

# English 230-002: Women in Literature

**Instructor:** Dr. Rachel N. Spear  
**Office:** 105-B Morton Hall  
**E-mail:** [spear@uncw.edu](mailto:spear@uncw.edu)  
**Phone:** 910.962.2956

**Course:** MO 207: MW 2:00-3:15pm  
**Office Hours:** Tues., 9:30-12:30 and  
Mon, 3:30-4:30(& by appointment)  
**Cell:** 225.505.1151 (b/t 9-5, M-F)

*“Women must write her self: must write about women and bring women to writing,  
from which they have been drive away... Women must put herself into the text –  
as into the world and into history – by her own movement.”  
~ Hélène Cixous (from “The Laugh of the Medusa”)*

## Course Overview

### Catalogue Description

ENG 230. Women in Literature (3) Modern literature by and about women. Focuses on changes in images and roles of women. May include fiction, poetry, drama, and nonfiction.

### Course Description

By engaging with various types of genres, we will expand our understanding of literature, of literary terms, and of the many themes that unfold through the lens of “women in literature.” In short, this course is an examination of women and their writing throughout literary studies, examining gendered roles and expectations and investigating how women – their experiences and identities – are represented in the selected texts. When reading and discussing the texts, we will consider how women internalize, resist, and negotiate their positionings, in general and in conjunction with the art of writing. Although we will be exploring women from various centuries, the course will be dedicated primarily to 20<sup>th</sup>- and 21<sup>st</sup>-century women writers and their stories. But in order to discuss these women, we must discuss those before them. Through analysis, discussions, and writing assignments, we will strengthen our understanding and appreciation of “women in literature” while enhancing our writing and critical thinking skills.

### Course Material

The following are required:

- Gilbert and Gubar’s *The Norton Anthology of Literature by Women: The Traditions in English*, Volume 2, Third Edition (ISBN-13: 978-0-393-93014-6).
- Allison’s *Two or Three Things I Know for Sure* (ISBN: 0-452-27340-4).
- Access to the Internet and to Blackboard (for supplemental readings, assignments, journals, etc.)
- Supplemental Reading/Material. (Often uploaded on Blackboard. Go to the following website: [learn.uncw.edu](http://learn.uncw.edu). Please use your UNCW login and password to access; supplemental material is in a folder labeled “Supplemental Reading.”) \*Print this out and bring to class for that day’s discussion/activity.
- A means and funds to print out required material, paper drafts, etc.
- A mindful and respectful presence – with the material, with yourself, and with all course participants ☺
- A positive attitude and a willingness to grow as a reader, writer, critical thinker ☺

Bring texts and/or supplemental materials to class. We will refer to material(s) during discussions, or you may need material(s) for in-class writing assignments and in-class activities. If you do not have material(s) with you, then you are unprepared for that day, and I will count you as absent, possibly even asking you to leave. Please come prepared.

### Course Objectives and Student Learning Outcomes

Course objectives and student learning outcomes are outlined below:

- To demonstrate the ability to critically analyze, appreciate, and make cogent subjective judgments about literature by women in a variety of genres [AIL1]

- To sharpen critical close reading skills and develop a familiarity with literary terms and conventions through assigned readings and lectures [AIL1]
- To be aware of several literary genres, movements, female writers, and cultures and to explore relevant issues raised in each text [AIL2]
- To demonstrate an understanding of the ethical use and citation of others' ideas used as supporting materials [AIL3]
- To sharpen intellectual curiosity and develop confidence as a speaker and facilitator of discussions [AIL3]
- To learn about other cultures and ideologies through the study of literature [AIL3]
- To draw on the assigned readings, on class discussions, and other sources in order to formulate, outline, and articulate arguments in written form [WI1]
- To select and choose textual sources to generalize, explain, and interpret content about issues presented in a given text [WI2]
- To demonstrate an understanding of the ethical use and citation of others' ideas used as supporting materials, with some attention to appropriate citation of sources according to MLA style guidelines [WI3]
- To create sustained, thoughtful, and persuasive arguments according to the standard conventions of English [WI4]
- To demonstrate an ability to recognize various diversity issues, such as cultural differences and diverse world views as portrayed in the contexts of women's literatures. As a result student will demonstrate and make cogent judgments about women's literatures. Through exposure to these literatures, students will be able to describe cultural similarities and differences in regards to history, traditions, and literary methods. Students will interrogate, recognize, and appreciate the multiple ways women and men understand and describe the world. [LDN1]
- To become conversant in issues of gender and power relations, etc., as presented by voice often marginalized in mainstream culture. Because the course will include an array of writings from different American (and other) women, students will interrogate and understand how cultural and gendered differences have played a part in the history of America's understanding of itself as well as how the dominant US culture has played a part in the history of women's literary works. Furthermore, because of the gender component, conflict, prejudices, and issues of essentialism may develop, and students will ultimately explore their own assumptions and positions in relation to gender and other marginalized groups. [LDN2]
- To demonstrate an ability to understand own cultural realities, a sense of a gender in literary history, various women's histories and literary works, and social and cultural influences in relation to the different cultural outlooks and literatures by these women writers. Students will understand how mainstream culture influences the creation, perception, and representation of these literatures, for example, recognizing how the literatures are manifestations of different perceptions of cultural influences, how power and dominant structures, and how subject positions are factors. Students will interrogate their own and foster an acceptance for a nation that transcends simple gender tolerance. [LDN3]
- To exposes students to the diverse cultural values of gender and individuals within the United States and between different groups of women themselves. Students will demonstrate an understanding of gender diversity with specific reference to differing women's literatures. From this understanding, students will evaluate the different ways in which issues of identity and experience are part of gendered diversity as represented within the literatures under study. [LDN4]

### **Course Requirements and Grading**

Below are the basic course requirements, with respective percentages and brief explanations:

<b>Assignments</b>	<b>Percentages</b>	<b>Space to Record Your Grades</b>
Essay 1	20%	
Essay 2	20%	
Mid-Term Exam	10%	
Group Project and Presentation	15%	
Participation, Informal Assignments, etc	15%	
Journals	10%	
Course Final	10%	

### **Grading Scale:**

A = 94-100; A- = 90-93; B+ = 87-89; B = 84-86; B- = 80-83; C+ = 77-79;  
C = 73-76; C- = 70-72, D+ = 68-69; D = 66-67; D- = 65; F = 64 and below

Essays:

Throughout the course, you will be expected to turn in formal essays. If you neglect to turn in any of these, you automatically fail the course. \* Papers are DUE at the start of that class! If you walk in late, then, unfortunately, your paper and you are both late.\* Specifics: All formal papers should be typed, double-spaced, using 12-font, Times New Roman. In the upper left corner, you should include your name, the course (and section), the date, and at least the Assignment number. All essays should have a title, but please do not waste trees with a title page! ☺ Also, all work should be stapled. (Staples are our friends!) Also, use documentation when appropriate, following MLA format. Please note that exact essay assignments will be elaborated in detail throughout the course. Please do not email me your assignments (unless you have prior approval), and in these extreme situations, you should keep a receipt of your email for your records.

Mid-Term Exam:

There will be a mid-semester exam (around the time of midterms) where you will be able to demonstrate your comprehension, retention, and analysis of the course material. Exact details will be explained closer to exam.

Group Project and Presentation:

Because we learn by working with and teaching each other, we will have group projects at the end of the semester. This will be the last two days of classes and will give you a chance to enhance your communication skills on several levels. Your presentation will be evaluated on content, argument, analysis, research, and supplemental materials as well as both visual and verbal presentation. Exact details will be discussed later in the semester. But please note that this project will also require a written component and is in lieu of a third individual essay. Prepare in advance. You do not want this deadline to sneak up on you and your group.

Participation, Informal Assignments, etc. (includes, but not limited to, In-Class Writings, Quizzes, Peer-Reviews):

You are expected to come to class ready and willing to participate! ☺ Participation happens in various forms, including, but not limited to, discussing the readings, listening to peers' analyses and comments, engaging with in-class and small group assignments, etc. Informal assignments should be typed (when completed outside of class). These assignments will often be evaluated on a 10-point scale, often using a ✓+, ✓, ✓- system (which you may want to equate to a 10, 8, 6). (Pop) Quizzes will be assessed appropriately. Sadly, any missed assignment in this category will be recorded as a 0. Please note that these assignments cannot be made up if you are absent. *Please do not even ask.* In addition to these assignments, I will occasionally post a participation score on Blackboard, assessing your class contribution and involvement. Feel free to discuss your participation with me at any point, if you have concerns or would like advice on how to improve.

Journal Posts:

You will be asked to keep an online journal, which is located on Blackboard under the appropriate link and designated by your name. You are required to post at least 10 entries throughout the semester on any of the readings, demonstrating *your* critical engagement with and analysis of the text *prior* to our class discussion. (For example, if you want to post an entry on the reading for Friday, Aug. 26, as one of your 10 journal entries, then you must post that before that day's class. Once we have class and discuss the text, you can no longer post on that particular reading.) Journal posts should be about 500-550 words and serve as an informal space to develop critical analysis skills as well as to assist with larger essay ideas and prepare us for an engaging discussion in-class. Therefore, I encourage you to use this form of writing to its fullest. Journals will be assessed on a 10-point scale twice throughout the semester, designated by the schedule, but like your participation grade, please feel free to meet with me at any point to discuss how to strengthen your entries.

Course Final:

A comprehensive exam will be given the day of exams. Exact details will be reviewed closer to each exam.

Attendance and Assignment Policy

To expand upon the above, coming to class is required, and you are expected to do so. This course requires participation, and it is a lot easier to participate if you are here! ☺ Thus, your being absent will affect your grade. You are allowed two 'free' days (excused or unexcused). In the event that you are absent, it is your responsibility to obtain what you missed. However, **on your 3<sup>rd</sup> absence, your overall grade drops 10 points** and will continue to drop 10 points per day for each additional absence. \* **AND on your 6<sup>th</sup> absence, you automatically fail the course.** \*\*\* Also, very late arrivals and very early departures will be counted as absences, as will coming to class unprepared.

**Mandatory conferences** may be held at least once during class time. Missing will result in TWO absences.

Again, **I do not allow in-class assignments or quizzes to be made-up.** Sorry. You must be there to receive credit.

And again, **I do not accept assignments via email,** unless you have prior approval and unless it's an extreme situation.

Also, **late assignments** will also affect your grade (unless you have pre-arranged an extension due to personal *and* severe matter prior the deadline). Generally, **assignments will drop 10 points for each day they are late**. And again, I stress that assignments are due at the start of class. If you are late, then so is your assignment – to be fair to all.

And again, **if you fail to submit any of the formal essays, you automatically fail the course**.

## General Expectations

### Honor Code and Policy on Plagiarism

All members of UNCW are expected to follow the university-wide **Honor Code**; review the policy by visiting the following link: [http://www.uncw.edu/policies/documents/03\\_100FINALHONORCODE\\_Aug2009.pdf](http://www.uncw.edu/policies/documents/03_100FINALHONORCODE_Aug2009.pdf). Also, in accordance with the policy, this course will not tolerate any form of academic dishonesty. Let's hold ourselves to high standards!

You are expected to abide by UNCW's policy on **plagiarism**. Please review UNCW's position on plagiarism, outlined in the Student Handbook. As a basic and ethical rule to follow, **do not plagiarize ANY assignment, written or oral** – formal projects, drafts, journal posts, in-class writings, presentations, etc. Give credit where credit is due (with ideas, words, images, etc.), and do your own original thinking, writing, responding. **This course cares what YOU think. All plagiarism cases must be reported and will be handled appropriately.** Some examples of plagiarism may include, but are not limited to, the following: passing off others' analyses as your own, neglecting to attribute to the original source, and auto-plagiarism (or *your* previous work). Your assignments for this course should be *your original work for this course*. Let's clarify more. Plagiarism is not JUST copy-and-paste. AND it does not JUST apply to words. If I find, or suspect, plagiarism, I am obligated to report it, and the guilty party will face the appropriate consequences. Thus, cite! AND you should even cite when you write your drafts and journal entries! Improper documentation in any assignment may be considered plagiarism. If you have questions, ask. Also, it is always better to cite too much ☺

*\* Plagiarism, of any sort, will result in a zero on assignment at minimum, will be reported, and will receive any additional, appropriate consequence deemed necessary (i.e., failing the course, being removed from the university).*

### Classroom Protocol

You are expected to arrive to class on time with all required materials and to participate intellectually, critically, and respectfully. Please note that this course relies largely on class discussions, peer evaluations, and constructive feedback, and **you are expected to participate and to be respectful at all times**. In addition, misuse of electronics will not be tolerated. I refuse to ban these without reason – as they are not the problem – but how, when, where, and why they are used can be disruptive and hinder learning. Thus, think of your role as a student. **Your cell phone must be turned to silent and stored away** (or off or left at home, if you are easily tempted). No texting. No facebooking. However, you may have your laptop, if needed and if used appropriately (i.e., to take notes, for group activities). Do not abuse this privilege. **The first inappropriate use of laptop/wireless will result in banning this privilege for ALL for the rest of the semester.** You do not want to be that person. (I am serious!) Also, **no food is allowed in class** (due to being considerate of others). Drinks (without an odor and with proper lids) are ok if you properly dispose of your waste. Generally speaking, **any form of inappropriate and/or distracting behavior will not be tolerated** (i.e., newspaper reading, sleeping, private conversations.) If necessary, I may ask you to leave, and/or you will be counted as absent.

### Campus Respect Compact and Statement on Diversity

You are expected to uphold UNCW's Respect Compact, which honors inclusivity and believes in an exchange of ideas from all, promoting mutual respect and sustaining a civil and diverse community with a willingness to learn from all: <http://www.uncw.edu/stuaff/pdc/documents/SeahawkRespectCompact.pdf>. UNCW supports policies, curricula, and co-curricular activities that encourage an understanding of and appreciation for all: <http://uncw.edu/diversity/>.

### Religious Observance Policy

You are expected to attend class regularly and in accordance with the course attendance policy. However, you are also entitled to two excused absences for religious observances per academic year (per NC SL 2010-2011). You must inform me in writing the first week of class if you will be using any of these permissible absences, indicating the date(s). In addition, please inform the Registrar the first week of class, who will then confirm your intentions to miss class with the impacted instructors. Please note that any absence for religious purposes that does not have a written request the first week of class, adhering to this procedure, will be counted as unexcused. My apologies.

## Services and Resources

Yourself, your campus, and me!

First, **you are your own resource!** It sounds corny. But college is your job, *your* learning process. It will prepare you for *your* future goals, career, if you let it. Thus, you should work towards developing skills that will translate to other disciplines, other objectives while you also work towards becoming more self-aware. This may mean that you will have to learn how to study, how to manage your time better, how to plan ahead...in short, learn how you learn.

UNCW has a **University Learning Center (ULC)**, which is good to know! This free Center is to assist with your academic skills. I encourage you to use it! Visit their website for complete details: <http://uncw.edu/ulc/about/index.html>.

There is a **Writing Center** with peer readers. For more info, and to make an appointment, visit the following website: <http://uncw.edu/ulc/writing/index.html>. When writing, be sure to plan ahead and utilize these resources. ☺

You can get help with their writing in three ways:

1. **The Writing Center** (DE1003) provides one-on-one writing consultations led by faculty recommended peer writing tutors who are trained to help students develop specific revision plans.
2. You can also receive electronic response to your developing papers through the **Online Writing & Learning (OWL)** program and obtain writing resources: <http://uncw.edu/ulc/writing/owl.html>.
3. You can drop-in at the Writing Lab (DE 1003) for help with quick questions about your developing papers. The Writing Lab is staffed with a writing tutor and has a few computers and other writing resources.

The **Randall Library** and **Learning Commons** are also helpful resources for research, computers, group activities, etc.

UNCW is committed to equal educational opportunities and offers reasonable accommodations for students who have documented disabilities. Please work with **Disability Services** (962-7555) to make appropriate arrangements, providing me with documentation, within the first two weeks of the semester: <http://www.uncw.edu/stuaff/disability/>.

UNCW does not tolerate any kind of violence or harassment. If you are experiencing emergencies of this nature, you should call 911 or UNCW CARE (962-2273). There are a number of available **Crisis resources** for individuals concerned with any violent or harassing situation; refer to the following link: <http://www.uncw.edu/wsrc/crisis.html>.

Lastly, **I am here to help!** I will look at drafts almost any time. (This does not mean I will pre-grade drafts, but we can discuss your writing process. However, I *will not* look at a major paper the day before it is due – as you should have managed your time more wisely and should have been engaged in an *extended* writing process.) **Notes:** The best way to get in touch with me is **email**; I check it frequently. However, you should work on assignments in advance and plan accordingly – as I do not check email at all hours of the day ☺ To be specific, I will check email up until 6pm Sundays-Thursdays and up until 4pm on Fridays. Also, you have my **cell**; use it during designated times and when necessary. Please be responsible and respectful. And you are (of course) *always* welcome to visit my **office** during office hours, to make appointments within and outside these hours, or to take your chances and just drop by! ☺

*\*\*\* If you have questions or suggestions throughout the course, please let me know. I invite any and all feedback. \*\*\**

## Tentative Course Schedule of Assignments

A tentative schedule is below with the disclaimer that this is subject to change, in any way, as the course progresses. I will update you with changes, additions, deletions accordingly. It is your responsibility to be aware of any change.

W1

24-Aug Intro to Class

W2

29-Aug Aphra Behn's "To The Fair Clarinda, Who Made Love to Me, Imagined More than Women" (<http://www.luminarium.org/eightlit/behn/behnbib.htm>); Katherine Philips's "To the Excellent Mrs. Anne Owen, upon her receiving the name Lucasia," "A Dialogue of Absence 'twixt Lucasia and Orinda," "To my Lady M. Cavendish, choosing the name of Policrite," "To my Excellent Lucasia, on Our Friendship" (<http://www.luminarium.org/sevenlit/philips/philipsbib.htm>)

31-Aug d'Aulnoy's "La chatte blanche" (supplemental reading in Blackboard folder - print ☺);

- Note: Last day to add/drop classes
- W3  
05-Sept **No class – Labor Day – Be safe!**
- 07-Sept Rossetti’s “Goblin Market” (supplemental folder; print ☺)
- W4  
12-Sept Browning’s “Aurora Leigh” ( <http://digital.library.upenn.edu/women/barrett/aurora/aurora.html> )  
(Book One and Book Two)
- 14-Sept Chopin’s “A Respectable Woman,” “The Storm,” and “Story of an Hour” (supplemental; print ☺)  
Note: Synergy Event: Anna Deavere Smith (a performance artist) will be speaking in the Kenan Auditorium tonight from 7-8:30pm. Tickets are free to students and should be obtained through Kenan Box Office: 962.3500. (You may want to get tickets in advance!!) This event is not required, but you may attend and select to write one of your journal entries on it.
- W5  
19-Sept Gillman’s “The Yellow Wallpaper” and “Why I Write the Yellow Paper” – link at bottom of website (<http://www.library.csi.cuny.edu/dept/history/lavender/wallpaper.html> ) ; Student Sample Essay (supplemental)  
Due: Begin your writing process. Turn in a typed introduction paragraph of Essay 1, underlining your thesis. Feel free to bullet out your essay points and/or ask me questions after this paragraph.
- 21-Sept **DUE**: Draft of Essay 1 (in-class peer review day)
- W6  
26-Sept Intro pages (1-29); Woolf (p.212-6, 231-249)  
**DUE: Essay 1**
- 28-Sept Gilbert & Gubar (supplemental; print ☺) and Simone de Beauvoir (supplemental; print ☺)
- W7  
03-Oct Stein’s “The Gentle Lena” and “Ada” (p.141-166); Hurston (p.347-57)
- 05-Oct Loy’s poems TBA and “Feminist Manifesto” (p.250-7); additional reading TBA  
**DUE**: Journals 1-5
- W8  
10-Oct **No Class – Fall Break – Be safe and have fun!!**
- 12-Oct **Mid-Semester Exam**  
Note: Oct. 13<sup>th</sup> is the last day to withdraw from classes.
- W9  
17-Oct Later 20<sup>th</sup> Century (p.553-579); Nin’s “Birth” (p.587-91); Lahiri’s “A Temporary Matter” (1498-1510)  
Note: Synergy Event: Lori K. Gordon (an artist from MS) will have her art exhibit titled “The Katrina Collection” on display in the Warwick Center Lobby Oct.18-24, and she will have an artist talk Oct.18 (4pm-5pm, Cultural Arts Building 2033).  
Extra Credit Opportunity: Attend exhibit and type a one-page response; exact details to come.
- 19-Oct Lessing’s “One Off the Short List” (p.809-27) and Winterson’s “The Poetics of Sex” (p.1445-52)
- W10  
24-Oct Olsen’s “Tell Me a Riddle” (p.659-686)  
Due: TBA – assignment related to Group Project
- 26-Oct Kingston’s “No Name Woman” (p.1228-1237) and Mukherjee “The Management of Grief”(p.1238-1247)
- W11  
31-Oct Atwood’s “Rape Fantasies” (p.1203-4, 1210-17) and Walker’s “Roselilly” (supplemental)

W12	02-Nov	Morrison's "Recitatif" (996-1009) and "Unspeakable Things Unspoken" (994-1025)
	07-Nov	Anzaldúa's "The Path of the Red and Black Ink" (1254-1262) and Cisneros's "Woman Hollering Creek" (p.1399-1408)
W13	09-Nov	<b>DUE:</b> Draft of Essay 2 (in-class peer review day)
	14-Nov	Rich's "When We Dead Awaken as Re-Vision" (982-994); Walker's "In Search of Our Mother's Daughters" (1295-1303) <b>DUE: Essay 2</b>
W14	16-Nov	Munro's "Floating Bridge" (1026-1044) and "Royal Beatings" (supplemental) <b>DUE:</b> Journals 6-10
	11-21	Sexton and Plath, selected poems (TBA) and supplemental TBA <u>Due:</u> TBA – assignment related to Group Project (with research)
W15	23-Nov	<b>No Class – Thanksgiving Break – Yummy, Yummy!!</b>
	28-Nov	Allison's Two or Three Things I Know for Sure (1-48)
W16	30-Nov	Allison's Two or Three Things I Know for Sure (49-94)
	05-Dec	DUE: Group Project and Presentation
W17	07-Dec	DUE: Group Project and Presentation
	TBA	<b>COURSE FINAL– DAY OF SCHEDULED EXAM</b>