



School of English, Journalism  
& European Languages

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## Unit Outline

HEA283/383  
Modernism in British Literature 1910-1930  
Semester 1, 2008-LAUNCESTON  
[www.utas.edu.au/english](http://www.utas.edu.au/english)

<b>Coordinator:</b>	Dr Robert Clarke Room L215 Faculty of Arts Building Phone: 6324 3032 Email: <a href="mailto:Robert.Clarke@utas.edu.au">Robert.Clarke@utas.edu.au</a>
<b>Consultation hours:</b>	Tuesday 10 am -1 pm  Appointments for consultations outside these hours are welcome by prior appointment.
<b>Unit description:</b>	Reviews Modernism in relation to prose styles and texts, with work of DH Lawrence, James Joyce and Virginia Woolf providing a focus for study. Expatriation, social developments in late 19th and early 20 centuries, feminism, psychology, methods of production and publication, and colonialism all provide contexts for discussion. Formal developments include the stream-of-consciousness novel and short fiction.
<b>Unit aims and objectives:</b>	<ol style="list-style-type: none"><li>1. To identify how important factors such as historical context and an understanding of literary technique and tradition relate intimately with personal response and feeling in the process of reading literary texts.</li><li>2. To feel confident and ready to make use of written commentary on literary texts; to appreciate the need to be independent, evaluative and selective in drawing on this type of material, and able to use such material to formulate your own judgement and perception of texts.</li><li>3. To engage directly with the four set modernist fictions.</li><li>4. To study technique in four narratives in the</li></ol>

	light of developments in the form of the novel at the end of the nineteenth and beginning of the twentieth century.
<b>Learning outcomes:</b>	<p>Students will demonstrate developed knowledge of English (See aims and objectives 1, 2, 3 and 4)</p> <p>Students will communicate across a range of contexts (See aims and objectives 1, 2, 3 and 4)</p> <p>Students will develop competencies in information literacy and identify critical issues in English. (See aims and objectives 1, 2, 3 and 4)</p> <p>Students will demonstrate awareness of the international influence of literary texts and literary theory. (See aims and objectives 1, 2, 3 and 4)</p>
<b>Required texts:</b>	<p>Conrad, J. <i>Heart of Darkness</i>, Penguin, 1995.</p> <p>Lawrence, DH. <i>The Fox, The Captain's Doll, The Ladybird</i>. Penguin, 2006. (<i>The Fox</i> only)</p> <p>Joyce, J. <i>A Portrait of the Artist as a Young Man</i>. Penguin, 1992.</p> <p>Woolf, V. <i>Mrs Dalloway</i>. Penguin, 1992.</p>
<b>Recommended texts:</b>	<p>Bradbury, Malcolm, <i>The Social Context of Modern English Literature</i>. Blackwell, 1971.</p> <p>Eliot, TS. <i>Selected Essays</i>. 3rd ed. Faber, 1966.</p> <p>Faulkner, Peter. <i>Modernism</i>. Methuen, London, 1977.</p> <p>Ford, Boris (ed.). <i>The Pelican Guide to English Literature: Vol. 7, The Modern Age</i>. 3rd ed. Penguin, 1982.</p> <p>Kenner, Hugh. <i>The Pound Era</i>. University of California Press, 1971.</p>
<b>When taught:</b>	<p>Lectures: Thursdays 12-1.50 (LTN A023, CC A119)</p> <p>Tutorials: alternate Mondays 3.10-4 (LTN A023, CC B159)</p>
<b>Assessment:</b>	2 x 1000 word analysis (15% each), 2500-word essay (20%), 3 hr exam (50%)

## LECTURE SCHEDULE

Week	Date beginning	Topic	Assignments
1	25 February	Novels: Legacies Nineteenth Century Novel Introduction to the Novels	
2	3 March	<i>Heart of Darkness</i>	
3	10 March	<i>Heart of Darkness</i>	
4	17 March	<i>Heart of Darkness</i> <b>Note: lecture will be held on Thursday 27 March</b> (there will be no lecture on Thursday 20 March due to mid-semester break)	Analysis 1 due: Friday 28 March
<b>Mid-semester Break 20-26 March</b>			
5	31 March	<i>The Fox</i>	
6	7 April	<i>The Fox</i>	
7	14 April	<i>The Fox</i>	Analysis 2 due: Friday 18 April
8	21 April	<i>A Portrait of the Artist as a Young Man</i>	
9	28 April	<i>A Portrait of the Artist as a Young Man</i>	
10	5 May	<i>A Portrait of the Artist as a Young Man</i>	
11	12 May	<i>Mrs Dalloway</i>	Essay due: Friday 16 May
12	19 May	<i>Mrs Dalloway</i>	
13	26 May	<i>Mrs Dalloway</i>	
<b>30 May: deadline for accepting all extended work in the unit</b> <b>Study Period 2-6 June</b>			

## ASSESSMENT

<b>Analysis</b>	
<b>Task description</b>	<p>Write an analysis of the extracted passages, commenting on such issues as narrative context, use of form, choice of language and tone.</p> <p><b>1: <i>Heart of Darkness</i></b></p> <p>'I laid the ghost of his gifts at last with a lie,' he began, suddenly. 'Girl! What? Did I mention a girl? Oh, she is out of it. We must help them to stay in that beautiful world of their own, lest ours gets worse. Oh, she had to be out of it. You should have heard the disinterred body of Mr. Kurtz saying, 'My Intended'. You would have perceived how directly then how completely she was out of it. And the lofty frontal bone of Mr Kurtz! They say the hair goes on growing sometimes, but this – ah – specimen, was impressively bald. The wilderness had patted him on the head, and – lo – he had withered; it had taken him, loved him, embraced him, got into his veins, consumed his flesh, and sealed his soul to its own by the inconceivable ceremonies of some devilish initiation. He was its spoiled and pampered favourite. Ivory? I should think so. Heaps of it, stacks of it...'</p> <p><b>2. <i>The Fox</i></b></p> <p>That night March dreamed vividly. She dreamed she heard a singing outside, which she could not understand, a singing that roamed round the house, in the fields and in the darkness. It moved her so, that she felt she must weep. She went out, and suddenly she knew it was the fox singing. He was very yellow and bright, like corn. She went nearer to him, but he ran away, and ceased singing. He seemed near, and she wanted to touch him. She stretched out her hand, but suddenly he bit her wrist, and at the same instant, as she drew back, the fox, turning round to bound away, whisked his brush across her face, and it seemed his brush was on fire, for it seared and burned her mouth with a great pain. She awoke with the pain of it, and lay trembling as if she were really seared.</p>
<b>Task length</b>	1000 words each (including quotes)
<b>Links to learning outcomes</b>	1, 2, 3 and 4

<b>Assessment criteria / guidelines—Analysis</b>	<ol style="list-style-type: none"> <li>1. Accuracy in identifying narrative context</li> <li>2. Ability to analyse narrative techniques</li> <li>3. Use of text for purposes of illustration</li> <li>4. Skill in introducing, developing and concluding the exercise</li> <li>5. Attention to expression, spelling, and proof-reading</li> </ol>
<b>Date due</b>	<p>Analysis 1: Friday 28 March, 5pm</p> <p>Analysis 2: Friday 18 April, 5pm</p>

<b>Essay: <i>A Portrait of the Artist as a Young Man</i></b>	
<b>Task description</b>	<p>"Joyce, like Einstein, ... revolutionized the way we understand and express reality."</p> <p>Using your knowledge of <i>A Portrait of the Artist as a Young Man</i> and your reading of critics, write an essay discussing this statement.</p>
<b>Task length</b>	2500 word essay (includes quotes)
<b>Links to learning outcomes</b>	1, 2, 3 and 4
<b>Assessment criteria / guidelines</b>	<ol style="list-style-type: none"> <li>1. Effectiveness of introduction</li> <li>2. Relevance and coherence of argument</li> <li>3. Effectiveness of conclusion</li> <li>4. Use of critics</li> <li>5. Attention to expression, spelling, proof-reading, MLA Style</li> </ol>
<b>Date due</b>	Friday 16 May, 5pm

<b>Final exam</b>	
<b>Description / conditions</b>	<p>3 hour closed book examination</p> <p>The paper will comprise two sections: A—analysis (20%)—and B—essay (30%).</p> <p>Section A: choose <b>one</b> of two extracted passages from <i>Mrs Dalloway</i></p> <p>Section B: choose <b>two</b> of three essay options (Note <i>A Portrait of the Artist</i> will not be examined)</p>
<b>Links to learning outcomes</b>	1, 2, 3 and 4
<b>Assessment criteria / guidelines</b>	<p>The purpose of the examination is to evaluate your awareness of issues involved in reading Modernist prose fiction.</p> <p>You need to answer the questions as directly and fully as possible.</p> <p>More specific information on the exam will be provided later in the semester on MyLO.</p>
<b>Date</b>	<p>The final exam is conducted by the University Registrar in the formal examination period. See:</p> <p><a href="http://www.studentcentre.utas.edu.au/examinations_and_results/">http://www.studentcentre.utas.edu.au/examinations_and_results/</a></p>

## ADDITIONAL INFORMATION

### Submission of Assignments

Students are required to submit a signed cover sheet with every assignment. This includes a declaration that all material submitted is their own work except where there is clear acknowledgement or reference to the work of others and that they have read the University statement on Academic Misconduct (Plagiarism) on the University website at [www.utas.edu.au/plagiarism](http://www.utas.edu.au/plagiarism) or in the Student Information Handbook.

Assignment cover sheets are available from the School office or the School website. **Assignments submitted without a signed cover sheet will not be marked.** Students who submit assignments without a signed cover sheet will be contacted once via their UTAS email address; in such instances the cover sheet must be completed within two weeks of the due date.

All assignments must be submitted in hard-copy (not by email) and placed in the essay box at the School office on or before 5pm on the due date. Students are required to keep copies of all submitted assignments. Assignments submitted on time will be returned within three weeks of the due date; once on time assignments have been returned no further late assignments will be accepted. All marked assignments will be returned in tutorials unless otherwise advised.

### Late Assignments

Late submissions will be penalized as follows: 5% of the available marks for the first day, and then 2% per working day thereafter. Late work will be accepted without penalty if accompanied by a medical certificate for the relevant period or a letter from a counsellor in the case of a serious non-medical reason.

### Difficulties with your Studies

If you are experiencing difficulties with your studies or assignments, have personal or life planning issues, disability or illness which may affect your course of study, you should raise these with your lecturer and/or one of the following Student Services staff as soon as possible:

- Learning Skills Adviser
- Disability Adviser
- Careers Adviser
- Student Counsellor

### University Statement on Plagiarism and Academic Integrity

**"Plagiarism** is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at <http://www.utas.edu.au/tl/supporting/academicintegrity/index.html>.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/>.

**The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.**

### Assignment Presentation

The English discipline uses MLA Style, which is characterized by in-text referencing and a list of works cited. See the *MLA Handbook for Writers of Research Papers*, 6th ed. Ed. Joseph Gibaldi (New York: The Modern Language Association of America, 2003). For a brief introduction, refer to [http://www.utas.edu.au/english/english1/mla\\_citation\\_syst.doc](http://www.utas.edu.au/english/english1/mla_citation_syst.doc), MLA Citations System: A Brief Guide.

### Marking Scale

The following distribution of marks and grades is applied in assessing your work:

- High Distinction (HD)—80-100%
- Distinction (DN)—70-79%
- Credit (CR)—60-69%
- Pass (PP)—50-59%
- Fail (NN)—0-49%

All marks are subject to moderation.

### Assessment Criteria

The following criteria apply to assessment of the essay:

- Effectiveness of introduction
- Relevance and coherence of argument
- Effectiveness of conclusion
- Scope of textual referencing
- Use of critics
- Attention to expression, spelling, proof-reading and stylesheet.

### IT Support

Learning online—for online learning and Vista support – <http://www.utas.edu.au/coursesonline/>  
Information Technology Services—for general IT Support (includes link to UTAS download website)  
<http://www.utas.edu.au/servicedesk/student/index.html>

Library Services—for information literacy support – <http://www.utas.edu.au/library/>  
Help Desk (email [HelpDesk@utas.edu.au](mailto:HelpDesk@utas.edu.au) or 6226 1818, within University 1818)