



Image: masthead for “Die Frau im Staat” (1919), ed. by Anita Augspurg, whose work we will examine in the class.

CENS 404 001: Gender and Nation

The University of British Columbia
Dept. Central, Eastern, & Northern European Studies
Winter 2020 T2 | 3 Credits
T/TR | 14:00-15:30 | ONLINE

Instructor Contact

Dr. Ervin Malakaj
Pronouns: He/Him
Student Hours: W, 1-2pm PST & by appt
ervin.malakaj@ubc.ca

Course Description & Goals

In this course, we will explore how discourses on gender and nation shape 19th- and early-20th-century literature. We will read select short prose, drama, and novels from central, eastern, and northern Europe. We will consider how these works relate to emergent sexological writings, women’s rights debates, emergent modern subjectivities (e.g., new woman, queer), and political movements. Throughout the course, we will also consider the relevance of these literary traditions for our current moment. To this end, the class will build a public digital dossier that captures our personal reading experiences, puts these in context with research on individual writers and their works, and activates these for our time. There are no prerequisites for this course. Readings and discussion in English.

This class is conducted online. Students will complete work asynchronously (at a time that works for them but by specific deadlines each week) as well as synchronously (during scheduled meetings). Each week is divided into two components.

1. Students read materials required for week.
2. Students view lecture about materials, complete a quiz, as well as additional assignment related to material.

We will meet synchronously for a one-hour discussion session 5 times this semester (see schedule below). During a week in which we meet, our discussion will replace the assignment.

Course Outcomes

Upon successful completion of this course, students will be able to

- **describe** broad developments of central, eastern, and northern European print history and print cultures as they relate to texts read in class
- **discuss, analyze, and interpret** literary works with a thematic and analytic focus on gender and nation
- **design and develop** a public-facing post based on research conducted for class

| Grade Breakdown* | | Grading Scale | | |
|------------------------|-----|---------------|-----------|------------|
| Assignments | 20% | A+ (90-100%) | A (85-89) | A- (80-84) |
| Quizzes | 20% | B+ (76-79) | B (72-75) | B- (68-71) |
| Close Analysis | 20% | C+ (64-67) | C (60-63) | C- (55-59) |
| Portfolio Contribution | 40% | D (50-54) | F (0-49) | |

***Note:** You must receive a passing grade for each component to receive a passing grade in the course.

Books and Reading Materials

This book is unfortunately not available electronically. You can purchase it through online vendors.

1. Gabriele Reuter, *From a Good Family*, translated by Lynne Tatlock (Rochester: Camden House, 1999). ISBN: 9781571134066. You can purchase it directly from the publisher's website: <https://boydellandbrewer.com/from-a-good-family.html>.

Online on our Course Reserves Site/Canvas Site

The URL for our course reserves site is: <https://courses.library.ubc.ca/c.8476WG>. You can also reach the course reserves site through our Canvas site. There you will find the following texts:

1. Benedict Anderson, "The Origins of National Consciousness"
2. Anita Augspurg, "A Typical Case of the Present Time: An Open Letter"
3. Michel Foucault, "We 'Other Victorians'"
4. Henrik Ibsen, *A Doll's House*
5. Alexandra Kollontai, "The Social Basis of the Woman Question"
6. Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House"
7. Rosa Luxemburg, "Women's Suffrage and Class Struggle"
8. Eliza Orzeszkowa, *Marta*
9. Sophia Parnok, "Oh, the unconquerable heaviness . . ."
10. Gayle Rubin, "Of Catamites and Kings: Reflections on Butch, Gender, and Boundaries"
11. Bertha von Suttner, *Lay Down Your Arms!*
12. Mary Church Terrell, "The Progress of Colored Women"
13. Marina Tsvetaeva, "Bound for Hell"
14. Women's International League for Peace and Freedom, "Resolutions of the Zürich Conference"

Class Preparedness & Online Learning

You will succeed in our class by reading the material and watching the lectures for the days on which they are assigned. Reading and viewing, for our purposes, are not passive activities: take notes about things you found engaging, confusing, illuminating, frustrating in a given text. Those notes (in the margins, on printouts, in note books) will come in handy when you are asked to complete assignments, quizzes, and write papers for the class. Some students prefer to handwrite notes in a notebook. Others like to keep a digital record of their notes. Follow whatever works best for you.

To allow for more accessibility, weekly material is divided into two components each with its own deadline. Be sure to pace yourself and be mindful of these deadlines as well as deadlines in your other courses. Should you have a hard time following deadlines, please be in touch with me. I will do my best to accommodate you. You are expected to attend the synchronous discussion sessions.

Quizzes

You will complete weekly quizzes which will guide your reading/viewing progress in our class. These are designed to make sure that you are following the reading/viewing schedule. They are also educational tools that help you think critically about the material covered. There will be 9 quizzes total.

Assignments

You will complete weekly assignments in the course. These assignments will take the form of discussion boards on our Canvas site or will be individual writing assignments, in which you practice your visual analysis skills. During

weeks in which there are scheduled synchronous meetings, your contribution to discussion will replace your assignment. There will be 10 assignments total (5 of these will be replaced by activities during synchronous sessions).

Close Analysis Paper

You will complete a close analysis paper, which will serve as our midterm. In this paper, you will have a chance to showcase your thinking on critical matters pertaining to the texts and ideas we address in our course. You will receive a prompt for this paper with detailed specifications ahead of deadline.

Final Digital Class Portfolio

Our class will collectively build a public class portfolio that collects various ideas from our discussions. It will feature your individual research efforts and in it you will synthesize your perspectives about some of the texts we read in accessible format for public consumption. The centerpiece of this project will be an essay with accompanying visual material that you will complete and that will be published on the class portfolio site. You will receive prompts for this essay and more explanation about the class portfolio ahead of deadline. The last three weeks of our course are dedicated to workshops and consultations about this project.

Inclusive Course & Land Acknowledgement

You will effectively learn in an inclusive space that continues to challenge you intellectually. I will strive to foster such a space in the online classroom. Most of all, *YOU* are required to contribute to the shaping of such an inclusive and intellectually stimulating setting by honoring the diverse backgrounds, statuses, and experiences of your fellow students. Please communicate to me any concerns or needs that immediately relate to your learning in this regard.

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the *xwməθkwəy̓əm* (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

Communication

Communication is essential for your success in our course. I will send you regular updates about class via email and will post to our Canvas site. For this reason, you should regularly (i.e., daily) check your email account on record at UBC and our Canvas site for important announcements about our course.

If you send me an email, please use the standard format for addressing faculty or standards employed in professional communication. Begin an email with a salutation such as "Dear Dr. Malakaj: . . ." and you can close with "Best/Yours/Sincerely, . . ." I will respond to your email within one or two business days and usually do not respond to email on weekends. During professional meetings (online conferences), I will be unavailable via email but will respond to your inquiries as soon as I complete those responsibilities.

Academic Accommodation

If you require any accommodation that can improve your experience in and facilitate success in the (online) classroom, please reach out to me. Moreover, be sure to consult the Vancouver Academic Calendar, which provides helpful information about the services to which you have access as UBC student. For more info: <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,34,0,0>. Here is an excerpt from the calendar:

The University of British Columbia recognizes its moral and legal duty to provide academic accommodation. The University must remove barriers and provide opportunities to students with a disability, enabling them to access university services, programs, and facilities and to be welcomed as participating members of the University community. The University's goal is to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles.

The UBC Centre for Accessibility can provide accommodations that enable successful classroom experiences for students with accessibility needs. For more information, visit: <https://students.ubc.ca/about-student-services/centre-for-accessibility>.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise, and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

I'd be happy to discuss this with you in more detail. You can also find more info about UBC's official academic integrity policy here: <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,286,0,0>.

Content Warning

Our class will feature written and/or visual material which depicts violence. The written and visual texts are not included in our syllabus because of an interest to engage gratuitously in violence. We will instead approach these texts intellectually and assess in which ways and why violent material is deployed in a given cultural text. I respect your perspective and will be very glad to discuss this with you individually.

Personal and Intellectual Support for Learning

UBC provides a number of services to help students succeed in learning and being in our campus community. This includes services on topics such as academics, money, immigration, health and wellbeing. You can find out more information about various programs following this link: <https://students.ubc.ca/support>. If you feel comfortable, reach out to me. I can try to provide additional information about available resources.

Academic Freedom and Students Residing Outside of Canada

Equity and academic freedom are two fundamental values of our UBC culture. Moreover, UBC is not subject to foreign censorship laws. Every effort is and will be made to ensure that UBC students living abroad are provided access to the same materials and digital learning spaces as domestic students. As long as students use institutionally-provisioned learning tools and applications (such as Canvas, UBC email and other such systems), students can expect to exercise their academic freedom whether they are in Canada or abroad. If you have any questions, please reach out to the course instructor.

Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. I do not permit students to record classes.

German Studies and Modern European Studies @UBC

You can complement the work you do in our course by enrolling in other courses offered in the German Program, the Modern European Studies Program, or other coursework in the Department of Central, Eastern, and Northern European Studies. We offer exciting minors and majors in language and culture studies, as well as interdisciplinary studies and encourage double majors. For more information about these programs, check out the department website (cen.es.ubc.ca) or reach out to me! I'd be glad to put you in touch with the advisors for these programs.

UNIT 1: Gender, Nation, Text

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| Week 1 Print Culture, Nation-States, and Emergence of Sexuality | |
| Complete by Thursday, Jan 14, 2-3pm PST | |
| Synchronous Session | |
| <ol style="list-style-type: none"> 1. Read: Anderson, "The Origins of National Consciousness" 2. Read: Foucault, "We 'Other Victorians'" (optional) 3. Attend: synchronous session | |
| Week 2 Counter-Discourses | |
| Complete by Wednesday, Jan 20 | Complete by Friday, Jan 22, 11:59pm PST |
| <ol style="list-style-type: none"> 1. Read: Rubin, "Of Catamites and Kings" 2. Read: Lorde, "The Master's Tools Will Never Dismantle the Master's House" 3. Read: Augspurg, "A Typical Case of the Present Time" 4. Read: Parnok, "Oh, the unconquerable heaviness" 5. Read: Tsvetaeva, "Bound for Hell" | <ol style="list-style-type: none"> 1. Watch lecture by Dr. Malakaj 2. Watch lecture by Dr. Katia Bowers 3. Quiz #1 4. Assignment #1 |
| Week 3 Women's Rights & Socialism | |
| Complete by Wednesday, Jan 27 | Complete by Friday, Jan 22, 11:59pm PST |
| <ol style="list-style-type: none"> 1. Read: Kollontai, "The Social Basis of the Woman Question" 2. Read: Luxemburg, "Women's Suffrage and Class Struggle" 3. Read: Terrell, "The Progress of Colored Women" 4. Read: Women's International League for Peace and Freedom, "Resolutions of the Zürich Conference" 5. Read: Zetkin, "Only in Conjunction with the Proletarian Women Will Socialism Be Victorious" | <ol style="list-style-type: none"> 1. Watch lecture 2. Quiz #2 3. Assignment #2 |
| Week 4 National Belonging and the Danger of Books I | |
| Complete by Thursday, Feb 4, 2-3pm PST | Complete by Friday, Feb 5, 11:59pm PST |
| Synchronous Session | 1. Quiz #3 |
| <ol style="list-style-type: none"> 1. Read: Gabriele Reuter, <i>From a Good Family</i>, 3-96 2. Attend: synchronous session (replaces assignment #3) | |
| Week 5 National Belonging and the Danger of Books II | |
| Complete by Wed, Feb 10 | Complete by Friday, Feb 12, 11:59pm PST |
| <ol style="list-style-type: none"> 1. Read: Gabriele Reuter, <i>From a Good Family</i>, 96-209 | <ol style="list-style-type: none"> 1. Watch lecture 2. Quiz #4 3. Assignment #4 |

UNIT 2: Women Subjectivity and Fiction

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| Week 6 | |
| <i>Feb 15-19 Midterm Break: No Instruction</i> | |
| Week 7 The New Woman and Theatrical Imagination I | |
| Complete by Thursday, Feb 25, 2-3pm PST | Complete by Friday, Feb 26, 11:59pm PST |
| Synchronous Session | 1. Quiz #5 |
| <ol style="list-style-type: none"> 1. Read: Ibsen, <i>A Doll's House</i> 2. Attend: synchronous session with Dr. Kyle Frackman (replaces assignment #5) | * Close Analysis Paper Due This Week * |

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| Week 8 Women Subjectivity, Pacifism, the Novel I | |
| Complete by Wednesday, March 3 1. Read: von Suttner, <i>Lay Down Your Arms!</i> , Ch 1-6 | Complete by Friday, Mar 5, 11:59pm PST 1. Watch lecture 2. Quiz #6 3. Assignment #6 |
| Week 9 Women Subjectivity, Pacifism, the Novel I | |
| Complete by Thursday, March 11, 2-3pm PST Synchronous Session 1. Read: von Suttner, <i>Lay Down Your Arms!</i> , Ch 16-19 2. Attend: synchronous session (replaces assignment #7) | Complete by Friday, Mar 12, 11:59pm 1. Quiz #7 |
| Week 10 Women Subjectivity, Economic/Political Hardship and the Novel I | |
| Complete by Wednesday, March 17 1. Read: Orzeszkowa, <i>Marta</i> , 1-97 | Complete by Friday, Mar 19, 11:59pm 1. Watch lecture by Dr. Bozena Karwowska 2. Quiz 8 3. Assignment 8 |
| Week 11 Women Subjectivity, Economic/Political Hardship and the Novel II | |
| Complete by Wednesday, March 24 1. Read: Orzeszkowa, <i>Marta</i> , 97-179 | Complete by Friday, Mar 26, 11:59pm 1. Watch lecture 2. Quiz 9 3. Assignment 9 |

UNIT 3: Digital Dossier Workshops – Conceptualizing Project, Planning Entries, Structuring Entries, Assessing Sources, Peer-Review

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| Week 12 Digital Dossier Workshop I | |
| Complete by Thursday, April 1, 2-3pm PST Synchronous Session 1. Attend: synchronous session | Complete by Friday, April 2, 11:59pm 1. Assignment 10 |
| Week 13 Digital Dossier Workshop II | |
| Complete by Wednesday, April 7 1. Assignment 11 (abstract for final assignment) 2. Peer planning group assignment 3. Optional consultations | |
| Week 14 Digital Dossier Workshop III | |
| Complete by Wednesday, April 14 1. Peer planning group assignment 2. Optional consultations | |

Final project due: April 21, 2021, 11:59pm PST