

In the Family Way: Revision Worksheet

For all the activities set out below you may work in groups or individually: whatever suits you! The intention is to work primarily on the set texts, but please feel free to draw attention to relevant secondary material also. It will be particularly useful to pinpoint secondary material that helps us contextualise our primary texts.

WORKSHOP 1 2 – 3 pm

Themes and Motifs

1. Choose TWO of the following key concepts:
 - ❖ Blood and inherited characteristics (including notions of aristocracy and lineage)
 - ❖ The maternal body
 - ❖ Visions of patriarchy
 - ❖ Childhood: a different experience from adulthood?
 - ❖ Filial affection
 - ❖ Place and family: the value attached to different family spaces; distance vs proximity
 - ❖ Sex and the body: rules and regulations
 - ❖ Gendered behaviour: stereotypes? exceptions?
 - ❖ Death: source of fear or emancipation?
 - ❖ Love and desire (sexual; parental; other?)
 - ❖ Family versus other forces (political; religious; social; other?)
2. Think about the many different ways in which these concepts are expressed and treated in a text / texts of your choice from the module (thematic features; stylistic features; positive / negative associations; serious / ironic / playful associations; historical / social / cultural associations etc...).
3. Bring your ideas with you to the workshop on Tuesday. Make sure you post your topics and text choice on the wiki by Monday 30th April so that I know which areas to focus on next Tuesday.

WORKSHOP 2: 3 – 4 pm

A. Texts and forms

1. Think about the way in which your chosen text(s) draws attention to its **formal and written** nature. What reference does it make to:

- ❖ truth telling,
- ❖ story telling,
- ❖ literary constraints (constraints of form, such as the 3 Unities; constraints of style, etc),
- ❖ emotional investment in the text (idea of text as child, for instance)?

How might this influence the way we write about the text in question?

B. Connecting texts

2. All of the texts studied are made up of more than one part. Consider how we might exploit these different parts to build a coherent picture of family-related ideas and their treatment:
 - ❖ Prefaces and dedicatory material: Racine, Corneille, Perrault, Bourgeois
 - ❖ Bourgeois: 2 main texts, different in style and tone
 - ❖ Sévigné: numerous epistolary texts; chronology important
 - ❖ Perrault: tales diverse in style and form: chronology relatively unimportant, but are the tales connected?
 - ❖ Perrault: use of moralités: aids to interpretation? Literary jokes?

C. Essay-writing technique

3. Research past paper questions on the web here:
<http://www2.warwick.ac.uk/services/exampapers>
4. Invent an essay title for the text you have chosen to focus on and post it on the wiki page by Monday 30th April. In class be prepared to discuss:
 - ❖ How you intend to structure your argument
 - ❖ Where you perceive difficulties to lie in terms of determining and organising your ideas.

Essay-writing advice: useful links. Note these come from different universities and some advice / instructions contained within them are specific to those institutions. You may find them helpful, however, as a *general* guide, particularly if you have struggled with structuring your ideas in the past.

<http://www.writing.utoronto.ca/advice/general/general-advice>

<http://www.unask.com/teaching/howto/essay.htm> Quite quirky, but makes you think!