

ENGLISH LITERATURE: 1900 TO THE PRESENT MODERN AND CONTEMPORARY BRITISH AND IRISH POETRY

English 3150 / Section 100 / 10876 / Spring 2018

Class Meet: M W F 12:55 pm–1:50 pm, Tupper 005

Instructor: Brian McAllister

Office Hours: M W F 9:30 am–10:30 am or by appointment

Office: Lindley S219

Email: mcallisb@ohio.edu

COURSE DESCRIPTION

This class tracks the development of British and Irish poetry from the start of the twentieth century to the present. We will consider this poetry in the light of literary and artistic developments of the period (e.g., Imagism, Modernism, The Movement, British Poetry Revival, Postmodernism, etc.). We'll also consider these poetic works in their various historical, political, and cultural contexts—whether considering a declining British Empire; the developing social, economic, and political trends of the United Kingdom or the Republic of Ireland; or the complicated interrelationships between the nations that have made up the archipelago.

LEARNING OUTCOMES

1. Develop skills in critical thinking, articulate discussion, and analytical writing.
2. Apply those skills to understand the historical and cultural context that shaped the literature that we will read.
3. Use that literature and those skills to consider the complicated role of poetic production in Britain and Ireland throughout the twentieth century, in terms of cultural, social, political, and aesthetic contexts.

REQUIRED TEXTS

ALL TEXTS AVAILABLE AT THE LITTLE PROFESSOR. PLEASE MAKE SURE THAT YOU PURCHASE THESE EDITIONS. NO ELECTRONIC VERSIONS.

- Tuma, Keith. *Anthology of Twentieth-Century British & Irish Poetry* [ISBN: 978-0-19-512894-9]
- Reading materials from Blackboard must be printed and brought to class.

COURSE ASSIGNMENTS

Class Participation

10%

Good participation means having read the material assigned for the day, having brought a copy of that material to class, and being prepared to contribute your views on the assigned reading. Active listening and questioning are important components of participation. This grade is also contingent on you collaborating appropriately and respectfully with your classmates and me. ***You will not earn a good participation grade if you just attend class and do not actively involve yourself in class discussions. Failure to bring the readings to class (including those that you need to print from Blackboard) will result in an unexcused absence.*** Should there be any reason that hinders your ability to participate, please speak with me as soon as possible, and we will work together to resolve the situation.

Reading Responses

10%

Students will post 10, 300-word responses to prompts on the Blackboard discussion board. These relatively informal, low-pressure responses will serve to guide class discussion and address concerns, questions, and observations that students may have about the reading for the day. My hope is that responses help you prepare for class discussion on the following day. Reading responses must be posted to the discussion board by ***9:00 am on the day of class***, so that I may read them and use them to help prepare class discussions.

Reading Quizzes

10%

There will be occasional, very short, 5-question quiz. These quizzes will be used to make sure that you are keeping up with the reading and will cover basic information included in the day's reading, including the author biography.

Agenda Setting

20%

This assignment involves two parts: 1) Students will present on a specific topic related to an individual text. The

presentations should provide relevant information and propose problems and points of interest that allow the class to discuss the texts in the context of critical debates (e.g., national identity, modernism, postmodernism, some culturally or historically relevant material, etc.). 2) For that same text, students will post a series of questions on the class discussion board that relate to the reading for that day, to which the rest of the class will respond. These questions will situate the day's reading within the critical, theoretical, and historical concerns of the class. These questions must be posted on the *class day before the assigned session*. Agenda setting and presentations will be scheduled during the first week of class. Students should also plan to meet with the instructor while preparing this assignment.

Short Papers **20%**
Students will respond to 2 prompts throughout the semester with a 900–1200 word essay. (More details to come.)

Final Paper **30%**
Students will construct a 2000–2500 word paper that analyzes a particular text or texts that we've dealt with in class. (More details to come.)

Grade Scale

E: 0–59	D: 60–66	D+: 67–69	C-: 70–72	C: 73–76	C+: 77–79	B-: 80–82
B: 83–86	B+: 87–89	A-: 90–92	A: 93–100			

COURSE POLICIES

Attendance is essential to the success of this class. Therefore, **each unexcused absence after four will result in the lowering of your final grade by a third of a grade**. Excused absences, such as those for documented illness, family tragedy, religious observance, or travel for inter-collegiate athletics, will not affect your grade, though it is your responsibility to provide the appropriate documentation and get all missed work. **Eight unexcused absences will automatically result in failure for the course.**

Tardiness is disruptive to the classroom environment, and prevents you from fully participating and assimilating the information and materials discussed in class. If you are late, please still come to class, but excessive tardiness will lower your participation grade.

Cell Phones/Electronic Devices: For all classes, cell phones and all other electronic devices must be turned OFF before class (not on silent or vibrate). **Any usage outside of designated class activities will result in a 0 for your final participation grade.** Extensive research (e.g., [Sana, et al.](#); [Hembrooke and Gay](#); [Mueller and Oppenheimer](#)) has shown laptops, tablets, etc. to be significant distractions for both users and nearby students.

Plagiarism is the unauthorized use of the words or ideas of another person. It is a serious academic offense that can result in referral to the Office of Community Standards and Student Responsibility and failure for the course. Please remember that at no point during the writing process should the work of others be presented as your own.

Student Work must be completed and submitted on time. All assignments should be turned in during the class period when they are due. **Late assignments will lose one full letter grade for each day they are late.** The grade will not be affected when an assignment is late for reasons that would result in an excused absence, though it is the responsibility of the student to contact the instructor to establish a new deadline. Students who know they will miss the class when the assignment is due must contact the instructor as soon as possible in advance of class to arrange for submission of the assignment.

Class Cancellation Policy: In the unlikely event of an emergency, I will contact you via email and request that a note on department letterhead be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

The Student Writing Center [<https://www.ohio.edu/uc/aac/swc.cfm>], located in the Alden Library (2nd floor), provides free scheduled and walk-in face-to-face appointments as well as online appointments. Assistance is available at any stage of the writing process, from understanding the assignment to looking at the revised draft. You can get help with developing the thesis or main idea, organizing or developing the ideas, the bibliography, grammatical issues or any other writing concerns. For free, face-to-face 50-minute sessions, visit <http://ohio.mywconline.com>. Once registered, you can see and schedule an appointment *up to a week in advance*.

CLASS SCHEDULE

WE WILL READ THE INTRODUCTORY BIOGRAPHY FOR EACH AUTHOR THAT WE STUDY.

IF NO SPECIFIC POEM IS LISTED IN THE SYLLABUS, READ ALL POEMS FOR THE LISTED AUTHOR.

Week One: Late Victorian Precursors I

17 January
- Course Introduction

19 January **Thomas Hardy**

Week Two: Late Victorian Precursors II

22 January **Gerard Manley Hopkins**
SCHEDULE AGENDA SETTING DATES

24 January **Rudyard Kipling**
RESPONSE 1 DUE

26 January **Edwin Muir**
READING QUIZ 1

Week Three: Celtic Revival and Irish Independence

29 January **WB Yeats**
RESPONSE 2 DUE
- "To the Rose Upon the Rood of Time"
- "The Lake Isle of Innisfree"
- "The Wild Swans at Coole"
- "Leda and the Swan"

31 January **WB Yeats**
- "September 1913"
- "Easter 1916"
- "The Second Coming"

2 February **Thomas MacGreevy**
READING QUIZ 2

Week Four: WWI and Modernism

5 February **Wilfred Owen**
SHORT PAPER 1 DUE

7 February **Siegfried Sassoon**

9 February **David Jones**
READING QUIZ 3
- from *In Parenthesis*

Week Five: Modernism I—Eliot

12 February **TS Eliot**
RESPONSE 3 DUE
- "The Lovesong of J. Alfred Prufrock"

14 February **TS Eliot**
READING QUIZ 4
- "The Waste Land"

16 February **TS Eliot**
- "The Waste Land"

Week Six: Modernism II—Beyond Eliot

19 February **Mina Loy**
RESPONSE 4 DUE

21 February **David Gascoyne**

23 February **Basil Bunting**

READING QUIZ 5

- from *Briggflatts*

Week Seven: Modernism III–Beyond England

26 February **Hugh MacDiarmid**

RESPONSE 5 DUE

- “On a Raised Beach”

28 February **Patrick Kavanagh**

READING QUIZ 6

2 March **Samuel Beckett**

Week Eight: Auden and Company

5 March **WH Auden**

RESPONSE 6 DUE

- “Spain”

- “Musée des Beaux Arts”

- “In Memory of WB Yeats”

7 March **WH Auden**

- “September 1, 1939”

- “In Memory of Sigmund Freud”

- “In Praise of Limestone”

9 March **Louis MacNiece**

READING QUIZ 7

Week Nine

12 March – 16 March

NO CLASS. SPRING BREAK.

Week Ten: Neo-Romanticism vs. The Movement

19 March **Dylan Thomas**

RESPONSE 7 DUE

21 March **Norman MacCaig**

23 March **Philip Larkin**

READING QUIZ 8

Week Eleven: British Poetry Revival

26 March **Gael Turnbull**

SHORT PAPER 2 DUE

28 March **Tom Raworth**

30 March **Veronica Forrest-Thomson**

Week Twelve: The End of Empire

2 April **David Dabydeen**

RESPONSE 8 DUE

4 April **Linton Kwesi Johnson**

- “Mi Revalueshanary Fren”

- “Inglan Is a Bitch” [Blackboard]

- “Sonny’s Lettah” [Blackboard]

6 April **Jackie Kay**

READING QUIZ 9

Week Thirteen: Scottish Poetry

9 April **Edwin Morgan**
RESPONSE 9 DUE
- *Sonnets from Scotland* [Blackboard]

11 April **Liz Lochhead**

13 April **Tom Leonard**
READING QUIZ 10

Week Fourteen: Poetry and the Land

16 April **Seamus Heaney**
RESPONSE 10 DUE

18 April **Geoffrey Hill**

20 April
NO CLASS

Week Fifteen: Poetry and the Page

17 April **Ian Hamilton Finlay**
RESPONSE 11 DUE
- Read all of selection from anthology
- Browse the Little Sparta website [link in Blackboard]

19 April **Bob Cobbing**
- Selected Poems [Blackboard]

21 April **Dom Sylvester Houédard**
- Selected Poems [Blackboard]

FINAL PAPER DUE WEDNESDAY, 2 MAY BY 11:59 PM.