

Fall 2018
English Department

ENGL 2109A

GENDER, SEXUALITY, & LITERATURE (Lecture)

Location: TB 446

Time: Mon & Wed 11:35 to 12:55

Prerequisite(s): second-year standing or permission of the department

Precludes additional credit for ENGL 2902 [1.0] (no longer offered) TA: information provided when available

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Fall Office Hours: Mon 4-5:15; Wed 9-10 & by appointment

Office: 1804 Dunton Tower

ENGL 2109 A: Gender, Sexuality, & Literature: Transgressing a Century

Course Description

This course focuses on literature that represents transgressions of normative sexuality and gender—including same-sex desire, pederasty, adultery, incest, inter-racial and cross-class sexuality, and trans identification—with attention to how gender and sexuality are categorized and conceptualized in specific historical and cultural contexts, including their intersection with race, class, nation, colonialism, place, religion, and family. Through a feminist/queer intersectional approach, we will read literature from the 1920s to the present to explore how key literary texts set in England, the United States, Europe, the Caribbean, Canada, and transnationally engage with, reflect, resist, and transform cultural discourses about sexuality and gender through the stories that they tell. Topics will include (homo)sexuality in history, sexuality and secrecy, exile, coming out narratives, the AIDS crisis, queer diaspora, queer of colour, trans identities, and more. We will consider how the literature and lives of select authors have influenced and been affected by changing popular notions of sexuality and gender. To provide helpful context and theoretical tools, the course will include readings and lectures on critical theories of sexuality and gender and on the history of sexuality. Throughout the course, we will keep an open debate about the ways in which particular labels, categories, identities, and concepts help or hinder, produce and proscribe understandings and interpretations of gender, sexuality, desire, and identity: “The Love that dare not speak its name”? “Unspeakable secrets”? Homoerotic? Heteronormative? Masculine? Feminine? Invert? Pervert? Sissy? Queer? Butch/Femme? Straight/Lesbian/Gay/Bisexual? Transgender? Genderqueer? Nonbinary?

Required Texts (listed in the order we will read them)

Radclyffe Hall, *The Well of Loneliness*

James Baldwin, *Giovanni's Room* (Vintage)

Tony Kushner, *Angels in America, Part 1: Millennium Approaches*

Various authors, selections from *This Bridge Called My Back* available through ARES

Shani Mootoo, *Cereus Blooms at Night* (Emblem)

Ivan Coyote and Rae Spoon, *Gender Failure* (Arsenal Pulp Press)

*Elisha Lim, *100 Crushes* (Koyana Press)

Books are available at [Haven Books](#), 43 Seneca Street (on the corner of Sunnyside).

Please buy editions indicated (if you are buying new books). Additional readings are available at the reserve desk and/or electronically through ARES, indicated as [ARES] in the reading schedule.

*Haven has a few copies of *100 Crushes*; you can also purchase a copy from me or [Lim's Etsy Account](#).

Course Learning Objectives: What will ENGL 2109 give you the opportunity to do?

Reflect on and challenge ideas, concepts, assumptions, and representations of gender and sexuality

Understand and apply historical contexts and key theoretical concepts of gender and sexuality.

Pay attention to a literary text through slow, close reading: read carefully, critically, and observantly to develop a deeper understanding of how literary texts work and to clarify your own ideas and interpretations.

Write more, write better: practice and get feedback on your writing. Seek extra help if you need it.

Connect, reflect, debate, and relate: make connections within a text, across texts, between small details and big ideas, between your ideas and others', between the texts and your own knowledge and experience.

Enjoy reading, discussing, debating, thinking about, and writing about a diverse range of literary texts, to come to a deeper understanding of them and the ideas, concepts, desires, and identities they explore.

Course Requirements: How will student learning be assessed?

Students will engage in a variety of class activities and assignments. These activities support the course learning goals by encouraging your preparation and participation and by helping you develop your own skills and critical voice in reading, writing, analysis, and discussion. Expectations and evaluation criteria will be distributed with each assignment and posted to cuLearn.

Please keep an electronic copy of all out-of-class writing you submit to this course.

Requirements and Assessments at a Glance

Attendance, Participation, & Preparation (includes group discussions & informal in-class writing): 10%

One Online Quiz: 1%

Pop Quizzes: 5% (usually 6-7 quizzes, dropping the lowest mark or two)

One formal In-class Writing (close reading of a passage): 2%

Four Short Critical Reflections (based on close readings; one may be a creative option): 50% (reflection with lowest assessment = 5% + 3 other reflections @ 15% each = 45%)

End of Term Self-Reflection: 2%

Final Examination: 30%

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.

Attendance, Participation, & Preparation: 10%

Taking this class means a commitment to attend all the classes, complete assignments on time, and participate in class discussions and activities. Attendance and participation are assessed in the following ways:

1) **Attendance:** The class format will rely on discussion (both full-class, and small group) and I will take regular attendance. If you take this class, you are committing to coming to class on time, prepared to ask and answer questions and to participate in discussion. Multiple absences will seriously affect your final grade. Attendance: If you take this class, you are committing to coming to class on time, prepared to ask and answer questions and to participate in discussion. I will take attendance at the beginning of every class and multiple absences will seriously affect your final grade. **Students are allowed up to three unexplained absences per term (without documentation for the reason of your absence); after that, you risk losing 2% of your final mark for every additional unexplained absence. Students with more than 5 unexplained absences receive 0/10 for participation; students with unexplained absences that exceed one-third of the classes (to a maximum of 8 absences) may not write the exam and cannot pass the course. If outstanding circumstances cause you to miss multiple classes, please contact me immediately.** Documentation for illness or emergency will be accepted. If you miss a class, contact a classmate about work you missed and check cuLearn for information *before* you come to me or the TA with questions.

2) **Class Participation and Preparation:** The class format will rely on discussion (both full-class and small group) and I will take regular attendance. You may also have the opportunity to participate in on-line discussion. Essentially, class participation will be evaluated as follows:

- Did you attend class regularly, actively participate in class activities, and pay attention to class discussions?
- Did you complete the assigned readings before class, bring the appropriate text(s) and required materials to class, and come ready to focus and engage?
- Did you arrive with questions and observations about the reading, ready to contribute?
- Did you listen attentively and engage thoughtfully with others by asking and answering questions?
- Did other students and/or the professor learn from your contributions?

In addition to the participation activities above, I encourage you to take notes on key terms and passages addressed in class. (Writing in the margins of the primary texts and marking off key passages is also a good idea). Passages, terms, themes, and concepts discussed in class are likely to appear on the exam.

2) To receive credit for your work in **small group discussions**, you may be asked to document (take notes of) your discussions, report back to the class, and either submit the notes to me or post them on cuLearn. Please include the full names of all active group participants, so that everyone can receive credit for their work.

3) Periodically, we may do **informal in-class writing** based on the reading to prepare for class discussion. Collected in-class writing will receive some feedback; depending on the assignment, you may simply receive credit for doing the writing (which requires having done the reading), or you may receive a mark (using a check-mark system). Informal in-class writing will not be announced ahead of time and cannot be made up.

One Online Quiz: 1%

The quiz is located [here](#) (choose new tutorial). Once you successfully complete the quiz, you will earn a certificate. Save the certificate as a PDF and submit it to cuLearn for 1% .

Pop Quizzes: 5%

Expect regular short in-class pop quizzes, based on the day's reading. These will not be announced ahead of time. Quizzes give you credit for keeping up with the reading and help introduce content for discussion. Missed quizzes cannot be made up; however, I will drop the lowest quiz mark you receive (including 0 for absence).

One Formal In-Class Writing (passage analysis on *The Well of Loneliness*): 2%

Four Short Critical Reflections: 50% (lowest assessment @ 5% + 3 reflections @ 15% each)

You will write five critical reflections (750 to 1000 words each) to practice your skills in close reading, critical thinking, and writing about literature, and to engage creatively with the literature. Submission as follows:

1. *The Well of Loneliness* (developed from in-class writing) due 10/3
2. *Giovanni's Room* due 10/15
3. Your choice of *Angels in America*, *This Bridge Called My Back*, or *Cereus Blooms at Night* (due 11/21)
4. Your choice of any literary text on the course, as long as you have not already written a reflection on it.

* EITHER #3 or #4 may be a creative reflection (including interpretation of your work) or a reflection from a non-English disciplinary approach: have fun! Details distributed later in class.

Detailed expectations and criteria will be provided in class & on cuLearn. Reflections will be assessed for the clarity of writing and depth of thought and analysis. They are not formal essays, but do require organization, structure, primary citation, focus, and editing. Please follow "Paper Format Requirements" on cuLearn.

Critical Reflections are mandatory requirements and the major writing component of the class: miss one reflection = 0/15; miss two (or more) = you cannot pass the course.

End-of-Term Self-Reflection: 2%

At the end of term you will submit a final, brief self-reflection on your work and the progress of your thinking over the course of the term (500 to 750 words).

Final Examination: 30%

You will write a scheduled three-hour examination in December. The exam will consist of short answer and essays, and will be based on readings, lectures, and discussions. You will be expected to address all the literary authors on the course and demonstrate understanding of the theory & historical contexts. Details about exam format and expectations will be distributed in class.

This is a mandatory requirement: if you do not write the exam, you cannot pass the course.

Course Policies

Assignment Submissions

Unless otherwise noted, writing assignments are due in hard copy at the beginning of class on the due date AND submitted to cuLearn. The submission of each writing assignment must be accompanied by a statement of awareness of and compliance with Carleton's academic integrity policy, submitted to cuLearn. In other words:

we will not mark your paper until we receive it as a hard copy and we will not release your feedback and assessment until you have submitted an e-copy and a statement of academic integrity to cuLearn.

Late Assignments

Given the frequency and flexibility of assignments, there is little margin for late work; however, everyone gets a bank of 4 penalty-free days of extension (“grace days”) for submitting critical reflections, no questions asked. Treat these as a failsafe rather than planning to use them. “Grace days” are measured in 24-hour units that start at the end of class on the due date. Submission times are calculated by submission to cuLearn (as soon as you submit to cuLearn, the clock stops ticking). In the case of a late submission, after you submit to cuLearn, submit a hard copy of the late assignment to the essay drop-box in the English Department, 1812 Dunton Tower as soon as possible or in the next class. Grace days examples:

- Stephen submits Reflection #1 to cuLearn less than 24 hours after the class it was due = 1 grace day.
- Rae submits Reflection #1 more than 48 hours but less than 72 hours after it was due = 3 grace days.
- David submits a reflection that is due in an afternoon class on Nov. 2 on Nov 6 at 8am = 4 grace days.
- Shani does not attend class on the due date for Reflection #1 but posts a reflection to cuLearn that night, 6 hours after the end of class = 1 grace day.

Your use of grace days will be noted on essay feedback when applicable; you can also check with me or the TA. Once a student uses all 4 grace days, any late reflection receives a zero. (REMINDER: miss more than one reflection = you cannot pass the course). Special consideration may be given to students dealing with a protracted medical issue for which they can provide documentation. **Late submissions may receive less feedback and be returned after student work that was submitted on time.**

NOTE: If you expect to be absent the day a reflection is due, you may submit your work on time (or before the due date) to cuLearn AND in hard copy to the essay drop-box in the English Department Office (1812 DT).

Classroom Etiquette and Use of Technology

Early in the course, we will discuss and agree upon classroom expectations, including:

- How do we feel about food and drink in the classroom?
- What will be our position on laptops and cell phones in the classroom? How can we make sure that these don’t detract attention from our attentiveness and engagement?
- What constitutes respectful behaviour in this class and how will we promote it? What constitutes disrespectful behaviour and what will we do to discourage it?

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. Audio or visual recording of class lectures and discussions is not allowed.

University Policies

Academic Integrity & Plagiarism

Carleton University has a clear policy on academic integrity, including procedures to address academic misconduct. See the Undergraduate Calendar under “Academic Regulations of the University” Section 12.0: <http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/academicintegrity/>

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.*” 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 serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts 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 a final grade of "F" for the course. The policy can be found at: <http://carleton.ca/fass/wp-content/uploads/Academic-Integrity-Sept-2017.pdf>

ALERT! Your reflections are focused on the primary reading and your own ideas. DO NOT GO TO other sources of criticism. This includes online sources. You are welcome, when indicated in the assignment, to make direct connections to other courses or previous knowledge. If you do conduct outside research on the text, you must cite your sources appropriately. If you have questions about when and how to cite sources, please ask me or the T.A.

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

Please contact your instructor 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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor 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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made.

carleton.ca/pmc

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 its 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: carleton.ca/sexual-violence-support

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. Please contact your instructor 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>

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 (<http://carleton.ca/csas/writingservices/>).

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

The **Student Experience Office** (<http://carleton.ca/seo/>) offers a variety of programs and services for both new students and parents of CU students, to ensure student success. 430 Tory Building

International Student Services Office (<http://www1.carleton.ca/isso/>) 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.

ENGL 2109 A: Reading & Assignment Schedule

****complete assigned readings before class & bring hard copies of readings to class****

Date	Topics, Readings and Lectures	Assignments Due
Wed 9/5	Introductions and Expectations	
Mon 9/10	Discourse & Sexuality: Michel Foucault, “We ‘Other Victorians,’” (3-13) and “The Incitement to Discourse” (17-35), <i>The History of Sexuality, Volume I</i> [p. 3-13 only available through ARES; p. 17-35 available online. Full book at Reserves desk]	personal self-reflection due to cuLearn
Wed 9/12	Gender Performativity: Judith Butler, “Imitation and Gender Insubordination,” <i>Inside/Out</i> [ARES] Butler, “Performative Acts and Gender Constitution,” <i>Theatre Journal</i> [ARES] Ivan Coyote, “Imagine a Pair of Boots” [ARES]	
Mon 9/17	Queer (Literary) History Before Stonewall Jeffrey Weeks, Ch. 6, “The construction of homosexuality,” <i>Sex, Politics and Society</i> [ARES]	online quiz due (new tutorial)
Wed 9/19	Radclyffe Hall, <i>The Well of Loneliness</i> , Book 1	
Mon 9/24	Hall, <i>The Well of Loneliness</i> , Book II	
Wed 9/26	Hall, <i>The Well of Loneliness</i> , Book II	in class writing on <i>The Well</i>
Mon 10/1	Hall, <i>The Well of Loneliness</i> , Book IV & V	
Wed 10/3	The trial of <i>The Well of Loneliness</i>	critical reflection #1 on <i>The Well</i>
Mon 10/8	Thanksgiving: no classes or office hours	no classes or office hours
Wed 10/10	James Baldwin, <i>Giovanni’s Room</i> , Part 1, to p. 71	
Mon 10/15	Baldwin, <i>Giovanni’s Room</i> , Part II, Chapters 1-3, p. 75-118 Michael S. Kimmel, “Masculinity as Homophobia” [ARES]	critical reflection #2 on <i>Giovanni’s Room</i>
Wed 10/17	Baldwin, <i>Giovanni’s Room</i> , finish the novel	
	FALL READING BREAK: no classes or office hours	no classes or office hours
Mon 10/29	Queer Intersections After Stonewall Documentary, <i>After Stonewall</i>	
Wed 10/31	Tony Kushner, <i>Angels in America, Part I: Millennium Approaches</i> , Act I)	
Mon 11/5	Kushner, <i>Angels in America</i> , Act II & III	
Wed 11/7	Selections from <i>This Bridge Called My Back</i> [ARES]	
Mon 11/12	CUAG VISIT: Meet at Art Gallery, St Patrick’s Building	informal reflection on CUAG visit (to cuLearn, for attendance)
Wed 11/14	Shani Mootoo, <i>Cereus Blooms at Night</i> , Part I	
Mon 11/19	Mootoo, <i>Cereus Blooms</i> , Part II	
Wed 11/21	Mootoo, <i>Cereus Blooms</i> , Part III to V	critical reflection # 3 (on any literary text since 10/29)
Mon 11/26	Ivan Coyote and Rae Spoon, <i>Gender Failure</i>	
Wed 11/28	Coyote and Spoon, <i>Gender Failure</i>	
Mon 12/03	Elisha Lim, <i>100 Crushes</i>	
Wed 12/05	Lim, <i>100 Crushes</i>	critical reflection #4 (any literary text you’ve not written on)
Fri 12/07	TBA (Friday but classes follow Monday schedule)	End of term self-reflection