

## ENGLISH 2109-02: WOMEN'S LITERATURE GENDER AND RAGE

Spring 2020 \* M/W 12:30-1:45 \* Pafford 208

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### Course Description

In this class, we will read literature by women that explores both the potentialities and the limitations associated with women's rage. We will engage texts from a variety of genres and time periods that question the relationships between gender and the perception of specific emotions as empowering or, alternatively, as disenfranchising or even dangerous. Women have long been taught not to express dissatisfaction for the sake of their families and their communities, but at what cost? What happens when women reject the characterization of their anger as ugly, shameful, and/or destructive? How might harnessing the force of women's collective rage change history?

Fair warning: many of the texts we will read deal with the harsh realities of misogyny, which can be difficult to read about, as it includes many forms of violence and abuse. If you need to take a break while reading, that is perfectly okay, as is talking to someone—me, a UWG counselor, or trusted friend—about why you find a particular topic especially difficult to process. Please see the “UWG Cares” section below for more information about the services available to you as a member of the UWG community.

Be advised that this is a reading heavy course, which is reflective of its status as a Core C.2 course and as a requirement for all English majors. If you cannot commit to the reading schedule outlined below for whatever reason, you might want to consider taking this course another semester. A minimum grade of “C” in ENGL 1102 is a required pre-requisite for this course.

### **Required Texts and Instructional Resources**

Alderman, Naomi. *The Power*. Hachette Book Group, 2016.  
Brontë, Emily. *Wuthering Heights*. 1847. Penguin Classics, 2003.  
Gurba, Myriam. *Mean*. Coffee House Press, 2017.  
Morrison, Toni. *The Bluest Eye*. 1970. Vintage International, 2007.  
Rhys, Jean. *Wide Sargasso Sea*. 1966. Norton, 2016.  
Woolf, Virginia. *A Room of One's Own*. 1929. Harcourt, 2005.

All books are available in the UWG bookstore. If you opt to use online or other editions of these materials, it is your responsibility to make sure you know what sections of your text correspond to the reading assignments listed below.

\*\*\*Supplementary readings due will be available via CourseDen or online\*\*\*

You will also need to view the following movies, which is on reserve in the library and can be rented from the streaming services listed after each title:

*The Babadook*. Directed by Jennifer Kent, performances by Essie Davis, Noah Wiseman, and Daniel Henshall, Screen Australia and Causeway Films, 2014. [Showtime.com or channels with subscription; rentable via Prime Video for 2.99]

*Captain Marvel*. Directed by Anna Boden and Ryan Fleck, performances by Brie Larson, Samuel L. Jackson, and Ben Mendelsohn, Walt Disney Pictures and Marvel Studios, 2019. [rentable for 2.99 on Prime Video]

### **Course Objectives and Learning Outcomes**

Students will be able to:

1. Use a selection of literature by women to identify and engage with social and cultural themes in literary texts, both verbally and in writing;
2. Demonstrate reading and interpretation skills such as previewing, close reading, rhetorical analysis, annotating, summarizing, journaling, and deep listening, via discussion and various modes of writing;
3. Develop the ability to discuss the importance of literature to their lives, environments, and relationships to history, via discussion and various modes of writing.
4. Practice active reading by formulating meaningful questions, interrogating their own affinities with and resistance to texts they read, and identifying gaps in knowledge they encounter when reading, both verbally and in writing.

## Assignments

Fuller descriptions of all of your formal assignments and study guides for your exams will be posted to CourseDen.

- *Daily Participation* (15%): you are expected to not only do the assigned readings, but also to come to class prepared to discuss said readings. This does not mean that you have to have everything “figured out” ahead of time; questions and clarifications are perfectly reasonable ways to contribute to class discussions, though you need to make an effort to share your opinions and insights too if you want higher than a “C” in this component of your grade. Challenge yourself to talk at least once a week if not once a class. To that end, you should take notes while reading, bring those notes to class, and come prepared to take notes during class discussions. I will post your participation grade twice: around midterm and at the end of the semester. [L.O. 1-4]
- *Daily Reading Questions* (5%): you should come to class daily with at least two questions about the assigned readings that you can share if called upon to do so. These questions should be written down, and they should not solicit simple yes/no or fill in the blank answers (save these factual questions for general class discussion, should you have them). Rather, your questions should challenge you and your peers to evaluate your opinions and observations about the text in question, and to consider a variety of possible perspectives and passages before answering them. In other words, think about questions that start with “how” or “why” instead of “what”; questions that make comparisons between the same character over the course of a single text as well as different characters—either from the same text or different texts—are also excellent conversation starters. Each class, I will randomly ask several students to write one of their questions on the board to help focus that day’s discussion. I will also periodically check that all students are writing their questions down ahead of class. [L.O. 3 and 4]
- *Short Assignments* (15%): you will periodically be asked to model your reading comprehension and creative thinking skills through a series of in-class activities, including worksheets, quizzes, and group-led discussions. [L.O. 2 and 4]
- *Reading Journal* (25%): at multiple points during the semester, you’ll work on honing your close reading and critical thinking skills in short, written responses to what we are reading. You will be evaluated on the basis of the quality of your work in these short assignments, but not on the basis of polish or style specifically. [L.O. 2-3]
- *Syllabus Pitch* (20%): working in groups, you will design a unit you would add to our syllabus if your group were responsible for teaching this class. You will then pitch your unit to your peers by way of a fifteen-minute formal presentation. [L.O. 1, 3 and 4]
- *Problem Paper* (20%): drawing on your skills developed throughout the semester as a whole, you will produce a polished, 4.5 to 5-page paper that uses your close reading skills to offer an argument for a possible interpretation of a central problem in one of the texts we read for class. [L.O. 1-4]

## Grading and Revision Policies

Grades are based on student performance on each assignment. Simply turning in every assignment does not guarantee that you will receive the grade you want on those assignments, nor does earning a “good” grade on one assignment guarantee that you will earn a similar grade on the next assignment. The grading scale and standards I use are detailed in the “Grading Scale and Guidelines for Formal

Assignments” document on CourseDen. Generally speaking, however, they follow a two-point scale in which a 98 is an A+, a 96 an A+/A, a 94 an A, a 92 an A/A-, a 90 an A-, and so on.

I do not offer extra credit for this class. I do accept revisions of journal entries *if you meet with me* to discuss your plans for revision *within a week* of me handing the graded paper back to you. You should come to this meeting with your *revision plan/goals typed up or written out*. We will settle on a due date for your revision during our meeting. Revised papers do not necessarily earn higher grades, but I do guarantee that your grade will not drop in any way should you decide to attempt a revision. If you are revising a paper that was penalized for plagiarism, your old grade and your new grade will be averaged to determine the final grade that you will receive. You are welcome to revise late work, but the late penalties associated with the first assignment are also applicable to your revision.

### Schedule of Homework and Assignments

The work listed below is due on the date on which it is listed. This schedule is a general plan for the course and might be modified as the semester progresses to meet course objectives or address the needs of the class. Most (if not all) of the changes made will be in consultation with the class as a whole. I will announce any changes made in class before sending out a revised syllabus. It is your responsibility to check CourseDen and your email regularly to ensure you are up to date on all class announcements, etc. All readings labeled “e-reserve” can be found in the “E-reserve” folder on the content section of our CourseDen site.

#### Week One: Introductions

Date	What We Are Doing In-Class	What Is Due
Jan. 6	Introduction to Course	
Jan. 8	Contextualizing Women’s Rage Introduce reading journals	<b>Read:</b> excerpts from Traister, <i>Good and Mad</i> ; (e-reserve); excerpts from Cooper, <i>Eloquent Rage</i> (e-reserve); excerpts from Chemaly, <i>Rage Becomes Her</i> (e-reserve)

#### Week Two: Visualizing Women’s Rage

Jan. 13	Repressed	Watch: <i>The Babadook</i> <b>Discussion Questions Start Today</b>
Jan. 15	Embraced	Watch: <i>Captain Marvel</i> <b>Reading journal #1 due by noon</b>

#### Week Three: Different Eras, Similar Issues

Jan. 20	No class: MLK Day	
Jan. 22	The more things change, the more they stay the same: the power of personal expression	Read: Anger, “ <a href="#">Her Protection for Women</a> ”; Wollstonecraft, excerpts from <i>A Vindication</i> (e-reserve); Truth, “Ain’t I a Woman?” (e-reserve); Cady Stanton, “Address to the New York State Legislature” (e-reserve); Solanas, “ <a href="#">The Scum Manifesto</a> ,”; Lorde, “ <a href="#">The Uses of Anger</a> ”

**Week Four: What Women Want**

Jan. 27	Time, money, and space	Read: Woolf, <i>A Room of One's Own</i> , chapters 1-3
Jan. 29	Recognition	Read: finish Woolf, <i>A Room of One's Own</i> <b>Reading journal #2 due by noon</b>

**Week Five: Voices from the "Distant" Past Mirrored in Modernity**

Feb. 3	The Unhappy Marriages of Medieval Romance	Read: Marie de France, "Lanval," "Yonec" and "Guigemar" (e-reserve); Landon, "Revenge" (e-reserve)
Feb. 5	Medieval and Early Modern Women on Religion and its Misogyny	Read: excerpts from <i>The Book of Margery Kempe</i> (e-reserve); Lanyer, "Eve's Apology in Defense of Women" (e-reserve); Speght, <i>A Muzzle for Melastomus</i> (e-reserve); Piatt, "The Coming of Eve" (e-reserve)

**Week Six: Violent Passions**

Feb. 10	Early 19 <sup>th</sup> Century Unsociability	Read: Brontë, <i>Wuthering Heights</i> , volume 1, chapters 1-8
Feb. 12	Early 19 <sup>th</sup> Century Unsociability Cont'd	Read: Brontë, <i>Wuthering Heights</i> , volume 1, chapters 9-12 <b>Reading journal #3 due by noon</b>

**Week Seven: Violent Passions Cont'd**

Feb. 17	Early 19 <sup>th</sup> Century Unsociability Cont'd	Read: Brontë, <i>Wuthering Heights</i> , volume 1, chapters 13-14 and volume 2, chapters 1-5
Feb. 19	Early 19 <sup>th</sup> Century Unsociability Cont'd	Read: Brontë, <i>Wuthering Heights</i> , volume 2, chapters 6-11

**Week Eight: Madness Contextualized**

Feb. 24	Peace?	Read: finish Brontë, <i>Wuthering Heights</i>
Feb. 26	Caught Between Patriarchal Systems: The Caribbean Version of Colonialism <b>Last day to withdraw with a "W" is 2/28</b>	Read: Rhys, <i>Wide Sargasso Sea</i> , part one and part two, through break on page 80 <b>Reading journal #4 due by noon</b>

**Week Nine: Misogyny and Racism Move North**

Mar. 2	Caught Between Patriarchal Systems Cont'd	Read: finish Rhys, <i>Wide Sargasso Sea</i>
Mar. 4	Inferiority Learned: 20 <sup>th</sup> Century American Identities	Read: Morrison, <i>The Bluest Eye</i> , Foreword and pp. 3-58

**Week Ten: Misogyny and Racism Move North Cont'd**

Mar. 9	Inferiority Learned: Cont'd	Read: Morrison, <i>The Bluest Eye</i> , pp. 61-break on 153
Mar. 11	Inferiority Learned: Cont'd	Read: finish Morrison, <i>The Bluest Eye</i> <b>Reading journal #5 due by noon</b>

**Week Eleven: Break**

Mar. 16	No class: spring break	
Mar. 18	No class: spring break	

**Week Twelve: Claiming Herstory**

Mar. 23	21 <sup>st</sup> Century Survival Skills	Read: Gurba, <i>Mean</i> , pp, 1-95
Mar. 25	21 <sup>st</sup> Century Survival Skills	Read: finish Gurba, <i>Mean</i> <b><i>Reading journal #6 due by noon</i></b>

**Week Thirteen: Imaging Empowered Futures**

Mar. 30	When Women Rule the World	Read: Alderman, <i>The Power</i> , pp. 3-80
Apr. 1	When Women Rule the World Cont'd	Read: Alderman, <i>The Power</i> , pp. 83-141

**Week Fourteen: Imaging Empowered Futures Cont'd**

Apr. 6	When Women Rule the World Cont'd	Read: Alderman, <i>The Power</i> , pp. 145-230
Apr. 8	When Women Rule the World Cont'd	Read: Alderman, <i>The Power</i> , pp. 231-305 <b><i>Reading journal #7 due by noon</i></b>

**Week Fifteen: Women Clap Back**

Apr. 13	What Are Men So Afraid Of?	Read: finish Alderman, <i>The Power</i> Watch/listen: Morrisette, " <a href="#">You Oughta Know</a> "; Dixie Chicks, " <a href="#">Goodbye Earl</a> "; Beyoncé, " <a href="#">Formation</a> "; Lizzo, " <a href="#">Truth Hurts</a> "
Apr. 15	Work Day	Finish presentations <b><i>Reading journal #8 due by midnight</i></b>

**Week Sixteen: Presentations**

Apr. 20	Presentations	Peer evaluations
Apr. 22	Presentations	Peer evaluations <b><i>Problem papers due by midnight on 4/27</i></b>

## Course Policies and Expectations of Students

### Attendance

You are expected to attend class daily and be on time. I take roll by asking the class a specific "attendance question"; if you show up after I am done with roll you will be considered late. You may miss three classes with no questions asked. For each additional absence beyond the first three your final grade will drop by two percentage points (so a final grade of 86 would become an 82 after five absences, etc.). Three late arrivals count as one absence. Leaving class early without permission also counts as an absence, as does showing up more than twenty minutes late. If you are asked to leave class for any reason, that too will count as an absence. Should you miss a class at any point in the semester, it is your responsibility to talk to your peers to figure out what you missed. In-class work cannot be made up except for cases of documented emergency and missing multiple in-class

discussions will negatively impact your participation grade. If something outside of your control is impacting your ability to attend class regularly, please come and talk to me *before* your grade suffers due to attendance alone.

### **Deadlines and Submitting Assignments**

All of your work is due on the days and times indicated by the above schedule. You will submit your work electronically via CourseDen (or email if there happens to be server trouble). Your grade will drop by two grade scales (four points) for every day that it is late, including weekends, and I will not accept work that is over a week late. If you are going to be absent the day that something is due, it remains your responsibility to make sure that your work is turned in on time. Failure to do so will result in your grade dropping. If you are having trouble with an assignment, come and talk to me *well ahead* of that assignment's due date; I do not grant last minute extensions for assignments nor can I be of much help the night before an assignment is due. I am, however, happy to do everything in my power to help you produce work that you are proud of, including granting extensions that are requested in a reasonable timeframe ahead of that assignment's due date.

It is your responsibility to regularly back up your work and to ensure that the submitted product is formatted correctly. "My computer ate my file" and "I thought I submitted that file" are not accepted excuses for late work, so I strongly suggest you save your work to a USB drive regularly, back your work up on Google Drive or Dropbox, and double check that *all* of your submissions to CourseDen go through as planned. If you have questions or concerns about CourseDen, you should contact the Distance Learning office at <http://uwgonline.westga.edu/>.

### **Academic Honesty**

The act of plagiarism—claiming someone else's ideas, language, images, or other original materials as your own without giving full credit to your source—is a serious offense. As members of an academic community, it is important that we engage in responsible and honest communication with one another. Plagiarism, whether accidental or intentional, will result in a failing grade for the assignment in question and will, as a result, negatively impact your overall grade. Repeat offenders will fail the course and might be subjected to additional action by the University.

If you are unclear about how to cite a source, ask me *before* you turn your work in. Sources you should consult before talking to me include:

- The English department's website:  
<http://www.westga.edu/%7Eengdept/Plagiarism/index.html>
- The Writing Center's site: <https://www.westga.edu/academics/coah/writing>
- The research and citation section of Purdue's online writing lab:  
[https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)

Submitting someone else's work as your own, resubmitting your own work done for another class, or collaborating with peers on individual assignments are also forms of academic dishonesty that will result in failing grades for the assignment.

### **Classroom Etiquette**

Since everyone is expected to participate in class, it is important that you all feel comfortable doing so. Some of the content we will be discussing involves topics or perspectives with which you might

not agree or feel wholly comfortable, and that is okay. Differing viewpoints are welcome in class discussions; however, disrespectful comments against specific individuals or groups will not be tolerated under any circumstances. In the event that such a statement is made, the speaker will be asked to leave class immediately and will be marked absent for the day. Disagreeing with someone is one thing, disrespecting or attacking him or her is another—do not do it. On a related note, it is disrespectful to both me and your fellow classmates to let your cell phones ring during our time together, so please turn off your phones before class. Other portable electronics should, likewise, be turned off during class unless you are given permission to use them for a specific purpose. If I see you text messaging, emailing, checking facebook, or doing work for another class, I will ask you to leave and mark you as absent.

### **Additional Support**

I am happy to meet with you outside of class to discuss readings, your progress on specific assignments, or any other questions/concerns you might have about what is going on in my class or your life in general. I will be in my office during the office hours listed at the top of this syllabus. On the occasion that I need to reschedule office hours, you will be given as much advanced notice about these changes as possible. If you are unable to come to office hours, let me know and we'll figure out another time to meet that is convenient for us both. I am also happy to answer specific questions over email and will do so as quickly as I can. That said, please don't panic if you don't hear from me right away, especially if you send your email at, say, midnight. If, however, I haven't responded in 36 hours, feel free to send a follow up email.

The University Writing Center is another excellent resource that I encourage you to take advantage of as all writing benefits from multiple sets of eyes; indeed, professional writers workshop their pieces all of the time. You may go to the Writing Center at any stage in your writing process for any class. For more information or to make an appointment, call 678-839-6513, visit TLC 1201, or email them at [writing@westga.edu](mailto:writing@westga.edu). The Center for Academic Success (CAS) provides many programs, including peer tutoring for Core classes, to help all students succeed academically. For more information or to make an appointment, call 678-839-6280, visit UCC 200, or email them at [cas@westga.edu](mailto:cas@westga.edu).

## **University Policies**

### **Student Rights/Responsibilities**

Please carefully review the following Common Language for all university course syllabi at [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf). It contains important material pertaining to university policies and responsibilities. Because these statements are updated as federal, state, university and accreditation standards change, you should review the information each semester.

### **Accessibility Services**

UWG adheres to the American with Disabilities Act (ADA), which requires that accommodations be made to make programs accessible for people with disabilities. If you are a student with a disability, please make sure to register at the Accessibility Services Office and provide me with a copy of your Accommodation Request as soon as possible. The Accessibility Services Office is located at 123 Row Hall. You may call them at 678-839-6428 or visit their website at <http://www.westga.edu/counseling/4486.php>.

### UWG Cares

College can sometimes feel stressful. Please know that everyone at UWG is committed to supporting you to the best of our abilities; we've been in your shoes. If at any point during the semester you or someone you know starts to feel overwhelmed, I'd encourage you to call the Counseling Center (it's free and anything you discuss can remain confidential) at 678-839-6428 or visit them in Row Hall 123 from 8-5, Mon-Fri. If you need to contact a patient's advocate, call 678-839-0641 or 678-839-5338 (also confidential). For basic health concerns, call Health Services at 678-839-6452.

If you need me to help you find a particular support service or walk with you to an office, I am happy to do that; you need to know, however, that ***I am legally obligated to report any incident of sexual assault*** as a violation of Title IX (please see the following site for more information about Title IX and your reporting options: <https://www.westga.edu/hr/title-nine.php>).

If you are worried about someone who does not seem to want to ask for help, visit <http://www.westga.edu/uwgcares/> to file an anonymous report on that person. In case of emergency, call the UWG police at 678-839-6000. Don't be afraid to call national help lines, like the national suicide prevention lifeline at 800-273-8255 or the national sexual assault hotline at 800-656-4673 if need be, either.