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ENG 3809-001

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Goals: By the end of the semester I hope a number of things will have happened:
1. We will have talked about a number of texts, in the process getting acquainted with the themes and techniques most characteristic of British literature between 1950 and 2012.
2. We will have talked about the period itself: the historical events and cultural forces that shaped and were in turn shaped by these texts and their authors.
3. We will have talked about the theoretical issues raised by these texts: How do these writers respond to the modernist experimentalism of the previous generation? How do their texts incorporate and respond to popular culture and pervasive commercialism? How does a writer’s gender, social class, sexual orientation or racial identity affect his or her work? What is the relationship between literature and the sociopolitical context out of which it emerges?

Policies: English Department statement on plagiarism:
Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author and representation of them as one's original work" (Random House Dictionary of the English Language) --has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the assigned essay and a grade of NC for the course, and to report the incident to the Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

Late/missing work: Hand in papers on time. If you're having problems, let me know; often even a brief conversation with make the paper easier to write. **Papers a week or more late will not be accepted at all.** Any paper handed in on time may be rewritten IF it is handed in again within one week of its being returned. Please hand in the most recent graded version along with the rewrite and include a brief typed note to me explaining what you’ve changed. I will average the original and rewrite grades when I figure
grades at the end of the semester. In-class writing assignments may not be made up except in cases of serious illness/personal emergency.

**Attendance:** Come to class prepared. You'll have more fun if you've done the reading, and I will notice if you haven't. Note that a portion of the grade is based on class participation and reading responses—both of which require keeping up with the reading and being in class. Excessive absences will result in a grade of 0 for participation. If, due to illness or personal emergency, you must miss class, let me know so I can make sure you're not penalized.

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

You may use an essay from this class in your electronic writing portfolio. For more information, visit the website: http://www.eiu.edu/~assess.

**Requirements:** midterm and final 30% (10/20)
- two essays 30% (10/20)
- brief in-class and at-home writing assignments: 20%
- class presentation, participation and involvement 20%

**Grades:** Paper grades will be based on “Guidelines for Evaluating Writing Assignments in EIU’s English Department.” I plan to use number rather than letter grades; this will convert into your final grade as follows: 91-100=A; 81-90=B; 70-80=C. 65-69=D. Because I grade on a 100-point scale, missing assignments affect the grade tremendously. Please note that you must have a C average in order to receive credit for this course.

**Responses:** On the day of your choice each week, I'd like you to bring to class a one-page typed response to the reading assignment. Think of this as a way to think about the assignment from a pedagogical standpoint: if you were teaching this text, what would you point out? Focus on a single issue and develop, quoting at least once from the reading (provide page number in parentheses). Conclude by framing a question that you’d like us to talk about as a class.

**Class presentations:** Select a decade and present a 10-minute report on some single concept or person or event relevant to fashion, music, visual art, movies, books, tv, or any other aspect of popular culture that occurred within that decade (in pairs). Use visual/auditory aids as appropriate, and make connections where possible to texts we’ve read.

**Tentative Syllabus**
Tu Jan 8: introduction to course

I. The “Years of Consensus”/End of Empire: 1950-1979

Tues. Jan 15: Beckett, *Waiting Act II.* Hand in response #2 Tu or Th

Tues Jan 22: Greene. Hand in response #3 Tu or Th

Tues Jan 29: Heaney, selected poems (hand-out). Hand in response #4 Tu or Th
Thurs Jan 31: Larkin, selected poems (hand-out)

Tues, Feb 5: Churchill, Cloud Nine (1979). Hand in response #5 Tu or Th
Thurs, Feb 7: 1970s reports. Churchill

II. The Thatcher Years: 1979-1990/1997
Tues Feb 12: Barker, Blow the House Down (1984). Hand in response #6 Tu or Th
Thurs Feb 14: Barker

Tues Feb 19: Winterson, Oranges Are Not the Only Fruit (1985). Hand in response #7 Tu or Th.
Thurs Feb 21: 1980s reports. Winterson

Thurs Feb 28: Midterm

Thurs March 6: Carter

Spring break

Tues March 18: Carter. Hand in response #9 Tu or Th
Thurs, March 20: 1990s reports. Carter


III. Tony Blair and “Cool Britannia” (1997-2007)
Thurs March 27: McEwan, Saturday (2005)

Tues Ap 1: McEwan. Hand in response #11 Tu or Th.

Thurs Ap 10: Mitchell

Tues Ap 15: Mitchell

Tues Ap 22: Bend It Like Beckham

There will be a cumulative final exam during exam week.