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| ENGL 475: Topics in American Poetry  Three Ways of Looking at Modern Poetry –  Wallace Stevens, Hilda Doolittle, Robinson Jeffers | | |
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|  | Instructor: Paul Milton  Office: CCS 336  Class meetings: WF 11-12:30 EME 1121  Office hours: TW 9:30-11 (or by appointment/Zoom)  E-mail: [paul.milton@ubc.ca](mailto:paul.milton@ubc.ca)  Phone: 250 807 9418 | |
| ***Wallace Stevens*** |
| ***Course Description***  This course explores the work of three poets, born in Pennsylvania in the late nineteenth century, whose careers stretch from World War One through the 1950s. We will examine their divergent aesthetic responses to the main strands of modernist poetry (from Stevens’ neo-romantic emphasis on the imagination, through H.D.’s imagist neo-classicism, to Jeffers’ naturalistic anti-modernism) and consider their poetic responses to war. | |  |
| ***Hilda Doolittle (H.D.)*** |
|  | ***Required Texts***  Wallace Stevens, *Selected Poems*, ed. John Serio  H.D., *Selected Poems*, ed. Louis Martz  Robinson Jeffers, *The Wild God of the World: An Anthology of Robinson Jeffers*, ed. Albert Gelpi | |
| ***Robinson Jeffers*** |
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| ***The Faculty of Creative and Critical Studies acknowledges that the land on which we are situated is the unceded territory of the Syilx (Okanagan) People.*** | | |

***Course Schedule***

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| ***Week*** | ***Date*** | ***Topic and Reading*** |
| 1 | Jan 12 | Introduction to the Course |
| Jan 14 | What We Talk About When We Talk About Poetry |
| 2 | Jan 19 | Introduction to the Poets: H.D., “Helen”; Stevens, “The Snow Man”; Jeffers, “The Purse-Seine” |
| Jan 21 | Imagism and H.D.’s *Sea Garden*: “Sea Rose,” “Sea Lily,” “Sea Poppies,” “Storm,” “Sea Iris” |
| 3 | Jan 26 | *Sea Garden*: “Garden,” “Sheltered Garden,” “Orchard,” “Sea Gods,” “Hermes of the Ways” |
| Jan 28 | H.D., “The Islands,” “Cassandra,” “Eros,” “Calypso,” |
| 4 | Feb 2 | Imagining Modern Poetry: “The Paltry Nude,” “Thirteen Ways of Looking at a Blackbird,” “The Idea of Order at Key West” |
| Feb 4 | “Sunday Morning,” “A High Toned Old Christian Woman,” “The Emperor of Ice-Cream” |
| 5 | Feb 9 | Stevens, “The Man with the Blue Guitar” |
| Feb 11 | Jeffers, “Divinely Superfluous Beauty,” “The Excesses of God,” “Natural Music,” “Shine Perishing Republic,” “The Cycle” |
| 6 | Feb 16 | Jeffers, “To the Stone-Cutters,” “To the House,” “To the Rock That Will Be a Cornerstone of the House,” “Continent’s End,” “Tor House” |
| Feb 18 | Jeffers, “Point Pinos and Point Lobos,” “Boats in a Fog,” “Granite and Cypress,” “Hurt Hawks,” “Ninth Anniversary” |
| Feb 21-25 – Reading Week | | |
| 7 | Mar 2 | Stevens, “Of Modern Poetry,” “The Man on the Dump,” “Connoisseur of Chaos” |
| Mar 4 | “Notes Toward a Supreme Fiction”: It Must Be Abstract |
| 8 | Mar 9 | “Notes Toward a Supreme Fiction”: It Must Change |
| Mar 11 | “Notes Toward a Supreme Fiction”: It Must Give Pleasure |
| 9 | Mar 16 | Jeffers, “Introduction to *Roan Stallion, Tamar and Other Poems,”* “Poetry, Gongorism, and a Thousand Years” |
| Mar 18 | Jeffers, “Hooded Night,” “Love the Wild Swan,” “Rock and Hawk,” “Shine, Republic,” “The Beauty of Things,” “The Beaks of Eagles” |
| 10 | Mar 23 | Jeffers, “The Bloody Sire,” “For Una,” “Cassandra,” “The Blood-Guilt,” “Original Sin,” “De Rerum Virtute,” “The Deer Lay Down Their Bones,” “Vulture” |
| Mar 25 | H.D., “Trilogy”: The Walls Do Not Fall |
| 11 | Mar 20 | H.D., “Trilogy”: Tribute to the Angels |
| Apr 1 | H.D., “Trilogy”: The Flowering of the Rod |
| 12 | Apr 6 | H.D., “Helen in Egypt” |
| Apr 8 | Conclusion |

***Assignments and Marking***

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| ***Assignment*** | ***Date Due*** | ***Value*** |
| Review of a Critical Article | Jan. 31 | 20% |
| Close Reading of a Short Poem | Mar. 1 | 20% |
| Essay Proposal and Annotated Bibliography | Mar. 21 | 10% |
| Essay | Apr. 12 | 40% |
| Participation | n/a | 10% |
| ***Total*** |  | ***100%*** |

***Review of a Critical Article*** – You will select a scholarly article from a list on the Canvas site and write a 1,000-word review. You should briefly summarize the article’s central argument and explain how the author puts the argument into context and what strategies the author uses to make the argument persuasive. You should also assess the persuasiveness of the argument.

***Close Reading of a Short Poem*** – You will select a poem from a list on the Canvas site and write a 1,000-word close reading in which you identify the key poetic features of the poem. You should identify the key poetic techniques that distinguish the poem.

***Essay Proposal and Annotated Bibliography*** – You will write a 250-word proposal for the essay you intend to write at the end of term. Lay out the topic of the paper, the key texts you intend to explore and the approach you intend to take. Suggest a possible thesis for the paper. Then append to this proposal an annotated bibliography of five secondary sources that may help you to make your argument. An annotated bibliography provides the MLA citation for the source and then a brief annotation of four to five sentences that outline what the source has to offer and how it relates to your research strategy.

***Essay*** – You will write a 2,000-2,500-word essay on a topic having to do with the content of the course. The essay must conform to MLA style for form and for documentation. The essay must have a clear thesis. It will be evaluated on the originality of its thought, the quality of its writing, the persuasiveness of its argument, the appropriateness of its language and the use of MLA conventions.

***Participation*** – Participation is most easily registered by contributing to class discussion, but if any of you are unwilling or unable to participate in the class discussion, you may express your thoughts or pose your questions to me during office hours or via Canvas messaging. The key element in participation is that you demonstrate to me that you are thinking about the material, and you may express that in class or privately if you prefer.

***Deadlines*** – The deadlines of the proposal and the essay are quite firm, but the deadlines for the Close Reading and the Article Review are flexible. Indeed, you can choose to do the Article Review first and the Close Reading second, if it suits you.

**Indigenous Programs and Services**

The primary goal of the Indigenous Programs and Services is to provide culturally appropriate services and support to First Nation, Metis and Inuit students. Please contact us if you have any questions or inquiries. Web: <http://students.ok.ubc.ca/aboriginal/welcome.html>

**International Programs and Services**

International Programs and Services (IPS) provides advising, transition services and programs for international students, and IPS works to foster an intercultural campus community where differences are embraced and respected and adapting is multidirectional. In response to COVID-19, International Program and Services have put together a page with important resources and frequently asked questions regarding immigration and health insurance. Web: <http://students.ok.ubc.ca/international/welcome.html>

**Academic Integrity**

The academic enterprise is founded on honesty, civility, and integrity.  As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity.  At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required.  This also means you should not cheat, copy, or mislead others about what is your work.  Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed.  For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President’s Advisory Committee on Student Discipline.  Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University’s policies and procedures, may be found in the Academic Calendar at: <http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0>.

And on the FCCS site here: <https://fccs.ok.ubc.ca/student-resources/academic-integrity/>

**Student Learning Hub**

The Student Learning Hub (LIB 237) is your go-to resource for free math, science, writing, and language learning support. The Hub welcomes undergraduate students from all disciplines and year levels to access a range of supports that include **tutoring in math, sciences, languages, and writing, as well as help with study skills and learning strategies**. For more information, please visit the Hub’s website (<https://students.ok.ubc.ca/student-learning-hub/>).

**Academic Integrity Matters (AIM) Program**

AIM is a program that provides help with academic integrity (AI) issues for undergraduate and graduate students. Please contact the Student Learning Hub (<https://students.ok.ubc.ca/student-learning-hub/>) and ask specifically for an AIM appointment.

**Library Information**

The **Library** is available for research and citation support and can be accessed [here](https://library.ok.ubc.ca/). You should receive a brief Library orientation either virtually or in-person to help get you started with using an academic library for your work. The English & Cultural Studies Librarian Sajni Lacey is also available to help you with finding, evaluating, and citing sources for your assignments and you are encouraged to reach out to her with your questions. You can meet with her in person or online, and she can be reached at [Sajni.lacey@ubc.ca](mailto:Sajni.lacey@ubc.ca) to make an appointment.

**UBC Okanagan Disability Resource Centre**

The Disability Resource Centre ensures educational equity for students with disabilities and chronic medical conditions. If you require academic accommodations, please contact the Disability Resource Centre located in the University Centre building (UNC 215).

General inquiries or students new to the DRC can reach us by emailing [drc.questions@ubc.ca](mailto:drc.questions@ubc.ca)

Web: <http://students.ok.ubc.ca/drc/welcome.html>

**UBC Okanagan Equity and Inclusion Office**

Through leadership, vision, and collaborative action, the Equity & Inclusion Office (EIO) develops action strategies in support of efforts to embed equity and inclusion in the daily operations across the campus. The EIO provides education and training from cultivating respectful, inclusive spaces and communities to understanding unconscious/implicit bias and its operation within in campus environments. UBC Policy 3 prohibits discrimination and harassment on the basis of BC’s Human Rights Code. If you require assistance related to an issue of equity, educational programs, discrimination or harassment please contact the EIO (UNC 325H).

Email: [equity.ubco@ubc.ca](mailto:equity.ubco@ubc.ca)

Web: <https://equity.ok.ubc.ca>

**Health & Wellness**

Health and Wellness offers a range of student health and wellness services, including a health clinic, counsellors, and health promotion programs. Students are encouraged to stay at home if they have a minor or communicable illness (such as flu-like symptoms) to prevent further spread of illness to other students, staff, or faculty. If students are too ill to attend class, the student should contact the instructor immediately and submit a “Self Declaration of Absence Due to Illness or Injury” form: [Student Declaration of Absence Due to Illness or Injury (PDF)](https://students.cms.ok.ubc.ca/wp-content/uploads/sites/90/2019/06/student_declaration_of_absence_due_to_illness_201861804.pdf)

Please note: Use of the self-declaration form during the final exam period is not accepted—students are advised to communicate directly with their instructor if they are sick and unable to write final examinations. This declaration is not an exemption from any exams, papers, or projects that were missed during the time of absence and does not modify any academic obligations.

If students would like to access a UBC physician, nurse or counsellor, please call our office at 250 807-9270 or visit our website: <https://students.ok.ubc.ca/health-wellness/>

The UBC Student Assistance Program (SAP) is a free, 24/7 wellness resource for students. Services include personal counselling, life coaching, group programs and more, based on your needs: <https://students.ok.ubc.ca/health-wellness/student-assistance-program/>

**FCCS Communications Portal**

Consider signing up for our FCCS Communications portal for students in our undergraduate and graduate programs in Canvas.

This one-stop space will be used to keep students informed and up to date with important information related to your academic matters as well as updated on FCCS and campus events.

Self enroll: <https://canvas.ubc.ca/enroll/3KBYFY>

**Safewalk**

*Don't want to walk alone at night?  Not too sure how to get somewhere on campus?  Call Safewalk at* ***250.807.8076. For more information, visit:*** [***http://security.ok.ubc.ca/welcome.html***](http://security.ok.ubc.ca/welcome.html)