

**Department of Women's, Gender, and Sexuality Studies 367.01:  
U.S. Women Writers: Text and Context**

2011 Fall Quarter Syllabus

MacPherson Lab 1008

Instructor: Kimberly McKee ([mckee.517@buckeyemail.osu.edu](mailto:mckee.517@buckeyemail.osu.edu))

Office Hours: Tuesdays 13:30 - 15:30 & by appointment

Office Location: University Hall 037

**Accommodation of students with Disabilities:**

Students who have verification from Disability Services are responsible for contacting the instructor as soon as possible to make necessary arrangements. The Office for Disability Services (150 Pomerene Hall; 614-292-3307) verifies the need for accommodations and assists in the development of accommodation strategies.

**Required Texts (available at SBX):**

- *Reading Women's Lives* (**please make sure "McKee" is on the cover**)
- *Invisible Privilege: A Memoir About Race, Class, and Gender*, Paula Rothenberg
- *Passing*, Nella Larsen
- *The Bluest Eye*, Toni Morrison
- *The House on Mango Street*, Sandra Cisneros
- *The Language of Blood*, Jane Jeong Trenka

**Guiding Questions for WS 367.01**

- How do women writers articulate female experience? How do these articulations differ? How are they the same? Why are they important?
- Why is it important to investigate issues of gender, racial, class, and sexual oppression?
- How does literature connect to, or reflect, "real life?" How does literature connect to you? Can literature bring about social change?

**Goals**

As a course that fulfills the "Writing and Related Skills" and "Diversity: Social Diversity in The United States" GEC requirements, the goals of Women's Studies 367.01 are to help students:

- Develop skills in writing, reading, critical thinking, and oral expression; and
- Foster an understanding of the pluralistic nature of institutions, society, and culture in the United States

**Learning Objectives**

Upon successful completion of this course, students will have developed:

- Practice and proficiency in critical thinking, writing, and reading through written assignments;
- Skills necessary to retrieve and analyze written information through the practices of close reading and feminist textual analysis;
- Knowledge of selected female literary traditions in the U.S. in relation to the status of

- women, past and present, and to other movements for social change;
- Competence in utilizing methods of interdisciplinary feminist analysis that emphasize the intersectionality of race, gender, class, ethnicity, sexuality, and ability in shaping the institutions and cultures of the United States; and
- Understanding the role of social diversity in shaping their own attitudes and values

Because this is a women's studies course, all assignments are expected to reflect an understanding of feminist scholarship. This does not mean that you are expected to be or become a feminist, but it does mean that *you will be expected to demonstrate the ability to apply feminist theories and critical methods in your work*. We will practice looking through a feminist lens in our discussions of literature and women's history.

This is also a second-level writing course, so you will be expected to further develop and improve the writing skills that you learned in the first-level writing course. **Your writing for this course will focus on the analysis of literary texts.** The writing expectations of this course may be challenging to you, but will offer an excellent opportunity for you to improve as writers. To assist you in this development, we will talk about writing processes, strategies, skills, conventions, and expectations throughout the quarter.

### **Academic Misconduct**

All students are responsible for doing their own work and plagiarism will NOT be tolerated. As defined by University Rule 3335-31-02, plagiarism is *“the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.”*

Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university.

Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple.

***Always cite your sources (I can help with this) and ask questions before you turn in an assignment if you are uncertain about what constitutes plagiarism.***

To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **do not plagiarize!**

### **Attendance Policy**

Each student is allowed two unexcused absences over the duration of the quarter. **For each absence beyond that**, except in extenuating circumstances, **the student’s final grade will be**

**dropped by three points (ex. 5 absences = 15 points, 3 absences = 9 points deducted from final grade).** If you are absent from a class, **you are responsible for speaking to classmates about what you missed.**

### **Course Requirements**

#### **1) Class Discussion (15%)**

What makes a literature-based class truly dynamic is the quality of its discussions. Though there will be lectures during the quarter, most classes will be discussion based, with an emphasis on dialogue and sharing perspectives, ideas, and interpretations. It is expected that you will be an active and informed participant in all class discussions and that you will have read assigned texts *by the dates indicated on the syllabus*. Students are expected to engage in respectful intellectual dialogue in the classroom.

#### **2) Critical Responses (15%)**

Throughout the quarter you will be asked to write five critical responses. These will assist in the development of your critical writing skills. The assignments are take home responses and must be turned in at **the beginning of the following class period as indicated on the syllabus under “Class Assignments.”** These responses **are required to be 2-3 double-spaced, stapled pages in Times New Roman 12 point font with one-inch margins. Thesis statements should be underlined.** All citations must be in MLA format with a Work Cited page attached as a separate page per MLA guidelines.

Critical Responses will be based on the following factors:

1. Thesis statement is clear, concise, and argumentative (10 points)
2. Paper organization (10 points)
3. Feminist analysis (20 points)
4. Grammar (5 points)
5. Correct citations (5 points)

**Emailed responses will not be accepted,** unless prior arrangements have been made with the instructor due to extenuating circumstances. **Late critical responses will be accepted up until five days following the deadline.** Each day a response is late, the student’s grade will be penalized by 5 points.

#### **3) Paper Assignments (70%)**

Paper # 1 (15%) 3-4 pages: A list of writing prompts will be handed out for this paper. Your thesis statement must be underlined. An optional draft paper is due on **14 OCTOBER by NOON EST via CARMEN.** Thesis statements will be peer-reviewed on **6 OCTOBER.** Drafts will be peer-reviewed on **11 OCTOBER. *Please bring two stapled copies to the writing workshop.*** Failure to be prepared for an in class writing workshop will result in you being marked absent for the class period. The paper is due on **24 OCTOBER by 8AM EST via CARMEN.**

**You may submit a revised version of this paper,** with the first and the revised grades averaged together for a final grade. **All individuals submitting revised papers must**

**meet with the instructor. This meeting is 5% of your revised paper grade.** Revised papers are due on **18 NOVEMBER by 5PM EST via CARMEN.**

- a. Paper # 2 (25%) 4-5 pages: A list of writing prompts will be handed out for this paper. For this paper, your thesis statement must be underlined. Thesis statements will be reviewed on **1 NOVEMBER.** Outlines will be revised **3 NOVEMBER.** Paper drafts will be peer-reviewed on **8 NOVEMBER.** ***Please bring two stapled copies of the paper for the writing workshop.*** **Failure to be prepared for an in class writing workshop will result in you being marked absent for the class period.** The paper is due on **14 NOVEMBER by 9:30AM EST via CARMEN.**

\*Optional meetings with me to discuss your paper will occur on November 8 and November 9. These meetings are fifteen minutes long. You must come prepared with at least a detailed outline and/or solid draft of your work if you sign up for one of these meetings. If you have other concerns regarding your paper, please speak with me the week the prompt is provided, as the paper outline workshop is November 3. The sign up sheet for these optional meetings will be available on November 1.

- b. Paper #3 (30%) 4-5 pages: A list of writing prompts will be handed out for this paper. For this paper, your thesis statement should *not be underlined* as it should be clear from reading your introduction. Thesis statements will be reviewed on **22 NOVEMBER.** Paper drafts will be peer-reviewed during an in-class workshop on **29 NOVEMBER.** ***Please bring two copies of the paper for the writing workshops.*** **Failure to be prepared for an in class writing workshop will result in you being marked absent for the class period.** The paper is due on **6 December by NOON EST via CARMEN.**

\*Optional meetings with me to discuss your paper will occur on November 30 and December 1. These meetings are fifteen minutes long. You must come prepared with at least a detailed outline and/or solid draft of your work if you sign up for one of these meetings. The sign up sheet for these optional meetings will be available on November 17.

### **Paper Requirements**

Your papers should not merely repeat class discussion or consist of plot summaries. ***Your papers should argue a thesis from a definite position about the literary texts*** we are covering. Papers are to be submitted to the appropriate folder in the Carmen drop box. Papers are to be in **Microsoft Word (.doc or .docx) format only.** ***Submitted papers must be in the following format: LAST NAME, FIRST NAME – PAPER ASSIGNMENT TITLE (ex. Smith, Jane – Paper One).***

Internet, computer and printer malfunctions are not acceptable excuses for late assignments. **Late papers will not be accepted,** unless prior arrangements have been made with the instructor.

As part of the paper writing process, students are expected to develop their editing and critical thinking skills. **Students are also expected to review the rubrics for each paper prompt to**

ensure they are meeting all of the criteria for the writing assignments.

All papers are expected to be **typed, double-spaced**, with **12-point Times New Roman font and one-inch margins**. All papers must adhere to the **standard MLA research paper format** and should include in-text citations as well as a Works Cited page. Examples of citations:

- **BOOK:** Last name, First name. *Title*. Place of Publication: Publisher, Year. Medium of Publication.
- **ANTHOLOGY (SUCH AS *Reading Women's Lives*):** Last name, First name. "Title of Essay." *Title of Collection*. Ed. Editor's Name(s). Place of Publication: Publisher, Year. Page range of entry. Medium of Publication.
- **JOURNAL ARTICLE:** Author(s). "Title of Article." *Title of Journal* Volume: Issue (Year): pages. Medium of publication.

If you have any questions regarding your writing, please utilize the following resources:

- **Your instructor:** Please feel free to contact me at any time over the course of the quarter if you are struggling with papers, course work, etc. I am willing to work with you. ***Email is the best way to contact me.*** I will respond to your email within 24-hours on weekdays, and by Sunday evening at the latest on weekends (beginning Friday evening). Also, I encourage you to attend my office hours.
- **The OSU Writing Center:** OSU Writing Center consultants are an excellent resource for writers at any level or stage in the writing process. Take advantage of the free individual tutoring that you can receive there. The Writing Center is located in 485 Mendenhall Laboratory, on the south side of the oval. Phone: 614.688.4291 Website: <http://ctsw.osu.edu/>
- **Purdue OWL Website:** <http://owl.english.purdue.edu>

### Grading Scale

Letter Grade	Percentage
A	95 – 100
A -	90 – 94
B+	88 – 89
B	85 – 87
B-	80 – 84

C+	78 – 79
C	75 – 77
C-	70 – 74
D+	68 – 69
D	65 – 67
E	64 & below

### Extra Credit Policy

Extra Credit opportunities are available throughout the quarter. Students are allowed to complete up to three extra credit opportunities. Extra credit is only available to students who are in class the day an opportunity is announced.

### General Classroom Rules

- No mobile phones – **if the instructor sees you using your phone during class, you will be marked absent for the day.** Please speak to the instructor and make prior arrangements if you need your phone available for emergency situations.
- All assignments exceeding one page **must be stapled.** The instructor reserves the right to **not accept non-stapled assignments.**
- All online assignments must be submitted to the correct Carmen Dropbox by the appointed deadline. **Please make sure you receive a receipt from Carmen after your submission.**
- Be professional. If you schedule a meeting with the instructor outside of office hours, please be on time. If you cannot attend the meeting due to an unforeseen circumstance, it is your responsibility to let the instructor know before the meeting. The instructor only will wait fifteen minutes following the appointment.

*The instructor reserves the right to make any additional changes to the syllabus.*

### Class Assignments

22 September	Introduction  Reading on Carmen: Frye, “Oppression”
27 September	Reading in <i>RWL</i> : Seneca Falls Convention, “Declaration of Sentiments” Cooper, “The Status of Woman in America” <b>Critical Response #1 Provided (Due 29 September)</b>
29 September	Reading in <i>RWL</i> : Gilman, “The Yellow Wallpaper” Ehrenreich and English, “The Doctors’ Stake...”
4 October	Reading in <i>RWL</i> : Painter, “Sojourner Truth” Carby, “Slave and Mistress” <b>Paper #1 Paper Prompt Provided</b>
6 October	Morrison, <i>The Bluest Eye</i> , “Autumn” and “Winter” sections  Reading in <i>RWL</i> : hooks, “Straightening Our Hair” <b>Paper #1 Speed Dating a Thesis</b>
11 October	Morrison, <i>The Bluest Eye</i> , “Spring” section

- Reading on in *RWL*:  
Yamato, “Something About the Subject...”  
**Paper #1 Peer Editing Workshop**  
**Critical Response 2 Provided (Due 13 October)**
- 13 October Morrison, *The Bluest Eye*, “Summer” section
- Reading in *RWL*:  
McIntosh, “White Privilege...”
- 14 October **Optional Draft of Paper #1 Due by NOON EST on Carmen**
- 18 October Larsen, *Passing*, Part One
- Reading on *RWL*:  
Willie, “Playing the Devil’s Advocate...”
- 20 October Larsen, *Passing*, Part Two and Three  
**Critical Response #3 Provided (Due 25 October)**
- 24 October **Paper #1 Due at 8AM EST on Carmen**
- 25 October Trenka, *The Language of Blood*, pg. 5-75
- Reading on Carmen:  
Kim Park Nelson, “Adoptees as White Koreans...”
- 27 October Trenka, *The Language of Blood*, pp. 76-135
- Readings on Carmen:  
Cho, Sumi K. (1997) “Asian Pacific American Women and Racialized Sexual Harassment” in Kim, E.H., Villanueva, L.V., and Asian Women United of California (Eds.) *Making More Waves: New Writing By Asian American Women*. Boston, MA: Beacon Press, pp. 164-173.
- Paper #2 Prompt Provided**  
**Critical Response #4 Provided (Due 1 November)**
- 1 November Trenka, *The Language of Blood*, pp. 139 – 184  
**Paper #2 Speed Dating a Thesis Statement**  
**Optional Paper 2 Meeting Sign Up Sheet Available** (*Fifteen minute meetings will be on Tuesday, November 8 or Wednesday, November 9 – this includes office hours. If you are late, you only will have the remaining time available in your fifteen minute slot*)

- 3 November           Trenka, *The Language of Blood*, pg. 187-end
- Reading in *RWL*:  
Crenshaw, “Mapping the Margins...”  
**Paper #2 Outline Workshop**
- 8 November           *Reading in Mango Street*:  
“The House on Mango Street” to “The First Job”
- Reading in RWL*:  
Anzaldúa, “La Conciencia de la Mestiza...”  
**Paper #2 Peer Editing Workshop**
- 10 November         Reading in *Mango Street*:  
“Papa Who Wakes Up Tired In The Dark” to “Papaya Juice on Tuesdays”  
**Critical Response #5 Provided (Due 10 November)**
- 14 November         **Paper #2 Due at 9:30AM EST on CARMEN**
- 15 November         Reading in *Mango Street*:  
“Sally” to “Mango Says Goodbye Sometimes”
- 17 November         Rothenberg, *Invisible Privilege*, Prologue – Chapter Two  
**Paper #3 Prompt Provided**  
**Optional Paper 3 Meeting Sign Up Sheet Available**
- 18 November         **Revised Paper #1 Due by 5PM EST on CARMEN**
- 22 November         Rothenberg, *Invisible Privilege*, Chapter Three – Chapter Four
- Reading in *RWL*:  
Wernick, “Jewish and White...”
- Paper #3 Speed Dating a Thesis**
- 24 November         **NO CLASS**
- 29 November         Rothenberg, *Invisible Privilege*, Chapter Five – Epilogue  
**Paper #3 Peer Editing Workshop**
- 1 December         Reading in *RWL*:  
Reagon, “Coalition Politics”  
Bunch, “Making Common Cause: Diversity and Coalitions”
- 6 December         **Paper #3 due via Carmen Drop Box by NOON EST!**