

Literature and War: The Great War
Summer 2019
ENGL 3391-D01
Asynchronous Course on Blackboard

Instructor: Dr. Sarah J. Sprouse

E-mail: sarah.sprouse@ttu.edu

Office: Eng & Phil Rm. 457

Office Hours: Mondays, 12:00 – 1:30 p.m.; Wednesdays, 9:00 – 10:30 a.m.



Course Description:

This course will examine representations of the Great War (1914-1918), including fiction, memoir, poetry, images, history, and trench newspapers. The first war to be fought with modern weapons, but one in which 19th century tactics were used, the Great War continues to live in European imagination as the determinative event of the 20th century. By looking at a variety of texts about this historical event, we will consider how writers have used and altered conventions of war writing in order to enable their representations.

This course fulfills the multicultural requirement of the core curriculum. Students graduating from Texas Tech University should be able to demonstrate awareness and knowledge of distinctive cultures or subcultures, including but not limited to ethnicity, race, gender, class, political systems, religions, sexual orientation, languages, or human geography.

Students will demonstrate intercultural awareness, knowledge and skills in written, verbal, and behavioral activities (e.g., service-learning, co-curricular and similar experiences).

Students will exhibit the ability to engage constructively with individuals and groups, across diverse social contexts.

Students will appraise privilege relationships at different levels (interpersonal, local, regional, national, and international) and explain how these relationships affect the socioeconomic and cultural status of individuals and groups.

Students in this course will learn conventions of literature and their cultural implications. The course will engage students' critical thinking and writing skills.

Required computing equipment:

- A computer with stable, broadband internet connection. You cannot connect to Blackboard adequately via phone or tablet.
- Your TTU eraider login credentials (for access to Blackboard)

Required books (available at TTU Bookstore and other area bookstores):

- Pat Barker, *Regeneration* (ISBN: 978-0525934271)
- Mary Borden, *The Forbidden Zone* (ISBN: 978-1843914433)
- Michael Howard, *The First World War: A Very Short History* (ISBN: 978-0199205592)
- Erich Maria Remarque, *All Quiet on the Western Front* (ISBN: 978-0449213940)
- Christopher Westhorpe, ed. *The Wipers Times* (ISBN: 978-1472834225)

Required films (rent it on Amazon, Apple, and other services, or look on Netflix):

- *Testament of Youth* (2014)
- Blackadder series 4, episode 6, "Goodbye"

Other reading assignments will be provided as web links or PDFs available on Blackboard.

Requirements:

- Active reading of all assignments
- Participation in a weekly forum (instructions on Blackboard)
- Weekly reading quizzes
- Team special topic presentation
- A final exam

Policies:

- **Assignments** are due when stated in the syllabus.
- **Reading** must be completed by the date on which it appears on the syllabus. Quizzes are set to close each week at 11:59 p.m. Saturday.
- Any student who, because of a **disability**, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405. (This is the generic required statement — for an online course, you don't have to come to my office with your letter but can email it to me.)
- Participation in the written forums requires a high level of **collegiality** among members of the class. I expect class members to treat one another with courtesy and respect; students

who behave uncivilly will be barred from participation, with consequences for your grade. You may also be referred for disciplinary action to the appropriate dean.

Honor code and plagiarism:

Plagiarism is theft, every bit as much as stealing someone's stereo or wallet. When you turn in a paper to me, you pledge on your honor that the work is your own and that you have faithfully documented any sources you have used in writing your essay. You must cite the source of any idea that is not your own, even if you do not use the writer's original words. When you borrow someone's words, they must be in quotation marks and documented. If you paraphrase or use another's ideas, you must give credit to the person whose ideas you are using. Words that you may find on the Internet were written by someone, even if the site does not list an author and even if you can copy the words with a few clicks. In the English department, we use the MLA documentation system. Use the MLA Handbook for Writers of Research Papers, latest edition. If you need occasional help with grammar, buy a writer's handbook, such as that used in freshman composition courses, which also includes documentation guidelines. If you aren't sure whether to document or not, or if you have a question about how to document a source, please ask. Various web resources provide quick guides to documentation, although only the MLA Handbook is authoritative. The University Writing Center (first floor, east wing) is set up to help you with your papers, including advice on MLA documentation style and avoiding plagiarism. All written work for this class will be submitted through an online originality checker via Blackboard.

Assignments:

Grade Distribution:

Weekly reading quizzes: 20%
 Weekly discussion forum: 30%
 Team special topic assignment: 20%
 Final exam: 30%

See Blackboard Assignment Sections for complete instructions and descriptions of these assignments.

Grading Breakdown:

90 – 100 = A

Strong, distinguished work. Student writing is prepared and organized. Student shows clear understanding of the literature and writing technique. Writing is sophisticated and coherent.

80 – 89 = B

Above average, high quality work. Student writing is prepared and organized. Student understands a majority of the literature and writing technique. Writing quality is elementary, but clear. Student is coherent, but could be more sophisticated in his/her argument or writing quality.

70 – 79 = C

Average, passing work. Student meets bare minimum requirements for assignment. Assignment is complete but does not offer much introspection or deep-understanding of the literature. Argument and writing quality are elementary. Writing and organizational errors. Inconsistencies present.

60 – 69 = D

Below average work. Student does not meet the minimum requirements for assignment. Assignment is incomplete and unprepared. Basic understanding of text, but no argument – or vice versa.

0 – 59 = F

Fail. Student shows a very limited understanding of the literature or assignment.

Classroom Decorum & Course Policies:

Submission of Work:

All submitted work MUST follow the standard MLA guidelines. This means: typed, double-spaced pages, 1-inch margins, Times New Roman 12-point font (in black ink), page numbers, and a works cited. There should be a centered title for your short papers that is just below the heading. Headings should be right-adjusted and contain the following information:

Jane Smith
English 2307-004
September 5, 2017
Short Essay #1

Jungian Analysis of the World Mother in Cosmogonic Myths

In order to pass this class, you MUST submit all required assignments.

Late Work:

Late work will only be accepted in extreme emergency situations. In emergency situations, students may e-mail me about submitting an assignment late, but must make specific arrangements for that submission; however, for each calendar day that the paper is late, the final grade for the work will decrease by one letter. Timeliness and personal responsibility is critical to succeeding in college-level coursework. When dual submissions are required (Blackboard and hard copy), timely submission of both methods is required. Submitting the hard copy on time, but a late submission on Blackboard will constitute “Late Work”. Submitting the Blackboard copy on time, but a late hard copy will also constitute “Late Work”. In both cases, the assignment will drop a letter grade for each day that one required submission is late.

Student Conduct:

The readings we will encounter in this class may be socially, morally, or emotionally challenging for some. You do not have to agree with, or even like, all the texts, but you do have to be able to read and discuss them critically and sympathetically. Please be respectful of other students and

your instructor. This classroom will be a safe place for all of us, regardless of our race, ethnicity, age, religion, social class, gender identity, or sexual preference. Please bring any breach of this standard to my attention immediately. Use common sense and be empathetic of others. If you engage in any distracting or delinquent behavior during class, you will be asked to leave and will be counted absent. If such behavior continues, you will be dropped from the course.

Scholastic Dishonesty:

“Scholastic dishonesty’ includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.” It will not be tolerated and may result in the failure of the assignment, at the least, and possible course failure. Additionally, offending students may be referred to Student Judicial Programs. Bottom line: Plagiarism is easy to spot. Don’t do it.

Examples of plagiarism include (but are not limited to):

Outright plagiarism: using someone else’s entire paper as your own;

Ghostwriting: having someone else write your paper for you;

Cut and paste: taking sections from another paper and/or website and including it in your own work; and

Insufficient Citation: failing to cite information obtained from other sources and/or your research.

Writing Assistance:

Students looking for extra assistance during this course should contact the Writing Center, located in Eng/Phil 175. Students can meet with writing tutors to discuss ideas and arguments in texts; the center is not a “fix-it” shop set up to correct errors in grammar and mechanics, although they will assist you with questions regarding any issues. You will need to make an appointment in person, online (<http://uwc.ttu.edu>) or by phone (806-742-2476) and with plenty of time before your due date. Appointments fill up fast, so think ahead!

Americans with Disabilities Act:

“Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. [...] Contact Student Disability Services in 335 West Hall or (806) 742-2405.”

TTU Resources for Discrimination, Harassment, and Sexual Violence:

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at titleix.ttu.edu/students. Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: TTU Student Counseling Center, 806-742-3674,

<https://www.depts.ttu.edu/scc/> (Provides confidential support on campus.) TTU Student Counseling Center 24-hour Helpline, 806-742-5555, (Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.) Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, voiceofhopelubbock.org (24-hour hotline that provides support for survivors of sexual violence.) The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, rise.ttu.edu (Provides a range of resources and support options focused on prevention education and student wellness.) Texas Tech Police Department, 806-742-3931, <http://www.depts.ttu.edu/ttpd/> (To report criminal activity that occurs on or near Texas Tech campus.)

Statement of LGBTQIA Support:

I identify as an ally to the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, and I am available to listen and support you in an affirming manner. I can assist in connecting you with resources on campus to address problems you may face pertaining to sexual orientation and/or gender identity that could interfere with your success at Texas Tech. Please note that additional resources are available through the Office of LGBTQIA within the Center for Campus Life, Student Union Building Room 201, www.lgbtqia.ttu.edu, 806.742.5433.

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Within the Center for Campus Life, the Office serves the Texas Tech community through facilitation and leadership of programming and advocacy efforts. This work is aimed at strengthening the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community and sustaining an inclusive campus that welcomes people of all sexual orientations, gender identities, and gender expressions.

REVISED Calendar:

Week 1 (June 4-9):

Great War introduction

Watch: Great War Intro video lecture

Read: The First World War: A Very Short History

Read: Rupert Brooke, "The Soldier." Siegfried Sassoon, "The General." Isaac Rosenberg, "August 1914." (All texts except the books listed above will be available on Blackboard.)

Quiz: Week 1 reading quiz

Write: Week 1 forum

Week 2 (June 10-16):

Watch: Regeneration intro video lecture

Read: Regeneration (Parts 1-2)

Read: Elaine Showalter, from *The Female Malady*

Read: W.H.R. Rivers, "Repression of War Experience"

Review: Shell Shock Powerpoint

Quiz: Week 2 reading quiz

Write: Week 2 forum

Week 3 (June 17-23):

Watch: Shell shock video lecture

Read: Regeneration (Parts 3-4)

Read: The Hydra

Read: Trudi Tate, "Tanks and the manufacture of consent"

Group Interpretation Project: Follow instructions in "Ethics of Doctoring" powerpoint

Quiz: Week 3 reading quiz

Write: Week 3 forum

Week 4 (June 24-30):

Watch: All Quiet video lecture

Read: All Quiet on the Western Front (Chapters 1-6)

Read: German students' war letters

Read: August Stramm, "Battlefield;" Guillaume Apollinaire, "Cote 146" and "The Little Car;" Herbert Read, "The Happy Warrior"

Quiz: Week 4 reading quiz

Write: Week 4 forum

Week 5 (July 1-7):

Watch: "The Cubist War" video lecture

Read: All Quiet on the Western Front (Chapter 7-end)

Read: Stephen Kern, "The Cubist War"

Quiz: Week 5 reading quiz

Write: Week 5 forum

Special Topic Presentations: Great War wikipedia DUE by end of JULY 7

Week 6 (July 8-14):

Watch: Trench newspapers video lecture

Read: The Wipers Times, "The Wipers Times," "The New Church Times"

Read: Kelley, "But Kultur's Nar-Poo in the Trenches"

Quiz: Week 6 reading quiz

Write: Week 6 forum

Week 7 (July 15-21):

Watch: Mary Borden and the Gender of War

Read: *The Forbidden Zone*, part 1

Read: Kaplan, "Deformities of the Great War"

Quiz: Week 7 reading quiz

Write: Week 7 forum

Special Topic Presentations: PowerPoint/Video/Etc. DUE by end of JULY 21

Week 8 (July 22-28):

Watch: The Somme video lecture

Read: *The Forbidden Zone*, part 2

Read: Rosenberg, "Break of Day in the Trenches," "Returning, We Hear the Larks," "Louse-Hunting"

Read: Malcolm Brown, "Only Murder"

Quiz: Week 8 reading quiz

Write: Week 8 forum

Week 9 (July 29 – August 4):

Watch: A stiff upper lip video lecture

Read: The Wipers Times ("The Kemmel Times," "The Somme Times")

Observe: Posters of the Great War

Watch: Blackadder, series 4, episode 6 ("Goodbye-ee")

Quiz: Week 9 reading quiz

Write: Week 9 forum

Week 10 (August 5-11):

Watch: Wrapping up the Great War lecture

Read: The Wipers Times, "The Better Times"

Read: Thomas Hardy, "Channel Firing;" Rudyard Kipling, "Epitaphs of War;" John McCrae, "In Flanders Fields;" Laurence Binyon, "For the Fallen;" Siegfried Sassoon, "On Passing the New Menin Gate"

Write: Week 10 forum

Quiz: Week 10 reading quiz

Final Exam DUE by end of AUGUST 11