

ENGL-3600-M01: Women in Literature

Prof. Anne Dewey

3 credits

Spring 2017

Class Meetings: TTh, 16:00-17:15

Office: San Ignacio Hall, 3rd floor, Office 316

Office Hours: TTh 9:00-10:45, 13:00-14:15

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PREREQUISITES

A 2000-level literature course or equivalent

COURSE DESCRIPTION

Does being a woman mean the same thing in ancient Greece and the contemporary Philippines? How do powerful literary figures of women both emerge from and continue to shape our imaginations? This broad survey of the literary representations of women in European and Anglo-American culture provides cultural and historical diversity from which to put our own images of women in perspective. We will explore the roles women play in myth, history, and the literary imagination and changing conceptions of women's creativity. The course also takes advantage of Madrid's rich museum culture to enrich our understanding of literature through study of visual representations of women.

REQUIRED TEXTS

Sappho. *Poems & Fragments*. c. 600 B.C.E.

Sophocles. *Antigone*. c. 441 B.C.E

Fernando de Rojas. *La Celestina*. 1499. (Penguin Classics edition or Spanish original).

Mary Shelley. *Frankenstein*. 1818.

Bram Stoker. *Dracula*. 1897.

Virginia Woolf. *Orlando*. 1928.

Alice Walker. *Meridian*. 1976.

Jessica Hagedorn. *Dogeaters*. 1990.

COURSE OUTCOMES

Your main goal is to develop skills and knowledge in three areas important to advanced interpretation of literature:

1. close reading of literary language
2. the relation between literature and historical context
3. critical vocabulary to analyze the construction of gender roles

You should:

- Become familiar with the potential and tradition of varied literary genres to represent women
- Develop understanding of the changing constructions of femininity, women's social roles, and women's creativity in the history of European and Anglo-American culture, as well as of some historical, political, social, and cultural forces shaping these constructions

- Be able to interpret how a specific work of literature constructs gender, particularly femininity, through familiarity with literary conventions and traditions and comparison to other works read in the course
- Develop critical awareness of your own conception of femininity and understand how it relates to theories and representations in works we study to your classmates' views
- Become familiar with basic research resources in literary and feminist criticism and gender studies and be able to incorporate these into informed arguments about gender roles in a work of literature, both orally and in writing

COURSE POLICIES

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

- More than 2 unexcused absences or persistent lateness will result in your **grade being lowered** by one +/- grade for every additional two absences.
- More than 8 unexcused absences results in **automatic failure of the class**.
- Arriving more than 10 minutes late counts as an absence.

We will discuss what constitutes an "excused" absence during the first day in class.

It is the student's responsibility to make up work missed for both excused and unexcused absences.

Class assignments: Students should read the assigned texts carefully and critically before class. Please come with questions, observations, and ideas to share. All papers are to be typed or printed on a word processor. Thoughtful listening and engagement of ideas discussed in class is essential to our learning community.

Students with Disabilities: 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.

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.

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.

Summary of SLU Madrid's Academic Honesty Policy

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 at:

http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf.

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.

Title IX anti-discrimination: 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 Multiplettherapy 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>.

Collection of Student Work for Assessment: In order to maintain quality academic offerings and to conform to accreditation requirements, SLU-Madrid regularly assesses its teaching, services and programs for evidence of student learning. For this purpose, SLU-Madrid keeps representative examples of student work from all courses and programs on file, including assignments, papers, exams, portfolios and results from student surveys, focus groups and reflective exercises. Copies of your work for this course may be kept on file for institutional research, assessment and accreditation purposes. If you prefer SLU-Madrid not to retain your work for this purpose, you must communicate this decision in writing to your professor.

EVALUATION

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 on the group projects help you to deepen critical understanding of your own idea of gender. Exams focus on your familiarity with the content of the literature and theories we discuss, as well as your

ability to compare, contrast, and synthesize themes and critical issues the specific works studied. Papers provide the opportunity to apply and integrate these theories to analyze how specific works of literature construct gender, particularly femininity.

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 gender.

Class participation, including presentations	15%
Paper 1: close reading (3-4 pp.)	10%
Paper 2: interpretive (4-5 pp.)	15%
Paper 3: research (9-11 pp., 5+ secondary sources)	30%
Midterm exam	20%

SCHEDULE OF ASSIGNMENTS

Week 1

Thursday, January 12 Introduction

Week 2

Tuesday, January 17 Sappho, *Poems & Fragments*, pp. 7-30, 90-93, 31-52 (note also helpful glossary, pp. 86-88)

Thursday, January 19 Sappho, *Poems & Fragments*, pp. 53-85

Week 3

Tuesday, January 24 Sophocles, *Antigone*, Acts 1-3
Last day to drop a class without a grade of W or to add a class

Thursday, January 26 Sophocles, *Antigone*, Acts 4-5

Week 4

Tuesday, January 31 Fernando de Rojas, *La Celestina*, pp. 1-100

Thursday, February 2 **Paper 1 (close reading) due, 3-4 pages**

Week 5

Tuesday, February 7 Fernando de Rojas, *La Celestina*, pp. 101-158

Thursday, February 9 Fernando de Rojas, *La Celestina*, pp. 158-end

Week 6

Tuesday, February 14 Mary Shelley, *Frankenstein*, Volume I

Thursday, February 16	Mary Shelley, <i>Frankenstein</i> , Volume II
Week 7	
Tuesday, February 21	Mary Shelley, <i>Frankenstein</i> , Volume III
Thursday, February 23	Winter break – no class
Week 8	
Tuesday, February 28	Bram Stoker, <i>Dracula</i> , Chs. 1-7
Thursday, March 2	Bram Stoker, <i>Dracula</i> , Chs. 8-14
Week 9	
Tuesday, March 7	Bram Stoker, <i>Dracula</i> , Chs. 15-22
Thursday, March 9	Paper 2 (interpretive) due, 4-5 pp.
Friday, March 10	Last day to drop a class and receive a grade of W
Week 10	
Tuesday, March 14	Bram Stoker, <i>Dracula</i> , Chs. 23-end
Thursday, March 16	Midterm exam
Week 11	
Tuesday, March 21	Virginia Woolf, <i>Orlando</i> , Ch. 1-3
Thursday, March 23	Virginia Woolf, <i>Orlando</i> , Ch. 4—group exercise, no class meeting
Week 12	
Tuesday, March 28	Virginia Woolf, <i>Orlando</i> , Chs. 5-end
Thursday, March 30	Alice Walker, <i>Meridian</i> , Chs. 1-9
Week 13	
Tuesday, April 4	Alice Walker, <i>Meridian</i> , Chs. 10-18
Thursday, April 6	Alice Walker, <i>Meridian</i> , Chs. 19-27 Proposal for final paper due
Week 14	
Tuesday, April 11 – Thursday, April 13	Holiday -- no class

Week 15

Tuesday, April 18 Alice Walker, *Meridian*, Chs. 28-end

Thursday, April 20 Hagedorn, *Dog eaters*, pp. 1-78

Week 16

Tuesday, April 25 Hagedorn, *Dog eaters*, pp. 79-168

Thursday, April 27 Hagedorn, *Dog eaters*, pp. 169-end

Week 17

Monday, May 8, 15:30 **Research paper due, 9-11 pp. at least 5 secondary sources**
Bring your best idea to tell and one question for discussion