



ST. JEROME'S UNIVERSITY

St. Jerome's University in the University of Waterloo

Department of English

English 208E /GSJ 208 Women's Writing

Winter 2023

Tuesday/Thurs 1-2.20 SJ2 2002

INSTRUCTOR INFORMATION

Instructor: Dr Carol Acton

Office: SJU 2201

Office Hours: Wednesdays from 1-2.30 or contact me to meet at other times on Zoom or by phone – **You will need to wear a KN 95 mask to any in-person meetings**

Email: cgacton@uwaterloo.ca

CORRESPONDENCE

Please contact me via email at the above email address. Put the course number in the subject heading and your name in the body of the email.

COURSE DESCRIPTION

This course considers a range of women's writing from the twentieth and twenty-first centuries in its social and cultural contexts. While it is impossible to cover even the main writers of the period, the course offers an introduction to some of the significant women writers of this time and/or to women's responses to cultural and social change.

COURSE OBJECTIVES

Each class will focus on discussion of the works through literary-critical (close reading) analysis of the texts in their social and cultural contexts, allowing for engagement with the works and with peers. **You will need to have read the texts before class and come prepared to discuss them.**

REQUIRED TEXTS

Digital reserves are available online through the library reserves. Other works have direct links given in the schedule and course notes on Learn.

You will need to buy

Sylvia Plath, *The Bell Jar*

Shelagh Delaney, *A Taste of Honey*

Sally Rooney, *Normal People*

The above are available through the bookstore, but I suggest looking for used copies to save money. You can use any edition.

COURSE REQUIREMENTS AND ASSESSMENT

Assignments

4 short writing pieces – topics posted on Learn. These are two reflective pieces and two critical analysis essays:

Reflective response 1 @ 20% - 2-3 pages due Feb 4

Short critical analysis 1 @ 20% 2-3 pages due March 4

Reflective response 2 @ 25% 3-4 pages due March 25

Short critical analysis 2 @ 35% 4-5 pages due April 11

Additional 1% bonus mark (added to your final grade) if you attend the 2 Reading Series readings at SJU in the Winter term: .0.5% for each. Information on these with dates and times to follow. If you cannot attend you can earn the bonus by reading some writing by the author and writing a one paragraph response to it.

Format

- Assignments must be **emailed to me directly as a Word attachment** – I will return with comments
- They should be double spaced in 11 or 12 pt font. Do not double space between paragraphs.
- All written work must indicate use of secondary sources with clear in-text citation and a bibliography/works cited at the end
- Further information on the above assignments will be available via a Learn e-mail/on the Learn site

Online writing help: <https://www.trentu.ca/academicskills/how-guides/how-write-university>

This guide includes documentation/citation guidelines and samples; how to write an English essay; moving beyond the five paragraph essay; and advice on the mechanics of style and grammar with sample essays.

Full guidelines and topics are on the Assignments document under ‘content’ on the Learn site.

Assignment due dates are also in the schedule

COURSE SCHEDULE

Early 20th century

Week 1 Jan 10th

Chopin ‘The Story of an Hour’ (1894) (US)

Please read this before the class if possible

<https://socrates.acadiau.ca/courses/engl/rcunningham/1413-F09/StoryAnHour.pdf>

Jan 12th Katherine Mansfield (New Zealand/UK)

Introduction

<https://www.bl.uk/20th-century-literature/articles/an-introduction-to-katherine-mansfields-short-stories>

‘The Tiredness of Rosabel’ (1908)

<https://gutenberg.net.au/ebooks08/0800221h.html>

Week 2 Jan 17th

Mansfield: ‘Bliss’ (1918)

<https://www.gutenberg.org/cache/epub/44385/pg44385-images.html#chap03>

Jan 19th

Women respond to the First World War (UK)

Rose Macaulay, ‘Picnic’ (1917)

<https://www.poetrybyheart.org.uk/poems/picnic/>

Charlotte Mew, ‘The Cenotaph’ (1919)

<https://www.poetryfoundation.org/poems/57272/the-cenotaph-56d23a9c7145a>

Week 3 Jan 24th

Virginia Woolf (UK)

‘The New Dress’ (1924)

<https://gutenberg.net.au/ebooks12/1203821h.html#ch-08>

from *A Room of One’s Own* (1929)

<https://gutenberg.ca/ebooks/woolfv-aroomofonesown/woolfv-aroomofonesown-00-h.html#chapter06>

Introduction to *A Room of One’s Own*

<https://www.bl.uk/20th-century-literature/articles/an-introduction-to-a-room-of-ones-own>

Jan 26th

Zora Neale Hurston 'How it feels to be colored me' (1928) (US)

<https://www.wheelersburg.net/Downloads/Hurston.pdf>

Week 4 mid Twentieth Century

Jan 31st

Women responding to the Second World War

Poetry, Jo Westren, 'Brief Sanctuary' (digital reserve) (1940s) (UK)

Elizabeth Bowen, 'The Demon Lover' (Irish/UK) (1945)

<https://biblioklept.org/2016/06/20/read-the-demon-lover-a-short-story-by-elizabeth-bowen/>

Feb 2nd

Sylvia Plath, 'Morning Song' (Feb 1961) 'Daddy' (Oct 1962) 'Lady Lazarus' ((Oct 1962)); 'The Applicant' (Oct 1962); (US – living in UK when these poems were written)

<https://www.poetryfoundation.org/poems/49008/morning-song-56d22ab4a0cee>

<https://www.poetryfoundation.org/poems/48999/daddy-56d22aafa45b2>

<https://www.poetryfoundation.org/poems/49000/lady-lazarus>

<https://www.poetryfoundation.org/poems/57419/the-applicant>

<https://www.bl.uk/20th-century-literature/articles/a-close-reading-of-daddy>

<https://www.bl.uk/20th-century-literature/articles/a-close-reading-of-lady-lazarus>

Carol Ann Duffy on Sylvia Plath: <https://www.poetryfoundation.org/harriet-books/2012/11/carol-ann-duffy-on-the-importance-of-sylvia-plath>

First assignment due Feb 3rd by 5.30 pm

Week 5 Feb 7th /Feb 9th

Sylvia Plath, *The Bell Jar* (1962)

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

<https://www.bl.uk/collection-items/sylvia-plaths-journal-26-february-1956>

<https://www.bl.uk/collection-items/sylvia-plaths-journal-2-march-1958>

Week 6 Feb 14th /16th

Shelagh Delaney *A Taste of Honey* (UK) (1958)

Link to film of *A Taste of Honey*

<https://www.bl.uk/20th-century-literature/articles/an-introduction-to-a-taste-of-honey>

<https://www.bl.uk/20th-century-literature/articles/shelagh-delaney-the-start-of-the-possible>

<https://www.bl.uk/20th-century-literature/videos/breaking-barriers-murray-melvin-on-a-taste-of-honey>

Reading Week (Feb 20-24)

Week 7 Feb 28th

Audre Lorde on being black and lesbian in the 50s

Long interview: https://www.youtube.com/watch?v=nS8_5Dm-sg

Short interview with video: <https://www.youtube.com/watch?v=wqfTfyPFyik>

Introduction to Lorde: <https://www.poetryfoundation.org/articles/146096/audre-lorde-101>

Audre Lorde poetry: 'Afterimages' <https://www.poetryfoundation.org/poems/42582/afterimages>
(US) ()

March 2nd + more poetry

2nd assignment due March 3rd by 5.30 pm your time

Week 8 March 7

Mid to late Twentieth Century

Relationship between literature, publishing and feminism

<https://www.poetryfoundation.org/podcasts/101723/books-that-broke-down-barriers>

60s articles in BL and online poetry source

Introduction to Adrienne Rich (US)

<https://www.poetryfoundation.org/poets/adrienne-rich>

'Diving into the Wreck' <https://poets.org/poem/diving-wreck> (1971-2)??

March 9th

‘Women, Feminist Identity and Society in the 1980’s’ (digital reserve)

Introduction to Doris Lessing ((Rhodesia) Zimbabwe/UK)

(digital reserve)

Lessing, ‘An Old Woman and Her Cat’ (1963) (digital reserve)

Alice Walker, ‘Everyday Use’ (1973) (US) (digital reserve)

Late 20th century/21st century

Week 9 March 14th

Alice Munro, ‘Royal Beatings’, ‘The Beggar Maid’ (Canadian) (1978) (digital reserve)

March 16th

Joy Harjo (Muscogee Nation (Indigenous North America)):

‘When the World as We Knew It Ended’ (1975-2001)

[When the World as We Knew It Ended by Joy Harjo | Poetry Foundation](#)

‘An American Sunrise’

<https://www.poetryfoundation.org/poetrymagazine/poems/92063/an-american-sunrise> (2017)

Lee Maracle (Sto:lo Nation (Indigenous North America)), ‘Laundry Basket’ (2010); ‘Trayvon is Gone’ (2019) (digital reserve)

<https://www.poetryfoundation.org/podcasts/146610/a-change-of-world-episode-6-new-waves>

20th/21st Century

Week 10 March 21st

Eavan Boland: ‘Night Feed’ <https://www.poetryireland.ie/publications/poetry-ireland-review/online-archive/view/night-feed> (Irish) (1982)

‘Cityscape’ <https://www.poetryfoundation.org/poetrymagazine/poems/56178/cityscape> (2013)

Carol Ann Duffy: ‘Prayer’ <https://www.fulgura.de/sonett/karussel/original/prayer.htm> (UK) (2013)

‘Valentine’ <https://www.scottishpoetrylibrary.org.uk/poem/valentine/> (1993)

‘Syntax’ <https://poetryarchive.org/poem/syntax/> (2005)

March 23rd

Moira Egan: ‘Bar Napkin Sonnet 11’, <https://www.poetryfoundation.org/poems/49272/bar-napkin-sonnet-11> (2005/2008) (US)

June Jordan, ‘Poem about my rights’ (posthumous, 2005) (US)

<https://www.poetryfoundation.org/poems/48762/poem-about-my-rights>

Hollie McNish (2019) (UK) <https://holliepoetry.com/2019/05/22/when-i-was-a-teenage-girl/>

<https://www.bbc.co.uk/programmes/m00139p4>

3rd assignment due March 25th by 5.30 pm your time

Week 11 March 28th/30th

Sally Rooney, *Normal People* (2017) (Irish)

Week 12 April 4th/6th *Normal People* and overview

Final assignment due April 10th

podcast

<https://www.poetryfoundation.org/podcasts/149360/a-change-of-world-documentary>

IMPORTANT DATES TO REMEMBER

Assignment due dates:

Assign 1 Feb 3rd

Assign 2 March 3rd

Assign 3 March 25th

Assign 4 April 10th

POLICY ON LATE WORK, MISSED ASSIGNMENTS, AND MAKE-UP TESTS

Late assignments will have 2% deducted per day late. However, if you request an extension at least 24hrs before the deadline via e-mail, I can arrange a new deadline with you without penalty. It is in your own best interest to hand work in on time so you don’t become overwhelmed with overdue work. Please let me know if ongoing illness or family or personal issues cause problems during the term as it makes it much easier for me help you plan work accordingly if I know about su Alternate arrangements for

a short-term (e.g., one-week) cancellation of in-person classes, whether for the particular course or University-wide:

students should continue to follow the weekly readings and use the notes as a guide

If I am not ill, I will continue weekly classes via Zoom. Classes will be recorded and the recordings placed on the Learn site under content for any student who cannot attend these.

If I am ill I will arrange Zoom classes as soon as I am able

Classes will be cancelled if I am too ill to teach – you will be advised through an announcement on the Learn site and/or through the administration at St Jerome’s

a longer-term cancellation of in-person meetings, whether for the particular course or University-wide

as above

accommodation available for students who cannot attend classes due to self-isolation

students should continue with the readings and notes as far as possible, depending on illness

contact me to discuss catching up on any missed assignment dates and/or requesting an extension as noted in the course outline

Please do not come to class if you have any symptoms of illness

Wearing a well fitting KN95 mask will protect you and those around you and so mitigate the spread of illness throughout the term

OTHER IMPORTANT INFORMATION

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. [Check www.uwaterloo.ca/academicintegrity/ for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the St. Jerome’s University Policy on Student Petitions and Grievances, www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf. When in doubt, please be certain to contact the St. Jerome’s Advising Specialist, Student Affairs Office, who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check

www.uwaterloo.ca/academicintegrity/ for more information.] 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 instructor, 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, www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCapproved.pdf. For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check the Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

Appeals: A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome’s University Policy on Student Appeals, www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf.

Note for students with disabilities: The [AccessAbility Services \(AS\) Office](#), located in Needles Hall (Room 1401) at the University of Waterloo, 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 AccessAbility Services at the beginning of each academic term.

Mental Health Services: All of us need a support system. The SJU faculty and staff encourage students to seek out mental health support if they are needed.

On Campus (UW)

- 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 on the Faculty of Arts [website](#).

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

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

B. TERRITORIAL ACKNOWLEDGEMENT

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. St. Jerome's University is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

C. INTELLECTUAL PROPERTY

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or St. Jerome's University. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA, and/or St. Jerome's University for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA, or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).