


Carleton University, Winter 2023
Department of English
ENGL 4607B /5606W/ WGST 4812A/5901A
Wednesday: 11:35 to 2:25, 1812 Dunton Tower

Student meetings: I am available to meet directly after class & by appt. (in person & Zoom) – Just ask!
Carleton University is located on the traditional, unceded and un-surrendered territory of the Algonquin nation

Prof. Jodie Medd (she/they)  hear my name

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A GOAT in Woolf's Clothing: Reading Virginia Woolf

When the actor Jonah Hill referred to his co-star, Meryl Streep, as the “[The GOAT](#),” Streep took it as a teasing pet name; Hill clarified it was an acronym for “The Greatest of All Time.”

Virginia Woolf (1882-1941), in fact, earned the teasing pet name “the Goat” as a child, for her mischievous antics. As an adult, she continued to sign letters to her intimates as “the Goat” or even “Billy.” This course wagers that Woolf qualifies as a GOAT among English novelists (in Hill’s sense) for her rich, complex and spectacularly experimental literary oeuvre. Indeed, the sharp juxtaposition between her high literary achievements (as The GOAT) and her irreverent humour and life writing (as the Goat) signals the range I hope we will study and enjoy together in this course.

A white, British, upper-middle class woman, Adeline Virginia Woolf (née Stephen) pushed against the limits of her time and place in ways that made for richly productive paradoxes and a powerful legacy: married, not only were her most passionate relationships with women, but she was also a key member of the “Bloomsbury group” infamous for its [queer configurations of desire](#); an admitted highbrow literary “snob,” Woolf also taught at the Working Men’s College and was strongly aware of economic disparities, social inequities, and the contortions of colonial-capitalism; a sharp critic of British imperialism, [she also dressed in blackface](#), masquerading with her friends as an Abyssinian Royal to prank British Navy officials; now revered as a ‘canonical’ writer, her experimentalism was only possible because she and her husband started their own press so she would not be beholden to editors; neuroatypical and subject to the psychiatric treatments of her day, Woolf was an informed critic of medical approaches to mental trauma and neurodiversity; a passionate lover of life’s beauty and richness, she [died by suicide](#) before the age of 60. Precisely *because* Woolf was born in 1882 to an upper-middle class household—which she hotly critiqued for its stifling heteropatriarchal Victorianism, not to mention its cover for sexual abuse—she became one of the most eloquent feminist thinkers and experimental writers of the 20th century.

Indeed, Woolf remains disarmingly relevant today: [Woolf as pandemic reading](#); [Woolf as a feminist](#) (first, second, third, next wave?) and gender theorist; [Woolf and #MeToo](#); queer studies; [crip studies](#); imperialism; white privilege; ecocriticism; slow time; anti-militarism; new materialism; affect studies; the end times....Chances are virtually any pressing contemporary cultural or intellectual interest can be related to Virginia Woolf. Interested in artistic, literary, and/or historical contexts? Our course invites you to explore Woolf and genre (biography, autobiography, memoir, elegy, the novel, etc.); twentieth-century modernity; modernist style; formations and definitions of modernism and the literary canon; visual art and aesthetics; Bloomsbury and Woolf’s contemporaries; the Hogarth Press and the publishing market; the world wars and the rise of fascism; the history of feminism; history of science; political critique and philosophical inquiry; psychoanalysis and other psychological approaches (then and now)...and more. You will also have the opportunity to explore Woolf’s afterlife and legacies, such as the work of [Alice Walker](#), [Kabe Wilson](#), [Maggie Humm](#), and [Michael Cunningham](#), among other literary, film, and artistic adaptations and reworkings of Woolf’s work and life.

Seminar members will have the freedom to choose the focus of their research seminar, final paper, and informal written reflections over the term. Our course emphasizes peer learning and the pleasures of intellectual community; cross-listed between English and Women’s and Gender Studies, this course welcomes enlivening conversations across disciplines and research interests. Graduate Students will be offered enriched reading and research options, and are encouraged to pursue their research interests.

Required Texts

In the order we will be reading them:

Moments of Being. (Houghton Mifflin Harcourt/Ingram: 9780156619189)

Jacob's Room (Oxford: 9780199536580)

A Room of One's Own and Three Guineas (Oxford: 9780199642212)

Mrs. Dalloway (Oxford: 9780199536009)

To the Lighthouse (Oxford: 9780199536610)

Orlando (Oxford: 9780199650736)

The Waves (Oxford: 9780199642922)

Between the Acts (Oxford: 9780199536573)

*all Oxford editions are from the Oxford World's Classics series

Additional readings (essays) will be available through ARES and/or at the reserves desk. Select secondary material is also on reserve to support your research, but is NOT exhaustive.

Books will be available at Haven Books, 43 Seneca Street (on the corner of Sunnyside)

<https://www.shophaven.ca/> If you already have your own copy of a text, you do not need to buy another. Or you may choose to use available e-book versions. If you are buying texts, please buy the editions above if possible.

Course Intentions and Invitations: What are the key learning intentions for this course?

Through reading, written work, interactive exchange, independent research, and preparing for presentations and class discussion, our course invites you to:

1) ***pay attention to***

- the literary texts
- your writing and communication
- one another
- your own presence

1) ***practice and develop key skills in***

- communication: written and oral, formal and informal
- teaching and group facilitation: presenting material and leading discussion
- group engagement/collegial peer exchange
- conducting and curating independent research
- time management/project management
- self-assessment and self-reflection

2) ***appreciate, enjoy, and care about***

- what you read and research
- what and how you write
- the people in our class

What *content* will you learn in studying Virginia Woolf? That's up to you.

Community Agreements and Guidelines

Early in the course we will discuss and establish Community Agreements & Guidelines for our learning environment. These will be posted in Brightspace and refined over the term if necessary.

Course Activities, Assignments, and Assessments

See additional documents for full details of expectations and assessment criteria for each requirement. Please use [MLA general format](#) and [MLA Style Citation](#) (including in-text citation).

You must complete all of these requirements in order to receive a grade in this course.

Please submit written work to Brightspace Assignments. Please keep electronic copies of all your work.

Participation: 15% (includes online Discussions, workshop participation, and final self-reflection)

I assume all members of an upper-level seminar will be actively engaged and participating. The participation assessment appreciates your preparation and activity in engaging with primary readings in class discussion; sharing your reading reflection ideas and questions in class; responding to your peers' reflections and ideas (in class or online); participating in discussions following seminar presentations; responding to works-in-progress in workshops, etc. Participation also involves thoughtful, active, generous *listening* to one another with open curiosity. You will also complete a final self-reflection by the end of the course reflecting on your participation, coursework, and growth over the term.

We all have different strengths and comfort levels with forms of participation and there are different pathways for engagement; I encourage you to participate according to your own strengths, while also stretching your comfort zone. If you are very quiet in class discussion and are concerned about your participation activity, you are welcome to engage more actively in the online Discussion Board while doing your best to speak up in class. If you are active in the class meetings, you may consider the Discussion Board as an optional space for validating, supporting, and encouraging other student voices and perspectives. We can all think of how and when we might skillfully “step up” or “stand back” (or make space/take space) to foster a community of learning and our own growing edge.

Online Discussions Posts (DP): Consider this a flexible, *optional* low-stakes supplement. DPs can be informal and conversational, but of course respectful and constructive. You might want to share follow-up thoughts after class: e.g. thoughts you weren't quite ready to share in class; ideas that arose after class; resources or links relevant to our discussion; responses to reflections or seminars after you've had more time to read, think, or reflect. I know I'm often excitedly swimming in a headful of ideas and responses *after* a seminar class! Genuine engagement is more valuable than insubstantial posts. I hope that DPs may provide another opportunity for all voices to engage in the class, without adding pressure to your workload. We can discuss community agreements and address questions about DPs in class and make adjustments during the term. If you are concerned about your level of participation, feel free to check with me in the term.

While DPs offer a useful online *supplement*, I hope that our in-person meetings will be the heart of our intellectual community. Bringing your full presence to our weekly classes will bring the greatest value to the course, for yourself and others. In order to show up fully, I encourage us all to be as well rested as possible, minimize distractions, and do what we can to feel comfortable, grounded, and engaged.

Needless to say, attendance in the seminar is critical. If you must miss a class, please let me know as soon as possible; you should also provide an extra critical reflection for that day and post it to Weekly Discussions as a means of participation and presence. **If health issues or other emergencies impact your presence in the course, please communicate with me asap.**

Three reading reflections/close readings: 30%

~ **750 (+/- 100) words** each. You will submit three reflections on different required readings (no more than one per week) directly to me (Brightspace Assignments also under Coursework Guidelines & Submissions module), and also choose one to post to the relevant Brightspace Weekly Discussion. They are due before we discuss the reading (timing TBD with the class). You will be invited to share your thoughts in class and members may engage with your ideas in class or online; in this way, consider how your reflection can open up questions for discussion (you don't need all the answers). You choose the text, but you may not write a reflection on the same text as your research seminar. See "Reading Reflections Guidelines" (Coursework Guidelines & Submissions) for more details.

One research seminar presentation and write-up: 25%

"Woolf in Context": a **15 to 20-minute presentation**, based on your research and critical thinking, on a topic that helps to situate Woolf in a specific historical, theoretical, and/or scholarly context. The topic will connect with that week's primary reading, and will also be relevant to our understandings of Woolf across the course. Your research will include at least four secondary sources (4000 level) or at least six (5000 level), with an annotated bibliography. You will facilitate discussion after your presentation and submit your notes and presentation materials to Brightspace Assignments. See "Research Seminar Guidelines" (Coursework Guidelines & Submissions) for more details.

One final research paper: 30%

ENGL 4607/WGST 4812: **3000-4000 words** with four to six secondary sources or more.

ENGL 5606/WGST 5901: **4000 to 5000 words** with six to eight secondary sources or more

You can choose your topic, text(s), and focus. A proposal and annotated bibliography will be due later in the term. Our final class will be a symposium/workshop for members to present and workshop their papers. We will agree on expectations for the workshop together. the final paper is due to Brightspace the following week.

NB: The final paper **may** focus on the same text as one of your reflections (and can grow out of a reflection). It **should not** mirror the seminar presentation: i.e. different text(s), context, issues. Questions? Check with me.

4000/5000/ENGL/WGST: Expectations & Assessments

The main coursework elements are similar regardless of a student's program/year; however, 5000-level students have richer expectations for research and writing. I expect 5000-level students to engage more directly and substantively with theoretical and/or secondary material relevant to the course, whether in choice of seminar and/or final paper research. The reading list prioritizes primary readings (Woolf's novels and essays); however, if as a graduate student you wish to engage with more Woolf scholarship, you are welcome to seek out secondary material in established scholarship journals and publications. We will discuss guidelines for choosing your sources, and you are always welcome to check with me.

I invite you to bring ideas, concepts, interests and terms from your disciplinary training to our discussions and your written work, while being aware that not everyone in class shares that background: be ready to define and explain terms, concepts, and contexts. ENGL and WGST students might approach the reflections/close readings and seminars differently: that's fine! In your reflections, just be sure to ground larger claims or broader issues in reference to specific details from the primary text, and be aware of the novels as *literary texts* while recognizing that novelists (especially Woolf!) *theorize* in their work as much as any other "theorist." Your disciplinary training and interests may also inform your approach to the research seminar and final paper. I encourage you to follow your interests and to consult with me if you have questions or concerns.

I will be assessing student work in comparison with other students I have assessed at a comparable program level. That is, fourth-year students will be assessed in comparison to fourth-year peers; graduate students will be assessed in comparison to graduate peers. You are welcome to communicate with me over the term if you have any questions or concerns about your assessments and your aspirations in the course.

Course Policies

Assignment Submissions

Please submit coursework to Coursework Guidelines & Submissions Module on in Brightspace (or Assignments under Tools on the NavBar). Please *also* post one Reading Reflection of your choice to the appropriate weekly Discussions (due before class, TBD in consultation with seminar members).

Please keep a copy of all submitted work.

Late Assignments

You are accountable to the entire class for presenting your Research Seminar as scheduled, since it directly contributes to the learning content that day. If emergencies require your absence, please contact me about alternative possibilities. As you choose when to complete your reflections in the term, I expect you can manage a schedule that serves you best. If emergencies or other extenuating circumstances interfere with your ability to complete reflections, please get in touch with me. Chronic issues with completing work in a timely manner may affect the final mark. In all cases, direct communication with me is the best policy for addressing accommodations for extenuating circumstances.

Contacting Me

See top of page 1 for student meeting availability and contact information. I am available after class on most days, but prefer to have a heads up if you wish to meet. On a class day, I prefer not to meet about important matters during our 15-minute mid-class break. I am happy to schedule an appointment; just let me know. If meeting online, please use the Zoom office hours link on Brightspace (Course Materials & Communications).

If you have general questions about the course, please post them to “Course Q & A” on Brightspace (Course Materials & Communications) so all students can benefit. If you have a more personal or specific question, you can send me a message by e-mail and I will respond in good time; however, please use common sense when e-mailing. Do not expect me to respond to major issues with an assignment the night before it is due! In fact, if you wish to discuss coursework, it is best to contact me to arrange an appointment.

Inclusive, Adventurous, and Respectful Participation

I hope we will co-create a learning environment that is inclusive and equitable, and which is enriched and enhanced by diversity along many dimensions including race, ethnicity, gender identity, gender expression, sexual orientation, ability, age, class, and religion. Together we can work to support diversity of experience, thought, and perspective, while treating each other with respect. While striving for inclusivity, I also recognize that danger and safety are integral to education. We are called upon to challenge and re-examine our established ways of thinking, and the systems and hierarchies that shape our lives—this process of learning and unlearning can be “uncomfortable” in a productive way. Together, we can support and encourage one another to feel brave enough to take risks, to think differently, and make room for new perspectives and growth. Don’t be afraid to disagree with members of the seminar (including me), while maintaining an attitude of respect and curiosity. We can also work to be aware of the structures of oppression that can make learning environments unsafe for many and to be mindful of the power we have to inflict damage on others. As we share this class, I hope we can be both brave and compassionate together.

The course readings have been created in specific histories and contexts and reflect particular points of view; we will strive to be mindful of these perspectives, including recognizing the contexts and lived experiences out of which authors are writing, while also being aware that the theory and research used to address these authors and their contexts may be limited in their terms, frameworks, and definitions. The study of English literature has its own history of exclusions, limitations, and hierarchies of value. We will work to be aware of how the material we read is both subject to this history and critical of it.

Carleton’s [Human Rights Policies and Procedures](#) affirms that members of the university share responsibilities to “provide a safe environment, conducive to personal and intellectual growth, which is not only free of discrimination, injustice, and violence but is also characterized by understanding, respect, peace, trust openness

and fairness.” As such, the university “promotes equity and fairness” and affirms that “Every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment” (2).

With these responsibilities and commitments in mind, early in the course, we will discuss how we can best work together to co-create a supportive, inclusive, courageous, and compassionate community of learning. Through this discussion we will establish and refine Community Guidelines & Agreements for our learning environment.

You are welcome to contact me in person, by email, or anonymously to let me know if a class experience causes harm. I would welcome and appreciate your feedback and support as I strive to create an inclusive learning environment. Our early communications will invite everyone to share their name and pronoun, and you are welcome to inform me/us of changes to that information at any time.

Primary Texts/Discussion Posts Language Statement

Some of the primary texts on our course may make for uncomfortable reading. They may ask us to grapple with difficult material; they may reproduce language or ideas that are offensive and culturally harmful. While it is important to grapple with the messy complexities of texts and histories, we are also aware that dehumanizing or belittling language *hurts*. If your written work cites a section of text that uses offensive language, please omit that phrase, using a few dashes [----] or another means of signaling the alternation. Offensive or harmful language is often—but not always—obvious. Some of us—myself included—will inevitably make mistakes. Your feedback is welcome, and I’ll do my best to address my own missteps. Mistakes are an opportunity to learn and I hope we can learn together in a spirit of mutual generosity and respect.

Content warning: Virginia Woolf was a white, upper-middle class British woman born in 1882. She was a sharp critic of many forms of inequities and oppression in her time and place, but also a self-admitted “snob.” Like all of us, she is a complex human being living with paradox. We also have access to much of her “private” life writing, which I invite us to read ethically as well as critically (Would *you* want the world to read all your journals, letters and manuscripts?): married to a Jewish man, her writing and attitudes exhibit anti-Semitism; critical of British imperialism, colonial capitalism, and economic disparities, she also inhabited and benefited from white privilege, white supremacy, Euro-centricity, and class privilege; her writing uses racialized language that was in common circulation but is now recognized as harmful; she was a survivor of sexual abuse, which she writes about in her life-writing; neuro-atypical and sensitive to the medicalization of neurodiversity and trauma, she also exhibits ableist attitudes.

Use of Technology in Class

Laptops or phones may be helpful to allow students to access course materials and activities during class. However, it is most important that we focus attention on listening to and learning from each other. Class time prioritizes attentive in-person conversations among class members. During class time, please only use technology to support your learning and engagement with the class. I will address you directly if your use of technology detracts from this focus.

Mental Health Acknowledgement

The COVID-19 pandemic and ongoing world events make for stressful and challenging times. While encouraging focused and engaged academic work in this class, I am mindful of your health and wellbeing and the need to balance academic commitments with other responsibilities. I hope the literature on the course will be engaging to read and discuss together, and that we will work to foster a supportive, vibrant, and low-stress learning environment. You are welcome to contact me if you are encountering difficult circumstances, struggling with the class, or would like help connecting with academic support or health resources.

Portions of the Inclusivity and Language Statements and Mental Health Acknowledgement are adapted from: Carleton’s Office of Equity and Inclusive Communities
Jennifer Hardwick. “A Safe Space for Dangerous Ideas; a Dangerous Space for Safe Thinking.” *Hybrid Pedagogy*, August 13, 2014
Carleton course outlines by Dr. Brian Johnson (English), Dr. Laura Horack (Film), and Dr. Sarah Casteel (English)

Here is a list of on- and off-campus resources that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources: (most of these resources are further detailed at the end of this outline)

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

University Policies & Services

Final Grades

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Academic Integrity & Plagiarism

Carleton University has a clear policy on academic integrity, including procedures to address academic misconduct. The University's Academic Integrity Policy is available here: <https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy-2021.pdf>

It is important that students understand and meet academic integrity standards, and are sure they do not violate these standards through plagiarism. The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one’s own.*” According to the Department examples of plagiarism include the following:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a form of intellectual theft. It is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include failure of the assignment, failure of the entire course, or suspension from a program. For more information please go to: <https://carleton.ca/registrar/academic-integrity/>

Important! Submission of your written work constitutes your assurance that:

- 1) You are aware of and understand [Carleton's Academic Integrity Policy](#) including its policy on plagiarism.
- 2) Your writing complies with these standards.
- 3) You understand **that there will be no acceptable excuse for plagiarism if it is discovered in your work.**

Intellectual Property

My lectures and course materials, including presentations, posted notes, assignments and exams remain my intellectual property and are protected by copyright. They are intended for personal use and may not be reproduced or redistributed without my prior written consent. This is also true for student work. Occasionally I may use brief anonymous student examples to address writing issues. I will seek consent to use a longer sample. No video or audio recording of in-class lectures or discussions is allowed.

Course Withdrawal

If you choose to withdraw from our class, please let me know ASAP.

January 31, 2023 = last day to withdraw with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.

March 15, 2023 = last day for academic withdrawal

Information on Pandemic/Public Health Measures

COVID and respiratory infections are still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton's [symptom reporting protocols](#).

Masks: **Carleton has paused its mandatory mask mandate as of June 25, 2022.** Even though masks will no longer be mandatory, **we continue to strongly recommend masking when indoors**, particularly if physical distancing cannot be maintained. For more information, please visit <https://carleton.ca/covid19/policies-and-protocols/mask-policy/>.

Vaccines: While proof of vaccination is no longer required as of May 1, 2022 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

Academic Accommodation

Carleton University is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. You can find more information on the processes for requesting accommodation [here](#), and below:

Pregnancy

Please write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the [Pregnancy Accommodation Form](#). See also [EIC Student Guide to Academic Accommodation](#).

Religious obligation

Please write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities

[The Paul Menton Centre for Students with Disabilities \(PMC\)](#) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit:

<https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Accommodations for Missed Work

If serious COVID-19 illness or related circumstances impact your ability to submit course work, you have the option to use a self-declaration form. Again, our course relies on students completing work on time to the best of their ability; please only use this measure if necessary: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>

Helpful Student Services <http://students.carleton.ca/student-support-101/>

The Centre for Student Academic Support (<http://carleton.ca/csas/>) provides free one-on-one writing services support (tutoring) to help even strong writers improve their work (<https://carleton.ca/csas/writing-services/>). Book appointments online well before essay due dates. The Centre also offers free programs and services to support student learning, including academic skills development workshops and info sessions, peer helpers, drop-in sessions on study skills, study rooms, etc. 4th floor MacOdrum Library

The Academic Advising Centre (<http://carleton.ca/academicadvising/>) offers academic advising for students, including educational planning, registering changes in your program or major, and transfer credits. 302 TB

International Student Services Office (<http://www.carleton.ca/isso/>) offers services and programs that contribute to positive international experiences for all Carleton students, including helping international and exchange students adjust to life in Canada and helping them get the most out of their student experience. 128 University Centre

Carleton Health and Counselling Services (<http://www.carleton.ca/health/>) offers health care, including counselling of personal problems and emotional distress. 2600 Carleton Technology & Training Centre.

The Centre for Indigenous Support and Community Engagement

(<https://carleton.ca/indigenous/cisce/students/>), formerly known as the Centre for Indigenous Initiatives, supports First Nations (status and non-status), Inuit, and Métis students, staff, and faculty by providing culturally safe spaces for dialogue and learning, including culturally-centred individual counselling. The Centre provides weekly, monthly and annual programming for students and also develops and delivers resources and training to educate the Carleton community about Indigenous histories, worldviews and perspectives.

ENGL 4607/5606 WGST 4812/5901 (W 2023) Reading & Seminar Schedule

ARES = Carleton's electronic reserves system

Research seminar options indicated in bulleted list

Note: names of presenters will be added to an updated schedule after our first class

Week 1, January 11: Introductions, Expectations, and Three Famous Essays (read them for our first class!)
 "Modern Fiction," "Mr. Bennett and Mrs. Brown," "Professions for Women" [ARES]
 * seminar members will sign up for their research seminars *

Week 2, January 18: *A Sketch of the Past* (in *Moments of Being*) (1939)

- [option to move some seminars to January 25]
- Reading Woolf (Auto)biographically
- Victorian Woolf
- Woolf and Lifewriting
- Woolf and #MeToo

Week 3, January 25: *Jacob's Room* (1922)

- Woolf and the *Great War* (WWI)
- Woolf and the Hogarth Press [prefer this week, but may be moved to later week]
- "On or about 1922...": 1922 and Literary Modernism

IMPORTANT! January 31: last day to withdraw with a full fee adjustment.

Week 4, February 1: *A Room of One's Own* (1929)

- Woolf, Suffrage, and Early Twentieth-Century Feminism
- Woolf and the "Woman Writer"
- Woolf and Feminist Literary Criticism
- Woolf and White Feminism
- Woolf and the Art of the Essay
- Re-workings of *A Room of One's Own* (Alice Walker, Kabe Wilson, and/or adaptations) [see also Week 9]
- "We think back through our mothers": Woolf and her predecessors

Week 5, February 8: *Mrs. Dalloway* (1925)

- Woolf and Empire/Woolf and Nation/Between the Wars (choose one)
- Woolf and/or Psychiatry/Psychoanalysis (and/or Trauma Studies)
- Pandemic Woolf
- Is Woolf a Snob? (or Week 6)

Week 6, February 15: *To the Lighthouse* (1927)

- Woolf and (Modernist) Visual Art
- Philosophical Woolf
- Foodie Woolf
- Woolf and Family Dynamics

February 22: Reading Break

Week 7, March 1: *Orlando* (1928)

- Queer Woolf/Woolf and Queer/Trans Studies
- Woolf in Love
- Woolf in/out of Time
- Woolf and the Art of Biography

Week 8, March 8: *The Waves* (1931)

- Woolf and Bloomsbury
- Woolf and Genre and/or Modernist Experimentation
[possible suggested reading, Woolf, “The Narrow Bridge of Art”]
- Woolf and (the New) Modernist Studies and/or Feminist Modernist Studies
- Woolf, the Posthuman, and Ecocriticism [or Week 10]

Week 9, March 15: Catching up/taking a breath: no assigned reading!

- Woolfian inspirations and adaptations (up to two seminars)
- Marketing/Consuming Woolf: then and/or now
- Embodied Woolf and/or Woolf and the New Materialisms
- Woolf and Affect
- Your suggestion!

IMPORTANT! March 15: last day for academic withdrawal

Special Opportunity! March 16: Visiting Speaker, Claire Battershill (University of Toronto)
Workshop in Book Arts Lab (Library) 11am-1 pm + Research Talk in DT 2017, 4-6 pm

Week 10, March 22: *Between the Acts* (1941)

- Woolf and WWII
- Woolf, the Posthuman, and Ecocriticism
- Woolf and Slow Time
- Posthumous Woolf

Week 11, March 29: *Three Guineas* (1938)

- Anti-Fascist Woolf
- Is Woolf an Anti-Capitalist?
- Is Woolf an Angry Feminist?

* Final Research Paper Proposal Due (you are invited to submit this earlier) *

Week 12, April 5: Research & Writing Workshop: Work in Progress/Troubleshooting your paper

* Annotated Bibliography Due & Work in Progress Due *

FINAL draft of final research paper due after our final class!