

EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD - Approved

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.
Prerequisite:	English 1 or eligibility for English 1A or qualification by appropriate assessment
Co-requisite:	
Recommended Preparation:	
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:	
Student Learning Outcomes:	<p>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.</p> <p>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.</p> <p>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.</p>
Course Objectives:	<ol style="list-style-type: none"> 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.
Major Topics:	<p>I. Women's roles (6 hours, lecture)</p> <ol style="list-style-type: none"> A. in society B. in the family C. in relation to others <p>II. Female archetypes and stereotypes (8 hours, lecture)</p> <ol style="list-style-type: none"> A. Archetypes, such as femme fatale, witch, fallen woman, and ingenue B. Stereotypes, such as meddling mother-in-law and nagging wife <p>III. Literary forms (7 hours, lecture)</p> <ol style="list-style-type: none"> A. Elements of fiction and folklore B. Elements of poetry C. Elements of drama D. Elements of nonfiction prose

	<p>IV. Critical theory as it applies to the literature and its portrayal of women (7 hours, lecture)</p> <ul style="list-style-type: none"> A. Feminist criticism B. New historicism C. Biographical criticism D. Postcolonial criticism E. Queer theory <p>V. Textual analysis of the presentation of women in selected works, including (20 hours, lecture)</p> <ul style="list-style-type: none"> A. Portrayal of female characters B. Women's roles and female motifs C. Women's themes D. Female imagery and symbolism E. Revisionist treatments, strategies, and approaches <p>VI. Background material on works studied (6 hours, lecture)</p> <ul style="list-style-type: none"> A. Social movements B. Literary movements C. History D. Culture E. Authors
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
Primary Method of Evaluation:	1) Substantial writing assignments
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.
Critical Thinking Assignment 1:	In an essay of at least three pages, compare and contrast the characters of Nora in Ibsen's <i>A Doll's House</i> and Edna in Chopin's <i>The Awakening</i> . 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:	<p>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?</p> <p>Be sure to back up your assertions with specific references to the stories.</p>

Other 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
Instructional Methods:	Discussion, Group Activities, Lecture, Multimedia presentations
If other:	
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:	
Up-To-Date Representative Textbooks:	Gwynn, R. S. <u>Literature: A Pocket Anthology</u> . 6th ed. Penguin Academics, 2014. ["discipline standard"] James, Henry. <u>Daisy Miller</u> . Bedford/St. Martin's, 2012. ["discipline standard"] Chopin, Kate. <u>The Awakening</u> . Wisehouse Classics, 2020. Gardner, Janet E., et al. <u>Literature: A Portable Anthology</u> . 5 th ed. Bedford/St. Martin's, 2020. Garcia, Gabriela. <u>Of Women and Salt: A Novel</u> . Flatiron Books, 2021. Morrison, Toni. <u>The Bluest Eye</u> . Reprint ed. Vintage International, 2007. ["discipline standard"]
Alternative Textbooks:	
Required Supplementary Readings:	
Other Required Materials:	
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.
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.
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:	Pat Sutch and Shirley Blanchard
Date:	09/25/1974
Original Board Approval Date:	
Last Reviewed and/or Revised by:	Chelsea Henson
Date:	09/10/2015
Last Board Approval Date:	10/18/2021