

ENGL201: Introduction to Modernism

Instructor: Dr. Emily Murphy

Tuesday, Wednesday, Friday 12:30-1:20

COR B129

emurphy@uvic.ca

Who are we?

- Instructor: Dr. Emily Murphy
 - emurphy@uvic.ca
- Teaching Assistant: Kailey Fukushima
 - kshukush@uvic.ca

CLASS STRUCTURE

- Introduction to Class (15 mins)
- In-Class Reading (25 mins)
- Syllabus etc—Part 1 (10 mins)

What do we mean when we say “modern,” “modernity,” or “modernism”? How do space, nationality, or identity shape the modern experience? How does art respond to modernity? This course engages with these questions through the literature of the first decades of the twentieth century, and lecture content will attempt to communicate some of the original contexts of modernist literature, including the ways that literature was mediated and its attempts to alienate or welcome its audience, to engage with contemporaneous theories of the human mind, to explore the injustices of colonialism, or to contend with an ever-increasing rate of social and cultural change.

What Is Modernism?

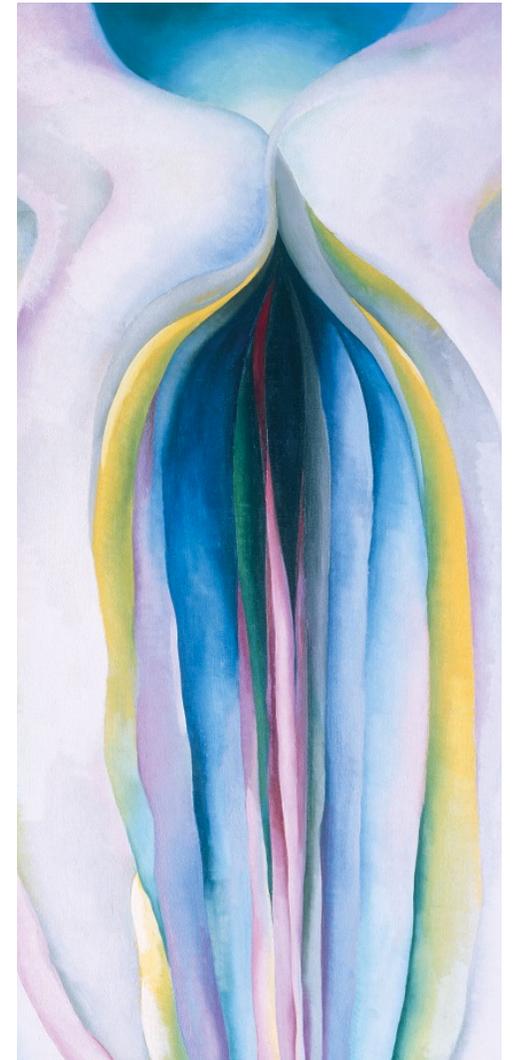
Artists: Salvador Dalí; Roger Fry; Man Ray; Aaron Douglas



What is Modernism?

- Modernism describes art forms that respond to the conditions of modernity.
- In Western literature, modernism roughly begins around the year 1900 and ends around 1940.
- Characterized by experimentation, difficulty, explorations of subjectivity, and purposeful breaks with convention.

Artists: Vanessa Bell; Georgia O'Keefe; Frida Kahlo



What is modernity?

- The quality or condition of being modern.
- More specifically:
 - Mass industrialization;
 - Mass media;
 - Rapid technological advancement;
 - Political extremes.
- Ideas changed, too:
 - New cultural and scientific ideas about subjectivity;
 - Linguistic experimentation;
 - Crumbling colonial domination;
 - Early civil rights movements;
 - Suffragism.



Artists: Constantin Brancusi; Umberto Boccioni

“On or about December, 1910, human character changed.”

“On or about December, 1910, human character changed.”

- Virginia Woolf “Mr. Bennett and Mrs. Brown” (1924)

Ildrich mitzdonja—astatootch

Ninj—iffe kniek —

Ninj—iffe kniek!

Arr—karr —

Arrkarr—barr

Karrarr—barr —

Arr —

Arrkarr —

Mardar

Mar—dóórde—dar —

Mardoodaar!!!

—Elsa von Freytag-Loringhoven, "Klink—Hratzvenga (Deathwail)"



Thus in the magazine's "Reader Critic" column (April 1920), New York writer Maxwell Bodenheim observed that "Else von Freytag Loringhoven's 'Klink—Hratzvenga' has the virtues of so many languages and the deficiencies of none, since she can create sounds for shades of meaning that have no dictionary equivalents." Chastising those who claim not to understand the Baroness's language, Bodenheim continues:

Her poem is a masterpiece of bitter simplicity, from its choked beginning to its satiated "Vrmm." Now, all together, boys: come on with your "impossible to understand it," "there's nothing to understand," "charlatan," "she's insane," and other rotten tomatoes. At your best you prefer the complex, intellectual sterilities of a Dorothy Richardson. Any new simplicity confounds you.

("“Harpsichords Metallic Howl—”:The Baroness Elsa von Freytag-Loringhoven’s Sound Poetry”; Irene Gammel and Suzanne Zelazo)

Syllabus etc — Part 1

- Part 1: Classroom Policies and General Information
- Part 2: Minor Assignments and Submission Policies
- Part 3: Major Assignments

Course Website

- <http://ecbmurphy.com/teaching/course-websites/engl201-introduction-to-modernism/> (short link in the syllabus)
- What I'll put here:
 - Course readings;
 - Slides (after class);
 - Resources for Assignments;
 - Additional Information or Updates.

Texts to Purchase

- *Norton Anthology of English Literature, Volume F*
- Ibsen, Henrik. *Hedda Gabler and Other Plays*
- Woolf, Virginia. *Mrs. Dalloway*

- All students will be expected to bring copies of the text to class. In some cases, the text will be in paper copy. In some cases, it will be a digital copy, which students may print out, access on e-reader, or access on lap-tops.

How do you get in touch with me?

- Office Hours
 - CLEAD231
 - Tuesdays, by appointment, between 1:30pm and 4:00pm.
 - Please book a time to see me. If you do not book an appointment, I may not be in my office or may be with another student.
 - In office hours, I will be willing to discuss ideas for your assignments, and look at thesis statements and introductory paragraphs. I will not proof read or review first drafts. Please come to all office hour appointments prepared and having thoroughly engaged with the material you plan to analyse.

How do you get in touch with me?

- Email
 - emurphy@uvic.ca
 - kSFukush@uvic.ca
- Your emails to your instructor are the property of the university and a primary mode of communication in this educational and professional context. When you send me an email, please use appropriate greetings—including using my name and your own name in salutations—please write clearly in complete sentences, and provide me with the contextual information to understand whatever questions you might have.
- I require at least 24 hours to respond to emails, and I will not respond on weekends. If you have questions regarding essays or assignments, you must ask them at least 48 hours in advance of the due date; I will not respond to assignment-related emails after this point. If you have a question that you can easily answer by looking at the Syllabus, I will refer you there.
- Kailey will set her own email policies and communicate them to you directly if you are assigned to her.

Attendance

- As this is a large class, I will not take attendance.
- There are, however, in-class pop quizzes (we'll cover this in Part 2). Please note that in-class pop quizzes cannot be made up at a later date if you are not in attendance on the day they are offered.

Laptops and Other Electronic Devices

- I prefer that you do not use laptops, tablets, or other electronic devices, but I do not have a rule against them. You may use them if you feel that they are essential or useful to support your learning.
- If I feel that you are not paying attention in class because of your laptop, I will ask to speak to you about it. If I feel that laptops have in general become a barrier to engagement in the classroom, I reserve the right to disallow them.
- Cell phone use for personal communication during class is absolutely disallowed. I can tell.

Etiquette

- This classroom should be a place in which all students are able to challenge their own and their peers' ideas; in order to do this the classroom must be a place where we respect one another and respond constructively to each others' ideas. Disagreement is good; I encourage it. I will not tolerate disrespect or abusive behaviour.
- Many students require computers in order to effectively take notes and engage in class. As a whole, I expect the class to respect the learning needs of their fellow students. This includes responsible use of electronic devices, preparedness for class discussions, and respect for one another's ideas. In the unfortunate circumstance that I feel it is necessary to change my policy on electronic devices, students who need electronic devices to facilitate their learning will be allowed to continue use. However, I ask these students to speak to me privately about using them in class.

Accommodations and Accessibility

- I strongly encourage any students who require accommodations to visit me in office hours early in the term. I am happy to hear how I may accommodate student needs disabilities in the classroom in assignments, documents and materials, and teaching styles. In particular, students who require accommodations for in-class evaluations (including pop quizzes and the final exam) should contact me as soon as possible.

Difficult Content

- Many of the authors we study in this class struggled with mental illness, were victims of abuse, and several attempted suicide. Some of the same issues emerge in assigned texts.
- I expect that all students prepare for class and that you have engaged thoroughly with course content thoroughly before we meet. However, if you come across issues in your reading that you would rather not discuss in the classroom, please set up a meeting with me to discuss the content of the assigned reading in a one-on-one setting during office hours instead.

How do you address your instructor?

- Option 1 (formal): Dr. Murphy
- Option 2 (informal): Emily

- Please don't call me these things:
 - Professor
 - Hey
 - Nothing at all

How do you address your TA?

- Kailey!

To do for next class:

- Register for class Forum
- Read Syllabus
- Read Baudelaire (on website)