

I. COURSE DESCRIPTION:

- A. Department information
Division: Humanities
Department: English
Course ID: ENGL 061
Course Title: Women Writers
Units: 3
Lecture: 3 Hours
Prerequisite: ENGL 914 or eligibility for ENGL 015 as determined by SBVC assessment process.
- B. Catalog Description: A survey of poetry and prose by prominent women writers, exploring historical and contemporary issues in women's lives. This non-transfer course is taught simultaneously with ENGL 161, a transfer-level course. Assignments differ for the two courses although students participate in the same lectures.
- C. Schedule Description: A survey of poetry and prose by prominent women writers, exploring historical and contemporary issues in women's lives.

II. NUMBERS OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon successful completion of this course students should be able to.

- A. Read, discuss, and critically respond to a range of literature by women from a historical or thematic perspective.
- B. Identify and discuss significant passages from significant women writers.
- C. Compare and contrast Women's Literature of various time periods in light of historical, social, and personal forces.
- D. Analyze criticism of a piece of literature by a prominent female writer.
- E. Analyze and discuss the characteristics of some works that have been designated "important" writings.
- F. In written essays, demonstrate the ability to consider pieces of women's literature within their historical and social contexts and their contribution to the development of women's literature.

IV. COURSE CONTENT:

- A. Early Literature: Middle Ages, the Renaissance, through the 17th and 18th centuries.
 1. The discovery of significant women writers who have "survived" the ages.
 2. Representative works such as Mary Wollstonecraft "A Vindication of the Rights of Woman."
- B. Literature of the 19th Century
 1. An examination of the social/political upheavals of this time period on women writers and their influences on social movements such as suffrage and abolitionism.
 2. The effect of the ideology of femininity and the imposition of deference to males as an expected value on the literature of the period.
 3. The reality of female life juxtaposed against the "ideal" in the literature.
 4. An examination of the "Golden Age of Women's Literature" through the reading and discussing of Jane Austen, Charlotte and Emily Bronte, and George Eliot, etc.
- C. Turn-of-the-Century Literature
 1. A study of the transitional age of literature including the examination of Kate Chopin and Charlotte Perkins Gilman.
 2. A understanding of the change in the images of women through reading writers

such as Mary Austin, and poet Charlotte Mew.

V. METHODS OF INSTRUCTION:

- A. Lecture:
- B. Class discussion
- C. Small group discussion
- D. Audio Visual excerpts
- E. Oral Readings of poetry and short fiction
- F. Peer response groups for journals so that students will have the opportunity to compare their analyses of literary works and offer feedback to one another.

VI. TYPICAL ASSIGNMENTS:

- A. Select and read one of the assigned pieces of women's writing, i.e. *The Awakening* by Kate Chopin. Then, write an essay in which you explore the significance of that work. Why is the work important in the canon of women's fiction? What important gender issues does it raise? How does it reflect its time and culture?
- B. Write an essay in which you compare and contrast a poem with a short story with similar themes and objectives (e.g. Louise Gluck's poem "First Memory" with Margaret Atwood's "Rape Fantasies.") Discuss how each piece is or is not successful. Discuss how each piece reflects its historical and social context and how they differ.

VII. EVALUATION(S):

- A. Methods of evaluation
 1. Weekly assignments
 2. Class participation and group participation
 3. Reader's journal
 4. Three out-of-class essays (approximately 2,000 words)
 5. Mid-term
 6. Final examination
- B. Frequency of evaluation
 1. Minor weekly quizzes or assignments
 2. Weekly journal responses
 3. Three out-of-class essays (about every five weeks)
 4. One mid-term examination
 5. One final examination

VIII. TYPICAL TEXT(S):

The Norton Anthology of Literature by Women, 2nd ed. Eds. Sandra M. Gilbert and Susan Gubar. W.W. Norton and Company, 1996.
Worlds in Our Words. Eds. Marilyn Kallet and Patricia Clark. Prentice-Hall, Inc., 2002.
Images of Women in Literature, 5th ed. Mary Anne Ferguson and Jean Carr. Houghton Mifflin Co., 1991.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None