

ENL 160-01: READING BROADLY

Fall 2011

MWF 12:30-1:20

MH 320

Part of a Learning Community on Gender and Identity

Professor Keja Valens

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Catalog Description

Literary works from a broad historical range and a variety of genres will be grouped around a common topic, and students will examine how writers approach significant questions from different perspectives. “Classics” will be juxtaposed with works from diverse time periods and cultures. Emphasis will be on developing framing questions and reading intertextually. Form, context, and aesthetics will be considered as students work on developing interpretive skills and forming questions. Required of Bachelor of Arts, English Majors. Three lecture hours per week. Prerequisite or corequisite: ENG 101 or ENL 101.

Goals

- To make significant connections between texts and contexts across cultural, historical, and generic boundaries, including beyond the Western canon.
- To encounter several non-Western texts.
- To explore thematic and formal interconnections and differences between different literary works.
- To develop methods for approaching and interrogating texts.
- To improve the ability to articulate interpretations and participate in literary discourse.
- To develop critical thinking skills.
- To consider aesthetic choices and judgments.

Objectives

By the time students complete ENL 160, they will have demonstrated the ability to:

1. Analyze how a text comments on or responds to historical and social moments (discussions and written assignments);
2. Tailor analyses to particular generic conventions (discussions and written assignments);
3. Locate intertextual connections and articulate their significance for analysis (readings, discussions, and written assignments);
4. Employ literary terms and critical vocabulary (discussions and written assignments);
5. Develop and answer framing questions to organize, articulate, and think through interpretations of complex literary and cultural issues (discussions and written assignments);
6. Support arguments in literary analysis with textual and contextual evidence (discussions and written assignments);

7. Listen and respond to multiple perspectives (readings, discussions, and written assignments);
8. Explicate aesthetic choices and judgments (discussions and written assignments).

By the time students complete ENL 160 they will have demonstrated knowledge of:

9. A broad range of historical and social contexts, including beyond the Western canon (readings, lectures, and discussions);
10. Poetry, prose, and drama and a variety of sub-genres (readings, lectures, and discussions);
11. A broad range of literary influences, movements, and traditions, including beyond the Western canon (readings, lectures, and discussions);
12. Content of touchstone, canonical texts and “other” texts that are in tension with dominant Western literary traditions (readings, lectures, and discussions);
13. Literary terms and critical vocabulary (readings, lectures, and discussions);
14. Major framing questions through which the texts and contexts have been studied (readings, lectures, and discussions);
15. Aesthetic concerns and movements (readings, lectures, and discussions).

Required Texts (all texts are on order at the SSU Bookstore)

Herculine Barbin.

Jeffrey Eugenides, *Middlesex.*

Honoré de Balzac, *Sarrasine.*

Patricia Powell, *The Pagoda.*

Louise Ehrdrich, *Last Report on the Miracles at Little No Horse.*

Schedule

Gender Divisions, Gender Changes

Week 1:

Wed. Sept. 7: Introduction

Fri. Sept. 9: from *The Symposium* (Aristophanes’ Speech, 189-193)

Week 2:

Mon. Sept. 12: Ilana Löwy, “Gender and Science”

Wed. Sept. 14: “The Ballad of Mulan”

Fri. Sept. 16: Judith Butler, from *Gender Trouble*

Week 3:

Mon. Sept. 19 Ovid, from *Metamorphoses*: Tiresias (Book 3), Salmacis and Hermaphroditus (Book 4), and Iphis and Ianthe (Book 9).

Wed. Sept. 21 Susan Stryker, “My Words to Victor Frankenstein”

Fri. Sept. 23: ESSAY 1 DUE

Between Genders

Week 4: *Herculine Barbin*

Mon. Sept. 26: Foucault’s introduction vii-xiv and “My Memoirs” 3-41

Wed. Sept. 28: 41-87

GROUP MEETING 11-1:30 André Debussé III

Fri. Sept. 30: 87-end

Week 5-7: Jeffrey Eugenides, *Middlesex*

Mon. Oct. 3: 1-76

Wed. Oct. 5: 79-148

Fri. Oct. 7: 149-211

Mon. Oct. 10: NO SCHOOL: COLUMBUS DAY

Wed. Oct. 12: 212-270

Fri. Oct. 14: 271-318

Mon. Oct. 17: 319-397

Wed. Oct. 19: 401-439

Fri. Oct. 21: 440-end; ESSAY 2 QUESTIONS DUE

Mon. Oct. 24: ESSAY 2 DUE

When Gender is Changed (Involuntarily?)

Week 8: Honoré de Balzac, *Sarrasine*

Wed. Oct. 26: whole story

Fri. Oct. 28: continue discussion of *Sarrasine*

Week 9-10: Patricia Powell, *The Pagoda*

Mon. Oct. 31: Ch 1-2

Wed. Nov. 2: ch 3, 11-1: Robyn Ochs Workshop

Fri. Nov. 4: ch 4-5

Mon. Nov. 7: ch 6-7

Wed. Nov. 9: ch 8-11

Fri. Nov. 11: NO SCHOOL: VETERAN'S DAY

Mon. Nov. 14: ESSAY 3 DUE

When Gender is Changed (Voluntarily?)

Week 11-13: Louise Ehrdrich, "The Strange People" and *Last Report on the Miracles at Little No Horse*

Wed. Nov. 16 Will Roscoe, "Strange Country This" and "The Strange People"

Fri. Nov. 18 Prologue and Part One (1-56)

Mon. Nov. 21: Part Two (59-158)

NO CLASS: ATTEND A SPEAKER/EVENT

Wed. Nov. 23: NO SCHOOL: THANKSGIVING BREAK

Fri. Nov. 25: NO SCHOOL: THANKSGIVING BREAK

Mon. Nov. 28 Part Three (160-253)

Wed. Nov. 30 Part Four ch. 16-18 (258-295)

Fri. Dec. 2 Part Four ch. 19-epilogue (296-355)

FOR WEDNESDAY: Finish Part 2; turn in a typewritten copy of the five questions assignment sent out last week and attached again here.

FOR FRIDAY: Read the first half of Part 3 (158-207) and turn in a typewritten response to the questions I'll hand out in class Wednesday

FOR MONDAY: Read the second half of Part 3 and turn in a typewritten response to the questions I'll hand out in class Friday.

FOR WEDNESDAY: Read the first half of Part 4 (258-295) and turn in a typewritten response to the questions I'll hand out in class Monday.

FOR FRIDAY: Finish the book and turn in a typewritten response to the questions I'll hand out in class Wednesday.

Note that the short questions and responses take the place of paper #4.

Week 14: *Boys Don't Cry*

Mon. Dec. 5: ESSAY 4 DUE

Wed. Dec. 7

Fri. Dec. 9

Conclusion

Mon. Dec. 12 Draft Presentations Due

Exam Day: Terms Exam, Final Project Due

Description of Assignments

Attendance and Participation: Students must arrive at each class with all of the assigned reading for the day completed. In-class discussion, in-class writings, and in-class activities will occur regularly and will be monitored by the instructor.

Questions and Responses: At least five times during the course of the semester, students will be asked to bring to class either questions or responses relating to the day's reading. Specific assignments will be given on the Friday before. Questions and responses must be typed up and will be collected.

Essays: Essay topics will be assigned at least one week prior to the due date. All essays must be type-written and must follow basic MLA format (see the *Penguin Brief Guide* if you are not familiar with MLA format). Essays will be graded using the rubrics included in this syllabus.

Final Project: An interdisciplinary project incorporating text and media done in conjunction with the other courses in the learning community. More information will be forthcoming.

Terms: Throughout the semester, key terms in literary study and in the study of gender and identity will be presented and compiled into a class dictionary. There will be an exam on the terms at the end of the course.

Assessments

1. Attendance and Participation (20%): Objectives 1-15
2. Questions and Responses (10%): Objectives 5 & 14
3. Four 3-5 page Essays (10% each): Objectives 1, 2, 5, 6, 9, 10, 14
4. Final Project (20%): Objectives 1, 3, 7, 8
5. Final (Terms) Exam (10%): Objectives 4 & 13

Essay Rubrics

	A (91-100)	B (76-90)	C (61-75)	D (46-60)	F (45 or below)
FRAMING QUESTIONS	Clearly articulates a creative, focused, and manageable framing question that addresses potentially significant yet previously less explored aspects of one or more texts.	Articulates a focused and manageable framing question that appropriately addresses relevant aspects of the text(s).	Articulates a framing question that while manageable is too focused and leaves out relevant aspects of the text(s).	Articulates only a framing question that is far too general and wide-ranging as to be manageable.	Does not articulate a framing question or articulates a framing question that is irrelevant to the content of the text(s).
SUPPORT AND DEVELOPMENT	Identifies relevant textual evidence and uses it to support and develop a response to the framing question.	Identifies relevant textual evidence and uses it to support a response to the framing question.	Identifies limited textual evidence and uses it to support a response to the framing question.	Attempts respond to the framing question without specific textual evidence.	Does not respond to the framing question.
GENERIC CONVENTIONS	Uses in-depth information about generic conventions to investigate how the text draws on, fits into, and deviates from them .	Presents in-depth information about generic conventions and how the text draws on, fits into, and deviates from them.	Presents relevant information about generic conventions that the text draws on and fits into.	Presents information about generic conventions .	Does not present information about generic conventions.
CONTEXTUALIZATION	Synthesizes in-depth information about historical and	Presents in-depth information about historical and	Presents relevant information about historical	Presents information about historical and social	Does not present information about historical and social contexts.

	social contexts to guide and enrich the analysis.	social contexts to enrich the analysis..	and social contexts.	contexts.	
ORGANIZATION	Organizes and synthesizes information to reveal insightful patterns, connection, and differences.	Organizes information to reveal important patterns, connection, and differences.	Organizes information but the organization is not effective in revealing important patterns, connection, and differences.	Lists evidence but is not organized and/or is unrelated to focus.	Incoherent organization.
MECHANICS	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally communicates meaning to readers with clarity. Few errors of grammar or syntax.	Uses language that generally conveys meaning to readers. May have some errors of grammar and/or syntax.	Uses language that sometimes impedes meaning because of errors in usage.	Unclear, even incomprehensible language rife with errors.

Attendance Policy

Up to three absences will be tolerated. If you are absent, it is your responsibility to find out what you missed from one of your classmates. You will be counted absent if you arrive more than five minutes late to class. Every absence after the first three will affect your grade. Absence from six consecutive class meetings or from twelve class meetings overall will automatically result in failure of the course. Exceptions may be made for extreme extenuating circumstances if and only if you contact us immediately upon discovery of the situation and no later than the day of the second consecutive absence.

Student Responsibility Statement

In the event that you miss a class, it is your responsibility to find out from another student what happened in class, to obtain any necessary notes, and to learn about any special announcements. Be sure to take down the contact information of a fellow student so that you can do this.

Classroom Policies

Cell phones, pagers, and all two-way devices must be turned off at prior to the start of class and must remain off for the duration of the class period. After a first allowance for a genuine mistake, if your cell phone or other device rings or if you are found using any two-way device during class time, you will be asked to leave the class and will be counted absent for that day.

Late Assignments

In-class writing assignments cannot be made up. Papers will be accepted up to one week late, but will be docked one grade for each day late.

Plagiarism

Presenting someone else's work as your own is grounds for failing the course and for expulsion from the college.

SSU Statement: (Disabilities Act)

Salem State University is committed to providing equal access to the educational experience for all students in compliance with Section 504 of The Rehabilitation Act and The Americans with Disabilities Act and to providing all reasonable academic accommodations, aids, and adjustments. Any student who has a documented disability requiring an accommodation, aid, or adjustment should speak with the instructor immediately. Students with disabilities who have not already done so should provide documentation to and schedule an appointment with the Office for Students with Disabilities and obtain appropriate services.

Emergency Statement

In the event of a university-declared critical emergency, Salem State University reserves the right to alter this course plan. Students should refer to salemstate.edu for further information and updates. The course attendance policy stays in effect until there is a college declared critical emergency. In the event of an emergency, please refer to the alternative educational plans for this course. Students should review the plans and gather all required materials before an emergency is declared.”

English Department Mission Statement:

Profound literacy is the hallmark of a liberal education. To that end, English department courses involve instruction and study in literature and writing, the emphasis varying according to course content. Through intensive reading and analysis, students develop a critical appreciation of literature written in disparate times and places. Through expository writing, students learn techniques for conducting research and for drafting and revising analytic and persuasive essays based on critical reading. In creative writing, students develop an aesthetic through practicing the craft of various genres. The English department prepares students for professional and academic leadership including careers in teaching and writing.

