

EL CAMINO COLLEGE

COURSE OUTLINE OF RECORD - Approved

I. Course Information

Course Acronym: ENGL
Course Number: 28
Descriptive Title: Images of Women in Literature
Division: Humanities
Department: English
Course Disciplines: English

Catalog Description:

This course examines images of women in a variety of literary forms, including poetry, short stories, novels, plays, folklore, fairy tales, and nonfiction prose. Students become familiar with female archetypes, women's roles, and women's themes as presented by both male and female writers, examining traditional and revisionist approaches.

Conditions of Enrollment:

Prerequisite: English 1 or eligibility for English 1A or qualification by appropriate assessment

Course Length: Full Term

Hours Lecture (per week): 3
Hours Laboratory (per week): 0
Outside Study Hours: 6
Total Course Hours: 54

Course Units: 3

Grading Method: Letter Grade only
Credit Status: Credit, degree applicable

Transfer CSU: Yes Effective Date: Prior to July 1992
Transfer UC: Yes Effective Date:

General Education:
ECC

Area 3 - Humanities

Term: Other:

CSU GE:

Area C2 - Arts and Humanities - Humanities: Literature, Philosophy, Languages other than English

Term: Other:

IGETC:

Area 3B - Humanities

Term: Other:

II. Outcomes and Objectives

A. Student Learning Outcomes (SLOs) (The course student learning outcomes are listed below.)

SLO revisions are completed via the SLO Change Form available on the College Curriculum Committee website.

SLO #1 Archetype, Role & Theme Identification

Identify female archetypes, women's roles, and women's themes in a variety of literary forms by both male and female writers from diverse historical, cultural, regional and ethnic backgrounds.

SLO #2 Literary Elements & Portrayal of Women

Demonstrate how literary elements, such as plot, point of view, character, theme, symbolism, irony, and style, contribute to the portrayal of women in literary works.

SLO #3

Compose a college-level essay analyzing a literary work or works in terms of literary elements, women's themes, women's roles, and female archetypes.

B. Course Objectives (The major learning objective for in this course are listed below.)

1. Identify and describe female archetypes, including the femme fatale, the castrating woman, the sainted/evil mother, the witch, the woman scorned, the young innocent, the spinster, the fallen woman.
2. Analyze the construction and use of female archetypes and stereotypes in literature.
3. Identify and analyze the roles of women in society, in the family and in relationships with others, and the portrayal of these roles in literature.
4. Compare and contrast the use of female archetypes and stereotypes in several literary works, and examine revisionist approaches.
5. Compare and contrast the treatment of women's themes in several literary works.
6. Recognize and analyze the interrelation of gender with race/ethnicity, sexual orientation, and social class in constructing images of women.
7. Analyze how the elements of a text, such as character, motif, symbolism, plot, and point of view, establish and reinforce the portrayals of women.
8. Recognize and articulate the relation of various roles and images to the cultures, literary movements, and historical milieus that produced them.
9. Apply basic research techniques, using both print and electronic sources, to literature about women.

III. Outline of Subject Matter

(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)

Major Topics:

I. Women's roles (6 hours, lecture)

1. in society
2. in the family
3. in relation to others

II. Female archetypes and stereotypes (8 hours, lecture)

1. Archetypes, such as femme fatale, witch, fallen woman, and ingenue
2. Stereotypes, such as meddling mother-in-law and nagging wife

III. Literary forms (7 hours, lecture)

1. Elements of fiction and folklore
2. Elements of poetry

3. Elements of drama
4. Elements of nonfiction prose

IV. Critical theory as it applies to the literature and its portrayal of women (7 hours, lecture)

1. Feminist criticism
2. New historicism
3. Biographical criticism
4. Postcolonial criticism
5. Queer theory

V. Textual analysis of the presentation of women in selected works, including (20 hours, lecture)

1. Portrayal of female characters
2. Women's roles and female motifs
3. Women's themes
4. Female imagery and symbolism
5. Revisionist treatments, strategies, and approaches

VI. Background material on works studied (6 hours, lecture)

1. Social movements
2. Literary movements
3. History
4. Culture
5. Authors

Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54

IV. Primary Method of Evaluation and Sample Assignments

A. Primary Method of Evaluation (choose one):

- 1) Substantial writing assignments

B. Typical Assignment Using Primary Method of Evaluation

Read two or three variant versions of any fairy tale with a female protagonist (e.g. Sleeping Beauty, Snow White, Cinderella). Write a three-page essay in which you identify similarities and differences in the different versions and analyze how the differences affect the portrayal of women and the messages directed towards them. Pay special attention to the following: portrayal of male/female relationships, personality of heroine, images of women presented, and relationships among female characters.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1:

In an essay of at least three pages, compare and contrast the characters of Nora in Ibsen's *A Doll's House* and Edna in Chopin's *The Awakening*. In what ways are these two women similar? What significant differences do you find between them? Be sure to include specific references to the texts in your essay and to analyze the texts' uses of imagery and symbolism to create the characterizations of the two women.

Critical Thinking Assignment 2:

Write a three-page essay in which you analyze the theme of fulfillment in three of the short stories we have read. To what extent have the various female protagonists not found personal fulfillment in traditional roles for women? Where have these women looked for alternative sources of self-expression and fulfillment? To what extent have they achieved self-actualization and validation?

Be sure to back up your assertions with specific references to the stories.

D. Other Typical Assessment and Evaluation Methods

Completion, Essay Exams, Journal kept throughout course, Matching Items, Multiple Choice, Other Exams, Quizzes, Reading Reports, Term or Other Papers, True/False, Written Homework

V. Instructional Methods

Discussion, Group Activities, Lecture, Multimedia presentations

If other:

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. Work Outside of Class

Answer questions, Journal (done on a continuing basis throughout the semester), Required reading, Study, Written work (such as essay/composition/report/analysis/research)

If Other:

VII. Texts and Materials

A. Up-to-date Representative Textbooks: Please use the following format(s):

Printed Text - Author, Title, Edition, Publisher, Year.

Digital Text (OER Text) - Author (last name first). Title. Edition or Version (if beyond 1st). Publisher, Publication year or Revision date. URL. License.

Sample: Dillon, Dave. Blueprint for Success in College and Career. Version 1.3. Rebus Community, 2018. press.rebus.community/blueprint2/. Licensed under CC BY 4.0.

If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.

***Multiple textbooks may be listed.**

Gwynn, R. S. Literature: A Pocket Anthology. 6th ed. Penguin Academics, 2014. ["discipline standard"]

James, Henry. Daisy Miller. Bedford/St. Martin's, 2012. ["discipline standard"]

Chopin, Kate. The Awakening. Wisehouse Classics, 2020.

Gardner, Janet E., et al. Literature: A Portable Anthology. 5th ed. Bedford/St. Martin's, 2020.

Garcia, Gabriela. Of Women and Salt: A Novel. Flatiron Books, 2021.

Morrison, Toni. The Bluest Eye. Reprint ed. Vintage International, 2007. [“discipline standard”]

B. Alternative Textbooks: Please use the following format(s): if applicable

Printed Text - Author, Title, Edition, Publisher, Year.

Digital Text (OER Text) - Author (last name first). Title. Edition or Version (if beyond 1st). Publisher, Publication year or Revision date. URL. License.

Sample: Dillon, Dave. Blueprint for Success in College and Career. Version 1.3. Rebus Community, 2018. press.rebus.community/blueprint2/. Licensed under CC BY 4.0.

If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.

***Multiple textbooks may be listed.**

C. Required Supplementary Readings

D. Other Required Materials

VIII. Conditions of Enrollment

A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite: Prerequisite

Category: sequential

Requisite course(s): List both prerequisites and corequisites in this box.

English 1

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).

Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects.

ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts.

ENGL 1 -Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.

B. Requisite Skills: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite Skill: Eligibility for English 1A or qualification by appropriate assessment

Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable

This course involves reading college level textbooks, developing projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills.

Summarize, analyze, evaluate, and synthesize college-level texts.

Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.

C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite course:

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).

D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite Skill:

Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable

E. Enrollment Limitations

Enrollment Limitations and Category:

Enrollment Limitations Impact:

Course Created by: Pat Sutch and Shirley Blanchard on 09/25/1974

Original Board Approval Date:

Last Reviewed and/or Revised by: Chelsea Henson

Date: 09/10/2015

Last Board Approval Date: