

## ENG 395 20<sup>th</sup> Century Fiction 1945-Present

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Term: Fall 2014  
CRN: 12229  
Class Location: Anstett Hall 195  
Class Time: MWF 3:00-3:50

### COURSE OVERVIEW

For many scholars of literature, 1945 marks not only the end of World War II but the end of Modernism, a literary movement credited with responding to the unique traumas of World War I and the new century. Literature after World War II reacts to its own traumas, including the Holocaust, Japanese Internment, the Atom Bomb, and increasing anxieties over globalization, multiculturalism, capitalism, and the environment. This class will explore U.S. and British fiction which reflects the multiple perspectives and identities at play in the past half century. Rather than focus on a strictly chronological, movement-based, or nation-based literature, we will survey a broad range of writers, and ask what their commonalities, and differences, teach us about the field of 20<sup>th</sup> century fiction 1945-present. This course is reading and writing intensive, and will invariably give back to you exactly as much as you give to it.

### ENGLISH DEPARTMENT LEARNING OUTCOMES

The Department's assessment procedure for the Undergraduate English Major is built around six desired learning outcomes:

- 1) read literary and cultural texts with discernment and comprehension and with an understanding of their conventions;
- 2) draw on relevant cultural and/or historical information to situate texts within their cultural, political, and historical contexts;
- 3) perform critical, formal analyses of literary, cinematic, and other cultural texts;
- 4) write focused, analytical essays in clear, grammatical prose;
- 5) employ logic, creativity, and interpretive skills to produce original, persuasive arguments;
- 6) employ primary and/or secondary sources, with proper acknowledgment and citation, as they contribute to a critical essay's thesis.

### REQUIRED COURSE MATERIALS

- *The Old Man and the Sea* (1962) by Ernest Hemingway
- *White Noise* by Don DeLillo (1985)
- *Locas* (1997) by Yxta Maya Murray
- *The Stone Gods* (2007) by Jeanette Winterson
- Access to UO webmail and Blackboard (BB). Additional course readings will be posted on BB.

## **COURSE WORK AND GRADING**

### **Grade Breakdown**

#### **Preparedness & Professionalism**

Class Participation 15%

Discussion Groups 15%

#### **Written Work**

Close Reading Essay 25%

Paper Proposal 15%

Final Essay 30%

### **Class Participation**

This class is predicated upon the strong communication of ideas both in writing and in discussion. Your active participation in discussions is essential. Your participation grade also reflects your class preparedness (doing all the reading) and your professionalism (for example, in course correspondence and classroom behavior).

### **Discussion Groups**

Early in the term I will divide you into seven discussion groups. Your group will be responsible for leading in-class discussion on the text we are currently reading. This means that you will come to class with questions prepared, as well as outside materials that you believe may enhance class discussion. These “outside materials” could be anything from a brief summary of a scholarly article you have read to supplement the course readings, to background information on the text or author, to a video or music clip that you feel complements our discussion. Discussion can run anywhere from 20-30 minutes, depending on other class activities, so you must come prepared with multiple questions. (Note: those outside the Discussion Group who do not participate in discussion will find their own Discussion Group grade affected). I encourage you to meet early with your group and/or with me to begin planning for your discussion day.

### **Close Reading Essay**

Your mid-term for this course is a 1,000-1,200 word close reading essay (3-4 pages). We will discuss this assignment in more depth during Week 3, but you should bear in mind that you must have a draft of this paper ready for peer review in Week 4.

### **Paper Proposal**

In Week 9 you will turn in a 300 word paper proposal (1 page) detailing the argument you intend to make in your Final Essay. We will discuss this assignment in more depth later in the term, but you should bear in mind that your final essay must incorporate at least two outside scholarly sources, and that your paper proposal should include explanation of those sources and how they will contribute to the argument of your paper.

### **Final Essay**

Your final essay will be 1,500-2,000 words (5-7 pages) and will make an argument relevant to one of our course texts. We will discuss strategies for writing a strong final essay later in the term.

## **COURSE POLICIES**

**Access:** The University of Oregon is working to create inclusive learning environments. Please notify me in week one if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You may also wish to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

**Attendance:** Attendance is required. You may miss three class meetings for any reason. Additional absences will each lower your course grade by 1/3. For example, four absences will reduce a B- to a C+, five absences will reduce a B- to a C, and so on. You are responsible for anything you miss if you are not in class, and you are responsible for turning in assignments on time whether or not you attend class. If you are absent, arrange to get notes from a peer. Do NOT email me asking me to review for you what you have missed.

**Formatting Guidelines for Written Work:** All written work must be typed and double-spaced using a reasonable 11 or 12-point font and 1 inch margins. You must date all your work, and put your last name and page number on each page following the first page (if the paper is only one page long, you do not need page numbers). The heading on your first page must be single space and include your name, the course name, and the date. If possible, print your work double-sided in order to conserve paper. Use MLA format for quoting and citing sources. For an example of proper formatting, see Example Essay Format on Blackboard.

**Etiquette:** Rudeness and unprofessionalism in class will not be tolerated. TURN OFF all cell phones before class and refrain from unnecessary chatter and other distracting behaviors. Texting during class is not allowed. If I see you using your phone during class, you will be marked absent without notification.

**Late Work:** The Due Dates on the Course Schedule are hard deadlines. I do not accept homework assignments late. Unexcused late essays will drop 1/2 of a letter grade for each DAY they are late. Extensions on essays are negotiable if you request them at least 24 hours in advance of the Due Date. If you must miss class, please turn in your homework before our class meeting, or arrange to have a classmate bring it.

**Academic Honesty:** All work submitted in this course must be your own and be written exclusively for this course, which means you may not submit papers or portions of papers you have written for any other course. The use of sources (ideas, quotations, paraphrases) must be properly documented. Refer to the Student Conduct Code on the Office of Student Conduct and Community Standards website. In cases where academic misconduct has been clearly established, the award of an F for the final course grade is the standard practice of the English Department. Please see me if you have any questions about your use of sources.

**Incompletes:** The Director of Undergraduate English Studies must approve requests for the grade "Incomplete" in advance of the end of the quarter. Such approval will be granted only in cases when some minor but essential aspect of the course cannot be completed by students through unforeseen circumstances beyond their control.

**Course Schedule:** I may change, add, or substitute assignments or topics as appropriate to our work as a class. It's important for you to not only come to class every session but also to stay aware of when and what assignments are due.

## ENG 395 Schedule of Assignments

Date	Week	Reading Assignment	Writing Assignment	Discussion Groups
9-29	1-1			
10-1	1-2	Hemingway: all		
10-3	1-3			
10-6	2-1	BB: O'Connor and Carver		
10-8	2-2			Group 1
10-10	2-3	DeLillo Parts I		
10-13	3-1	DeLillo: Parts II		
10-15	3-2	DeLillo Part III		
10-17	3-3			Group 2
10-20	4-1	BB: Yamamoto		
10-22	4-2		In Class Writing Workshop: Paper Draft Due	
10-24	4-3	Class Cancelled		
10-27	5-1	BB: Butler	Close Reading Paper Due	
10-29	5-2	BB: Due, Shockley, and Delaney		
10-31	5-3			Group 3
11-3	6-1	Grooveshark: Monae		
11-5	6-2			Group 4
11-7	6-3			
11-10	7-1	BB: Carter and McEwan		
11-12	7-2			Group 5
11-14	7-3	Murray: Part I		
11-17	8-1			
11-19	8-2	Murray: Part II		Group 6
11-21	8-3			
11-24	9-1	Winterson: Blue Planet	Paper Proposal Due	
11-26	9-2	Thanksgiving Holiday: No Class		
12-28	9-3	Thanksgiving Holiday: No Class		
12-1	10-1	Winterson: Easter Island		
12-2	10-2			
12-4	10-3	Winterson: Wreck City		Group 7
12-8	11-1	Finals Week: No Class		