

Senior Seminar: Modernist Women Writers

English 4397.001 | 5350.001 || SPRING 2020

FACULTY: Dr. Anett Jessop
SCHEDULE: W 6:00-8:45 PM
CLASSROOM: CAS 257
OFFICE: CAS 248
OFFICE HRS: T/R 12:30-1:30; W 5-6pm, and by appointment
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| COURSE DESCRIPTION & GOALS

Welcome to your Senior Seminar! Our focus this semester is upon the experimental and vanguard literatures and manifestos composed by modernist American women writers during the first half of the 20th century. “Modernism” is a much-debated term; however, it is generally understood to be aesthetic and cultural movements that influenced artistic production in literature, the visual arts, music, dance and theater performance, and architecture—on an international scale—until the destabilization brought by World War II. Most scholars agree that the many manifestations of ‘modernism’ were a response to ‘modernization’ in the opening 20th century: discoveries and innovations in the sciences, technologies, communications, as well as political developments (governing ideologies, economic structures, and class struggle) and coming social change for the under-represented, African Americans in the U.S., and women. In the 1950s, when scholars began cataloguing and theorizing about modernist literature, they promoted a canon of largely male writers: T. S. Eliot, Ezra Pound, William Carlos Williams, Wallace Stevens, Eugene O’Neill, John Dos Passos. Not until the efforts of feminist scholars during the 1970s was that canon opened to include women writers and their contributions. In addition to reading works by Gertrude Stein, Mina Loy, H.D./Hilda Doolittle, Djuna Barnes, Jessie Fauset, and Laura Riding, we will be considering larger literary and cultural concerns focusing on language, composition and form, history, gender, and race.

Pedagogically, I am committed to your appreciation and enriched understanding of the aesthetic, social, and cultural contexts for this body of literature as well as to your further development as sophisticated readers, critical thinkers, and writers.

Learning Outcomes

Content-Based

- ◆ Recognize the work and aims of revisionist scholarship that returns women’s and marginalized peoples’ works to the university curriculum;
- ◆ Demonstrate the capacity to forge crucial connections between and among creative and critical texts, historical movements, and evolving ideas about literary Modernism and Modernist women writers’ unique contributions to American letters;
- ◆ Deepen thinking about the relationships between and among history, culture, and the arts as well as the relationships between identities and historically shifting ideas about difference (gender, sexual identity, race/ethnicity, socioeconomic class, national/international);

Skills-Based

- ◆ Engage—in both written and oral expressions—in close readings of complex literary and theoretical texts and, as a result, hone skills in nuanced analysis, research, cogent writing, and thoughtful discussion and debate;
- ◆ Demonstrate the ability to formulate a thesis related to Modernist women’s literature and to support the thesis with evidence and argumentation;

- ◆ Practice both personal and learning community responsibility as borne out in meeting deadlines, respectfully engaging with peers and faculty, and working to highest academic standards.

These outcomes will be demonstrated through class discussions, discussion leadership, writing assignments and quizzes, analytical essays, all aimed to elicit objective analysis and substantive oral and written responses.

■ REQUIRED READING

- ◆ Barnes, Djuna. *Nightwood*. New Directions, 2006. ISBN: 9780811216715
- ◆ Doolittle, Hilda (HD). *Collected Poems 1912-1944*. New Directions; Revised ed., 1986. ISBN: 9780811209717
- ◆ Fauset, Jessie Redmon. *Plum Bun: A Novel Without a Moral*. Beacon Press, 1999. ISBN: 9780807009192
- ◆ Loy, Mina. *The Lost Lunar Baedeker: Poems of Mina Loy*. Farrar, Straus and Giroux, 1997. ISBN: 9780374525071
- ◆ Riding, Laura. *The Word "Woman" and Other Related Writings*. Persea Books, 2002. ISBN: 9780892551859
- ◆ Stein, Gertrude. *Tender Buttons: The Corrected Centennial Edition*. City Lights Publishers, 2014. ISBN: 9780872866355
- ◆ Stein, Gertrude. *Three Lives and Q.E.D.* Norton Critical Editions, 2006. ISBN: 9780393979039

■ DIGITAL ARCHIVES

Modernist Studies Association: <https://msa.press.jhu.edu/index.html>

The Modernist Journals Project: <http://modjourn.org/journals.html>

The Modernism Lab at Yale: https://modernism.research.yale.edu/digital_archive.php

If you are interested in my articles related to Modernist women writers, please see my Academia.edu page: <https://uttyler.academia.edu/ANETTIESSOP>

Kanopy.com

This streaming service has over 30,000 award-winning films and documentaries. Public library patrons, university students and faculty are able to watch free-of-charge with their institution's library card. While the UTT Robert R. Muntz Library does not have a subscription, I was able to create an account with my Tyler Public Library card. Excellent international, indie, and Great Courses archive! There are a number of educational programming related to our topic.

GRADS: Search the University of Pennsylvania Call-For-Papers site to see current conversations that feature conferences and panels relevant to our field of study. If you are interested in submitting a conference proposal, I am happy to work with you: <https://call-for-papers.sas.upenn.edu/category/all>

■ POLICIES & REQUIREMENTS

PREPARATION, ATTENDANCE & PARTICIPATION: My teaching methods emphasize individual preparation, group discussion and collaborative learning. Class members will be expected to share insights and to encourage others to do so. This course is reading-, discussion-, and writing-intensive and students will engage in various writing assignments—both graded and ungraded—as a means to making discoveries and articulating insights about the literary and theoretical texts we read. Participation is crucial to your success in this class, which operates on the basis of a thoughtful interaction between teacher and student and among students.

Everyone is expected to attend all classes, arrive on time, turn off cellphones and laptops (unless you are working from a digital text) and store them in backpacks. ***Attention to the cellphone instead of class and peers will be counted as an absence.*** You will often work in small groups and are always expected to participate in discussions of the assignments. Please bring books under discussion to class as we will be

reading from the texts during class time. Quizzes may be given at any time and may not be made up.

I will allow for **two** absences (equal to two weeks' attendance and participation: 1/7th of the course), excused or unexcused, during the semester, after which your participation grade will be compromised. **I will keep track of late arrivals and these will also affect your grade.** (A late arrival is defined as more than ten minutes after the beginning of the class time slot.) If you are late, assume you have been marked absent until you talk to me. If you are ill or have an emergency, please email me in order to turn in homework and to pick up the next assignment. Questions concerning grades, assignments, and paper drafts, however, should be addressed during my office hours rather than by email. I will be available by appointment in case of a time conflict.

⌘⌘ ASSIGNMENTS ⌘⌘

Reading & Discussion

ASSIGNED READINGS: Complete all assigned readings by the calendared due date so that you can participate in classroom discussion and learning activities.

⌘ DISCUSSION LEADERSHIP: Across the semester, each student will be responsible for initiating at least one class discussion of the assigned readings. The handout "Leading Productive Discussions" and a sign-up sheet will be distributed during the first week of class.

For the literary works: Briefly summarize the plot arc for fiction and the subject matter, themes, and formal choices for poetry for the day's readings and then deepen the discussion by considering the ways in which the literary works engage precedent and offer original contributions—stylistically, thematically, points of view.

For the critical readings: Undergraduates should come to class having read and annotated the texts and be prepared for discussion. **Graduate students** will lead discussions of assigned critical and creative readings. Prepare introductory statements paraphrasing the central concepts and formulate meaningful discussion questions and prompts for the class.

In both forums, it is often effective to offer the class a passage or two to dissect in a close reading. Feel free to make connections across our critical and literary readings to that point. I encourage you to visit me during office hours before class to talk through your discussion plans.

Analytical & Creative Writing

⌘ TIMED REFLECTION WRITING: At the start of most class periods I will set out a question or prompt related to the required readings for your consideration and response; the class will have a very short period of time within which to respond (usually 5-10 minutes). I am looking for evidence of your active preparation for class and formulation of new insights, connections across texts, and research questions as we move forward in our studies. Written responses will be graded on a rising 1-4 point scale. If you arrive late to class you will not be given additional time. Responses cannot be made up.

⌘ CREATIVE VARIATION & EXPLICATION: To test your engagement with this literature, you will write an original creative work (poem, short fiction, dramatic work, multimedia, manifesto) inspired by a Modernist woman writer's work. *This effort will not be letter-graded.*

In an attached explication, explain the premises for your creative work and discuss the ways in which you engage the Modernist works we have been reading as well as the generic conventions of poetry, fiction, drama, etc. *This explication will be graded.* More instructions will be handed out in class.

⌘ **PROSPECTUS // Research Paper Design:** There will be 2 “prospectus” assignments for which students will map out an abstract for a literary-critical paper, to include a fully articulated thesis argument paragraph followed by a set of supporting passages (both creative and critical texts) and a rationale statement for how these would be used to support the thesis. You are free to choose your own topic of analysis as you explore more deeply works under review during the period of the semester leading up to the due date. **Word count should be a minimum of 600+ words and no more than 1200, including the bibliography.**

⌘ **FINAL PAPER:** In the end-of-term project, expand upon/revise one of the prospectus assignments already submitted **or** design a new paper topic that explores a complex set of propositions that constellate creative and critical texts into significant conversations. These must be supported by 3-5 carefully chosen scholarly articles or book references. *If a final paper is not submitted, the student may fail the course.*

In a minimum of 2500 words (undergraduate) and 3000 words (graduate) including Works Cited, engage the creative and critical works we’ve discussed and deploy arguments highlighted throughout the semester in order to offer a focused reading and critical evaluation. Your essay must be typed and formatted according to the “Homework & Paper Format” description below. Submit the final paper through Canvas as a Word attachment.

Research Support (undergraduate): Acknowledging that all researchers tap expert resources, you will be required to set an appointment with VANDY DUBRE, the humanities librarian, for a one-on-one meeting to discuss your final paper assignment and to brainstorm search resources. At the end of your meeting, Vandy will give you a “Yellow Slip,” which you will submit to me before the end of the semester. There is a reminder in week 12 of our calendar for you to book your appointment with Vandy through her online calendar.

HOMEWORK & PAPER FORMAT: All written assignments should be typed, double-spaced, use normal margins and readable font, and **be stapled**. Paper headings should include your name, date, course title, and professor’s name. Each page should include page number and your last name. **A final word count should appear following the concluding paragraph for all written assignments: e.g., [2851 words].** Use MLA documentation to cite sources and include a Works Cited page.

DUE DATE POLICY: Assignments must be turned in on the day they are due at the time I collect them. Work turned in late without a compelling reason will be lowered one-third of a grade per day. If you do decide to turn in a paper late, you may email it to me and I will count it turned in. I will not grade the paper, however, until you turn in a hard copy in class (with the exception of the final paper). Always save copies of your work. I do accept late work but it will receive a lowered grade as described above.

GRADES & FINAL EVALUATION: Course grades will be based on the weighted average grades based on the following percentages. The final grade will include my assessment of your overall contribution and progress in the class:

UNDERGRADUATES

Reflection Responses	20%
Discussion Leadership	10%
Prospecti (2)	30%
Creative Variation	10%
Final Paper	30%

GRADUATES:

Reflection Responses	10%
Discussion Leadership	30%
Prospecti (2)	20%
Creative Variation	10%

PAPER GRADING STANDARDS:

Excellent (A) papers have clear theses and soundly organized arguments that reflect detailed, nuanced understanding of the text. They are precisely and concisely written and have few if any mechanical problems—even minor ones. They weave quotations into their arguments smoothly and forcefully. A vital, graceful voice animates such essays; they say something compelling in a compelling way.

Good (B) papers have clear theses and are thoughtfully and reasonably organized. They may be marred by a few infelicities (inappropriateness) of style, but they will have no major mechanical problems—and not many minor ones either. These are solid, disciplined papers that make a definite point in a logical, coherent manner to a definite audience.

Satisfactory (C) papers have a thesis supported by evidence. The writing is clean and properly proofed, but not always compelling; it may be marred by some minor mechanical problems and one or two major ones (like fragments or run-ons). While their arguments may not be particularly cogent, these papers do say something interesting, and they say it in a comprehensible and responsible way.

Poor (D) papers, while giving evidence of effort on the part of the writer, lack a thesis, have major mechanical problems, poor organization, betray serious misreadings of the text, and show little sense of subject or audience.

Failing (F) papers have weaknesses even graver than those indicated for poor papers. They usually betray a lack of effort on the part of the writer. Any evidence of plagiarism (intentional or otherwise) will result in a failing grade—and referral to the Academic Conduct Committee.

UT TYLER WRITING CENTER: Located in CAS 202, the Writing Center provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning--you will be expected write and/or discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix your paper for you. Appointments: (903) 565-5995. More information: www.uttyler.edu/writingcenter.

UNIVERSITY POLICIES

UT Tyler Honor Code: Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities: To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Student Standards of Academic Conduct: Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. “CHEATING” includes, but is not limited to: copying from another student’s test paper; using, during a test, materials not authorized by the person giving the test; failure to comply with instructions given by the person administering the test; possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test; using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program; collaborating with or seeking aid from another student during a test or other assignment without authority; discussing the contents of an examination with another student who will take the examination; divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student; substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment; paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program; falsifying research data, laboratory reports, and/or other academic work offered for credit; taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially. “PLAGIARISM” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit. “COLLUSION” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty. All written work that is submitted will be subject to review by plagiarism software.

Relevant UT Tyler Resources for Students

UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
UT Tyler Counseling Center (903.566.7254)

Grade Replacement/Forgiveness and Census Date Policies: Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date.)

- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment.
- Completing the process for tuition exemptions or waivers through Financial Aid.

State-Mandated Course Drop Policy: Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the [New Student](#) application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance: Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities: If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement: It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation: Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

UT Tyler a Tobacco-Free University: All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Campus-Carry: “We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.”