

WS 3360: Women in Literature Summer 2020

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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.

10 Quizzes worth 10 points each Quizzes are on the readings.

10 Response papers worth 10 points each (100 points total) Response papers are related to the weekly readings.

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.

In order to receive full credit for your weekly discussion, your group should submit TWO (2) group reports by 11PM Saturday night. There are two group reports: 1) attendance report and 2) discussion summary.

Attendance Report: Each week, a member of your group will post a report listing the names of group members who participated in group discussion and how often each group member posted.

Discussion Summary: Each week, a member of your group will post a summary of your discussion.

Duties of Group Members: Group duties will be rotated each week; group members will determine the rotation. There are 3 positions: a group leader, a group recorder, and a group messenger. If there is a fourth or fifth member to any group, those members get the week off.

Group leaders shall act as group organizers, directing group activities, keeping the group on task, and checking that all group work is properly recorded and reported and returned. **Group recorder** takes notes for the group and submits the Discussion Summary on the group discussion board. The **group messenger** takes "virtual" attendance each week and posts that information on the group discussion board as well.

Rubric: Discussion Postings

FULL CREDIT

- Responds fully to question
- Gives a realistic response
- Expresses ideas clearly and persuasively
- Exercises good judgment in selection of relevant ideas
- Presents ideas clearly, logically, coherently,
- Expresses facts correctly
- ideas are well organized and in own wording
- Responses are at least 100 words or more
- Responses to others are thoughtful and supported with research and practical application
- Uses and cites course text/module to support response

PARTIAL CREDIT

- Responds adequately to question asked
- Selects ideas which are supportive
- Presents ideas clearly
- Expresses facts correctly
- Ideas are organized and in own wording
- contains noticeable errors in grammar, punctuation, word choice, spelling
- Expresses ideas with some confusion
- Expresses ideas clearly and persuasively
- 50-75 words
- Uses course text/module to support response minimally

LITTLE TO NO CREDIT

- Partially responds to what the question asks
- Responds to question with some errors
- Ideas are lacking in support and unclear.
- Facts are inaccurate
- Copies, wording from sources
- Contains substantial errors in grammar punctuation, word choice or spelling throughout
- Presents ideas unclearly with little organization
- <50 words
- Responses reflect general ideas without supporting references to readings and supporting research.
- 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

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.

Course Schedule

Week 1: July 7

Introduction to Course

Extra Credit Assignment due by Tuesday at 11:30 p.m.

Introduce yourself to your group and post a paragraph about one of the four articles found in the introduction by Wednesday at 11:30 p.m.

Start 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 Thursday at 11:30 p.m.

Response paper 1 due by Thursday at 11:30 p.m.

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 Saturday 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 2: July 13

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 Tuesday at 11:30 p.m.

Response paper 3 due Tuesday at 11:30 p.m.

Start 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 Thursday at 11:30 p.m.

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

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 Saturday 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 3: July 20

Midterm Exam due Monday by 11:30 p.m.

Start Unit 3: Section III: Rethinking the Maternal

- Review power point on Section III
- Read Susan Rubin Suleiman, *Writing and Motherhood* pp. 620-637

Quiz 6 due by Tuesday at 11:30 p.m.

Response paper 6 due by Tuesday at 11:30 p.m.

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 Thursday at 11:30 p.m.

Response paper 7 due by Thursday at 11:30 p.m.

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 Saturday 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 4: July 27

Start 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 Tuesday at 11:30 p.m.

Unit 4 (continued)

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

Response paper 9 due by Tuesday at 11:30 p.m.

Start 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 Thursday at 11:30

Response paper 10 due by Thursday at 11:30 p.m.

Final Exam due by Saturday at 11:30 p.m.

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