

ENG 3378
LITERATURE AND THE WOUNDED NATION:
THE POST-9/11 NOVEL
TR 9:30-10:45
Carroll Science 204

Instructor: Dr. Tim DeJong

Office: Carroll Science Building 412

Office Hours: MWF 11:00-12:00, 1:30-3:00, TR 11:00-12:30, and by appointment (Zoom or in-person)

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Course Description

More than two decades have passed since the attacks on the World Trade Center and Pentagon on September 11, 2001. While news and ideas about the attacks were first disseminated in the news media, in the following decades many writers have used their work to explore the history and implications of these traumatic events. The “post 9/11 novel,” the most prominent literary subgenre in this regard, will be our primary focus in this course. Reading fiction by Joseph O’Neill, Claire Messud, Teju Cole, Don Delillo, and Mohsin Hamid, we’ll examine how writers in the United States have creatively probed and imagined 9/11 and its aftereffects. We will focus especially on how these works grapple anew with age-old concepts including justice, evil, forgiveness, nationalism, and the ethnic other. To aid our discussions, we’ll also draw on material from genres outside the novel such as archival footage, poetry, literary theory, news media, and cinema. Among our guiding questions will be how works of art can and should respond to tragedy and the function of the artwork in society more generally. Ultimately, our shared goal as a class will be to explore issues as wide-ranging as the nature of atrocity, the purpose of art, and the perseverance of the human spirit.

Course Texts

Claire Messud, *The Emperor’s Children* (2006)

Paul Greengrass, *United 93* (2006) (this film will be screened in class; no purchase required)

Don Delillo, *Falling Man* (2007)

Mohsin Hamid, *The Reluctant Fundamentalist* (2007)

Joseph O’Neill, *Netherland* (2008)

Teju Cole, *Open City* (2011)

Grade Breakdown

Attendance and Participation	10%
Quizzes	10%
In-Class Work	5%
Reading Responses (3x5% each)	15%
Short Essay	10%
Long Essay	20%
Oral Presentation	10%
Final Exam (Wed., December 14, 4:30-6:30 p.m.)	20%

Classroom Expectations / Attendance and Participation

You are expected to show up to class having read the required material and prepared to contribute to the discussion. Broadly speaking, your attendance and participation grade derives from three factors: (1) regular attendance in class; (2) active, regular, and respectful verbal participation in class discussion; and (3) intentional, thorough completion of in-class writing assignments. *Please be sure to bring to class the text under discussion that day*, as class

sessions will often involve close readings and/or group discussions of selected passages. Students who fail to bring their course texts with them may be marked as absent for that class session. Additionally, please use the version of the texts sold by the bookstore, as using a different version will cause discrepancies in the page numbers and prevent you from following along in class discussions.

While regular class attendance and a high grade typically go hand in hand, you must participate actively and regularly in class discussions in order to ensure your success in this area. Additionally, some components of your course grade, such as in-class participation and quizzes, cannot be completed if you aren't here. Quizzes and missed work can only be made up at a later date for valid reasons such as quarantining, documented illness, or university sponsored-trips. If you are required to miss class for any valid reason, just let me know; excused absences will not count against your grade and I will help you get caught up on anything you've missed.

Technology-Free Policy

For reasons I'll explain in more detail early in the term—including, but not limited to, the fact that numerous studies have shown that writing notes by hand improves comprehension and retention—we'll work in a "technology-free" classroom this semester. This means that the use of smartphones and laptops in the classroom is not permitted. You will be required to print out the readings posted on Canvas and take hard copies of them to class. If this stipulation proves to be an insurmountable hardship for you, see me privately to discuss alternative options.

The first time you have a cell phone, iPad, or laptop out during class I will warn you verbally or make a note of it. The second instance will result in you being marked as "late" (half an absence). The third time, you will be marked as absent. Repeated violations of this rule will result in further penalties to your grade.

Please note that I may not always mention it in front of the class when I see phones and laptops—whether because I didn't wish to call you out publicly, I didn't want to disrupt the flow of a conversation, or both—but that doesn't mean I didn't see it. Either way, the penalty will be upheld. The only exceptions to the above rules will involve university-approved accommodation, about which, please see me if necessary.

Tips for Reading Effectively and Well

As a college student, you obviously know how to read. However, my experience has been that busy schedules and competing demands often lead many students to read in cursory ways. I invite you to be a deeper thinker than a "busy-driven" culture often demands. Here are a few practical tips for retaining more of what you read and concentrating on analyzing assigned texts.

1. Don't read late at night or while lying down. You'll retain less and engage more superficially with the material if you're tired.
2. Read by yourself, or at least where the movement and noise of others won't distract you. You may also want to use headphones and listen to white noise by using websites such as simplynoise.com.
3. Read in bright light. Bright light is a substitute for caffeine.
4. Set reading goals. It's really tempting to check Tiktok or whatever the newest trendy app is in the middle of a long reading assignment, but don't do it! Set goals such as, "I won't text, check my email, or tweet until I finish this chapter."
5. Write out definitions of unknown words. If you don't know the definition of a word, look it up and write in the margins of the page.
6. Read with a pencil. In addition to underlining in the books themselves, you can also try creating a reading notebook in which you write questions you'd like to raise in class or

copy passages you find difficult/interesting. This exercise may pay big dividends for papers and final exams.

Quizzes

Throughout the term, there will be several reading quizzes to encourage you to keep up with the course readings. Quizzes will be brief and may assume one of several formats. Each quiz will always require you to engage *only* with the assigned readings due in the class session in which that quiz is given. Quizzes will not be announced beforehand. (Sorry; this is how I encourage you to do the readings!) There is no set number of quizzes for this course, but a typical number to expect is a minimum of eight. The amount of quizzes will vary directly with the level of class participation: a high level of class participation will indicate that the class is keeping up with the course readings and that numerous quizzes are therefore not warranted, whereas a lower level of participation will indicate the opposite, and will result in an increased number of quizzes.

Missed quizzes cannot be made up except in the case of excused or Baylor-approved absences. If for some reason you know you're not going to be in class on a particular date, let me know ahead of time, and if there is a quiz I will arrange for you to take it at a separate time. At least one quiz grade will be dropped at the end of term, so missing a single quiz for unexcused reasons is not cause to panic.

In-Class Work

Over the course of the term, you will be informally graded for all in-class work you hand in at the end of a class session. This can vary from group work to individual short writing assignments. Generally, in-class work is graded with an emphasis on effort rather than on "correctness." Two checkmarks indicates full marks; one checkmark indicates completion of the assignment, but lacking the required level of effort; and zero checkmarks is the result of a missed assignment. I will compile your checkmarks at the end of the year to determine your grade for this component of the course.

Reading Responses

During the term, you will be required to write four reading responses to the texts under discussion. Reading responses will be submitted online via Canvas. Once class sessions of a given text have been completed, you have up until end of the day on the date of the following class session to submit a reading response. Once we have moved on to other works, reading responses may no longer be submitted for previous works we have discussed. You may not write two reading responses on the same text.

To encourage you to submit your responses in a timely fashion rather than leaving them all until the end of term, one fixed due date is in place: you must have submitted **two of your three** reading responses by **October 18**. Failure to meet this deadline will result in the application of the same penalty to your late reading response(s) as exists for essays. Your last reading response must be turned in by the final day of class.

Each reading response should list your name, the course name, the instructor's name, and the date, in the left-hand margin. They should begin with an interesting, provocative title. They must be typed in 12-point Times New Roman, and be **400-600** words in length. They will be graded for both style and content, out of a maximum of twenty points. More information about the reading responses will be distributed early in the semester.

Essays

You will write two essays for this course: a shorter one at the beginning of the term investigating a single work, and a longer essay that compares any two works we study. You cannot write about the same work in both essays. Essays must be typed in 12-point Times New Roman, double-spaced, with 1-inch margins. They must follow current MLA format and must include a Works Cited page that lists the work(s) you are discussing. Essays will be graded for, in descending order of importance: originality and import of argument; ability to support the argument with reference to the primary text; use of secondary texts to further enhance the argument; rhetorical persuasiveness; syntax; grammar; spelling; accurate bibliographic citation; and general adherence to MLA format.

The short essay will be **1000-1200 words** in length. The longer essay will be **2500-3000 words** in length. They will be due on **October 6** and **November 10** respectively. As with your reading responses, you will hand in your essays online via Canvas. All essays not handed in on this date will be considered late. Essays will be penalized for lateness at a rate of 2% per day, weekends included, to a maximum of 14 days, at which point the essay may no longer be submitted. Essays that have been submitted late may also receive minimal comments and will be returned at my leisure. More information on the essays will be provided in class.

Oral Presentations

This course will require you to present to the class on one outside text that contributes to our discussion of how literature can help us deal with tragedy. The text can be related to 9/11 specifically, but does not have to be. Those unsure of which text to present on can choose from a list I will provide; alternatively, you are welcome to choose any work you like. More information about the oral presentations, including length and format, will be provided in class.

Baylor Writing Center

The stated mission of the Baylor Writing Center is “to assist all members of the Baylor University community—undergraduate and graduate students (both in-person and online), faculty, and staff from all disciplines—by working with them to improve their writing projects, to develop skills and abilities that will help them become more effective, more confident writers, and to make writing a more meaningful, productive, and enjoyable process.” The Writing Center is a valuable university resource that you are highly encouraged to make use of during the semester. The Baylor Writing Center is located in Moody Memorial Library, 2nd West. They can be reached at 254-710-4849 or via email at uwc@baylor.edu. More information: see baylor.edu/english/index.php?id=948048.

Important Dates

September 7 is the last day to drop and add classes without receiving a W (Withdrawal) on one's transcript. **November 1** is the last day of the semester on which a class can be dropped.

Grading Policy

Grades will be distributed according to the following scale established by the College of Arts and Sciences at Baylor University:

93-100%	A	77-79%	C+
90-92%	A-	73-76%	C
87-89%	B+	70-72%	C-
83-86%	B	60-69%	D
80-82%	B-	0-59%	F

Note on Plagiarism

Students must write their essays and assignments in their own words. One form of plagiarism is presenting someone else's work as one's own, whether in part or in full. A second form of plagiarism is using sources without including the proper citation. This includes copying words from a source, but also includes borrowing ideas, *even if paraphrased*, without giving credit. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence which will result in, at minimum, a grade of 0 on the paper in question and, at maximum, automatic failure of the course. Note that all submitted assignments in this course will undergo a Turnitin check. Instances of plagiarism or any other act of academic dishonesty will also be reported to the Honor Council. You are expected to be familiar with Baylor's Honor Code and policies, available to read online at www.baylor.edu/honorcode.

Title IX

Baylor University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities, and it does not tolerate discrimination or harassment on the basis of sex or gender. This policy prohibits sexual and gender-based harassment, sexual assault, sexual exploitation, stalking, intimate partner violence, and retaliation (collectively referred to as prohibited conduct). For more information on how to report, or to learn more about our policy and process, please visit www.baylor.edu/titleix. You may also contact the Title IX office directly by phone, (254) 710-8454, or email, TitleIX_Coordinator@baylor.edu.

Academic Accommodations

Any student requiring academic accommodation owing to a mental or physical disability should inform me immediately at the beginning of the semester. As student, you are responsible for obtaining appropriate documentation and information regarding needed accommodations from the Baylor University Office of Access and Learning Accommodation (OALA) and providing it to me early in the semester. Contact the OALA at 254-710-3605. More information is available online at <http://www.baylor.edu/oala>.

Crises and Emergencies

BUCC Crisis Line: (254) 710-2467 (Business Hours/Non-Business Hours/Weekends)

Baylor Police Department: (254) 710-222

MHMR Crisis Center: (254) 867-6550

MHMR 24-Hour Emergency/Crisis Number: (254) 752-3451

When home during academic breaks, when the counseling center is closed, please call your local resources. Some national numbers for support during a crisis:

National Hope Network Hotline: 1-800-SUICIDE (1-800-784-2433)

National Suicide Prevention Lifeline: 1-800-273-TALK (1-800-273-8255)

Course Schedule

DATE	READING to be completed by the date
Aug 23	Course Introduction
Aug 25	<i>The New Yorker</i> , "Tuesday, and After" [Canvas] Seamus Heaney, "Anything Can Happen" [Canvas]
Aug 30	E.M. Forster, <i>Aspects of the Novel</i> [excerpts] [Canvas] M.M. Bakhtin, <i>The Dialogic Imagination</i> [excerpts] [Canvas] Martha Nussbaum, "The Narrative Imagination" [Canvas]
Sept 1	Claire Messud, <i>The Emperor's Children</i> , pp. 3-124
Sept 6	Messud, <i>The Emperor's Children</i> , pp. 125-246
Sept 8	Messud, <i>The Emperor's Children</i> , pp. 247-363
Sept 13	Messud, <i>The Emperor's Children</i> , pp. 364-479
Sept 15	Paul Greengrass, <i>United</i> 93
Sept 20	Greengrass, <i>United</i> 93
Sept 22	Greengrass, <i>United</i> 93
Sept 27	Don DeLillo, <i>Falling Man</i> , pp. 3-75
Sept 29	DeLillo, <i>Falling Man</i> , pp. 77-135
Oct 4	DeLillo, <i>Falling Man</i> , pp. 137-195
Oct 6	DeLillo, <i>Falling Man</i> , pp. 197-246
	Short essay due
Oct 11	Mohsin Hamid, <i>The Reluctant Fundamentalist</i> , pp. 1-61
Oct 13	Hamid, <i>The Reluctant Fundamentalist</i> , pp. 62-122
Oct 18	Hamid, <i>The Reluctant Fundamentalist</i> , pp. 123-184
	Two of three reading responses due by this date
Oct 20	Joseph O'Neill, <i>Netherland</i> , pp. 3-83
Oct 25	O'Neill, <i>Netherland</i> , pp. 84-131
Oct 27	No Class (Instructor Conference)
Nov 1	O'Neill, <i>Netherland</i> , pp. 131-200
Nov 3	O'Neill, <i>Netherland</i> , pp. 200-256
Nov 8	Teju Cole, <i>Open City</i> , pp. 3-59
Nov 10	Cole, <i>Open City</i> , pp. 60-129
	Long essay due
Nov 15	Cole, <i>Open City</i> , pp. 130-192
Nov 17	Cole, <i>Open City</i> , pp. 193-259
Nov 21-25	Thanksgiving Break (No Class)
Nov 29	Student Presentations
Dec 1	Student Presentations
Dec 6	Conclusion and Exam Review