ENGLISH 105A
20TH Century Literature in English, 1900-1945

Instructor: Stefanie Stiles
Class time: Mondays, 4:00 to 6:50 p.m.
Class location: HH 138
Office: PAS 1064
Office hours: Mondays from 1:00-3:00 p.m., or by appointment.
Email: Please use UW-ACE.

Course Description
In this course, we will be focusing on works written mainly in the 1920s and 1930s, the majority of which are considered representative of the period (Hemingway's *The Sun Also Rises*, Woolf's *Mrs. Dalloway*, etc.), as well as a work by the lesser-known American author, Nathanael West (*The Day of the Locust*). These works will be analyzed from a number of historical, social, political and aesthetic perspectives. Cultural materialism will be the major critical method used. Most of the course texts are considered Modernist classics, and as such, Modernism will be studied as both a literary, and as a larger cultural movement, in a healthy, critical spirit.

Required Texts
Novels/poetry: *The Waste Land and other Poems*, T.S. Eliot; *This Side of Paradise*, F. Scott Fitzgerald; *The Sun Also Rises*, Ernest Hemingway; *A Handful of Dust*, Evelyn Waugh; *The Day of the Locust*, Nathanael West; *Mrs. Dalloway*, Virginia Woolf.

Class Structure
Classes will begin with the instructor’s lecture, followed by open class discussion. At about the one hour and 15 minute mark, there will be a brief 10 minute break. Following the break, students will do group work based on the readings; this group work will then be presented to the class for further discussion. On presentation days, classes will begin with student presentations before the main lecture.

Grade Breakdown
Essay One: 20%
Historical Context Group Presentations: 20%
Essay Two: 25%
Final Exam: 25%
Class Participation: 10%

Course Assignments
On the second week of classes, groups of two to three students will be assigned for the Historical Context Group Presentations. Students will be given a list of topics that are historically relevant to the course texts, and will be asked to select their top three choices as a group. Presentations will be approximately 20 minutes in length, plus 10 minutes at the end for questions from the audience, and all group members should speak for roughly the same amount of time. Visual elements can be included, but should be used to strengthen the discussion, or be supplemental, not the focal point of the presentation (i.e. it should not be one long PowerPoint). The entire text of the speech should be submitted in class on the day of presentation. One mark will be given to the entire group, so it is important that they work together effectively.
Essay One is due on February 8th, and Essay Two is due on April 5th, the last day of class. Both essays should be five pages in length (12 point Times New Roman font, double-spaced), in MLA format. I would like two copies: one hard copy submitted in class and one soft copy emailed to ACE as a Word attachment by the end of the day. Both essays will cover major text themes.

Extensions will only be given in exceptional circumstances, such as personal illnesses or family emergencies, with proper documentation. “Busyness” is not a valid reason for an extension.

The class participation mark is calculated based on satisfactory answers to the following questions, among others: 1.) Does the student regularly contribute to classroom discussion/ask questions/answer questions posed to the class? 2.) Are they active participants in group work? 3.) Do they have a good attendance record? 4.) Are they usually punctual? 5.) Do they seem well-prepared and do they appear to have done the readings? 6.) Are they disruptive? 7.) Are they attentive?

The exam is scheduled by the Registrar’s Office. It will cover information studied over the entire term. More information on exam format will be provided toward the end of the term.

Late Penalties: 5% will be deducted each day (including weekends) for late assignments. After one week, I will no longer accept final papers for grading, and students will receive a “0” on the assignment.

*Further information on all assignments will be given in class.

Learning Objectives
- To discuss and debate texts critically.
- To communicate thoughts forcefully, expressively, and articulately.
- To paraphrase and summarize texts.
- To articulate and support positions through reasoned argument and evidence.
- To learn the practice of close textual analysis.
- To find and use source materials.
- To integrate source material texts into your writing.
- To document sources fully, using the appropriate documentation style.
- To use the appropriate disciplinary vocabulary and a limited set of critical approaches.
- To plan, draft and revise essays.
- To edit for content, organization, style, and grammar.

Course Schedule

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<tr>
<th>Date</th>
<th>Readings</th>
<th>Group Presentations</th>
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<tbody>
<tr>
<td>January 4</td>
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| January 11 | • Introduction, *Cambridge Introduction to Modernism*  
             • Book One: I and II, *This Side of Paradise* |                     |
| January 18 | • Ch. 2, *Cambridge Introduction to Modernism*  
             • Book One: III and IV, *This Side of Paradise* |                     |
<p>| January 25 | • Book Two, <em>This Side of Paradise</em>            |                     |
| February 1 | • “The Waste Land” (including                |                     |</p>
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<th>Date</th>
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| February 8   | notes), and “The Love Song of J. Alfred Prufrock”  
• Ch. 4, *Cambridge Introduction to Modernism* |
| *ESSAY ONE DUE* | **To p. 80 of Oxford World’s Classics edition of *Mrs. Dalloway*** |
| February 15—Holiday (NO CLASSES) |  
• Remainder of *Mrs. Dalloway*  
• Ch. 3, *Cambridge Introduction to Modernism* |
| February 22  |  
• Ch.s 1-12, *The Sun Also Rises* |
| March 1      |  
• Ch.s 13-19, *The Sun Also Rises*  
• Ch. 5, *Cambridge Introduction to Modernism* |
| March 8      |  
• Ch.s 1-2, *A Handful of Dust*  
• Ch. 7, *Cambridge Introduction to Modernism* |
| March 15     |  
• Ch.s 3-4, *A Handful of Dust* |
| March 22     |  
• Ch.s 5-7, *A Handful of Dust* |
| March 29     |  
• Ch.s 1-18, *The Day of the Locust*  
• Conclusion, *Cambridge Introduction to Modernism* |
| April 5      |  
• Ch.s 19-27, *The Day of the Locust*  
*ESSAY TWO DUE* |

**Notes on Academic Integrity**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check www.uwaterloo.ca/academicintegrity/ for more information.]

**Discipline:** A student is expected to know what constitutes academic integrity [check www.uwaterloo.ca/academicintegrity/] to avoid committing an academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties check Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

**Appeals:** A decision made or penalty imposed under Policy 70 (Student Petitions and Grievances) (other than a petition) or Policy 71 (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm.

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.