

**ELIT 21/WMST 21: Women in Literature (Asynchronous, Online via Canvas, No Zooming)
Fall Quarter 2024: Course Syllabus**

Dr. Roseanne Giannini Quinn: quinnroseanne@deanza.edu

Office Hours: Feel free to email me throughout the week, and I will email you back as soon as possible, so that our individual office hours will be continuously on line and via zoom appointment. Feel free to request a **Zoom office hour appointment**, and I will accommodate your schedule throughout the quarter. I will also write and email a **Weekly Class Letter** on Mondays with updates and overview of the coming Modules.

Course Description: ELIT 21/WMST 21 is an intensive study of representative literary works by or about women including an analysis of different historical, cultural, and critical perspectives. (This course is cross-listed and students may enroll in either the English Department ELIT 21 or the Women's, Gender, & Sexuality Studies Department WMST 21.)

Prerequisite: EWRT 1A is a suggested course to be completed before ELIT 21/WMST21.

Student Learning Outcome Statements (SLOS):

*Demonstrate understanding of a variety of literary texts by and about women.

*Analyze influence of class, race and ethnicity, culture, abilities, and sexual orientation on women as writers, characters, subjects and leaders in literary texts.

Purpose and Objectives: ELIT 21/WMST 21 is a literature and culture introductory course designed to explore the study of women and literature along side a diversity of feminist theories. Overall, the course seeks to provide students with models for questioning and thinking critically about the position of women in literature and society, in advanced ways, and to stress the multiplicity of women's identities within various systems of power – including specifically across race, ethnicity, class, genders, trans and gender non-conforming identities, sexualities, ability, equity, and age. Our study will focus on an historicized and contemporary examination of women in U.S. contexts as well as from global perspectives.

Methods: As a fundamental core of the course, students will be making cross cultural and cross racial and ethnic analyses, in addition to exploring representations of nationality, sexuality, class, age, ability, etc. Further, students will be invited to underscore comparisons as to how women in differing groups have been treated socio-politically and how students themselves, across gender identifications, may identify with those experiences. Our readings will be wide-ranging include the literary genres of the essay, poetry, novel, memoir, drama, and young adult literature. We will also be examining, via the literary and critical approaches, the ongoing problematic representation of women in popular culture and new media.

Weekly Organization: Each **Canvas weekly module** will have a combination of **ASSIGNMENTS**, **READINGS**, and a class **DISCUSSION FORUM**. There will also be "**lecture**" materials that you are meant to read over to guide you through the assignments.

Preparatory Assignments: These are pre-writings, or activities, to facilitate your formal essays. They are meant to do early in the week to help you prepare. They are not letter graded and are part of class participation.

Objectives: In the beginning of the course, our main objective will be to examine the traditions, attitudes, struggles, words, and lives of female-identified writers/activists/theorists. Later in the term, students will be asked to theorize your own ideas of sisterhood (and brotherhood possibilities as well as trans and gender non-conformity and gender fluidity) in relation to your own identity and experiences, and to those cultural reformulations and female revolutions that you may have encountered throughout the class. Ultimately, the classroom experience itself (even though it is virtual) is meant to mirror the collective, collaborative, multicultural vision of the literature and feminisms that we will study.

Assignments: Since this is an English and Women's, Gender, & Sexuality Studies course, the focus of our work will be to examine conceptualizations of gender and culture along multiple lines. As a fundamental part of this course, built into the syllabus, students will have the opportunity to write formally and creatively. **Class participation**, as we are full on-line, will be that you keep up with the readings/watching of videos and post on our weekly **Discussion Forum**.

Students will be responsible for completing assignments: (1) a **Personal Narrative essay** on Gender(s), Sexuality(ies), and Culture(s); (2) a **Midterm exam** which is a timed comparative critical textual analysis essay; (3) A **Popular Culture Analysis essay**; (4) and a **Final Exam** essay. The exam essays are not research based, and are related to the texts that we have studied. You will also be graded for your overall class participation, which means keeping up with the readings/watching videos and **posting on our weekly Discussion Forums**.

Grading: Course requirements will be Letter Graded according to the following weights:

Essay #1 (The History of My Gender(s))	20%
Midterm Exam (Timed Textual Analysis essay)	20%
Essay #2 (Popular Culture/New Media Analysis)	20%
Final Exam (Final Exam Essay)	20%
Class Participation/Discussion Forums	20%

Submitting Assignments: Most Formal assignments will be due on Mondays at 2:00 p.m. (rather than Sunday nights at midnight to give you a bit more time). **Each weekly Module will open to students every Monday by 2:00 p.m., and you will receive a weekly letter via email from me. You may comment in the Discussion Forum anytime during the week.**

Major Texts: in order of study: The books to order are in bold and available to buy in our bookstore or on-line.

“She Had Some Horses” – Joy Harjo [in Canvas]
 “Ain’t I a Woman” – Sojourner Truth [in Canvas]
 “The BITCH Manifesto” – Jo Freeman; “A Black Feminist Statement” – Combahee River Collective”; “Third Wave Manifesta” – Baumgardner and Richards;
 “Womanist” – Alice Walker; “TransWoman Manifesto” – Julia Serrano;
 “Gender Anarchy Manifesto” – Krishna Isha; Janet Mock – *Marie Claire* Article; excerpts from *Redefining Realness: My Path to Womanhood, Identity, Love & So Much More* [In Canvas]
 ***The Yellow Wallpaper* -- Charlotte Perkins Gilman (1892) [in Canvas]
 *****Black Unicorn* -- Audre Lorde (1978)**
 and Sister Outsider -- (1984) [In Canvas]
 *****The Tequila Worm* – Viola Canales (2007)**
 “Body Positivity: A Wellness Disparity for Women of Color” – Jessica Eunice (In Canvas)
 *****The Hate U Give* – Angie Thomas (2017)**
 ***Building An Asian American Feminist Movement* – Asian American Feminist Collection (2018) (In Canvas)
 ** ***Know My Name: A Memoir* – Chanel Miller (2019)**
 “Chanel Miller on What Happened After Her Victim Statement Went Viral” (2019) – on Canvas
 **“*Has Anything Really Changed for Women in Tech?*” – Ellen Pao (Handout)
 ***Oped for the Washington Post* – Anita Hill (Handout)
 *****The Handmaid’s Tale* – Margaret Atwood (1985)**

Films: (and several short videos that will be in Canvas)

The Stepford Wives -- original version
Real Women Have Curves – Dir. Patricia Cardoso
The Hate U Give (Film)
Confirmation – the story of Anita Hill
The Handmaid’s Tale (Film/TV)

Policies: Late papers will be downgraded 1/3 of a letter grade for each late day. In order to pass this course, *all* required work must be completed. If any student plagiarizes on an essay or an exam, then that student will receive a failing grade for the course and be subject to further disciplining by the college. A student will be dropped from the course after two unexcused absences. (I will speak to students individually regarding issues with attendance.)

Academic Resources Outside of the Classroom:

The Student Success Center offers assistance in a range of skills and subjects with free tutoring for most De Anza classes through Zoom. Throughout the quarter, I will be referring students to the Success Center on an individual basis for tutoring and workshop attendance. Their website is <http://deanza.edu/studentsuccess/wrc/cas.html>.

Writing and Reading Center (WRC): The WRC offers several services to help you outside of the classroom. The WRC offers a range of services including 30-minute drop-in individual tutoring for writing and reading; hour-long weekly individual tutoring; computer access, and writing and reading resources. The **WRC** is located on the third floor of the ATC building. Check their ongoing quarterly schedule for daily drop-in tutoring hours and workshops at www.deanza.edu/studentsuccess/wrc/.

De Anza College Resources for Students: Please continue to look at this De Anza College webpage to see ongoing resources for students: including Food Assistance, Emergency Funds, & Mental Health & Wellness Services: <https://www.deanza.edu/resources/>

Please Note: During the continued covid-19 pandemic, it is important for us to be mindful that these are continuing to be unprecedented and historic times. I am mindful that students are negotiating time for school, essential work, family, health, and continuing activism particularly around Black Lives Matter, anti-APPI Hate and Violence, LGBTQIA+ liberation, #METOO, Reproductive Justice, gendered violence awareness and more, including possibly volunteering during this current national and local election cycle. If you need extra time for an assignment, please do not hesitate to email me ahead of a deadline rather than waiting until a due date.

We will work together on our major assignments and communicate via Canvas knowing that there may be ongoing on-line challenges that we will address together as the quarter progresses. Our on-line classroom environment is meant to be collaborative with a mindful spirit that we are to be encouraging each other: as we explore the ever-evolving inter-disciplines of literature, intersectional feminist studies, critical race theory, sexuality studies, and women's and gender studies. I will also keep you posted on related events that may be offered on campus or via zoom.

Welcome to ELIT 21/WMST 21! I am very grateful to be working with each of you in our cross-listed course during this fall.