# Course Form

<table>
<thead>
<tr>
<th>Dept / Program</th>
<th>Liberal Studies</th>
<th>Prefix and Course #</th>
<th>329</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Fathers &amp; Daughters in Western Literary Traditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short Title (max. 26 characters incl. spaces)</td>
<td>Fathers &amp; Daughters in Lit</td>
<td>New</td>
<td></td>
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</tbody>
</table>

**Requestor:** Ruth Vanita  
**Phone/email:** ruth.vanita@umontana.edu X4894  
**Program Chair/Director:** Stewart Justman  
**Other affected programs:** English; Women's Studies  
**Dean:**  

**Date:** 9/28/2010  

**Common Course Numbering Review:**  
Does an equivalent course exist elsewhere in the MUS? Do the proposed abbreviation, number, title and credits align with existing course(s)? Please indicate equivalent course/campus URL  
http://msuweb.msu.montana.edu:9030/wfez/owa/musxfer.p CCP MAIN  

**Exact entry to appear in the next catalog** (Specify course abbreviation, level, number, title, credits, repeatability (if applicable), frequency of offering, prerequisites, and a brief description.) URL  
U 329 ; Fathers & Daughters in Western Literary Traditions once in three years; prereq. ENEX 101, 329 credits. Offered. Examines how relationships between fathers and daughters have been represented, celebrated and critiqued in literature in the Western world, from antiquity to the present.  

**Justification:** How does the course fit with the existing curriculum? Why is it needed?  
This is an upper-division Liberal Studies course; it looks at a theme that appears in many canonical texts, going over in more detail and from a particular perspective the same ground that our introductory sequence covers ( antiquity to modernity in the Western world).  

**Are there curricular adjustments to accommodate teaching this course?**  
NO  

**Complete for UG courses. (UG courses should be assigned a 400 number).  
Describe graduate increment (Reference guidelines: http://www.umt.edu/facultysenate/Grad/UG.htm)**  

**Fees may be requested only for courses meeting specific conditions determined by the Board of Regents. Please indicate whether this course will be considered for a fee.**  
YES NO  

**If YES, what is the proposed amount of the fee?**
### Course Change Justification

<table>
<thead>
<tr>
<th>Deletion</th>
<th>Title</th>
<th>From:</th>
<th>To:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number Change</td>
<td>Level U, UG, G</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description Change</td>
<td>Repeatability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change in Credits</td>
<td>Cross Listing (primary program initiates form)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Is there a fee associated with the course?</td>
<td></td>
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</table>

1. Current course information at it appears in catalog (http://www.umt.edu/catalog) ↓

2. Full and exact entry (as proposed) ↓

3. If cross-listed course: secondary program & course number

4. Is this a course with MUS Common Course Numbering? If yes, then will this change eliminate the course’s common course status? Please explain below.

5. Graduate increment if level of course is changed to UG. Reference guidelines at: http://www.umt.edu/facultysenate/Grad/UG.htm (syllabus required in section V)

6. Other programs affected by the change

7. Justification for proposed change

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**Syllabus/Assessment Information.** Required for new courses and major change from U to UG. Reference guidelines in italic below or attach syllabus.

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**Departmental Approval:** Required if several departments are submitting separate document list course number details and approval change for all programs.

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**Conclusion of Request Submission:** For approval, submit original, one copy, syllabus in progress, and electronic filed copy, Faculty Senate Office, UMT, 208, room 100, 11th floor, Student Union, Revised 11-2009
Spring 2010

Fathers and Daughters in Western Literary Traditions

Dr. Vanita

TR 9.40-11 a.m., LA 338

Office Hours: Tuesday 11-12, Thursday 2-3, and by appointment
Email: ruth.vanita@umontana.edu

Texts (prescribed editions required)

3. J. R. R. Tolkien trans., Gawain and the Green Knight, Pearl, Sir Orfeo (Del Rey, 1979)
4. William Shakespeare, King Lear (Dover Thrift)
7. Alison Bechdel, Fun Home (Mariner Books, 2007)
8. Photocopied materials; the story of Jepthah; poems by Wordsworth, Yeats, H.D.; story by O’Henry

Goals
To examine and discuss how relationships between fathers and daughters have been represented in Western literary traditions. Themes include: love, hate, sacrifice, resemblance and difference, memory, domination, choice, non-preference, adoption, illegitimacy, rape, murder, sexuality, judgment, and forgiveness.

Requirements
This course entails considerable amounts of reading (seven substantial texts), 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 halving your grade for attendance and class participation, and more than three absences in a zero; leaving early or coming late without explanation will be treated as an absence. Explanations must be backed up with documentation, communicated to me in person and accepted by me.
(b) keep up with the assigned reading, bring the text to class, and participate in class discussions.
(c) hand in a typed question/comment on the text at the beginning of every class. Attendance will be given on the basis of these questions. If you are ever unable to hand in a question, it is your responsibility to tell me this and to have yourself marked present.
(d) take all quizzes and the mid-term examination. Quizzes can be made up within the week but not later.
(f) write two papers (3-5 pages double-spaced typed).

Grades
The mid-term exam will be worth 20%, the two papers 15% each, class attendance and participation (this includes handing in typed questions/comments) 20%, quizzes 30%.

Papers and exam essays must (a) address the topic given by me (b) have a clear thesis/argument (c) support the argument with textual evidence (d) adhere to the conventions of academic writing, including correct grammar and syntax. Papers must be handed to me on the due date, in class. Except in the case of proven emergency demonstrated to my satisfaction, papers handed in late, without prior permission from me, will result in a decreased grade.

Quizzes, tests and exams may contain both multiple-choice type questions and essay-type questions and are designed to test (a) knowledge of the prescribed texts (b) assimilation of information communicated in class and plenary lectures (c) writing skills (d) analytical skills.

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 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.

Other information

A suggestion: You have several days off this semester. It would be wise to use this time to read ahead, as this class requires quite a lot of careful reading.

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.
January 26  Introduction

January 28  Read Iphigenia at Aulis, up to the Third Choral Ode

February 2  Read Iphigenia at Aulis, Third Choral Ode to the end. Quiz on Iphigenia

February 4  Read the story of Jephthah from the Bible (photocopy), and Oedipus at Colonus, up to First Choral Ode

February 9  No class. I am speaking at Amherst College

February 11  Read Oedipus at Colonus, from First Choral Ode to Second Choral Ode

February 16  Read Oedipus at Colonus, from Second Choral Ode to the end. Quiz on Oedipus at Colonus

February 18  Read Pearl  Quiz on Pearl

February 23  Read King Lear, Act I  Paper due in class

February 25  Read King Lear, Act II

March 2  Read King Lear, Act III  Quiz on King Lear, I-III

March 4  Read King Lear, Acts IV and V  Quiz on King Lear, IV-V

March 9  No class. I am speaking at the University of Oslo. In lieu of the two missed classes, a film will be shown one evening, whenever convenient to all of us.

March 11  Read The Cenci, Acts I and II

March 16  Read The Cenci, Acts III and IV

March 18  Read The Cenci, Act V  Quiz on The Cenci

March 25  Mid-term Exam

Spring Break  March 29 – April 2

April 6  Read Wordsworth “It is a beauteous evening...” and “We are Seven”

April 8  Read Silas Marner, chapters 1 to 7

April 13  Read Silas Marner, chapters 8 to 12. Quiz on Silas Marner, 1-12
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>April 15</td>
<td>No class. Attend the National Conference on Undergraduate Research</td>
</tr>
<tr>
<td>April 20</td>
<td>Read <em>Silas Marner</em>, chapters 12 to 16</td>
</tr>
<tr>
<td>April 22</td>
<td>Read <em>Silas Marner</em>, chapters 17 to end. <em>Quiz</em> on <em>Silas Marner</em>, 12-end</td>
</tr>
<tr>
<td>April 29</td>
<td>Read Sylvia Plath, “Daddy,” and <em>Fun Home</em>, chapters 1 and 2.</td>
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<tr>
<td>May 4</td>
<td>Read <em>Fun Home</em>, chapters 3, 4, 5.</td>
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<tr>
<td>May 6</td>
<td>Read <em>Fun Home</em>, chapters 6, 7. <em><strong>Paper due in class</strong></em></td>
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