



SAINT LOUIS UNIVERSITY
MADRID

**ENGL 2550 M01 Gender, Identity, and Literature
Spring 2018**

Class Days and Time: TR 16:00-15:15

Classroom: SIH B

Prerequisite(s): English 1900 or equivalent

Credit(s): 3

Instructor: Anne Dewey

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Campus Phone: 91 554 58 58, ext. 226

Office: SIH 316

Office Hours: Tuesday and Thursday, 9:45-10:45 and 12:30-2:30

Course Description:

French existentialist philosopher Simone de Beauvoir writes, “One is not born, but rather, becomes, a woman.” What is gender, and how does it influence our identities? Is gender a biological given or a cultural construct, fixed or fluid, becoming obsolete? What is the relationship between gender, sexuality, and the body? How do different historical and socio-political contexts (e.g., class, class, race, ethnicity), family, and love relationships shape conceptions of gender?

This course introduces you to literary study within the context and theme of Gender and Identity. Through the reading of a wide variety of genres - including drama, poetry, and fiction - the course engages students in literary ways of knowing. Methods include close reading, comparative textual analysis, and argumentative writing. By the end of this course, you will have critically read a significant and diverse body of literature focused on issues of gender and identity. You will be able use skills in literary interpretation both to determine how literature from different historical periods and cultures provokes us to think more deeply about gender and identity, and to understand and appreciate literature more fully.

Required Texts:

Fernando de Rojas. *La Celestina*. 1499.

Shakespeare. *King Lear*. 1606.

Zora Neale Hurston. *Their Eyes Were Watching God*. 1937.

Jeanette Winterson. *Written on the Body*. 1992.

Parks, Suzan-Lori. *Topdog/Underdog*. 2001.

Cormac McCarthy. *The Road*. 2007.

Course Goals and Student Learning Outcomes:

You will develop the following skills and knowledge, and be able to use them to interpret literature:

- Generate engaged and responsive close readings of texts
- Describe and analyze the various ways in which texts reflect and help shape wider cultural conditions
- Construct clear spoken and written arguments that demonstrate awareness of purpose and audience

Collection of Student Work for Assessment: Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, the Campus regularly assesses its teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose anonymized representative examples of student work from all courses and programs is kept on file, such as assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. *Thus, copies of student work for this course, including written assignments, in-class exercises, and exams may be kept on file for institutional research, assessment and accreditation purposes.* If students prefer that Saint Louis University - Madrid Campus does not keep their work on file, they need to communicate their decision in writing to the professor.

COURSE POLICIES

Attendance Policy: Unexcused absences and lateness will lower a student's grade as follows:

- More than 2 unexcused absences or persistent lateness (even 2-3 minutes) will result in your **grade being lowered** one +/- grade for every additional two absences.
- More than 6 unexcused absences results in **automatic failure of the class.**
- Arriving more than 10 minutes late counts as an absence.

“Excused” absences are documented illness and documented residency appointments.

For both excused and unexcused absences, you are still responsible for the material covered and for making up work missed.

Class assignments: Read the assigned texts carefully and critically before class. Bring questions, observations, and ideas to share. All papers must be printed on a word processor. Thoughtful listening and engagement of ideas discussed in class is essential to our learning community.

Writing Aids: The English Writing Assistance Center (EWAC) (and the Spanish Assistance Center) provides students with help in writing. They will review *typed* draft material to help you improve any aspect of a paper you wish to work on. You can sign up for an appointment online on the English Department webpage or drop in and wait your turn. Be sure to take a copy of the paper assignment to your tutorial if you have one. The

English Department webpage posts the hours of EWAC and a series of links to *online writing resources*, including research resources and style and documentation guides.

Late Paper Policy: The assignment schedule states when papers are due. Late papers will drop one half letter grade (for example, from a B+ to a B) per class late. Always contact me before an assignment is due if you anticipate a problem. All written assignments must be complete in order for you to pass the course.

E-mail: Campus and course announcements will often be handled by e-mail. Check your “@slu.edu” e-mail regularly.

Academic Honesty and Plagiarism Policy: Because cheating, falsification, and plagiarism are serious academic offenses, because you cheat yourself of the education and self-development you deserve, and because my experience has taught me that offenders who are not punished often repeat, I am merciless in pursuing plagiarism. Sanctions for violations of academic integrity include an F (grade of 0) on the assignment for a first occurrence and an F for the course in the case of further occurrences, with the possibility of further disciplinary action taken by the University. We will discuss plagiarism and review Saint Louis University’s policies on academic integrity further during our first class meeting and in the class about writing about literature. *Always* cite your sources, and do not hesitate to ask me if you are in doubt about how to cite your sources properly.

University Statement on Academic Integrity: Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office [website](https://www.slu.edu/the-office-of-the-provost/academic-affairs-policies) at: <https://www.slu.edu/the-office-of-the-provost/academic-affairs-policies>. Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

English Department Plagiarism Statement: In the instance of a suspicion of plagiarism or other form of academic dishonesty it should be remembered that the instructor has the right to require the student to prove (by quiz, interview, or other means) that they are the author of submitted work. Inability to do so will result in a report to the committee for academic dishonesty.

University Title IX Statement: Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address:
<http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>.

Students with Special Needs: In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to <http://www.slu.edu/madrid/learning-resources>.

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at disabilityservices-madrid@slu.edu or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage. Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

Course Requirements and Grading Rationale: You will be evaluated based on your progress toward achieving the course objectives in both oral and written expression.

While all items listed in the evaluation below provide the occasion for you to achieve the course outcomes, specific assignments focus more on some outcomes than on others: Class participation and work in groups help you to deepen critical understanding of your own idea of literary representations of gender and identity. Papers provide the opportunity to apply and integrate these theories to analyze how specific works of literature represent various aspects of gender and identity.

I am especially interested in your ability to think creatively and responsibly, developing your own questions and paths of inquiry in research and constructing careful arguments that critique, synthesize, and build on the knowledge you are acquiring. Your work should show understanding and critical consciousness of the ideas discussed in the readings and in class and should develop from dialogue with classmates, benefitting from their diverse personal and cultural experiences of literature.

Papers: The papers focus on different aspects of advanced close reading, comparison between writers/literary forms, and interpretation in the light of research into context, criticism, and theory. I will provide a list of topic suggestions for each paper. You may pursue your own topic if you clear it with me at least one week before the paper is due.

Rewrites: You may rewrite each paper once if you wish. The rewrite must be substantial to improve your grade, but you will receive the better of the two grades (although any grade reduction for lateness transfers from the original paper to the rewrite). I am happy to comment on rough drafts if I receive them at least 36 hours before the paper is due.

Class presentations: In pairs or individually, prepare one of each kind of presentation below. If you work with a partner, you need not keep the same partner for both presentations. I will provide a list of suggested topics for the presentations, but you may also pursue your own topics.

- *Passage presentation:* close reading of a passage, interpreting its literary qualities as richly as possible to establish its significance to the work we are reading.
Length: 5 minutes, no outside research required.
- *Context or critical presentation:* EITHER research relevant information from historical and cultural context (some aspect of the historical, political, social, technological, ethical... context, or literary theory relevant to our readings) OR read 3 full-length scholarly articles from the course bibliography, summarize them, and discuss how they provide new insight into the text for which you signed up. For ideas, see thematic suggestion list and course bibliography on Blackboard. This is an opportunity for you to pursue your own interests in the context of the works we read and introduce new angles of discussion!
Length: 6-8 minutes long and must reference at least three full-length critical articles from the course bibliography or of your own finding.

Individual components of coursework are assigned a letter grade; the final grade is a weighted average of those grades. Those percentage weights are calculated as follows:

- 10% Class participation and preparation, including quizzes, and presentations
- 10% First critical paper (close reading analysis, 2-3 pp.)

- 15% Second critical paper (textual analysis, 3-4 pp.)
- 15% Third critical paper (comparative analysis, 3-4 pp.)
- 10% Midterm exam
- 20% Research paper, 6-7 pp., minimum 3 secondary sources incorporating historical, cultural, or theoretical context to supplement your interpretation
- 20% Final exam

CRITERIA FOR AN EXCELLENT LITERATURE PAPER

1. **Strong, clear, precise, original thesis** (at this introductory level, original means going beyond related ideas discussed in class)
2. **Perceptive argumentation from textual evidence** demonstrating ability to understand literary language, applying the *close reading skills with awareness of the literary forms, strategies, and devices* discussed in class
3. **Skillful organization and integration of evidence** into a well-organized argument whose sections or steps are clearly related to the paper's thesis
4. **Clear, varied, vivid style.**
5. **Correct use of mechanics**—punctuation, spelling, MLA citation format
6. Where relevant, **skillful integration of historical and biographical material or secondary criticism** in support of one's argument

Points 1-3 are crucial to passing this class. My grading is holistic; great strength in one area of the paper can compensate for weakness in another, just as great weakness in one area prevents papers from receiving an A. Within this spectrum:

A papers must achieve Points 1-5 with great competence, and where relevant, Point 6. Sloppiness in Points 4-5 prevents papers from earning an A.

B papers are usually missing one of Points 1-3 (and Point 6 where relevant) or more than 1 but excel in the other areas (e.g., a paper with a strong, interesting thesis and good evidence that struggles with organization). Severe problems with Points 4-5 may prevent a paper from earning a B.

C papers usually lack two of Points 1-3 (and Point 6 where relevant) or achieve all 3 at a mediocre level.

D papers lack or are very weak in Points 1-3 (and Point 6 where relevant), struggle with Points 4-5, and lack flashes of insight or excellence to compensate.

F papers are devoid of ideas, partly or completely copied, or still unwritten.

Points 4-5 play a significant role in borderline grades.

DO NOT PLAGIARIZE!*

PLAGIARISTS CHEAT THEMSELVES OF THE EDUCATION THEY DESERVE,
BETRAY THEIR CLASSMATES, AND FAIL TO RESPECT THEIR PROFESSORS.

*If you feel tempted to plagiarize due to time pressure or lack of confidence in your own ability, DON'T. Come talk to me. We will work something out.

Undergraduate Grading Scale Office of the University Registrar
https://sites.google.com/a/slu.edu/registrar_resources/grades/scale

A	4.00	C+	2.30
A-	3.70	C	2.00
B+	3.30	C-	1.70
B	3.00	D	1.00
B-	2.70	F/AF	0.00 (AF = Failure due to excessive absence)

SCHEDULE OF ASSIGNMENTS

Week 1

Thursday, January 11 Introduction

ELEMENTS OF LITERATURE

Week 2

Tuesday, January 16 Chimamanda Ngozi Adichie, "Cell One;" Notes for Writing about Literature (Handouts)

Thursday, January 18 Stephen Crane, "An Episode of War" (Handout)

Week 3

Sunday, January 21

**Last Day to Drop a Class without a Grade W and /or Add a Class;
Last Day to choose Audit (AU) or Pass/No Pass (P/NP) Options**

Tuesday, January 23 Charlotte Perkins Gilman, "The Yellow Wall-Paper" and "Why I Wrote The Yellow Wallpaper" (Handout)

Thursday, January 25 **First paper (close reading) due, 2-3 pp.**

Friday, January 26 **No Classes**
Application Deadline for Spring Semester Degree Candidates

JOURNEYS

Week 4

Tuesday, January 30 Hurston, *Their Eyes Were Watching God*, chs. 1-5

Thursday, February 1 Hurston, *Their Eyes Were Watching God*, chs. 6-10

Week 5

Tuesday, February 6 Hurston, *Eyes Were Watching God*, chs. 11-16

Thursday, February 8	Hurston, <i>Eyes Were Watching God</i> , chs. 17-end EXTRA CREDIT OPTION: 11:00 Guest lecture on time, Cindy Weinstein, Cal Tech
Week 6	
Tuesday, February 13	McCarthy, <i>The Road</i> , pp. 1-99
Wednesday, February 14	Registration for Summer 2018 Begins
Thursday, February 15	McCarthy, <i>The Road</i> , pp. 100-199
Week 7	
Tuesday, February 20	McCarthy, <i>The Road</i> , pp. 200-end
Thursday, February 22	No Classes (Winter break)
Week 8	
Tuesday, February 27	Second (textual analysis) paper due, 3-4 pp.
Thursday, March 1	De Rojas, <i>Celestina</i> , chs. 1-4
Week 9	
Tuesday, March 6	De Rojas, <i>Celestina</i> , chs. 5-8
Thursday, March 8	De Rojas, <i>Celestina</i> , chs. 5-8
Friday, March 9	Last day to drop a class and receive grade of W
Week 10	
Tuesday, March 13	De Rojas, <i>Celestina</i> , chs. 5-8
Thursday, March 15	Midterm exam Last Day to Submit Transfer Application for Fall Semester
Week 11	
Tuesday, March 20	Winterson, <i>Written on the Body</i> , first 1/3 of novel
Thursday, March 22	Winterson, <i>Written on the Body</i> , second 1/3 of novel
Week 12	
March 27-29	Semana Santa Holiday – no class
Week 13	
Tuesday, April 3	Winterson, <i>Written on the Body</i> , last 1/3 of novel

Wednesday, April 4	Registration for Fall 2018 Semester Begins
Thursday, April 5	Third (comparative) paper due, 4-5 pp.
Week 14	
Tuesday, April 10	Shakespeare, <i>King Lear</i> , Act I
Thursday, April 12	Shakespeare, <i>King Lear</i> , Act II Proposal for final paper due, 2-3 pp. + 3 -source bibliography
Week 15	
Tuesday, April 17	Shakespeare, <i>King Lear</i> , Acts III-IV
Thursday, April 19	Shakespeare, <i>King Lear</i> , Act V
Week 16	
Tuesday, April 24	Suzan-Lori Parks, <i>Topdog/Underdog</i> , first 1/2
Thursday, April 26	Suzan-Lori Parks, <i>Topdog/Underdog</i> , second 1/2
Week 17	
Tuesday, May 1	Holiday – no class
Thursday, May 3	Conclusion/Review for exam
Week 18	
	Wednesday, May 9, 15:30-18:30 Final Exam
Friday, May 11	University Housing Move-out Date
Saturday, May 12	Commencement
Week 19	
Sunday, May 13	Professors' deadline to submit spring 2018 final grades