

conventional notions of women's gender and sexuality. Assigned texts may include novels, memoirs, poetry, and film, from a variety of cultural and historical contexts. The course will analyze themes such as voice, identity, empowerment, family, violence, the body, reproductive justice, and the intersections between gender, race, class, and sexual orientation.

III. Statement of Course Need

- A. Women in Literature provides students with an opportunity to study literature by and about women. It is a course typically featured in college English departments.
- B. This course does not have a Lab component.
- C. This course generally transfers as a Humanities/English Literature or Global and Cultural Awareness general education course.

IV. Place of Course in College Curriculum

- A. Free Elective
- B. This course serves as a General Education course in Humanities/English Literature and Global Cultural Awareness.
- C. This course meets a diversity-based English elective requirement in the English AA degree.
- D. To see course transferability: a) for New Jersey schools, go to the NJ Transfer website, www.njtransfer.org; b) for all other colleges and universities, go to the individual websites.

V. Outline of Course Content

- A. Gender Roles and Sexuality
- B. Stereotypes
- C. Voice
- D. Race, class, gender identity, and sexual orientation
- E. Family
- F. Beauty standards
- G. Rape and other forms of violence
- H. Feminist literary criticism
- I. Empowerment, independence, and freedom
- J. Reproductive justice
- K. Intersectionality
- L. Feminism

VI. A. Course Learning Outcomes:

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

1. Analyze literary and cultural texts by women within the historical and social context of gender, both orally and in writing (GE-1, 6, 8, *)
2. Use textual evidence to support logical and persuasive claims in writing (GE-1, 6, *)
3. Demonstrate how women writers' responses to historical events and social structures are influenced by their time, culture, and perspective (GE-1, 7, 8)

(*Embedded critical thinking)

B. Assessment Instruments

Given the outcomes described above, the following assessment methods may be used:

1. research paper
2. projects
3. essays
4. journals
5. response papers
6. discussion questions
7. portfolios
8. exams
9. presentations
10. reading quizzes
11. class participation

VII. Grade Determinants

- A. Essays that communicate effectively in standard English with attention to grammar, mechanics, and the finer points of writing style
- B. projects
- C. exams
- D. presentations
- E. discussion questions
- F. reading quizzes
- G. class participation
- H. response papers
- I. journals

Given the goals and outcomes described above, LIST the primary formats, modes, and methods for teaching and learning that may be used in the course:

- A. lecture/discussion
- B. small-group work
- C. guest speakers
- D. student oral presentations
- E. student collaboration
- F. independent study

VIII. Texts and Materials

Samples of specific texts

- A. Samina Ali, *Madras on Rainy Days*
- B. Dorothy Allison, *Two or Three Things I Know for Sure*
- C. Julia Alvarez, *In the Time of the Butterflies* or *Yo!*
- D. Jane Austen, *Pride and Prejudice* or *Persuasion*
- E. Alison Bechdel, *Fun Home*
- F. Jennifer Finney Boylan, *She's Not There*
- G. Charlotte Bronte, *Jane Eyre*
- H. Emily Bronte, *Wuthering Heights*
- I. Kate Chopin, *The Awakening*
- J. Froozeh Dumas, *Funny in Farsi*
- K. Charlotte Perkins Gilman, *The Yellow Wallpaper*
- L. Lucy Greely, *Autobiography of a Face*
- M. Zora Neale Hurston, *Their Eyes Were Watching God*
- N. Audre Lorde, *Zami*
- O. Anchee Min, *Red Azalea*
- P. Cherrie Moraga and Gloria Anzaldúa (editors) *This Bridge Called My Back: Writings by Radical Women of Color*
- Q. Toni Morrison, *The Bluest Eye*
- R. Bharati Mukherjee, *The Tree Bride*
- S. Celeste Ng, *Everything I Never Told You*
- T. Sylvia Plath, *The Bell Jar*
- U. Sapphire, *Push*
- V. Yukiru Sugisaki, *The Candidate for Goddess*
- W. Amy Tan, *Saving Fish From Drowning*
- X. Edith Wharton, *The House of Mirth*
- Y. Alice Walker, *The Color Purple*
- Z. Jeannette Winterson, *The Passion*
- AA. Virginia Woolf, *Mrs. Dalloway* or *A Room of One's Own*

Samples of specific films and videos

- A. *Boys Don't Cry*
- B. *Iron Jawed Angels*
- C. *The Magdalene Sisters*
- D. *She's Beautiful When She's Angry*

- E. *Thelma and Louise*
- F. “The urgency of intersectionality” (Ted Talk by Kimberlé Crenshaw)

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

IX. Resources

Students will need to use library databases and other library resources for research assignments if the individual instructor chooses to assign a research project.

X. Honors Options

There is no Honors Option for this course.