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| DEREE COLLEGE SYLLABUS FOR: | | US credits: 3/0/3 | | |
| EN 4445 WRITING GENDER AND SEXUALITY (Previously: EN 4445 WRITING WOMEN) (Updated Fall 2022) | | – UK LEVEL 6 UK CREDITS: 15 | | |
| PREREQUISITES: | WP 1010 Introduction to Academic Writing WP 1111 Integrated Academic Writing and Ethics WP 1212 Academic Writing and Research EN 3321 Exploring Traditions in English Literature II | | | |
| CATALOG DESCRIPTION: | Discussion of a broad range of ideas related to gender and sexuality through careful consideration of literary, theoretical and critical writing from the mid-nineteenth century to the present. | | | |
| RATIONALE: | This course considers a range of literary texts within the contexts of theoretical and critical writings on gender and sexuality and explores representations of sexuality, femininity, masculinity, queerness and trans identities from the mid-nineteenth century to the present. The course considers how gender and sexuality are influenced by race, class, ethnicity, and politics and how feminism, psychoanalysis, queer theory and cultural studies critique rigid categorizations of gender and sexuality. | | | |
| LEARNING OUTCOMES: | Upon successful completion of this course students should be able to: 1. Discuss through close textual analysis how representations of gender and sexuality change over time. 2. Demonstrate understanding of key critical concepts relating to gender and sexuality. 3. Analyse literary and theoretical texts and situate them within a cultural context. 4. Explore critical views in scholarly material and relate theoretical discussions to literary works. | | | |
| METHOD OF TEACHING AND LEARNING: | In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> • Lectures, class discussions, workshop-style pair work and group work during class meetings; • Formative exercises and online learning tasks through the Blackboard online tools designed to help students acquire confidence and benefit from independent study; • Timely instructor feedback on formative and summative assignments; • Additional educational material posted on the Blackboard course template and placed on reserve in the library; • Individualized assistance during office hours for further discussion of lecture material, additional reading, assignments and examinations; • Close collaboration with the academic support services to encourage students' skill development in critical thinking and in expression; • Discussion of disciplinary research methods and tools to facilitate the completion of the research project. | | | |
| ASSESSMENT: | <table border="1"> <tr> <td> First Assessment: Examination (Two-part) Part I (1-hour; in-class): explication of excerpts (600-900 words in total); Part II: take-home Essay (1000-1500 words); choice of topics offered for both parts </td> <td style="text-align: center; vertical-align: middle;">30%</td> </tr> </table> | First Assessment: Examination (Two-part) Part I (1-hour; in-class): explication of excerpts (600-900 words in total); Part II: take-home Essay (1000-1500 words); choice of topics offered for both parts | 30% | |
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| | <table border="1" data-bbox="638 100 1382 516"> <tr> <td data-bbox="638 100 1203 342"> Final Assessment: Research Project (3000-3500 words) Analysis of work(s) developed through close reading; 6-8 critical sources in the Literature Review; choice of topics </td> <td data-bbox="1203 100 1382 342" style="text-align: center; vertical-align: middle;"> 70% </td> </tr> <tr> <td data-bbox="638 342 1203 516"> Active Engagement (formative) All in-class and out-of-class assignments (including participation in discussions and online activities) prepare students for the summative assessments. </td> <td data-bbox="1203 342 1382 516" style="text-align: center; vertical-align: middle;"> 0% </td> </tr> </table> <p data-bbox="638 548 1349 663"> The examination tests learning outcome 1. The research project tests learning outcomes 2, 3, and 4. Students are required to resit failed assessments in this module. </p> | Final Assessment: Research Project (3000-3500 words) Analysis of work(s) developed through close reading; 6-8 critical sources in the Literature Review; choice of topics | 70% | Active Engagement (formative) All in-class and out-of-class assignments (including participation in discussions and online activities) prepare students for the summative assessments. | 0% |
| Final Assessment: Research Project (3000-3500 words) Analysis of work(s) developed through close reading; 6-8 critical sources in the Literature Review; choice of topics | 70% | | | | |
| Active Engagement (formative) All in-class and out-of-class assignments (including participation in discussions and online activities) prepare students for the summative assessments. | 0% | | | | |
| INDICATIVE READING: | <p data-bbox="638 695 1398 779"> REQUIRED READING: Greenblatt, Stephen, ed. <i>The Norton Anthology of English Literature</i>, Volumes E and F. Norton, latest edition. </p> <p data-bbox="638 810 1325 842"> Literary Texts (at least four works will be read in their entirety): </p> <p data-bbox="638 867 1386 1184"> M. E. Braddon, <i>Lady Audley's Secret</i> (1862) Lewis Carroll, <i>Alice's Adventures in Wonderland</i> (1865) Henry James, <i>The Turn of the Screw</i> (1898) [Norton Critical edition] Virginia Woolf, <i>To the Lighthouse</i> (1927) Pat Barker, <i>Regeneration</i> (1991) Sarah Waters, <i>Affinity</i> (1999) Colm Toibin, <i>The Master</i> (2004) Elizabeth Bowen, <i>Collected Short Stories</i> Alison Bechdel, <i>Fun Home</i> (2006) Helen Oyeyemi, <i>Mr. Fox</i> (2012) Edward Carey, <i>The Swallowed Man</i> (2021) </p> <p data-bbox="638 1215 1308 1302"> RECOMMENDED READING: Theoretical texts will be drawn primarily from <i>The Norton Anthology of Theory and Criticism</i> (latest edition) </p> <p data-bbox="638 1333 1430 1845"> As well as from the following works: Michel Foucault, <i>The History of Sexuality</i> Sigmund Freud, <i>Three Essays on the Theory of Sexuality</i> Judith Butler, <i>Gender Trouble: Feminism and the Subversion of Identity</i>. Gilbert, Sandra M. and Susan Gubar. <i>The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination</i> Laura Mulvey, <i>Visual and Other Pleasures</i> Joan Riviere, 'Femininity as Masquerade' Monique Wittig, 'One is not Born a Woman' Judith Halberstam, <i>Masculinity Without Men</i> Sullivan, N., <i>A Critical Introduction to Queer Theory</i> Eve Kosofsky Sedgwick, <i>Epistemology of the Closet</i> and <i>Between Men</i> Alan Sinfield, <i>The Wilde Century: Effeminacy, Oscar Wilde and the Queer Moment</i> Sharon Marcus, <i>Between Women</i> Susan Stryker, <i>Transgender History</i> Grace E. Lavery, 'Trans Realist, Psychoanalytic Practice and the Rhetoric of Technique' </p> | | | | |

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| INDICATIVE MATERIAL: <i>(e.g. audiovisual, digital material, etc.)</i> | Supplementary material used to facilitate contextual understanding of the literary works chosen (documentaries, films, online resources, etc.) |
| COMMUNICATION REQUIREMENTS: | With the exception of the in-class examination, all written work must be word-processed on Word and adhere to MLA guidelines for manuscript format and documentation. |
| SOFTWARE REQUIREMENTS: | Word, Blackboard |
| WEB RESOURCES | Feminist Literary Theory and Criticism https://www.cddc.vt.edu/feminism/lit.html Marxist Internet Archive https://www.marxists.org Queer Theory Online Resources https://guides.library.illinois.edu/queertheory/onlinesources |
| INDICATIVE CONTENT: | <p>Instructors select literary and theoretical texts in relation to topics and themes relevant to gender and sexuality.</p> <p>Through the close reading of texts, emphasis is placed on the ways in which master narratives construct ideological perspectives and identities. Through connections between texts and cultural context students realize how literary traditions are created but also how they can be interrogated and deconstructed.</p> <p>Indicative topics and themes:</p> <ul style="list-style-type: none"> • gender binaries and intersectionality; • masculinities and patriarchy; • the relations of women, men and family life to citizenship, education and work; • the legal regulation of sexuality (Contagious Diseases Act, Wilde Trials); • female suffrage and anti-suffrage; • feminist and queer activism and subcultures; • medicalisation of sexuality; <p>Literary Texts (at least four works will be read in their entirety): M. E. Braddon, <i>Lady Audley's Secret</i> (1862) Lewis Carroll, <i>Alice's Adventures in Wonderland</i> (1865) Henry James, <i>The Turn of the Screw</i> (1898) [Norton Critical edition] Virginia Woolf, <i>To the Lighthouse</i> (1927) Pat Barker, <i>Regeneration</i> (1991) Sarah Waters, <i>Affinity</i> (1999) Colm Toibin, <i>The Master</i> (2004) Alison Bechdel, <i>Fun Home</i> (2006) Helen Oyeyemi, <i>Mr. Fox</i> (2012) Edward Carey, <i>The Swallowed Man</i> (2021)</p> <p>Other literary texts (excerpts may be used): May Sinclair, <i>The Life and Death of Harriet Freen</i>; Oscar Wilde, <i>The Picture of Dorian Grey</i>; Rebecca West, <i>The Good Soldier</i>; Nell Dunn, <i>Up the Junction</i>;</p> |