Rationale for conversion: The conversion will give students greater opportunity to practice critical thinking and writing and to develop research skills by increasing the length and complexity of analytical writing assignments. A 5-7 page critical essay will be added requiring students to consult at least one outside source as research for the essay. Instruction includes introduction to print and non-print resources, such as digital collections, MLA (Modern Language Association) online data bases, web resources, and citations appropriate to topic.

This course continues to meet all outcomes for Literature and the Arts and Western Culture.

The four credit version will:
• add a 5-7 page critical essay;
• add instruction in research (print and digital sources);
• add a primary text.

The core syllabus below (texts) is the three credit generic version; assignments updated.

Course Description:
The third term of a three-term chronological series on the American novel, with emphasis on major writers. 1945-to the Present: Ralph Ellison and Flannery O’Connor through Philip Roth and Toni Morrison.

Student Learning Outcomes:
• Identify key authors and texts of the period (approximately 1945 to the Present)
• Analyze and identify central literary genres and conventions during the Post-World-War-II era.
• Account for and explain historical trends and issues that affected the development of American literature and culture during this era.
• Demonstrate general skills in reading comprehension, critical thinking, literary analysis, and academic writing in the humanities.

This course meets the requirements for bacc core courses in Literature and the Arts and Western Culture.

Learning Outcomes for Literature and the Arts:
1. Define, quote, or label significant works of literature.
2. Summarize, interpret or describe, from a historical perspective, the role of literature in society.
3. Demonstrate interrelationships or connections with other subject areas.
4. Recognize methods by which pattern and meaning are found.
5. Integrate and engage, through literature and the arts, one’s own and other cultures.
6. Develop expertise and sophistication in the conventions and techniques of literature, and also in critiquing those methods.
7. Demonstrate critical thinking about literary traditions in the American novel.
Learning Outcomes for Western Culture:
1. Describe the origins and evolution of important features of Western culture.
2. Differentiate and describe events, movements, ideas or artistic achievements of Western culture.
3. Demonstrate interrelationships or connections with other subject areas.
4. Analyze events, movements, ideas or artistic achievements of Western culture in a broad context.
5. Compare past and present American culture and institutions, and make future predictions,
6. Formulate a viewpoint on contemporary American society in all its institutional, social, and cultural complexity.
7. Demonstrate critical thinking skills.

Evaluation of student performance:
1. Class attendance is mandatory.
2. One midterm examination (25 points) 25%
3. Pass/No Pass Expository Exercises (See full explanation at “Assignments” on Blackboard. Do any 5 of the 18 possible.) 20%
4. A 5-7 page critical essay incorporating research (print and digital sources) 20%
5. A comprehensive final examination. See sample on Blackboard. 35%

Required Texts:
Joan Didion, RUN RIVER
Stanley Elkin, THE LIVING END
Seth Kantner, ORDINARY WOLVES
Flannery O’Connor, THE VIOLENT BEAR IT AWAY
Walker Percy, THE MOVIEGOER
Marilynne Robinson, GILEAD
Philip Roth, GOODBYE, COLUMBUS
John Updike, S.

Statement Regarding Disability Access Services:
Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

Link to Statement of Expectations for Student Conduct:
http://oregonstate.edu/admin/stucon/achon.htm
SCHEDULE OF ASSIGNED READINGS  Note: no specific page assignments are given here. Your pace might be different from the fraction each discussion day represents, but you should by all means have the novel completed by the final day listed for discussion.

April  3  INTRODUCTION: Modernism Meets Regionalism
April  5  Flannery O’Connor, *The Violent Bear It Away*
April  7  *The Violent Bear It Away*
April 10  *The Violent Bear It Away*
April 12  *The Violent Bear It Away*
April 14  Joan Didion, *Run River* plus her brief essay, “Marrying Absurd”
April 17  *Run River*
April 19  *Run River*
April 21  *Run River*, Philip Roth, *Goodbye, Columbus*
April 24  *Goodbye, Columbus*
April 26  *Goodbye, Columbus*
April 28  Walker Percy, *The Moviegoer*
May  1  *The Moviegoer*, plus his essay, “Message in the Bottle”
May  3  *The Moviegoer*
May  5  *The Moviegoer*
May  8  **MIDTERM EXAMINATION**
May 10  John Updike, *S.* plus *New Yorker* article on Rajneeshpuram
May 12  *S.*
May 15  *S.*
May 17  Marilynne Robinson, *Gilead*
May 19  *Gilead*
May 22  *Gilead*
May 24  *Gilead*
May 26  Stanley Elkin, *The Living End*
May 29  **MEMORIAL DAY CELEBRATED**
May 31  *The Living End*
June  2  *The Living End*
June  5  Seth Kantner, *Ordinary Wolves*
June  7  *Ordinary Wolves*
June  9  *Ordinary Wolves*