



ST. JEROME'S
UNIVERSITY

St. Jerome's University in the University of Waterloo

English 108E/WS 108E: Gender and Representation in Literature

Fall 2019 Mondays/Wednesdays: 1-2.20 SJ2 2007

Instructor: Carol Acton, St Jerome's University, Sweeney Hall 2201

The best way to reach me is by e-mail: cgacton@uwaterloo.ca Please always use the course name and number in your subject heading and sign with your full name.

Office hours Tuesdays 2-4 (during the teaching term) or by appointment – I encourage you to come and see me to discuss your work, particularly when you are writing your essays. See below for a recommended essay writing guide. Please also do come and see me as soon as possible if you miss class because of illness or a family emergency or for religious holiday observance.

This course explores a range of writings from the 20th/21st centuries to look at how gender is represented and constructed in poetry, prose fiction and drama, in the context of cultural narratives. Throughout the term you will be introduced to some of the important gendered preoccupations of the 20th and 21st centuries. You will also learn to 'read' literary texts – meaning that you will be introduced to ways of approaching texts from a literary-critical position. The short journal assignments are designed to help you think about the various writings and articulate your response as we go through the term. The essay will be a more formal literary-critical exercise in analyzing the texts.

Required texts:

These are available at the UW Bookstore or through the library as digital reserves which you will need to print off for class. I also suggest you also check used bookstores and online sites for cheaper copies. You can use any edition.

Angela Carter, *The Bloody Chamber* (the story 'The Bloody Chamber' is also available as a pdf from this source: https://dudley.harvard.edu/files/dudley/files/the_bloody_chamber.pdf and as we are using only the story in class the pdf will suffice, though I do encourage you to read all the stories in the collection)

Emma Donoghue, 'The Apple' from *Kissing the Witch*, (digital reserve)

bell hooks 'Choosing the margin as a space of radical openness'

<https://sachafrey.files.wordpress.com/2009/11/choosing-the-margin-as-a-space-of-radical-openness-ss-3301.pdf>

and 'Talking back' (digital reserve)

Lee Maracle: 'Laundry Basket' (from *First Wives Club*) and 'Preface' (from *Sojourner's Truth*) (digital reserve)

Milestone and Meyer eds, 'Introduction to *Gender and Popular Culture* (digital reserve)

Toni Morrison, *The Bluest Eye*

Annie Proulx, 'Brokeback Mountain', (digital reserve)

Jeanette Winterson, *Oranges Are Not the Only Fruit*

Tim Winton, 'The Turning' (digital reserve)

Selected poems see outline below (handout, online or digital reserve)

Additional recommended readings (digital reserve)

Caitlin Moran, 'I am a Feminist' from *How to be a Woman* (digital reserve)

Angela Saini, 'Why Men Dominate', from *Inferior* (digital reserve)

Naomi Wolff, *The Beauty Myth* on reserve at SJU library

An interesting website to check out: gal-dem: <http://gal-dem.com/>

Recommended text on writing about literature: Katherine Acheson, *Writing Essays about Literature*

Online essay writing resource:

<http://www.trentu.ca/academicskills/resources/essays.php>

Assignments

3 reflective journals @ 15% each = 45% - approx 3 pages each: no topics will be given - more information will be provided in class and via a Learn e-mail

Essay 40% – minimum 6 pages typed double spaced, 11 or 12 pt font. This is a literary-critical analysis. Due Wed 27th Nov in class

In-class test on texts read from week 6 onwards – 15% in **Final class (Dec 2nd)**

Deadlines and late assignments: Your assignments are due in class on the given date. They should use double spacing and 11 or 12 pt font. You can discuss an extension provided you contact me via e-mail at least 24 hrs before the assignment is due. Assignments that are late may be penalised at 2% per day unless you discuss a revised date with me beforehand. I would strongly encourage you, for your own time management, to hand assignments in on the due date.

Participation: You are expected to come to class regularly. To make sure you understand the crucial connections between works and the contexts we will be looking at it is important that you attend class regularly and engage with the course material. Much of the learning and thinking in any English course also comes from the reading you do outside class. Please read the course material before class and reread it after to reinforce the material and think about it in connection to other works on the course. **Electronic devices:** To minimize distractions in class I ask that you

not use phones or other electronic devices. If you need to use a laptop for accessing a text or for accessibility reasons that is permissible, but otherwise I prefer you do not use computers. They can be distracting to you and other students. Cognitive psychologists have shown that you think better and retain information more fully if you take notes in class by hand.

Please make sure you have a copy of the relevant course text (in print form) with you in class. In English we engage in ‘close reading’ which means you will need to be able to work with the text in front of you and a pen or pencil in hand to make notes.

Week 1 (Sept 4/9/11): Introduction: poetry: Boland ‘Anorexic’; Angelou ‘Men’, ‘Phenomenal Woman’; (handouts); Popular representations of gender in Fairy Tales (Bluebeard, <https://www.pitt.edu/~dash/perrault03.html>); Snow White, http://mrsconsiglio.weebly.com/uploads/3/2/3/7/3237743/grimm_053_little_snow-white.pdf

Pages 1-6, ‘Popular Culture and the Media’ of the ‘Introduction’ to *Gender and Popular Culture* (digital reserve)

Sept 11th Librarian visit and introduction to library and library based research

Week 2 (Sept 16/18) ‘Apples’ from Donoghue, *Kissing the Witch* (digital reserve); Pages 6-9 of Intro to *Gender and Popular Culture*, ‘Production, Representation and Consumption’; ‘The Bloody Chamber’ in *The Bloody Chamber*

Week 3 (Sept 23/25) ‘The Bloody Chamber’

Poetry, Sylvia Plath ‘Daddy’ <https://www.poetryfoundation.org/poems/48999/daddy-56d22aafa45b2>

‘Lady Lazarus’ <https://www.poetryfoundation.org/poems/49000/lady-lazarus>

‘Ariel’ <https://www.poetryfoundation.org/poems/49001/ariel>

Pages 9-11 ‘Feminism, Post-Feminism and Patriarchy’ Reflective journal 1 due

Week 4 (Sept 30/Oct 2) poetry contin.; *Bluest Eye*; bell hooks ‘Choosing the Margin’ <https://sachafrey.files.wordpress.com/2009/11/choosing-the-margin-as-a-space-of-radical-openness-ss-3301.pdf>

‘Talking back’ (digital reserve)

Week 5 (7/9) *Bluest Eye* (Read pages 12-15 ‘Gender: Social Construction and Performance’) and <http://gal-dem.com/letter-younger-self-body-alone/>

Oct 14-18 Thanksgiving holiday and Reading week

Week 6 (21/23) film: Kureishi, *My Beautiful Laundrette* Pages 16-19 ‘Ideology’ **Reflective Journal 2 due**

Week 7 (28/30) *Oranges are Not the Only Fruit*; Pages 19-22, ‘Gender ideologies’

Week 8 (Nov 4/6) *Oranges*; Pages 22-29, ‘Discourse’ and ‘Space’

Week 9 (Nov 11/13) Masculinities: war and the soldier: Owen, ‘Dulce et Decorum Est’
<http://lornshillacademy.org.uk/wp-content/uploads/2014/12/Dulce-et-Decorum-est.pdf>

‘Disabled’ <https://www.poetryfoundation.org/poems/57285/disabled>;

Women’s war poetry - handout

Proulx: ‘Broke Back Mountain’; Winton, ‘The Turning’

Week 10 (Nov 18/20) Indigenous writing and the colonial/postcolonial context: Lee Maracle, ‘Preface’, ‘Laundry Basket’ (digital reserve); **Reflective journal 3 due**

Week 11 (Nov 25/27) Selected Poetry (digital reserve) Kaur: ‘to fathers with daughters’, ‘when my mother opens her mouth’, ‘the next time he’, ‘my issue with what they consider beautiful’,

Crozier, from Sex Lives of Vegetables: ‘Carrots’
<http://jeveraspoetryanthology.weebly.com/carrots.html> ; ‘Onions’
<https://canpoetry.library.utoronto.ca/crozier/poem6.htm>;

Plath, ‘You’re’ <https://www.poetryfoundation.org/poems/49010/youre>

Boland TBA handout; review

Essay due in class Wed 27th Nov

Week 12 Final class (Dec 2) In Class Test (75 mins)

This schedule may be subject to minor revision

Important Information

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo and its Federated University and Affiliated Colleges are expected to promote honesty, trust, fairness, respect, and responsibility.

Academic Integrity Office (UW): A resource for students and instructors.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 \(Student Discipline\)](#).

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Students who decide to file a grievance should refer to [University of Waterloo Policy 70 \(Student Petitions and Grievances\)](#). For more information, students should contact the Associate Dean of St. Jerome’s

University.

Appeals: A student may appeal the finding and/or penalty in a decision made under the St. Jerome's University Policy on Student Discipline or University of Waterloo Policy 70 (Student Petitions and Grievances) if a ground for an appeal can be established. In such a case, read [St. Jerome's University Policy on Student Appeals](#).

Note for Students with Disabilities: The [AccessAbility Services \(AS\) Office](#), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS Office at the beginning of each academic term.

Mental Health Services:

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 x32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from the Student Life Centre

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Extended Assessment Unit Phone: 519-749-4300 x6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): Support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Phone: 519-884-0000 x222

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information