

English 570 Spring 2005  
TR 1-2:15 in 4208 White

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**English 570: Gender, Space, Place, and Travel  
Spring 2005**



COURSE DESCRIPTION

This course approaches innovations in English, American, and Anglophone fiction and life-writing by and about women over the last century through the intertwined concepts of space, place, and travel. We will consider gendered identities in relation to a variety of spaces and places (public, private, urban, rural, communal, domestic, foreign, interior, exterior, colonial, postcolonial, national). The course is especially interested in “in-between” spaces and displacements, phenomena theorized by many concepts including heterotopia, flânerie, third space, homeland, diaspora, spatial practice, and situated knowledge. We will explore some recent theoretical perspectives on this topic, as well as various narrative strategies writers employ to imagine “border zones” and “roomspaces” of the in-between. The course includes an array of written assignments to explore multiple ideas of gendered spaces.

REQUIREMENTS

Class attendance, participation, 6 commentaries	10%
2 papers on units 1 & 2, 3 (5-7pp.)	60%
1 “border zone” project	10%
1 paper on projects (4pp.)	20%

REQUIRED TEXTS (available at A Room of One’s Own Bookstore, 307 W. Johnson Street)

Leila Ahmad	<i>A Border Passage</i>
Octavia Butler	<i>Kindred</i>
Ella Hepworth Dixon	<i>The Story of a Modern Woman</i>
Merle Hodge	<i>Crick Crack, Monkey</i>
Eva Hoffman	<i>Lost in Translation</i>
Barbara Kingsolver	<i>The Poisonwood Bible</i>
Virginia Woolf	<i>A Room of One’s Own</i>

\*\*\*ASSIGNED ARTICLES AND POEMS\*\*\*

Available at College Library and on electronic reserve which you can access via “MyUW.”  
<http://my.wisc.edu>

Available for purchase at Bob’s Copy Shop, Randall Tower (please bring readings to class)

**Calendar for English 570** \* = assigned articles ++**boldface** = work due in class

### 1. Third Spaces and Border Places

Jan. 18 T Introductions  
Jan. 20 R \*Michel Foucault, “Different Spaces”  
Glossary: gender, place, space, third space (posted on course website)

### 2. Flâneuses and Roomscapes of London

Jan. 25 T \*Deborah Parsons, “Gendered Cartographies of Viewing”  
\*Rebecca Solnit, “Walking After Midnight: Women, Sex, and Public Space”  
\*Amy Levy, “A London Plane-Tree,” “London in July,” “A March Day in London,” “Ballade of an Omnibus,” “Ballade of a Special Edition,” “Out of Town,” “The Piano-Organ” (poems)  
Jan. 27 R *The Story of a Modern Woman* (1894) chaps 1-8 ++**commentary #1 due**  
Feb. 1 T *The Story of a Modern Woman* chaps 9-16  
Feb. 3 R *The Story of a Modern Woman* chaps 17-24  
Feb. 8 T *A Room of One’s Own* (1929)  
Feb. 10 R *A Room of One’s Own* ++**commentary #2 due**

### 3. Situated Selves Across Time and Space

Feb. 15 T \*Linda McDowell, “Spatializing Feminism”  
Glossary: ethnocentric, postcoloniality, situated knowledge, standpoint theory  
Feb. 17 R *The Poisonwood Bible* Book 1 “Genesis”  
Feb. 22 T *The Poisonwood Bible* Books 2-3  
++**Paper #1 due in class with cover letter**  
Feb. 24 R *The Poisonwood Bible* Books 4-5  
Mar. 1 T *The Poisonwood Bible* Books 6-7 ++**commentary #3 due**  
Mar. 3 R *Crick Crack, Monkey* chaps 1-11 Glossary: home, homeland, travel  
Mar. 8 T *Crick Crack, Monkey* chaps 12-24  
Mar. 10 R *Kindred*  
\*hooks, “Choosing the Margin as a Space of Radical Openness”  
Mar. 15 T *Kindred*  
Mar. 17 R *Kindred* ++**commentary #4 due**

### 4. Border Zone Travelers

Mar. 28 T *A Border Passage* Part I, chaps 1-4 Glossary: diaspora, transnationalism  
Mar. 30 R *A Border Passage* Part I, chaps 5-8  
++**Paper #2 due in class with cover letter**  
Apr. 5 T *A Border Passage* Part II, Epilogue ++**commentary #5 due**  
Apr. 7 R *Lost in Translation* “Paradise”  
Apr. 12 T *Lost in Translation* “Exile”  
++**Border zones project due**  
Apr. 14 R *Lost in Translation* “The New World” ++**commentary #6 due**  
Apr. 19 T \*Trinh T. Minh-ha, “Other than myself/my other self”  
Apr. 21 R **NO CLASS—pick up copies of “Border Zones” projects**  
Apr. 26 T \*Discussion of “Border Zones”  
Apr. 28 R \*Discussion of “Border Zones”  
May 3 T ++**Bring 2 drafts of analytical papers on border projects to class**

May 5 R  
May 12 R

## IN CLASS WORKSHOPS

++Paper #3 on border zones projects due by noon in my mailbox #707

### Explanations for English 570 Syllabus

#### Attendance and Participation

Class attendance is essential to this discussion-based course. Beyond three absences of ANY sort (“excused” or “unexcused”), your grade is lowered for each additional absence. Class participation means speaking during discussions and website commentaries.

#### Course Website

This course also has its own Learn@UW website. You will need to use a browser (e.g. Netscape, Explorer) to get onto the Internet to this URL address: <https://uwmad.courses.wisconsin.edu/> At this point, you will be prompted to provide your WiscWorld username and password, and then click “Login.” Now you will see your L@UW homepage which will list any of your current courses using L@UW. To get to the *course* homepage, click on the link to “English 570.” As the semester unfolds, more material will appear on this website under “course content,” such as the glossary of terms and paper assignment guidelines. You will find links to various authors and some relevant visual images, and I will often post announcements that appear in the “News” section on the homepage. I suggest checking the website between classes.

#### Glossary

You will find on the course website L@UW a Glossary of terms on geography and gender of particular relevance to our course. Whenever you see “glossary” followed by a list of terms on the course calendar, be sure to go to “Glossary” on the website and read through and print out these terms. I will continue to add terms to the Glossary as the semester unfolds, and you may also recommend specific words that we come across in our assigned readings. Many of the terms come from: *A Feminist Glossary of Human Geography*, eds. Linda McDowell and Joanne P. Sharp (London: Arnold, 1999). I’ll put this book on reserve at College Library.

#### Commentaries

Base your six commentaries on a quotation from the text (be sure to provide page numbers). These critical observations of approximately 500 words should explore some aspect of our course conversation on gender, place, space etc. through an analysis of a textual passage. Since the assigned papers for the course ask you to use theories about gender and space, try working with a particular concept (from the Glossary or the theoretical readings) in your analysis of a passage drawn from a novel or memoir. To see a sample commentary, go to “Discussion” area on the L@UW course website. I will use three categories for assessing your commentaries (excellent, satisfactory, unsatisfactory). Commentaries are due no later than midnight before the due date in order to allow everyone time to read these before class meets. See course calendar for all commentary due dates.

#### Papers (5-7pp double-spaced, due 2/22 and 3/30)

These two papers focus on assigned readings from units one and two (for the first paper) and unit

three (for the second paper). Paper guidelines for each assignment will be posted on the course website. Consider the commentaries as testing-ground for these papers, and do read through the commentaries (both your own and your colleagues) as you think about your paper topics.

#### Border Zone Projects (up to 4pp.)

The project is an opportunity for you to explore in a creative fashion gendered spatial representations. You may write narrative, fiction or nonfiction, you may write in diary or letter format or a brief travelogue; you may do something with a visual or audio component, or you may design a “home” page for yourself if you are technologically adept (but speak with me first about these more ambitious, innovative forms). I suggest that the project takes into consideration some concept about gender and space and/or travel that we’ve explored this semester. Review the Glossary terms and your class notes as you consider what you might want to do with this open-ended assignment. Your project should not be longer than 4 pages and will become part of a course packet which everyone will read later on. See course calendar for due dates.

#### Analytical Paper on Projects

This paper will be an analytical reading of one or a selection of the individual projects in the packet. Again, as in earlier papers, keep in mind crucial questions of the course and bring in some of the readings in feminist and spatial theories. Since this is the final paper in the course, you may also take this opportunity to relate your reading of the project(s) to other texts on the syllabus. These papers will go through an in-class writing workshop draft. See course calendar for due dates.

#### Course Reader (available through E-Reserves or Bob’s Copy Shop, Randall Tower)

Michel Foucault, “Different Spaces” *The Essential Works of Michel Foucault* v. 2. Ed. Paul Rabinow. Trans. Robert Hurley and others. (New York: New Press, 1997), 175-185. (class on \_0)

Deborah Parsons, “Gendered Cartographies of Viewing” *Streetwalking the Metropolis: Women, the City and Modernity* (New York: Oxford University Press, 2000), 1-16. (\_5)

Rebecca Solnit, “Walking After Midnight,” *A History of Walking* (New York: Penguin Books, 2000), 232-246. (\_5)

Amy Levy, “A London Plane-Tree,” “London in July,” “A March Day in London,” “Ballade of an Omnibus,” “Ballade of a Special Edition,” “Out of Town,” “The Piano-Organ” (poems from *A London Plane-Tree, and Other Verse*. London: T. Fisher Unwin, 1889 (\_5)

Linda McDowell, “Spatializing Feminism: Geographic Perspectives,” *Bodyspace: Destablizing Geographies of Gender and Sexuality*. Ed. Nancy Duncan. (New York: Routledge, 1996): 28-44. (2/15)

bell hooks, “Choosing the Margin as a Space of Radical Openness.” *Gender Space Architecture: An Interdisciplinary Introduction*. Eds. Jane Rendell, Barbara Penner, and Iain Borden. (New York: Routledge, 2000), 203-209. (3/10)

Trinh T. Minha-ha, "Other than myself/my other self." *Travellers' Tales: Narratives of Home and Displacement*. Eds. George Robertson, Melinda Mash, Lisa Tickner, Jon Bird, Barry Curtis and Tim Putnam (New York: Routledge, 1994), 9-26. (4/19)