Course Description
ENG 394 is the first in a two-part chronological, upper division survey of modern literature from America, Britain, and Europe. The course incorporates works of drama, poetry, and prose, and attends closely to philosophical, political, and cultural events that run parallel to developments in 20th century literary history. ENG 394 covers the period from 1890 through 1945. No prerequisites are required, but students should be prepared for advanced university-level work in literary studies. Although readings in the course focus on a relatively narrow period, ENG 394 addresses issues, movements, and intellectual trends that are central to 20th century intellectual history more generally. This section of ENG 394, Modernism: Makers and Movements, focuses on authors associated with the early 20th century literary and cultural movement of modernism. Each of the authors we study was involved with one of the innovative literary movements and groups that thrived during the moment of modernism, including Aestheticism, the Irish Literary Theatre, Futurism, the Bloomsbury Group, Southern Gothicism, and the Harlem Renaissance.

This course counts as upper-division coursework in the English Minor and as upper-division coursework for the English Major in category C: Literature, 1789 to the present. ENG 394 satisfies the university's Group Requirement in the Arts and Letters category.

Learning Objectives
Students who complete this course successfully should be able to:

1. Read works of early 20th century literature with discernment and comprehension and with an understanding of the texts’ conventions.
2. Draw on relevant cultural and/or historical information to situate works of early 20th century literature within their cultural, political, and historical contexts.
4. Write focused, analytical essays in clear, grammatical prose.
5. Employ logic, creativity, and interpretive skills to produce thoughtful, persuasive arguments.
6. Employ primary and/or secondary sources, with proper acknowledgment and citation, as they contribute to a critical essay’s thesis.

Required Texts
At UO Duckstore:
William Faulkner, As I Lay Dying (1930)
Nella Larsen, Passing (1929)
Virginia Woolf, Monday or Tuesday (1921)

On Canvas:
Lady Augusta Gregory, Spreading the News (1904) & The Rising of the Moon (1907)
Mina Loy, *Love Songs to Joannes* (1915-17)
Claude McKay, *Harlem Shadows* (1922)
Oscar Wilde, *The Importance of Being Earnest* (1895)

Additional documents will be available via the canvas course site.

**The course meets in-person MWF from 10:00-10:50 am in Gerlinger 246.**

**Instructor**
Prof. Paul Peppis (he/him/his)
Email: ppeppis@uoregon.edu  Email is the best way to reach me.
Office hours: Wednesdays, 12:00-3:00 pm via Zoom.

**Communication**
All course announcements and general emails will be made via Canvas. These will be automatically forwarded to your UO email. (Check and adjust your Canvas settings under Account > Notifications if you would also like to receive announcements via text.) Please check Canvas before class. If there are any Covid-related disruptions to our course, I’ll let you know there, as quickly as I can. When I need to get in touch with you, I will email you. Please note that I am only permitted to email you through your uoregon email address. You can set up another email account to get your uoregon email, but please check your UO account regularly.

**Schedule of Readings and Assignments**
**Week 1**
M (3/28) Introduction

Part I: Drama
F (4/1) Wilde, Act II

Week 2
M (4/4) Wilde, Act III; Discussion Posts on Wilde due by 5pm
W (4/6) Gregory, “Our Irish Theatre,” *Spreading the News*
F (4/8) Gregory, *Rising of the Moon*; Paper Topics out; Discussion Posts on Gregory due by 5pm

Week 3
Part II: Poetry
M (4/11) Loy, *Love Songs to Joannes*, songs 1-3; Presentation on Loy
W (4/13) Loy, songs 4-14
F (4/15) Loy, songs 15-25
Week 4
M (4/18) Loy, songs 26-34; Discussion Posts on Loy due by 5pm
W (4/20) McKay, Harlem Shadows, “Easter Flower”-“My Mother”; Presentation on McKay
F (4/22) McKay, Harlem Shadows, “In Bondage”-“I Know My Soul”

Week 5
R (4/28) 1st PAPERS DUE (3-5 pp) by 11:59pm via canvas

Part III: Fiction
F (4/29) Woolf, Monday or Tuesday, "A Haunted House," "Monday or Tuesday"; Presentation on Woolf

Week 6
M (5/2) Woolf, "The String Quartet," "Blue & Green"
W (5/4) Woolf, "Kew Gardens"
F (5/6) Woolf, "The Mark on the Wall"; Discussion Posts on Woolf due by 5pm

Week 7
M (5/9) Larsen, Passing, Part One; Presentation on Larsen
W (5/11) Larsen, Part Two
F (5/13) Larsen, Parts Two and Three

Week 8
M (5/16) Larsen, Part Three; final paper topics out; Discussion Posts on Larsen due by 5pm
W (5/18) Faulkner, As I Lay Dying, 3-46; Presentation on Faulkner
F (5/20) Faulkner, 47-84

Week 9
M (5/23) Faulkner, 84-127
W (5/25) Faulkner, 128-168
F (5/27) Faulkner, 169-213

Week 10
M (5/30) No Class; Memorial Day
W (6/1) Faulkner, 214-261; Discussion Posts on Faulkner due by 5pm
F (6/3) Conclusion; Final Papers Due (5-7 pp) by 11:59 pm via canvas

ASSIGNMENTS & ASSESSMENT
In the event of a campus emergency or shifts in university policy regarding COVID-19 conditions, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email,
and on Canvas. If we are not able to meet face-to-face, you should immediately log onto Canvas and read any announcements and/or access alternative assignments. You are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas. If I must quarantine, the course may be taught online during that time. I am mindful of the impacts COVID-19 may be having on you. During this time, I encourage you to talk with me about what you are experiencing so we can work together to help you succeed in this course.

The course offers a variety of assignments by which your performance is assessed so that your final grade is not dependent upon a single skill or performance. Due dates are listed on the course schedule. **Late assignments will be docked 1/3 grade for every day they are late. Assignments will not be accepted more than one week past the due date except with prior permission in extreme circumstances.** You should expect to devote approximately twelve hours per week to work for this class.

**Masks**
As you know, the University’s mask requirement ended on March 18, 2022. This term masks are welcome but optional at the UO with some exceptions, such as in health care settings, and as otherwise required by law. Together, we will create a classroom environment that is respectful of individual choice to wear a mask or not.

**Classroom Community Expectations**
All members of the class (both students and instructor) can expect to:

1. Expect and Respect Diversity: All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.

2. Help Everyone Learn: Our goal is to learn together by learning from one another. As we continue to move forward learning during this challenging time, it is important that we work together and build on our strengths. We need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and feedback from others. No one should hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

**Attendance**
Because attendance is crucial to your learning and to creating a successful community of learners, you are expected to attend class unless you are ill. At the start of each class, please sign the attendance sheet (if you arrive late, it is your responsibility to make sure the sheet is signed). I consider attendance in your final grade: **for every unexcused absence beyond four, your final grade will be reduced by 3 points.**
If you are directed or advised to quarantine by the university or other public health authority or provider, your absences will be excused, and we will work out accommodations to make sure you don’t fall behind. I may ask you to show the document instructing you to quarantine/isolate to verify your quarantine/isolation status. Above all, please keep in touch if you are unable to attend class.

**Reading and Participation**
You should come to class having read the day’s required readings with texts (in hard copy or in digital form) on hand and be willing to contribute to discussions based on your reading. Ideally, you should re-read all assigned texts. Although I will not be giving a separate participation grade, I will reward students who take an active and engaged role in class discussions by contributing respectfully, thoughtfully, and constructively to our in-class dialogue. Remember, participation can take several forms: asking questions, offering your own analyses and insights (based on the evidence of the text), asking others to elaborate further on their own comments or questions.

**Discussion Posts**
Over the term, you will post to the discussion board on five of the seven works of early 20th century literature we will study over the term. You can post questions about and reflections on assigned texts, responses to others’ questions about those texts, or reflections on the posts of others. Posts should run between 300-500 words and should avoid plot summary or description. Posts should make arguments or claims about the assigned material, ask questions, and note points of connection and threads running through the materials. As you respond, practice your close reading skills, paying attention to specific details, passages, and techniques, and then reflecting on the effects of those details/passages/techniques. Please also read others’ posts. Posts may be submitted at any time during our discussion of a text but must be submitted by 5pm the day we finish discussing that text (due dates are on the schedule). Students who contribute 5 clear and thoughtful posts over the term of at least 300 words will earn a B (85 points) for your discussion post grade; students who post fewer than 5 times over the term, whose posts are shorter than 300 words and less clear or thoughtful, will earn lower grades; students who post more often, write longer and more analytically probing and ambitious posts will earn grades higher than B for discussion posts (20% of final grade).

**Presentations**
All students will participate in a group presentation. Each group will consist of 3-4 students who will together give a brief, 10-minute presentation on their chosen author and the movement they were associated with to enrich our understanding and discussion of the author and text. After presenting, all group members will submit via canvas a brief reflection (no more than a page) that explains your individual role in the process and reflects on how the research enriched your understanding of your text/topic. Presentation days are indicated on the class schedule. Groups should meet with me via Zoom during office hours before presenting (20% of final grade).
Papers
You will write 2 papers: the first will be a concise close reading of poetry: either a song from Loy’s Love Songs or a McKay poem we haven’t discussed extensively in class (3-4 pp.; 25% of final grade) and is due Thursday of week 5 (4/28) by 11:59 pm via Canvas; the second will be an analytical paper on course materials (5-7 pp.; 35% of final grade) and is due Friday of week 10 (6/3) by 11:59 pm via Canvas. I will provide paper topics but allow alternative topics for the final paper with prior approval.

Paper Format. Papers should be double-spaced with one-inch margins on all sides. Your name, date, and course number should be typed on the first page in the upper right-hand corner. After page one, type last name and page number at upper right-hand corner of every page. All papers must be titled. You must proofread carefully; spelling, punctuation, and grammar count.

Extensions. You may ask for an extension if the due date is more than 48 hours (2 days) later, and the earlier the better. When you contact me, please let me know how long an extension you are requesting. In case of a looming or unexpected disaster, consideration will be given if you keep me in the loop and communicate in advance — i.e. even if the assignment is due in less than 2 days. Above all, stay in touch.

Late Papers. Late papers lose 3 points per day including weekends/holidays. Late papers will not be accepted more than one week past the due date except with prior permission in extreme circumstances.

Grading
A final grade of C or better for the course is required for English major credit.

Graded Assignments
20% Group Presentation and Reflection
25% First Paper (3-4 pp)
20% Discussion Posts (at least 5)
35% Second paper (5-7 pp)

Grading Scale
A+ 100       B+ 87-89       C+ 77-79       D+ 67-69
A  93-99      B  83-86       C  73-76       D  63-66
A- 90-92      B- 80-82      C- 70-72       D- 60-62     F 0-59

Course Content
The texts we will study are literary works from a distant historical period, some of which contain images of violence, articulations of trauma, and expressions of psychological distress, as well as beliefs and opinions that may differ from our own. The ability to encounter unfamiliar and even disturbing ideas and representations with an attitude of critical distance is fundamental to the work of humanistic study. Not everything we read will be likable. Indeed, some of these texts contain disturbing representations with the goal that their reader will think
hard about them and their meanings and impacts; others are not as self-aware but offer important depictions for us to consider as we think about how cultures respond to change and crisis. But you must be willing to approach these materials with an open mind, even if you do not agree with or share the values they sometimes express. Cultivating such hard thinking is good practice not merely for us as students of literature; it can also help prepare us to have empathy, to build resilience, to think about the consequences of beliefs, and to live as ethical members of a diverse and inclusive society. Throughout this class, we will be talking about these representations and the larger questions and challenges they pose.

**Academic Integrity**

In accord with English Department policy, academic dishonesty (plagiarism or cheating) will minimally result in an automatic failing grade for this course. In addition, all incidents of plagiarism will be reported to the Office of Student Conduct, as required by the University. Plagiarism is the use of another person’s words or ideas without due acknowledgment. It may be intentional or unintentional. To make sure you have avoided plagiarism in your work, you should:

- Accurately quote the original author's words if you are quoting.
- Enclose the quotation within quotation marks.
- Follow the quotation with an in-text citation. => (Woolf, p. 15)
- Introduce quotations with a phrase that includes the author's name (Turing argues that...)
- If you are paraphrasing someone else’s ideas or words rather than quoting, you must still cite the source with in-text citation, footnote, or a phrase that includes the author’s name.
- Provide a list of references with full citation information at the end of the paper.

The bottom line is that all work submitted in this course must be your own and written exclusively for this course. The use of all external sources (ideas, quotations, paraphrases) must be properly documented, and you are not allowed to cut and paste from Internet sites into your paper. (Note: Most internet essays aimed at students are not written at the college level. Stealing from this work, even in the case that you are not caught, often results in a lower grade.)

For further guidance, see the UO library website (under “How-To Guides” on the library homepage) for more on citation practices.

If you remain uncertain as to what constitutes plagiarism, definitions are available in the “Student Conduct Code” section of the Student Life website ([http://studentlife.uoregon.edu](http://studentlife.uoregon.edu)). Additional information is available at [https://researchguides.uoregon.edu/citing-plagiarism](https://researchguides.uoregon.edu/citing-plagiarism). You are welcome to contact me if you have any questions about these definitions.

Finally, if you are having trouble writing a paper or understanding what we are looking for, please let me know. I do not expect that you already know how to do what I am teaching you. Extra help is always available. There’s nothing wrong with getting something wrong; often it
takes mistakes to learn, and this is not something to panic about. However, if you take ideas from elsewhere and pass them off as your own, you learn nothing—so the next paper will therefore be no easier—and risk incurring significant academic penalties.

**Accommodations**
The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center at 541-346-1155 or uoaec@uoregon.edu or visit https://aec.uoregon.edu/.

**UO Resources**
Online tutoring is available through UO's Online Writing Lab (OWL), a free service that allows UO students to submit work via an online portal and receive detailed feedback within 24 hours. Log in at https://owl.uoregon.edu/

The UO Basic Needs Resource Guide (https://blogs.uoregon.edu/basicneeds/) is the place to go for help with basic needs such as food security, housing security, healthcare, and access to technology.

SAFE (http://safe.uoregon.edu) is a resource for members of the UO community who experience sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you wish to speak to someone confidentially, you can call the 24-hour hotline 541-346-SAFE to be connected to a confidential counselor to discuss your options and get support.

**Staying Safe in Classes**
As the University of Oregon continues in-person instruction, instructors and students play a key role in keeping our community healthy and safe.

**Prevention:** To prevent or reduce the spread of COVID-19 in classrooms and on campus, all students and employees must:
- Comply with vaccination policy
- Wash hands frequently
- Complete daily self-checks
- Say home/do not come to campus if feeling symptomatic
- Individuals with no symptoms or mild symptoms can get tested at McArthur Court through UO's Monitoring and Assessment Program. Masks are required at COVID-19 testing sites including in line outside.
- Visit the Exposure Scenario page for information on reporting cases.

**Support**
- I am here for you and happy to answer your questions about the above and its details and implications for our class. I can and will make many accommodations related to Covid events and I will help you navigate the term. But you have many additional resources...
- University Health Services or call (541) 346-2770
- University Counseling Center or call (541) 346-3277 or (541) 346-3227 (after hrs.)
- MAP Covid-19 Testing
- Corona Corps or call (541) 346-2292
- Academic Advising or call (541) 346-3211
- Dean of Students or call (541) 346-3216