

## Silent Voices, Loud Bodies: French Identity and Otherness

FRE 378

Ohio Wesleyan University

Spring 2019

MWF 1:30-2:30pm

University Hall 203A

Dr. AC Sieffert

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Office:

U Hall 310F

Office hours: MW

2:30-3:30pm



### About this class:

“Historically, the process by which the bourgeoisie became in the course of the eighteenth century the politically dominant class was masked by the establishment of an explicit, coded and formally egalitarian juridical framework, made possible by the organization of a parliamentary, representative regime. But the development and generalization of disciplinary mechanisms constituted the other, dark side of these processes. The general juridical form that guaranteed a system of rights that were egalitarian in principle was supported by these tiny, everyday, physical mechanisms, by all those systems of micro-power that are essentially non-egalitarian and asymmetrical that we call the disciplines.”

Michel Foucault, *Discipline and Punish*

In this class, we will examine together what makes a nation through its defining moments. Each of these defining moments is an attempt at creating norms, and each of these norms creates margins. Through these margins, we will aim to show relevant trends in French identity that continue to influence the debate of what constitutes “France” and “the French”. Our reflection will bear on the dynamics of French society, popular culture, the arts and sciences, historical events and figures, regional identity, and current political and intellectual debates. Through a survey of texts, literary and historical, and a survey of visual sources, we will learn about the interaction of gender, race, and language in France, and how they came to express a traditional French identity, and the path through which this identity is fast changing these past decades. Our class will cover a range of sources, linked all by their descriptions of women’s bodies: sick and healthy bodies, linguistically homogenous bodies, sexual bodies, radicalized bodies. From the 19th century to 2019, what does it mean then to be French?

## Grade breakdown:

### Four research papers/ reading reactions: 25%

This assignment is designed to help you with the preliminary organization of your thoughts when writing a research paper.

Each reaction paper should be **no less than 1 pages**. In each, choose a particular aspect in the readings and discuss its relationship with overall themes of the class. Research papers will be slightly longer.

Two of these will be completed in class on dates notes online.

### Oral presentation: 25%

This assignment is meant to make you work on your oral presentation and research skills, by making you do a **15-20 minutes** presentation in class on one particular text or issue.

You will have the option of working by yourself or with a partner for this presentation, and will hand in your bibliography for the presentation one week before you present. You will meet with me then.

### Class participation: 25%

I expect you to come prepared and participate, **and be respectful of one another**. Take notes while you read.

I also expect you to be **on time, and assiduous**. You will be allowed no more than **4 unexcused absences**. **After that, your grade goes down. If you come to class more than 15 minutes late, I will count this as an absence.**

**Attendance is very important, and one of my pet peeves.**

### Oral exam-written exam 25%:

This assignment is designed to help evaluate your French level, but also your overall understanding of the class. You will engage with a text, and meet with me one-on-one to go over your analysis of the text.

You will get a rubric for the oral, to know how you will be graded for this.

The written exam will be a question you have to answer in an hour, and you will be able to use the dictionary during the last 10 minutes to make sure the words you are unsure of are spelled correctly.

The question will be open-ended and concern one of our class themes.

## DOs and DO NOTs (or my pet peeves):

**Do:** cite short quotes from the text; be on time; double-space; read your material.

**Do NOT:** misattribute citations, or use long ones to make up for your lack of work; be more than 15 minutes late; use also at the beginning of sentences, start your sentences with “aussi” (don’t. Really.).

## The long story (how this class works):

First, a warning: **some of the material we will study is PG-13 to NC-17, and contains mentions of violence, and/or nudity.**

**How the week will go:** Every week you will be assigned readings or pictures to analyze in this class, and I expect you to do this work, and take notes while you are doing it so you can discuss things with your colleagues.

Depending on the week, you might be asked to do a reading response or a research paper.

I expect **every one of your assignments to be yours**, and **timely**. (see aside “About Me”). You are very welcome to ask me beforehand to give a quick look, or answer questions about your papers, but no one else is supposed to help you (beyond of course a librarian if they help you for research).

For each hour in class you should expect about the same of work. For each written assignment (and blog posts if applicable), I will give you extensive feedback. **Read it: if I find twice the same error, I am likely to be more impatient with it the second time around.**

**If you need help with your French:** come see me! But also you can buy the great *Grammar progressive du Français ave 600 exercices*, which has self-corrected grammar exercises and reminders that are very very helpful at your level. It’s published by CLE and is very cheap.

### About me:

I did my PhD at Brown University, in Providence, RI.

I work on nineteenth and twentieth-century literature and history, and specifically on travel literature and colonization.

My office is in University Hall 310F, and I am generally there every day, and I will happily sit down to chat, preferably in the early afternoon.

I collect cameras. My oldest is from the 1880s, and I have over 100 of them.

Be aware that once I have set a deadline, if you give me your paper after that, you run the risk of not getting it back until the end of the semester, which **will** be a hindrance to your progress—your choice.

If you would like to learn more about my research and past teachings, feel free to stop by at [acsieffert.wordpress.com](http://acsieffert.wordpress.com)

My door is always open to you!

## Fine print (the rules):

By taking this class, you abide by three codes:

**1) The Academic Code of Integrity:** available online on OWU's website, it basically states that plagiarism is a capital sin, and that you should do your work alone—except when explicitly instructed to work in groups.

**2) The Campus Code of Conduct:** available online, it protects every member of the community and states that equal access to education should be granted *regardless of who they are*. Basically, I expect you to treat each other decently, and you can expect me to treat you equally regardless of any of the above. **If you have a disability I should know about, so I can accommodate you, please let me know:** I am committed to making this class accessible to everyone.

**3) My class rules:** I don't take well to bullying, in any shape or form. I also do not take well to repeated absences, lateness, laxness in preparation, plagiarism, and I do not think Wikipedia is a valid source. Attendance is mandatory, and you are allowed only **3 unexcused absences**, after which I will take off 0.5 points off of your **final, overall class grade**. **Lateness of more than 20 minutes** will be considered **an absence**. And finally, the most important rule of them all: **REACH OUT IF YOU NEED IT**. If at any point in the semester you feel yourself slipping away, if you need to talk, if you have an issue, please reach out and come see me. I'm happy to help, and if I can't, to point you out to the resources you need. If you have an issue that prevents you from attending class, please reach out **BEFORE** it comes down to taking points out. I'm here, and my door is always opened.

## Calendar for the semester

Date/ Week	Topic	Assignment to be done before class	Notes
<b>Week 1:</b> January 16	First day of class: introduction to class, syllabus. “What does it mean to be French?”		
January 18	The French language and the Revolution	<b>Jan. 18:</b> Lire le rapport Grégoire, introduction. 1) Chercher tous les mots de vocabulaire inconnus. 2) Préparer une liste de trois questions sur le texte pour discuter avec vos collègues 3) Lire Genèse 11, 1-9: <a href="https://www.biblegateway.com/passage/?search=Genesis+11&amp;version=NIV">https://www.biblegateway.com/passage/?search=Genesis+11&amp;version=NIV</a>	
<b>Week 2:</b> January 21-23-25	Women’s bodies during the French Revolution: hyper-sexualization and political power.	<b>January 21:</b> Marie-Antoinette text (see online on BB, Course Documents, read pp 1-13+Lettre à Marie-Antoinette in link) <b>January 23:</b> Olympe de Gouges (see online on BB, Course Documents) <b>January 25:</b> Philippe Pinel, hysteria (see online BB, Course Documents)	<b>January 24 is the last day to add / drop classes</b>

Date/ Week	Topic	Assignment to be done before class	Notes
<b>Week 3:</b> January 28-30 February 1	January 30: Reading reaction 1 due.  Women's rights, representation of femininity and masculinity	<b>January 28:</b> For the reading reaction, give your impression of the following text: <a href="https://fr.wikisource.org/wiki/Code_civil_des_Français_1804/Texte_entier">https://fr.wikisource.org/wiki/Code_civil_des_Français_1804/Texte_entier</a>  Read only articles 7 to 10, 212 to 226, and 393. Ester means effectuer une action en justice, tester means to testify in the way it is used in articles 212-226  <b>January 30:</b> Read chapter VI of Madame Bovary by Flaubert. (see Course Documents)  <b>February 1:</b> Read chapter VII of Madame Bovary by Flaubert	
<b>Week 4:</b> February 4-6-8	Medical Paris, Paris capital of the 19th century	<b>February 4 to 8:</b> Read the article on hysteria and theater/cinema by Rae Beth Gordon: <i>From Charcot to Charcot</i> (see course documents)	

Date/ Week	Topic	Assignment to be done before class	Notes
<b>Week 5:</b> February 11-13-15	Research paper February 18 Human Zoos Racial Sciences	<p><b>Feb 11:</b> Watch the ARTE documentary on human zoos Email the subject you'd like to tackle for your research essay, by midnight today.</p> <p><b>Feb 13:</b> Listen to Pascal Blanchard's interview.</p> <p><b>Feb. 15:</b> Start working on your essay: list all the sources you would like to work on, and some of the possible critical sources. Think about three or four ideas within your theme that you would like to discuss.</p>	
<b>Week 6:</b> February 18-20-22	Racial science Ethnography	<p><b>February 18:</b> First draft of the essay</p> <p><b>February 20:</b> Georges Cuvier, <i>Variétés de la race humaine</i>, in <i>Le règne animal</i>, extraits  <a href="https://books.google.com/books?id=H9sTAAAAQAAJ&amp;printsec=frontcover&amp;hl=fr#v=onepage&amp;q=nègre&amp;f=falseArthur">https://books.google.com/books?id=H9sTAAAAQAAJ&amp;printsec=frontcover&amp;hl=fr#v=onepage&amp;q=nègre&amp;f=falseArthur</a></p> <p><b>February 22:</b> Arthur de Gobineau, <i>Essai sur l'inégalité des races humaines</i>, extraits.</p>	

Date/ Week	Topic	Assignment to be done before class	Notes
<b>Week 7:</b> February 25-27 March 1	Racial Sciences Ethnography	<p><b>February 25:</b> Read Olympe Audouard on Native Americans (extraits en ligne).</p> <p><b>Feb. 27:</b> Jane Dieulafoy, <i>A Suse</i>, extraits.</p> <p><b>March 1:</b> Thérèse Bentzon on the Hampton Institute (extraits en ligne)</p>	
<b>Week 8:</b> March 4-6-8	March 8: in class reading reaction  Racial science/Revolutions	<p><b>March 4:</b> Siren of the Tropics, <a href="https://www.youtube.com/watch?v=LaPNixz-V8">https://www.youtube.com/watch?v=LaPNixz-V8</a></p> <p><b>March 6:</b> <i>Brazza ou l'épopée du Congo</i></p> <p><b>March 8:</b> In class reading reaction</p>	<b>Midterm estimate of grades due on March 8 (Happy International Women's Day!)</b>
<b>Week 9:</b> March 11-13-15	<b>NO CLASSES</b>	<b>Watch Cleo de 5 à 7 on Kanopy (a film by Agnès Varda)</b>	<b>Enjoy Spring break!</b>



Date/ Week	Topic	Assignment to be done before class	Notes
<b>Week 10:</b> March 18-20-22	Oral Exam on March 22  Revolutions part II: women's rights	<p><b>March 18:</b> Extraits, Simone de Beauvoir, <i>Le deuxième sexe</i>, <a href="https://ocw.mit.edu/courses/global-studies-and-languages/21g-311-introduction-to-french-culture-spring-2014/readings/MIT21G_311S14_Extrait_de.pdf">https://ocw.mit.edu/courses/global-studies-and-languages/21g-311-introduction-to-french-culture-spring-2014/readings/MIT21G_311S14_Extrait_de.pdf</a></p> <p><b>March 20:</b> <i>Discours à l'assemblée nationale en faveur de l'avortement</i>, Simone Veil, extraits. Manifeste des 343, le MLF</p> <p><b>March 22:</b> Oral exam The oral exam will be on your analysis of one of the following movies: <i>Brazza</i>, or Agnès Varda's <i>L'une danse, l'autre pas</i>, or <i>Cleo de 5 à 7</i></p>	<b>L a s t day to add / drop second module March 21</b>
<b>Week 11:</b> March 25-27-29	Revolutions Part II: Women's Rights	<p><b>March 25:</b> Violette Leduc, <i>Thérèse et Isabelle extraits</i></p> <p><b>March 27:</b> Violette Leduc, <i>Thérèse et Isabelle extraits</i></p> <p><b>March 29:</b> Violette Leduc, <i>Thérèse et Isabelle extraits</i></p>	
<b>Week 12:</b> April 1-3-5	Revolutions Part II: Women's Rights	<p><b>April 1:</b> Violette Leduc, <i>Thérèse et Isabelle extraits</i></p> <p><b>April 3:</b> Violette Leduc, <i>Thérèse et Isabelle extraits</i></p> <p><b>April 5:</b> Hélène Cixous, <i>Le Portrait de Dora</i>, pièce de théâtre</p>	<b>L a s t day to withdraw from full semester April 2</b>

Date/ Week	Topic	Assignment to be done before class	Notes
<b>Week 13:</b> April 8-10-12	Research paper 2  Revolutions Part III: The end of hysteria?	<b>April 8:</b> Hélène Cixous, <i>Le Portrait de Dora</i> , pièce de théâtre  <b>April 10:</b> Hélène Cixous, <i>Le Portrait de Dora</i> , pièce de théâtre  <b>April 12:</b> Hélène Cixous, <i>Le Portrait de Dora</i> , pièce de théâtre	<b>L a s t day to withdra w from second module April</b>
<b>Week 14:</b> April 15-17-19	Revolutions Part IV: Decolonizations	<b>April 15:</b> Aimé Césaire, <i>Discours sur la colonisation</i> , 1958.  <b>April 17:</b> Manifeste des 121 Assia Djébar, <i>L'amour, la fantasia</i> , extraits.  <b>April 17:</b> Assia Djébar, <i>L'amour, la fantasia</i> , extraits. Lallab—femmes racisées	
<b>Week 15:</b> April 22-24-26	Revolutions Part V: et demain? #balancetonporc Les gilets jaunes	<b>April 22:</b> Read article about Balance ton porc, #metoo in France, Read “la tribune des 100”: <a href="https://www.lemonde.fr/idees/article/2018/01/09/nous-defendons-une-liberte-d-importuner-indispensable-a-la-liberte-sexuelle_5239134_3232.html">https://www.lemonde.fr/idees/article/2018/01/09/nous-defendons-une-liberte-d-importuner-indispensable-a-la-liberte-sexuelle_5239134_3232.html</a>  <b>April 24:</b> Watch <i>Merci Patron!</i>  <b>April 26:</b> In class presentations	<b>Last day to petition April 26</b>

Date/ Week	Topic	Assignment to be done before class	Notes
<b>Week 16:</b> April 29 May 1-3		<p><b>April 29:</b> Les manifestations de femmes dans les Gilets Jaunes:  <a href="https://www.lemonde.fr/societe/article/2019/01/06/des-centaines-de-femmes-gilets-jaunes-manifestent-dans-plusieurs-villes-de-france_5405647_3224.html">https://www.lemonde.fr/societe/article/2019/01/06/des-centaines-de-femmes-gilets-jaunes-manifestent-dans-plusieurs-villes-de-france_5405647_3224.html</a></p> <p><b>TBA:</b> Final exam.</p>	<b>Last day of class:</b> <b>April 29 for our class</b> <b>Reading day</b> <b>Examination period starts</b> <b>May 2</b>
Examination period			

# STUDENT EVALUATIONS • ANALYTIC SUMMARY

Sieffert, A. C.

French 1220.204 Spring 2018

## I. The Course

1....was well organized.....	4.33
2....required an appropriate amount of work.....	3.33
3....increased your confidence and ability in the language.....	3.75
4....was at an appropriate level of difficulty.....	3.83
5....had appropriate means of assessment of your progress (tests, etc.).....	3.83
6....grading reflected an accurate evaluation of your learning and participation.....	3.67
7....had materials that broadened your experience with the language and culture.....	4.00
8. Overall, the course was of value in your language learning process.....	4.00

Course Total average: 3.84

## II. The Instructor

10....demonstrated expertise in the subject matter.....	4.67
11....conducted the class in a clear and organized manner.....	4.50
12....brought interest, enthusiasm and stimulation to the course.....	7.67
13....created a classroom atmosphere that helped you to learn.....	4.08
14....returned assignments in a timely manner.....	3.92
15....provided adequate opportunity for you to participate in class.....	4.50
16....provided constructive evaluation of your performance during the semester.....	4.42
17. Overall, the instructor's teaching was effective.....	4.58

Instructor Total average: 4.79

# STUDENT EVALUATIONS • DATA REPORT

Sieffert, A. C.

French 1220.20 Spring 2018

## COURSE INSTRUCTOR

COURSE					INSTRUCTOR										Overall	Comment
Organized	Work	Confidence	Level	Assessment	Grade	Materials	Overall	Expertise	Clear & Organized	Interest	Atmosphere	Timely	Opportunity to Participate	Feedback		
5	5	5	4	4	2	4	5	5	5	5	4	4	5	5	5	She helped me grow as a person, not only as a French speaker. Her knowledge was great. Will truly miss this class.
4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	
4	2	3	4	4	5	4	4	5	4	4	4	3	4	5	5	
4	4	4	4	4	4	4	4	4	5	4	4	4	5	4	5	Great teacher that was very understanding and helpful
4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	One of the best teachers I've had. Really keeps me interested and truly cares about me.
4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	
4	2	3	3	3	3	3	3	4	4	4	4	4	4	4	4	
5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
5	2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
4	2	3	3	3	2	3	3	4	3	3	2	3	4	4	4	
5	2	3	4	3	3	4	4	5	5	4	4	3	4	3	4	
4	5	2	2	3	3	4	3	5	4	4	4	2	4	4	4	

# DEPARTMENT OF ROMANCE STUDIES

STUDENT EVALUATION FORM • LANGUAGE COURSE • 04/01/04

SEMESTER: Spring

YEAR: 2018

LANGUAGE: French

COURSE: 1220

To the student: Please respond first to the questions below

• Rate the amount of effort you devoted to the course: (1=insufficient; 5=sufficient) 4

• Main reasons for taking the course: Required \_\_\_\_; Has good reputation \_\_\_\_; Subject matter of interest \_\_\_\_; Other: fluency desired

• How frequently did you use office hours for extra help? (1=never; 5=frequently) 1

Instructions to the student: Note that you will be rating the COURSE first, and then the performance of the INSTRUCTOR. If the course had a lecture, evaluate it under COURSE. Your thorough and candid comments are very valuable to us. Please write in English.

## I. THE COURSE

(Mark the box that most closely reflects your rating)

- 1...was well organized .....
- 2...required an appropriate amount of work for the number of credits.....
- 3...increased your confidence and ability in the language .....
- 4...was at an appropriate level of difficulty.....
- 5...had appropriate means of assessment of your progress (tests, etc.).....
- 6...grading reflected an accurate evaluation of your learning and participation .....
- 7...had materials that broadened your experience with the language and culture .....
8. Overall, the course was of value in your language learning process .....
9. Please comment on the above questions, or on any other aspect of the course:

(continue on the other side of the page if necessary)

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
<input checked="" type="checkbox"/>				
<input checked="" type="checkbox"/>				
<input checked="" type="checkbox"/>				
	<input checked="" type="checkbox"/>			
	<input checked="" type="checkbox"/>			
		<input checked="" type="checkbox"/>		
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			

Learned so much and gained confidence. merci beaucoup!

## II. THE INSTRUCTOR

Instructor's Name: Anne Seiffert

(Mark the box that most closely reflects your rating)

- 10...demonstrated expertise in the subject matter.....
- 11...conducted the class in a clear and organized manner.....
- 12...brought interest, enthusiasm and stimulation to the course.....
- 13...created a classroom atmosphere that helped you learn .....
- 14...returned assignments in a timely manner.....
- 15...provided adequate opportunity for you to participate in class.....
- 16...provided constructive evaluation of your performance during the semester .....
17. Overall, the instructor's teaching was effective .....
18. Please comment on the above questions, or any other aspect of the instructor's teaching:

(continue on the other side of the page)

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
<input checked="" type="checkbox"/>				
<input checked="" type="checkbox"/>				
<input checked="" type="checkbox"/>				
	<input checked="" type="checkbox"/>			
	<input checked="" type="checkbox"/>			
<input checked="" type="checkbox"/>				
<input checked="" type="checkbox"/>				

she helped me grow as a person, not only as a french speaker. Her knowledge was great. Will truly miss this class.

# DEPARTMENT OF ROMANCE STUDIES

STUDENT EVALUATION FORM • LANGUAGE COURSE • 04/01/04

To the student: Please respond first to the questions below

• Rate the amount of effort you devoted to the course: (1=insufficient; 5=sufficient) 3

• Main reasons for taking the course: Required \_\_\_; Has good reputation \_\_\_; Subject matter of interest ☒; Other: \_\_\_

• How frequently did you use office hours for extra help? (1=never; 5=frequently) 1

Instructions to the student: Note that you will be rating the COURSE first, and then the performance of the INSTRUCTOR. If the course had a lecture, evaluate it under COURSE. Your thorough and candid comments are very valuable to us. Please write in English.

## I. THE COURSE

(Mark the box that most closely reflects your rating)

- 1...was well organized .....
- 2...required an appropriate amount of work for the number of credits .....
- 3...increased your confidence and ability in the language .....
- 4...was at an appropriate level of difficulty .....
- 5...had appropriate means of assessment of your progress (tests, etc.) .....
- 6...grading reflected an accurate evaluation of your learning and participation .....
- 7...had materials that broadened your experience with the language and culture .....
8. Overall, the course was of value in your language learning process .....
9. Please comment on the above questions, or on any other aspect of the course:  
(continue on the other side of the page if necessary)

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
	X			
	X			
	X			
	X			
	X			
	X			
	X			
X				

## II. THE INSTRUCTOR

Instructor's Name: Anne-Caroline Sieffert

(Mark the box that most closely reflects your rating)

- 10...demonstrated expertise in the subject matter .....
- 11...conducted the class in a clear and organized manner .....
- 12...brought interest, enthusiasm and stimulation to the course .....
- 13...created a classroom atmosphere that helped you learn .....
- 14...returned assignments in a timely manner .....
- 15...provided adequate opportunity for you to participate in class .....
- 16...provided constructive evaluation of your performance during the semester .....
17. Overall, the instructor's teaching was effective .....
18. Please comment on the above questions, or any other aspect of the instructor's teaching:  
(continue on the other side of the page)

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
	X			
	X			
		X		
	X			
	X			
	X			
X				

# DEPARTMENT OF ROMANCE STUDIES

## STUDENT EVALUATION FORM • LANGUAGE COURSE • 04/01/04

SEMESTER: Spring  
 YEAR: 2018  
 LANGUAGE: French  
 COURSE: 1220

*To the student:* Please respond first to the questions below

- Rate the amount of effort you devoted to the course: (1=insufficient; 5=sufficient) 4
- Main reasons for taking the course: Required X; Has good reputation \_\_\_\_; Subject matter of interest \_\_\_\_; Other: \_\_\_\_\_
- How frequently did you use office hours for extra help? (1=never; 5=frequently) 1

*Instructions to the student:* Note that you will be rating the **COURSE** first, and then the performance of the **INSTRUCTOR**. If the course had a lecture, evaluate it under **COURSE**. Your thorough and candid comments are very valuable to us. Please write in English.

### I. THE COURSE

(Mark the box that most closely reflects your rating)

- 1...was well organized .....
- 2...required an appropriate amount of work for the number of credits.....
- 3...increased your confidence and ability in the language .....
- 4...was at an appropriate level of difficulty.....
- 5...had appropriate means of assessment of your progress (tests, etc.).....
- 6...grading reflected an accurate evaluation of your learning and participation .....
- 7...had materials that broadened your experience with the language and culture .....
8. Overall, the course was of value in your language learning process .....
9. Please comment on the above questions, or on any other aspect of the course:

(continue on the other side of the page if necessary)

*I think that the frequency of class and amount of work was discouraging at times.*

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
	X			
			X	
	X	X		
	X			
X				
	X			
	X			

### II. THE INSTRUCTOR

Instructor's Name: Anne Caroline

(Mark the box that most closely reflects your rating)

- 10...demonstrated expertise in the subject matter.....
- 11...conducted the class in a clear and organized manner.....
- 12...brought interest, enthusiasm and stimulation to the course.....
- 13...created a classroom atmosphere that helped you learn.....
- 14...returned assignments in a timely manner.....
- 15...provided adequate opportunity for you to participate in class.....
- 16...provided constructive evaluation of your performance during the semester .....
17. Overall, the instructor's teaching was effective .....
18. Please comment on the above questions, or any other aspect of the instructor's teaching:

(continue on the other side of the page)

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
X				
	X			
	X	X		
	X			
		X		
	X			
X				



# DEPARTMENT OF ROMANCE STUDIES

STUDENT EVALUATION FORM • LANGUAGE COURSE • 04/01/04

To the student: Please respond first to the questions below.

- Rate the amount of effort you devoted to the course: (1=insufficient; 5=sufficient) 5
- Main reasons for taking the course: Required   ; Has good reputation   ; Subject matter of interest   ; Other:
- How frequently did you use office hours for extra help? (1=never; 5=frequently) 4

Instructions to the student: Note that you will be rating the COURSE first, and then the performance of the INSTRUCTOR. If the course had a lecture, evaluate it under COURSE. Your thorough and candid comments are very valuable to us. Please write in English.

## I. THE COURSE

(Mark the box that most closely reflects your rating)

- 1...was well organized .....
- 2...required an appropriate amount of work for the number of credits.....
- 3...increased your confidence and ability in the language .....
- 4...was at an appropriate level of difficulty.....
- 5...had appropriate means of assessment of your progress (tests, etc.).....
- 6...grading reflected an accurate evaluation of your learning and participation.....
- 7...had materials that broadened your experience with the language and culture.....
8. Overall, the course was of value in your language learning process.....
9. Please comment on the above questions, or on any other aspect of the course:

(continue on the other side of the page if necessary)

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Great class, improved my french

## II. THE INSTRUCTOR

Instructor's Name:

Anne-Caroline Sieffert

(Mark the box that most closely reflects your rating)

- 10...demonstrated expertise in the subject matter.....
- 11...conducted the class in a clear and organized manner.....
- 12...brought interest, enthusiasm and stimulation to the course.....
- 13...created a classroom atmosphere that helped you learn.....
- 14...returned assignments in a timely manner.....
- 15...provided adequate opportunity for you to participate in class.....
- 16...provided constructive evaluation of your performance during the semester.....
17. Overall, the instructor's teaching was effective.....
18. Please comment on the above questions, or any other aspect of the instructor's teaching:

(continue on the other side of the page)

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Great teacher that was very understanding and helpful

# DEPARTMENT OF ROMANCE STUDIES

STUDENT EVALUATION FORM • LANGUAGE COURSE • 04/01/04

To the student: Please respond first to the questions below

- Rate the amount of effort you devoted to the course: (1=insufficient; 5=sufficient) 3
- Main reasons for taking the course: Required 4; Has good reputation 4; Subject matter of interest 5; Other: \_\_\_\_\_
- How frequently did you use office hours for extra help? (1=never; 5=frequently) 2

Instructions to the student: Note that you will be rating the COURSE first, and then the performance of the INSTRUCTOR. If the course had a lecture, evaluate it under COURSE. Your thorough and candid comments are very valuable to us. Please write in English.

## I. THE COURSE

(Mark the box that most closely reflects your rating)

- 1....was well organized .....
- 2....required an appropriate amount of work for the number of credits.....
- 3....increased your confidence and ability in the language .....
- 4....was at an appropriate level of difficulty.....
- 5....had appropriate means of assessment of your progress (tests, etc.).....
- 6....grading reflected an accurate evaluation of your learning and participation.....
- 7....had materials that broadened your experience with the language and culture.....
8. Overall, the course was of value in your language learning process.....
9. Please comment on the above questions, or on any other aspect of the course:  
(continue on the other side of the page if necessary)

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE

## II. THE INSTRUCTOR

Instructor's Name: Aimee Carline

(Mark the box that most closely reflects your rating)

- 10....demonstrated expertise in the subject matter.....
- 11....conducted the class in a clear and organized manner.....
- 12....brought interest, enthusiasm and stimulation to the course.....
- 13....created a classroom atmosphere that helped you learn.....
- 14....returned assignments in a timely manner.....
- 15....provided adequate opportunity for you to participate in class.....
- 16....provided constructive evaluation of your performance during the semester.....
17. Overall, the instructor's teaching was effective.....
18. Please comment on the above questions, or any other aspect of the instructor's teaching:  
(continue on the other side of the page)

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE

one of the best teachers I've had. Really keeps me interested and truly cares about me.

STUDENT EVALUATION FORM • LANGUAGE COURSE • 04/01/04

- Rate the amount of effort you devoted to the course: (1=insufficient; 5=sufficient) 5

\* Main reasons for taking the course: Required \_\_\_\_; Has good reputation \_\_\_\_; Subject matter of interest \_\_\_\_; Other: \_\_\_\_

- How frequently did you use office hours for extra help? (1=never; 5=frequently) 1

Instructions to the student: Note that you will be rating the COURSE first, and then the performance of the INSTRUCTOR. If the course had a lecture, evaluate it under COURSE. Your thorough and candid comments are very valuable to us. Please write in English.

(Mark the box that most closely reflects your rating)

- 1....was well organized .....
- 2....required an appropriate amount of work for the number of credits.....
- 3....increased your confidence and ability in the language .....
- 4....was at an appropriate level of difficulty.....
- 5....had appropriate means of assessment of your progress (tests, etc.).....
- 6....grading reflected an accurate evaluation of your learning and participation .....
- 7....had materials that broadened your experience with the language and culture.....
8. Overall, the course was of value in your language learning process .....
9. Please comment on the above questions, or on any other aspect of the course:

*(continue on the other side of the page if necessary)*

[illegible]

Instructor's Name: Mr. Cardine

(Mark the box that most closely reflects your rating)

- 10....demonstrated expertise in the subject matter.....
- 11....conducted the class in a clear and organized manner.....
- 12....brought interest, enthusiasm and stimulation to the course.....
- 13....created a classroom atmosphere that helped you learn.....
- 14....returned assignments in a timely manner.....
- 15....provided adequate opportunity for you to participate in class.....
- 16....provided constructive evaluation of your performance during the semester.....
17. Overall, the instructor's teaching was effective.....
18. Please comment on the above questions, or any other aspect of the instructor's teaching:  
(continue on the other side of the page)

	/	/	/	/	7	STRONGLY AGREE
	/	/	/	/		AGREE
	/	/	/	/		NEUTRAL
	/	/	/	/		DISAGREE
	/	/	/	/		STRONGLY DISAGREE

## STUDENT EVALUATION FORM • LANGUAGE COURSE • 04/01/04

• How frequently did you use office hours for extra help? (1=never; 5=frequently) \_\_\_\_\_

[illegible]

# DEPARTMENT OF ROMANCE STUDIES

STUDENT EVALUATION FORM • LANGUAGE COURSE • 04/01/04

To the student: Please respond first to the questions below

- Rate the amount of effort you devoted to the course: (1=insufficient; 5=sufficient) 5
- Main reasons for taking the course: Required \_\_\_; Has good reputation \_\_\_; Subject matter of interest ☒; Other: \_\_\_
- How frequently did you use office hours for extra help? (1=never; 5=frequently) 1

Instructions to the student: Note that you will be rating the COURSE first, and then the performance of the INSTRUCTOR. If the course had a lecture, evaluate it under COURSE. Your thorough and candid comments are very valuable to us. Please write in English.

## I. THE COURSE

(Mark the box that most closely reflects your rating)

- 1....was well organized .....
- 2....required an appropriate amount of work for the number of credits.....
- 3....increased your confidence and ability in the language .....
- 4....was at an appropriate level of difficulty.....
- 5....had appropriate means of assessment of your progress (tests, etc.).....
- 6....grading reflected an accurate evaluation of your learning and participation.....
- 7....had materials that broadened your experience with the language and culture.....
8. Overall, the course was of value in your language learning process.....
9. Please comment on the above questions, or on any other aspect of the course:  
(continue on the other side of the page if necessary)

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
<input checked="" type="checkbox"/>				
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<input checked="" type="checkbox"/>				
<input checked="" type="checkbox"/>				
<input checked="" type="checkbox"/>				
<input checked="" type="checkbox"/>				
<input checked="" type="checkbox"/>				

## II. THE INSTRUCTOR

Instructor's Name: Anne-Caroline Sieffert

(Mark the box that most closely reflects your rating)

- 10....demonstrated expertise in the subject matter.....
- 11....conducted the class in a clear and organized manner.....
- 12....brought interest, enthusiasm and stimulation to the course.....
- 13....created a classroom atmosphere that helped you learn.....
- 14....returned assignments in a timely manner.....
- 15....provided adequate opportunity for you to participate in class.....
- 16....provided constructive evaluation of your performance during the semester.....
17. Overall, the instructor's teaching was effective.....
18. Please comment on the above questions, or any other aspect of the instructor's teaching:  
(continue on the other side of the page)

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
<input checked="" type="checkbox"/>				
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## STUDENT EVALUATION FORM • LANGUAGE COURSE • 04/01/04

04/01/04

\* Rate the amount of effort you devoted to the course: (1=insufficient; 5=sufficient)

• Main reasons for taking the course: Required \_\_\_\_; Has good reputation \_\_\_\_; Subject matter of interest \_\_\_\_; Other: \_\_\_\_\_

• How frequently did you use office hours for extra help? (1=never; 5=frequently) \_\_\_\_\_

Instructions to the student: Note that you will be rating the COURSE first, and then the performance of the INSTRUCTOR. If the course had a lecture, evaluate it under COURSE. Your thorough and candid comments are very valuable to us. Please write in English.

(Mark the box that most closely reflects your rating)

- 1....was well organized .....
- 2....required an appropriate amount of work for the number of credits.....
- 3....increased your confidence and ability in the language .....
- 4....was at an appropriate level of difficulty.....
- 5....had appropriate means of assessment of your progress (tests, etc.).....
- 6....grading reflected an accurate evaluation of your learning and participation .....
- 7....had materials that broadened your experience with the language and culture .....
8. Overall, the course was of value in your language learning process .....
9. Please comment on the above questions, or on any other aspect of the course:  
 (continue on the other side of the page if necessary)

✓	✓	✓	✓	✓	✓	STRONGLY AGREE
						AGREE
						NEUTRAL
					✓	DISAGREE
						STRONGLY DISAGREE

Instructor's Name:

Dr Anne Caroline Scott

(Mark the box that most closely reflects your rating)

- 10....demonstrated expertise in the subject matter.....
- 11....conducted the class in a clear and organized manner.....
- 12....brought interest, enthusiasm and stimulation to the course.....
- 13....created a classroom atmosphere that helped you learn.....
- 14....returned assignments in a timely manner.....
- 15....provided adequate opportunity for you to participate in class.....
- 16....provided constructive evaluation of your performance during the semester.....
17. Overall, the instructor's teaching was effective.....
18. Please comment on the above questions, or any other aspect of the instructor's teaching:  
(continue on the other side of the page)

[illegible]

# DEPARTMENT OF ROMANCE STUDIES

STUDENT EVALUATION FORM • LANGUAGE COURSE • 04/01/04

SEMESTER: Spring 18  
YEAR: 2018  
LANGUAGE: French  
COURSE: FREN 120

To the student: Please respond first to the questions below

- Rate the amount of effort you devoted to the course: (1=insufficient; 5=sufficient) 4
- Main reasons for taking the course: Required X; Has good reputation \_\_\_\_; Subject matter of interest \_\_\_\_; Other: \_\_\_\_
- How frequently did you use office hours for extra help? (1=never; 5=frequently) 1

Instructions to the student: Note that you will be rating the COURSE first, and then the performance of the INSTRUCTOR. If the course had a lecture, evaluate it under COURSE. Your thorough and candid comments are very valuable to us. Please write in English.

## I. THE COURSE

(Mark the box that most closely reflects your rating)

- 1....was well organized .....
- 2....required an appropriate amount of work for the number of credits.....
- 3....increased your confidence and ability in the language .....
- 4....was at an appropriate level of difficulty.....
- 5....had appropriate means of assessment of your progress (tests, etc.).....
- 6....grading reflected an accurate evaluation of your learning and participation.....
- 7....had materials that broadened your experience with the language and culture.....
8. Overall, the course was of value in your language learning process.....
9. Please comment on the above questions, or on any other aspect of the course:  
(continue on the other side of the page if necessary)

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
	X			
			X	
		X		
		X		
			X	
		X		
		X		

too much work for an intro level  
French class

## II. THE INSTRUCTOR

Instructor's Name: Anne Caroline

(Mark the box that most closely reflects your rating)

- 10....demonstrated expertise in the subject matter.....
- 11....conducted the class in a clear and organized manner.....
- 12....brought interest, enthusiasm and stimulation to the course.....
- 13....created a classroom atmosphere that helped you learn.....
- 14....returned assignments in a timely manner.....
- 15....provided adequate opportunity for you to participate in class.....
- 16....provided constructive evaluation of your performance during the semester.....
17. Overall, the instructor's teaching was effective.....
18. Please comment on the above questions, or any other aspect of the instructor's teaching:  
(continue on the other side of the page)

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
	X			
		X		
		X		
			X	
	X			
	X			
	X			

# DEPARTMENT OF ROMANCE STUDIES

STUDENT EVALUATION FORM • LANGUAGE COURSE • 04/01/04

*To the student: Please respond first to the questions below*

- Rate the amount of effort you devoted to the course: (1=insufficient; 5=sufficient) 3
- Main reasons for taking the course: Required ☒; Has good reputation ☐; Subject matter of interest ☒; Other: ☐
- How frequently did you use office hours for extra help? (1=never; 5=frequently) 1

*Instructions to the student: Note that you will be rating the COURSE first, and then the performance of the INSTRUCTOR. If the course had a lecture, evaluate it under COURSE. Your thorough and candid comments are very valuable to us. Please write in English.*

## I. THE COURSE

(Mark the box that most closely reflects your rating)

- 1...was well organized .....
- 2...required an appropriate amount of work for the number of credits.....
- 3...increased your confidence and ability in the language .....
- 4...was at an appropriate level of difficulty.....
- 5...had appropriate means of assessment of your progress (tests, etc.).....
- 6...grading reflected an accurate evaluation of your learning and participation .....
- 7...had materials that broadened your experience with the language and culture .....
8. Overall, the course was of value in your language learning process .....
9. Please comment on the above questions, or on any other aspect of the course:  
(continue on the other side of the page if necessary)

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

There was a lot of work required for this class

## II. THE INSTRUCTOR

Instructor's Name: Anne Cooline Sieffert

(Mark the box that most closely reflects your rating)

- 10...demonstrated expertise in the subject matter.....
- 11...conducted the class in a clear and organized manner.....
- 12...brought interest, enthusiasm and stimulation to the course.....
- 13...created a classroom atmosphere that helped you learn.....
- 14...returned assignments in a timely manner.....
- 15...provided adequate opportunity for you to participate in class.....
- 16...provided constructive evaluation of your performance during the semester.....
17. Overall, the instructor's teaching was effective .....
18. Please comment on the above questions, or any other aspect of the instructor's teaching:  
(continue on the other side of the page)

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



# DEPARTMENT OF ROMANCE STUDIES

## STUDENT EVALUATION FORM • LANGUAGE COURSE • 04/01/04

SEMESTER: Spring  
YEAR: 2010  
LANGUAGE: French  
COURSE: 1010

*To the student: Please respond first to the questions below*

- Rate the amount of effort you devoted to the course: (1=insufficient; 5=sufficient) 4
- Main reasons for taking the course: Required X; Has good reputation \_\_\_\_; Subject matter of interest \_\_\_\_; Other: \_\_\_\_\_
- How frequently did you use office hours for extra help? (1=never; 5=frequently) 3

*Instructions to the student: Note that you will be rating the COURSE first, and then the performance of the INSTRUCTOR. If the course had a lecture, evaluate it under COURSE. Your thorough and candid comments are very valuable to us. Please write in English.*

### I. THE COURSE

(Mark the box that most closely reflects your rating)

- 1....was well organized .....
- 2....required an appropriate amount of work for the number of credits... too much .....
- 3....increased your confidence and ability in the language .....
- 4....was at an appropriate level of difficulty .....
- 5....had appropriate means of assessment of your progress (tests, etc.) .....
- 6....grading reflected an accurate evaluation of your learning and participation .....
- 7....had materials that broadened your experience with the language and culture .....
8. Overall, the course was of value in your language learning process .....
9. Please comment on the above questions, or on any other aspect of the course:  
(continue on the other side of the page if necessary)

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
	<input checked="" type="checkbox"/>			
<input checked="" type="checkbox"/>				
			<input checked="" type="checkbox"/>	
		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
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	<input checked="" type="checkbox"/>			
		<input checked="" type="checkbox"/>		

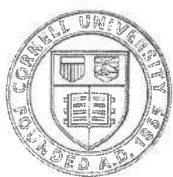
### II. THE INSTRUCTOR

Instructor's Name: Anna Caroline

(Mark the box that most closely reflects your rating)

- 10....demonstrated expertise in the subject matter.....
- 11....conducted the class in a clear and organized manner.....
- 12....brought interest, enthusiasm and stimulation to the course.....
- 13....created a classroom atmosphere that helped you learn.....
- 14....returned assignments in a timely manner.....
- 15....provided adequate opportunity for you to participate in class.....
- 16....provided constructive evaluation of your performance during the semester.....
17. Overall, the instructor's teaching was effective .....
18. Please comment on the above questions, or any other aspect of the instructor's teaching:  
(continue on the other side of the page)

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
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			<input checked="" type="checkbox"/>	
	<input checked="" type="checkbox"/>			
	<input checked="" type="checkbox"/>			
	<input checked="" type="checkbox"/>			



Cornell University  
College of Arts and Sciences

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[www.knight.as.cornell.edu](http://www.knight.as.cornell.edu)

Dear FWS instructor,

As a result of the shift to electronic surveys in Spring 2018, the formatting of the report of your FWS course-teacher evaluations has changed. Here are a few tips about profitably interpreting the results:

- 1) "Mean" responses for each question are prominently displayed in the leftmost column. The lower the mean figure, the more strongly students tended to agree with the corresponding statement about the course or instructor. You should focus mainly on those specific learning outcomes (questions 6-19) and those specific qualities of the course/instructor (questions 20-33) that were most important to you: Did the students' responses match your intended goals? Where do you want to maintain, and where improve?
- 2) Remember that questions 1-5 are "scaled" differently from questions 6-33, so the mean figures are meaningless there: attend instead to the specific responses, if these questions are important to you.
- 3) In general, you can ignore the "standard deviation" value, which after all only indicates how relatively clustered or dispersed were your students' responses to any individual question (you can see this for yourself by glancing at the "1-5" columns). This aspect of clustering or dispersal might be significant for you on some questions more than others.
- 4) The written responses at the end are conveniently grouped according to each question.

Please don't hesitate to contact us—or to consult your course leader—with any questions or concerns about your "Course Evaluation Response Summary."

Sincerely yours,

A handwritten signature in dark ink, appearing to read "David Faulkner".

David Faulkner  
Walter C. Teagle Director of First-Year Writing Seminars  
John S. Knight Institute for Writing in the Disciplines

Cornell University  
 Course Evaluation Response Summary  
 Semester: Spring 2018 Course Owner: FWS  
 Course: ROMS 1102 SEM 101 CID: 17670  
 Title: FWS: Victors, Virgins & Villains-Gender/Sex/Pwr  
 Instructor: Sieffert  
 16 Responses, 16 Enrolled, 100% Response

For your First-Year Writing Seminar, please answer the following:

Question	Mean	StDevP	Count	1	2	3	4	5
1) The most important reason I chose this seminar: 1) I liked the course description. 2) I thought it would be challenging. 3) My advisor recommended it. 4) It was offered at a time I had open. 5) I could not get into one of my top preferences.	1.81	1.42	16	12	0	0	3	1
2) How much reading did you do? (1=An appropriate amount, 2=Too much, 3=Too little, 4=Far too much, 5=Far too little)	1.56	0.99	16	10	5	0	0	1
3) How much out-of-class writing did you do? (First-Year Writing Seminar guidelines suggest a minimum of five essays and a maximum of eight.) (1=An appropriate amount, 2=Too much, 3=Too little, 4=Far too much, 5=Far too little)	1.56	1.32	16	13	1	0	0	2
4) How much time was spent learning about writing? (1=An appropriate amount, 2=Too much, 3=Too little, 4=Far too much, 5=Far too little)	2.19	1.18	16	7	1	7	0	1
5) How much time was devoted to learning how to revise essays? (FWS guidelines suggest that a minimum of three essays go through a process of guided revision.) (1=An appropriate amount, 2=Too much, 3=Too little, 4=Far too much, 5=Far too little)	1.94	1.29	16	10	0	4	1	1
6) In class, in conferences, or in paper comments, the teacher emphasized choosing the words that best express ideas.  How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	2.44	0.86	16	1	9	5	0	1
7) In class, in conferences, or in paper comments, the teacher emphasized writing grammatically correct sentences.  How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	2.38	1.16	16	5	3	6	1	1
8) In class, in conferences, or in paper comments, the teacher emphasized structuring sentences carefully.  How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	2.19	0.94	16	3	9	3	0	1
9) In class, in conferences, or in paper comments, the teacher emphasized providing appropriate documentation for sources  How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.56	1.05	16	11	3	1	0	1
10) In class, in conferences, or in paper comments, the teacher emphasized developing a strong argument.  How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.73	0.99	15	7	7	0	0	1
11) In class, in conferences, or in paper comments, the teacher emphasized writing well-focused, coherent paragraphs.  How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.63	1.05	16	10	4	1	0	1

Cornell University  
 Course Evaluation Response Summary  
 Semester: Spring 2018 Course Owner: FWS  
 Course: ROMS 1102 SEM 101 CID: 17670  
 Title: FWS: Victors, Virgins & Villains-Gender/Sex/Pwr  
 Instructor: Sieffert  
 16 Responses, 16 Enrolled, 100% Response

12) In class, in conferences, or in paper comments, the teacher emphasized making transitions from one paragraph to the next.	2.25	1.34	16	6	5	2	1	2
How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)								
13) In class, in conferences, or in paper comments, the teacher emphasized focusing an essay on a significant problem, hypothesis, thesis, argument, or idea.	1.69	0.98	16	8	7	0	0	1
How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)								
14) In class, in conferences, or in paper comments, the teacher emphasized supporting claims with pertinent, substantive evidence.	1.75	0.96	16	7	8	0	0	1
How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)								
15) In class, in conferences, or in paper comments, the teacher emphasized incorporating and analyzing source material and quotations.	1.75	1.03	16	8	6	1	0	1
How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)								
16) In class, in conferences, or in paper comments, the teacher emphasized editing essays to eliminate flaws of grammar, word choice, spelling, and format.	2.13	1.26	16	7	4	2	2	1
How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)								
17) In class, in conferences, or in paper comments, the teacher emphasized revising essays to enhance interest, clarity, and persuasiveness.	1.81	1.01	16	7	7	1	0	1
How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)								
18) In class, in conferences, or in paper comments, the teacher emphasized writing in a style appropriate for a particular purpose.	2.31	1.21	16	4	7	3	0	2
How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)								
19) In class, in conferences, or in paper comments, the teacher emphasized writing in a style appropriate for a particular audience.	2.50	1.17	16	3	6	5	0	2
How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)								
20) In this seminar, reading and writing assignments formed an understandable progression.	2.00	1.06	16	5	9	0	1	1
How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)								
21) In this seminar, the level of difficulty of the readings seemed appropriate.	1.75	0.96	16	7	8	0	0	1
How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)								
22) In this seminar, I learned to read with care in the discipline of the seminar.	1.81	0.94	16	6	9	0	0	1
How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)								
23) In this seminar, informal/preparatory writing assignments helped me understand the readings and write an essay.	1.88	1.05	16	7	6	2	0	1
How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)								

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24) In this seminar, I had opportunities to confer privately with the teacher.  How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.63	1.31	16	12	2	0	0	2
25) In this seminar, the teacher was well-prepared.  How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.50	1.06	16	12	2	1	0	1
26) In this seminar, the teacher directed discussions well.  How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.88	1.05	16	7	6	2	0	1
27) In this seminar, the teacher treated my writing with respect.  How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.50	1.06	16	12	2	1	0	1
28) In this seminar, the teacher graded my papers fairly.  How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.31	0.98	16	14	1	0	0	1
29) In this seminar, the teacher returned our papers within a reasonable length of time.  How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	2.47	1.08	15	3	5	5	1	1
30) In this seminar, comments on each returned paper helped me improve the next assignment.  How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.81	1.01	16	7	7	1	0	1
31) In this seminar, I felt intellectually stimulated.  How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.73	1.18	15	9	4	0	1	1
32) In this seminar, I became a more confident writer.  How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.69	0.98	16	8	7	0	0	1
33) In this seminar, I became a more skillful writer.  How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.75	0.96	16	7	8	0	0	1

**C01. What are your overall impressions of the course? Please be as specific as possible in analysis of strengths and/or suggestions for improvement.**

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8806. I could not be happier with my FWS selection! I learned so much about analytical lenses and found myself applying them to things I was reading and consuming in my personal life as well. Everything we learned was very applicable and helped me grow as a reader and as a person in general.

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29300. Excellent course, sometimes too much workload

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29402. Enjoyed; Entertaining but also educational

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5300. I loved this course. The readings were very interesting, and I became much more comfortable in a discussion-based setting.

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12110. The overall theme of the course was really interesting and touched on so many different types of literature that it really helped widen my horizons.

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29356. Great. Everyone should take it to learn more about myths and movies and analyzing them through a scholar's lens.

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25916. Too much reading, but also i'm a slow reader.

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32527. The topic of the class is interesting.

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29309. I really liked it. It helped me understand how to analyze literature better. There were some points that all of the writing assignments made me feel bogged down with work and it made me anxious.

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25934. My biggest critique of this course is that way in which the professor facilitates discussions. She usually comes into class with a specific topic she wants to discuss, already knowing her view on the topic. This is fine, but she directs the class to this view and corrects students who disagree. This means that the professor is getting more speaking time than students. It tampers healthy debate in the classroom. It's fine for the professor to have her own opinion, but the class discussion (and honestly the class as a whole) should not be about convincing the students that her opinion is right.

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In addiiton, I felt that the topics we were allowed to write about for essays was too limited. During one of my essays, I wanted to write about something other than the hero/feminism/etc as it related to a work we read in the course but was shut down, which frustrated.

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22487. The course was not what I expected it to be. It took an unexpected turn at one point when we moved on from mythological literature and started focusing on movies. The conversations we would have about characters were deep and always pertained to issues we see in our world. It was exciting to see art imitate life and life imitate art as we analyzed things in this class.

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5403. The think that the course content is very interesting and that is very important especially for a course like FWS. At times, it feels as though the course-load is a bit too much but I enjoyed doing it most of the times. The teacher was well prepared and is able to lead discussions well.

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**C02. Do you believe your writing has improved? If so, how did the course promote this improvement? Are there aspects of writing we should have stressed more heavily?**

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8806. Yes! This course helped me with framing my arguments and theses within a certain theory and with organizing my ideas. Dr. Sieffert helped me focus in on a specific argument and taught me how to develop it in depth from there rather than taking on too much at once.

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29300. Yes

Improved:

1. Structuring paragraphs
2. Secondary sources
3. Intro and conclusions of essays

Could improve:

1. Finding sources

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29402. Yes

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5300. Yes. I know how to structure my essay and develop an outline, and in general, I just like writing SO MUCH MORE as a result of my great teacher.

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12110. Yes, I think that we wrote so many essays and reactions and whatnot that all the practice helped me to realize my strengths and weaknesses so that I could capitalize on my strengths and fortify my weakspots.

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29356. Yes my writing has improved as i am now able to understand and create the overall blue print of an essay before beginning to write one.

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25916. Yes

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32527. Yes. I learned how to structure my essay, and how to write introduction and conclusion.

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29309. Yes I wish there was a little more emphasis on conclusion structure

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22487. I think my writing has improved. I have learned how to analyze things more closely and how to gather evidence to prove a point.

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5403. I have improved in the way I formulate my arguments and also transition from one paragraph to another. Through getting feedback in writing and student-teacher conferences, I am able to learn from my mistakes and accept new advice onto how to improve my writing.

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**C03. Were written comments on papers helpful? If so, why? If not, why not?**

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8806. Yes! Dr. Sieffert helped me catch connections in my argument that I had not noticed and expand upon them, strengthening my writing.

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29300. Very helpful

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29402. Yes

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5300. Yes; they helped me with syntax.

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12110. Yes, the comments at the end were very detailed and helped me determine how to fix my thesis or my evidence.

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29356. Yes they were helpful as they helped us improve for future essays.

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25916. Yes

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32527. Yes.

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29309. Yes they made me understand how to focus my essay and not just grammatical errors

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22487. Written comments were helpful. I wouldn't know where my paper was lacking if I was the one to read it to check it.

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5403. Yes, written comments were helpful. However, I feel like the best way to have a student improve their writing is from student-teacher conferences.



**C04. How useful were class discussions of the assigned texts? of writing?**

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8806. Class discussions were very helpful because my classmates all had interesting perspectives on the texts, and Dr. Sieffert did a good job of structuring the discussion around specific theories we had been learning about in class.

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29300. Somewhat useful

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29402. Quite helpful

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5300. Discussions were extremely useful. Through this, we connected readings to various themes, and I could get inspiration for my next essay.

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12110. I think that the discussions could have been a lot better if it were harkness style. We are already sitting in a U shape, so we could easily just have a free for all discussion. Sometimes the teacher talked a little too much, and the whole raising hands thing really takes away from what could be stimulating and eye-opening discussion. Also, discussion-based classes help students to develop skills on conversing, which is honestly something that is really lacking today.

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29356. Very useful as i often included class comments into my essays.

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25916. Not really for me necessary ut would could discussion to understand topics and have examples but I never actually put them in my essays.

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32527. The in-class discussions are not very helpful to develop my own thesis.

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29309. They we're very helpful for the writings

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22487. The discussions were enlightening. Hearing everybody's different viewpoints was interesting and helped me learn something

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5403. At times they were quite useful to help me get ideas. But i also think that the discussions in class very intellectually stimulating and interesting.

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**C05. After taking this course, what do you consider to be your greatest strengths and weaknesses as a writer?**

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8806. I think my greatest strengths are I am able to come up with very strong ideas and do a good job of supporting them with relevant evidence. A weakness would be I try to write about too much at first. This course is helping me learn to focus in on specific arguments rather than large concepts.

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29300. Strengths:

1. Writing academic essays

Weaknesses:

1. Finding sources

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5300. My greatest strengths are organizing my essay and getting research to back up my claims. However, sometimes my sentences are too wordy, and I still have trouble with transitions.

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12110. I think my strength is just my ability to formulate a strong argument, but I have trouble putting said argument into words and making everything clear to the audience, not just to me.

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29356. Strengths - understanding the underlying structure of an weakness.

Weaknesses - i still have to work on showing progression in my essay.

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25916. Analysis is a weakness

I don't know if I truly have strengths in writing, she always told me i'm not a poor writer or have glaring grammar mistakes.

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32527. Integrating ideas together would be my strength. Explaining things in a reasonable way would be my weakness.

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29309. Strengths finding a good argument

Weakness pulling the structure of my essay together to prop up the argument

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22487. Analyzing is my strong point. Research is my weak point.

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5403. Greatest strength would be being able to write even though I do not like the topic. Weakness is the formulating of a central thesis and argument.

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## Calendar

**Important: this calendar is subject to changes, I will try my best to warn you at least 1 week ahead.**

DATE	TO READ TO WATCH FOR THIS DAY	WRITING ASSIGNMENTS	IN CLASS WE WILL...
January 24	NONE	First class survey by 9pm	Talk about heroes, and the syllabus.
January 26	Read ( <b>after class</b> ): How to write a persuasive essay; watch: Writing Tools 1: Formatting Papers ( <i>Writing Tools</i> on Blackboard)	Hand in diagnostic writing (IN CLASS WRITING)	Write a short persuasive essay on a question I will give you in class
January 29	Read online, in the Myth Reader: What is a Myth? (pages 3-13 in the PDF); Claude Levi-Strauss (pages 439 to 455 in the PDF); in the Penguin book (bookstore): <i>Prose Edda</i> , "Prologue" (pages 3 to 8 in the book)	<b>Blog 1: Choose 1</b> What is the difference between a myth and a flow tale or a legend? What tradition does the <i>Prose Edda</i> belong to (gather some information on the author)? <b>Due at midnight today</b> <b>Bibliographical Search:</b> Go on JSTOR and find at least one scientific article on Nordic mythology, Levi-Strauss' work, or specifically the <i>Prose Edda</i>	Discuss the difference between myths and legends, and what type of sources we will actually tackle in this class. Briefly discuss what makes a great introduction

DATE	TO READ TO WATCH FOR THIS DAY	WRITING ASSIGNMENTS	IN CLASS WE WILL...
January 31	Read: <i>The Prose Edda</i> , the Deluding from part 1 to part to part 19 (included, pages 9 to 30)	Week 2 Wiki Participation (only for those who volunteered on Monday)	Discuss Odin and the Trinity. Discuss thesis wording and conclusions.
February 2	Read: <i>The Prose Edda</i> from part 31 to 41 (included, pages 30 to 50)	Week 2 Wiki Participation (for volunteers of this week)	Discuss the figures of Loki, and his children
February 5	Read: the rest of the <i>Prose Edda</i> , <i>The Gylfaginning (the Delusion)</i> pages 50 to 79.	<b>Reading Reaction 1:</b> Pick a theme in your note and expand on it in the context of the class	Talk about the the shape shifter's role in culture, the transformations Thor's character has known, and how pop culture has seized Ragnarök.

DATE	TO READ TO WATCH FOR THIS DAY	WRITING ASSIGNMENTS	IN CLASS WE WILL...
Feb. 7	Read the <i>Song of Rig</i> (pages 203-217 of the online source, under Rigstula on BBoard); Read the <i>Skaldskaparmal</i> in the <i>Prose Edda</i> , pages 80 to 94.	Wiki of the week for volunteers	Discuss the creation of classes in Norse society, and, again, Ragnarök.
Feb. 9	Finish reading <i>The Skaldskaparmal</i> , pages 95 to 108; Read <i>The Voluspa</i> (online on Blackboard)	<b>Blog 2</b>	Discuss why it is important that the gods most represented in this book are Odin, Thor and Loki.
Feb. 12	Read Joseph Campbell's reader in <i>A Myth Reader</i> (online in Theories of the Hero, pages 217 to 224 of the PDF) Start reading <i>The Knight of the Cart</i> (pages 207 to 225)	<b>First essay outline</b> The essay's prompt will be online. Give me a complete outline of what you will say in the essay: short summary of introduction, three parts and each subparts, conclusion synopsis, plus an indicative bibliography.	Talk about Camelot and its position in pop culture (see Jackie Kennedy's reference to it: "There will be other presidents, but there will never be another Camelot" in reference to her husband supposed-love of the shiny city)

DATE	TO READ TO WATCH FOR THIS DAY	WRITING ASSIGNMENTS	IN CLASS WE WILL...
Feb. 14	Continue reading <i>The Knight of the Cart</i> (pages 225 to 250)	<b>Blog 3+ Wiki for the volunteers</b>	Discuss Lancelot's singular destiny, and his story. Why do you think Lancelot cannot be the one to find the Graal?
February 16	Read <i>The Knight of the Cart</i> (pages 251 to 294)		

DATE	TO READ TO WATCH FOR THIS DAY	WRITING ASSIGNMENTS	IN CLASS WE WILL...
Feb. 17-20	Over break, watch <i>Black Panther</i> ; Read the <i>Story of the Grail</i> (pages 381 to 414)	<b>First draft of Analytical Paper 1 due on the 19 at midnight</b> <b>Note:</b> Mandatory student-teacher conference to discuss paper (week February 20-27)	February Break
Feb. 21	Read <i>The Superhero Reader: Paint Them Black</i> Read <i>The Story of the Grail</i> (pages 415 to 440 (finish the last sentence of page 440, of course)	<b>Blog 4</b>	Discuss Black Panther, and its possible inspirations.
Feb. 23	Read <i>The Story of the Grail</i> (pages 441 to 466, stop at the end of the first paragraph—the one that ends with ‘My noble lord, I fear that this knight is dead, for he can no longer hear anything.’)	<b>Peer review of Paper 1</b> Wiki for the volunteers.	Discuss Perceval and Gawain Discuss medieval court society (tournaments for example, and why Troyes included those details).

DATE	TO READ TO WATCH FOR THIS DAY	WRITING ASSIGNMENTS	IN CLASS WE WILL...
Feb. 26	Finish the <i>Story of the Grail</i>	<b>Final draft of Academic Paper 1 due (to complete go to Assignments&gt;Academic papers&gt;Paper 1 Final)</b>	Discuss the ending of the story of Perceval.
Feb. 28	Read: <i>Equitan or Bisclarvet</i> from the <i>Lais</i> of Marie de France (online on Blackboard).	<b>Reading Reaction 2 (Go to Assignments&gt;Reading reactions&gt;Reading reaction 2 to complete)</b>	Discuss medieval lays and their educational values. What do you think of gender roles in <i>Equitan</i> ? How is the adulterous man represented?



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March 2	Read Victor Turner <i>The Forest of Symbols</i> in <i>Contemporary Myths</i> (under Myth Reader in Blackboard); Read the article under <i>The Woman a Hero in Campbell</i> , in Feminist critics of Campbell on Blackboard.	<b>Outline of your 2nd Analytical Paper (email by midnight)</b>	Discuss these new view points on Campbell's work and the hero.
March 5	Read Letters to the English from Joan of Arc, and Trial transcripts (online, I will explain where to find them in class, and send an announcement on February 28);	<b>Blog 5</b>	Discuss heroes of history, and nationalism in representing them.
March 7	Watch <i>Professor Marston and the Wonder Women</i> (online on reserves, warning, this movie contains quite a fair bit of nudity); Read <i>Rise of the Superhero</i> , the two pages on Codifying Comics, pages 48-49.	Wiki for volunteers	Discuss the notion of Goddess in the hero's journey, how Campbell can be corrected.

DATE	TO READ TO WATCH FOR THIS DAY	WRITING ASSIGNMENTS	IN CLASS WE WILL...
March 9	<p>Watch <i>Wonder Woman</i> online on ereserves and read the very first comic book of Wonder Woman by creator William Marston (pen-name Charles Moulton, see online link in the Superhero tab).</p> <p>Read <i>Rise of the Superhero</i>, pages 8 to 20.</p>	Reaction Paper 3	Discuss how the previous articles criticizing Campbell might apply to Wonder Woman, and what is the difference between the Golden Age <i>Wonder Woman</i> and the 2017 film on its creators. We will also discuss how the genre of Pulp Fictions might have influenced/been influenced by comics.
March 12	<p>Read <i>Bob Morane, The Dinosaur Hunters</i>, pages 7 to 19 (chapters 1 and 2),</p> <p>Read <i>Rise of the Superhero</i>, pages 24 to 47 (the parts on World War II and Nationalism, and science in comic books).</p>	Second paper draft due Sunday March 12 at midnight Peer-review paper 2 (complete by March 13)	Discuss the genre of pulp fiction, and its relationship to comics such as Wonder Woman.
March 14	Read <i>The Dinosaur Hunters</i> , chapter 3 to 5; Watch <i>The Vampires</i> , episode 6 and one episode of <i>Perils of Pauline</i> (online under <i>Pulp Fiction</i> )	Blog 6	Discuss the theme of the damsel in distress versus the seductress, and stereotypes of masculinity
March 16	Read: <i>Gender</i> , under Gender Theory on Blackboard	Wiki for volunteers	Discuss the idea of gender and performance, and how that can be applied to superhero costumes, and heroes tropes.

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March 19	Read <i>The Dinosaur Hunters</i> chapters 6 to 9;		Discuss Bob Morane, and the tropes of pulp fictions.
March 21	Read: <i>The Dinosaur Hunters</i> , chapters 10 to 13	<b>Blog 7</b>	Discuss the influence of pulp fiction on our culture today (see Quentin Tarantino)
March 23	Read <i>The Dinosaur Hunters</i> , chapters 14 to 16.	<b>Outline of essay 3 due at midnight</b>	Same as above: continue discussion on pulp fictions. In class, I will bring a couple of scenes from a classic on hypermasculinity, <i>Starship Troopers</i> , and we will analyze how they relate to <i>Dinosaur Hunters</i> and Bob Morane's figure.
March 26	Read <i>The Dinosaur Hunters</i> , chapter 18 to the end Watch: <i>Hidden Figures</i> (online). Facultative: Read <i>Hidden Figures</i> Light Up Screen <i>Black Women Who Helped America Win the Space Race</i> (on Blackboard).	<b>Final draft of second analytical paper (final page count: 5-6 pages)</b>	Discuss the position of black women in cinema (see Nichelle Nichols' position on Star Trek, and how it is linked with the women discussed in <i>Hidden Figures</i> ), and the trope of the White Hero (pay attention to the scene in which Kevin Costner destroys the bathroom sign).

DATE	TO READ TO WATCH FOR THIS DAY	WRITING ASSIGNMENTS	IN CLASS WE WILL...
March 28	Watch Buffy the Vampire Slayer episode 1, season 1; episode 12, season 5; episode Chosen in the last season. Read <i>Buffy the Vampire Slayer and Research as a Public Good</i> (On Blackboard).	Blog 8	Discuss the place of reading in Buffy, and why it is so unique, discuss the idea of femininity described in the speeches Buffy makes, and talk about masculinity in Buffy (we will see a short scene from the episode <i>Teacher's Pet</i> , to compound that discussion) Student-teacher conference (mandatory)
March 30	Watch <i>Thor: Ragnarök</i> .	First Draft of Paper 3	Discuss the similarities between the movie
March 31- April 8	During the break: read one of the essays in <i>Hermione Granger Saves the World</i>	Peer Review to complete over the break Reaction 4	BREAK
April 9	Watch <i>Harry Potter and the Deathly Hallows 1</i> ; Read: <i>Hermione as a Scholar</i> by Li Cornfeld (online on Blackboard in the <i>Heroes of Fantasy</i> tab)	Blog 9 Wiki for volunteers of this week	During the classes on Harry Potter, we will discuss the similarities between Arthurian Romances and HP, and how HP works as a satire of school, as Buffy did.

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April 11	Watch <i>Harry Potter and the Deathly Hallows 1</i> . Read <i>The Harry Potter Stories</i> and <i>French Arthurian Romance</i> (in Harry Potter under the Heroes of Fantasy Tab)	<b>Outline of essay 4 due at midnight</b>	Discuss the parallel between Harry Potter and the Arthurian Romances we read at the beginning of the semester.
April 13	Read <i>Silver Surfer: Parable</i> by Moebius, and <i>Ultimate Comics: Spider-man Volume 1</i> , first issue.  Read <i>The Superhero Reader: Introduction</i> , pages XI to XVII (go to the end of that first paragraph that starts on page XVI, and which discusses the importance of <i>Watchmen</i> )	<b>Essay 3 Final Draft due at midnight</b>	With this class, we will start discussing the superhero, and how it is inserted in the mythologies we have studied.
April 16	Watch <i>The Dark Knight</i> ; Read <i>Rise of the Superhero</i> pages 50 to 59.	<b>First draft of essay 4</b>	Discuss the place of the trickster in Batman, and how it links to Loki's figure. Revise our definition of what a superhero is. In class we will see a couple of scene from Adam West' Batman, to see how different it is from the serious tone <i>The Dark Knight</i> strikes.

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April 18	<p>Watch <i>Avengers</i></p> <p>Read <i>Rise of the Superhero</i>, “Why So Serious?” Pages 62 to 71.</p>	<p>Wiki for volunteers</p> <p><b>Peer Review Essay 4</b></p>	<p>Discuss how Frank Miller’s Batman functions as a collection of myths in one place, Loki’s new figure in <i>Avengers</i>. Discuss how <i>Guardians of the Galaxy</i> has marked a new turning point for comics: is the time for ultra dark Batman-like comics over?</p>
April 20	<p>Read <i>Fighting the Battles We Never Could: "The Avengers" and Post-September 11 American Political Identities</i></p> <p>Read <i>Rise of the Superhero</i>, “Era of Excess” from page 74 to 85.</p>	<p><b>Blog 10</b></p>	<p>In many ways, the gloom of the post 9/11 period was echoed in comics even before 9/11 happened: in class we will discuss the almost crash of comics in the 1990s, too the 9/11 period marked a turning point, and what 9/11 changed in comic books.</p>
April 23	<p>Read <i>The Great Comic Book Heroes</i> and <i>The Great Women Superheroes</i></p>	<p><b>Final Draft Essay 4</b></p>	<p>Discuss the Bechdel test, and representations of femininity and masculinity in comic books—how do they relate to Campbell’s work or not?</p>

DATE	TO READ TO WATCH FOR THIS DAY	WRITING ASSIGNMENTS	IN CLASS WE WILL...
April 25	Read <i>Rise of the Superhero</i> , pages 85 to 94 (to the end) Read <i>Ms Marvel</i> , comic book.	<b>Blog 11</b>	Discuss women of color in comic books. We will take a particular interest in Storm, since her character corresponds particularly to the idea of the Goddess as a heroic power hinted at by Campbell, but only really developed by his critics. We will also discuss Ms Marvel, and ethnicity/race in comics (Sam Wilson as a Mexican-American rather than African-American character, substituting ethnicities in adaptation, and how we can talk about it—see “Hermione is white” story)
April 27	No Readings: Class Presentations	<b>First draft creative writing 1</b>	
April 30	No Readings: Class Presentations	<b>Peer Review of creative writing 1</b>	
			Listen to your classmates presentations

DATE	TO READ TO WATCH FOR THIS DAY	WRITING ASSIGNMENTS	IN CLASS WE WILL...
May 2	No Readings: Class Presentations	Wiki for the volunteers	ask questions, be active in discussions.
May 4	No Readings: Class Presentations	Wiki for the volunteers	
May 7	No Readings: Class Presentations	<b>Final Draft of Creative Writing 1</b>	Listen to your classmates presentations ask questions, be active in discussions
May 9	Last Class: Watch <i>The Iroquois Creation Story</i>		TBA



## Victors, Villains and Virgins: Heroes in Pop Culture

ROMS 1102.101

Cornell University

Spring 2018

MWF 10:10-11am

Stimson Hall 105

Dr. AC Sieffert

[acsieffert@cornell.edu](mailto:acsieffert@cornell.edu)

Office:

Klarman Hall 142



### About this class:

"Perhaps everybody has a garden of Eden, I don't know...Then, perhaps, life only offers the choice of remembering the garden or forgetting it...People who remember court madness through pain, ...people who forget court another kind of madness, the madness of the denial of the pain and the hatred of innocence; and the world is mostly divided between madmen who remember and madmen who forget. Heroes are rare."

James Baldwin

What makes a hero? How are their stories told? Are they descriptions of history, or just figments of our anxious prodding into the abyss of the world? Between myths and history, we will study this semester various types of hero, and learn how theoretical works define heroic stories and analyze their place in literature. From heroes of epic tales culled from various cultures, to superheroes of the 21st century, we will explore various examples, and try to find a common thread in how their myths are exposed, and what purpose they serve. We will use the intersecting tools of anthropology, gender studies, and linguistics to study the role of gender, sex, race and class in these stories. The class will mostly follow a chronological approach, starting from the Middle Ages, and moving onto the modern era for most of the semester, but we will occasionally jump between medieval texts and contemporary popular culture to study the influence of the former on the latter. The class will study five big types of heroes, occasionally veering into the figure of the villain: the epic and godly hero; the historical hero; the hero of pulp fiction; the hero of fantasy; and finally, the superhero.

## Textbooks to Buy:

### Mandatory (\* denotes books available at the bookstore):

\*Chretien de Troyes. *Arthurian Romances*, Penguin. ISBN: 9780140445213

\*Snorri Sturluson. *The Prose Edda*, Penguin. ISBN: 9780140447552

The MLA Handbook Manual Eighth Edition

### *All other material will be posted online on Blackboard*

\*Note: online texts should be printed or bring them on your tablet, for reference, except for comic books and visual material (Life Magazine included): they will not look great printed in black and white.

### Facultative:

Eva Thury and Margaret Devinney, *Introduction to Mythology, Contemporary Approaches to Classical and World Myth*. New York: Oxford University Press, 2017.

*Life Magazine*, "Rise of the Superhero" (this one should be in stores only until February 9, so if you want it, make sure you get it quickly).

Alan Moore. *Watchmen*.

In addition to the readings above, the class will also include visual material. Most of this will be available online, through the e-reserve system, but I will ask you to go watch *Black Panther* when it is released in February. It looks like it will be hard to see it immediately as most of the tickets for the first week have been sold out already, but I would like you to see it by the end of the month. If you have a demonstrated financial need, let me know, and we will try to find a way to get Cornell to help.

For some of the books above, there are Kindle or e-readers editions. For the two mandatory books, I ask that you buy the paperback edition, which is why I have willingly chosen the cheapest editions available. For the facultative material, some of the books have e-readers editions that might be cheaper, especially if you do not have Amazon Prime. *Introduction to Mythology* is also available for rent on Amazon, if you are curious about it, but do not want to buy it. I do recommend it, as it is very useful and interesting to read, but the parts we will need in class will be posted online.

The MLA's handbook is sold online, on their website, and on Amazon. Other classes use it, so it will probably be also available at the bookstore.

## Assignments:

### Four reading reactions: 15%

This assignment is designed to help you with the preliminary organization of your thoughts when writing an analytical paper.

Each reaction paper should be **no more than 2 pages double-spaced, no less than 1 1/2 pages.**

In each, choose a particular aspect in the readings and discuss its relationship with overall themes of the class.

### Four analytical papers: 50%

This assignment is designed to help you write academic papers, and develop your critical thinking.

Each analytical paper should be **no less than 2 pages double-spaced, but no more than 5 or 6 (as indicated).** Each will pick up from your reaction papers.

For each, you will write an introduction and an outline for your peers to review, before you turn it in to me.

### Blog posts: 10%

This assignment is designed to help you write in a low-stake environment, and promote class discussions.

You will participate each week, except when a reaction paper is due, or when you have an oral presentation.

Each post will be **at least 100 words**, and I will grade them as an overall item, although you will get weekly feedback. **Engagement** with the class is integral to this assignment.

### Oral presentation: 15%

This assignment is meant to make you work on your oral presentation and research skills, by making you do a **15-20 minutes** presentation in class on one particular hero or superhero.

You will have the option of working by yourself or with a partner for this presentation, and will hand in your annotated bibliography for the presentation one week after you present.

### Class participation: 10%

In class, we will do several **writing workshops**, as well as at least one session at the library. I expect you to come prepared and participate, **and be respectful of one another.** Take notes while you read.

I also expect you to be **on time, and assiduous.** You will be allowed no more than **4 unexcused absences.** **After that, your grade goes down. If you come to class more than 15 minutes late, I will count this as an absence.**

## DOs and DO NOTs (or my pet peeves):

**Do:** cite short quotes from the text; be on time; double-space; read your material.

**Do NOT:** misattribute citations, or use long ones to make up for your lack of work; be more than 15 minutes late; use also at the beginning of sentences, finish them with adverbs.

## The long story (how this class works):

**First, a warning: some of the material we will study is PG-13 to NC-17, and contains mentions of violence—if that is something you are sensitive to, I will do my best to let you know ahead of time, come and see me to talk about it after the first session.**

**How the week will go:** Every week you will be assigned readings in this class, and I expect you to do them, and take notes while you read.

Depending on the week, you might be asked to do one or two short blog entries about the reading, a reading response, or a paper, or participate in the wiki. Please refer to the calendar (it will be updated shortly after the beginning of the semester, and I will put all the assignments' dates for the entire semester under Course Info).

I expect **every one of these to be yours**, and **timely**. (see aside "About Me"). We will also do in-class writing workshops and exercises—and acquiring the Modern Language Association handbook will help with these. You will also get, **on the website**, handouts with clear guidelines for each paper, under the tab **Assignments**.

For each hour in class you should expect about two hours of work. For each written assignment (and blog posts if applicable), I will give you extensive feedback. **Read it: if I find twice the same error, I am likely to be more impatient with it the second time around.**

**Please do not throw away anything** you write.

**At the end of the semester, you will bring all your productions together in a portfolio.** The portfolio will contain: all your drafts and final versions of every assignment, a print out of your blog posts, and your oral presentation's material. At the end of the semester, you will present your portfolio to me, with any modifications or presentation format you would like to make, and assess your own progress, and decide what you can do to make your writing even better. **For formatting purposes: use the MLA handbook (I am happy to proof-read your bibliography before you hand it in).**

### About me:

I did my PhD in that other Ivy, Brown University, in Providence, RI.

I work on nineteenth and twentieth-century literature and history, and specifically on travel literature and colonization.

My office is in Karman Hall 142, and I am generally there every day, and I will happily sit down to chat, preferably in the early afternoon.

I collect cameras. My oldest is from the 1880s, and I have over 100 of them.

Be aware that once I have set a deadline, if you give me your paper after that, you run the risk of not getting it back until the end of the semester, which **will** be a hindrance to your progress—your choice.

If you would like to learn more about my research and past teachings, feel free to stop by at [acsieffert.wordpress.com](http://acsieffert.wordpress.com)

## Intended learning outcomes (what you will learn with me):

In this class you will:

- Learn about different genres related to depictions of the hero;
- Study portraits of heroes, whether in texts or in films and other media;
- Learn the basic of their and scholarship;
- Learn how to discern the authenticity of a source or not, and what we mean by “truthful” source;
- Learn about the intersection of race and gender in the figure of the hero;
- Write about critically in the setting of an academic paper, but also creatively when you write your own writing, and you will fine-tune the style of your writing;

Be also advised that I really do not mind opinions that diverge from mine, as long as you are prepared to back your work with appropriate citations from the text sustaining what you say, and to bring secondary readings to the table to sustain an opinion rooted in the text.

In the same spirit, padding your writing is not something I appreciate. Like John Steinbeck, I prefer the earnest scholar to the eloquent one (see *Travels with Charley*). You will learn conciseness, and clarity, in this class. Throughout the semester, I will repeat this: for academic papers, **one idea=one paragraph** is my golden rule.

The main intended goal of this course is to teach you how to write academic and non-academic writings. As such, you will have writing prompts that will require of you critical and close readings (I am, after all, a literature and language professor!), for which I will give you context and tips. But this class will also provide you with a general idea of what good, researched essays look like, so that, in the future, you are prepared to be the scholars of tomorrow, and the educated citizens any country needs. As you will soon discover in this class, there are no standard formula for writing, except this: writing should be a thoroughly personal and rigorous experience, and you should enjoy yourself!





## Fine print (the rules):

By taking this class, you abide by three codes:

**1) The Academic Code of Integrity:** available here, <http://cuinfo.cornell.edu/aic.cfm>, it basically states that plagiarism is a capital sin, and that you should do your work alone—expect when explicitly instructed to work in groups.

**2) The Campus Code of Conduct:** available here, [https://assembly.cornell.edu/uploads/Elections/Campus\\_Code\\_of\\_Conduct.pdf](https://assembly.cornell.edu/uploads/Elections/Campus_Code_of_Conduct.pdf), protects every member of the community and states that equal access to education should be granted *regardless of “race, color, creed, national origin, ethnicity, gender (including pregnancy), sexual orientation, marital status, religion, disability, age, or ex-offender or military status.”* Basically, I expect you to treat each other decently, and you can expect me to treat you equally regardless of any of the above. If **you have a disability I should know about, so I can accommodate you, please let me know:** I am committed to making this class accessible to everyone.

**3) My class rules:** I don’t take well to bullying, in any shape or form. I also do not take well to repeated absences, lateness, laxness in preparation, plagiarism, and I do not think Wikipedia is a valid source. I also do not like repeating myself, so to make sure everyone reads this syllabus, there will be a bonus point each in your class participation grade if you: give me a bibliography of every work cited in this syllabus (and I mean **every**) in the MLA format; find the Harry Potter reference hidden in the Blackboard site; find out which superhero came first.

### Writing submission guidelines:

1. Times New Roman, size 12, **double-spaced:** my comments will be unreadable if I have to scrawl on single-spaced pages.
2. One-inch margins all around: wider margins are not acceptable.
3. Include on the upper left hand corner my name, the semester, as well as your name and the assignment number (and draft number if applicable). **Number individual pages (unlike the syllabus, your assignments will not be stapled, so number them).**
4. Use the Modern Language Association guidelines for formatting. A Kindle version (8th edition) is \$10.
5. Your assignments will be turned in via Turnitin, to make sure you do not plagiarize your paper—any papers previously turned in will come up as plagiarized, be warned.