

ENL 4273, Section 22080

Twentieth Century British Literature: Conrad, Joyce, Woolf and the Modernist Revolution

Professor Phillip Wegner
Tuesday/Thursday 4, 4-5 (10:40 a.m.-11:30 p.m.; 10:40-12:35 p.m.)
Matherly 0117

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Readings

As we will be engaging in a good deal of close analysis in class, I strongly advise that you get copies of the editions ordered for this class. All additional and supplemental readings will be made available on Canvas. Please note that while electronic editions are also permitted, you will be expected to have the readings physically present in class for each meeting they will be discussed, and will be required to refer to, read from, and discuss specific passages during the class meeting.

Aims, Practices, and Requirements for this Course

1. One of the central aims of this course is to expand your horizons to encompass new approaches and new questions. However, for such a journey to have any meaning, you first need an intellectual home, a disciplinary base, from which to begin. This means there are some basic requirements for participation in this course. This is an *upper-division* English major course, and thus assumes you have completed, at least, the requirements for a lower-division composition *and* English major courses. During the semester, you will be asked to demonstrate, in both your oral *and* written contributions to the class, proficiency in the kinds of critical, analytical, writing, and reading skills expected of advanced literary and cultural studies majors. The readings themselves will offer a number of different kinds of challenges. You will be expected to keep up with them, and to respond to them in a variety of oral and written forms. Finally, I require on the part of each and every

student an open-mind and a willingness to carefully and seriously engage with the works we will be discussing: this means cultivating the readerly stance that has been described in a number of different traditions as *deep listening*, bracketing aside assumptions, opinions, and judgments and demonstrating an openness to the voices addressing you, even, and especially, if these offer challenges. If you have any questions about whether this course is right for you, please come and speak with me soon.

2. Readings should be completed before the class meeting in which they are to be discussed. This means that from our first meeting, you should be reading continuously, getting well ahead of our discussions. Moreover, I do expect lively participation in the class discussion. If conversation lags, expect occasional quizzes or other short in-class writing assignments.

3. Attendance and participation in class discussion are indispensable parts of our work. It is vitally important that you arrive on time and attend the entire course meeting. If you will have any difficulty in doing so, or have an obligation that will force you to miss, be late, or depart early from any class meeting, I ask that you come and speak with me. Repeated non-emergency or non-medical absences, not cleared in advance, will result in a lowering of the final course grade. Moreover, if you miss an excessive number of class hours, whatever the reason, you will have been considered not to have completed the requirements of the course, and hence will not receive a passing grade. Finally, late arrivals and/or early departures from class meetings will be counted as absences. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at [this link](#).

4. Students may use computers or other electronic platforms for accessing readings and/or taking notes. However, Wi-Fi connections should be turned off unless otherwise instructed, and students are not allowed to surf the web, work on other assignments, read novels, play games, view other pages, or engage in any other such activities during course discussion. Cell phones also should be turned off or silenced as soon as class begins. Violations of this policy will be counted as unexcused absences for that class meeting. If you have any questions about appropriate use of these devices please come and see me.

5. This course will require you to do a good deal of reading, some of which you may find challenging in that they may lead to questions about deeply ingrained assumptions and uninterrogated “common sense” expectations. If you approach these works with an open mind, a spirit of adventure, and a willingness to expand your horizons, I think you will find the effort required well worth it. However, this will also mean that you need to work on developing in your reading skills new levels of attentiveness, concentration, and listening. The first step in becoming a stronger critical reader is to become a more active, engaged one. If you do not already do so, start reading with a pencil or pen (or digital equivalent), marking passages that seem especially important or intriguing to you and jotting insights and questions in

the book's margins or on a near-by note pad (or digital equivalent). At the same time, you should try as much as possible to inhabit the intellectual and cultural contexts of the work's author. Ask yourself these questions of the readings: What are the writer's goals? What things does she or he challenge or call into question? What are the writer's own expectations and assumptions? How does she or he work to achieve both their stated and implicit goals? And most importantly, in what ways does this work enable you to think in new ways?

6. Throughout the semester, I will be asking you to prepare short written responses to questions we will address in class. These responses will be picked up at the beginning of the meeting and may be used by me to help open up our conversation. You may also find it useful to keep a reading journal where you jot down your thoughts and questions, and where you indicate passages that strike you as particularly interesting or significant. Finally, on occasion I will be asking to review your in-class notes to determine your grasp of the material and our discussions.

7. The major writing assignment will consist of three formal papers, ranging in length. Presentation will count toward the grade of the paper: for example, each paper is expected to be double-spaced, with one-inch margins, printed in a reasonable 12-point or smaller font, and use a consistent bibliographic and reference format. You will also be required to present specific supporting evidence for your claims, in the form of citations from the work, page numbers included. Each paper will focus on the course readings and will address a set of questions, issues, and themes we develop together in our class discussions. These papers will be your best opportunity to demonstrate your skills as an advanced prose writer and your grasp of both the readings and our discussions in class. Approximately two weeks before each paper is due, I will provide you with questions that will help frame your discussion, and you will be required to develop each of your papers in response to them. Any paper that does not meet the basic requirements listed above—including, but not limited to, using a consistent format; meeting at least the minimum length requirement; including specific citations from the readings; and making explicit connections to and engaging specifically with the prompts and class discussions—will be seen as not fulfilling the assignment, and will be returned for revision and a late grade.

Papers are due on the dates noted; late papers, including any returned to the student for revision, will receive lowered grades, unless other arrangements have been made in advance.

8. No final or midterm examinations.

9. Grades will be based on the conscientious completion of all of the above requirements. Please feel free to ask any questions in class or on an individual basis. Information on current UF grading policies for assigning grade points can be found at [this link](#).

10. Finally, communication is crucial to everything we are going to do in the next four months. Thus, if you are unsure about any of the course requirements, or run into any kind of difficulty, academic or otherwise, as the semester progresses, please come and speak with me as soon as you can. I will try to be as accommodating as possible, but I cannot help you if you do not convey to me what is going on. Also if you have any general questions, or even just feel like continuing the discussion begun in class, I encourage you to drop by during my scheduled open office hours, or to make an appointment to see me.

Once again, welcome – I look forward to an exciting and rewarding semester!

A Note on Course Content

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief.

Class Comportment Expectations

Respectful interactions among students are expected. Participation grades will be negatively affected by a failure to adhere to professional, polite, scholarly, and respectful communication in all formats, both written and oral.

Grading Criteria

Attendance (see above) and Participation: 20%

Short response papers and notes: 20%

Formal papers: 60%

UF Policy Statements

This course complies with all UF academic policies. For information on those policies—including Class Attendance, Accommodations for Disabilities, Grading, Course Evaluation, Academic Honesty, and In-Class Recording—and for Academic and Campus Health and Wellness Resources for students, please see [this link](#).

Academic Honesty and the Use of Generative AI

According to the [Student Conduct Code](#):

"Plagiarism includes but is not limited to:

1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
2. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
3. Submitting materials from any source without proper attribution.
4. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author."

Do not use Generative AI (LLMs such as Chat GPT, etc.) for your writing, research, or other work for this class. LLM outputs, simulations of training data found on the internet, are inaccurate and often biased. Using LLMs makes your work bland, vague, and wrong, and impedes the development of skills. Building skills as a thinker, reader, and writer equips you for success as a professional, for participation as a citizen, and for fulfillment as a human. That development only happens with effort, practice, errors, time, and revision. Your work in this course should be entirely made by you, and work not made by you will be considered an academic integrity violation and evaluated accordingly. Similarly, all assignments, feedback, and grades will be made by me without Generative AI. Ideas are social, so let's make them together.

Tentative Discussion Schedule

January 13 – 15

Introduction: Modernism, Revolution, and “English” Literature

Pablo Picasso, “Les Demoiselles d'Avignon” (1907)

January 20 — February 12

Joseph Conrad: The Price of Telling Truth

Preface (1897)

Youth (1898)

Heart of Darkness (1899)

Lord Jim (1900)

Paper #1 Due February 20

February 17 — March 27

James Joyce: Education, Empire, Delirious Dublin, and the “Revolution of the Word”

A Portrait of the Artist as a Young Man (1917)

Ulysses (1922)

NO CLASS MARCH 17-19 (Spring Break)

Paper #2 Due March 27

March 27—April 22

Virginia Woolf: Gender and Class, Revolt and Reform, Endings and Beginnings

To the Lighthouse (1927)

The Waves (1931)

Sunday, April 26, noon – FINAL PAPERS DUE