

**Carleton University
Fall 2020
Department of English**

ENGL 2108A: Women and Literature

Prerequisite: second-year standing Precludes additional credit for ENGL 2902 {1.0} (no longer offered).

Lecture: Monday/Wednesday 10:05 – 11:25

**Location:
Online course**

**Instructor: Dr. P. Whiting
Email: patricia_whiting@carleton.ca
Office: DT 1810
Office Hours: By appointment on Microsoft Teams**

NB: This blended online course requires that you have a webcam, a microphone, and a stable internet connection (with the acknowledgement that even stable internet connections...yours and mine...can have problems sometimes).

Scheduled live lectures will be conducted via Zoom and will either be recorded or lecture notes will be posted for students unable to connect to a live lecture. Book club meetings will also be held live. If students are unable to connect to book club meetings, an alternative way to complete that part of the course will be provided.

Some of the assignments for this course are dated, timed, and available to be completed during regular class hours, so you will need to be available at those times. Be prepared to check CULearn regularly so that you'll know what's coming up, as CULearn is a very unforgiving learning management system.

Description:

The question “What do women want” has been variously the basis of the medieval Wife of Bath’s Tale in Chaucer’s *Canterbury Tales*, a major 19th-century social movement, and the title and plot of an unfortunate 2000 romantic comedy starring Helen Hunt and Mel Gibson. Not surprisingly, women writers have also addressed this question in their fiction. Aphra Behn, the first English woman to make her living by her pen, incorporated the desires of women into many of her plays and novellas. Both the amatory fiction and the thinly concealed conduct book fiction by female novelists of the 18th century continued this trend, as did the work of women writers who followed, regardless of whether or not they identified themselves as feminists.

This course looks at some of the things in fiction that girls and women want, apart from or in addition to love and/or marriage, as conveyed in women's writing from the 17th century to the 20th century. The desire for a different life, adventure, and meaningful work have all motivated the female characters of the women writers whose works we'll be reading, deepening and complicating the stereotypical romance plot. Not all of their female characters are wise or purposeful, but their stories provide both realistic and nuanced answers to the central question of the course.

Sharpening students' skills in close reading and critical thinking is a key aspect of the course. A critical journal with frequent feedback will allow students to work on developing proficiency in their writing.

Required texts:

The Rover – Aphra Behn (Broadview)

Northanger Abbey – Jane Eyre (Broadview)

Jane Eyre – Charlotte Bronte (Broadview)

The Romance of a Shop – Amy Levy (Broadview)

Their Eyes Were Watching God – Zora Neale Hurston (Amistad)

A Raisin in the Sun – Lorraine Hansberry (Vintage)

These books are available at Octopus Books, 116 Third Avenue, who will arrange for mailing or pick-up. The Broadview books are packaged together and sold at a discounted price. For information regarding the purchase of these texts, please go to <http://shop.octopusbooks.ca/ENGL2108>

All of the books are also available as e-books through MacOdrum Library.

Be aware that this is a reading course. If you are tempted to read all of the books online, you should think hard about doing so; some of them are long, and online texts at times pose reading difficulties that do not occur with hard copies, especially when it comes to writing papers. Since your engagement with the texts is key to completing the course successfully, and since you have to write on every text, I suggest that you get hard copies of at least some of the texts if you think that your level of engagement will be impaired by constant reading online.

Evaluation:

Journal entries (x6)	60%
Journal introduction	10%
Reading quizzes (best 5 of 6)	20%
Book Club (5 of 6 meetings)	10%

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.

Please read this carefully; there are a lot of extra details because the course has moved online. You are responsible for knowing and adhering to these criteria.

1. **Critical Journal:** A course as narrowly focused as this one allows students to follow particular topics and to track changes and continuities with some degree of accuracy despite the small number of texts consulted. Students will complete a critical journal comprised of entries on each text and an Introduction to be completed at the end of the course.

Each entry must be double-spaced and 250-350 words in length, and all entries must focus on the **same single topic taken from the list of topics provided at the end of the course outline.**

At the end of the term, you will submit an Introduction of 300-400 words (note difference from entries) that summarizes your findings on the topic you've chosen and states or at least suggests a plausible thesis for your journal. Going over or under the word count by more than 15 words will result in a reduction in grade for any assignment. Please include the word count at the end of each entry.

The entries and the Introduction are to be submitted through CULearn between specified hours during scheduled class time on the days designated on the syllabus. Be sure to submit the correct entry through the correct topic link. Resubmissions are not possible on CULearn and will not be accepted by e-mail.

You are encouraged to work with me by e-mail on your journal entries and to send me the thesis of your finished journal. Please identify the course in the subject line. Please do not send attachments.

Your entries need not be “academic” in terms of a formal essay, but **they are not reader response papers and may not refer to the reader....ever!...nor may they be opinion-based.** Rather, they should be thoughtful, focused, and well-written, demonstrating substantive engagement with and knowledge of the text being discussed, demonstrating that you have finished and thought about the text. Each entry is worth 10 points toward the final grade, and the Introduction is worth 10 points.

NB: No secondary sources are required for the journal.

2. Quizzes: Timed quizzes for each text will be open on CULearn **at specific times during class time on the designated days**. The quizzes will cover online assignments as well as the readings assigned for that day. Quizzes will last 10-15 minutes and may not be made up without medical documentation.

3. Book Club: A great deal of the fun of reading takes place when we talk to each other about books. In the scheduled live book club meetings via Zoom, students will meet in breakout rooms to discuss the text we've just completed and to prepare a short presentation on an assigned topic to be delivered when the class reconvenes. The book club meetings will last approximately 90 minutes during scheduled class time. An alternative assignment to be completed within specific parameters of time and date will be provided on CULearn for students who are unable to connect to a book club meeting. You will be able to complete the alternative assignment on a cell phone, so it will not be dependent on wifi.

4. Early Feedback Assignment: The first journal entry on *The Rover* is due on September 23, and is intended to be used as a guide to your written work in the course. You have the option to rewrite *The Rover* entry for marks for your final journal. Except in the case of the first entry, rewrites of entries are not an option.

5. Late papers: Late assignments will not be accepted—indeed, they will not even be submittable—except for officially documented reasons such as serious illness or bereavement.

6. Extensions: Extensions on papers may involve a penalty. All extensions must be arranged by e-mail at least 48 hours in advance of the due date. **No exceptions will be made to this arrangement.**

7. Collaboration: Although you are encouraged to talk with each other about assignments and to review each other's work, all assignments written for evaluation are to be the original work of individual students.

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.” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- 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 with 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/>

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation: 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](#).

Religious obligation: 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>

Journal topics – choose only one and focus on it for the entire journal

Clothing

Siblings

Indoor spaces

Outdoor spaces

Physical illness, injury, and death (**Interpret these literally, not metaphorically.**)

Syllabus

This is a schedule of live meetings (lectures and Book Club), video assignments, and graded assignments that are to be completed and submitted through CULearn. A detailed breakdown of reading assignments is posted separately on CULearn. The readings are geared to the assignments below, so it's important that you keep up with the readings.

Additional question periods may be scheduled during class times.

RED – live meeting via Zoom

GREEN – CULearn video

BLUE – graded assignment through CULearn

Sept. 9 – Introduction to the class

The Rover

Sept. 14 – Watch videos on CULearn

Sept. 21 – Quiz #1

Sept. 21 - Lecture

Sept. 23 – Book Club

Sept. 23 – *The Rover* journal entry due

Northanger Abbey

Sept. 28 – Watch videos on CULearn
Sept. 30 – Quiz #2
Oct. 5 – Lecture
Oct. 7 – Book Club
Oct. 7 – *Northanger Abbey* journal entry due

Jane Eyre

OCT 12 - THANKSGIVING
Oct. 14 – Watch videos on CULearn
Oct. 19 – Quiz #3
Oct. 21 – Lecture
OCT 26-30 – READING WEEK
Nov. 2 – Book Club
Nov. 2 – *Jane Eyre* journal entry due

The Romance of a Shop

Nov. 4 – Watch videos on CULearn
Nov. 9 – Quiz #4
Nov. 9 – Lecture
Nov. 11 – Book Club
Nov. 11 – *The Romance of a Shop* journal entry due

Their Eyes Were Watching God

Nov. 16 – Watch video on CULearn
Nov. 18 – Quiz #5
Nov. 23 – Lecture
Nov. 25 – Book Club
Nov. 25 – *Their Eyes Were Watching God* journal entry due

A Raisin in the Sun

Nov. 30 – Watch video on CULearn
Dec. 2 – Quiz #6
Dec. 7 – Lecture
Dec. 9 – Book Club
Dec. 9 – *A Raisin in the Sun* journal entry due
Dec. 11 – Journal introduction due