

# ENGL 22: WOMEN WRITERS

## Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2025
Units:	4
Hours:	4 lecture per week (48 total per quarter)
Advisory:	Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Area 3: Arts & Humanities
Transferable:	CSU/UC
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

## Student Learning Outcomes

- A successful student will demonstrate analytical comprehension of women's writing, in writing and orally, within aesthetic and biographical contexts.
- A successful student will be able to analytically compare women's literature across multiple cultural representations.
- Students will demonstrate (verbally and in writing) competent analysis, or "close reading," of texts written by women.

## Description

An examination of the works of multicultural women poets, novelists, dramatists, and essayists and their aesthetic and sociopolitical contributions to American literature and literatures written in English. Literary analysis of the intersections between gender and race, ethnicity, socioeconomic class, sexual orientation, and other constructs of identity and power.

## Course Objectives

The student will be able to:

- Analyze the style and content of literature by women writers in English from the 19th-century on as works of art and as commentary on the lives of women.
- Recognize the political and social contributions made in the field of literature by women from diverse cultures and backgrounds.
- Compare and contrast literary works by women writers with those by their male counterparts with the goal of understanding the limitations placed on women in terms of education, lack of training, etc.
- Demonstrate the ability to conduct independent research.

## Course Content

- Perspectives on identity
  - Literature of conflict between self-fulfillment and familial/social expectations
  - Socio-economic conditions as they affect the creation of literature
- Political and social issues as explored through imaginative literature
  - Literature of protest and social reform

- Examination and redefinition of the literary canon
- Analysis and interpretation of multicultural influences
- The roles of gender and the contemporary woman writer
  - Influence of culture on the shaping of gender roles
  - Feminism and anti-feminism in the lives of women
- Research techniques and procedures
  - Exploration of criticism and critical theory
  - Synthesis and analysis of materials
  - Women's roles and images in literature
  - Documentation of sources

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

When taught via Foothill Global Access, ongoing access to computer with email software and capabilities and current internet browser, email address.

## Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Participation in class discussions  
Panels and reports  
Midterm examination  
Final examination

## Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Reading texts in the women's literary canon  
Lectures on the texts and their historical and social contexts  
Class discussion regarding those issues and texts  
Small group projects and presentations  
Analytical writing projects

## Representative Text(s) and Other Materials

Davidson, Cathy, and Linda Wagner-Martin, eds.. The Oxford Companion to Women's Writing in the United States. 2005.

Gilbert, Sandra M., and Susan Gubar, eds.. The Norton Anthology of Literature by Women, 3rd ed.. 2007.

Kim, Elaine, Lilia V. Villanueva, and Asian Women United of California, eds.. Making More Waves: New Writings by Asian American Women. 1997.

Mitchell, Angelyn, and Danille K. Taylor, eds.. The Cambridge Companion to African American Literature. 2009.

Moraga, Cherríe, and Gloria Anzaldúa, eds.. This Bridge Called My Back: Writings by Radical Women of Color, 4th ed.. 2015.

Showalter, Elaine. A Jury of Her Peers: Celebrating American Women Writers from Anne Bradstreet to Annie Proulx. 2012.

These are the most recent editions of these field-defining publications.

## **Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments**

- A. Reading from representative literary texts as assigned by instructor.
- B. Quizzes on reading comprehension of assigned literary texts.
- C. Individual and small group presentations on the literature and its historical, cultural, and theoretical contexts.
- D. Analytical and reader response journal assignments on readings.
- E. At least one formal literary analysis writing project demonstrating comprehension and critical thinking.

## **Discipline(s)**

English