procrastination
- Reading Your Audit
- Research Skills
- Time Management
- Tips for New Students
- Writing Essays
- Writing Exams

These workshops are delivered by trained LSS Peer Helpers, academic advisors, library staff, or tutors from the Writing Tutorial Service (WTS). **Students must attend these workshops during the fall semester and outside class hours.** The names of the participants in these workshops will be collected and forwarded to the class instructor by the workshop leader. Workshops will begin the last week of September. Please visit www.carleton.ca/lss to register for workshops.

Grading System

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69
A = 85-89	B = 73-76	C = 63-66
A - = 80-84	B - = 70-72	C - = 60-62
D+ = 57-59	D = 53-56	D - = 50-52
F	Failure. No academic credit.	

Plagiarism and Other Instructional Offences

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include: reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source; submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else; using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment; using another’s data or research findings; failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks; handing in "substantially the same piece of

work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Accommodations

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide.

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide.

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (if applicable).

All Students

Students are strongly encouraged to make optimal use of the instructor's office hours. Office hours are set aside for students to discuss with the instructor all aspects of the course and to seek assistance with any problems they might encounter in fulfilling the assigned tasks. Two weeks after the beginning of the course, each student will be asked to attend a short, informal introductory meeting with the instructor in order to discuss the student's aims and expectations in the course.

All students are also strongly encouraged to take advantage of the services offered at

Carleton University, such as the following:

Learning Support Services (LSS): LSS offers students a variety of free services, including academic-skills workshops and information sessions, bookable study rooms, a Tutor Referral Service, and a supportive staff of Peer Helpers. To learn more about these services, visit LSS on the fourth floor of the MacOdrum Library, contact them by phone at 613-520-2600, ext. 1125, or visit them online at www.carleton.ca/lss.

Writing Tutorial Service (WTS): The WTS offers students free one-on-one assistance with academic writing. To learn more about this free service, visit www.carleton.ca/wts. To make an appointment for a 50-minute session, call 613-520-2600, ext. 1125, or visit in person at the LSS Help Desk on the fourth floor of the MacOdrum Library.

Student Academic Success Centre (SASC): SASC offers students support in the form of free one-on-one academic advising and study-skills appointments. To learn more about these services, visit www.carleton.ca/sasc. To make appointments for an advising or study-skills session, call 613-520-2600, ext. 7850, or visit the centre in person at 302 Tory.

Career Development and Co-operative Education (CDCE): CDCE is an on-campus centre for career development, employment preparation, and experiential learning opportunities for Carleton students. Students are encouraged to use the various services provided by CDCE throughout their time at Carleton by visiting its two service locations. The Career and Resource Centre is located at 401 Tory (613-520-6611); the Co-op and Employer Centre is located at 1400 CTTC (613-520-4331).

International Student Services Office (ISSO): ISSO is at the heart of Carleton's international student community. It supports international students, including incoming and outgoing exchange students, and promotes cross-cultural understanding within the Carleton community. **ISSO is also responsible for the administration of Carleton's 80+ exchange programs.** For more information, visit ISSO at 128 University Centre or contact by phone 613-520-6600. For general email inquiries, write to isso@carleton.ca; for exchange-program inquiries, write to exchange@carleton.ca. Website: www.carleton.ca/isso.

The Office of Student Affairs: The Office of Student Affairs oversees the Co-Curricular Record. The Co-Curricular Record is an official record designed as a means of recognizing all students' "out of class" involvement in student leadership development, extra-curricular activities, and Carleton community service opportunities. To learn more about the Record, visit 430 Tory (613-520-2573), or www.carleton.ca/studentaffairs.

General Guidelines

1. Turn off cell phones upon arrival to class.

2. Do not arrive late to class. Arriving late is disrespectful and it disturbs both the instructor and the students. If arriving late due to unforeseen circumstances, please minimize the disturbance by sitting in a seat close to the doors.
3. Chatting with classmates during a lecture or class discussions is unacceptable in a university setting.