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CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Jim Cahalan Phone X2262
Department English Email: Jim_Cahalan or JCAHALAN

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Advanced Women's Lit
Suggested 20 character title

New Course* EN 385 Advanced Women's Literature
Course Number and Full Title

Course Revision _____
Course Number and Full Title

Liberal Studies Approval + _____
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change _____
Old Number and/or Full Old Title

New Number and/or Full New Title

Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: Major Minor Track

New Program* _____
Program Name

Program Revision* _____
Program Name

Program Deletion* _____
Program Name

Title Change _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

Virginia Pendrel May 6, 1996
Department Curriculum Committee

D. J. McClure 5/10/96
Department Chair

[Signature] 10/30/96
College Curriculum/Committee

[Signature] 10/30/96
College Dean

[Signature] 11/1/96
+Director of Liberal Studies (where applicable)

[Signature] 11/1/96
*Provost (where applicable)

Course Syllabus

I. COURSE DESCRIPTION

EN 385 Advanced Women's Literature

3 credits
3 lecture hours
0 lab hours
(3c-01-3sh)

Prerequisites: EN 202 and for non-majors EN 225

We will consider issues of genre and canon revision and consider why particular genres may have particular appeal for women writers.

While many of our readings will be by "literary women," we will also consider works by women who were professionals in non-literary disciplines.

II. COURSE OBJECTIVES

1. Through exposure to a wide range of women writers, students will be able to define the special character of women's literature.

2. Students will be able to appreciate the nature of women's literature as a response to the social context from which it grows.

3. By examining the writers' aesthetics, students will develop an understanding of the relationship between the writer and the tradition from which the literature emerges/departs.

4. Students will be able to define the complicated relationship between the literary artifact and its milieu.

III. COURSE OUTLINE

Week 1 Identification of specific issues, concerns of the genre

Weeks 2-3 Culley - 1/2 of text

Week 4 Establishment of research project: report to class, written proposal to instructor

Week 5 Jacobs - short paper due

Week 6 Mid-term, progress reports due for term project

- Week 7 Women's letters - genre identification and cultural significance
- Weeks 8-9 Critical essays - group application of critical perspectives to literature read thus far
- Week 10 Research paper due - class presentations and critique of papers
- Week 11 Culley, final 1/2 of text
- Weeks 12-14 Integration of critical perspectives and literature read for semester
- Week 15 Final exam

IV. COURSE REQUIREMENTS

Students will demonstrate mastery of course objectives through successful completion of the following course requirements:

Timely completion of assigned readings in textbooks.

Participation in class discussions and activities.

A final examination which will be a combination of factual identification and critical essays.

A journal of responses, in class, to issues and materials designated by instructor.

Two shorter papers (4-5 pages) on specific literature, determined in consultation with instructor.

Research paper (8-10 pages), due at the end of the course on a topic to be negotiated with instructor.

V. EVALUATION METHODS

The final grade for the course will be determined as follows:

Final Examination	20%
Research Paper	20%
Shorter Papers (2, 1,000 to 1500 words each	20%
Short Writing Assignments	20%
Class Participation	20%

Grading scale:	A	92-100 total points
	B	83-91 total points
	C	74-82 total points

D 65-73 total points
F 0-64 total points

VI. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Margo Culley, ed. A Day at a Time: Diary Literature of American Women, 1985.

Harriet Jacobs, Incidents in the Life of a Slave Girl, Written by Herself. Ed. by Jean Fagan Yellin. Cambridge: Harvard UP, 1987.

Phyllis Rose, ed. The Norton Book of Women's Lives. New York: Norton, 1993.

A copy packet of women's letters.

A copy packet of critical essays.

In addition to the above works that we will all read, everyone will choose two additional book-length autobiographical works from among four or five choices. Students will discuss those works and prepare a group presentation for the rest of the class.

VII. SPECIAL RESOURCE REQUIREMENTS

Only the listed texts and materials for writing/note taking are required. No special resources will be needed.

VIII. BIBLIOGRAPHY

Benstock, Shari, ed. The Private Self: Theory and Practice of Women's Autobiographical Writings. Chapel Hill: U of North Carolina P, 1988.

Bloom, Lynn Z. "Heritages: Discussions of Mother-Daughter Relationships in Women's Autobiographies." The Lost Tradition: Mothers and Daughters in Literature. Ed. Cathy N. Davidson and E. M. Broner. New York: Ungar, 1980. 192-302.

Bruss, Elizabeth W. Autobiographical Acts: The Changing Situation of Literary Genre. Baltimore: Johns Hopkins UP, 1976.

Culley, Margo, ed. [book of critical essays]

Fleishman, Avrom. Figures of Autobiography: The Language of Self-Writing in Victorian and Modern England. Berkeley: U of California P, 1983.

- Hoffmann, Leonore, and Margo Culley, eds. Women's Personal Narratives: Essays in Criticism and Pedagogy. New York: MLA, 1985.
- Jelinek, Estelle C. "Teaching Women's Autobiographies." College English 38 (1976): 32-45.
- _____, ed. Women's Autobiography: Essays in Criticism. Bloomington: Indiana UP, 1980.
- Mason, Mary G. "The Other Voice: Autobiographies of Women Writers." Olney 207-35.
- Olney, James, ed. Autobiography: Essays Theoretical and Critical. Princeton: Princeton UP, 1980.
- Simons, Judy. Diaries and Journals of Literary Women from Fanny Burney to Virginia Woolf. Iowa City: U of Iowa P, 1990.
- Smith, Sidonie. A Poetics of Women's Autobiography: Marginality and the Fictions of Self-Representation. Bloomington: Indiana UP, 1987.
- _____. Where I'm Bound: Patterns of Slavery and Freedom in Black American Autobiography. Westport: Greenwood, 1974.
- Smith-Rosenberg, Carroll. "The Female World of Love and Ritual: Relations between Women in 19th-Century America." Signs 1 (1975): 1-29.
- Spacks, Patricia Meyer. Imagining a Self: Autobiography and Novel in Eighteenth-Century England. Cambridge: Harvard UP, 1976.
- Spengemann, William C. The Forms of Autobiography: Episodes in the History of a Literary Genre. New Haven: Yale UP, 1980.
- Stanton, Donna C., ed. The Female Autograph: Theory and Practice of Autobiography from the Tenth to the Twentieth Century. Chicago: U of Chicago P, 1984.

EN 385 Analysis Questionnaire

Section A: Details of the Course

- A1 This course is intended for B.A. English majors. It is one of the courses that can fulfill category C (Alternative Literatures). It is not currently being proposed as a Liberal Studies elective.
- A2 This course does not require changes in content of any other existing courses or programs in the department.
- A3 This course has not been offered at IUP before.
- A4 This course is not intended to be a dual-level course and will accommodate only undergraduates.
- A5 This course may not be taken for variable credit.
- A6 Other higher education institutions currently offering a similar course include these ones:
SUNY Stony Brook: Topics in Women and Literature
SUNY Albany: Critical Approaches to Women in Literature
University of Pennsylvania: Topics in Women and Literature
SUNY Plattsburg: Advanced Women Writers
- A7 Relevant accrediting agencies (such as the Association of Departments of English) recommend but do not require this course.
- A8 The content and skills of this course are not required by a professional society, accrediting authority, law, or other external agency. No other existing course focuses on the material covered in this course.

Section B: Interdisciplinary Implications

- B1 This course will be taught by one instructor.
- B2 This course does not overlap with any course in any other department in the university.
- B3 One or more seats will be reserved in this course for students from the School of Continuing Education.

Section C: Implementation

- C1 No additional faculty resources are required to teach this course.
- C2 Current resources are adequate to teach this course.
- C3 No resources for this course are funded by a grant.

- C4 This course will be offered in our rotation so that at least one (or more than one) section in the category of courses into which this course fits (see summary table at the beginning of our program revision document) will be offered every semester, making sure that students can get the courses they need.
- C5 One section of the course is anticipated each semester the course is offered.
- C6 We plan to accommodate a maximum of twenty-five students in a section of this course (though twenty would be a better size). This number is not limited by the availability of resources but by the nature and complexity of the material, which will require quite a bit of class discussion, writing, and conferencing.
- C7 ADE Guidelines for Class Size and Work Load for College and University Teachers of English: A Statement of Policy of the Association of Departments of English (1993): "College English teachers should teach no more than thirty-five students in a literature course and no more than twenty-five in a writing-intensive course" (2).