

WS 3360: Women in Literature
Spring 2023

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Course Description: This course is intended as an introduction to women novelists, essayists, short story writers, and poets. The course will focus on how women's writing in western culture (1500s-present) negotiated and often worked to destabilize the social construction of gender.

Course Objectives: Students who are successful in "Women in Literature" will be able to define what we mean by "gender," discuss how it impacts identity, and affects daily experiences. They will be able to articulate and analyze the intersections of gender, race/ethnicity, sexual identity, class, citizenship, and religion in western literature. They will demonstrate the ability to critically analyze representations of women and engage in group work that requires critical thinking and the synthesis of information.

TEXTS (REQUIRED):

The Longman Anthology of Women's Literature

Mary K. DeShazur

Publisher: Longman; 1st edition (December 28, 2000)

ISBN-10: 032101006X

ISBN-13: 978-0321010063

Course Requirements:

Two (2) exams worth 100 points each Exams will consist of essay questions. **No late work.**

10 Quizzes worth 10 points each Quizzes are on the readings. **No late work.**

10 Response papers worth 10 points each (100 points total) Response papers are related to the weekly readings. **No late work**

Online Group Discussions worth 100 points You must start the discussion early in the week by posting an individual thread to the group question. Your post should be at least 100 words, and you should post at least three times each week in order to receive full credit. You are welcome to discuss asynchronously, which means at your convenience and not necessarily when other students are posting. **No late work.**

In order to receive full credit for your weekly discussion, your group should post ONE (1) discussion summary report by 9:00 PM Saturday night.

Rubric: Discussion Postings

FULL CREDIT	PARTIAL CREDIT	LITTLE TO NO CREDIT
Responds fully to question	Responds adequately to question asked	Partially responds to what the question asks
Gives a realistic response		Responds to question with some errors
Expresses ideas clearly and persuasively	Selects ideas which are supportive	Ideas are lacking in support and unclear.
Exercises good judgment in selection of relevant ideas	Presents ideas clearly	Facts are inaccurate
Presents ideas clearly, logically, coherently,	Expresses facts correctly	Copies, wording from sources
Expresses facts correctly	Ideas are organized and in own wording	Contains substantial errors in grammar punctuation, word choice or spelling throughout
ideas are well organized and in own wording	contains noticeable errors in grammar, punctuation, word choice, spelling	Presents ideas unclearly with little organization
Responses are at least 100 words or more	Expresses ideas with some confusion	<50 words
Responses to others are thoughtful and supported with research and practical application	Expresses ideas clearly and persuasively	Responses reflect general ideas without supporting references to readings and supporting research.
Uses and cites course text/module to support response	50-75 words	Responses to others are minimal or none. (i.e., "I agree!" or "I like the ideas!")
	Uses course text/module to support response minimally	

PLAGIARISM AND CHEATING

It is expected that you will write all of your own papers and that you will know how to cite sources and quote people appropriately (using MLA style for this course). If you are not familiar with MLA style, the Tutoring and Learning Center located in the UTEP library can help you. Plan ahead for your written assignments. Also, here is a helpful online resource: http://owl.english.purdue.edu/handouts/research/r_mla.html

IMPORTANT: Any indication that you are submitting someone else's work, or that you are adopting statements or ideas of another person without appropriate acknowledgment (plagiarism), will have serious repercussions. Any plagiarism, cheating, or collusion to cheat observed in this class will be reported to the Dean of Students who will initiate disciplinary proceedings. Do not risk your good name and your future based on anxiety about grades, peer pressure, lack of time management, or feeling

overwhelmed. Instead schedule an appointment with me about any problems or concerns you have about the course, course assignments, course material, etc.

STUDENTS WITH DISABILITIES

Please be aware that the Disabled Student Services (Union East, room 106, Tel: 747 5148) provides a program of support and advocacy services to students with disabilities. They can help you obtain the necessary documentation for any disability (long or short term that you may need to deal with). Come and talk with me if you need additional support because of a disability. I am happy to work with you and the office of Disabled Student Services.

Diversity and Inclusion: Women's and Gender Studies supports an inclusive learning environment in which diversity and individual differences are understood, respected, and appreciated. We believe that all students benefit from training and experiences that will help them to learn, lead, and serve in an increasingly diverse society. All members of our program must accept the responsibility to demonstrate civility and respect for the dignity of others. Expressions or actions that disparage a person's race, ethnicity, nationality, culture, gender, gender identity, religion, sexual orientation, age, veteran status, or disability are contrary to the mission of our program. All our faculty and staff are responsible for promoting inclusive spaces for all, including students with children and breastfeeding mothers. While a Women's and Gender Studies student, you will be given an equitable opportunity to contribute and succeed. The diversity of lived experiences and knowledge that you bring to our courses are considered a resource, strength, and benefit. Thank you for the diversity you bring to our program!

Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities. To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official UTEP records, please let me know.
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it.

Course Schedule

Week 1: January 17

Introduction to Course

Extra Credit Assignment Due by Saturday at 11:30 p.m.

Introduce yourself to your group and discuss one of the articles you read for this week

Group discussion reports due by Saturday at 11:30 p.m.

Week 2: January 23

Unit 1: Section I: Engendering Language, Silence, and Voice

- Review power point on Section I
- Read Virginia Woolf, *A Room of One's Own* pp.16-72
- Read bell hooks, *Talking Back* pp. 72-76

Quiz 1 due by Wednesday at 11:30 p.m.

Response paper 1 due on Saturday at 11:30 p.m.

Group discussion reports due by Saturday at 11:30 p.m.

Week 3: January 30

Unit 1 (continued)

- Read Charlotte Perkins Gilman, *The Yellow Wallpaper* pp. 263-274
- Read Maxine Hong Kingston, *No Name Woman* pp.307-315

Quiz 2 due by Wednesday at 11:30 p.m.

Response paper 2 due on Saturday at 11:30 p.m.

Group discussion reports due by Saturday at 11:30 p.m.

Week 4: February 6

Unit 1 (continued)

- Read Gloria Anzaldúa, *Speaking in Tongues: A Letter to Third World Women Writers* pp.315-323
- Read Alice Walker, *In Search of Our Mother's Gardens* pp. 323-331

Quiz 3 due by Wednesday at 11:30 p.m.

Response paper 3 due on Saturday at 11:30 p.m.

Group discussion reports due by Saturday at 11:30 p.m.

Week 5: February 13

Unit 2: Section II Writing Bodies/Bodies Writing

- Review power point on Section II
- Read Helene Cixous, *The Laugh of the Medusa* pp.390-405

Quiz 4 due by Wednesday at 11:30 p.m.

Response paper 4 due by Saturday at 11:30 p.m.

Group discussion reports due by Saturday at 11:30 p.m.

Week 6: February 20

Unit 2 continued

- Read Harriet Jacobs, *Incidents in the Life of a Slave Girl* pp. 506-512
- Read Audre Lorde, *Uses of the Erotic: The Erotic as Power* pp. 535-540
- Read Sharon Olds, *That Year*, *The Language of the Brag*, and *The Girl* pp. 558-561

Quiz 5 due by Wednesday at 11:30 p.m.

Response paper 5 due by Saturday at 11:30 p.m.
Group discussion reports due by Saturday at 11:30 p.m.

Week 7: February 27

Midterm Exam due Saturday, March 4 by 11:30 p.m.
No Group Discussion this week

Week 8: March 6

Unit 3: Section III: Rethinking the Maternal

- Review power point on Section III
 - Read Susan Rubin Suleiman, *Writing and Motherhood* pp. 620-654
- Quiz 6 due by Wednesday at 11:30 p.m.**
Response paper 6 due by Saturday at 11:30 p.m.
Group discussion reports due by Saturday at 11:30 p.m.

Week 9: March 13

Spring Break

Week 10: March 20

Unit 3 continued

- Read Anne Bradstreet, *The Author to Her Book, Before the Birth of One of Her Children* pp. 668-670
 - Read Kate Chopin, *The Awakening* pp. 695-778
- Quiz 7 due by Wednesday at 11:30 p.m.**
Response paper 7 due by Saturday at 11:30 p.m.
Group discussion reports due by Saturday at 11:30 p.m.

Week 11: March 27

Unit 3 continued

- Read Beth Brant, *A Long Story* pp. 838-844
 - Read Kate Daniels, *Love Pig* and *After Reading Reznikoff* and *Prayer for My Children* pp. 870-875
- Quiz 8 due by Wednesday at 11:30 p.m.**
Response paper 8 due by Saturday at 11:30 p.m.
Group discussion reports due by Saturday at 11:30 p.m.

Week 12: April 3

Unit 4: Section IV: Identity and Difference

- Review power point on Section IV
- Read Michelle Cliff, *If I Could Write This in Fire, I Would Write This in Fire* pp. 916-928

Quiz 9 due by Wednesday at 11:30 p.m.
Group discussion reports due by Saturday at 11:30 p.m.

Week 13: April 10

Unit 4 continued

- Read Susan Glaspell, *Trifles* pp. 980-990
- Read Jamaica Kincaid, *Xuela* pp. 1043-1058

Response paper 9 due by Saturday at 11:30 p.m.
Group discussion reports due by Saturday at 11:30 p.m.

Week 14: April 17

Unit 5: Section V: Resistance and Transformation

- Review power point on Section V
- Read Mary Wollstonecraft, *A Vindication of the Rights of Women* pp. 1131-1140
- Read Sojourner Truth, *Ain't I Woman? And Keeping Things Going While Things Are Stirring* pp. 1145-1147

Quiz 10 due by Wednesday at 11:30
Group discussion reports due by Saturday at 11:30 p.m.

Week 15: April 24

Unit 5 continued

- Maya Angelou, *Still I Rise* pp. 1221-1224
- Toni Morrison, *Recitatif* pp. 1224-1237

Response paper 10 due by Saturday at 11:30 p.m.
Group discussion reports due by Saturday at 11:30 p.m.

Week 16: May 1

Final Exam due by Wednesday at 11:30 p.m.
No Group Discussion reports due