

English 1042E 550:  
Literature and Cultural Representations  
Fall/Winter 2021-22

Wednesdays 11:30am-1:30pm & Fridays 11:30am-12:20pm W8

Instructor: Dr. Amanda Di Ponio

Office: A104 (Phone 519.438.7224 ext. 277)

Office Hours: Fridays 12:30-2:30pm and by appointment

E-mail: [adiponi@uwo.ca](mailto:adiponi@uwo.ca)

I reply to messages during business hours Monday to Friday (9-5); if you send a message Friday after 5pm, it will be replied to Monday morning.

**COURSE DESCRIPTION**

In this course, students will study some of the greatest known – and lesser known – literary and cultural *texts*\* ever produced to explore “how our world and our lives are formed and informed by the stories we tell”. Students will explore how form, content, and rhetoric come together to create meaning. The forms of creative expression we will study include, but are not limited to, novels, short stories, poetry, drama, musicals, graphic novels, video games, film, visual art, music, graffiti. We will examine these creative expressions from individual and collective perspectives through close-reading, creative expression, and research, both inside and outside of the classroom. Our readings will be informed by theoretical approaches to Cultural Studies which include, but are not limited to, New Criticism, New Historicism, Postcolonialism, Feminism, Postmodernism, and will include cultural evaluations by Theodor Adorno and Max Horkheimer, Walter Benjamin, Stuart Hall, Judith Butler, Julia Kristeva, and Dick Hebdige, to name but a few.

We will examine these texts, and how they carefully, deliberately, and consciously react to the world, creating new meaning out of myriad phenomena, from individual and collective perspectives. They will lead us to discuss class, race, gender, equity, and sexuality, and the role of literature in shaping the views of the characters we will study, as well as our own. Major topics include identity construction and understanding the self, transformation, isolation, addiction, oppression, revolution, and retribution. We will study literary giants, such as Shakespeare (*Coriolanus*), Pope (*The Rape of the Lock*), Goethe (*The Sorrows of Young Werther*), Kafka (*The Metamorphosis*), Dorfman (*Death and the Maiden*), Pablo Neruda (*Twenty Love Poems and a Song of Despair*), in addition to budding cultural colossi such as Tomson Highway (*The Rez Sisters*), Kelly Sue DeConnick and Valentine De Landro (*Bitch Planet, Vol. 1: Extraordinary Machine*), Alison Bechdel (*Fun Home: A Family Tragicomic*), Danny Boyle (*Trainspotting*), and Arcade Fire (*Suburbs*).

NOTE: Our investigations into cultural representation will not be limited to Matthew Arnold’s definition of High Culture: “The best that has been thought and said in the world” (*Culture and Anarchy*, 1869). While the divisive categories of high, popular, and folk (similar to the class divide of upper, middle, and lower) are important to identify and understand historically, our approach to culture will not be bound by traditional delineations or categorical limitations.

\*We use Roland Barthes definition of a *text* – not just a literary manuscript, but so much more, including the forms of creative expression mentioned above – in this course, as **polysemic**, and can be reinterpreted and altered to better suit and reflect (our) shifting culture/s. Ultimately, we can use these texts, which lend themselves to reinterpretation, to incite change, political, social, cultural, etc.

**PREREQUISITE(S):** Grade 12U English or permission of the Department

## COURSE LEARNING OUTCOMES

- Improve critical reading and writing in ways that will enable success in a wide variety of university courses
- Further appreciation of diverse cultural productions and practices
- Develop an interdisciplinary perspective on a variety of narrative media: for example, the poem, the novel, and the film
- Become capable of identifying, analyzing, and interpreting basic narrative elements, such as plot, character, point of view, theme, setting, imagery, diction, tone, figures of speech, and tropes
- Explore a wide range of forms of creative expression
- Write logically and persuasively in fluent, standard English using the appropriate conventions for scholarly-critical writing
- Design strong thesis statements and structured arguments in persuasive essays
- Learn to document essays using MLA format
- Evaluate the relevance, reliability, and usefulness of research sources, including those obtained through the Internet
- Integrate outside research materials and references to the original text into an essay through use of quotations and paraphrases

## TEXTBOOKS AND COURSE MATERIALS

Alison Bechdel. *Fun Home: A Family Tragicomic*. Mariner Books, 2007. ISBN 9780618871711

Digital copy available through Amazon [https://www.amazon.ca/Fun-Home-Tragicomic-Alison-Bechdel-ebook/dp/B00DYEC8MC/ref=tmm\\_kin\\_swatch\\_0?encoding=UTF8&qid=1599509957&sr=8-1](https://www.amazon.ca/Fun-Home-Tragicomic-Alison-Bechdel-ebook/dp/B00DYEC8MC/ref=tmm_kin_swatch_0?encoding=UTF8&qid=1599509957&sr=8-1)

Kelly Sue DeConnick and Valentine De Landro. *Bitch Planet, Vol. 1: Extraordinary Machine*. Image Comics, 2015. ISBN 9781632153661

Ebook available through Amazon for \$8.99

[https://www.amazon.ca/Bitch-Planet-Vol-Extraordinary-Machine-ebook/dp/B018YD04NM/ref=sr\\_1\\_1?dchild=1&keywords=bitch+planet&qid=1599509278&sr=8-1](https://www.amazon.ca/Bitch-Planet-Vol-Extraordinary-Machine-ebook/dp/B018YD04NM/ref=sr_1_1?dchild=1&keywords=bitch+planet&qid=1599509278&sr=8-1)

Morrison, Toni. *The Bluest Eye* (1970). Vintage, 2007. ISBN 9780307278449

Ebook available through Penguin Random House

<https://www.penguinrandomhouse.ca/books/117662/the-bluest-eye-by-toni-morrison/9780307386588>

Pablo Neruda. *Twenty Love Poems and a Song of Despair: Dual-Language Edition*. Translated by W.S. Merwin. Penguin Classics, 1997. ISBN 9780143039969

Digital copy of the poems in translation (i.e. Internet Archive) available via Course Readings

William Shakespeare. *Coriolanus*. Rob Hastie and Josie Rourke, eds. Bloomsbury Methuen Drama, 2014. Abridged. ISBN 9781472576774

Digital copy (i.e. The Folger Library) is available via Course Readings

Virginia Woolf. *Orlando*. Oxford World Classics, 2015. ISBN 9780199650736

Digital Copy available through Vital Source: <https://www.vitalsource.com/en-ca/products/orlando-virginia-woolf-v9780191646102?term=9780191646102>

The above required resources are available in the Book Store at Western. Additional texts and critical materials will be distributed to students throughout the term via OWL, under Course Readings **and** Course Content, or the library catalogue.

## METHODS OF EVALUATION

Individual:

Close-reading Assignment (500-750 words) 7.5%

Midterm 10%  
Essay 1 (1,000-1,500 words) 10%  
Concept Map 2.5%  
Essay 2 (1,500-2,000 words) 15%  
Annotated Bibliography 2.5%  
Final Exam 30%

Collaborative (i.e. assignments will be distributed, shared, and sometimes even penned alongside peers):

Creative Assignment 10%  
Participation 10%  
Discussion Leader Task 2.5%

**Any students unable to attend synchronous class sessions due to international travel restrictions must identify themselves to Academic Advising and the instructor. An alternative assessment rubric may be developed.**

**NOTE.** detailed assignment instructions will be provided and posted on OWL under Assignments; students are required to consult and follow those requirements. Assignments must be submitted to our course website for plagiarism checking. Assignment due dates are specified in the lecture and reading schedule below. **Late assignments will incur a penalty of 2 marks per day**, up to a maximum of one week. After seven (7) days, the assignment will not be accepted and receive a mark of zero. Late assignments will not be appended with comments. Assignments are never accepted via email. **Extensions are never granted the day an assignment is due.** Extenuating circumstances will be considered provided students seek academic accommodation if/when necessary; see the Appendix (below).

**Participation:** The participation grade is comprised of students' attendance and participation in classroom activities, including readings, in-class discussions, and assigned tasks. Further, students are expected to come to class prepared, having read assigned materials, and willing and able to participate. Complete details of student responsibilities regarding the participation grade will be outlined in the first week of classes.

**NOTE.** If students miss class, they are not entitled to Academic Accommodation regarding the Participation grade. This particular grade registers only students' presence in class and their participation. If students are absent from class, for whatever reason, attendance and participation grades will decline. Extenuating circumstances will be considered, but students must first consult with me.

#### **PLAGIARISM**

There is zero tolerance for plagiarism in this course.

Students must write their assignments in their own words. This is imperative given the online environment. Whenever students take an idea, or a passage, from another author, in this case including from course notes (sources will be detailed), they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing in the form of citations. This includes Internet sources. Plagiarism is a major academic offence.

Plagiarism checking:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western Ontario and Turnitin.com (<http://www.turnitin.com>).

## TENTATIVE CLASS SCHEDULE

### TERM 1

<b>Week 1</b>	Wednesday, Sept. 8 Friday, September 10	Course Introduction Homer, <i>The Odyssey</i>
<b>Week 2</b>	Wednesday, Sept. 15 Friday, Sept. 17	Homer, <i>The Odyssey</i> Homer, <i>The Odyssey</i>
<b>Week 3</b>	Wednesday, Sept. 22 Friday, Sept. 24	Alexander Pope, <i>The Rape of the Lock</i> Alexander Pope, <i>The Rape of the Lock</i>
<b>Week 4</b>	Wednesday, Sept. 29 Friday, Oct. 1	Kate Chopin, "The Story of An Hour" Kate Chopin, "The Story of An Hour"
<b>Week 5</b>	Wednesday, Oct. 6 Friday, Oct. 8	J.W. Goethe, <i>The Sorrows of Young Werther</i> J.W. Goethe, <i>The Sorrows of Young Werther</i> <b>Close-reading Assignment (7.5%) due</b>
<b>Week 6</b>	Wednesday, Oct. 13 Friday, Oct. 15	J.W. Goethe, <i>The Sorrows of Young Werther</i> <b>Session with Rachel Melis from the Huron Library</b> <b>Concept Map (2.5%) due</b>
<b>Week 7</b>	Wednesday, Oct. 20 Friday, Oct. 22	Pablo Neruda, <i>Twenty Love Poems</i> John Keats, select poems
<b>Week 8</b>	Wednesday, Oct. 27 Friday, Oct. 29	Leos Carax, <i>Holy Motors</i> Leos Carax, <i>Holy Motors</i>

### Fall Reading Week: November 1-7 (no classes)

<b>Week 9</b>	Wednesday, Nov. 10 Friday, Nov. 12	Euripides, <i>The Bacchae</i> Euripides, <i>The Bacchae</i>
<b>Week 10</b>	Wednesday, Nov. 17 Friday, Nov. 19	William Shakespeare, <i>Coriolanus</i> William Shakespeare, <i>Coriolanus</i> <b>Essay #1 (10%) due</b>
<b>Week 11</b>	Wednesday, Nov. 24 Friday, Nov. 26	Toni Morrison, <i>The Bluest Eye</i> Toni Morrison, <i>The Bluest Eye</i>
<b>Week 12</b>	Wednesday, Dec. 1 Friday, Dec. 3	<b>Midterm Test (10%)</b> Franz Kafka, <i>The Metamorphosis</i>
<b>Week 13</b>	Wednesday, Dec. 8	Franz Kafka, <i>The Metamorphosis</i>

### TERM 2

<b>Week 1</b>	Wednesday, Jan. 5 Friday, Jan. 7	Tomson Highway, <i>The Rez Sisters</i> Tomson Highway, <i>The Rez Sisters</i>
<b>Week 2</b>	Wednesday, Jan. 12 Friday, Jan. 14	William Shakespeare, <i>Othello</i> William Shakespeare, <i>Othello</i>

<b>Week 3</b>	Wednesday, Jan. 19 Friday, Jan. 21	Alison Bechdel, <i>Fun Home: A Family Tragicomic</i> Janine Tesori and Lisa Kron, <i>Fun Home: The Musical</i>
<b>Week 4</b>	Wednesday, Jan. 26 Friday, Jan. 28	Virginia Woolf, <i>Orlando</i> Virginia Woolf, <i>Orlando</i> <b>Creative Assignment (7.5%) due</b>
<b>Week 5</b>	Wednesday, Feb. 2 Friday, Feb. 4	Kelly Sue DeConnick and Valentine De Landro, <i>Bitch Planet, Vol. 1: Extraordinary Machine</i> Kelly Sue DeConnick and Valentine De Landro, <i>Bitch Planet, Vol. 1: Extraordinary Machine</i> <b>Research Session with Rachel Melis from the Huron Library</b>
<b>Week 6</b>	Wednesday, Feb. 9 Friday, Feb. 11	Ariel Dorfman, <i>Death and the Maiden</i> <b>Annotated Bibliography (2.5%) due</b> Ariel Dorfman, <i>Death and the Maiden</i>
<b>Week 7</b>	Wednesday, Feb. 16 Friday, Feb. 18	Danny Boyle, <i>Trainspotting</i> Danny Boyle, <i>Trainspotting</i>
<b>Spring Reading Week: February 21-27 (no classes)</b>		
<b>Week 8</b>	Wednesday, Mar. 2 Friday, Mar. 4	Sarah Kane, <i>Skin</i> Sarah Kane, <i>Skin</i>
<b>Week 9</b>	Wednesday, Mar. 9 Friday, Mar. 11	Arcade Fire, <i>The Suburbs</i> Arcade Fire, <i>The Suburbs</i> <b>Essay #2 (15%) due</b>
<b>Week 10</b>	Wednesday, Mar. 16 Friday, Mar. 18	William Blake, <i>Songs of Innocence and Experience</i> William Blake, <i>Songs of Innocence and Experience</i>
<b>Week 11</b>	Wednesday, Mar. 23 Friday, Mar. 25	<i>Exit Through the Gift Shop</i> and the street art of Banksy <i>Exit Through the Gift Shop</i> and the street art of Banksy
<b>Week 12</b>	Wednesday, Mar. 30 Friday, Apr. 1	Course recap and review for <b>Final Exam (30%)</b> date TBD Course recap and review for <b>Final Exam (30%)</b> date TBD

## **Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022**

### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Pandemic Contingency**

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

### **Student Code of Conduct**

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/exam/attendance.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf).

### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf). The appeals process is also outlined in this policy as well as more generally at the following website:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsundergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf).

### **Turnitin.com**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### **Statement on Use of Electronic Devices**

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Statement on Use of Personal Response Systems (“Clickers”)**

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Academic Consideration for Missed Work**

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf) are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicssupport.uwo.ca/>.

### **Policy on Academic Consideration for a Medical/ Non-Medical Absence**

#### **(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the **Student Medical Certificate**. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed

that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

**(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca).**

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf). Consult [Huron Academic Advising](#) at [huronsss@uwo.ca](mailto:huronsss@uwo.ca) for any further questions or information.

**Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at [huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>  
Office of the Registrar: <https://registrar.uwo.ca/>  
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>  
Academic Support & Engagement: <http://academicsupport.uwo.ca/>  
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>  
Western USC: <http://westernusc.ca/your-services/#studentservices>

**Mental Health & Wellness Support at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: [huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca)  
Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)  
Chaplaincy: [gthorne@huron.uwo.ca](mailto:gthorne@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.