

I. CATALOG DESCRIPTION:

- A. Department information
Division: Humanities and Social Science
Department: English
Course ID: ENGL 161
Course Title: Women Writers
Units: 3
Lecture: 3 Hours
Prerequisite: ENGL 101
- B. Catalog and 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 the student 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. Research and 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. Incorporate sources in written essays and essay exams that 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 prior to the Turn-of-the-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: The historical development of the Bible and its philosophical and religious impact on Western Civilization.

- B. Discussion of moral dilemmas such as David's with Nathan, and literary devices such as the allegorical nature of the Songs of Solomon.
- C. Audio Visual excerpts from movies with biblical themes and Bible reading interpretations which enhance understanding of context and diction.
- D. Oral Readings of poetry, speeches and arguments (e.g. Job, Psalms, and Paul's speech on Mars Hill), with a view toward appreciation of the rhetorical and poetic elements employed.
- E. Archeological presentations and artifacts which enhance understanding of biblical settings and allusions.

VI. TYPICAL ASSIGNMENTS:

- A. Write a comparison and contrast between the Book of Esther and a current soap opera of your choice. Analyze both in terms of plot, character, theme, setting, symbolism and style.
- B. Read the story of Samson and compare his life with Aristotle's profile of a tragic hero: status, hamartia, act of hubris, peripeteia, anagnorisis and ultimate end. Or Investigate the Greek concepts of supernatural intervention as shown in the life of Hercules, and compare with that of the Hebrews' as reflected in the story of Samson.
- C. Discuss, in a five-page paper, the use of dramatic dialogue in the Book of Job.

VII. EVALUATION(S):

- A. Methods of evaluation
 - 1. Quizzes covering factual content, such as literary archetypes, point of view, and types of literature found in the Bible.
 - 2. Typical question: Define allegory and cite an example from your reading assignment.
 - 3. Class participation in the collective exploration of biblical concepts of the nature of man and man's concepts of God.
 - 4. Typical question: What disparities do you see between the portrayal of God in the Old Testament and in the New Testament?
 - 5. Papers and projects requiring analysis, synthesis, and evaluation of literary works, including proverbs, stories, encomium, lyrics, etc.
 - 6. Typical question: Discuss Psalm 23 as therapy for the modern soul. What literary devices are used to affect its appeal?
 - 7. Mid-term and final examinations written in essay format and requiring an application of the literary concepts learned to the various genres represented in the Bible. Typical question: Discuss the symbolic role of clothing in the story of Joseph.
- B. Frequency of evaluation
 - 1. Major and minor weekly quizzes
 - 2. Paper assignments: Students will be required to write three to six papers (approximately 4,000 words) outside of class
 - 3. One mid-term examination
 - 4. 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. Prentic-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