

Dear students,

Would you like to enrich your knowledge of literature and your life experience, to exchange views with your fellow students on the exciting subject: the world of the woman and her role in society? Welcome to my course "Women's Literature"! Here is what students who took this course last semester think of it:

- "I would recommend to other students to take this course and mostly I'd like boys to attend this course because it has much for men to think over."

- "Most of all I would suggest to have some guys in the classroom .I believe that it would make the discussions very interesting and I would also like to see their reactions and opinions about some stories that we've read."

- "It helped me to learn a great amount of words, made me think analytically. I gained more experience in associating with people, gained more knowledge of people's characters. I can analyze literary texts. I know much more about women's roles and status in society."

- "As for my life experience, the most important thing in the course was looking at the subjects we've discussed not individually, but together with all students. I've opened many interesting and useful things for myself. I'm sure that we often need to discuss these subjects with each other. And of course it is very interesting to know the history of women's literature."

WOMEN'S LITERATURE/Eng 335/

3 credit hours

Class Sessions: **Monday** 14.00. - 15.20,
Wednesday 14.00- 15.20
Consultation: by agreement Room 2/203
Instructor: Valentina Yuchenkova, Assistant Professor
E-mail: y_valentina@hotmail.com, y_valentina@mail.ru

Course Description: In this course you will read the selected works by well-known British, American and Russian women-writers, as well as a few stories by American and Kyrgyz writers which focus on the lives of women. We will examine how women from different cultures and social strata encounter many of the same issues and obstacles. We will witness how the role of women changes from that of a sex object, a wife, a mother to that of a partner, how she finds self-identity in the male-dominated world.

The students will:

- know women writers and their works;
- correlate works of fiction with trends in women's movement;
- be able to analyze and interpret works of fiction, express their perception of them both orally and in a written form.

Pre-requisites: Since literature as a discipline presupposes a lot of reading and discussing, as well as writing, TOEFL score not less than 550 is required.

Required Texts: A course reader has been compiled and is available in the library. Additional readings as a remediation or enrichment options, as well as readings offered for the students to choose will be assigned throughout the semester and will be distributed by the instructor.

Grading: To encourage students to work regularly throughout the semester "continuous evaluation" will be used. Each student will be given 3 points (max) for participation in the lecture, 5 points (max) for participation in discussions, 10 points (max) for an essay or a review. Thus, you can have maximum 198 points by the end of the course. Each student can earn additional points (from 10 to 20) by submitting a portfolio consisting of essays, a double-entry notebook, free writing, a journal, etc., thus making up missed classes. The portfolio should be submitted in mid-term for an informal evaluation and a week before the last class for a formal evaluation. Adding grades for participation, written assignments and the portfolio, will arrive at the final course grade.

If you have points	Your final grade will be
178 – 198	A
158 – 177	B
138 – 157	C
118 – 137	D
117 >	F

- Attendance:** This is not a correspondence course. You are required to attend class regularly, prepare the assigned readings and actively participate in all class activities. Any class missed cannot be made up during consultation hours. Consultation time is reserved for the clarification of issues and discussions of written assignments. Moreover, each class is a loss of 5 points of your final grade.
- Written Assignments:** There will be 4 written assignments due during the semester. The assignments will be completed at home and will be based on assigned readings and classroom discussions.
- University Ethics:** The American University in Kyrgyzstan maintains and enforces a strict policy against academic dishonesty: cheating on examinations, assignments, plagiarism, using false citations and submitting false data. Students who violate the University's policies on academic dishonesty will receive academic sanctions which may include an assessment of a failing grade for the course.
- Caveat:** This syllabus is subject to change based on class enrollment fluctuations or other unforeseen circumstances. The students will be notified of any syllabus revision with a one week's notice.

Course Calendar

Week 1

- Class 1 The introduction to the course. Main trends in the women's movement.
- Reading: Susan Alice Watkins Introducing *Feminism* (handouts)
- Assignment: In any anthology of British, American, Russian literature (18-20 centuries) find women writers and poets. Write out the names, the main topics of their writings.
- (Group work)
- Class 2 Anna Bunina, 'The Conversation Between Me and the Women'.
Reading due: Virginia Woolf, *A Room of One's Own*. Introduction. Chapter 1.

Week 2

- Class 1 Thinking about women and fiction. Virginia Woolf, *A Room of One's Own*. Chapter 1.
- Reading due: Chapter 2.
- Assignment: Mark the key points of the chapter.
Make up a scheme of external events and the ideas they provoked.
- Class 2 Virginia Woolf, *A Room of One's Own*. Chapter 2.
- Reading due: Chapter 3-4
- Assignment: Find the answers to the questions (a list of questions will be distributed at the end of the class)

Week 3

- Class 1 Virginia Woolf, *A Room of One's Own*. Chapters 3-4.
- Reading due: Chapters 5-6
- Assignment: Find in the text the answers to the questions (a list of the questions will be distributed at the end of the class)
- Class 2 Virginia Woolf, *A Room of One's Own*. Chapters 5-6.
- Reading due: Adrienne Rich, *Anger and Tenderness*.

Week 4

- Class 1 Adrienne Rich, *Anger and Tenderness*.
- Group assignment: Interview a local woman poet (Read some abstracts of the essay (choice) to any woman having children). Put down the remarks. Report to the class.
- Class 2 Presentations and discussion of the interviews.
- Reading: Sylvia Plath, *Daddy*.
(remediation) Elizabeth McMahan, *Literature and the Writing Process*, Ch 10,13 (handouts)
- Assignment: Scan the poem

Week 5

- Class 1 Sylvia Plath, *Daddy*. Discussing the poem. Writing a diamond.
- Reading: Sherwood Anderson, *Death in the Woods*
- Class 2 Sherwood Anderson, *Death in the Woods*. Discussing
- Reading: Mary Freeman, *The Revolt of 'Mother'*
- Assignment: Find a similar work by a local writer and analyze it. (Enrichment)

Week 6

Class 1 Analyzing *The Revolt of 'Mother'*. Comparing the story with the previous one.
Reading: Susan Glaspell, *Trifles*
(Remediation) Elizabeth McMahan, *Literature and the Writing Process*, Ch 14 (handouts)
Assignment: Block the scenes.
(due in 1,5 week's time) A reflection essay based on the last two stories

Class 2 Analyzing Susan Glaspell, *Trifles*
Assignment: Speak about the characters of the three women.
Choose the scene you liked best and act it out. (pair work)

Week 7

Class 1 Susan Glaspell, *Trifles*. Analyzing. Acting out the scenes.
Assignment: Hand in the essays.
Class 2 Alice Walker, 'The Color Purple'
(2 hours class) Watching the film. Free writing.
Reading: Selected readings from the novel. (handouts)
Assignment: Write a review of the film.

Week 8

Class 1 Class does not meet
Class 2 Alice Walker, *The Color Purple*. Discussing the novel and the film. Analyzing the characters.
Reading: Charlotte Perkins Gilman, *The Yellow Newspaper*.

Week 9

Class 1 Analyzing *The Yellow Wallpaper*.
Reading: Tatiana Tolstaya, *The Poet and the Muse*.
(Choice) Eugene O'Neill, *Before Breakfast*
Class 2 Analyzing the story. Comparing it with the previous one.
Assignment: A comparison essay on the last 2 stories.

Week 10

Class 1 Kate Chopin, *A Story of an Hour*. (reading and analyzing)
(Choice) Loretta Cage and Nancy Cage, *If Wishes were Horses* (an extract from the novel)
Reading: Judy Brady, *I Want a Wife*.
Class 2 Discussing the essay by Judy Brady.
Assignment: An essay 'I Want a Husband '
(Choice) A comparison essay based in *The Poet and the Muse* by Tatyana Tolstaya and *I Want a Wife* by Judy Brady.

Week 11

Class 1 Discussing the students' response papers.
Reading: Hilda Doolittle, *Helen*, Dorothy Parker, *Indian Summer, Wisdom*
Assignment: Scan the poems. Learn any of them by heart.
(Enrichment) Translate one of the poems.
Class 2 Analyzing and comparing the poems.
Reading: Chingiz Aitmatov, *Jamila* (the first 22 pages)
(Choice) Amy Tan, *The Joy Luck Club* (an extract from the novel)

Week 12

Class 1

Reading:

Discussing the story by Chingiz Aitmatov *Jamila*.

Read the other part of the story.

Class 2

Assignment:

Discussing the author's style, expressive means, the relationship between the main characters.

Draw a graph of the relationship between Jamila and Daniar.

Tell the story from the point of view of another character (by choice).

Week 13

Class 1

Reading:

(Choice)

Discussing the graphs. Retelling the story. Commenting on the narrated versions.

Dorris Lessing, *One Off the Short List*.

Irwin Shaw, *The Girls in Their Summer Dresses*.

Class 2

Assignment:

Discussing *One Off the Short List*

Analyze Barbara's behavior. Write a cinquaine (diamond)

summarizing the most significant traits of Barbara and Graham.

Week 14

Class 1

Reading:

Assignment:

Analyzing Barbara's behavior, male- female roles in modern society, the forms male domination can take.

Nadezhda Teffy, *The Woman Question*.

Block the scenes.

Class 2

Assignment:

Discussing the expressive means, the style of the author.

Find any literary work with a similar idea of trading roles with men.

Week 15

Class 1

Reading:

Assignment:

Discussing the main idea of the play, the position of women in the country at that period.

Charlotte Perkins Gilman, *Three Women*.

Block the scenes.

Class 2

Assignment:

Analyzing the main characters of the play.

Consider what could have happened if the two women had followed their true calling. If you were Aline, what would you choose, life or career? Why?

Week 16

Class 1

Assignment:

Discussing the opportunities women of the last century had, the social significance of the play.

Act out the scene you liked best (pair work)

Class 2:

Assignment:

Acting out the scenes. Commenting. Distributing the roles.

Prepare the first reading of the play.

Week 17

Class 1

Reading the play, working on the speech expressiveness.

Class 2

(Choice)

Discussing the course, the students' ideas on the role of the woman in society. Filling in the questionnaires, free writing.

(Staging the play)