AMERICAN WOMEN WRITERS
ENG 362
4 credits

Rationale for conversion: The conversion will promote learning-intensive integration of digital resources for the study of American literature and culture, such as online archives on writers, movements, and text variants. At least one assignment added will focus on integration of digital scholarship.

This course maintains all current bacc core outcomes for Literature and the Arts.

The four credit version will:
- Add a theoretical text on the study of women and gender in American literature;
- Add instruction in research using print and non-print sources;
- Add a research assignment focusing on integration of digital scholarship.
The core syllabus below is the generic three credit version most recently taught.

Course Description:
This course studies important works of any genre by American women for historical, thematic, or formalist perspectives.

Student learning outcomes:
- critically read, recognize, and analyze representations of women and gender in literary texts;
- understand how gendered expectations construct ideas of authorship, tradition, and innovation in American literature and culture;
- understand interaction of gendered representations with other forms of difference (ethnic, geographical, racial);
- use the language of literary texts to think and write critically and analytically
- search, access, and integrate digital scholarship in the study of American literature.

Bacc core learning outcomes for Literature and the Arts:
1. Define, quote, or label significant works of literature.
2. Summarize, interpret or describe, from a historical perspective, the role of literature in society.
3. Demonstrate interrelationships or connections with other subject areas.
4. Recognize methods by which pattern and meaning are found.
5. Integrate and engage, through literature and the arts, one’s own and other cultures.
6. Develop expertise and sophistication in the conventions and techniques of literature, and also in critiquing those methods.
7. Demonstrate critical thinking about gender marking in American literature.

Evaluation of student performance: three essays (25% each/75%), for a total of 10-15 pages of formal writing, at least one of which incorporates digital scholarship and/or online archival material on gender in the study of American literature and culture; 25% attendance, participation, and informal writing or presentation.
Statement Regarding Disability Access Services:
Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

Link to Statement of Expectations for Student Conduct:
http://oregonstate.edu/admin/stucon/achon.htm

Part I: 1880s-1930s: images of women and gender, female authorship, and women’s quests

Week 1: introduction
Tu 1/8  introduction
Tu 1/10 no class; see practice #1

Week 2: female authorship, and representations of women in literature
Tu 1/15 Chopin, Awakenin...
*browse Kingston Sites (Fu Mulan FAQ, www.geocities.com/Hollywood/508/mulanfaq.html

**Week 7 & 8: adapting oral tales across ethnic boundaries**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tu</td>
<td>2/19</td>
<td><em>Woman Warrior,</em> “Shaman,” (83-101)</td>
</tr>
<tr>
<td>Th</td>
<td>2/21</td>
<td><em>Woman Warrior,</em> “Song for a Barbarian Reed Pipe” (to p. 209) * questions group #5</td>
</tr>
</tbody>
</table>

**Week 8: breaking new ground—mind/body connections in performance**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tu</td>
<td>2/26</td>
<td><em>Edson, Wit,</em> 1st 1/2</td>
</tr>
<tr>
<td>Th</td>
<td>2/28</td>
<td><em>Edson, Wit</em> * viewing performance*</td>
</tr>
</tbody>
</table>

**Week 9: breaking new ground—revising women’s quests**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tu</td>
<td>3/4</td>
<td><em>Wit,</em> to end * class discussion questions group #6</td>
</tr>
<tr>
<td>Tu</td>
<td>3/6</td>
<td><em>Orlean, Orchid Thief,</em> 1-54 and 74-78 (on gender); film clips, <em>Adaptations</em></td>
</tr>
</tbody>
</table>

**Week 10:**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tu</td>
<td>3/11</td>
<td><em>Orlean, Orchid Thief,</em> 244-82</td>
</tr>
<tr>
<td>Th</td>
<td>3/13</td>
<td><em>work in progress, summarizing</em></td>
</tr>
</tbody>
</table>