English 2150, Sec 17 (20\textsuperscript{th}/21\textsuperscript{st} c. lit.), Fall 2014

Fragments of the Past: Memory, Trauma, & Narrative
A Clemson Thinks\textsuperscript{2} Critical Thinking Course

**Instructor**
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507 Strode Tower

**Class Details**
Tuesday/Thursday  
8:00 pm – 9:15 pm  
Daniel Hall 211

**Office Hours**
Mondays & Wednesdays 9am-12pm, and by appointment.

**Course Description**
This course examines a selection of contemporary texts to investigate how the concepts of memory, experience, trauma, and time have been depicted throughout the 20\textsuperscript{th} and 21\textsuperscript{st} centuries. Also, as part of the CT\textsuperscript{2} program, the course will include methods and vocabulary for expanding and sharpening critical thinking skills and for using those skills at the university and beyond.

**Clemson Thinks\textsuperscript{2}**
The CT\textsuperscript{2} Program emphasizes the teaching and development of critical thinking skills across all university disciplines. Through seminars, assessment, and research, CT\textsuperscript{2} is designed to improve undergraduate education at Clemson by expanding critical thinking skills applicable to all fields. The initiative, which aims primarily at sophomore level courses, was begun as part of the university’s Quality Enhancement Program and will be vital in preserving Clemson University’s accreditation in the future. More information can be found here: [http://www.clemson.edu/assessment/thinks2/](http://www.clemson.edu/assessment/thinks2/)

**Learning Objectives**
--Hone the ability to close read texts for both literal and figurative meaning.
--Develop critical thinking skills based on accuracy, clarity, and relevance.
--Ask critical questions that lead to a deeper understanding of themes, texts, and ideas.
--Employ critical thinking skills to interpret a text’s significance.
--Express ideas, concepts, and interpretations through accurate, relevant, and clear arguments in both class discussion and written assignments.
--Practice meta-cognition as a tool for improving critical thinking and writing skills.

In general terms, these abilities will be developed and evaluated according to the template provided here:

<table>
<thead>
<tr>
<th>SEEI (Critical Thinking)</th>
<th>SAMS (Interpretation)</th>
<th>ACES (Argument)</th>
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<tbody>
<tr>
<td>2. Elaborate</td>
<td>2. Analytical</td>
<td>2. Citation</td>
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<tr>
<td>Date</td>
<td>Reading/Assignment</td>
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<tr>
<td>Aug. 21</td>
<td>Introductions, Syllabus, and First Memory</td>
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<tr>
<td>Aug. 26</td>
<td><em>In Search of Lost Time</em> excerpt (BB)</td>
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<td>Aug. 28</td>
<td>“Sonnabend’s Obliscence” (BB)</td>
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<tr>
<td>Sep. 2</td>
<td>“Funes, His Memory” (BB)</td>
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<tr>
<td>Sep. 4</td>
<td><em>Regeneration</em> (chp. 1-5)</td>
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<td>Sep. 9</td>
<td><em>Regeneration</em> (chp. 6-13)</td>
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<td>Sep. 11</td>
<td><em>Regeneration</em> (chp. 14-16)</td>
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<td>Sep. 16</td>
<td><em>Regeneration</em> (chp. 17-23)</td>
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<td>Sep. 18</td>
<td>“My Own Little Show” (BB)</td>
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<td>Sep. 23</td>
<td><em>The Fall</em> (pp. 1-71)</td>
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<td>Sep. 25</td>
<td><em>The Fall</em> (pp. 72-96)</td>
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<td>Sep. 30</td>
<td><em>The Fall</em> (pp. 97-147)</td>
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<td>Oct. 2</td>
<td><em>The Fall</em></td>
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<td>Oct. 7</td>
<td>“Death Fugue” (BB)</td>
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<tr>
<td>Oct. 9</td>
<td>“Death Fugue” (BB)</td>
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<td>Oct. 14</td>
<td><em>Everything Is Illuminated</em> (pp. 1-85)</td>
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<td>Oct. 16</td>
<td><em>Everything Is Illuminated</em> (pp. 86-118)</td>
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<td>Oct. 21</td>
<td><em>Everything Is Illuminated</em> (pp. 119-180)</td>
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<td>Oct. 23</td>
<td><em>Everything Is Illuminated</em> (pp. 181-193)</td>
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<td>Oct. 28</td>
<td><em>Everything Is Illuminated</em> (pp. 194-252)</td>
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<td>Oct. 30</td>
<td><em>Everything Is Illuminated</em> (pp. 253-276)</td>
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<td>Nov. 4</td>
<td>Fall Break</td>
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<td>Nov. 6</td>
<td><em>Remainder</em> (chp. 1-4)</td>
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<td>Nov. 11</td>
<td><em>Remainder</em> (chp. 5-8)</td>
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<td>Nov. 13</td>
<td><em>Remainder</em> (chp. 9-10)</td>
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<td>Nov. 18</td>
<td><em>Remainder</em> (chp. 11-14)</td>
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<td>Nov. 20</td>
<td><em>Remainder</em> (chp. 15-16)</td>
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<td>Nov. 25</td>
<td>“I Hope I Shall Arrive Soon” (BB)</td>
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<td>Nov. 27</td>
<td>Thanksgiving Holiday</td>
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<td>Dec. 2</td>
<td><em>Eternal Sunshine of the Spotless Mind</em></td>
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- CCTS TEST
- DREAM ANALYSIS
- ESSAY #1 DUE
- ESSAY #2 (Early Deadline)
- ESSAY #2 (Final Deadline)
- 10 QUESTIONS
Dec. 4th: “Sonnabend’s Obliscence” (BB), Conclusions

Dec. 10th: Final Exam from 3:00-5:30 p.m. in Daniel Hall 211.

**Book List (All texts required unless noted)**

Novels (Required):

Short Stories:
--“Funes, His Memory” by Jorge Luis Borges, 1942.*
--“I Hope I Shall Arrive Soon” by Philip K. Dick, 1980.*
--“Geoffrey Sonnabend’s Obliscence” by Valentine Worth*

Poems:
--“Repression of War Experience” by Siegfried Sassoon, 1918.*
--“Death Fugue” by Paul Celan, 1948.*

Films:
--*Eternal Sunshine of the Spotless Mind*. Dir. Michel Gondry, 2004.**
--*Waltz with Bashir*. Dir. Ari Folman, 2008. (Recommended)

*Available on Blackboard as PDF file.
**This film is available to stream on Netflix.

**Evaluation**

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<tr>
<th>Assignment</th>
<th>% Of Total Grade:</th>
<th>Assignment</th>
<th>% Of Total Grade:</th>
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<tbody>
<tr>
<td>Essays x 2</td>
<td>20%, 30%</td>
<td>Participation</td>
<td>15%</td>
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<tr>
<td>Memory Exercises x 2</td>
<td>5%, 5%</td>
<td>Literary Exercises x 2</td>
<td>5%, 5%</td>
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<tr>
<td>Final Exam</td>
<td>10%</td>
<td>CA Test</td>
<td>5%</td>
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A = 100-90  | B = 89-80  | C = 79-70  | D = 69-60  | F = 59-0

**Assignments**

--ESSAYS (50%): Twice during the semester, students will be required to develop an arguable thesis about the texts we have read and to defend this thesis in an essay that demonstrates a command of the course themes and the works themselves. The first essay will be a short essay (2-3 pages) that analyzes a specific detail chosen from the texts. The second essay will be longer (4 pages) and should compare two or more of the course’s assigned texts. This second essay is worth more than the first (25% v. 15%) because students will have the benefit of practice and experience, as well as my notes on the first essay. Students may also obtain additional assistance with essays from the Writing Center located in the Academic Success Center. For more information about how your essays will be evaluated, please see the grading rubric provided.
--MEMORY EXERCISES (10%): Because the course focuses on memory as well as critical thinking, students will be asked to examine their own memories in the form of two short writing exercises. In the first, they will a 1-2 page narrative of their earliest memory. In the second, they will recall, record, and analyze a particularly memorable dream. Detailed prompts will be provided.

--LITERARY EXERCISES (10%): In order to sharpen their analytical skills, students will be responsible for several short literary exercises throughout the course. These include creating a critical question for each text and completing a before and after literary analysis for evaluating progress. Again, prompts will be provided.

--CALIFORNIA CRITICAL THINKING SKILLS TEST (5%): In order to demonstrate the value of the CT² program, students will complete an online test of critical thinking skills once at the beginning of the semester and once at the end. Students will receive credit for participating in these tests only. The students’ individual scores will not factor into the course grade.

--FINAL EXAM (10%): The final exam for the course will consist of two brief essays (1-2 pages) analyzing an excerpt that will be distributed during finals week. These excerpts will be taken from the texts read during the semester and the students will be asked to explain briefly the literal, figurative, and general significance of the excerpts.

--PARTICIPATION (15%): Because the class is designed to generate lively discussions of the texts, participation comprises a large percentage of your grade. Participation is impossible without reading the texts and so this is where you should start. Successful (A-level) participation, however, requires much more than cursory reading. Close reading includes taking notes, underlining passages, writing in the margins, and recording questions prompted by the text. Please make an attempt to contribute thoughtfully and conscientiously at least once per class. Students who are hesitant to share their thoughts in class should view this course as an opportunity to overcome those reservations, but students may also speak with me about alternative possibilities for supplementing participation. For the evaluation of your class participation, consult the participation rubric provided below.

CT² Artifacts
In order to measure the effectiveness of the CT² initiative, certain student assignments may be submitted to demonstrate the progression of critical thinking skills implemented and achieved by the course. The CCTST is a large part of this assessment, but essays and exercises may also be presented as additional confirmation of critical thinking improvement. The instructor will seek permission from the student should their work be chosen for the assessment process.

Late Work Policy
All work should be turned in on time according to the due dates indicated in class and on the prompts. Any late work turned in beyond the deadline will be downgraded 5% of the total grade for each day it is late. Since work can be submitted electronically, this
penalty will also be assessed on weekends. I will provide information regarding how and where students should turn in assignments; as a result, not knowing how to submit work will not be accepted as an excuse for missing the deadline.

**Attendance Policy**
Because the course functions by means of discussion/participation, all students are expected to attend class regularly. Each student will receive three (3) no-questions-asked absences throughout the semester, but any absence beyond this will result in a 5% reduction of the student’s overall grade. For example, five absences will lower the course grade 10% and make 90% the highest possible grade. No matter the reason for the absence, students must remain current with the readings, assignments, and class discussions/lectures.

The attendance penalty will be waived in the case of excused absences that are both documented and accounted for within one week of the absence. Acceptable excuses for an absence include but are not limited to: university sanctioned functions, serious illness, medical emergency, or death in the family. This list is not exhaustive, but the validity of the excuse is determined at the discretion of the instructor.

NB: For illnesses that may require multiple absences, please see the policy regarding students with disabilities below. The instructor should be informed of the situation both at the start of the semester and within 24 hours of each absence.

Late arrivals should enter class quietly and without disrupting either discussion or lecture. Repeated and/or persistent late arrivals will convert to an absence upon the fourth occurrence.

Should the instructor be late for class, the students are responsible for waiting at least fifteen (15) minutes before assuming that class will be canceled for that particular session.

**Technological and Practical Requirements**
Many of the reading assignments, as well as grade information, will be available on Blackboard and so students should regularly check both Blackboard and their email for information, notices, and/or assignments displayed online. Laptops may be used in class for taking notes, but the students will be asked to put them away should they become a distraction. Cell phone use is prohibited in class.
In addition, students are required to bring to each class session writing instruments, paper, and the text to be discussed that day.

**General Education**
English 2150 fulfills Arts & Humanities (Literature) general education requirement in that its texts and assignments will provide the students with the ability to “demonstrate an understanding of the arts and humanities in historical and social contexts.”
**Academic Integrity and Plagiarism**

According to the Undergraduate Announcements:

“As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a “high seminary of learning.” Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

When, in my opinion, there is evidence that a student has committed an act of academic dishonesty, the faculty member shall make a formal written charge of academic dishonesty, including a description of the misconduct, to the Associate Dean for Curriculum in the Office of Undergraduate Studies. At the same time, the faculty member may, but is not required to, inform each involved student privately of the nature of the alleged charge. If you have any questions whatsoever about what constitutes plagiarism, see me before you turn in final drafts of your work. Students are not allowed to submit work from other classes for credit in this course.”

Students caught plagiarizing or cheating in any other manner will receive a zero on the assignment. On the second offense, a formal report will be submitted to the Associate Dean for Curriculum and the student will receive an ‘F’ in the course.

**Students with Disabilities**

Students with disabilities who need accommodations should make an appointment with Dr. Arlene Stewart, Director of Disability Services, to discuss specific needs within the first month of classes. Students should present a Faculty Accommodation Letter from Student Disability Services when they meet with instructors. Student Disability Services is located in Suite 239 of the Academic Success Building (864-656-6848; sds-l@clemson.edu). Please be aware that accommodations are not retroactive and new Faculty Accommodation Letters must be presented each semester.

**Additional Information**

1. I am always available during office hours to help with any difficulties you may encounter throughout the course. This includes questions about the texts, assistance with writing essays, or simply general concerns. That being said, if you require help with your essays, please do not expect me to read full drafts and provide comments. Students should arrive at office hours with specific questions regarding their draft, thesis, conclusion, etc. so that our discussion can be as fruitful as possible while also being respectful of the time belonging to other students who require assistance.

2. Throughout the semester, we will be reading very funny things, very dark and sad things, and, many times, things that are both very funny and very sad simultaneously. As a result, the discussion in class should at all times be open, respectful, and productive. Personal attacks, offensive comments, and disrespectful or non-constructive criticism will not be tolerated under any circumstances. Each session will be far more interesting, productive, and valuable if we fill it with a multiplicity of voices and ideas that add to our understanding of the texts. This is not to say that we will not or should not disagree because disagreement is precisely
where the work of the discussion will happen, but all differences should be approached with respect for the other person’s (or author’s) perspective.

3. You, not the instructor, are responsible for the grade you receive in this course. I have provided you with grading rubrics for any element of the course that you might consider subjective and so all students will know precisely how they are being evaluated. Please remember that your course grade is not based upon the minimum requirements of the course, but rather on the evaluation of how you have fulfilled those requirements. Grades will be available on Blackboard and you are responsible for checking them and notifying the instructor of any mistakes. I am available to discuss any questions regarding grades, however these discussions must occur within a week of receiving the grade. After a week, the grade will not be changed. All grade changes are at the sole discretion of the instructor.

**Literary Exercise #1**

Read the poem below and then spend 15 minutes explicating its meaning. Students will receive credit for completing this assignment only; the interpretation will not be graded for its substance or validity.

“The Death of the Ball Turret Gunner”

by Randall Jarrell

From my mother's sleep I fell into the State,
And I hunched in its belly till my wet fur froze.
Six miles from earth, loosed from its dream of life,
I woke to black flak and the nightmare fighters.
When I died they washed me out of the turret with a hose.
Class Participation

Listed below are the criteria that will be used to grade you on your class participation. Please read them carefully because your participation can make a significant difference on your final grade.

“A” : This student…
- is on time and ready to begin when class starts
- is actively engaged in all class work
- listens to others open-mindedly; is respectful of all contributions
- readily contributes ideas/opinions without criticizing the opinions/ideas of others
- often initiates and stimulates discussions with provocative questions
- turns off all electronic equipment before class (ex. cell phone, iPod, etc.)

“B” : This student…
- is nearly always on time and ready to begin when class starts
- is actively engaged in most class work
- listens to others open-mindedly; is respectful of all contributions
- sometimes contributes ideas/opinions without criticizing the opinions/ideas of others
- sometimes initiates and stimulates discussions with provocative questions
- turns off all electronic equipment before class (ex. Cell phone, iPod, etc.)

“C” : This student…
- is usually on time and ready to begin when class starts
- is actively engaged in some class work
- listens to others open-mindedly; is respectful of all contributions
- rarely contributes ideas and opinions
- sometimes criticizes the opinions/ideas of others
- rarely initiates and stimulates discussions with provocative questions
- usually turns off all electronic equipment before class (ex. Cell phone, iPod, etc.)

“D” : This student…
- misses class regularly
- is rarely on time and ready to begin when class starts
- is rarely actively engaged in class work
- never contributes ideas and opinions
- sometimes criticizes the opinions/ideas of others
- never initiates and stimulates discussions with provocative questions
- is often distracted with personal items such as cell phone, iPod, etc.

“F” : This student…
- is rarely in class and never participates
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<tr>
<th></th>
<th>The A paper</th>
<th>The B paper</th>
<th>The C paper</th>
<th>The D paper</th>
<th>The F paper</th>
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<tr>
<td><strong>Ideas</strong></td>
<td>Excels in responding to assignment. Demonstrates sophistication of thought. Central idea/thesis is clearly communicated, worth developing.</td>
<td>A solid paper, responding appropriately to assignment. Has clearly stated thesis or idea, but may have minor lapses in development. Begins to acknowledge the complexity of central idea and the possibility of other points of view. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully.</td>
<td>Adequate but weaker and less effective, possibly responding less well to assignment. Presents central idea in general terms often depending on platitudes or clichés. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with some lapses in understanding. If it defines terms, often depends on dictionary definitions.</td>
<td>Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.</td>
<td>Does not respond to assignment, lacks a thesis or central idea, and may neglect to use sources where necessary.</td>
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<td><strong>Organization</strong></td>
<td>Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.</td>
<td>Shows a logical progression of ideas and uses fairly sophisticated transitional devices: e.g., may move from least to most important idea. Some logical links may be faulty, but each ¶ clearly relates to paper's central idea.</td>
<td>May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic based. While each ¶ may relate to a central idea, logic is not always clear. ¶s may have topic sentences but may be overly general, and arrangement of sentences within ¶s may lack coherence.</td>
<td>May have random organization, lacking internal ¶ coherence and using few or inappropriate transitions. ¶s may lack topic sentences or main ideas, or may be too general or too specific to be effective. ¶s may not all relate to paper's thesis.</td>
<td>No appreciable organization; lacks transitions and coherence.</td>
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<td><strong>Support</strong></td>
<td>Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.</td>
<td>Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.</td>
<td>Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to point being discussed. Often has lapses in logic.</td>
<td>Depends on cliches or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.</td>
<td>Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief.</td>
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<td><strong>Style</strong></td>
<td>Chooses words for their precise meanings and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.</td>
<td>Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, focused - though some may be awkward and ineffective.</td>
<td>Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing.</td>
<td>May be vague and abstract, or very personal and specific. Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous.</td>
<td>Usually contains many awkward sentences, misuses words, employs inappropriate language.</td>
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<td><strong>Mechanics</strong></td>
<td>Almost entirely free of spelling, punctuation, and grammatical errors.</td>
<td>May contain a few errors, which may annoy the reader but not impede understanding.</td>
<td>Usually contains several mechanical errors, which may temporarily confuse the reader but not impede overall understanding.</td>
<td>Usually contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts.</td>
<td>Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence.</td>
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