

**WS 3360: Women in Literature**  
**Spring 2024**

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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):**

**Note: digital copies of the readings are loaded into the Blackboard site**

*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 before Wednesday at 11:30 p.m. Each 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 at the same time as your groupmates. Your grade is based on your posts – if your group members fail to post, it does not affect your grade (and I will move students who fail to participate). Discussion board closes promptly at 11:30 p.m. each Saturday.

**Group Selection:** Students are randomly assorted into groups. Groups will be changed based on participation in the first week of class. If you fail to participate in your group, I will remove you from the group and put you in a group with other students who are not participating

Rubric: Discussion Postings

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

**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](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.

**Accommodations:** The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Students who become pregnant or have parenting responsibilities may also request reasonable accommodations. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. The UTEP Center for Accommodations and Support Services (CASS) will process requests for accommodations based on a disability, pregnancy, or parenting. Contact the Center for Accommodations and Support Services at 915-747-5148, email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the CASS portal.







***A Message from Women's & Gender Studies:***

**Women's and Gender Studies supports a learning environment in which 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 lived experiences and knowledge that you bring to our courses are considered a**

**resource, strength, and benefit. Thank you for the experiences that you bring to our program!**

**Policy on Children in Class:** It is our belief that if we want to reach all students, that we should also expect parents and children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus a reflection of Women’s and Gender Studies’ commitment to student, staff and faculty parents. If you are breastfeeding or are the guardian of a child, feel free to bring them to class if there is a gap in childcare. You may sit near the door, and we understand if you must step out occasionally to meet their needs. Furthermore, I would like to create a learning environment for my students that supports your 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.**

<b>Student Learning Objectives / Edge Advantages</b>	<b>Outcome</b>
Study the history of the women writers and their texts from a cross-cultural to explore strategies and models for just and responsible action.	 Social Responsibility
Demonstrate the ability to consider different points of view and work effectively with others.	 Teamwork Skills
Understand and engage with central debates in the field of Women's and Gender Studies.	 Critical Thinking Skills
Define and apply basic terms and concepts central to this field. Apply a variety of methods of analyzing gender in society.	 Critical Thinking Skills
Understand how to discuss gender, race, sexuality, ability, and class.	 Communication Skills
Engage in critical thinking and writing skills. Communicate effectively about gender issues in both writing and speech, drawing upon Women's and Gender Studies scholarship and addressing a public audience.	 Communication Skills

## Course Schedule

### Week 1: January 15

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/videos you watched for this week

**First Week 1 Discussion post due by Wednesday at 11:30 p.m./3 posts due by Saturday at 11:30 p.m.**

### Week 2: January 22

**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.**

**First Discussion post due by Wednesday at 11:30 p.m./3 posts due by Saturday at 11:30 p.m.**

### Week 3: January 29

**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.**

**First Discussion post due by Wednesday at 11:30 p.m./3 posts due by Saturday at 11:30 p.m.**

### Week 4: February 5

**Unit 1 (continued)**

- Read Gloria Anzaldua, *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.**

**First Discussion post due by Wednesday at 11:30 p.m./3 posts due by Saturday at 11:30 p.m.**

### Week 5: February 12

#### **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.**

**First Discussion post due by Wednesday at 11:30 p.m./3 posts due by Saturday at 11:30 p.m.**

### Week 6: February 19

#### **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* and *The Language of the Brag*, 558-561

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

**Response paper 5 due by Saturday at 11:30 p.m.**

**First Discussion post due by Wednesday at 11:30 p.m./3 posts due by Saturday at 11:30 p.m.**

### Week 7: February 26

**Midterm Exam due Saturday, March 4 by 11:30 p.m.**

**No Group Discussion this week**

### Week 8: March 4

#### **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.**

**First Discussion post due by Wednesday at 11:30 p.m./3 posts due by Saturday at 11:30 p.m.**

### Week 9: March 11

#### **Spring Break**

### Week 10: March 18

#### **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.**  
**First Discussion post due by Wednesday at 11:30 p.m./3 posts due by Saturday at 11:30 p.m.**

**Week 11: March 25**

**Unit 3 continued**

- Read Beth Brant, *A Long Story* pp. 838-844
- Quiz 8 due by Wednesday at 11:30 p.m.**  
**Response paper 8 due by Saturday at 11:30 p.m.**  
**First Discussion post due by Wednesday at 11:30 p.m./3 posts due by Saturday at 11:30 p.m.**

**Week 12: April 1**

**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.**  
**First Discussion post due by Wednesday at 11:30 p.m./3 posts due by Saturday at 11:30 p.m.**

**Week 13: April 8**

**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.**  
**First Discussion post due by Wednesday at 11:30 p.m./3 posts due by Saturday at 11:30 p.m.**

**Week 14: April 15**

**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**

**First Discussion post due by Wednesday at 11:30 p.m./3 posts due by Saturday at 11:30 p.m.**

**Week 15: April 22**

**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.**

**First Discussion post due by Wednesday at 11:30 p.m./3 posts due by Saturday at 11:30 p.m.**

**Week 16: April 29**

**Final Exam due by Wednesday at 11:30 p.m.**