



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	ENGL
Course Number:	18
Descriptive Title:	Survey of Women Writers: Middle Ages to the Present
Division:	Humanities
Department:	English
Course Disciplines:	English
Catalog Description:	The course examines the literary contributions of women writers from the Middle Ages to the present. Students will study works of literature by or about women in traditional and nontraditional genres, as well as examine the aesthetic, political, historical, cultural, and social contexts of the lives and works of women writers.
Prerequisite:	Eligibility for English C1000 or equivalent
Co-requisite:	
Recommended Preparation:	
Enrollment Limitation:	
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:	11/18/2002
Transfer UC:	Yes
Effective Date:	fall 2003
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:	
	CalGETC:	
	Term:	
	Other:	
Student Learning Outcomes:	SLO #1 Students will be able to identify representative works of literature in traditional and nontraditional genres by women writers from the Middle Ages through the present. SLO #2 Students will be able to analyze the unifying themes and motifs that reflect the experiences, roles, and concerns of women in representative works of literature by women writers from the Middle Ages through the present. SLO #3 Students will be able to demonstrate understanding of the political, cultural, historical, and biographical contexts of representative works of literature by women writers from the Middle Ages through the present.	
Course Objectives:	1. Identify representative women writers and their works from the various time periods of the female literary traditions: The Middle Ages and Renaissance; the Seventeenth and Eighteenth Centuries; the Nineteenth Century; the Turn-of-the-Century and Early Twentieth Century; and the Late Twentieth Century and Early Twenty-first Century. 2. Analyze and describe the political, social, cultural, aesthetic, and historical contexts of the literary works and lives of women writers. 3. Recognize and analyze the politics of canon formation and the various traditional and nontraditional genres utilized by women writers in various periods. 4. Recognize and analyze the elements of the various literary traditions, such as Augustan, Romantic, Victorian, and Modernist, in selected works of women writers, articulating the ways in which women writers have incorporated, resisted, or revised the literary techniques common to various movements. 5. Compare and contrast the treatment of women's themes in several literary works by women. 6. Recognize and analyze the interrelation of gender with race/ethnicity, sexual orientation, and social class in the themes, images, symbolism, and characterizations present in women's literature. 7. Analyze how the elements of a literary text, such as character, motif, symbolism, allusion, plot, and point of view, establish and reinforce themes and issues relevant to women writers. 8. Recognize and analyze the relationship between prescribed gender roles and the constructions of women characters present in the women writers' works, articulating how those characterizations reinforce and/or subvert the prescribed roles.	

	9. Apply basic research techniques to women's literary works, using both print and electronic sources that approach the literature from a critical perspective, including one or more of the following methodologies: New Historicist, Postcolonial, Poststructuralist, Feminist, Gender Studies, Reader Response, and Psychoanalytic.
Major Topics:	I. Literary Canon, Genre, and Gender (4 hours, lecture) A. Politics of the literary canon B. Canonical versus non-canonical texts C. Elements of traditional forms of literature by women: poetry, drama, fiction D. Elements of nontraditional forms of literature by women: letters, conduct manuals, diaries, polemical tracts, and speeches II. Critical Theory as it Applies to Women's Literature (4 hours, lecture) A. New historicism B. Postcolonial criticism C. Poststructuralism D. Feminist criticism E. Queer theory F. Reader Response criticism G. Psychoanalytic criticism H. Ecocriticism III. Women Writers of the Middle Ages and Renaissance (6 hours, lecture) A. Historical and social contexts of the literature B. Biography of the writers C. Analysis of selected works, such as the letters of Leoba of England and Germany and of Matilda, Queen of England; Julian of Norwich's "A Book of Showings," Kempe's "The Book of Margery Kempe," Berners' "The Book of Hunting," and the poetry of Whitney, Lanyer, and Wroth IV. Women Writers of the Seventeenth and Eighteenth Centuries (8 hours, lecture) A. Historical and social contexts of the literature B. Biography of the writers C. Analysis of selected works, such as Rowlandson's "Narrative," Behn's "Oroonoko," Astell's "A Serious Proposal to the Ladies," Wollstonecraft's "A Vindication of the Rights of Woman," and the poetry of Bradstreet, Cavendish, Montagu, and Wheatley V. Women Writers of the Nineteenth Century (12 hours, lecture) A. Historical and social contexts of the literature B. Biography of the writers C. Analysis of selected works, such as Wordsworth's "The Grasmere Journals," Austen's "Northanger Abbey"; the speeches of Sojourner Truth, Fuller's "Woman in the Nineteenth Century," Jacobs' "Incidents in the Life of a Slave Girl," Brontë's

	"Jane Eyre," Davis' "Life in the Iron-Mills," and the poetry of Browning, Brontë, Harper, Dickinson, and Rossetti VI. Women Writers of the Turn-of-the-Century and the Early Twentieth Century (10 hours, lecture) A. Historical and social contexts of the literature B. Biography of the writers C. Analysis of selected works, such as Chopin's "The Awakening," Glaspell's "Trifles," Woolf's "A Room of One's Own," as well as fiction by Gilman, Wharton, Zitkala-Sä, Mansfield, and Hurston and the poetry by Stein, Dunbar-Nelson, H.D., Moore, and Millay VII. Women Writers of the Late Twentieth Century and Early Twenty First Century (10 hours, lecture) A. Historical and social contexts of the literature B. Biography of the writers C. Analysis of selected works, such as fiction by Olsen, Lessing, Mukherjee, Morrison, Kingston, Erdrich, and Cisneros; essays by Allen, Showalter, Anzaldúa, and Walker, and the poetry by Smith, Brooks, Yamamoto, Rich, Plath, Lorde, Boland, Forché, Harjo, Duffy, and Kay
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	
A.2. Primary Method of Evaluation (Part 2 - all courses; choose one):	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	Many women writers have written poems of resistance in response to particular historical events. For example, Frances E.W. Harper wrote to expose the terrible experience of slavery from the point of view of black women, Adrienne Rich to examine the Cold War and its aftermath, and Carolyn Forché to critique the repressive Salvadoran government of the 1980s. Read two poems of resistance by women writers. Then, write a three- to four-page essay in which you analyze what the poems resist and how the poems resist. Pay particular attention to the use of symbolism, metaphor, and allusion, citing specific examples of these elements to support your response.
Critical Thinking Assignment 1:	Both Elizabeth Barrett Browning's runaway slave in "The Runaway Slave at Pilgrim's Point" and Sojourner Truth (in her speeches) have lost children in desperate circumstances. However, the two speakers differ on the power of religion to sustain them in their grief. In a written essay of at least three pages, compare and contrast how religious allusions function as a means of rebellion and/or transformation in Barrett Browning's poem and Truth's speeches. In what ways are these two women speakers similar? What significant

	differences do you find between them? Choose specific textual evidence to illustrate your response.
Critical Thinking Assignment 2:	In <i>A Room of One's Own</i> Virginia Woolf critiques Charlotte Brontë's <i>Jane Eyre</i> arguing that Brontë writes with "indignation," "in a rage where she should write calmly." Write an essay of at least three pages in which you respond to Woolf's assessment of Brontë's writing style. Analyze Brontë's protagonist's expression of anger and discuss its relationship to Brontë's life experiences, as well as to the social and political situation of women in mid-nineteenth century England.
Other Evaluation Methods:	Completion, Essay Exams, Journal kept throughout course, Matching Items, Multiple Choice, Quizzes, Reading Reports, Term or Other Papers, True/False, Written Homework
Instructional Methods:	Discussion, Group Activities, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Answer questions, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	Sandra M. Gilbert and Susan Gubar, <u>The Norton Anthology of Literature by Women, Volumes 1 and 2</u>, 3rd ed., Norton, 2007. Discipline standard Sandra M. Gilbert and Susan Gubar, <u>The Norton Anthology of Literature by Women: The Tradition in English, Volumes 1 and 2</u>, 3rd ed., Norton, 2007. Discipline standard Martin Puchner, <u>The Norton Anthology of World Literature, Volumes 1 and 2</u>, Shorter 4th ed., Norton, 2018. Discipline standard. Octavia E. Butler, <u>Kindred</u>, Beacon Press, 2004. Discipline standard Chimimanda Ngozi Adichie, <u>Americanah</u>, Anchor Books, 2014. Discipline standard
Alternative Texts:	
Required Supplementary Readings:	
Other Required Materials:	Two selected book-length works from a list provided in the syllabus or provided in or with the Norton Anthology.
Requisite:	Prerequisite
Category:	sequential
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	Eligibility for English C1000 or qualification by appropriate assessment
Requisite Skill and Matching Skill(s): Bold	The English Department voted during spring 2014 to require eligibility for English C1000 as a prerequisite for all literature and creative writing courses. This decision was

the requisite skill(s). If applicable	made because the reading, writing, and critical thinking skills required of students in literature and creative writing courses make it highly unlikely that they can succeed without a prerequisite of eligibility for English C1000. Moreover, this position has been confirmed in our assessment of these courses' Student Learning Outcomes: faculty members have repeatedly identified the need to strengthen our conditions of enrollment to increase students' chances of success. Therefore, eligibility for English C1000 as a prerequisite is required. This follows the example of other English departments in our region and came at the recommendation of our articulation officer. Students must be able to read and apply critical thinking skills to complex literary texts. Read and apply critical thinking skills to college-level non-fiction prose and one book-length work for the purposes of writing and discussion. Analyze plots, explore themes, describe settings, and examine characters within the context of fables, poems, short stories, essays, and novels of intermediate-level difficulty. Plan, write, and revise 500-word MLA-format multi-paragraph expository essays including an introduction and conclusion, exhibiting coherence and unity, avoiding major grammatical and mechanical errors that interfere with meaning, and demonstrating awareness of audience, purpose, and language choice. Apply critical thinking skills to college-level expository prose for the purpose of writing and discussion.
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
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Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Sara Blake, Mary Ann Leiby
Date:	09/01/2002
Original Board Approval Date:	11/18/2002

Last Reviewed and/or Revised by:	Erica Brenes, Mary Ann Leiby
Date:	10/06/2025
Last Board Approval Date:	12/16/2025
Effective Term:	FA 2026