



## ENGL\*4420 Women's Writings

Fall 2020

Section(s): 01

School of English and Theatre Studies

Credit Weight: 1.00

Version 1.00 - September 01, 2020

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### 1 Course Details

#### 1.1 Calendar Description

This course provides for intensive study of issues relating to the aesthetic strategies, such as those associated with structure, imagery, and language, devised by women writers to reflect women's experience and perceptions. Students are advised to complete a 3000-level lecture course in this subject area prior to enrolling in the 4000-level course.

**Pre-Requisites:** ENGL\*2080, (ENGL\*2120 or ENGL\*2130), (ENGL\*3940 or ENGL\*3960)

**Restrictions:** ENGL\*4220 Restricted to students in the English majors, who have completed 14.00 credits with an average of 70% in all course attempts in English. Students can register in a maximum of 2.00 credits in English at the 4000 level.

#### 1.2 Course Description

The U.S. West is one of the world's most masculinized cultural and symbolic geographies. As represented in writing and film, it has served a national mythology—dubbed “regeneration through violence” by Richard Slotkin—whose consequences still reverberate. This course asks: what have women writers made of this landscape, actual and symbolic, and what might their work tell us about larger questions of gender, sexuality, region, nation, history, and genre? We will discuss a diversity of women's western voices—Indigenous, Black, Latina, and Euro American—as we read them in fiction, non-fiction, and film.

#### 1.3 Timetable

Timetable is subject to change. Please see WebAdvisor for the latest information.

##### WEEK 1

##### Introduction to Course

- Zoom meeting **Thurs. 10 Sept. 2.30-3.30 pm**  
Introduction to course, to each other, to technologies
- Virtual office hours Thurs. 10 Sept. 3.30-5.30 pm

## WEEK 2

### ***Golden Saddles, Silver Spurs* (video 2006) and Annette Kolodny, Prologue, *The Land Before Her* (1984)**

- Students post reading responses to *Golden Saddles* and Kolodny by **Wed. 16 Sept. 12 noon**
- Zoom meeting **Thurs. 17 Sept. 2.30-3.30 pm**  
Discussion of reading responses + follow-up questions
- Virtual office hours Thurs. 17 Sept. 3.30-5.30 pm

## WEEK 3

### **Patricia Limerick, Introduction, *The Legacy of Conquest* (1987) and Victoria Lamont, Introduction, *Westerns: A Women's History* (2016)**

- Students post reading responses to Limerick and Lamont by **Wed. 23 Sept. 12 noon**
- Zoom meeting **Thurs. 24 Sept. 2.30-3.30 pm**  
Discussion of reading responses + follow-up questions
- Virtual office hours Thurs. 24 Sept. 3.30-5.30 pm

## WEEK 4

### **Gloria Anzaldúa, Chapter 1, *Borderlands/La Frontera: The New Mestiza* (1987)**

- Students post reading responses to Anzaldúa by **Wed. 30 Sept. 12 noon**
- Zoom meeting Thurs. **1 Oct. 2.30-3.30 pm**  
Discussion of reading responses + follow-up questions
- Virtual office hours Thurs. 1 Oct. 3.30-5.30 pm

## WEEK 5

### Preparation of Presentations and Essays

- Zoom meeting **Thurs. 8 Oct. 2.30-3.30 pm**  
Discussion of preparing presentations, researching for essays, other questions
- Virtual office hours Thurs. 8 Oct. 3.30-5.30 pm

**WEEK 6****B. M. Bower, *Chip of the Flying U* (1906) and Judy Blunt, Chapter 1, *Breaking Clean* (2002)**

- Students post reading responses to Bower and Blunt by **Wed. 14 Oct. 12 noon**
- Zoom meeting **Thurs. 15 Oct. 2.30-3.30 pm**  
Visiting Speaker: Prof. Victoria Lamont, author of *Westerns: A Women's History*
- Virtual office hours Thurs. 15 Oct. 3.30-5.30 pm
- Students submit essay 1 via CourseLink Dropbox by **Fri. 16 Oct. 12 midnight**

**WEEK 7****Mourning Dove (*Humishuma*) (*Okanogan*), *Cogewea*, *The Half Blood* (1927)**

- Group 1 (and any individual presenters) posts presentation on *Cogewea* by **Mon. 19 Oct. 12 noon**
- Students post responses to presentation(s) on *Cogewea* by **Wed. 21 Oct. 12 noon**
- Zoom meeting **Thurs. 22 Oct. 2.30-3.30 pm**  
Discussion of presentation(s), responses + follow-up questions
- Virtual office hours Thurs. 22 Oct. 3.30-5.30 pm

**WEEK 8****Annie Proulx, "*Brokeback Mountain*," *Close Range* (1999) and Ang Lee, dir., *Brokeback Mountain* (2005)**

- Group 2 (and any individual presenters) posts presentation on "*Brokeback Mountain*" (short story and film) by **Mon. 26 Oct. 12 noon**
- Students post responses to presentation(s) on "*Brokeback Mountain*" by **Wed. 28 Oct. 12 noon**
- Zoom meeting **Thurs. 29 Oct. 2.30-3.30 pm**  
Discussion of presentation(s), responses + follow-up questions
- Virtual office hours Thurs. 29 Oct. 3.30-5.30 pm

**WEEK 9****Gloria Anzaldúa, Chapters 2, 3, 5, 6, 7, *Borderlands/La Frontera: The New Mestiza* (1987)**

- Group 3 (and any individual presenters) posts presentation on *Borderlands/La Frontera* (selected chs.) by **Mon. 2 Nov. 12 noon**
- Students post responses to presentation(s) on *Borderlands/La Frontera* by **Wed. 4 Nov.**

**12 noon**

- Zoom meeting **Thurs. 5 Nov. 2.30-3.30 pm**  
Discussion of presentation(s), responses + follow-up questions
- Virtual office hours Thurs. 5 Nov. 3.30-5.30 pm

**WEEK 10****Sarah Winnemucca (Hopkins) (Northern Paiute), *Life among the Piutes* (1883)**

- Group 4 (and any individual presenters) posts presentation on *Life among the Piutes* by **Mon. 9 Nov. 12 noon**
- Students post responses to presentation(s) on *Life among the Piutes* by **Wed. 11 Nov. 12 noon**
- Zoom meeting **Thurs. 12 Nov. 2.30-3.30 pm**  
Discussion of presentation(s), responses + follow-up questions
- Virtual office hours Thurs. 12 Nov. 3.30-5.30 pm

**WEEK 11****Pauline Hopkins, *Winona* (1902)**

- Group 5 (and any individual presenters) posts presentation on *Winona* by **Mon. 16 Nov. 12 noon**
- Students post responses to presentation(s) on *Winona* by **Wed. 18 Nov. 12 noon**
- Zoom meeting **Thurs. 19 Nov. 2.30-3.30 pm**  
Discussion of presentation(s), responses + follow-up questions
- Virtual office hours Thurs. 19 Nov. 3.30-5.30 pm

**WEEK 12**

- Zoom meeting **Thurs. 26 Nov. 2.30-3.30 pm**  
Discussion of any remaining presentations, essay questions, other questions
- Virtual office hours Thurs. 26 Nov. 3.30-5.30 pm
- Students submit essay # 2 via CourseLink Dropbox by **Fri. 27 Nov. 12 midnight**

**1.4 Final Exam**

No final exam.

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**2 Instructional Support**

## 2.1 Instructional Support Team

<b>Instructor:</b>	Christine Bold
<b>Email:</b>	cbold@uoguelph.ca
<b>Telephone:</b>	+1-519-824-4120 x53269
<b>Office:</b>	MCKN 441
<b>Office Hours:</b>	Virtual office hours on Zoom (via CourseLink): Thurs. 3:30 – 5:30 pm.

Appointments can also be arranged by email. When emailing me, please use the course code as part of your title. If you are requesting an appointment, also indicate it in the title. I will respond to email within 48 hours (weekends excluded).

## 3 Learning Resources

### 3.1 Required Resources

**Golden Saddles, Silver Spurs: The History of Western Cinema (video) (Other)**

Online: available via ARES (through CourseLink or Course Reserves, UG Library)

**Kolodny, Annette. "Prologue: Dispossessed of Paradise." The Land Before Her: Fantasy and Experience of the American Frontiers, 1630-1860. Chapel Hill: U of North Carolina P, 1984. [1]-13, [243]-45. (Readings)**

Prologue online: available via ARES (through CourseLink or Course Reserves, UG Library)

**Limerick, Patricia Nelson. "Introduction: Closing the Frontier and Opening Western History." The Legacy of Conquest: The Unbroken Past of the American West. NY: W. W. Norton, 1987. [16]-32, [351]-52. (Readings)**

Introduction online: available via ARES (through CourseLink or Course Reserves, UG Library)

**Lamont, Victoria. "Introduction." Westerns: A Women's History. Lincoln: U of Nebraska P, 2016. [1]-9, [161]. (Readings)**

Introduction online: available via ARES (through CourseLink or Course Reserves, UG Library)

**Anzaldúa, Gloria. Chapters 1, 2, 3, 5, 6, 7. Borderlands/La Frontera: The New Mestiza. 1987. San Francisco: Aunt Lute Books, 2012. (Readings)**

Selected chapters (as above) online: available via ARES (through CourseLink or Course Reserves, UG Library)

**Bower, B.M. Chip of the Flying U. 1906. Lincoln: U of Nebraska P, 1995. (Readings)**

Online: available via ARES (through CourseLink or Course Reserves, UG Library)

**Blunt, Judy. Chapter 1. Breaking Clean. NY: Alfred A. Knopf, 2002. (Readings)**

Chapter 1 online: available via ARES (through CourseLink or Course Reserves, UG Library)

**Mourning Dove (Hu-mi-shi-ma) (Okanogan). Cogewea, The Half Blood. 1927. Lincoln: U of Nebraska P, 1981. (Readings)**

Online: available via ARES (through CourseLink or Course Reserves, UG Library)

**Proulx, Annie. "Brokeback Mountain." Close Range: Wyoming Stories. 1999. NY: Scribner, 2000. (Readings)**

Online: available via ARES (through CourseLink or Course Reserves, UG Library)

**Lee, Ang, dir. Brokeback Mountain. Focus Features, 2005 . (Film) (Other)**

Online: available via ARES (through CourseLink or Course Reserves, UG Library)

**Winnemucca (Hopkins), Sarah (Northern Paiute). Life among the Piutes: Their Wrongs and Claims 1883. Reno: U of Nevada P, 1994. (Readings)**

Online: available via ARES (through CourseLink or Course Reserves, UG Library)

**Hopkins, Pauline. Winona: A Tale of Negro Life in the South and Southwest. Colored American Magazine, vol. 5, nos. 1-6, 1902. (Readings)**

Online: available via ARES (through CourseLink or course Reserves, UG Library)

## 4 Learning Outcomes

### 4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. • analyze the formal, aesthetic, and ideological effects of fictional, non-fictional, and filmic works, individually and in relation to each other;
2. • analyze the relationship of these works to their historical and cultural contexts;
3. • read, discuss and apply selected critical-theoretical works from Western U.S. studies;
4. • prepare and present oral analysis and argument concerning such works;
5. • research, develop, and write essays on such works;
6. • participate in informed, thoughtful, seminar discussion of such works and respond to other students' presentations on them;
7. • further develop organizational and time management skills by following the class

preparation, assignment, and deadlines structure.

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## 5 Teaching and Learning Activities

### 5.1 Seminar

**Thu, Sep 10, 2:30 PM - 3:30 PM**

**Topics:** Discussion of course requirements, expectations, questions; self-introductions; review of technologies to be used.

**Thu, Sep 17, 2:30 PM - 3:30 PM**

**Topics:** Discuss students' reading responses (posted on CourseLink **by Wed. 16 Sept., 12 noon**) to *Golden Saddles, Silver Spurs* (video 2006) and Annette Kolodny, Prologue, *The Land Before Her* (1984).

**Thu, Sep 24, 2:30 PM - 3:30 PM**

**Topics:** Discuss students' reading responses (posted on CourseLink **by Wed. 23 Sept., 12 noon**) to Patricia Limerick, Introduction, *The Legacy of Conquest* (1987) and Victoria Lamont, Introduction, *Westerns: A Women's History* (2016).

**Thu, Oct 1, 2:30 PM - 3:30 PM**

**Topics:** Discuss students' reading responses (posted on CourseLink **by Wed. 30 Sept., 12 noon**) to Gloria Anzaldúa, "Chapter 1: The Homeland, Aztlán," *Borderlands/La Frontera: The New Mestiza* (1987).

**Thu, Oct 8, 2:30 PM - 3:30 PM**

**Topics:** Discuss students' preparation of presentations, research for essays, questions about presentations and essays.

**Thu, Oct 15, 2:30 PM - 3:30 PM**

**Topics:** Discussion of B. M. Bower, *Chip of the Flying U* (1906) and Judy Blunt, Chapter 1, *Breaking Clean* (2002), with Visiting Speaker, Prof. Victoria Lamont. (Essay #1 due **Fri. 16 Oct** via CourseLink Dropbox **by 12 midnight**).

**Thu, Oct 22, 2:30 PM - 3:30 PM**

**Topics:** Discuss student presentation(s) on Mourning Dove, *Cogewea* (posted on CourseLink **by Mon. 19 Oct., 12 noon**) and student responses to presentation(s) (posted on CourseLink **by Wed. 21 Oct., 12 noon**).

**Thu, Oct 29, 2:30 PM - 3:30 PM**

**Topics:** Discuss student presentation(s) on Annie Proulx, "Brokeback Mountain" and Ang Lee, dir., *Brokeback Mountain* (posted on CourseLink by **Mon. 26 Oct., 12 noon**) and student responses to presentation(s) (posted on CourseLink by **Wed. 28 Oct., 12 noon**).

**Thu, Nov 5, 2:30 PM - 3:30 PM**

**Topics:** Discuss student presentation(s) on Gloria Anzaldúa, Chapters 2, 3, 5, 6, 7, *Borderlands/La Frontera* (posted on CourseLink by **Mon. 2 Nov., 12 noon**) and student responses to presentation(s) (posted on CourseLink by **Wed. 4 Nov., 12 noon**).

**Thu, Nov 12, 2:30 PM - 3:30 PM**

**Topics:** Discuss student presentation(s) on Sarah Winnemucca, *Life among the Piutes* (posted on CourseLink by **Mon. 9 Nov., 12 noon**) and student responses to presentation(s) (posted on CourseLink by **Wed. 11 Nov., 12 noon**).

**Thu, Nov 19, 2:30 PM - 3:30 PM**

**Topics:** Discuss student presentation(s) on Pauline Hopkins, *Winona* (posted on CourseLink by **Mon. 16 Nov., 12 noon**) and student responses to presentation(s) (posted on CourseLink by **Wed. 18 Nov., 12 noon**).

**Thu, Nov 26, 2:30 PM - 3:30 PM**

**Topics:** Discuss any remaining student presentations, essay questions (essay # 2 due via CourseLink Dropbox by **Fri. 27 Nov. 12 midnight**), other questions.

## 6 Assessments



## 6.1 Assessment Details

### Seminar Participation (includes posted reading responses, posted presentation responses, participation in seminar discussion) (25%)

**Date:** Postings weeks 2-11, seminar participation weeks 1-12

**Learning Outcome:** 1, 2, 3, 6, 7

Schedule below; for guidelines on these brief postings, go to CourseLink > Content > Assignments.

- **By Wed. 16 Sept., 12 noon:** Students post reading responses to *Golden Saddles* and Kolodny on CourseLink
- **By Wed. 23 Sept., 12 noon:** Students post reading responses to Limerick and Lamont on CourseLink
- **By Wed. 30 Sept., 12 noon:** Students post reading responses to Anzaldúa, Chapter 1, on CourseLink
- **By Wed. 14 Oct., 12 noon:** Students post reading responses to Bower and Blunt on CourseLink
- **By Wed. 21 Oct., 12 noon:** Students post responses to student presentation(s) on *Cogewea*, on CourseLink
- **By Wed. 28 Oct., 12 noon:** Students post responses to student presentation(s) on "Brokeback Mountain," on CourseLink
- **By Wed. 4 Nov., 12 noon:** Students post responses to student presentation(s) on *Borderlands/La Frontera*, on CourseLink
- **By Wed. 11 Nov., 12 noon:** Students post responses to student presentation(s) on *Life among the Piutes*, on CourseLink
- **By Wed. 18 Nov., 12 noon:** Students post responses to student presentation(s) on *Winona*, on CourseLink

Additionally, weekly participation in one-hour seminar meeting (by Zoom), **Thursdays 2.30-3.30 pm.**

### Group presentation on one work (10%)

**Date:** Due date depends on work chosen

**Learning Outcome:** 1, 2, 4, 6, 7

Schedule below; for guidelines on group presentations, go to CourseLink > Content > Assignments.

- Group 1 presentation on ***Cogewea*** to be posted on CourseLink by **Mon. 19 Oct., 12 noon**
- Group 2 presentation on **"Brokeback Mountain"** (short story and film) to be posted

- on CourseLink by **Mon. 26 Oct., 12 noon**
- Group 3 presentation on ***Borderlands/La Frontera*** (selected chs.) to be posted on CourseLink by **Mon. 2 Nov., 12 noon**
- Group 4 presentation on ***Life among the Piutes*** to be posted on CourseLink by **Mon. 9 Nov., 12 noon**
- Group 5 presentation on ***Winona*** to be posted on CourseLink by **Mon. 16 Nov., 12 noon**

#### Individual presentation on one work (15%)

**Date:** Due date depends on work chosen

**Learning Outcome:** 1, 2, 4, 6, 7

Schedule below; for guidelines on individual presentations, go to CourseLink > Content > Assignments.

- Individual presentation(s) on ***Cogewea*** to be posted on CourseLink by **Mon. 19 Oct., 12 noon**
- Individual presentation(s) on **"Brokeback Mountain"** (short story and film) to be posted on CourseLink by **Mon. 26 Oct., 12 noon**
- Individual presentation(s) on ***Borderlands/La Frontera*** (selected chs.) to be posted on CourseLink by **Mon. 2 Nov., 12 noon**
- Individual presentation(s) on ***Life among the Piutes*** to be posted on CourseLink by **Mon. 9 Nov., 12 noon**
- Individual presentation(s) on ***Winona*** to be posted on CourseLink by **Mon. 16 Nov., 12 noon**
- Individual presentation(s) on ***Chip of the Flying U*** to be posted on CourseLink by **a date to be worked out with instructor.**

#### Essay #1 (20%)

**Date:** Due Fri. 16 Oct., 12 midnight

**Learning Outcome:** 1, 2, 3, 5, 7

Essay #1, of **2000 words (+ or -10%)**, focuses on two creative works on our reading list (novels, memoirs, short stories, hybrid creative writing, and/or film). For guidelines on essay #1, go to CourseLink > Content > Assignments.

#### Essay #2 (30%)

**Date:** Due Fri. 27 Nov., 12 midnight

**Learning Outcome:** 1, 2, 3, 5, 7

Essay #2, of **3000 words (+/-10%)**, focuses on two creative works on our reading list (different from those which you discussed in essay#1). For guidelines on essay #2, go to CourseLink > Content > Assignments.

## 7 University Statements

### 7.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

### 7.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

### 7.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

### 7.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

## 7.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website  
<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website  
<https://www.ridgetownc.com/services/accessibilityservices.cfm>

## 7.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community—faculty, staff, and students—to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct  
<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct  
<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

## 7.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

## **7.8 Resources**

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>

## **7.9 Disclaimer**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

## **7.10 Illness**

The University will not require verification of illness (doctor's notes) for the fall 2020 or winter 2021 semesters.

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