

FORMAT 1

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).  
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**TRIAL COURSE OR NEW COURSE PROPOSAL**  
(Attach copy of syllabus)

**SUBMITTED BY:**

<b>Department</b>	English / Women's & Gender Studies	<b>College/School</b>	College of Liberal Arts
<b>Prepared by</b>	Dr. Chris Coffman, Assoc. Prof.	<b>Phone</b>	x5233
<b>Email Contact</b>	<a href="mailto:cceffman@alaska.edu">cceffman@alaska.edu</a>	<b>Faculty Contact</b>	Dr. Chris Coffman, Assoc. Prof.

**1. ACTION DESIRED (CHECK ONE):**

Trial Course       New Course

**2. COURSE IDENTIFICATION:**

Dept  Course #  No. of Credits

Justify upper/lower division status & number of credits:

This is a senior-level course directed at English majors and minors as well as minors in the Women's and Gender Studies Program. This course will include intensive reading in literature, theory, or criticism as well as a research or writing project (or projects) using the same. Credits are appropriate for number of hours met during the semester.

**3. PROPOSED COURSE TITLE:**

**4. To be CROSS LISTED? YES/NO**

If yes, Dept:  Course #

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

**5. To be STACKED?\* YES/NO**

If yes, Dept.  Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

\* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

**6. FREQUENCY OF OFFERING:**

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

**7. SEMESTER & YEAR OF FIRST OFFERING** (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17)

**8. COURSE FORMAT:**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

**COURSE FORMAT:** (check all that apply)

1   
  2   
  3   
  4   
  5   
  6 weeks to full semester

**OTHER FORMAT (specify)**

Mode of delivery (specify)

lecture, field trips, labs, etc) \_\_\_\_\_

**9. CONTACT HOURS PER WEEK:**

LECTURE hours/weeks     LAB hours /week     PRACTICUM hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type) \_\_\_\_\_

**10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):**

Example of a complete description:

FISH F487 W, O Fisheries Management

3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

ENGL/WGS 433: Women, Gender, and Sexuality in Language, Literature, and Culture (h)  
3 credits  
Offered fall in even-numbered years  
  
Intensive study of variable topics in women, gender, and/or sexuality studies with a focus on humanities fields such as literature, writing, rhetoric, theory, film, and/or cultural studies. Topics will be placed in dialogue with current debates within women, gender, and/or sexuality studies. Specific content to be announced at the time of registration. Course may be repeated for credit when content varies. Prerequisites: ENGL F211X or ENGL F213X or permission of instructor. Cross-listed with WGS F433. (3+0)

**11. COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES:  NO:

IF YES, check which core requirements it could be used to fulfill:

W = Writing Intensive, Format 7  X = Baccalaureate Core

**11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.**

YES  NO

**12. COURSE REPEATABILITY:**

Is this course repeatable for credit? YES  NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

The course covers substantially different subject matter in each iteration.

How many times may the course be repeated for credit?  TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

6 CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

13. GRADING SYSTEM: Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change – Format 2 form.

LETTER:  PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

ENGL 211X or ENGL 213X or permission of instructor

These will be required before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS

none

16. PROPOSED COURSE FEES

\$ none

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously?

Yes/No

no

If yes, give semester, year, course #, etc.:

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

No budgetary impact: ENGL/WGS is simultaneously proposing the reduction of our yearly ENGL/WGS 333 (Women's Literature) course to an every other year rotation in order to make room for the proposed offering of ENGL/WGS 433 every other year. We will thus need no additional funds for the instruction of this course. Moreover, the English Department already includes multiple faculty members who are highly qualified to teach ENGL/WGS 433, so staffing the course with current personnel will not be a problem. The total number of upper-division courses that the English department offers (and cross-lists through WGS) will not change. Current facilities are also adequate.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

Karen Jensen queried 10/29/14; current collections will support this course.

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

The curricular offerings of both the English Department and the Women's and Gender Studies Program will be enhanced through the creation of ENGL/WGS 433. This course will expand the range of students' options for taking courses in ENGL that address issues of gender and sexuality and will also increase the number of humanities courses offered within WGS. I have attached an e-mail from Dr. Karen Gustafson, Coordinator of WGS, which notes that the program's faculty have approved this change and view its impact on WGS as positive. Additionally, I have attached an e-mail from Dr. Maureen Hogan of the UAF School of Education that notes that graduate students in their M.Ed. program in Language and Literacy could take the proposed new ENGL/WGS 433 as an elective. Thus that program, too, would be enhanced by the addition of this course.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

This course is designed to update the English major and minor and the WGS minor so they are aligned

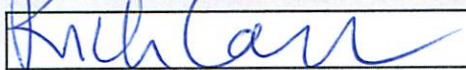
with current national trends and make more effective use of faculty expertise. The creation of this course will not duplicate offerings in other units.

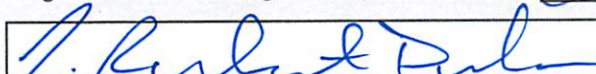
**JUSTIFICATION FOR ACTION REQUESTED**

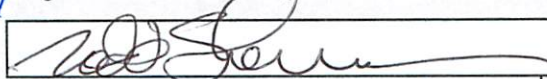
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

This new course is part of a broader plan to offer a wider range of courses within both the English major (which is proposing a diversity requirement for which this course will be an option) and the minor program in Women's and Gender Studies. ENGL/WGS 333, Women's Literature, is currently offered once a year as the English Department's only cross-list that both serves English majors and supports the curriculum in the Women's and Gender Studies minor. ENGL/WGS 333's focus on literature written by women offers an important and distinct lens on gender. However, the field of Women's, Gender, and Sexuality Studies has also expanded since 333 was developed and we want our programs' curricula to reflect the current state of the field. Thus, on a separate minor course change form, we propose reducing ENGL/WGS 333 to every other year to make room for ENGL/WGS 433, which will provide an additional option for both English and WGS students and will more fully utilize the expertise of the English Department's faculty, whose specialties now include rhetoric, creative writing, masculinities, and LGBT Studies as well as women and literature. ENGL/WGS 433 is also designed to offer students the opportunity to pursue more advanced readings and more in-depth research and/or writing assignments than they do in ENGL/WGS 333; the attached syllabus gives one example of the high amount of rigor that we intend to characterize this senior-level course. We anticipate that students in both English and WGS will benefit from the regular changes of instructors and topics that our department's diverse faculty specialties will allow, and so are proposing 433 as a variable-topics course.

**APPROVALS:** Add additional signature lines as needed.

 Date 12/05/14  
Signature, Chair, Program/Department of: English

 Date 3/5/15  
Signature, Chair, College/School Curriculum Council for: CLA

 Date 3/6/15  
Signature, Dean, College/School of: CLA

Offerings above the level of approved programs must be approved in advance by the Provost.

Date   
Signature of Provost (if above level of approved programs)

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

Date   
Signature, Chair  
Faculty Senate Review Committee:  Curriculum Review  GAAC  
 Core Review  SADAC

**ADDITIONAL SIGNATURES:** (As needed for cross-listing and/or stacking)

See attached e-mail: K. Gustafson Date 12/5/14  
Signature, Chair, Program/Department of: Women's + Gender Studies

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

**ATTACH COMPLETE SYLLABUS (as part of this application).** This list is online at:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

#### **SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

##### **1. Course information:**

Title,  number,  credits,  prerequisites,  location,  meeting time  
(make sure that contact hours are in line with credits).

##### **2. Instructor (and if applicable, Teaching Assistant) information:**

Name,  office location,  office hours,  telephone,  email address.

##### **3. Course readings/materials:**

Course textbook title,  author,  edition/publisher.  
 Supplementary readings (indicate whether  required or  recommended) and  
 any supplies required.

##### **4. Course description:**

Content of the course and how it fits into the broader curriculum;  
 Expected proficiencies required to undertake the course, if applicable.  
 Inclusion of catalog description is *strongly* recommended, and  
 Description in syllabus must be consistent with catalog course description.

##### **5. Course Goals (general), and (see #6)**

##### **6. Student Learning Outcomes (more specific)**

##### **7. Instructional methods:**

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

##### **8. Course calendar:**

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

##### **9. Course policies:**

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

##### **10. Evaluation:**

Specify how students will be evaluated,  what factors will be included,  their relative value, and  how they will be tabulated into grades (on a curve, absolute scores, etc.)  Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

[http://www.uaf.edu/files/uafgov/Info-to-Publicize-C Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C%20Grading-Policy-UPDATED-May-2013.pdf)

##### **11. Support Services:**

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

**12. Disabilities Services:** Note that the phone# and location have been **updated**. <http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

5/21/2013



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**Impact of Changes to ENGL/WGS 333 and Creation of ENGL/WGS 433**

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Chris Coffman <cecoffman@alaska.edu>  
To: Karen Gustafson <kagustafson2@alaska.edu>

Fri, Dec 5, 2014 at 1:11 PM

Hi Karen,

Thanks for putting my paperwork for 333 and 433 on the agenda for Women's and Gender Studies today. Could you please confirm that WGS decided to approve of both of those changes. Also, it was my sense that WGS viewed these changes as having a positive impact on its programs. Is that correct?

Thanks in advance for confirming these details.

Best,  
Chris

--  
Chris Coffman, Ph.D.  
Associate Professor, Department of English  
University of Alaska Fairbanks  
PO Box 755720  
Fairbanks, AK 99775-5720

Office: GRUE 824  
Phone: 907-474-5233  
E-mail: cecoffman@alaska.edu  
Web: <https://sites.google.com/a/alaska.edu/chris-coffman/>

I check and return e-mail on Mondays through Fridays.

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Karen Gustafson <kagustafson2@alaska.edu>  
To: Chris Coffman <cecoffman@alaska.edu>

Fri, Dec 5, 2014 at 2:22 PM

Hi, Chris,

Yes, the WGS faculty today approved of the changes to the current ENG/WGS 333 and supported the new course ENG/WGS 433. The WGS faculty viewed the new course as a positive addition to the offerings for the WGS minor and considered the change to the schedule of ENG/WGS 333 able to allow this new course to be able to be taught and to achieve the number of students needed to offer the class.

Thank you for your work on these courses,  
Karen Gustafson

[Quoted text hidden]

--  
Karen Gustafson, DMA  
Associate Professor Music  
Trumpet Studio  
Director, Wind Symphony  
Borealis Brass  
Women in Music



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mailto:cecoffman@alaska.edu

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## ENGL/WGS 433

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Chris Coffman <cecoffman@alaska.edu>  
To: Maureen Hogan <mphogan@alaska.edu>

Fri, Dec 5, 2014 at 1:24 PM

Hi Maureen,

I recall that at today's WGS meeting, you mentioned that the proposed ENGL/WGS 433 would appeal to students in the School of Education and expand their options for coursework. Is this correct?

Thanks,  
Chris

--

Chris Coffman, Ph.D.  
Associate Professor, Department of English  
University of Alaska Fairbanks  
PO Box 755720  
Fairbanks, AK 99775-5720

Office: GRUE 824  
Phone: 907-474-5233  
E-mail: cecoffman@alaska.edu  
Web: <https://sites.google.com/a/alaska.edu/chris-coffman/>

I check and return e-mail on Mondays through Fridays.

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Maureen Hogan <mphogan@alaska.edu>  
To: Chris Coffman <cecoffman@alaska.edu>

Sat, Dec 6, 2014 at 12:24 PM

Hi Chris,

Yes, it could be an elective for our Language and Literacy graduate M.Ed. students.

Maureen  
[Quoted text hidden]

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Maureen P. Hogan, Ph.D.  
Associate Professor  
708B Gruening  
School of Education & Women's and Gender Studies  
University of Alaska Fairbanks  
Fax: 907-474-5451  
☎(907) 474-6474  
mphogan@alaska.edu



**ENGL/WGS 433: Women, Gender, and Sexuality in Language, Literature, and Culture**  
**"Desire Between Women in British Literature"**

CRN: TBA

Time: T Th TBA

Room: TBA

Credits: 3

Fall 2016

**Dr. Chris Coffman**

Office: GRUE 824

Office Hours: T Th TBA

Phone: 474-5233

E-mail: [cecoffman@alaska.edu](mailto:cecoffman@alaska.edu)

**Course Description:**

Set against the backdrop of several key developments in the history of sexuality in Britain—the rise of "sexual sciences" that attempted to explain lesbianism, bisexuality, and other sexual practices; the threatened prohibition of lesbian sexual activity; the censorship trial of Radclyffe Hall's *The Well of Loneliness*—this discussion-oriented seminar will examine the varied ways that literary texts from the past speak desire between women.

Our readings will include British works of fiction, one American novel set in London, sexological and psychoanalytic case studies, works on the history of sexuality, and essays in literary criticism. Through these readings, we will explore a series of questions about inscriptions of desire between women in texts written before the twenty-first century. What textual strategies are used to speak desire between women, and why? How does the genre of the "case study" contribute to the textualization and interpretation of desire between women? How do the assumptions of fields such as sexology and psychoanalysis affect how those studies are written and received? What ideas about female same-sex desire have emerged from other sorts of texts? How does one study and write about the history of sexuality and its varied textual forms? What elements of representations of desire between women have led to their description as "obscene," and how do literary texts invoke—and play with—potential charges of "obscenity"?

In pursuing these questions, we will explore the extent to which contemporary categories for sexual and gender identities—such as "lesbian," "bisexual," and "transgender"—might (or might not) be useful for understanding the forms of desire and gender identification traced out in earlier texts. What effects do differences between past and present vocabularies and conceptual tools for understanding sexuality have on literary analysis? And what scholarly issues arise when we look back to past historical periods in order to construct "lesbian," "bisexual," or "transgender" literary traditions?

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### **Course Goals:**

- Critically read key literary texts from the British tradition that articulate desire between women;
- Critically read key works in sexology and psychoanalysis that take up desire between women;
- Articulate responses to those texts in oral and written form.

### **Student Learning Outcomes:**

- Carefully examine each work's formal elements;
- Situate each work in its historical context, with attention to similarities and differences between past and present understandings of desire;
- Through close study of divergent critical perspectives on one novel, develop strategies for reading, evaluating, and using works of published literary criticism;
- Develop skills in group facilitation by leading discussion for at least fifteen (15) minutes once during the semester;
- Develop skills in writing and researching about literature by preparing three formal essays over the course of the semester.

### **Prerequisites:**

ENGL F211X or ENGL F213X or permission of instructor

### **Required Books:**

- H.D., *Asphodel*. Durham: Duke UP, 1992.
- Laura Doan and Jay Prosser, eds. *Palatable Poison: Critical Perspectives on The Well of Loneliness*. New York: Columbia UP, 1991.
- Foucault, Michel. *The History of Sexuality, Vol. I*. New York: Vintage Books, 1990. ISBN 0-679-72469-9.
- Freud, Sigmund. *Sexuality and the Psychology of Love*. New York: Simon & Schuster. ISBN: 0684838249.
- Hall, Radclyffe. *The Well of Loneliness*. NY: Doubleday, 1990. ISBN 0-385-41609-1
- Lawrence, D.H. *The Fox; The Captain's Doll; The Ladybird*. New York: Penguin Classic, 1995. ISBN 0-14-018779-0.
- Woolf, Virginia. *Mrs. Dalloway*. Annotated edition. New York: Harcourt, 2005. ISBN 0156030357.
- Woolf, Virginia. *Orlando*. Annotated edition. New York: Harcourt, 2005. ISBN 0156031515.
- Woolf, Virginia. *A Room of One's Own*. Annotated edition. New York: Harcourt, 2005. ISBN 0156030411.
- Additional required readings will be posted to Blackboard.

## Course Policies:

### Requirements and Criteria for Evaluation:

#### *Grading:*

- **15%: Essay #1, 5-6 page** thesis-driven essay
- **20%: Essay #2, 5-6 page** thesis-driven essay on Eliot
- **45%: Essay #3 (Final Research Paper), 10-12 page** self-designed thesis-driven research paper
- **10%: Discussion Leading**, once during the semester, min. 15 minutes
- **10%: Participation**

**In order to earn credit for ENGL 440, you must attend class regularly and complete all of the above assignments.** You are responsible for arranging your schedule to allow you to meet all of the requirements of the course. Also, note below that **excessive absences will lower your final grade and could even lead to failing the course.**

This course will **not** be graded on a curve. Grading standards will follow UAF guidelines. **Plus/minus grading will be used** within the following ranges:

**“A”** (including A+ and A-) indicates a thorough mastery of course content and outstanding performance in completion of course requirements.

**“B”** (including B+ and B-) indicates a high level of acquired knowledge and performance in completion of course requirements.

**“C”** (including C+ and C-) indicates a satisfactory level of acquired knowledge and performance in completion of course requirements.

**“D”** (including D+ and D-) indicates a minimal level of acquired knowledge and minimal performance in completion of course requirements. This grade does not satisfy requirements for courses in the major, minor, core or graduate programs.

**“F”** indicates failure to meet a minimal level of understanding of course content and/or performance in completion of course requirements. All F grades, including those earned in pass/fail courses, are included in the GPA calculations.

A note on **“What’s my grade?” queries:** I am responsible for returning graded essays and other assignments to you during the semester but do not calculate grades until the end of the course except when required by UAF. Unless you are asked by the university to submit grades partway through the semester, please do not e-mail me for an estimate of your final grade or for a tally of your absences. If you desire an estimate of your grade earlier than the end of classes, you may calculate your own grade using the above percentages. Each of your assignments will receive both a letter grade and a numerical grade. To get your course grade, multiply the numerical grade for each assignment by the percentage indicated above, and then total up all of your assignments. Once you have tallied 100% of

your course grade you can reconvert to a letter grade using the scale below.

A:	95-100%
A-:	90-94%
B+:	87-89%
B:	83-86%
B-:	80-82%
C+:	77-79%
C:	73-76%
C-:	70-72%
D+:	67-69%
D:	63-66%
D-:	60-62%
F:	59% and below

Missing Assignments (including assignments returned for being unacceptable): 0%

When 100% of your assignments are graded, their totals are reconverted back to a letter grade using the above scale.

#### *Graded Essays:*

For Essays #1-3, I will distribute an Assignment Sheet containing instructions, and will discuss them with you in class. You should consider the Assignment Sheets to be extensions of this syllabus. You will be asked to design your own topic for Essay #3. For Essay #1 and Essay #2, you may either determine your own approach to the material or respond to a question that I have prepared. You are welcome to stop by my office hours to receive commentary on an early draft of your essay or to discuss preliminary plans for it. You may also e-mail me a thesis statement and outline for feedback, but not an entire draft of the paper. I'm here to help you succeed in the course, so please do contact me if you have any questions or concerns as you're preparing your essays.

**Unexcused late essays will be penalized by one-half grade level per day late, including weekends.** Extensions will only be granted for compelling reasons for which you can provide documentation. Extensions that are not for "emergencies" as defined below are more likely to be given if requested well in advance of the date due.

#### *Plagiarism:*

Most people know that submitting papers written by others constitutes plagiarism. However, many do not understand that plagiarism also includes using others' ideas and turns of phrase without attribution. **All essays** must include a **Works Cited page in MLA Style** that includes the assigned texts you are using and any additional sources. Whenever you use ideas or language from those sources, whether through direct quotation or paraphrase, you must also refer to them using MLA Format within the body of your text. Finally, keep in mind that **materials available on the Internet must be credited in your**

**work just like any other source;** the *MLA Handbook* (available in the UAF Rasmuson Library and at the Writing Center) explains how to cite your sources properly.

Plagiarism can also take place through sloppy citation of our assigned texts or of outside sources: it is always important to distinguish your ideas and words from those of others. Diana Hacker's *A Writer's Reference* (available in the UAF Rasmuson Library and at the Writing Center) explains how to integrate other authors' words into your essay while giving them proper credit, and should help you to avoid accidental plagiarizing of the assigned texts. The Purdue Online Writing Lab also has an excellent resource on avoiding plagiarism at <http://owl.english.purdue.edu/owl/resource/589/1/> Because papers that do not properly use quotation marks or indentation to give credit to their sources violate academic integrity, you should be sure that you understand how to integrate quotations effectively.

Plagiarism is one of the most serious violations of academic integrity, and if I find that you have submitted a paper that is largely written by another person or lifted from the Internet (or any other source of prepared papers) you will receive an F for the assignment and for the course. Moreover, if I find that any of your assignments include some passages that have been lifted from others' texts without attribution, whether from printed texts or from the Internet, you will receive an F for the assignment, and possibly for the entire course. Please consult the Student Code of Conduct in the *University of Alaska Fairbanks 2014-2015 Catalog* for UAF's policies concerning the serious consequences of plagiarism, cheating, and other violations of academic integrity, as well as your right to due process.

#### *Attendance:*

This class relies on classroom-based teaching methods, primarily discussion. It is not designed to function effectively as an online or correspondence course, and **prompt attendance at each class is required**. You are responsible for planning your schedule to arrive at class on time and for signing in to each class you attend.

You will be **excused from class for illness** (including the unexpected illness of an immediate dependent), personal or family **emergencies** (see definition below), and **religious holidays**. In these situations, please send me an e-mail describing your situation. Student athletes and members of other UAF-sponsored teams will be excused from class for competitions, as will military personnel participating in exercises that conflict with class; please turn in your schedule of such absences to me as soon as it is available. I reserve the right to ask for documentation of reasons for any and all absences.

You are also allowed **two (2) "freebie" absences** that you may use for any reason, after which point **your final course grade will be lowered by one half grade-level per excessive absence**. Keep in mind that these "freebies" are not intended as "vacation" absences but rather as tools for resolving conflicts that may arise between your obligations as a student and your responsibilities in other parts of your life. Absences for reasons of work or family (other than unplanned emergencies) fall under this "freebie" policy.

Keep in mind, however, that **all students must participate substantially in the course in order to pass**. Should your total number of absences (whether excused or unexcused) become so excessive as to interfere substantially with your ability to attend class, it is your responsibility to drop or to withdraw by the deadline stated in the catalog.

Also, because the arrival of late students is extremely disruptive to the progress of the class, students that are **tardy** or **depart early** without a compelling explanation will have **1/2 of an unexcused absence** noted in my grade book; be aware that these can quickly add up to significant deductions from your final grade!

#### *Make-Up Work:*

You are eligible to make up graded work **only if** you can provide me with **documentation** that you have missed class on its due date because of **illness** (including the unexpected illness of an immediate dependent), personal or family **emergencies** (see definition below), **religious holidays, competition as a member of a UAF team, or participation in mandatory military exercises**. If you are absent for one of these reasons on the day that an essay is due, please e-mail me the essay on the due date and turn in the documentation upon your return to class.

Also, if you have missed class, please contact a classmate to find out what you missed; after you have discussed the missed class with your classmate you are welcome to approach me with follow-up questions. You are responsible for all material covered in class, even if you are absent or late when it is discussed.

#### *Emergencies:*

By “emergencies,” I mean unplanned and documentable events of a grave nature: illnesses or bodily injuries that require a doctor’s attention; loved ones in the hospital or on their deathbeds. Silent alarm clocks, forgotten papers, missing flash drives, jammed printers, lines at the computer lab, hassles with parking, and similar annoyances occasionally affect us all, but they do not count as “emergencies.” Please build extra time into your schedule to allow for everyday delays.

#### *Participation:*

As this is a discussion-based course, your constructive participation in your own learning and that of your classmates will be key to your success. Accordingly, your work in group and class discussions will be graded. The quality of your participation in the course’s ongoing dialogue will determine the bulk of your participation grade.

Some of the most productive learning experiences take place when different arguments are submitted to the tests of evidence and critical reasoning, so I encourage you to question the assertions of others and to express your own views during our discussions. To ensure that everybody in the classroom feels empowered to contribute, I ask that you be respectful in

your choice of language and courteous in your interactions with all of the members of the classroom community.

### Office Hours:

I keep 3 office hours per week, listed at the top of this syllabus. This is time that I make myself available to discuss any questions or concerns that you might have about the course, to obtain advising, or simply to chat. Generally you may drop in without an appointment during office hours, but if I am very popular on a given day (the day before a paper is due, for example), I may post a sign-up sheet for your convenience. Also, if other obligations dictate that you can only appear in office hours at a specific time, feel free to e-mail to see if you can set an appointment during office hours.

Because university faculty have multiple responsibilities on campus, **I am only able to take unscheduled drop-in appointments during my posted office hours.** If you have a school- or work-related conflict with my scheduled office hours, I would be happy to consult with you briefly by e-mail (I can offer feedback on thesis statements but not entire papers that way) or to **schedule an appointment** at another time that I am on campus. Please e-mail or talk to me **in advance** to identify a meeting time that fits both of our schedules.

### Class Rules:

As excessive **movement** within the classroom is very distracting to everyone present, please do not leave the classroom—or walk around while I am lecturing—except in urgent situations.

**Noises from cellular phones and other electronic devices** are extremely disruptive to the class, and demonstrate a lack of respect for everyone in the room. **Texting in the classroom** is also an unnecessary distraction from everybody's learning. I turn off my phone before class, and ask that you do the same. I reserve the right to ask you to leave for the rest of the day if your device makes noise or if you are texting during class.

Also, please turn off all **laptop computers** before class so that we can all focus on discussion.

### Computers:

You will need to have Internet access and your UAF e-mail account for work outside of the classroom in this course, and should check your UAF e-mail daily at <https://www.alaska.edu/google/>. I will also make occasional announcements through the Blackboard system and copy them to your UAF e-mail account. Some readings and supplemental resources for the class can also be found on Blackboard, which you may find at <https://classes.uaf.edu/webapps/login/>.



### Writing Center:

The Writing Center on the 8<sup>th</sup> floor of the Gruening building offers tutoring on writing and free printing within certain limits. Information on the Writing Center's services and hours may be found at <http://www.uaf.edu/english/writing-center/>

### Students with Disabilities:

I am happy to accommodate students with documented disabilities. If you plan on requesting such arrangements, please discuss them with me during the first two weeks of class. You will need to provide documentation of your disability to Disability Services in order to receive accommodations. They can be reached by phone at 474-5655, TTY 474-1827, and on the web at <http://www.uaf.edu/disability/>

### The Fine Print:

I reserve the right to modify this syllabus.

### **Tentative Schedule:**

Week 1, Tuesday: First Day of Classes: Introduction to the Course

Week 1, Thursday: Sexology

Laura Doan and Chris Waters, "Homosexualities" (Blackboard)

Havelock Ellis: Selections from *Studies in the Psychology of Sex* (Blackboard)

Editorial from *The Lancet* on the publication of Havelock Ellis' *Sexual Inversion* (Blackboard)

Week 2, Tuesday: Psychoanalysis

Sigmund Freud: From *Sexuality and the Psychology of Love*:

- "A Case of Paranoia Running Counter to the Psychoanalytical Theory of the Disease" (1915), pp. 87-96;
- "The Psychogenesis of a Case of Homosexuality in a Woman" (1920), pp. 123-149

Week 2, Thursday: Psychoanalysis

Sigmund Freud: From *Sexuality and the Psychology of Love*:

- "Female Sexuality" (1931), pp. 184-201

Jacques Lacan:

- "Motives of Paranoid Crime: the Crime of the Papin Sisters" (Blackboard)

Week 3, Tuesday: The History of Sexuality

Michel Foucault: Selections from *The History of Sexuality, Vol. I:*

- Part One: "We 'Other Victorians,'" pp. 1-13
- Part Two: "The Repressive Hypothesis," pp. 15-49

Week 3, Thursday: The History of Sexuality

Michel Foucault: Selections from *The History of Sexuality, Vol. I:*

- Part Three: "Scientia Sexualis," pp. 51-73
- Lynda Hart, "The Paradox of Prohibition" (Blackboard)

Week 4, Tuesday: Writing Desire between Women

Woolf, *A Room of One's Own* (1929), Ch. 1 & 2, pp. 1-40.

Week 4, Thursday: Writing Desire between Women

Woolf, *A Room of One's Own*, Ch. 3 & 4, pp. 41-77.

Week 5, Tuesday: Writing Desire between Women

Woolf, *A Room of One's Own*, Ch. 5 & 6, pp. 78-112.

**Week 5, Thursday:** Writing Desire between Women

D.H. Lawrence:

- "Shame," from *The Rainbow* (1915) (Blackboard)
- *The Fox* (1923)

**\*\*\*Hard copy of Essay #1 (5-6 pp.) due to me in person at the beginning of class\*\*\***

Week 6, Tuesday: Hall, *The Well of Loneliness*, Book I, pp. 1-118

Week 6, Thursday: Hall, *The Well of Loneliness*, Book, II, pp. 119-205

Week 7, Tuesday: Hall, *The Well of Loneliness*, Book III & Book IV, pp. 207-317

Week 7, Thursday: Hall, *The Well of Loneliness*, Book V, pp. 319-437

Week 8, Tuesday: Responses to *The Well*: Early Reactions

Laura Doan: "The Mythic Moral Panic: Radclyffe Hall and the New Genealogy" (Blackboard)

From Doan and Prosser, *Palatable Poisons*:

- Ellis, Douglas, Biron (pp. 35-49)
- Early reviews (pp. 50-73)

Djuna Barnes: "March" from *Ladies' Almanack* (Blackboard)

Wyndham Lewis: "Lesbian-Ape" from *Apes of God* (Blackboard)

Week 8, Thursday: Responses to *The Well*: Contemporary Readings  
From Doan and Prosser, *Palatable Poisons*:

- Teresa de Lauretis (pp. 109-125)
- Jay Prosser (pp. 129-144)
- Judith Halberstam (pp. 145-161)

**Week 9, Tuesday:** Responses to *The Well*: Contemporary Readings  
From Doan and Prosser, *Palatable Poisons*:

- Clare Hemmings (pp. 179-196)

Terry Castle: from *Noël Coward & Radclyffe Hall* (Blackboard)  
Laura Doan: "Passing Fashions: Reading Female Masculinities in the 1920's" (Blackboard)

**\*\*\*Essay #2 (5-6 pp.) due to me in person at the beginning of class\*\*\***

Week 9, Thursday: Woolf, *Orlando* (1928), Ch. 1, pp. 1-48.  
Week 10, Tuesday: Woolf, *Orlando*, Ch. 2 & 3, pp. 49-112.  
Week 10, Thursday: Woolf, *Orlando*, Ch. 4, pp. 113-165.  
Week 11, Tuesday: Woolf, *Orlando*, Ch. 5, pp. 166-193.  
Week 11, Thursday: Woolf, *Orlando*, Ch. 6, pp. 193-241.  
Week 12, Tuesday: Woolf, *Mrs. Dalloway*, pp. 3-28  
Week 12, Thursday: Woolf, *Mrs. Dalloway*, pp. 28-63  
Week 13, Tuesday: Woolf, *Mrs. Dalloway*, pp. 63-147  
Week 13, Thursday: Woolf, *Mrs. Dalloway*, pp. 147-190

Week 14, Tuesday: H.D., *Asphodel*, Part I, pp. 3-105

Week 14, Thursday: Continued discussion of H.D.'s *Asphodel*  
Algernon Charles Swinburne:

- Choruses from *Atalanta in Calydon* (Blackboard)
- "The Garden of Prosperine" (Blackboard)
- "Itylus" (Blackboard)

Week 15, Tuesday: H.D., *Asphodel*, Part II, pp. 107-206

Week 15, Thursday: Continued discussion of H.D.'s *Asphodel*

**Finals Week: Essay #3 (Final Research Paper, 10-12 pp.) due** to me in our regular classroom or to my box in the main English Department office (GRUE 850). Optional screening and discussion of a film of the students' choice that takes up any of the issues studied in this course.