

LMU SPRING 2017

COURSE TITLE: Women, Madness, and the Cultural Imagination (4 units)

COURSE NUMBER: MDGK 3346/ WGST 3306 / EURO 3998

SECTION DAYS/TIMES: T/TH 1:00 – 2:30 pm in STR 234

INSTRUCTOR: Pr. Christina Bogdanou

CORE AREA: INT/ IIC

FLAGS: WRITING (LWRT)/ENGAGED LEARNING (LENL)

Office UH 3752

Mailbox: UH 3785

t. (310) 338.4463

email address: christina.bogdanou@lmu.edu

Office Hours: T/TH 3:00-5:30 pm & by appointment

COURSE DESCRIPTION:

The course aims at an interdisciplinary and cross-cultural exploration of social, cultural, and literary representations of female “madness” varying from Greek tragedy, to medieval texts, to Victorian literature, to contemporary fiction, non-fiction, and film. By drawing on disciplines such as history, philosophy, sociology, psychology, as well as medical discourse, class discussions will focus on topics such as myths and archetypes of the “mad” woman, goddesses and witches, the connection between consumerism and madness, female sexuality and body image related issues (such as self-loathing, bulimia and anorexia, cutting, and substance abuse), as well as hysteria, depressive and anxiety disorders. A historical examination of the social and cultural attitudes and practices towards women will allow students to see how female “madness” has been shaped by the patriarchal cultural imaginary and has been socially constructed as a way of exercising control over women, their voices and their bodies. Further connections to contemporary attitudes towards women and their representations will problematize the paradox of modern empowerment for women and the popular misogyny we can observe in popular culture and our post-feminist society at large today.

STUDENT LEARNING OUTCOMES:

Students completing the course will

- be able to integrate different disciplinary approaches in order to understand and analyze the social problem of the paradoxical position of women in society by becoming aware of how social structures and authority discourses (philosophical, medical, psychoanalytical, literary, etc.) shape women’s and men’s lives
- understand the texts discussed as the products of a certain place and time, yet also as products of a continuous patriarchal genealogy of ideas
- refine their critical reading, research, and writing skills in order to express their ideas with clarity, coherence, and intellectual force (Writing Flag)
- develop self-awareness and personal growth as individuals while in the service of others; become forces of social change (Engaged Learning Flag)

PREREQUISITES/RECOMMENDED BACKGROUND: None

REQUIRED TEXTS / READING LIST:

Aeschylus, The Oresteia

Charlotte Perkins Gillman, “The Yellow Wallpaper”

Margarita Karapanou, Kassandra and the Wolf

*B. Ehrenreich & D. English, For her Own Good: Two Centuries of the Experts Advice to Women

*Sylvia Plath, The Bell Jar

*Susanna Kaysen Girl Interrupted

Selections from Margery Kemp, Freud and Lacan, Mary Pipher (Reviving Ophelia), M. Foucault (Madness and Civilization), E. Wurtzel (Prozac Nation), E. Showalter (The Female Malady), Joan Jacobs Brumberg (The Body Project: An Intimate History of American Girls) and other writers and critics. **ADDITIONAL READINGS will be announced as needed.**

Books marked with an * have been ordered through the bookstore/or you can buy from a vendor of your choice. All other readings will be provided by the instructor on the MYLMU CONNECT class site. **Depending on the group's interests, we may modify some of the reading selections.

The weekly assigned readings are listed in the class calendar on your syllabus (posted on MYLMU Connect class site too). Additional readings will be announced in class and posted MYLMU Connect as well. DO NOT LOSE your syllabus. Consult it for the weekly reading assignments and other important dates and information. The reading pace is **rigorous**. You should come to class prepared, i.e., you should have finished the required reading BEFORE you come to class. ALWAYS bring your books or print out and bring the reading for the day with you. Please, do not use the electronic texts to study as you cannot annotate them while you are doing the reading or write comments on them during class discussion.

COURSE WORK/EXPECTATIONS:

- **Participation:** regular attendance and critical and reflective engagement with the weekly readings and class discussions are essential for the seminar format of the class. There are several ways you can engage and participate:
 - **Attendance/participation in class discussions (10%)**
 - **reading quizzes (10%)**
 - **10 weekly reading responses (ONE single-spaced page) (10%):** in preparation for meaningful participation students will prepare an (almost) weekly critical reflection paper on primary theoretical sources and/or literary texts and/or your volunteering experiences
 - **5 discussion board posts of current events that relate to class themes and discussions (10%)**
- **Writing**
 - **2 short papers (5-6 pages double-spaced) (15% each for a total of 30%)** addressing the multi-disciplinary methodologies of the course and your volunteering experience.
 - **a final research project (10-12 pages double-spaced) (30%):** students will be asked to reflect on the overall issue of today's cultural dialogue about the "woman question." You will give a 10-minute presentation of your final project (10% out of the 30%).
- **Engaged Learning: a minimum of 15 hours of service learning/volunteering to an organization of your choice** (there will be an orientation meeting and you will be provided with a list). There is no separate credit given for your volunteering hours. Credit is calculated as part of your overall participation and engagement with the class; your volunteering hours are also an integral part of your researching and writing your final project.

The reading and writing pace of the class is **rigorous**. At LMU, one credit hour is defined as a minimum of 3 hours of work per week for a 15-week semester. That means that a 4-unit class must average a minimum of 12 hours of work per week (including class time). Typically, this means one hour of classroom instruction and two hours of out of class student work each week per each unit of a course. This course meets twice a week for an hour and a half and expects a minimum of 12 hours of work per week for ALL class-related activities.

***EXTRA PARTICIPATION CREDIT (10%):** The CSJ Center for Reconciliation and Justice Symposium *Hidden in the Crowd: Human Trafficking Locally and Globally* (Tuesday Jan. 24-Wednesday Jan. 25-Thursday January 26). Those participating will have to write a one-page RR reflecting on any of the panels they will attend as part of their regular weekly RRs.

INSTRUCTIONAL METHODS

PARTICIPATION

○ ATTENDANCE / PARTICIPATION (10%)

The class relies on group discussions as the primary in-class method of teaching and learning. This discussion-based format invites students to share openly—and respectfully to others—their own thoughts about issues the class focuses on. This method asks for students to participate actively in their own learning process and that of their peers. Rather than spending time in class reviewing the assigned readings, class time will be used to deepen our understanding of the texts in their historical and cultural context. Therefore, both your prompt attendance and participation are essential for its success. Both lateness and absence will affect your grade. Being present in class without ever participating cannot earn you more than a “C” for both attendance and participation. Keep in mind that good class participation does not necessarily mean that you have all the right answers. It rather means that you are willing to pose questions, work with and challenge in an academic and civil way others’ opinions, and generally contribute to class. If you need to miss class, please contact me. Six or more unexcused absences will result in “F” for your final grade. Not fulfilling your minimum 15 hours of service will also result in “F” for your final grade.

○ READING QUIZZES (10%)

In order to promote student accountability in keeping up with the weekly readings, expect quizzes on the days new readings are due (see the syllabus). The format of the quizzes will refer to the ways you are asked to read and study: carefully for important/relevant details, critically for arguments and support. If you do the readings carefully and are prepared for class discussion, there is no further preparation you need in order to take the quiz.

○ TEN WEEKLY READING RESPONSES (RR) (10%):

In preparation for meaningful class discussion, you are asked to bring to class a **ONE-PAGE CRITICAL** reading response (**single-spaced**) to **ONE** of the weekly readings specifically OR to your volunteering experience and how it has added to your overall understanding of the class. Make sure there is variety to your responses (e.g., they cannot all be reflections on the service learning component of the class; they cannot all be on the literary texts). Make sure you maintain the ONE page single-spaced limit. This is not an arbitrary limitation. There is a purpose to it. I will NOT accept RRs more than one page long or not single-spaced. Consider your (almost) weekly responses a self-reflective, explorative, yet, critical “journal” on the issues we will be discussing ranging from the very personal (e.g., how does volunteering to this particular organization make me see/understand the issues we discuss in class?) to the broader, more cultural, social, political issues (e.g., how does “madness,” gender, and poverty are linked?)

Your response **cannot** be a summary of the readings or what you did while volunteering. As you choose your weekly topics keep in mind that you are not responsible for addressing a whole text as you cannot say anything meaningful in one page about any text /issue in its entirety. Necessarily, you must be very selective and pick one small detail/aspect of the text or issue at hand.

The reasons for these RR assignments are the following: 1) it helps you to KEEP UP with the reading(s); 2) it motivates you to CRITICALLY THINK / REFLECT about the reading before you come to class; 3) it helps you PARTICIPATE in discussion since you will be prepared to do so; 4) it allows you to GET CREDIT for the work you have done even if you don’t get a chance to participate at a particular meeting; 5) Most importantly, since the class places a lot of emphasis on reflection, critical thinking as well as **clear and controlled expression/writing**, the reading responses are a great **weekly critical thinking and writing exercise** that will eventually help you with the conception and writing of your papers (you are strongly encouraged to develop any of the reading responses into a paper/final research project although not required as topics will be provided for you if needed). It helps with argument analysis, structure, and support as well as **clear, concise, and persuasive expression**. You will receive extensive feedback and tentative grades on your first 5

RRs as “practice” writing. You will receive final grades on your last 5 RRs (still you need to complete all 10 for full credit). MAKE SURE YOU SAVE EVERYTHING YOU TURN IN AND RECEIVE BACK WITH COMMENTS.

○ **CURRENT EVENT POSTINGS (10%)**

In an effort to look for historical patterns and make meaningful and critical connections between academic discourse and real life, students are asked to follow current events that reflect directly the class themes, readings, and discussions. Students are asked to post five relevant events with brief commentary (no more than a page) on the discussion board of the class site on MYLMU Connect and be ready to present and discuss briefly in class as a way of contributing to class discussions. These postings are due by 9:00pm the day before class meets. You will be evaluated for relevance and the quality of your commentary. The 5 discussion board contributions and comments should be posted regularly for full credit (i.e., not all 5 on w. 15). Your posts will be graded on relevance and depth of analysis/commentary. You may respond to other students’ posts but you still need to have 5 original posts.

WRITING

○ **SHORT PAPERS (30%):**

You are required to write **TWO** short papers addressing the multi-disciplinary methodologies of the course and your volunteering experience (5-6 pages each, double-spaced) (15% each)(see class calendar for due dates). The papers will go through several drafts and you will receive comments during one-on-one conferences. More details will be given to you as we approach closer to the days due. ALWAYS keep a hard copy of the papers you turn in (with so many computer problems, it is not a bad idea to email yourselves important documents/papers in case you need to retrieve them and resubmit). Papers must be typed, double-spaced, with one-inch margins and fonts no larger than size 12. ALWAYS include the following information with **everything** you turn in: class number/title, semester, your name, date, and assignment title:

MDGK 3346: Women and Madness

SPRING 2017

Name

Date

Paper #1, draft #2

○ **FINAL RESEARCH PROJECT (10-12 pages) (30%)**

Building on class readings and discussions, your service learning experience, as well as your personal interests, you will be asked to choose your own final research project that will involve academic research in order to articulate your own ideas about one aspect /variation of the organizing theme of our class: women and “madness”/ “the woman question.” Personal testimonies, interviews, information gathered through your EL, artistic/creative representations, etc. may be used in order to frame your academic topic. You will be asked to submit a written proposal that will include your topic, methodologies, proposed annotated bibliography, and an outline. You will be asked to make a 10 min. class presentation about the progress of your project (10%). Your project will go through several drafts and you will receive comments during one-on-one conferences and peer-editing sessions. (More details will follow).

* With the increasingly astonishing incidence of personal or family illness -- even death-- that invariably occurs around due dates, my policy is to let you know that in such cases I will ask for written verification. Still, in case of extraordinary circumstances that prevent you from meeting a deadline, you should contact me before the due date. Under such extreme circumstances no more than ONE extension will be given. In fairness to other students who work hard to turn their work in time, papers late for more than a week will not be accepted (unless otherwise agreed on). Late papers will be downgraded depending on the length of lateness.

OFFICE HOURS:

I have office hours on T/TH 3:00-5:30 pm & by appointment. You are welcome to come and see me with any questions you may have about the readings and/or the assignments. Feel free to e-mail me or call me, if you have any questions.

ACADEMIC HONESTY / PLAGIARISM:

Academic dishonesty will be treated as an extremely serious matter, with serious consequences that can range from receiving no credit for assignments to expulsion. It is never permissible to turn in any work that has been copied from another student or copied from a source (including Internet sources) without properly acknowledging the source. It is your responsibility to make sure that your work meets the standard of academic honesty set forth in the “LMU Honor Code and Process” (see http://www.lmu.edu/about/services/registrar/Bulletin/Bulletins_in_PDF_Format.htm).

If you have any doubts about quoting correctly your sources, you can consult any Writer’s Manual (available on line too) or talk to me.

TECHNOLOGY and EMAIL COMMUNICATION:

MYLMU Connect: Aside from the books that you can purchase through the LMU bookstore or any other retailer you choose, additional required and recommended reading materials will be posted on MYLMU Connect class site. MYLMU Connect is also your source to find class notes and presentations and all handouts given in class.

Lion Email Account: I often communicate with the whole class using campus email systems, so it is essential that you regularly check your lion.lmu.edu account or forward your lion account email to your preferred email address.

ELECTRONIC DEVICES: Please turn off and put out of sight ALL electronic devices during class-time including laptops and ipads. The interruptions and/or distractions they cause disrupt class and interfere with the learning process. Use of laptops is not necessary. Class notes/ class presentations are posted on MYLMU Connect. Please, use a notebook to write down your own notes. Class time is meant for reflection and discussion.

EXPECTATIONS FOR CLASSROOM BEHAVIOR:

RESPECT FOR SELF AND OTHERS: As an LMU Lion, by the *Lion’s Code*, you are pledged to join the discourse of the academy with honesty of voice and integrity of scholarship and to show respect for staff, professors, and other students. Behavior appropriate for the success of the class is expected at all times. Please, be in class on time. Do not disturb / disrupt other students' learning experience by coming to class late or leaving early, walking in and out, not having your textbook with you, using electronic devices, etc. Be courteous during discussions. Please, use common sense as to what behavior is appropriate and expected. If in doubt, ask me or refer to the LMU *Community Standards* (see link under 2. for the Student Conduct Code, Section IV. D.).

SPECIAL ACCOMMODATIONS: Students with special needs who require reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services (DSS) Office. Any student who currently has a documented disability (ADHD, Autism Spectrum Disorder, Learning, Physical, or Psychiatric)

needing academic accommodations should contact the DSS Office (Daum Hall 2nd floor, 310-338-4216) as early in the semester as possible. All discussions will remain confidential. Please visit www.lmu.edu/dss for additional information.

EMERGENCY PREPAREDNESS: To report an emergency or suspicious activity, contact the LMU Department of Public Safety by phone (x222 or 310-338-2893) or at the nearest emergency call box. In the event of an evacuation, follow the evacuation signage throughout the building to the designated safe refuge area where you will receive further instruction from Public Safety or a Building Captain. For more safety information and preparedness tips, visit <http://www.lmu.edu/emergency>.

ACADEMIC EXCELLENCE at LMU / OVERALL ASSESSMENT:

In keeping with the larger context of LMU's mission about academic excellence, the encouragement of lifelong learning, the education of the whole person, and the promotion of faith and justice, critical thinking, academic and moral reflection as well as articulate expression are at the core of this class. Students are expected to be careful and critical readers, engaged learners; to write and speak with precision and clarity about important issues such as ethics and social justice. They are expected to assimilate class presentations on complex topics such as academic, literary, and cultural discourse, control primary texts (i.e., read carefully and understand the content), raise their own questions that reflect critical engagement with the class overall.

GRADING STANDARDS

A Outstanding

Student has exceeded expectations and achieved mastery of the subject

- Participation: The student consistently makes important and creative contributions to the learning environment of the seminar. Questions and comments demonstrate that the student has thoroughly prepared the assigned material and is familiar with the issues involved. Questions help move the discussion forward. The student offers insightful comments that engage the rest of the class as well.
- Writing: The student has achieved mastery of the topic of the assignment. In the case where s/he chooses their own topic, it shows deep reflection and originality of thought. The writing is well organized in structure, shows clear grasp of the concepts involved and a superior ability to articulate ideas and reflections. Research is thorough and well documented. Writing itself shows mastery of style. Language is varied in pattern, sophisticated in vocabulary and complex in structure and thought. There are no spelling or punctuation errors and it is thoroughly edited and proofread.

B Good

Student has met all expectations and accomplished above average work

- Participation: The student actively contributes to the learning environment of the class. Comments demonstrate that s/he is familiar with the assigned material. Questions seek information or clarification alone.
- Writing: The student demonstrates a clear understanding of the topic/subject matter. Work is generally organized in an effective way and the writing is competent. Research is good and documented. There are no spelling or punctuation errors and it is edited and proofread.

C Satisfactory

Student has met most expectations and demonstrated a general comprehension of the subject

- Participation: The student volunteers occasional comments in class discussions but is primarily a passive listener. The student contributes to small groups discussions. Comments do not show reflection on the texts and ideas discussed.

- Writing: The student demonstrates only a general understanding of the topic/subject matter. Work shows some evidence of initial research. Errors in grammar, spelling, and punctuation are present. Writing needs to be improved by better organization of ideas, more nuanced thought and expression, more thorough uses of research sources, wider word choice, more complex sentence structure, overall editing and proofreading.

D Poor / Pass

Student has met few expectations and has not shown an understanding of the subject.

- Participation: The student shows only minimal evidence of having studied the required material. The student makes no active contributions to discussions.
- Writing: It shows poor organization of ideas. Work illustrates only minimal evidence of having read and studied the required material. There are significant errors in grammar, punctuation, and spelling. No editing or proofreading.

F Failing

- *Student has not met expectations and has shown little effort to understand and engage with the material.*

**CLASS CALENDAR
SPRING 2017**

week 1	T 1/10	introduction to the course/requirements
	TH 1/12	introduction (cont.)/ Read/discuss: Sarah Pomeroy from <i>Goddesses, Whores, Wives, and Slaves</i> (with the exception of the books marked with an * in the reading list on p. 1 of the syllabus, all other readings are posted on mylmu connect under “content”)
week 2	T 1/17	Read/discuss: Aeschylus’ <u>The Oresteia</u> / read <i>Agamemnon</i> only
	TH 1/19	Read/discuss: <i>Libation Bearers</i> and <i>The Furies</i> RR#1 due
week 3	T 1/24	Read/discuss: Giulia Sissa “The Sexual Philosophies of Plato and Aristotle”
	TH 1/26	cont. discussion RR#2 due
week 4	T 1/31	Read/discuss: M. Foucault, from <u>Madness and Civilization</u> “Stultifera Navis” and “The Great Confinement” (3-64)
	TH 2/2	Read/discuss: Foucault “The Insane” (65-84); selections from Margery Kemp (3-7) RR#3 due
week 5	T 2/7	Read/discuss: Elaine Showalter, “The Female Malady” (2-20); “Psychiatric Victorianism” (23-98)

	TH 2/9	Read/discuss: Ehrenreich and English, "In the Ruins of Patriarchy" (3-36); RR#4 due
week 6	T 2/14	Read/discuss: Ehrenreich and English, "The Rise of the Experts" (37-108); "The Reign of the Experts" (111-154)
	TH 2/16	Read/discuss: Charlotte Perkins Gilman's "The Yellow Wallpaper" (165-82); "Through This" (194-97) NO RR
*CONFERENCES WEEK		
week 7	T 2/21	paper#1 due Read/discuss: Freud's "Fragment of an Analysis of a Case of Hysteria" (69-88)
	TH 2/23	Read/discuss: Luce Irigaray's "The Power of Discourse and the Subordination of the Feminine" (68-85) RR#5 due
* February 24: mid-term deficiency grades due		
week 8	T 2/28	Read/discuss: Ehrenreich and English "The Century of the Child" and "Motherhood as Pathology" (201-231)
	TH 3/2	Read/discuss: Ehrenreich and English: "The Fall of the Experts" (295-340) RR#6 due
week 9	T 3/7-9	NO CLASS - SPRING BREAK
week 10	T 3/14	Read/discuss: Sylvia Plath, <i>The Bell Jar</i>
	TH 3/16	cont. discussion RR#7 due
* 3/17 last day to withdraw or apply for Credit/No Credit grading		
week 11	T 3/21	Read/Discuss: Suzanna Kaysen, <i>Girl, Interrupted</i>
	TH 3/23	cont. discussion RR#8 due
week 12	T 3/28	Read/discuss: Margarita Karapanou, <i>Kassandra and the Wolf</i> (1-115)
	TH 3/30	cont. discussion RR #9 due

week 13	T 4/4	paper #2 due (service learning report) Read/Discuss: excerpts from <i>Prozac Nation</i> ; S.Hinshaw from <i>The Triple Bind</i>
	TH 4/6	Read/Discuss: K. Anderson from <i>Modern Misogyny: Anti-feminism in a post-feminist Era</i> RR#10
week 14	T 4/11	Read: Brumberg from <i>The Body Project</i> : Introduction (xvii-xxxiii); “Body Projects” (95-137); “Girl Advocacy Again (193-214)”; Watch: 13
	TH 4/13	EASTER BREAK ~ NO CLASS
week 15	T 4/18	wrap up course/class presentations of final project/conferences
	TH 4/20	Presentations/ Conferences
week 16	T 4/25	Writing week – Conferences – NO CLASS
	TH 4/27	Writing week – Conferences - in-class peer-editing

Exam week 5/1 - 5/5 NO FINAL EXAM

FINAL RESEARCH PROJECT is DUE TUESDAY 5/2 in my office in UH 3752 IN PERSON between 4:00-5:30 pm.

NO LATE PROJECT WILL BE ACCEPTED.

I hope you will find the class rewarding.