

Skyline College Official Course Outline

Date: April 2007

1. TITLE:

Literature 251: Women in Literature
3.0 units, 3 lecture hours per week
Prerequisite: English 100 or English 105 or equivalent

2. COURSE CLASSIFICATION:

Credit course applicable to the Associate Degree
Credit/no credit or letter grade

3. COURSE DESCRIPTIONS:

Catalog Description:

A study of the historical, sociopolitical, and cultural concerns of women as these appear in novels, short stories, and poetry. A glimpse into the struggle for self-identity and the forces that interact in the course of this struggle. Transfer credit: UC; CSU (C2).

Schedule of Classes Description:

Study of representative works by women in which explore the intricacies of gender relations. Reading, discussion, written projects Transfer: UC; CSU (C2).

4. COURSE JUSTIFICATION:

Credit course applicable to the Associate Degree in two areas: 1) Specific Area/English, 2) Specific Area/ Ethnic Diversity, and 3) General Education/Humanities. Transferable to CSU in Areas C2 and IGETC applicable in Area 3B.

5. STUDENT LEARNING OUTCOMES (SLO'S):

Upon completion of the course, students will be able to:

- Identify, analyze and evaluate the major themes and literary techniques in works written by women.
- Critically read, discuss and interpret texts.
- Write coherent, analytical and original responses to course content.

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

During the course, students will be asked to:

- Analyze and synthesize the works of a variety of women writers.
- Demonstrate understanding of the historical and literary context of a variety of works by women writers.
- Draw sound inferences from the literature.
- Demonstrate understanding of the relevance of the issues raised in the readings of women writers
- Identify and analyze conventions of various literary genres.

- Explain how literary conventions inform the meaning of the text.

7. COURSE CONTENT:

This course covers a representative sample of texts, including novels, short stories, dramas and poetry; appropriate historical and literary backgrounds and analyses; writing essays/research paper demonstrating independent analytical responses. Various units in the course can include:

- I. Historical Background and Context
- II. Literary background and context
- III. Universality of themes and literary techniques found in writing by women. Themes can include:
 - A. Self-realization
 - B. Gender, sexual identity
 - C. Family, children issues
 - D. Women's political activism
 - E. Media
 - F. Multi-cultural issues
 - G. International concerns of women
- IV. Novels: at least one work in depth and others for discussion. Recommended novels: *The Awakening* by Kate Chopin; *Women Warrior* by Maxine Hong Kingston; *Two Girls Fat and Thin* by Mary Gaitskill
 - A. Historical background
 - B. Themes, character, setting, plot structure

Short Stories: at least one work in depth and others for discussion. Recommended stories include: "Yellow Wallpaper" by Charlotte Gilman Perkins; "Tell Me a Riddle" by Tillie Olsen.

 - A. Historical background
 - B. Themes, character, setting, plot structure
- V. Dramas: at least one work in depth and others for discussion. Recommended Plays: *Heidi Chronicles* by Wendy Wasserstein; *Top Girls* by Caryl Churchill.
 - A. Historical background
 - B. Themes, character, setting, plot structure, dramatic conventions.
- VI. Poetry: at least one work in depth and others for discussion. Recommended poetry collections: *American Smooth* by Rita Dove; *The Dream of a Common Language* by Adrienne Rich; *Yin* by Carolyn Kizer
 - A. Historical background
 - B. Themes, symbolism, figurative language, diction, voice, tone

VII. Critical works: at least one work in depth and others for discussion. Publications can include: *The New Yorker*, *The New York Times Book Review*, *The New York Review of Books*, and women's publications such as *Women's Review of Books*, *Feminist Studies*, *Signs: Journal of Women in Culture and Society*, *Frontiers: A Journal of Women's Studies*, *Kalliope*.

8. REPRESENTATIVE METHODS OF INSTRUCTION:

Lecture, small/large group discussion, guided readings, reading journals, critical essays, in-class spontaneous writing, timed expository writing, oral presentations, quizzes, demonstration/modeling, library and online research, field trips to live performances as appropriate, films, and collaborative/individual projects.

9. ASSIGNMENTS:

General Assignment Guidelines:

- **Writing** – Academic writing totally 2,500 words (approximately 10 pages) will demonstrate understanding of the materials and independent analytical responses supported by references to the texts.
- **Readings** – Selected words appropriate to the course.
- **Journals** – Written responses to questions on course content (readings, videos, films, lectures, etc).
- **Essay** – Write critical compositions of 750-1,250 words analyzing and evaluating themes and issues in their words supported by references to the text.
- **Projects/reports** – Oral/written presentations of individual or collaborative research on relevant subjects.
- **Viewing** – Students may be asked to watch/listen to relevant media or other presentations with appropriate written responses and analyses.

Typical assignments may include the following:

Student Learning Outcomes	Typical Assignment	Method of Evaluation
Identify, analyze and evaluate the major themes and literary techniques in works written by women.	Use dialog journals in which to identify theme and explore connections to current situations. Entries then responded to by other students and instructor.	Create a grading rubric for journals which establish criteria as to page length, content and number of entries.

Student Learning Outcome	Typical Assignment	Method of Evaluation
Critically read, discuss and interpret text.	Students select novel from a list of approved texts for the course. They can present material they find relevant	Multiple grade on participation, quality of handouts and quality of presentation.

	and interesting and create handouts which would include related subjects for further discussion.	
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Student Learning Outcome	Typical Assignment	Method of Evaluation
Write coherent, analytical and original responses to course content.	Write a critical composition analyzing and evaluating a theme in a given text and support with references to the text and outside sources.	Grade composition.

10. EVALUATION OF STUDENT PERFORMANCE:

Letter grade or Credit/No credit will typically be based on:

- **Oral participation**—the quality of insights about the course content and active participation in small and large group discussions.
- **Journals/Exercises** – written responses to assigned readings and class discussions demonstrating understanding and analyses of course content.
- **Oral Collaboration /Individual Projects** – ability to deepen their classmates’ understanding and appreciation of the course content through their class presentation or performance.
- **Essays**—organized, coherent, and insightful essays and/or academic writing demonstrating understanding of course content and presenting independent, analytical responses substantiated by references to the texts.
- **Exams and Quizzes** – written critical responses to assigned readings demonstrating understanding and analyses of course content.
- **Final exam and/or Final Project** —written critical responses and/or other specified project demonstrating understanding and analyses of course content.

RECOMMENDED or REQUIRED TEXT(S):

The Norton Anthology of Literature by Women: The Tradition in English. Eds. Sandra M. Gilbert/Susan Gubar. New York: W.W. Norton. 1996. ISBN: 0-393-95391-2 (paper)

The Penguin Book of International Women’s Stories. Ed. Kate Figes. New York: Penguin Books. 1997. ISBN: 0-14092-6188-5

The Longman Anthology of Women’s Literature. Ed Mary K. DeShazer. New York: Longman. 2001. 0-321-01006-X

LIST OF SUGGESTED AUTHORS:

PROSE

Louisa May Alcott
Isabel Allende
Toni Cade Bambara
Djuna Barnes
Charlotte Bronte
Emily Bronte
Angela Carter
Sandra Cisneros
Isak Dinesen
George Eliot
Janet Frame
Charlotte Perkins Gilman
Nadine Gordimer
Zora Neal Hurston
Maxine Hong Kingston
Jhumpa Lahri
Ursula K. Le Guin
Mary McCarthy
Carsen McCullers
Lorrie Moore
Toni Morrison
Bharati Mukherjee
Alice Munro
Joyce Carol Oates
Edna O'Brian
Flannery O'Connor
Tillie Olsen
Grace Paley
Dorothy Parker
Jean Rhys
Mary Shelley
Leslie Marmon Silko
Amy Tan
Alice Walker
Eudora Welty
Virginia Woolf

LITERARY THEORISTS

Simone de Beauvoir
Judith Butler
Helen Cixous
Sandra Gilbert
Susan Gubar
Trinh Minh Ha
bell hooks
Julia Kristeva

Mary Wollstonecraft
Ama Ata Aidoo
Julia Alvarez
Margaret Atwood
Jane Austen

POETRY

Elizabeth Bishop
Louise Bogan
Anne Bradstreet
Gwendolyn Brooks
Elizabeth Barrett Browning
Lucille Clifton
Emily Dickenson
Louise Gluck
Susan Griffin
H.D.
Carolyn Kizer
Maxine Kumin
Denise Levertov
Audre Lorde
Amy Lowell
Edna St. Vincent Millay
Josephine Miles
Marianne Moore
Marge Piercy
Sylvia Plath
Adrienne Rich
Christina Rossetti
Muriel Rukeyser
Anne Sexton
Stevie Smith
Diane Wakosi

PLAYWRIGHTS

Caryl Churchill
Irene Marie Fornes
Lorraine Hansberry
Lillian Hellman
Beth Henley
Cherrie Moraga
Milcha Sanchez-Scott
Wendy Wasserstein

