



# ENGL702

## 20th Century Literature

S2 Evening 2015

*Dept of English*

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## General Information

Unit convenor and teaching staff

Unit Convenor

Paul Sheehan

[paul.sheehan@mq.edu.au](mailto:paul.sheehan@mq.edu.au)

Contact via [paul.sheehan@mq.edu.au](mailto:paul.sheehan@mq.edu.au)

W6A 622

Mon 1-2; Wed 3-4; or by appointment.

Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

LIT804

Unit description

This unit offers a detailed overview of the key issues and movements that have shaped -- and been shaped by -- the poetry, fiction and non-fiction of the last century. Students will pursue their own research projects that aim to situate literary works in their fullest possible context. They will do this by following developments from the radical formal innovations in the early decades of the century through to the more pensive, ethically responsive texts of the post-war years.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Developing analytical and research skills that can be applied to both past and present literary-critical debates

Building a foundation of research skills to prepare for further study

Understanding the importance in literary texts of issues pertaining to history, culture, gender, identity, class, ethics and race

Learning to communicate literary, critical and historical concepts in both oral and written form

Developing a greater understanding of the profound impact of the past on present critical debates

Developing a historical understanding of transformations of concepts of ideology, value, and genre that shape certain twentieth-century literary works, and the controversies that accompany these works

## Assessment Tasks

Name	Weighting	Due
<a href="#">Minor essay</a>	30%	Wednesday after presentation
<a href="#">Seminar participation</a>	20%	Weekly
<a href="#">Major essay</a>	50%	Fri 13 November, by midnight

### Minor essay

Due: **Wednesday after presentation**

Weighting: **30%**

Students must deliver an oral presentation on one of the seminar topics, followed by a **1,200-word essay submitted the following Wednesday**. Its primary purpose is to show that you have understood what the text is about, can explain its salient characteristics in a coherent way, and are able to mount an engaging and persuasive argument about the work. You are required to have conducted research into the seminar topic and to be able to present it in your own words, explaining what it means to you and to your ways of understanding literary work. Refer closely to the question posed for each weekly reading.

On successful completion you will be able to:

- Developing analytical and research skills that can be applied to both past and present literary-critical debates
- Building a foundation of research skills to prepare for further study
- Understanding the importance in literary texts of issues pertaining to history, culture, gender, identity, class, ethics and race
- Learning to communicate literary, critical and historical concepts in both oral and written form
- Developing a greater understanding of the profound impact of the past on present critical debates

- Developing a historical understanding of transformations of concepts of ideology, value, and genre that shape certain twentieth-century literary works, and the controversies that accompany these works

## Seminar participation

Due: **Weekly**

Weighting: **20%**

Each week you will be given a question based on the set reading. To prepare for the seminar, you will be expected to write about half a page in response to the question. This will require you to reflect on what you have learnt on the course so far and put it in the context of the reading. Alternatively, you might want to pose some questions about what makes the text difficult or ungraspable. In the course of the seminar you may be called upon to read out your response. As well as contributing to discussion, it provides a storehouse of ideas and reflections to draw on when you approach the major research essay.

On successful completion you will be able to:

- Developing analytical and research skills that can be applied to both past and present literary-critical debates
- Building a foundation of research skills to prepare for further study
- Understanding the importance in literary texts of issues pertaining to history, culture, gender, identity, class, ethics and race
- Learning to communicate literary, critical and historical concepts in both oral and written form
- Developing a greater understanding of the profound impact of the past on present critical debates
- Developing a historical understanding of transformations of concepts of ideology, value, and genre that shape certain twentieth-century literary works, and the controversies that accompany these works

## Major essay

Due: **Fri 13 November, by midnight**

Weighting: **50%**

Write a **2,500-word research paper** on two texts you have studied in the unit.

- You may base your argument around the set text for any given week but must show evidence of having undertaken significant research beyond it.
- You must not write about a subject area you have presented in class.

On successful completion you will be able to:

- Developing analytical and research skills that can be applied to both past and present literary-critical debates
- Building a foundation of research skills to prepare for further study
- Understanding the importance in literary texts of issues pertaining to history, culture, gender, identity, class, ethics and race
- Learning to communicate literary, critical and historical concepts in both oral and written form
- Developing a greater understanding of the profound impact of the past on present critical debates
- Developing a historical understanding of transformations of concepts of ideology, value, and genre that shape certain twentieth-century literary works, and the controversies that accompany these works

## Delivery and Resources

This unit is offered internally. Its mode of delivery is supported with an iLearn webpage. Powerpoints from the weekly seminars will be posted on the iLearn site. Guided questions to assist you with your weekly readings are provided in the unit handbook, which is uploaded to the iLearn page.

## Unit Schedule

WEEK	TOPIC
Week 1	<b>Introduction: birth of the modern</b> Emily Dickinson (selected poems; class handout)
Week 2	<b>The Mythic Turn</b> T. S. Eliot (selected poems; see iLearn)
Week 3	<b>Mississippi Baroque</b> William Faulkner, <i>The Sound and the Fury</i>
Week 4	<b>Family Confinement</b> Katherine Mansfield (selected stories; see iLearn)
Week 5	<b>Wartime noir</b> Elizabeth Bown, <i>The Heat of the Day</i>
Week 6	<b>Harlequin of Language</b> Wallace Stevens (selected poems; see iLearn)

Week 7	<b>Nothing to Express</b> Samuel Beckett, <i>Molloy</i>
	<b>MID-SEMESTER BREAK</b>
Week 8	<b>Blues from Underground</b> Ralph Ellison, <i>Invisible Man</i>
Week 9	<b>American Book of the Dead</b> Don DeLillo, <i>White Noise</i>
Week 10	<b>Western Malice</b> Cormac McCarthy, <i>Blood Meridian</i>
Week 11	<b>Otherness unlimited</b> J. M. Coetzee, <i>Foe</i>
Week 12	<b>The Wreckage of History</b> W. G. Sebald, <i>The Rings of Saturn</i>
Week 13	<b>Essay workshop</b>

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

## Learning outcomes

- Understanding the importance in literary texts of issues pertaining to history, culture, gender, identity, class, ethics and race
- Developing a historical understanding of transformations of concepts of ideology, value, and genre that shape certain twentieth-century literary works, and the controversies that accompany these works

## Assessment task

- Major essay

## PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

## Learning outcomes

- Developing analytical and research skills that can be applied to both past and present literary-critical debates
- Building a foundation of research skills to prepare for further study
- Learning to communicate literary, critical and historical concepts in both oral and written form
- Developing a greater understanding of the profound impact of the past on present critical debates
- Developing a historical understanding of transformations of concepts of ideology, value, and genre that shape certain twentieth-century literary works, and the controversies that accompany these works

## Assessment tasks

- Minor essay
- Seminar participation
- Major essay

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based



critique of practice and theory.

This graduate capability is supported by:

### Learning outcomes

- Developing analytical and research skills that can be applied to both past and present literary-critical debates
- Building a foundation of research skills to prepare for further study
- Learning to communicate literary, critical and historical concepts in both oral and written form
- Developing a greater understanding of the profound impact of the past on present critical debates
- Developing a historical understanding of transformations of concepts of ideology, value, and genre that shape certain twentieth-century literary works, and the controversies that accompany these works

### Assessment tasks

- Minor essay
- Seminar participation
- Major essay

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### Learning outcomes

- Developing analytical and research skills that can be applied to both past and present literary-critical debates
- Building a foundation of research skills to prepare for further study
- Learning to communicate literary, critical and historical concepts in both oral and written form
- Developing a greater understanding of the profound impact of the past on present critical debates
- Developing a historical understanding of transformations of concepts of ideology, value, and genre that shape certain twentieth-century literary works, and the controversies that accompany these works

## Assessment tasks

- Minor essay
- Major essay

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

## Learning outcomes

- Developing analytical and research skills that can be applied to both past and present literary-critical debates
- Building a foundation of research skills to prepare for further study
- Understanding the importance in literary texts of issues pertaining to history, culture, gender, identity, class, ethics and race
- Learning to communicate literary, critical and historical concepts in both oral and written form
- Developing a greater understanding of the profound impact of the past on present critical debates
- Developing a historical understanding of transformations of concepts of ideology, value, and genre that shape certain twentieth-century literary works, and the controversies that accompany these works

## Assessment tasks

- Minor essay
- Seminar participation
- Major essay

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

## Learning outcomes

- Understanding the importance in literary texts of issues pertaining to history, culture, gender, identity, class, ethics and race
- Developing a historical understanding of transformations of concepts of ideology, value, and genre that shape certain twentieth-century literary works, and the controversies that accompany these works