

E 314V/WGS 301 • Women, Gender, Literature, and Culture

Instructor: Streusand, Deb (dstreusand@gmail.com)

Unique #: 34465/44720

Semester: Fall 2019

Cross-lists: E314V, WGS 301

Office: Parlin 129

Areas: A

Flags: Writing

Restrictions: None

Computer Instruction: N/A

Office Hours: MWF 11am-12pm

Description:

This course focuses on how women's writings reflect on and contribute to the cultural understanding of gender and of what it means to be a woman. Gender is defined by culture, but gendered individuals also produce culture through literary creation. How do women exercise their literary powers to reinterpret what gender and womanhood mean? How do the intersections of gender, race, and sexuality shape these writings and their effects on culture?

The primary aim of this course is to help students develop and improve the critical reading, writing, and thinking skills needed for success in upper-division courses in English and other disciplines. They will also gain practice in using the Oxford English Dictionary and other online research tools and print resources that support studies in the humanities. Students will learn basic information literacy skills and models for approaching literature with various historical, generic, and cultural contexts in mind. Writing assignments and presentations will allow the instructor to assess these skills over the course of the semester.

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

Texts (be sure to get these editions, especially of *The Rover!*):

Selected Poems by Gwendolyn Brooks, published by Harper Perennial Modern Classics

The Rover by Aphra Behn, edited by Robyn Bolam, published by New Mermaids

Ash by Malinda Lo, published by Little Brown

for colored girls who have considered suicide/when the rainbow is enuf by Ntozake Shange, published by Simon & Schuster

Requirements & Grading:

3 major essays (5 pages)	75%
2 in-class presentations (1 5-minute, 1 10-minute)	15%
4 reading responses (2 pages)	10%

Plus/minus grades will be given. UT does not allow a grade of A+, however. Grades in between percentage points will be rounded up.

Percentages:

93%-100% = A

90%-92% = A-

86%-89% = B+

83%-85% = B

80%-82% = B-

76%-79% = C+

73%-75% = C

70%-72% = C-

66%-69% = D+

63%-65% = D

60%-62% = D-

Below 60% = F

Schedule:

8/28

- What will this class be about?

9/4

- Assignment: Watch Chimimanda Ngozi Adichie TED talk at https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists (Link also on Canvas)

9/9

- Assignment: Brooks, "A Street in Bronzeville" (pp.3-32)

9/11

- Assignment: Brooks, "Annie Allen" (pp.33-68)

9/16

- Due: Reading Response 1
- Assignment: Brooks, "The Bean Eaters" (pp.69-115)

9/18

- Assignment: Brooks, "New Poems" (pp.114-end)
- Research Skills

9/23

- Due: Rough Draft of Paper 1 for Peer Review
- Assignment: Brooks, "To the Diaspora," "Young Afrikans," "Truth" (on Canvas)

9/25

- Due: First Draft of Paper 1
- Research Presentations (Group 1)

9/30

- Instructor Conferences (Some also held Tuesday and Thursday)

10/2

- Due: Final Draft of Paper 1
- Assignment: *The Rover* Act 1

10/7

- Assignment: *The Rover* Act 2

10/9

- Assignment: *The Rover* Act 3

10/14

- Assignment: *The Rover* Act 4

10/16

- Due: Reading Response 2
- Assignment: *The Rover* Act 5

10/21

- Assignment: Readings on Canvas
- Research Presentations (Group 2)

10/23

- Guest Lecturer
- Assignment: Readings on Canvas

10/28

- Assignment: *Ash* Intro, Letter to Reader, and pp. 1-71

10/30

- Assignment: *Ash* pp. 71-145

11/4

- Assignment: *Ash* pp. 145-225

11/6

- Due: Reading Response 3
- Assignment: *Ash* pp. 225-end, Author/Editor Conversation

11/11

- Research presentations (Group 3)

11/13

- Due: Paper 2
- Assignment: *for colored girls* intro p.ix-xvi, *for colored girls* p.3-23 (ending "stage left volm")

11/18

- Assignment: *for colored girls* p.23 (beginning "soft deep music")-p.42 (ending "like sisters")

11/20

- Due: Reading Response 4
- Assignment: *for colored girls* p.42-end

11/25

- Final Presentations

12/2

- Final Presentations

12/4

- Final Presentations
- Course Synthesis Activity

12/9

- Due: Paper 3
- Final Presentations
- Wrap-up discussion
- Course Instructor Surveys