



**ST. JEROME'S**  
**UNIVERSITY**

**St. Jerome's University in the University of Waterloo**

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

**Fall 2020 Remote**

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

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

**Please check your UW email regularly (at least every day) as I will often send you information that way as well as using Learn. Most importantly, I will send you Zoom links for our weekly meetings via your email.**

**We will have weekly Zoom meetings on Tuesdays at 1.30 pm K.W time (or Montreal time according to Zoom settings)** for approximately 1 hour to allow you to discuss the course material and ask questions about the assignments. During this time we will have small breakout groups so you can discuss the week's readings with others in the class. If you need more help, please email me for an individual appointment. See below for a recommended essay/assignments writing guide.

Please also let me know if anything disrupts your progress through the term, such as illness or a family emergency or religious holiday observance.

This course explores a range of writings from the 20<sup>th</sup>/21<sup>st</sup> centuries to look at how gender is represented and constructed in poetry, fiction, and the personal essay in the context of cultural narratives, as well as to consider the role literature plays in the feminist movement. Throughout the term you will be introduced to some of the important gendered preoccupations of the 20<sup>th</sup> and 21<sup>st</sup> 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 assignments are designed to help you think about the various writings and articulate your response as we go through the term.

**Required texts:**

These are available at the UW Bookstore or through the library site as digital reserves set up for this course. I suggest you also check used bookstores and various online sites for cheaper copies or ebooks. You can use any edition.

To access the digital reserves, go to the Learn site for the course and scroll down the left hand margin until you see Get Course reserves. When you click on this it takes you to the library site which asks you to login. When you do that you will get the list of reserves. You can also access them through the library site when you sign in.

Angela Carter, 'The Bloody Chamber' (digital reserve)

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

bell hooks ‘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)

Sylvia Plath, *The Bell Jar*- need to buy hard copy or ebook

Annie Proulx, ‘Brokeback Mountain’, (digital reserve)

Jeanette Winterson, *Oranges Are Not the Only Fruit* – need to buy hard copy or ebook

Selected poems see in the course outline below (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* ebook through UW library

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

Writing resources: <https://www.trentu.ca/academicsskills/how-guides/how-write-university>

<https://www.trentu.ca/academicsskills/how-guides/how-write-university/how-approach-any-assignment/how-write-reflection-paper>

<https://www.trentu.ca/academicsskills/documentation>

<https://www.trentu.ca/academicsskills/how-guides/how-edit-your-writing>

<https://www.trentu.ca/academicsskills/how-guides/how-use-sources>

## Assignments

5 short reflective writing pieces – topics posted 2 weeks prior to assignment due date or sooner. They should use double spacing and 11 or 12 pt font. I will post more detailed instructions on Learn and/or through an e-mail.

Deadlines and late assignments: Your assignments are due via email as a Word file on the given date. 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: Small group synchronous virtual discussion via Zoom – not graded. These are for you to engage in discussion with each other about the course readings and get to know each other.

**Week 1 (Sept 8):** Introduction: poetry and representations of gender: Maya Angelou ‘Men’, ‘Phenomenal Woman’, ‘Still I Rise’

links

<https://allpoetry.com/poem/8511419-Men-by-Maya-Angelou>

<https://www.poetryfoundation.org/poems/48985/phenomenal-woman>

and watch this great reading: [https://www.youtube.com/watch?v=VeFfhH83\\_RE](https://www.youtube.com/watch?v=VeFfhH83_RE)

<https://www.poetryfoundation.org/poems/46446/still-i-rise>

Some versions of fairy tales, such as Disney movies, are often very different from the original versions – read both of these below and think about representations of gender in each, in preparation for week 2.

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](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)

Librarian virtual workshop

Topics for assignment 1

### **Week 2 (Sept 14) Topic: Reworking fairy tales**

Considering the representations of gender in the original fairy tales, think about the changes in these stories that challenge convention.

‘Apples’ from Donoghue, *Kissing the Witch* (digital reserve); Pages 6-9 of Intro to *Gender and Popular Culture*, ‘Production, Representation and Consumption’

Reading: relationship between literature, publishing and feminism: <https://www.bl.uk/20th-century-literature/articles/feminist-literature-puncturing-the-spectacle>

‘The Bloody Chamber’ in *The Bloody Chamber* (digital reserve)

### **Week 3 (Sept 21) ‘The Bloody Chamber’:**

Secondary reading: <https://www.bl.uk/20th-century-literature/articles/angela-carter-gothic-literature-and-the-bloody-chamber>

from *Gender and Pop Culture*: section on ‘Feminism, Post-Feminism and Patriarchy’

**Assignment 1 due Friday 25<sup>th</sup> by 5pm in your time zone**

### **Week 4 (Sept 28) Plath, *The Bell Jar*:**

Secondary reading: <https://www.bl.uk/20th-century-literature/articles/an-introduction-to-the-bell->

[jar](#)

<https://www.bl.uk/collection-items/typescript-second-draft-of-the-bell-jar-by-sylvia-plath>

Topics for assignment 2

**Week 5 (Oct 5)** *The Bell Jar* contin.

Secondary reading from *Gender and Pop Culture*, 12-15 'Gender: Social Construction and Performance'

bell hooks, personal essay, 'Talking back' (digital reserve);

**Oct 12-18 Thanksgiving holiday and Reading week**

**Week 6 (Oct 18)** *Oranges are Not the Only Fruit*;

Secondary reading, 'Integrating Fantasy and Reality in Jeanette Winterson's *Oranges Are Not the Only Fruit*' by Mara Reisman <https://muse-jhu-edu.proxy.lib.uwaterloo.ca/article/454260/pdf> (you will need to be signed into the library to access this)

from *Gender and Pop Culture* Pages 16-19 'Ideology'

Topics for assignment 3

**Assignment 2 due Friday 23rd**

**Week 7 (Oct 25)** *Oranges*;

Secondary reading *Gender and Pop Culture* Pages 19-22, 'Gender ideologies'; Pages 22-29, 'Discourse' and 'Space'

Interview with Jeannette Winterson in 2 parts:

<https://www.youtube.com/watch?v=5oqHrMIUuk&t=1051s>

<https://www.youtube.com/watch?v=rQeSz5N6TQs>

If you search You tube you will find recent interviews with her if you are interested

**Week 8 (Nov 2)** Masculinities: war and the soldier: Owen, 'Dulce et Decorum Est'

<http://lornshillacademy.org.uk/wp-content/uploads/2014/12/Dulce-et-Decorum-est.pdf>

Reading of 'Dulce et decorum est': <https://www.youtube.com/watch?v=BpZjtBBIOLI&t=42s>

Secondary reading: <https://www.bl.uk/20th-century-literature/articles/a-close-reading-of-dulce-et-decorum-est>

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

Reading of 'Disabled': <https://www.youtube.com/watch?v=k2aMIMeJ0S4>

Topics for assignment 4

**Assignment 3 due Fri 6th****Week 9 (Nov 9)** Proulx: 'Broke Back Mountain'**Week 10 (Nov 15)** Indigenous writing and the colonial/postcolonial context: Lee Maracle, 'Preface', 'Laundry Basket' (digital reserve);Lee Maracle on writing and women <https://www.youtube.com/watch?v=M0Qihm7CaL4>**Assignment 4 due Fri 20<sup>th</sup>**

Topics for assignment 5

**Week 11 (Nov 23)**Poetry and the Women's Movement (primarily focused on American women's poetry): <https://www.poetryfoundation.org/podcasts/149360/a-change-of-world-documentary>

Sylvia Plath

Plath, 'Daddy' <https://www.poetryfoundation.org/poems/48999/daddy-56d22aafa45b2> ;'Lady Lazarus' <https://www.poetryfoundation.org/poems/49000/lady-lazarus>;'The Applicant' <https://www.poetryfoundation.org/poems/57419/the-applicant> (compare the poem to this song, 'Livin' Doll' sung by Cliff Richard which was a hit in 1959/60. Plath wrote the poem in 1962. <https://www.youtube.com/watch?v=9RqgjQTmzE>)

Listen to these recordings of Plath reading the poems to get a sense of the relationship between sound and the meaning of the poem

<https://www.youtube.com/watch?v=hZ1ar58BIM><https://www.youtube.com/watch?v=Uq2LOhaf97o>

Interviews with Plath in which she discusses her poetry and novel writing:

Plath: <https://www.youtube.com/watch?v=g2lMsVpRh5c&t=609s>Plath and Hughes: <https://www.youtube.com/watch?v=Vqhsnk6vY8E>**Week 12 (Nov. 30)**

Anne Sexton, 'Ballad of the Lonely Masturbator'

<https://www.poetryfoundation.org/poems/42574/the-ballad-of-the-lonely-masturbator>Adrienne Rich 'Diving into the Wreck' <https://poets.org/poem/diving-wreck>Audre Lorde 'Power' <https://www.poetryfoundation.org/poems/53918/power-56d233adafef3>

Rupi Kaur: ‘to fathers with daughters’, ‘when my mother opens her mouth’, ‘the next time he’, ‘my issue with what they consider beautiful’, (digital reserve)

Interview with Kaur: <https://www.pbs.org/newshour/show/poet-rupi-kaur-reaches-new-audiences-in-a-new-way>

**Assignment 5 due Fri Dec 4th**

## **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](mailto: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