Lost Generation Literature

ENGL05109

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Office Hours: MWF 11am-12pm, 4pm-5pm

TUE 11am-1pm

THU 4pm-6pm (virtual)

(And by appt)

## COURSE DESCRIPTION\*

Literature of the Lost Generation focuses on the literature that was written by those writers in Paris during the Jazz Age or the Roaring Twenties. Gertrude Stein called these Americans, “writers of a lost generation,” but the course includes more than American writers. This course is designed as an interdisciplinary course where students study the work of many types of artistic people who gathered in Paris during the twenties. Jazz musicians, classical composers, dancers, artists, photographers, designers, publishers, and writers congregated in the Latin Quarter and along the left bank of the Seine in the city they called “the great good place”—the city where everyone went, where everything was happening, where life was at its peak. Paris in the 1920’s was cheap, unfettered, exhilarating, a haven for geniuses and crackpots, a seedbed of artistic accomplishment. Seldom has so much creative energy erupted in one place at one time, and students who take this course will not only be reading the great literature that came out of this period, but they will research and present on the personalities of the creative geniuses of the period.

COURSE GOALS AND OBJECTIVES\*

1. To challenge students with readings from the complex body of literature written during the twenties by authors called the “moderns” or “the lost generation” expatriates in Paris.
2. To encourage students to analyze, synthesize, and evaluate course material and ideas, and to express them in class discussion and through papers and projects.
3. To encourage students to develop the practice of close textual reading.
4. To encourage students to see relationships between literature and history, between authors and other authors, between authors and other artists, and most of all between ideas.
5. To encourage students to appreciate and understand the many

disciplines encountered in the course.

1. To expose students to the many geniuses of the period so that they are better able to understand their own genius.
2. To broaden students’ minds in terms of literary styles, artistic and philosophical beliefs, and cultural diversity.
3. To allow students to creatively and passionately express themselves through the many talents they possess.
4. To provide students with challenging research and writing assignments that allow them to explore areas in which they are interested.

\*Both of these are the original descriptions of Lost Gen by Christine Ney, and we honor her by keeping them as intact as possible for our class this semester.

## GRADE: Participation= 25%, In-Class Writings/Exercises = 15%, Quizzes = 15%, Group Work/Discussions = 20%., Formal Papers/Projects = 25%

GRADING SCALE:

A 94% - 100%

##### A- 90% - 93.9%

B+ 87% - 89.9%

B 84% - 86.9%

B- 80% - 83.9%

C+ 77% - 79.9%

C 74% - 76.9%

C- 70% - 73.9%

D\* 69% and below

CLASS TEXTS:

1. *The Stories of F. Scott Fitzgerald*, Fitzgerald
2. *The Great Gatsby*, Fitzgerald
3. *A Moveable Feast*, Hemingway
4. *The Short Stories*, Hemingway
5. *A Farewell to Arms*, Hemingway (we may replace with *The Sun Also Rises*)
6. *Winesburg, Ohio*, Anderson
7. *Dubliners*, Joyce
8. *Portrait of the Artist as a Young Man*, Joyce
9. *Selected Writings of Gertrude Stein*, Stein
10. *Women of the Left Bank*, Benstock
11. *The Gender of Modernism*

Grading

Assignments will come with point values or grades or check marks (to indicate credit). Smaller assignments will be almost daily. You will write both in class and outside of class. Some assignments will include written feedback from me, while some will simply receive the points your work has earned or a letter grade or check mark.

*Assignments / Penalties Policy*

All assignments are to be turned in at the beginning of class on the day they are due unless otherwise directed. Work that is turned in late will be penalized. The only exceptions to this rule are if you have a legitimate emergency and/or an excused absence (see below) and/or we have had an in-person discussion about a short extension in which I have granted permission.

Penalties will consist of the respective assignments receiving a grade reduction. Continued penalties may result in a reduction in participation and class work grades for the course.

Technological problems (a broken printer or suddenly broken computer) are not acceptable excuses for late work. You should always back up your work and have contingency plans for logistical problems. This is a significant part of being academically responsible.

Excused Absences: In the event that you have an excused absence and cannot turn an assignment in on time, we will arrange for you to complete the assignment with a new due date, which is likely to be the next class.

*Academy Policy for Unexcused Absences*

It is the policy of the Indiana Academy that any absence from class is unexcused, except for illness, death in the family, college or school-related activities, and extenuating circumstances. When a student is absent from a class, the instructor reports the student absence to the Faculty Attendance Coordinator in the Office of Academic Affairs. Unless the absence is excused by a school official, it is considered unexcused. The decision as to whether an absence is excused is not determined by the instructor. Although all absences, both excused and unexcused, are tracked within the Office of Academic Affairs, professors of each class are free to use discretion with a student’s first three unexcused absences. Four or more unexcused absences in any class a student takes will lead to academic and residential consequences to be determined by the Office of Academic Affairs and the Office of Residential Life that may include detention, residential groundings, parent/principal conference, among others.

You are expected to be in class and on time daily. Failure to do so will hurt your overall grade. Sleeping in class constitutes an unexcused absence.

Tardiness: If you arrive in class 5 minutes after the appointed time, you will be considered tardy. If you are more than 10 minutes tardy, you will earn an unexcused absence, but you will still be expected to attend class.

*Participation*

Our classroom conversations are dependent upon your participation. While you are expected to have your readings and assignments done on time, you are also expected to be prepared to share your observations, questions, and ideas with the class. You will be evaluated on the overall effort and value of your daily engagement with our material. This includes in-class writing and workshops. Failure to be prepared or to contribute reduces your participation percentage.

*Academic Honesty*

You are required to produce work that is academically honest. Direct and indirect plagiarism, both of which we will discuss in class, are unacceptable and have serious academic consequences. If you are even remotely uncertain about whether or not any part of your work is academically honest, then you are to contact me, and we can discuss the situation. Please refer to the student handbook for additional information, including information that is new this year.

*Accommodations*

If you require any special accommodations due to a documented disability, let me know as soon as possible and I will make whatever adjustments are necessary for your comfort in my class.

*Laptops*

Laptops are to be closed and off your desks during class time unless I have specified otherwise (we will occasionally write in class) This class requires an intense engagement in literature and writing and the distraction of computers on any level in the classroom is unacceptable.

*Literature Note*

Important literature is often about the deepest and most difficult struggles of humans to live authentically in a complex world. Through the thoughts and experiences of literary characters, we can examine and evaluate our personal responses to life’s mysteries, complexities, disappointments, and joys. In addition, we begin to understand how a writer, in his or her own struggle to experience creatively, has responded to the social, political, and artistic environment of his/her times. The English Department at the Academy selects reading material that reflects these human struggles, has endured the test of time, and has earned a respected place in the universe of letters. The instructors will often include recently published poems, stories, and articles that reflect the diversity of contemporary cultures and experiences.

If, because of the powerful nature of the reading experience, you are unable to read and study a specific text with reasonable analytic objectivity, please confer with your instructor. Alternative texts are available.

*BSU Diversity Statement*

“Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our r Beneficence Pledge. For Bias Incident Response information, please click here or e-mail reportbias@bsu.edu.”