

# ENC1145: Writing about Herstory: Women in Poetry

Spring 2024

**Instructor:** Maryam Khorasani

**Class No.:** Tuesdays MAT 0014, Thursdays  
MAT 0015

**Section No.:** 35G4

**Meeting Time:** Tuesdays Period 7,  
Thursdays Period 7-8

**Office Hours:** TBA

**Office Location:** 4367

**Course Website:** Canvas

**Instructor Email:** ma.khorasani@ufl.edu

## Course Description

Throughout history, poetry written by both men and women has shaped, reflected, and challenged notions of femininity, equality, and societal roles. In this course, we will explore how poetry has portrayed and influenced women's experiences across different geographical regions and historical periods. The course additionally involves a critical part where we learn about the tenets of feminist theory and its application to the form and content of poetry.

## Assignments

- Attendance and Participation (15%)
- Weekly Responses (25%)
- Digital Annotations (20%)
- Creative Project (25%)
- Digital Portfolio (15%)

## Attendance and Participation

**Attendance:** Attendance is mandatory and will be monitored by class roll or sign-up sheet. Should you miss a class for any reason, you are responsible for informing yourself as to what was covered in class. Acceptable reasons include illness, religious holidays, military obligations, and the twelve-day rule. Reasons for excused absences must be communicated with me ahead of time, or within three

days afterward in case of unexpected events. After three unexcused absences, each subsequent unexcused absence will result in a letter-grade deduction from your final grade (4 absences: 5% off final course grade, 5 absences: 10% off final course grade). Six unexcused absences will result in the automatic failure of the overall course. For the official University policy on absences, please refer to:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Participation:** You are expected to review the assigned readings before class. Each week will begin with a series of fundamental questions on the contents and the analysis of the assigned readings. The answers you give to these questions, consistent participation in class discussions, and demonstrated knowledge of the assigned readings will contribute to this portion of the final grade.

### **Weekly Responses (300-450 words)**

Starting from Week 2, for each week you need to submit a response to a question of your choosing from the week's prompt. Instead of traditional analysis, you should express your thoughts, suggestions, and questions as if engaged in a direct conversation with the poet or the characters in the poem. The questions may ask you to conduct an interview with the characters, write a letter to the poet, think about a scenario in which characters from different poem would meet with another, and so forth. Creative responses for each week are due by 11:59 PM on Sundays.

### **Digital Annotations (200-350 for each poem)**

**Description:** In this assignment, you will engage with the poems from our course readings on Perusall, a collaborative annotation platform.

#### **Instructions:**

1. **Read the Poem:**

- Start by reading the poem carefully.

2. **Annotate Actively:**

- Use Perusall's annotation tools to actively engage with the text. Highlight key passages, comment on literary devices, and note any elements that resonate with you.

3. **Contextualize:**

- Provide context for the poems. Explore the historical, cultural, or social background that might influence the poet's perspective. Consider how these contextual factors contribute to the feminist themes within the poetry.

#### 4. **Respond to Peers:**

- Engage in discussions with others. Respond to their annotations, ask questions, and offer additional perspectives. This collaborative approach will enrich the overall understanding of the poems.

#### 5. **Reflection:**

- Conclude your annotations with a brief reflection. Consider how the poems have deepened your understanding of women's experiences and the ways in which poetry serves as a medium for expressing feminist ideas.

You should choose four poems for this assignment and submit the list by 11:59 PM on January 19<sup>th</sup>. Annotations are due by 11:59 PM on the night before each scheduled meeting.

### **Creative Project**

For this assignment, you should choose one or more poems we have covered throughout the course and express your understanding and interpretation through one of the following formats:

- Video Essay
- Digital Collage
- Podcast Episode
- Picture Book
- Comic
- Zine

A video essay about the poem would involve blending visuals, audio, and commentary to provide a multimedia exploration of the poem's themes, language, and emotional impact. To create a digital collage about a poem, gather relevant images that evoke the themes and emotions of the poem. Use graphic design software or online tools to arrange these images on a digital canvas. If you are making a podcast episode, please note that it should be more than simply recording your voice as it also needs to contain a proper introduction and conclusion, sound effects, background music, etc.

Picture books should combine illustrations and text to convey what you have learned from engaging with the poem. For a comic, you can create an illustrated narrative in a panel format and use dialogues, captions, and information boxes to incorporate your commentary and analysis about the poem. If you decide to do a zine, you can include a mix of illustrations, pictures of the book pages,

and text to highlight your observations. You should additionally provide an outline of the project with your submission (400-500 words).

The Creative Project is due by 11:59 PM, Mar. 22.

**Digital Portfolio**

By the end of the semester, you should submit a digital portfolio containing your weekly responses, your creative project, and a statement reflecting what you have learned from the course (400-500 words).

The Digital Portfolio is due by 11:59 PM, April 26.

<b>Week</b>	<b>Date</b>	<b>Reading</b>	<b>Assignment Due</b>
<b>1 Herstory</b>	T (Tuesday) Jan. 8	Introduction to the Course and Syllabus	
	R (Thursday) Jan. 11	“The Canterbury Tales: The Wife of Bath’s Prologue” by Geoffrey Chaucer (Part 1)	
<b>2 Herstory (cnt’d)</b>	T Jan. 16	“The Canterbury Tales: The Wife of Bath’s Prologue” (Part 2)	
	R Jan. 18	“The Canterbury Tales: The Wife of Bath’s Tale”	
<b>3 Renaissance and Representation</b>	T Jan. 23	Sonnet 130 by Shakespeare	
	R Jan. 25	Selected pieces from <i>Paradise Lost</i> by John Milton	
<b>4 The Mind and the Body</b>	T Jan. 30	“The Author to Her Book” by Anne Bradstreet	
	R Feb. 1	“A Valediction: Forbidding Mourning” and “The Sun Rising” by John Donne	
<b>5 Voices from the Eighteenth Century</b>	T Feb. 6	“A Lady’s Dressing Room” by Janathan Swift	
	R Feb. 8	“The Reasons that Induced Dr. S. to write a Poem called ‘The Lady’s Dressing Room’” by Lady Mary Montagu	

<b>6</b> <b>Female Archetypes:</b> <b>The Maiden and the</b> <b>Femme Fetale</b>	T Feb. 13	“We Are Seven” by William Wordsworth	
	R Feb. 15	“La Belle Dame sans Merci: A Ballad” by John Keats	
<b>7</b> <b>Voices from the</b> <b>Victorian Era</b>	T Feb. 20	“My Last Duchess” by Robert Browning	
	R Feb. 22	“The Runaway Slave at Pilgrim’s Point” by Elizabeth Barrett Browning	
<b>8</b> <b>Figures of Death</b>	T Feb. 27	“The Lady of Shalott” By Alfred, Lord Tennyson Song: The Lady of Shalott by Loreena McKennitt	
	R Feb. 29	“Because I could not stop for Death” and “She rose to his requirement, dropped” by Emily Dickinson	
<b>9</b> <b>The First and</b> <b>Second Wave of</b> <b>Feminism</b>	T Mar. 5	“The Revolt of Mother” and “Why We Oppose Pockets for Women” by Alice Duer Miller	
	R Mar. 7	“Diving into the Wreck” by Adrienne Rich “Someone is Writing a Poem” by Adrienne Rich	
<b>10</b> <b>Spring Break</b>	T Mar. 12	No Class	
	R Mar. 14	No Class	
<b>11</b> <b>The Third and</b> <b>Fourth Wave of</b> <b>Feminism,</b> <b>Womanism</b>	T Mar. 19	“Permanent Home” by Mei-Mei Berssenbrugge	
	R Mar. 21	“Be Nobody’s Darling”, “When You Thought Me Poor”, and “Women” by Alice Walker	
	Friday Mar. 22	N/A	Creative Project Due
<b>12</b> <b>Womanism (cnt’d.),</b> <b>Écriture Féminine</b>	T Mar. 26	“Power” by Audre Lorde	
	R Mar. 28	“Medusa” by Carol Ann Duffy Excerpts from “The Laugh of Medusa” by Hélène Cixous	
<b>13</b> <b>Family</b>	T Apr. 2	“My Rival’s House” by Liz Lochhead	
	R Apr. 4	“Daddy” and “Mirror” by Sylvia Plath	
<b>14</b> <b>The Voice of the</b> <b>Other</b>	T Apr. 9	“Woman and Fire” by Poonam Tushamad	
	R Apr. 11	“Let Us Believe in the Beginning of the Cold Season” by Forough Farrokhzad	

<b>15 Ecofeminism</b>	T Apr. 16	“The Teller of Tales” By Gabriela Mistral	
	R Apr. 18	Excerpts from An American Sunrise by Joy Harjo	
<b>16 Where Are We Now?</b>	T Apr. 23	Final Reflections	
	Friday April 26	N/A	Digital Portfolio Due

**Important:** I reserve the right to adjust the schedule/assignments as needed to accommodate course goals and to better meet student needs.

## Classroom Policies

**Cellphones:** Checking Cellphone during meetings is not permitted. Doing so will result in being marked “absent” from the class. Emergency situations are exceptions.

**Headphones/Airpods:** Using headphones or airpods during class is not permitted and will result in being marked “absent” from the class.

**Personal Computers:** Using computers for any reason other than engaging with the course material will result in being marked “absent” from the class.

**Late Policy:** Class roll will be called at the beginning of class. Frequent lateness distracts other students and the instructor and will affect the student’s final participation grade. Three lates constitute one absence.

**Classroom Behavior:** Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Many of the texts we discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with controversial texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly, being marked “absent” from the class.

**UF’s Policy on Harassment:** The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual harassment or misconduct directed toward all members of the community:

<https://titleix.ufl.edu/about/title-ix-rights/>

**Late Assignments:** If you need an extension for an appropriate reason, please talk to me at least two days in advance of the due date. A late paper without a valid excuse will result in losing a portion of the assignment’s grade.

**Academic Honesty:** Students are required to be honest in their coursework and must properly cite all sources that they have consulted for their projects. Any act of academic dishonesty will be reported to the Dean of Students and may result in failure of the assignment in question and/or the course. For the University of Florida’s honor code, see <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

**Accommodations for Students with Disabilities:** Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. Contact the Disability Resources Center (<https://disability.ufl.edu/>) for information about available resources for students with disabilities.

**Counseling and Mental Health Resources:** Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352 392-1575; <http://www.counseling.ufl.edu/cwc/>).

## Grading Policies

### Grading Scale and GPA Equivalent

<b>A</b> (4.0) 100-93	<b>C</b> (2.0) 76-73
<b>A-</b> (3.67) 92-90	<b>C-</b> (1.67) 72-70
<b>B+</b> (3.33) 89-87	<b>D+</b> (1.33) 69-67
<b>B</b> (3.0) 86-83	<b>D</b> (1.0) 63-66
<b>B-</b> (2.67) 82-80	<b>D-</b> (0.67) 62-60
<b>C+</b> (2.33) 79-77	<b>E</b> (0) 59-

**Note:** A grade of C– is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

<http://www.isis.ufl.edu/minusgrades.html>

**Important:** You must complete all assignments to receive credit for this course.