



# ST. JEROME'S UNIVERSITY

St. Jerome's University in the University of Waterloo

Department of English

English 208E /GSJ 208 Women's Writing

Winter 2022

Remote class Tuesdays 4-5.20

*Zoom links will be sent before each class via email and posted on Learn*

## **INSTRUCTOR INFORMATION**

Instructor: Dr Carol Acton  
Office: N/A  
Office Hours: email to meet on Zoom or by phone  
Email: cgacton@uwaterloo.ca

## **CORRESPONDENCE**

Please contact me via email at the above email address. Put the course number in the subject heading and your name in the body of the email.

## **COURSE DESCRIPTION**

This course considers a range of women's writing from the twentieth and twenty-first centuries in its social and cultural contexts. While it is impossible to cover even the main writers of the period, the course offers an introduction to some of the significant women writers of this time and/or to women's responses to cultural and social change.

## **COURSE OBJECTIVES**

The course introduces you to significant twentieth and twenty-first century women writers. Each class will focus on discussion of the works through literary-critical (close reading) analysis of the texts in their social and cultural contexts, allowing for engagement with the works and with peers.

## **REQUIRED TEXTS**

Digital are reserves available online through the library reserves. Other works have direct links given in the schedule and course notes on Learn.

You will need to buy

Sylvia Plath, *The Bell Jar*

Shelagh Delaney, *A Taste of Honey*

Sally Rooney, *Normal People*

The above are available through the bookstore, but I suggest looking for used copies to save

money. You can use any edition.

## **COURSE REQUIREMENTS AND ASSESSMENT**

### **Assignments**

4 short writing pieces – topics posted on Learn 2 weeks prior to assignment due date or sooner. They should use double spacing and 11 or 12 pt font.

Due dates on the course outline – these should be emailed to me *directly* as a **Word** file attachment. I will then make in text comments and return them.

Reflective response 1 @ 20% - 2-3 pages due Feb 4

Short critical analysis 1 @ 20% 2-3 pages due March 4

Reflective response 2 @ 25% 3-4 pages due March 25

Short critical analysis 2 @ 35% 4-5 pages due April 11

- Assignments must be **emailed to me directly as a Word attachment** – I will return with comments
- They should be double spaced in 11 or 12 pt font. Do not double space between paragraphs.
- All written work must indicate use of secondary sources with clear in-text citation and a bibliography/works cited at the end
- Further information on the above assignments will be available via a Learn e-mail/on the Learn site

Online writing help: <https://www.trentu.ca/academicskills/how-guides/how-write-university>

This guide includes documentation/citation guidelines and samples; how to write an English essay; moving beyond the five paragraph essay; and advice on the mechanics of style and grammar with sample essays.

### **Assignment due dates are in the schedule**

## **COURSE SCHEDULE**

Early 20<sup>th</sup> century

Week 1 Jan 11<sup>th</sup>

Chopin ‘The Story of an Hour’ (1894) (US)

Please read this before the class

<https://socrates.acadiau.ca/courses/engl/rcunningham/1413-F09/StoryAnHour.pdf>

Poetry

Week 2 Jan 18th

Katherine Mansfield (New Zealand/UK)

Introduction

<https://www.bl.uk/20th-century-literature/articles/an-introduction-to-katherine-mansfields-short-stories>

‘The Tiredness of Rosabel’ (1908)

<https://gutenberg.net.au/ebooks08/0800221h.html>

Mansfield: ‘Bliss’ (1918)

<https://www.gutenberg.org/cache/epub/44385/pg44385-images.html#chap03>

Women respond to the First World War (UK)

Rose Macaulay, ‘Picnic’ (1917)

<https://www.poetrybyheart.org.uk/poems/picnic/>

Charlotte Mew, ‘The Cenotaph’ (1919)

<https://www.poetryfoundation.org/poems/57272/the-cenotaph-56d23a9c7145a>

Week 3 Jan 25th

Virginia Woolf (UK)

‘The New Dress’ (1924)

<https://gutenberg.net.au/ebooks12/1203821h.html#ch-08>

from *A Room of One’s Own* (1929)

<https://gutenberg.ca/ebooks/woolfv-aroomofonesown/woolfv-aroomofonesown-00-h.html#chapter06>

Introduction to *A Room of One’s Own*

<https://www.bl.uk/20th-century-literature/articles/an-introduction-to-a-room-of-ones-own>

Zora Neale Hurston ‘How it feels to be colored me’ (1928) (US)

<https://www.wheelersburg.net/Downloads/Hurston.pdf>

Week 4 Feb 1 mid Twentieth Century

Women responding to the Second World War

Poetry, Jo Westren, 'Brief Sanctuary' (digital reserve) (1940s) (UK)

Elizabeth Bowen, 'The Demon Lover' (Irish/UK) (1945)

<https://biblioklept.org/2016/06/20/read-the-demon-lover-a-short-story-by-elizabeth-bowen/>

Sylvia Plath, 'Morning Song' (Feb 1961) 'Daddy' (Oct 1962) 'Lady Lazarus' (Oct 1962); 'The Applicant' (Oct 1962); (US – living in UK when these poems were written)

<https://www.poetryfoundation.org/poems/49008/morning-song-56d22ab4a0cee>

<https://www.poetryfoundation.org/poems/48999/daddy-56d22aafa45b2>

<https://www.poetryfoundation.org/poems/49000/lady-lazarus>

<https://www.poetryfoundation.org/poems/57419/the-applicant>

<https://www.bl.uk/20th-century-literature/articles/a-close-reading-of-daddy>

<https://www.bl.uk/20th-century-literature/articles/a-close-reading-of-lady-lazarus>

Carol Ann Duffy on Sylvia Plath: <https://www.poetryfoundation.org/harriet-books/2012/11/carol-ann-duffy-on-the-importance-of-sylvia-plath>

**First assignment due Feb 4<sup>th</sup> by 5.30 pm your time**

Week 5 Feb 8<sup>th</sup>

Sylvia Plath, *The Bell Jar* (1962)

<https://www.bl.uk/20th-century-literature/articles/an-introduction-to-the-bell-jar>

<https://www.bl.uk/collection-items/sylvia-plaths-journal-26-february-1956>

<https://www.bl.uk/collection-items/sylvia-plaths-journal-2-march-1958>

Week 6 Feb 15<sup>th</sup> *The Bell Jar*/Shelagh Delaney *A Taste of Honey* (UK) (1958)

Link to film of *A Taste of Honey*

**Reading Week (21-25)**

Week 7 March 1

*A Taste of Honey*

<https://www.bl.uk/20th-century-literature/articles/an-introduction-to-a-taste-of-honey>

<https://www.bl.uk/20th-century-literature/articles/shelagh-delaney-the-start-of-the-possible>

<https://www.bl.uk/20th-century-literature/videos/breaking-barriers-murray-melvin-on-a-taste-of-honey>

Audre Lorde on being black and lesbian in the 50s

Long interview: [https://www.youtube.com/watch?v=nS8\\_5Dm-sg](https://www.youtube.com/watch?v=nS8_5Dm-sg)

Short interview with video: <https://www.youtube.com/watch?v=wqfTfyPFyik>

Introduction to Lorde: <https://www.poetryfoundation.org/articles/146096/audre-lorde-101>

Audre Lorde poetry: 'Afterimages' <https://www.poetryfoundation.org/poems/42582/afterimages> (US) ()

**2<sup>nd</sup> assignment due March 4<sup>th</sup> by 5.30 pm your time**

Week 8 March 8

Mid to late Twentieth Century

Relationship between literature, publishing and feminism

<https://www.poetryfoundation.org/podcasts/101723/books-that-broke-down-barriers>

60s articles in BL and online poetry source

Introduction to Adrienne Rich (US)

<https://www.poetryfoundation.org/poets/adrienne-rich>

'Diving into the Wreck' <https://poets.org/poem/diving-wreck> (1971-2)

'Women, Feminist Identity and Society in the 1980's' (digital reserve)

Introduction to Doris Lessing ((Rhodesia) Zimbabwe/UK)

(digital reserve)

Lessing, 'An Old Woman and Her Cat' (1963) (digital reserve)

Alice Walker, 'Everyday Use' (1973) (US) (digital reserve)

Late 20<sup>th</sup> century/21<sup>st</sup> century

Week 9 March 15<sup>th</sup>

Alice Munro, 'Royal Beatings', 'The Beggar Maid' (Canadian) (1978) (digital reserve)

Joy Harjo (Muscogee Nation (Indigenous North America)):

‘When the World as We Knew It Ended’ (1975-2001)

[When the World as We Knew It Ended by Joy Harjo | Poetry Foundation](#)

‘An American Sunrise’

<https://www.poetryfoundation.org/poetrymagazine/poems/92063/an-american-sunrise> (2017)

Lee Maracle (Sto:lo Nation (Indigenous North America)), ‘Laundry Basket’ (2010); ‘Trayvon is Gone’ (2019) (digital reserve)

<https://www.poetryfoundation.org/podcasts/146610/a-change-of-world-episode-6-new-waves>

20<sup>th</sup>/21<sup>st</sup> Century

Week 10 March 22<sup>nd</sup>

Eavan Boland: ‘Night Feed’ <https://www.poetryireland.ie/publications/poetry-ireland-review/online-archive/view/night-feed> (Irish) (1982)

‘Cityscape’ <https://www.poetryfoundation.org/poetrymagazine/poems/56178/cityscape> (2013)

Carol Ann Duffy: ‘Prayer’ <https://www.fulgura.de/sonett/karussel/original/prayer.htm> (UK) (2013)

‘Valentine’ <https://www.scottishpoetrylibrary.org.uk/poem/valentine/> (1993)

‘Syntax’ <https://poetryarchive.org/poem/syntax/> (2005)

Moira Egan: ‘Bar Napkin Sonnet 11’, <https://www.poetryfoundation.org/poems/49272/bar-napkin-sonnet-11> (2005/2008) (US)

June Jordan, ‘Poem about my rights’ (posthumous, 2005) (US)

<https://www.poetryfoundation.org/poems/48762/poem-about-my-rights>

**3<sup>rd</sup> assignment due March 25<sup>th</sup> by 5.30 pm your time**

Week 11 March 29<sup>th</sup>

Sally Rooney, *Normal People* (2017) (Irish)

Week 12 April 5<sup>th</sup> *Normal People*

Final assignment due April 11<sup>th</sup>

podcast

<https://www.poetryfoundation.org/podcasts/149360/a-change-of-world-documentary>

## **IMPORTANT DATES TO REMEMBER**

Assignment due dates:

Assign 1 Feb 4th

Assign 2 March 4th

Assign 3 March 25th

Assign 4 April 11th

## **POLICY ON LATE WORK, MISSED ASSIGNMENTS, AND MAKE-UP TESTS**

**Late assignments** will have 2% deducted per day late. However, if you request an extension at least 24hrs before the deadline via e-mail, I can arrange a new deadline with you without penalty. It is in your own best interest to hand work in on time so you don't become overwhelmed with overdue work. Please let me know if ongoing illness or family or personal issues cause problems during the term as it makes it much easier for me help you plan work accordingly if I know about such issues.

## **OTHER IMPORTANT INFORMATION**

**Academic Integrity**: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. Check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) for more information.

**Grievance**: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the St. Jerome's University Policy on [Student Petitions and Grievances](#). When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

**Discipline**: A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. Check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the St. Jerome's University Policy on [Student Discipline](#). For information on categories of offences and types of penalties, students should refer to University of Waterloo [Policy 71, Student Discipline](#). For typical penalties, check the [Guidelines for the Assessment of Penalties](#).

**Appeals**: A decision made or penalty imposed under the St. Jerome's University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome's University Policy on

Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome's University policy on [Student Appeals](#).

**Note for students with disabilities:** [AccessAbility Services](#), located in Needles Hall (Room 1401) at the University of Waterloo, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.