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COURSE OUTLINE

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| Course Number ENG 221 | Course Title Women in Literature | Credits 3 |
| Hours: 3/0/0 Lecture/Lab/Other | Co- or Pre-requisite Grade of C or better in ENG102 | Implementation Semester & Year Spring 2023 |

Catalog description:

Survey of representative literature across multiple genres by women writing in English between the 12th and 21st centuries. Explores ways women construct, define, and subvert ideas about gender, class, sexuality, power, marriage, and the family, and how they construct and define their own identities as writers and artists.

General Education Category:

Goal 6: Humanities

Goal 8: Diversity and Global Perspective

Course coordinator:

Laura Knight, x. 3309, knightl@mccc.edu

Required texts & Other materials:

Sampling of required texts/other materials:

Anthology: *The Norton Anthology of Literature by Women: The Traditions in English*, vols. 1-2, Eds. Sandra M. Gilbert and Susan Gubar or any other like anthology

Novels: *Lady Audley's Secret*, by Mary Elizabeth Braddon

Herland, by Charlotte Perkins Gilman

The Price of Salt, by Patricia Highsmith

Passing by Nella Larsen

Bastard out of Carolina, by Dorothy Allison

Woman Warrior, by Maxine Hong Kingston

Mrs. Dalloway, by Virginia Woolf

The Handmaid's Tale, by Margaret Atwood

Purple Hibiscus, by Chimamanda Ngozi Adichie

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. Close Reading: interpret complex texts which may include images, novels, poetry, fiction, memoir, and drama through close reading [Supports ILG #1, 6, 8; PLO #1,3]
2. Literary Strategies: demonstrate knowledge of the distinctive ways writers and translators use words and different literary structures to shape a reader's response to their work [Supports ILG #1, 6, 8, 9; PLO #1]
3. Synthesis of Texts: create original essays using course texts and scholarly research, synthesizing readings to create original interpretations [Supports ILG #1, 4, 6, 10, 11; PLO #2-4]

4. Critical Analysis: analyze a piece of literature using the most appropriate critical framework(s) for that particular work (psychological, historical, philosophical, feminist, Marxist, etc.) [Supports ILG #1, 6, 8, 9, 10, 11; PLO #3]
5. Literary Context: evaluate literature's dual role as both product of and producer of culture using textual evidence of major historical and social shifts (economic, political, or religious change, social justice movements). [Supports ILG #1, 6, 7, 8, 9, 10, 11; PLO# 1]
6. Documentation of Sources: use correct MLA documentation format for citing literature in essays [Supports ILG #1, 4, 10; PLO #2]

Course-specific Institutional Learning Goals (ILG)

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal. 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Liberal Arts (PLO)

1. Concept Knowledge. Understand the vocabulary, methods, and major concepts presented in the humanities, social sciences, and the natural sciences.
2. Communication. Articulate complex ideas clearly and effectively, both verbally and in writing.
3. Critical Thinking. Perform a series of thinking tasks including speculation, analysis, and synthesis [i.e., abstract reasoning.
4. Research Methods. Utilize research materials and methodologies.

Units of study in detail:

Unit 1: Marriage, Home, and the Family: [Supports Course SLOs #1-6]

- Examine the social and historical circumstances in which these women were writing.
- Examine the ways in which marriage and the family are structured along patriarchal lines, and what are the opportunities for resistance, rebellion, and reforming these structures in ways appropriate to women's lived experience.
- Here and throughout the semester we will be examining the ways in which gender is a social construct, looking at how social norms and expectations construct women's identities and behaviors both in and outside the home.

- Topics covered include the coinage of the word homosexual, the pansy crazy, and WWII.

Unit 2: Heterosexual Female Desire [Supports Course SLOs #1-6]

- Whereas Unit One focused specifically on marriage, this unit shifts attention to different expressions of female sexual desire and the ways in which this desire can be seen as a form of rebellion against patriarchal norms and structures.
- Study Eliza Haywood's *Fantomina*, Marguerite Duras' *The Lover*, and Jean Rhys's *Good Morning, Midnight*, for examples, analyzing the ways in which the women in these novels claim agency over their own sexual experience, and how that agency conflicts with the norms of their society at the time these authors were writing.

Unit 3: Queer Female Desire [Supports Course SLOs #1-6]

- Examine the readings for this unit are about transgender and queer female sexuality.
- Explore readings, such as Aphra Behn's "To the Fair Clarinda, Who Made Love to Me, Imagined More than Woman," Christina Rossetti's "Goblin Market," and Radclyffe Hall's "Miss Ogliviv Finds Herself," that challenge conventional notions of heteronormativity, and illuminate ways in which sexuality, like gender, is a social construct.
- Compare how the characters in one reading or novel navigates her queer sexuality differently from the women discussed in other texts, and as whole.

Unit 4: The Intersection of Race, Gender, and Sexuality: [Supports Course SLOs #1-6]

- Combine what has been learned about gender and sexuality with how race and ethnicity influence expectations of Black and Indigenous women, and how women of color have different marriage, the home, and family experiences than white women.
- Explore how race and ethnicity, like sexuality and gender, are social constructs. Reading and analyzing Harriet Jacobs' *Incidents in the Life of a Slave Girl*, Louise Erdrich's "The Shawl," Maxine Hong Kingston's "No Name Woman," and Rita Dove's "I have been a stranger in a strange land," for examples, will enable learning more about how women of color experience themselves and others in a world predicated on white patriarchal privilege, and the ways in which women can rebel against and resist cultural norms and expectations.

Evaluation of student learning:

Achievement of the course objectives will be evaluated by the following tools. The methods of evaluation and the weighted percentage of these means of assessing student learning will vary among different instructors, but the greatest emphasis should be on formal written work.

Quizzes, attendance, participation (30%): Actively participating in discussion, quizzes, group workshops, attendance, and draft workshops.

Essays, Examinations (55%) Students will submit a total of 15 pages of peer-reviewed, final draft essay, split into individual essays; the total may include an essay final examination. Research essays should demonstrate careful text-based analysis, use of an appropriate critical lens, location of the text within a social and historical context, analysis of the characters or speakers in a variety of socially-defined categories, and integration of scholarly sources.

Presentation/Performance/Discussion-Leading (15%). Students work individually, in pairs, or a group to present creatively an aspect of a work and then lead class discussion for the day with open-ended questions.