

**Florida State University**  
**LIT2020: The Modernist Short Story Cycle**  
**Spring 2012**

<b>Instructor:</b> Adam R. McKee	<b>Meeting Time:</b>	MWF 12:20-1:10
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<b>Office:</b> 321 WMS	<b>Office Hours:</b>	TR 10-12

**Course Texts:**

*Monday or Tuesday* by Virginia Woolf  
*Dubliners* by James Joyce  
*In Our Time* by Ernest Hemingway  
*Cane* by Jean Toomer  
“Open Boat” by Stephen Crane (on blackboard)

**Course Description**

This course will focus exclusively on short stories from the Modernist Period of Literature (c. 1910-1940). The course will engage in the movement on an international scale, reading short stories from a variety of authors from different regions, races, sexes, etc. Our study will focus primarily on four authors; British writer Virginia Woolf, Americans Ernest Hemingway and Jean Toomer, and Irish writer James Joyce. We will focus our studies not only on their individual short stories, but also on the concept of the Modernist short story cycle, which all four writers employ in various fashions.

This course will be challenging and it will require some basic familiarity with literary theory and a fair amount of historical familiarity with the time period in discussion. We will discuss topics such as race, gender, sexuality, nationality, and class struggles and developing the appropriate tools to approach these topics.

**Course Policies**

Plagiarism: Plagiarism is grounds for suspension from the university as well as for failure in this course. It will not be tolerated. Any instance of plagiarism must be reported to the Director of First-Year Writing and the Director of Undergraduate Studies. Plagiarism is a counterproductive, non-writing behavior that is unacceptable in a course intended to aid the growth of individual writers.

Plagiarism is included among the violations defined in the Academic Honor Code, section b), paragraph 2, as follows: "Regarding academic assignments, violations of the Academic Honor Code shall include representing another's work or any part thereof, be it published or unpublished, as one's own."

Civility: I will tolerate neither disruptive language nor disruptive behavior. Disruptive language includes, but is not limited to, violent and/or belligerent and/or insulting remarks, including sexist, racist, homophobic or anti-ethnic slurs, bigotry, and disparaging commentary, either spoken or written (offensive slang is included in this category).

While I do not disagree that you each have a right to your own opinions, inflammatory language founded in ignorance or hate is unacceptable and will be dealt with immediately.

Disruptive behavior includes the use of cell phones, pagers or any other form of electronic communication during the class session (e-mail, web-browsing). Disruptive behavior also includes whispering or talking when another member of the class is speaking or engaged in relevant conversation (remember that I am a member of this class as well). This classroom functions on the premise of respect, and you will be asked to leave the classroom if you violate any part of this statement on civility.

ADA: Students with disabilities needing academic accommodations should in the FIRST WEEK OF CLASS 1) register with and provide documentation to the Student Disability Resource Center (SDRC) and 2) bring a letter to the instructor from SDRC indicating the need for academic accommodations. This and all other class materials are available in alternative format upon request.

Gordon Rule / W courses and syllabus statement: This is a "Gordon Rule" course (also known as a course with a "W" designation). Gordon Rule courses are designed to fulfill the statewide Gordon Rule requirement, which requires students to take and pass a course that is writing-intensive: officially, this means that students must write 3000 words during the semester.

In order to fulfill FSU's Gordon Rule "W" Designation (writing) credit, the student must earn a "C-" or better in the course, and in order to receive a "C-" or better in the course, the student must earn at least a "C-" on the required writing assignments for the course. If the student does not earn a "C-" or better on the required writing assignments for the course, the student will not earn an overall grade of "C-" or better in the course, no matter how well the student performs in the remaining portion of the course.

Attendance: Attendance is mandatory and accruing more than **four** absences is grounds for failure. Regardless of the reason for your absence, it is still an absence. Understandably, you may miss some classes due to illness or unforeseen circumstances. In order for me to allow an absence, I need to see some form of documentation.

Remember, part of your grade is based on class participation, and if you are not here, you cannot participate! Furthermore, missed quizzes cannot be made up. Thus, all absences have the ability to negatively impact your grade.

If you miss a class meeting, it is your responsibility to obtain all information covered in that class. In other words, I will assume that you, a responsible, legal adult, have gotten the information about the class that you missed.

Students who arrive after attendance has been taken will be given a tardy. ***Three tardies will result in an absence.***

Students who come to class without the text or who have not done the reading may be counted absent if they cannot effectively participate in class.

Participation: Students are expected to come to class and participate regularly, having read each assignment entirely before arriving to class. Here are four ways to be a good participator: (1) ask questions and make comments that further the discussion in a meaningful manner, (2) actively take notes, (3) bring the required text to every class meeting, and (4) participate in all classroom activities/exercises. Consistently doing these things will demonstrate your engagement with the material and maximize your experience in the course.

Essays: Your papers must be typed, double-spaced, in size 12 Times New Roman font. Please follow *MLA format* guidelines. Your essays must argue a specific point, position, or perspective. They should be clear, coherent, and thesis-driven, consistently and thoroughly developed and supported by specific examples and details.

MLA formatted sources must be cited in the essays and correspond with a Works Cited page at the end. As you know from ENC1101-1102, this applies whether or not the source is directly quoted. Documentation should also follow MLA format guidelines.

\*Papers will be deducted for improper formatting.

\*Late papers lose one letter grade *per day*, unless otherwise arranged with me beforehand.

Paper Assignments: There will be **four 2-3 page essays** due throughout the semester. (Dates will be seen on weekly plans for the course). You will be responsible for writing one short essay on each of the authors that we will read throughout the semester. The assignments must meet the criteria set forth below.

\* Papers must provide some sort of literary argument. This means that you must have a strong, defensible, provable, thesis that you stick to throughout the paper.

\* You can choose to defend a theme as important to a particular story and/or a story cycle that we read.

\* You can choose to make an argument about the story cycle in general or about what ties together the cycle we are reading.

\* You can discuss a story cycle we haven't read in class with one we have on some general issue(s).

\* Push back, if you disagree with something we mention as a way of interpreting a story in class, take that opportunity to come up with an argument for your essay.

\* Failure to adhere to the MLA formatting rules will automatically result in a 10 point reduction on your essays.

You must give me a hard copy in class AND upload a copy of the essay on blackboard to receive full credit for the assignment.

Project: There will be a final project worth some 10% of your grade. This project will require students to choose a story we have read throughout the semester and remediate it. This means I want you to tell me the story in a different media other than simply print. Examples will be shown in class. Options include, but are not limited to; powerpoints, movies, comic strips, paintings, or anything you can sell to me.

Exams: Two exams will be given – one approximately halfway through the course and the second during exam week. They will consist of a combination of short answer, multiple choice, and matching questions.

Quizzes: Unannounced quizzes will be given regularly. Please complete the readings and assignments on time in order to participate well. Quizzes cannot be made up, but I will make special accommodations for excused absences.

### **Breakdown of Grades**

Exam I:	20%
Exam II:	25%
Essay I:	10%
Essay II:	10%
Essay III:	10%
Essay IV:	10%
Project:	10%
Quizzes:	5%
Total:	100%

### **Grading Scale**

92.5<	A	89.5-92.4	A-	86.5-89.4	B+
82.5-86.4	B	79.5-82.4	B-	76.5-79.4	C+
72.5-76.4	C	69.5-72.4	C-	66.5-69.4	D+
59.5-66.4	D	59.4>	F		

**Note: All major assignments must be successfully completed and turned in to earn a passing grade in this course.**

### **Blackboard**

Everyone in this class should log into and become familiar with Blackboard. You can access the syllabus and all major course assignments through this site. The syllabus is already on the website and the rest of your assignments will be posted shortly after they are assigned. You can also use it to check your grades and contact your classmates or me. Many readings will be posted to Blackboard as well. The following link will bring you directly to the login page:  
<http://campus.fsu.edu/>

### **Reading/Writing Center**

The Reading/Writing Center (RWC), located in **Williams 222C**, is devoted to individualized instruction in reading and writing. Part of the English Department, the RWC serves Florida State University students at all levels and from all majors. Its clients include a cross-section of the campus: first-year students writing personal essays, upper level students writing term papers, seniors composing letters of applications for jobs and graduate schools, graduate students working on theses and dissertations, multilingual students mastering English, and a variety of others.

The tutors in the Center, all graduate students in English with training and experience in teaching composition, use a **process-centered approach** to help students at any stage of their writing or reading: from getting ideas, to building vocabulary, to writing and revising. The RWC **does not provide editing or proofreading services**. Its tutors can, however, help writers build their own editing and proofreading skills.

For more information about the Center, please **call (850) 644-6495**.

**Weekly Plans**  
**(Tentative and Subject to Change)**

Week One (January 4)

- W: Syllabus Review  
Introductions
- F: Modernism Introduction

Week Two (January 9)

- M: Stephen Crane "Open Boat" (pdf)
- W: Ernest Hemingway Introduction  
*In Our Time* Introduction  
Read: *IOT* "On the Quai at Smyrna"
- F: *IOT* "Indian Camp" to "Doctor and Doctor's Wife"

Week Three (January 16)

- M: Dr. Martin Luther King Jr. Day (NO CLASS)
- W: *IOT* "End of Something" to "The Battler"
- F: *IOT* "A Very Short Story" to "Soldier's Home"

Week Four (January 23)

- M: *IOT* "The Revolutionist" to "Cat in the Rain"
- W: *IOT* "Out of Season" to "Cross-Country Snow"
- F: *IOT* "My Old Man"

Week Five (January 30)

- M: *IOT* "Big Two Hearted River" **Hemingway Paper Due**
- W: Introduction to Jean Toomer's *Cane*  
Read Darwin T. Turner's Introduction
- F: "Karintha" to "Fern"

Week Six (February 6)

M: "Nullo" to "Blood-Burning Moon"

W: "Seventh Street" to "Her Lips Are Copper Wire"

F: "Calling Jesus" to "Bona and Paul"

Week Seven (February 13)

M: "Kabnis"

W: "Kabnis"

F: Midterm Exam Review

Week Eight (February 20)

M: MIDTERM EXAM

W: Introduction to British Modernism  
Introduction to Virginia Woolf

F: "A Haunted House"

Week Nine (February 27)

M: "A Society" **Toomer Paper Due**

W: "Monday or Tuesday"

F: NO CLASS (I am in NYC for Weekend)

Spring Break (March 5-11)

Week Ten (March 12)

M: "An Unwritten Novel"

W: "The String Quartet"

F: "Blue & Green"

Week Eleven (March 19)

M: "Kew Gardens"

W: “The Mark on the Wall”

F: Introduction to James Joyce  
Introduction to *Dubliners*

Week Twelve (March 26)

M: “The Sisters” and “An Encounter” **Virginia Woolf Paper Due**

W: “Araby” and “Eveline”

F: “After the Race” and “Two Gallants”

Week Thirteen (April 2)

M: “The Boarding House” and “A Little Cloud”

W: “Counterparts” and “Clay”

F: “A Painful Case” and “Ivy Day in the Committee Room”

Week Fourteen (April 9)

M: “A Mother” and “Grace”

W: “The Dead”

F: “The Dead” continued...

Week Fifteen (April 16)

M: Wrap Up (What Happened Next)

W: open day

F: FINAL EXAM REVIEW **James Joyce Paper Due**