I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>5 - Literary &amp; Artistic Studies</th>
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<tbody>
<tr>
<td>Dept/Program</td>
<td>Liberal Studies</td>
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<tr>
<td>Course Title</td>
<td>Gender and Sexuality in English Fiction</td>
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<tr>
<td>Prerequisite</td>
<td>Credits</td>
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II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Instructor</td>
<td>Ruth Vanita</td>
<td>9/7/08</td>
</tr>
<tr>
<td>Phone / Email</td>
<td><a href="mailto:ruth.vanita@umontana.edu">ruth.vanita@umontana.edu</a></td>
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<tr>
<td>Program Chair</td>
<td>Stewart Justman</td>
<td>9/7/08</td>
</tr>
<tr>
<td>Dean</td>
<td>John Trump</td>
<td>9/22/08</td>
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III. Description and purpose of the course: General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students' future lives. See Preamble:
http://www.umt.edu/faculty senate/gened/GEPreamble_final.htm

This course will introduce students to the novel and short story, the two most important literary forms that emerged in the modern period. It will examine the development of fiction over the course of either the nineteenth or the twentieth century, and consider how earlier works influence later ones. It will examine how issues of gender and sexuality are central to these genres, as they are to modern life. It will consider how cross-cultural, cross-class, interracial, interreligious and international interactions affect ideas of gender and sexuality.

IV. Criteria: Briefly explain how this course meets the criteria for the group. See:
http://www.umt.edu/faculty senate/ASCRCx/Adocuments/GF_Criteria5-1-08.htm

All of the novels and short stories studied in this course are of canonical importance. Students will learn to read them closely and relate them to one another and to larger historical trends, stylistic, political and cultural. They will examine debates about gender and sexuality within these particular works of fiction and also among literary critics who have written about these works.

V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: http://www.umt.edu/faculty senate/ASCRCx/Adocuments/GF_Criteria5-1-08.htm
Each student will make a class presentation on significant aspects of an important work of fiction. They will discuss them in class, and learn about the historical, cultural and literary contexts in which the works were written. They will write papers, relating at least two works to one another in terms of influence, intertextuality or comparison and contrast.

VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/sgd/syllabus.html

Fall 2005

Gender and Sexuality in Twentieth-Century Fiction
LS 375  ENLT 375  WS 375L

Dr. Ruth Vanita

TR 9.40-11 a.m., Skaggs 336

Office: LA 146A  Tel. 243-4894  Email: ruth.vanita@umontana.edu
Office Hours: Tuesday 11-12, Thursday 2-3, and by appointment.

Texts (prescribed editions required)

1. D.H. Lawrence, Sons and Lovers (1913; Signet Classic)
2. Edith Wharton, The Age of Innocence (1920; Random House, Modern Library)
3. Virginia Woolf, Mrs Dalloway (1925; Harvest Books, Harcourt)
4. Katherine Mansfield, "A Cup of Tea" (you will receive a photocopy of this story)
5. James Baldwin, Go Tell it on the Mountain (1952; Dell Publishing)
7. Suniti Namjoshi, The Conversations of Cow (will be available shortly)
9. Coetzee, Disgrace (1999; Penguin)

Goals

To examine and discuss how gender and sexuality are represented and explored in major twentieth-century fiction in English. Themes include: gender roles, power conflicts, gender
inequality, friendship, heterosexuality, homosexuality, bisexuality, transsexual and transgender existence, androgyne, human experience that is beyond gender. All of these will be examined as inflected by age, race, class, nationality, health, physical appearance, and intellectual capacity.

Requirements

This course entails considerable amounts of reading (eight substantial novels), and also requires upper-level writing skills. If you feel unable to do the reading, please do not take this class. If you have not yet taken a lower-division writing class, you are probably not prepared for this class.

Students are required to
(a) attend classes regularly. Please inform me in advance if you are unable to attend a class. More than two absences not explained to my satisfaction will result in a zero for attendance and participation; leaving early or coming late without explanation will be treated as an absence. Explanations must be communicated to me in person and accepted by me. Acceptable explanations include illness (backed up by a medical certificate) and emergencies such as major sickness in the family or serious weather conditions, backed up by documentation.
(b) keep up with the assigned reading, bring the text to class, and participate in class discussions.
(c) write a one-page (typed, double-spaced) reading paper for every class. Topics will be given in advance.
(d) make a five to ten-minute class presentation on any one text, raising questions for discussion. A sign-up sheet will be circulated. The presentation may become the basis for the paper.
(e) take a mid-term examination.
(f) write a final paper (6-8 pages double-spaced typed).
(g) hand in a titled abstract for the paper, in advance, discuss the abstract with me during office hours, and revise it if necessary. The abstract must state your thesis and summarize your argument.
(h) Topics for papers must be decided in individual consultation with me. Presentations must not be summaries of the texts. They must raise questions for discussion.

Grades

The mid-term exam will be worth 20%, the final paper 20%, class attendance and participation 25%, reading papers on the texts 25%, and the presentation 10%. The final paper must be on time; late papers will not be accepted. I will be leaving the country soon after, for an international conference.

Plagiarism of any kind in any assignment will result in your failing the class and may also result in other penalties (for further details, refer to the section on Academic Misconduct in the Student Conduct Code).
If you take this course to fulfill General Education requirements or for the English or Liberal Studies majors or the Women’s Studies minor, you must earn a C minus to pass; D is a failing grade.

Liberal Studies and English majors and Women’s Studies minors cannot take this class Pass/Not Pass. However, if you are not one of these, and take this class Pass/Not Pass, you need to earn at least a C minus to pass since D is not a passing grade for Pass/Not Pass students.

If you have any condition, such as a physical or learning disability, that will make it difficult for you to complete the work as I have outlined it, please notify me in the first week of class.

Reading Schedule

This schedule is tentative. It is the student’s responsibility to keep up with any changes.

Page numbers refer to the editions listed in this syllabus (see page 1) and sold in the UC bookstore. Please use these editions, so that we are all on the same page.

August 30 Introduction, and explanation of syllabus

September 1 Sons and Lovers, 1-79.
September 6 Sons and Lovers, 80-171
September 8 Sons and Lovers, 172-240
September 13 Sons and Lovers, 241-324
September 15 Sons and Lovers, 325-400
September 20 The Age of Innocence, 1-75
September 22 The Age of Innocence, 76-132.
September 27 The Age of Innocence, 133-199.
September 29 The Age of Innocence, 200-270
October 4 Mrs. Dalloway, 3-48
October 6 Mrs. Dalloway, 48-103
October 11 Mrs. Dalloway, 104-151
October 13 Mrs. Dalloway, 151-194 and “A Cup of Tea.”
October 13  The film, Mrs. Dalloway, will be shown at 5 p.m. in LA 106. This counts as a class, in lieu of the class on November 22. Attendance and a written response to the film are required.

October 18  **Mid-term examination**

October 20  **Go Tell It On the Mountain**, 11-61

October 25  **Go Tell It On the Mountain**, 63-150

October 27  **Go Tell It On the Mountain**, 151-221

November 1  **A Single Man**, 9-61

November 3  **A Single Man**, 62-128

November 8  **A Single Man**, 128-186 *Titled abstract due in class*

November 10  **The Conversations of Cow**, pages 13-76. *Discuss abstract with me during office hours*

November 15  **The Conversations of Cow**, pages 79-end. *Rewritten abstract due, if needed*

November 17  **Written on the Body**, 1-111.

November 22  I will be away at a conference. No class

November 29  **Written on the Body**, 115-90

December 1  **Disgrace**, 1-87

December 6  **Disgrace**, 88-195

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.