



COURSE OUTLINE

Revised Spring 2008

Course Number
ENG221

Course Title
Women in Literature

Credits
3

Hours:
3 lecture

Co- or Pre-requisite
Minimum C grade in ENG102

Implementation
sem/year

Catalog description (2006-2009 Catalog):

A discussion-based course that explores literature by women writers. Texts will cover a variety of authors and genres, as well as themes, issues and theories concerning the production of gender in literary works. Further development of the literary analysis and academic writing skills acquired in ENG102.

Is course New, Revised, or Modified? Revised

Required texts/other materials:

The instructor may use an anthology (such as the *Norton Anthology of Literature by Women*), or may compile a syllabus from individually selected texts. Texts will vary from semester to semester, but should always include a range of literature. The course will always include texts written from and addressing a variety of viewpoints, identities, and experiences, and may also include texts from different periods of literary history, texts from various geographical regions, texts from different literary genres (including poems, plays, novels and short stories), texts that address different thematic issues, and/or texts that illustrate or explain different theoretical frameworks. The course will include 6-8 novels, or the equivalent reading composed of shorter texts. Current Course Information is available in the Liberal Arts Division Office.

Revision date:
February 2008

Course coordinator: (Name, telephone number, email address)
Carol Denise Bork
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Information resources:

The instructor will specify required texts each semester. Students may be asked to locate information in the MCCC Library or through the MCCC Library's On-line databases and search engines to supplement the required texts.

Other learning resources:

Reading and writing tutoring is available in the Learning Center.

Course Competencies/Goals:

The student will be able to:

1. identify, describe, and analyze major themes and issues regarding the role of gender in literature.
2. acquire and apply a knowledge of the skills of literary studies (including, but not limited to, reading critically and responsibly, analyzing figurative language, identifying voice and stance, analyzing form and structure, and supporting interpretive claims with analysis of evidence).
3. engage in self-directed discussion with other students to develop critical responses to the texts.
4. analyze literary texts to develop an independent interpretation.
5. synthesize ideas and examples from several texts to develop independent arguments.
6. apply theories derived from one text to interpret a second text.
7. draft, revise, and present critical responses to texts in formal academic papers.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.

Unit I **Eighteenth and Nineteenth Century Literatures**

Learning Objectives

The student will be able to...

- Read appropriate primary, literary and critical texts (**Course Goals 1, 2; Gen Ed Goal 6; Core Skill A**).
- Connect historical themes and events with literary themes, structures and developments (**Course Goals 1, 2, 4, 5, 6; Gen Ed Goals, 1, 6, 7,8; Core Skills A, B, G**).
- Understand the genesis of contemporary feminist thinking (**Course Goals 1, 2; Gen Ed Goals 6, 8; Core Skills A, G**).
- Deploy feminist approaches in literary analysis **Course Goals 1, 2, 4, 5, 6; Gen Ed Goals, 1, 6, 7,8; Core Skill A, B, G**.
- Conduct and use appropriate research **Course Goals 1, 2, 4, 5, 6; Gen Ed Goals, 1; Core Skill A, B, D, E**).
- Write an essay and/or give a presentation demonstrating facility with the above goals **Course Goals 1-7; Gen Ed Goals, 1, 5, 6, 7,8; Core Skills A, B, D, E, F, G**).

Unit II **The Background of Gender Theory/Psychoanalysis and Gender**

Learning Objectives

The student will be able to...

- Read appropriate literary and critical texts (**Course Goals 1, 2; Gen Ed Goals 5, 6; Core Skill A**).
- Connect psychoanalytic theories with literary themes, structures and developments (**Course Goals 1, 2, 4, 5, 6; Gen Ed Goals, 1, 5, 6, 7,8; Core Skills A, B, G**).
- Conduct and use appropriate research **Course Goals 1, 2, 4, 5, 6; Gen Ed Goals, 1; Core Skill A, B, D, E**).
- Write an essay and/or give a presentation demonstrating facility with the above goals **Course Goals 1-7; Gen Ed Goals, 1, 5, 6, 7,8; Core Skills A, B, D, E, F, G**).

Unit III **Western Feminism**

Learning Objectives

The student will be able to...

- Read appropriate literary and critical texts (**Course Goals 1, 2; Gen Ed Goals 5, 6; Core Skill A**).
- Connect Western critical theories with literary themes, structures and developments (**Course Goals 1, 2, 4, 5, 6; Gen Ed Goals, 1, 5, 6, 7,8; Core Skills A, B, G**).
- Conduct and use appropriate research **Course Goals 1, 2, 4, 5, 6; Gen Ed Goals, 1; Core Skill A, B, D, E**).
- Write an essay and/or give a presentation demonstrating facility with the above goals **Course Goals 1-7; Gen Ed Goals, 1, 5, 6, 7,8; Core Skills A, B, D, E, F, G**).

Unit IV **Global Feminism - Post-Colonial Considerations**

Learning Objectives

The student will be able to...

- Read appropriate literary and critical texts (**Course Goals 1, 2; Gen Ed Goals 5, 6; Core Skill A**).
- Connect postcolonial theories with literary themes, structures and developments (**Course Goals 1, 2, 4, 5, 6; Gen Ed Goals, 1, 5, 6, 7,8; Core Skills A, B, G**).
- Conduct and use appropriate research **Course Goals 1, 2, 4, 5, 6; Gen Ed Goals, 1; Core Skill A, B, D, E**).
- Write an essay and/or give a presentation demonstrating facility with the above goals **Course Goals 1-7; Gen Ed Goals, 1, 5, 6, 7,8; Core Skills A, B, D, E, F, G**).

Unit V **Gender and Race**

Learning Objectives

The student will be able to...

- Read appropriate literary and critical texts (**Course Goals 1, 2; Gen Ed Goals 5, 6; Core Skill A**).
- Connect race-related theories with literary themes, structures and developments (**Course Goals 1, 2, 4, 5, 6; Gen Ed Goals, 1, 5, 6, 7,8; Core Skills A, B, G**).
- Conduct and use appropriate research **Course Goals 1, 2, 4, 5, 6; Gen Ed Goals, 1; Core Skill A, B, D, E**).
- Write an essay and/or give a presentation demonstrating facility with the above goals **Course Goals 1-7; Gen Ed Goals, 1, 5, 6, 7,8; Core Skills A, B, D, E, F, G**).

Unit VI Trans and Queer Theories

Learning Objectives

The student will be able to...

- Read appropriate literary and critical texts (**Course Goals 1, 2; Gen Ed Goals 5, 6; Core Skill A**).
- Connect transgender and queer theories with literary themes, structures and developments (**Course Goals 1, 2, 4, 5, 6; Gen Ed Goals, 1, 5, 6, 7,8; Core Skills A, B, G**).
- Conduct and use appropriate research **Course Goals 1, 2, 4, 5, 6; Gen Ed Goals, 1; Core Skill A, B, D, E**).
- Write an essay and/or give a presentation demonstrating facility with the above goals **Course Goals 1-7; Gen Ed Goals, 1, 5, 6, 7,8; Core Skills A, B, D, E, F, G**).

Unit VII The Construction of Masculinity

Learning Objectives

The student will be able to...

- Read appropriate literary and critical texts (**Course Goals 1, 2; Gen Ed Goals 5, 6; Core Skill A**).
- Connect theories of masculinity with literary themes, structures and developments (**Course Goals 1, 2, 4, 5, 6; Gen Ed Goals, 1, 5, 6, 7,8; Core Skills A, B, G**).
- Conduct and use appropriate research **Course Goals 1, 2, 4, 5, 6; Gen Ed Goals, 1; Core Skill A, B, D, E**).
- Write an essay and/or give a presentation demonstrating facility with the above goals **Course Goals 1-7; Gen Ed Goals, 1, 5, 6, 7,8; Core Skills A, B, D, E, F, G**).

Evaluation of student learning

- Students will participate collaboratively in class discussion.
- Students will write 3-5 graded, formal argument papers that demonstrate competence in college-level writing and in the specific conventions for writing in the discipline of literary studies.
- Students will write informal exercises including journal entries, response papers, close-readings, or brainstorming exercises.
- At the teacher's option, students may take quizzes covering the readings and/or class discussion.
- At the teacher's option, students may give oral presentations as individuals or in groups.
- At the teacher's option, students may take a mid-term or final exam that asks for a demonstration of the skills covered in the course (close reading, critical writing, etc.)

Academic Integrity Statement: Students will abide by the Academic Integrity Policy.