ENGLISH 105A:
20th Century English Literature, 1900-1945
Winter 2000

Class Time: Tuesday/Thursday 11:30AM-1:00PM
Classroom: HH139
Instructor: Holly Crumpton
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COURSE DESCRIPTION

This course will explore a variety of American, British, and Canadian texts. We will be looking at prose, poetry, and drama written in English between 1900 and 1945. Rather than organising the texts in a strictly chronological order, I have grouped the works we will be discussing in a roughly thematic fashion. The traumatic experience of war, the rights of women, modernist poetry, dysfunctional families, race, and disutopian visions of the future are some of the issues that we will touch on in this class. All of the texts that we will be examining are a part of society’s struggle to come to terms with a world that no longer made sense according to the old rules. The course will be taught through a combination of lectures, class discussion, and group work.

REQUIRED TEXTS

Johnny Got His Gun, Dalton Trumbo (Bantam)
Wild Geese, Martha Ostenso (McClelland & Stewart)
Miss Lonelyhearts, Nathanael West (New Directions)
Long Day’s Journey Into Night, Eugene O’Neill (Yale)
Brave New World, Aldous Huxley (Harper)
English 105A packet of readings

ASSIGNMENT WEIGHTING

7 Quizzes (only the 5 best scores will be counted) 20%
Diagnostic Essay (4-5 pages) 10%
Major Essay (6-8 pages) 35%
Final Exam 35%
DESCRIPTION OF ASSIGNMENTS

*Quizzes:* Each quiz day, these short quizzes will be given at the beginning of the class (students arriving more than five minutes late will not be allowed to write the quiz). The quizzes will test student knowledge of the text that the class is about to start examining that day. The one important exception is quiz two which will test student knowledge of "A Room of One’s Own" AND "The Garden Party," and "The Waltz." These quizzes are given in order to ensure that each text has been read carefully and analytically (see Tentative Schedule for dates).

*Diagnostic Essay:* This short essay will provide students with an opportunity to gain feedback on their writing ability and analytic skills before they have to hand in the major essay. No secondary criticism is permitted for this essay. Students must develop a thesis statement and support it with evidence from the text. The diagnostic essay must be double-spaced and conform to MLA format. **Due: February 3**

*Major Essay:* This is the major writing assignment for the course. Use of secondary criticism is acceptable, but these sources must be properly cited according to the MLA format. Students must develop a thesis statement and support it with evidence from the text. This essay should contain a more thorough argument than the diagnostic essay. This essay also must be double-spaced and conform to MLA format. **Due: March 7**

*Final Exam:* The date of the final exam will be determined by the administration. This three-hour exam may test any material covered in class in addition to questions regarding any of the assigned readings.

POLICY ON MISSED QUIZZES AND LATE ESSAYS

There is no way to write a make-up quiz if you miss taking the quiz in class. I will only count a student’s best five scores out of the seven quizzes in determining his or her final grade. This is to allow for the possibility that a student may be ill, or be facing a personal crisis, on one of the quiz days.

All late essays will be deducted 3% per day that it is late, including weekends. All essays must be handed in at the beginning of class. If a student anticipates that he or she will be late with an assignment, it is important to speak to me as soon as possible. I will grant extensions if a student has a reasonable explanation as to why he or she has to hand in an essay late (please note that having assignments due in other classes at the same time is not an acceptable excuse—you know when everything is due in this class, and you are expected to plan ahead).

PLAGIARISM AND CHEATING

Plagiarism and cheating are completely unacceptable, and offenders will be dealt with severely. Remember that avoiding plagiarism is your responsibility—if you have any questions about proper use of sources, please ask. See calendar for official policy.
TENTATIVE SCHEDULE (subject to change)

January
4    Welcome to the course
6    Introductory lecture
11   "Anthem for Doomed Youth," "Dulce Et Decorum Est,"
    "Easter, 1916," and "Second Coming"
13   *Johnny Got His Gun*  **QUIZ ONE**
18   *Johnny Got His Gun*
20   "A Room of One’s Own"  **QUIZ TWO**
27   *Wild Geese*  **QUIZ THREE**

February
1    *Wild Geese*  **DIAGNOSTIC ESSAY**
3    *Wild Geese*
*8   *Miss Lonelyhearts*  **QUIZ FOUR**
10   *Miss Lonelyhearts*
15   "The Love Story of J. Alfred Prufrock," and
    "The Hollow Men"
17   "In a Station of the Metro," "The River Merchant’s Wife:
    A Letter," "To Whistler, American," "Mid-day," and "Oread"
22   READING WEEK
24   READING WEEK
29   "The Young Housewife," "The Red Wheelbarrow," "This Is
    Just to Say," "i sing of Olaf glad and big," and "pity this busy
    monster, manunkind"

March
*2   "The Dead"  **QUIZ FIVE**
7    "Erosion," "The Man and the Machine," and
    "The Difference"  **MAJOR ESSAY**
9    "Reflections on Riding," "My Financial Career," and "David"
14   *Long Day’s Journey Into Night*  **QUIZ SIX**
16   *Long Day’s Journey Into Night*
*21  "How It Feels to Be Colored Me," and *From Invisible Man*
23   "Kitchenette Building," "The Mother," "The Negro Speaks of
    Rivers," and "Mother to Son"
28   *Brave New World*  **QUIZ SEVEN**
30   *Brave New World*

April
4    review for the final exam

*Denotes relatively heavy reading from the packet of readings.