WRTG 3020
Gender Representation: Examining Literary Incarnations of Gender & Sexual Identity
Spring 2007

COURSE DESCRIPTION & OBJECTIVES
Through a close examination of short stories, poetry, and a novel, this course introduces and explores issues relating to:

- The concept of ‘gender’ as an indicator of identity.
- The ways in which various gender roles are constructed and shaped by literary, rhetorical, historical, societal, political, and ethical contexts/structures/ institutions.
- The intersections and divergences between gender, sex, and sexuality.
- The relationships between gender and other commonly accepted markers of identity such as race, class, nationality, and religion.

The curriculum is roughly divided into four Sections: ‘Learning Gender’, ‘Living Gender’, ‘Questioning Gender Norms’, and ‘Reading Gender in Stone Butch Blues’. The titles, sub-titles, and listed readings of each Section self-evidently designate the thematic focus of each class session. Because each Section is both closely-related and continuous with the other two, issues, theories, and topics raised in one class will often be revisited in relation to different topics and texts. Through essays, journaling, discussion, lectures, group presentations and various class activities, students will develop skills of critical reading and expression (written and oratory) in conjunction with these above-listed issues and topics. Ultimately, not only will students learn to identify gender issues within (and beyond) literary contexts, they will also come to think about and discuss those issues in a coherent and meaningful capacity. Students are advised that this is a WRTG course and thus should expect a greater emphasis upon writing as well as matters of rhetorical and critical analyses.

REQUIRED READINGS
The two texts that need to be purchased for this course are available at the campus bookstore (please ensure that the correct edition is purchased):


Additional (theoretical) readings are available online via CULearn (see below).

* Please note that profanity, uncouth language, racially charged language, and explicit sexual content (including discussions and descriptions of homosexuality), are used in some texts for the purposes of characterization and/or realism. If you are uncomfortable with such language or subject matter, please choose another course.
CULearn
The course syllabus, additional readings and resources, and progressive grades may be obtained via CU Learn (formerly WebCT). CU Learn for WRTG 1150 can be accessed by going to the 'My Page' tab after logging on to CU Connect. Consult the course professor for help or further details.

ASSESSMENT
- Major Research Essay (1450-1600 words) 25%
- Weekly Journal 30%
- 30-35 minute Group Presentation 15%
- Minor Essay on the Group Presentation (900-1100 words) 15%
- Attendance/Participation 15%

* Please note that in order to qualify for a passing grade, ALL assignments must be completed with a minimum grade of D-.

Final Grade Scale (all values are in %): 94-100=A, 90-93.9=A-, 86.1-89.9=B+, 84-86=B, 80-83.9=B-, 76.1-79.9=C+, 74-76=C, 70-73.9=C-, 66.1-69=D+, 64-66=D, 60-63.9=D-, < 60% = F

Major Essay (25%)
The topics for the major essay will be supplied in Week Five of this Semester (Monday, Feb. 12). Students are strongly advised not to exceed the 1600-word limit (around 6 ½ pages). At the very latest, all submissions are due at 5:45pm on the Friday of Week 13 (Apr. 20). No late submissions will be accepted for any reason.

Weekly Journal (30%)
The Weekly Journal component of assessment will be comprised of a working Glossary as well as each student’s critical account of the texts studied in this course. Obviously, students are expected to read all assigned texts. However, excepting those weeks during which Stone Butch Blues is studied, students are only expected to write about 2 of the assigned literary texts in relation to the assigned theoretical text per week. All work in the Weekly Journal must be typed (handwritten entries and items will not be accepted).

GLOSSARY
The Glossary section of the Workbook will basically comprise a list of critical (or otherwise unfamiliar) terms, concepts, and their attending definitions (rather than copying dictionary definitions verbatim, students are to present definitions in their own words). This list will grow each week as students are introduced to new terms and critical application. Students should also take the initiative to include useful/appropriate terms that they might encounter beyond this course. Extra credit will be awarded to students who employ Glossary terms in their submitted essays (bold or highlight Glossary items). Namely, for each essay, students will be awarded 1 extra point per 5 correctly used glossary terms. The maximum extra credit for glossary word usage per essay is 1 point.
JOURNAL ENTRIES
From Week 3 onwards, students are required to complete 2 journal entries per week as follows:

Entry 1: Before each class meeting, students will write a 1 to 2 paragraph (½ to 1 pages) account in the third-person addressing the following questions:

A. What literary and rhetorical devices are used and to what purpose? Are they effective? Is the piece studied directed towards a specific ‘audience’?
B. How might the text(s) be understood with regard to the particular themes and theoretical text studied during the week in question?

Entry 2: The second entry will be a re-evaluation of the text(s) studied subsequent to the lecture, group presentation and class discussions. In one paragraph (¼ to ½ page), each student will reflect upon and write about how the class discussion/activities might or might not have altered their original assessment of each text. This second entry may be written in the first person and include subjective reactions.

- **Entry 1 MUST be brought in to class every Monday** (failure to do so will result in a 2 point/% penalty).
- In the event of absence, students are still required to complete Entry 1 of the Weekly Journal. In addition, notes and homework from the missed class must be obtained from a classmate and neatly summarized in place of Entry 2.
- Homework given out in class must also be neatly included in the Weekly Journal.

Because the Weekly Journal constitutes 30% of the total assessment for this course, it is advised that students take care to compose thoughtful and well-presented entries for it.

* Journals will be collected once during class in Week 7 (Friday Mar. 02) and again during class in Week 14 (Monday Apr. 23).

**Group Presentation (15%)**
Working with and guided by the professor of the course, each student group (of 2 or 3) is required to conduct a 30-35 minute presentation relating to, and addressing, one or two of the literary texts and one or two of the issues engaged during the week in question. The listed theoretical text must also be engaged and further research must be performed (at least 1 library-found book and at least 1 peer-reviewed scholarly journal that is four or more pages in length). These presentations offer students the opportunity to:

- Develop a sense of responsibility and agency in actively shaping the ‘learning experience’ of the class
- present their personal understanding of, and attitudes towards, key issues raised in the course
- learn how to structure their thoughts and opinions in a way that is at once academically sound and compelling
- develop crucial community-building skills such as teamwork, multi-tasking, research, and public speaking
- be creative

Each group may choose to negotiate the topic(s)/text(s) of the week in any mode they choose. That is, students may opt to present papers in the more ‘traditional’ oratory fashion, or they may choose to present in an alternative format such as via creating a mini-play – in which other students are
mobilized to participate as 'players' – or producing a short video-documentary (other ideas include simulating game-shows, talk-shows, or television news broadcasts). Members of each student group are to make an appointment with their professor at least one week prior to giving their presentation in order to discuss the format and content of their presentation.

Grading of the in-class presentation will be calculated according to the following criteria:

- overall coherence and organization of the presented material
- ability to convey the key ideas and issues of the text(s) in question
- degree to which texts presented are linked to the theories and themes of the week and the Section
- level of class participation and discussion generated
- evidence of research performed beyond course readings (at least 1 library-found book and 1 peer-reviewed scholarly essay of 4 pages or more)
- creativity, enterprise, and initiative

The text(s) chosen for this presentation component of the course cannot be identical to the text(s) chosen for the Major Assignment (that is, students are not to write in their major essay about the same texts as those used in their Group Presentations).

Students are also exempt from writing a journal entry during the week of their presentation.

**Minor Essay on Group Presentation (15%)**

Each student will submit a 900-1100 word paper (approx. 4 ½ pages) in which all the texts presented are discussed in detail and critically analyzed. As such, students are advised to work collaboratively on their group presentations and share their research. Students are also expected to complete a peer review worksheet for one other group member's essay before submission. Peer-review sheets may be obtained from the professor or downloaded via CULearn. The Minor Essay with Peer Review worksheet is due 2 Fridays following the presentation.

**Attendance/Participation/Group-work (15%)**

Unless medical or other official certification is provided, every student must attend every class session. In order to avoid a poor grade, students are advised to be appropriately prepared before every class (namely, fulfilling all weekly set readings and homework, etc). Students arriving to any class without having completed homework will incur a 2% penalty on their overall grade each time this happens. It should also be noted that students will primarily be graded upon their (unsolicited) contributions to class discussion as well as their ability to work/interact cooperatively with others. And although more attendance contributes very little to the final Attendance/Participation/Group-work grade, students will be penalized for absenteeism. In the case where students are able to document valid cause for their nonattendance, they will still be required to complete all homework set for the missed class, as well as provide a coherent and comprehensive written summary of that week's readings and/or lecture notes. It is also the responsibility of absentee students to email their professor in order to obtain homework given out in class – failure to do so will result in half grade penalizations (i.e. 5%). It is necessary for absentees to have sufficient time to catch up on homework and readings BEFORE the class following their absence. Therefore, absentees have 18 hours to email their professor to obtain missed work/notes from the missed class – failure to do so will result in a 2% penalty on their overall grade. Students failing to attend more than 3 classes without approved documentation will be penalized a half grade for each subsequent class missed. Failing to attend more than 8 class meetings (for any reason whatsoever) will result in outright failure. Malingering and tardiness will not be tolerated. If a student is more than 10 minutes late for class, s/he will be listed as absent.
Academic Misconduct: Plagiarism and the CU Honor Code
The handing in of assignments with identical answers by pairs or groups of students, or of plagiarized work, contravenes university rules. The penalties are severe. Plagiarism is the unacknowledged appropriation of the words and/or ideas of someone else. Basically, it is intellectual theft and can take many forms; ranging from the reproduction of published material without appropriately documenting the source of that material, to submission of an essay written by someone else. Generally, we do know when we are indulging in some form of deceit such as this, but there may be cases when, because one’s own thoughts coincide closely with those of someone else (e.g. a researched author), confusion arises as to whether or not plagiarism is an issue. In such circumstances, students are expected to discuss the dilemma with the course professor. Students should note, in any event, that plagiarism is regarded very seriously as a violation of the objectives of a university education. Incorrect or insufficient referencing in a submitted paper will result in the student having to address ALL the referencing issues in that paper within a 48 hour period. Any other form of plagiarism (including: submitting an essay for more than one course, or using part or all of an essay or book chapter attained on-line or from another student), will result in the offending student being reported according to the procedures outlined in the CU Honor Code, outright failure of the submitted essay, and, by extension, failure of the course. Information about the University of Colorado (Boulder) Honor Code can be obtained from the following web address:

http://www.colorado.edu/academics/honorcode/index.htm

So that suspect submissions may be tested for plagiarism using Turnitin.com, students are required to be able to produce electronic copies of all their essays upon request.

Special Accommodations and ESL
If you qualify for accommodations because of a disability, submit a letter from Disability Services to your instructor. Disability Services determines accommodations based upon documented disabilities (303-492-8671, Willard 322, www.colorado.edu/disabilityservices). If you are a non-native writer of English, you may prefer to take a section of First Year Writing designated by an 800 section number. For more information, contact the PWR main office at 303-492-8188.

THE WRITING & RESEARCH CENTERS
Web: http://www.colorado.edu/pwr/writingcenter.html
Email: wrtghelp@colorado.edu

Throughout the semester, any enrolled student is eligible to receive free tutorial assistance at The Writing Center – located in the Norlin Library (E-156). Appointments are required and can be made from the Writing Center website (see above web address) or just by dropping in. All students are encouraged to take advantage of this service. For each essay, extra credit will be awarded to students who attend Writing Center sessions to address grammar/syntax and/or structural issues. The Writing Center also contains a Research Center where students are provided assistance with matters of research. Extra credit will also be awarded to students who attend sessions here.

Syllabus
The following Course Outline serves as a tentative schedule for the focus of each class meeting and lists readings and due dates for assignments. This syllabus is, however, subject to change as circumstances warrant.
COURSE OUTLINE

WEEK ONE
Introduction, Administration, and Organization
Jan. 17 Readings: Course syllabus
Jan. 19 Readings: Course syllabus

Learning Gender
WEEK TWO
Basic Critical Frameworks
Jan. 22 Readings: "Introduction", Literature and Gender, pp.1-11
"Writing About Literature and Culture" in Literature and Gender, pp. 367-372
Jan. 24 Readings: Preface to the 'Learning' section in Literature and Gender, pp. 13-15
Jan. 26 Readings: Preface to the 'Learning' section in Literature and Gender, pp. 13-15
Fuss, "Essentialism vs. Constructionism" (CULearn)

WEEK THREE
Learning Gender: Social Roles and Cultural Expectations
Jan. 29 Readings: Preface to the 'Learning' section in Literature and Gender, pp. 13-15
Fuss, "Essentialism vs. Constructionism" (CULearn)
Percy, "Barbie Doll", Literature and Gender, pp. 22-23
Jan. 31 Readings: Roethke, "My Papa's Waltz", Literature and Gender, p. 25
Jen, "In the American Society", Literature and Gender, pp. 45-55
Feb. 02 Readings: Fuss, "Essentialism vs. Constructionism", (CULearn)

WEEK FOUR
Learning Gender: Sex and Sexuality
Feb. 05 Readings: Fuss, "Essentialism vs. Constructionism" (CULearn)
Kincaid, "Girl", Literature and Gender, pp. 18-19
Feb. 07 Readings: Gould, "X", Literature and Gender, pp. 38-44
Kaneko, "The Shoyu Kid", Literature and Gender, pp. 55-62
Feb. 09 Readings: Fuss, "Essentialism vs. Constructionism" (CULearn)

Group I Presentation

Living Gender
WEEK FIVE
Living Gender: Trauma
Feb. 12 Readings: Preface to the 'Living' section in Literature and Gender, pp. 117-119
Hesford, "Reading Rape Stories", (CULearn – only read pp. 192-196)
Coleman, "Rape", Literature and Gender, pp. 121-123
Feb. 14 Readings: Harjo, "The Woman Hanging …", Literature and Gender, pp. 129-130
Feb. 16 Readings: Hesford, "Reading Rape Stories", (CULearn – only read pp. 192-196)

WEEK SIX
Living Gender: Objectification and Materialism
Feb. 19 Readings: Žižek, "Courty Love, or, Woman as Thing", (CULearn)
Cummings, "she being Brand", Literature and Gender, pp. 124-125
Feb. 21 Readings: Plath, "The Applicant", Literature and Gender, pp. 135-136
Hurston, "The Gilded Six Bits", Literature and Gender, pp. 162-170
Feb. 23 Readings: Žižek, "Courty Love, or, Woman as Thing", (CULearn)

Group II Presentation
WEEK SEVEN  Living Gender: Negotiating Boundaries
Feb. 26 Readings:  Sedgwick, “From Between Men”, (CULearn)
                        Komunyaka, “More Girl Than Boy”, Literature and Gender, p. 133
                        Updike, “The Rumor”, Literature and Gender, pp. 186-193
Mar. 02 Readings:  Sedgwick, “From Between Men”, (CULearn)
Group III Presentation
*Hand in Weekly Journals Mar. 02

Questioning Gender Norms

WEEK EIGHT  Questioning Gender: Unsanctioned Desire
Mar. 05 Readings:  Preface to the ‘Resisting’ section in Literature and Gender, pp. 259-261
                        Riggs, “Unleash the Queen”, (CULearn)
                        Allison, “The Women Who Hate Me”, Literature and Gender, pp. 261-266
                        Millay, “I Too Beneath Your Moon, Almighty Sex”, Literature and Gender, p. 277
Mar. 07 Readings:  Riggs, “Unleash the Queen”, (CULearn)
Group IV Presentation

WEEK NINE  Questioning Gender: Abjection and Grief
Mar. 12 Readings:  Kristeva, “Approaching Abjection”, (CULearn)
                        Lassell, “How to Watch Your Brother Die”, Literature and Gender, pp. 271-273
                        Alfaro, “Bitter Homes and Gardens”, Literature and Gender, pp. 294-300
Mar. 16 Readings:  Kristeva, “Approaching Abjection”, (CULearn)
Group V Presentation

WEEK TEN
& Discussion of Major Research Essay – Schedule TBA
Readings:
“Writing About Literature and Culture”, Literature and Gender, pp. 367-393
Handouts and/or other texts on CULearn

WEEK ELEVEN  Questioning Gender: Subversion and Alternate Ideals
Apr. 02 Readings:  Butler, “Imitation and Gender Insubordination”, (CULearn)
                        Broumas, “Little Red Riding Hood”, Literature and Gender, pp. 267-268
Apr. 04 Readings:  Shapiro, “Call Me Barbie”, Literature and Gender, p. 284
                        Russ, “When It Changed”, Literature and Gender, pp. 345-350
Apr. 06 Readings:  Butler, “Imitation and Gender Insubordination”, (CULearn)
Group VI Presentation

SPRING BREAK  March 26-March 30  No Classes Scheduled
Reading Gender in *Stone Butch Blues*

**WEEK TWELVE** (Apr. 09, 11, 13)

**Apr. 09 Readings:**
Dean, “Transcending Gender”, (CULearn)
Feinberg, *Stone Butch Blues*, pp. 5-118 (Chapters 1-11)

**Apr. 11 Readings:**
Dean, “Transcending Gender”, (CULearn)
Feinberg, *Stone Butch Blues*, pp. 5-118 (Chapters 1-11)

**Apr. 13:**
Major Research Essay Peer Review I

**WEEK THIRTEEN**

**Apr. 16 Readings:**
Dean, “Transcending Gender”, (CULearn)

**Apr. 18 Readings:**
Dean, “Transcending Gender”, (CULearn)

**Apr. 20:**
Major Research Essay Peer Review II

*Hand in Major Research Essay Apr. 20*

**WEEK FOURTEEN**

**Apr. 23 Readings:**
Dean, “Transcending Gender”, (CULearn)
Feinberg, *Stone Butch Blues*, pp. 227-301 (Chapters 20-26)

*Hand in Weekly Journals Apr. 23*

**Apr. 25 Readings:**
Dean, “Transcending Gender”, (CULearn)
Feinberg, *Stone Butch Blues*, pp. 227-301 (Chapters 20-26)

**Apr. 27 Readings:**
Dean, “Transcending Gender”, (CULearn)
Feinberg, *Stone Butch Blues*, pp. 227-301 (Chapters 20-26)

**WEEK FIFTEEN**

Conclusions/Reflections

No Readings Scheduled